

普通高中教科书



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ENGLISH

英语

必修

第二册

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出版者的话

亲爱的同学们：

欢迎使用冀教版高中英语教科书。这套教材由国内外富有英语教育经验的学者、科研人员及一线教师根据 2017 版《普通高中英语课程标准》编写。

本套教材必修阶段共 3 册，满足高中毕业基本要求；选择性必修阶段有 4 册，满足高考升学要求；提高类阶段有 3 册，满足有意继续提高英语能力的发展需求。

让我们了解一下教材的结构。每册教材有 5 个单元，每个单元包括 4 个板块。第 1 板块（Reading for Meaning）为同学们提供了地道、优美的语篇，文章体裁丰富多样、内容有趣且富有时代特色；第 2 板块（Learning through Practice）提供了有意义的语言探究和语言实践活动，同学们通过完成任务可以体验语言并归纳知识，提高语言运用能力；第 3 板块（Using English in Context）设计有专题调查、访问纪实、讨论汇总、活动设计等多种形式的项目活动，帮助同学们发展听、说、读、看、写等语言技能，为真实语言交际打下基础。第 4 板块（Expanding Our Horizons）为同学们提供了更多与单元主题相关的经典、有趣的文章。

另外，教材中的评价部分（Evaluate yourself）可以帮助同学们积极反思学习过程，及时调整学习策略，提高学习效率；单元反思（Unit Reflection）帮助同学们对整个单元进行回顾；链接部分（More Connection）便于同学们拓展相关主题知识。

本套教材内容涉及人文、社会、自然、科学等多个领域，注重中外文化的介绍与比较。通过学习本套教材，同学们会在提高语言能力的同时，增强对中华优秀传统文化和社会主义先进文化的认识，成长为新时代有文明素养和社会责任感的人。

同学们，中学时代是人生美好的一段时光，相信在使用这套教材的过程中，你们通过自己不懈的努力和老师的正确引导，能够顺利完成教科书中的学习任务，为终身学习打下良好基础。

愿同学们在英语学海中徜徉，感受英语学习带给你们的新奇、充实与快乐。

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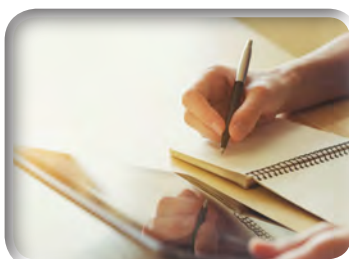
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UNIT 1 FAMILY



If the family lives in harmony, all affairs will prosper.

– Chinese proverb

In time of test, home is best.

– Burmese proverb

One father is more than a hundred schoolmasters.

– George Herbert, English poet



Helen and Her Father

BEFORE YOU READ

- 1 Have you read about Helen Keller before? What do you know about her?
- 2 Have you had an experience of communicating with blind or deaf people? What was it like?
- 3 Based on the title, what would you expect to read about in this text?

I was born on June 27, 1880, in a little town of northern Alabama. My father, Arthur H. Keller, was an officer in the army. The family consisted of my father and mother, two elder half-brothers, and, afterward, a little sister, Mildred.

In February of 1882, came the illness which closed my eyes and ears and threw me into the unconsciousness of a new-born baby. The doctor thought I could not live. Early one morning, however, the fever left me as suddenly and mysteriously as it had come. There was a great **joy** in the family that morning, but no one, not even the doctor, knew that I should never see or hear again. Gradually I got used to the silence and darkness that **surrounded** me and forgot that it had ever been different.

Meanwhile the **desire** to express myself grew. The few signs I used became less and less useful, and my **failures** to make myself understood were followed by outbursts of passion. I felt as if invisible hands were holding me, and I made great efforts to free myself. I struggled – not that struggling helped matters, but the spirit of resistance was strong **within** me; I generally broke down in **tears** and physical tiredness. If my mother happened to be near, I crept into her arms, too painful even to remember the cause of the anger. After a while, the need of some means of communication became



DO YOU KNOW?

Helen Adams Keller (June 27, 1880 – June 1, 1968) was an American author, political activist, and lecturer. She was the first deaf-blind person to earn a bachelor of arts degree. The story is adapted from her book *The Story of My Life*.





so strong that these outbursts occurred daily, sometimes hourly.

My parents were deeply sad and puzzled. We lived a long way from any school for the blind or the deaf, and it seemed unlikely that any one would come to teach a child who was both deaf and blind. Indeed, my friends and relatives sometimes doubted whether I could be taught.

My father was most loving to his home. His special pride was the big garden where, it was said, he raised the finest watermelons and strawberries in the **county**; and to me he brought the first ripe grapes and the best berries. I remember his gentle touch as he led me from tree to tree, and his **eager** joy in whatever pleased me. He was a famous story-teller; after I had **acquired** language, he used to spell his cleverest stories in a very awkward way into my hand, and nothing pleased him more than to have me repeat them at a right moment.



QUICK CHECK!

If you move in a **very awkward way**, you are not moving in an easy way. It is not comfortable.

When I was about six years old, my father heard of a doctor in Baltimore, who had been successful in many cases that had seemed hopeless. My parents at once determined to take me to Baltimore to see if anything could be done for my eyes.

The journey, which I remember well, was very pleasant. I made friends with many people on the train. One lady gave me a box of shells. My father made holes in these so that I could string them, and for a long time they kept me happy. The conductor, too, was kind. Often when he went his rounds, I held his coat tails while he collected and checked the tickets. His tool, with which he let me play, was an interesting toy. Curled up in a corner of the seat, I enjoyed myself for hours making funny little holes in bits of cardboard. During the whole trip I did not have one fit



of temper. There were so many things to keep my mind and fingers busy.

When we arrived in Baltimore, Dr. Chisholm received us kindly, but he could do nothing. He said, however, that I could be educated, and advised my father to consult Dr. Bell of Washington, who would be able to give him information about schools and teachers of deaf or blind children. Acting on the doctor's advice, we went **immediately** to Washington to see Dr. Bell, my father with a sad heart, I wholly unconscious of his worry, finding pleasure in the excitement of moving from place to place. Child as I was, I at once felt the kindness which endeared Dr. Bell to so many hearts, as his wonderful **achievements** enlisted their admiration. He held me on his knee while I examined his watch, and he made it strike for me. He understood my signs, and I knew it and loved him at once. But I did not dream that that interview would be the door through which I should pass from darkness into light, from loneliness to friendship, knowledge, and love.

Dr. Bell advised my father to write to Mr. Anagnos, and ask him if he had a teacher able to begin my education. This my father did at once, and in a few weeks there came a kind letter from Mr. Anagnos telling that a teacher had been found. This was in the summer of 1886. But Miss Sullivan did not arrive until the following March.

The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrast between the two lives which it connects. It was the third of March, 1887, three months before I was seven years old.



QUICK CHECK!

If something **endears** you to someone or if you **endear yourself** to them, you become popular with them and well liked by them.





AFTER YOU READ



Reading Comprehension

- 1 How old was Helen when she became blind and deaf? What caused the loss of her sight and hearing?
- 2 What was the main cause of Helen's frustration? Why did Helen's outbursts keep on increasing?
- 3 Who were the members of Helen's immediate family? Can you list the qualities of Helen's father?
- 4 Helen writes: "During the whole trip I did not have one fit of temper..." Explain the reason.
- 5 How was Helen's excitement at travelling on their way to Washington in sharp contrast to her father's distress?
- 6 What was Helen's reaction to Dr. Bell? How did Helen's father manage to find a teacher for her?



Post-reading Activities

- 1 Helen said that she has two elder half-brothers. Half-brother is a kinship term. Please compare and contrast similarities and differences of kinship systems in Chinese and English with examples.
- 2 In the text, Helen described a family trip that she would never forget. Have you ever gone on a memorable family trip? Share a family trip with a partner. Include where you went on your trip and what things you enjoyed most during the trip.
- 3 Helen's father managed to find a teacher, Miss Anne Mansfield Sullivan. Helen and her teacher found a learning style that worked for her. Her success has served to inspire thousands of people around the world. When you look back at your own schooling or education in general, is there one person, teacher, relative or friend who has helped to inspire you and develop your learning? Share your experiences with your group members.
- 4 There are two sayings in English, "Blood is thicker than water" and "You can choose your friends, but you can't choose your family". Discuss the subject of family relations as it applies to you and your family in groups.

SECTION 2

LEARNING THROUGH PRACTICE



Task One Sharing Your Story of Family Gathering

A family gathering is an event where family members get together. Read about Pat's happy family gathering and share your family's story in your group.

»Step 1 Pre-task Resources

Read the passage and learn about Pat's family gathering.

I love long weekends because they are usually a time when my family gets together. I get the chance to see not only my immediate family, but also my aunts, uncles, cousins and grandparents. I always feel happy when I'm surrounded by family.

Dad and I were busy all week getting ready for the weekend, because Mom was busy at work. We had to make up the spare beds and pull out the sleeping bags for all the young cousins who always sleep on the floor in the family room **downstairs**. After we completed the sleeping **arrangements**, Dad and I went shopping for groceries. It sounds like a lot of work, but with my dad, everything is fun.

Everyone arrived on Saturday morning. My aunt Donna made her famous treat – cookies with **honey** and spring **rolls**. They were so delicious! My other aunts brought food as well. I helped Mom organize all the food and prepare the vegetables and **snacks**.

My cousin Michael is 16 years old and a very good musician. He brought his guitar this time. We sat around singing with him for several hours. He played some **current** hits and many old songs.

I am very lucky to have such a wonderful family. We all had a good time on the weekend and now it's time to get back to our **regular** routines.





»Step 2 Exploring the Language

Read the following sentences and pay attention to how the qualifiers in red modify the nouns.

- *I am very lucky to have such a **wonderful** family.*
- *It's time to get back to our **regular** routines.*

Now read the same sentences with the qualifiers removed. What do you notice about the meaning of the sentence? How does it change?

- *I am very lucky to have such a family.*
- *It's time to get back to our routines.*

As we can see through comparison, qualifiers can limit or enhance another word's meaning. They add more specific information and vividness to a sentence. Here are some of the major types of qualifiers:

Quality: big, great, really, regular	Quantity: all, few, most, none
Time: often, occasionally	Certainty: completely, particularly

»Step 3 Task Cycle

- 1 Read Pat's story in Step 1 again. Make sure you understand every word.
- 2 Recall a happy family gathering experience and focus on the following questions:
 - How often do you have a family gathering?
 - Who usually organizes the family gathering?
 - What activities do you usually do in a family gathering?
 - Did you enjoy your recent family gathering? What made you feel that way?
- 3 Report your experience to your group. Share your story and hear others' stories. Remember to properly use qualifiers to describe your thoughts.

Task Two Describing the Person in Your Family You Admire Most

In a family, each member can be different from the others in many ways. But in almost every family, there is a KEY person who plays the important role of managing the family. Read the passage, and write your own to describe the person in your family you admire most.



>>Step 1 Pre-task Resources

Read the passage below and pay attention to the words and sentence structures that the author uses to describe his father.

My Father, the Person in My Family Whom I Admire Most

A family is made up of people who will do anything for you without expecting something in return. To me, a family **refers** to the people who are always with me and give me a sense of belonging. In my family, my father is the person whom I admire most. He is the key person in my family who always keeps us close. He is my hero.



My family has four members: my parents, my sister, and me. My father is about 50 years old. He **graduated** from college at a time when getting a **formal** education was not people's first choice in my hometown. At that time, most people would **rather** start working to **earn** money than go to school. However, my father always believed that getting an education was the most important part of a person's life.

Now that we're older, both my sister and I have learned to appreciate and see all the things my father has done to **ensure** we get a good education. My father always thinks of us before he thinks of himself. He knows how to make us feel better and guide us in the right direction. He teaches us how to be better people and better citizens. He teaches us right from wrong. He also teaches us that sacrifice and hard work are things that must be done for those you love. He is truly an admirable person whose advice is always worth following. I benefit a lot from my father – he is the **KEY** person in my family.

>>Step 2 Task Cycle

- 1 What is the author's father like? Review the passage above and write down relevant sentences.

- He is the key person in my family who always keeps us close.

- _____
- _____
- _____





2 Write your own passage about a person in your family that you admire. Try to include the following items in your passage.

- What is your relation to this person (your father, mother, aunt, uncle, etc.)?
- How has he (she) helped you?
- What is your relationship like now (Are you close)?
- How often do you see each other?
- Why do you think of him (her) as an important person or someone you admire?



Introducing a person

- *He/She is... years old.*
- *He/She always...*
- *He/She is the person who...*

» Step 3 Language Focus

Attributive clauses are often used to describe someone, something, some time or some place. An attributive clause often seems like a sentence that can stand alone, but it is part of the main clause.

- *He is the key person in my family **who always keeps us close.***

The red part of the sentence is an attributive clause. It is part of the main clause “He is the key person in my family...” and describes “which person it is or what the person is like”. The whole sentence can be considered a combination of two separate sentences.

- *Sentence 1: He is the key person in my family.*
- *Sentence 2: He always keeps us close.*

Both sentences have the same subject “he”, referring to the same person. Sentence 2 adds more information about “the person” in Sentence 1.

- *To me, a family refers to the people who are always with me and give me a sense of belonging.*
- *In my family, my father is the person whom I admire most.*
- *He is truly an admirable person whose advice is always worth following.*

In these sentences, the attributive clauses are introduced by relative pronouns like “who”, “whom” or “whose”. You can change a sentence with an attributive clause into two separate sentences and then put them together to see how the two clauses are combined.

SECTION 3

USING ENGLISH IN CONTEXT



Project Making Your Family Values Poster

Families keep going mainly by passing down their own traditional values. Different families may have different values. Ask your parents about your family values and make a poster. Then compare your poster with those of your classmates.

»Step 1 Read and Discover

Read the following passage and discover the author's ideas on defining one's family values.

Defining Your Family Values

A family is defined as a social unit consisting of parents and the children they raise. Value is defined as the quality or worth of a thing. To combine the words together yields a definition of a traditional set of social standards defined by the family and a history of customs that provide the emotional and physical basis for raising a family. Do you have traditional family values? How do you determine your family values?

Traditional family values usually include **topics** such as **marriage**, communication, traditions, morals, holidays, interactions with relatives and how time is spent together.

The values a family develops prepare children to learn, grow and function in the world. Your family values consist of ideas passed down from generation to generation. They contain the thought of how you want to live your life. The three





traditional basic tasks in life are work, play and love. However, we often focus too much on work and other activities and not enough on play and love. Yet, without a balanced life of enjoying play and having loving relationships, our lives become stressful and unsatisfying.

We need to spend time having family meals, working in the garden, relaxing, and having fun with our family members to better understand our family values.

- The author thinks family values refer to _____
_____.
- Traditional family values include _____
_____.
- Factors in determining family values _____
_____.

»Step 2 Listen and Match

Family values change with time. Listen to Jack, Ketty and Xiaohua talking about family values in today's society. Match the names with their views about family values. Jack's first view is shown as an example.

<div style="background-color: #00AEEF; color: white; padding: 5px; text-align: center; margin-bottom: 10px;">Jack</div> <div style="background-color: #7ED321; color: white; padding: 5px; text-align: center; margin-bottom: 10px;">Ketty</div> <div style="background-color: #FF9900; color: white; padding: 5px; text-align: center;">Xiaohua</div>	<div style="background-color: #ADD8E6; padding: 10px; margin-bottom: 10px; border-radius: 5px;">The concept of traditional values is different from today's.</div> <div style="background-color: #ADD8E6; padding: 10px; margin-bottom: 10px; border-radius: 5px;">Family values hold the society together.</div> <div style="background-color: #ADD8E6; padding: 10px; margin-bottom: 10px; border-radius: 5px;">Family values keep us going.</div> <div style="background-color: #ADD8E6; padding: 10px; margin-bottom: 10px; border-radius: 5px;">Family values are what people can depend on.</div> <div style="background-color: #ADD8E6; padding: 10px; margin-bottom: 10px; border-radius: 5px;">Equality makes a family harmonious.</div> <div style="background-color: #ADD8E6; padding: 10px; margin-bottom: 10px; border-radius: 5px;">Family values are more important than ever before.</div>
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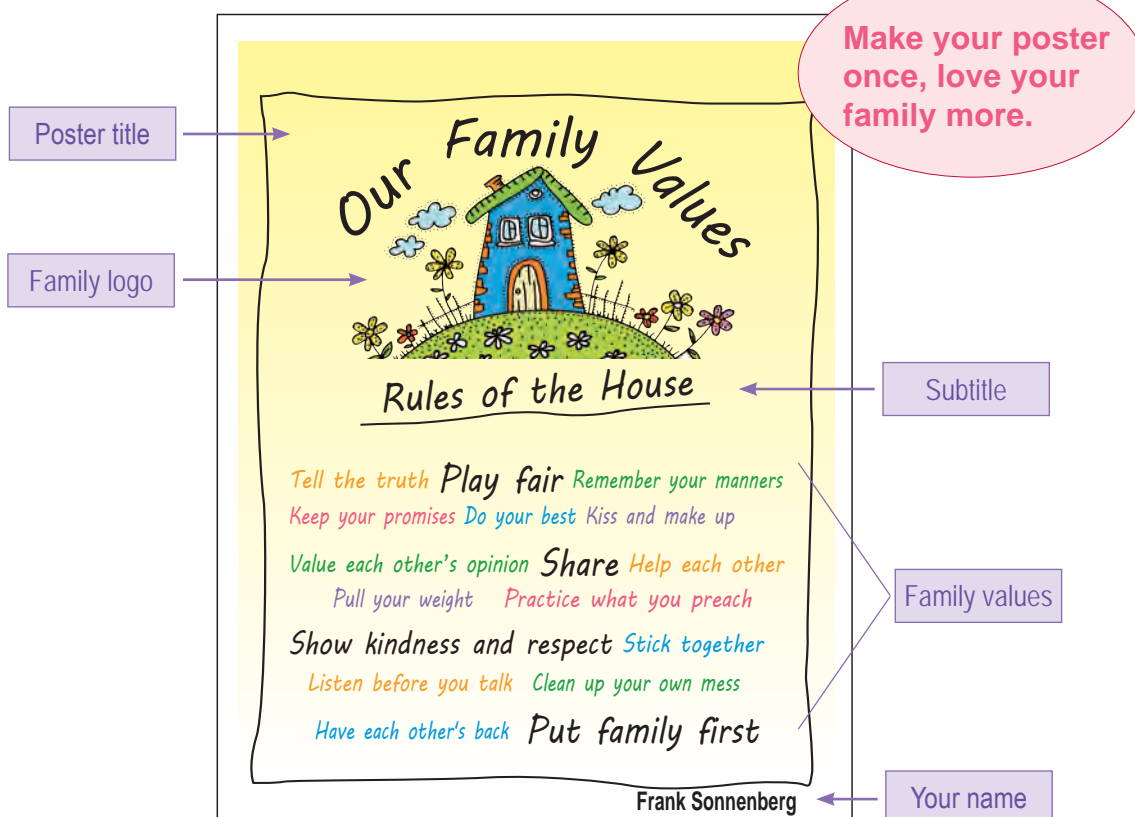
>>Step 3 Read, Discuss and Write

Different families have different family values. Read the following examples and discuss their meanings.

- *If you don't study the Odes, you won't know how to speak properly! If you don't study the rites, you won't have any basis to stand on. (bu xue shi, wu yi yan; bu xue li, wu yi li)*
– Confucius
- *Cultivate one's moral character in peace and frugality. (jing yi xiu shen, jian yi yang de)*
– Zhuge Liang
- *Keep your eyes on the stars, and your feet on the ground.*
– Theodore Roosevelt

What are some of your family values? Make a poster of your family values. If your family doesn't have any in place, know that it is never too late to make a list. Use Frank Sonnenberg's poster to help you get started.

Frank Sonnenberg's Poster





»Step 4 Compare, Discuss and Reflect

In groups, present your poster. Compare your family values with those of your classmates, and find similarities and differences. Use the list below as a starting point for a discussion. Take a moment to reflect on your family values. What do they mean to you? Do you actually live by those values?

Responsibility Harmony Variety Communication
 Support Enthusiasm Family unity Fairness Nurturing
 Fun Family time Organization Affection Enjoyment
 Problem solving Patience Education Arts Literature
 Fitness Sports Integrity

Other aspects _____



Evaluate yourself!

Can you view and then explain family value posters in English?

Can you use the words you have just learned to describe your family gathering?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Describing our family gathering in English with the help of pictures and gestures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a poster of my family values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting appropriate language when introducing family members to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Family Names

Different cultures have different family names. In many parts of Asia, the family name is written first, followed by the given name. Some people, such as the Burmese, do not use a family name at all. Think of U Thant, the **former** United Nations leader, who was from Burma. The Chinese people adopt their father's names as their family names. The name is passed down through the father and son from generation to generation.

People who come from North America mostly get their names from their families. Parents often pick a first name, such as Peter or Sally. The last name, though, is usually the same name the parents share. It is the family name.

Long ago, English-speaking people only had one name. A man could be called simply James. A woman could be Martha. Second names became necessary when too many people had the same first name. To solve the problem, a child would take his or her father's name as a last name or family name. For example, children of John were called Peter Johnson or Mary Johnson. Names such as Wilson (Will's son), Jackson, Anderson and Davidson came into use.

"Mac" or "Mc" means "son of". There are many "Macs" and "Mcs" among British people. The name MacGregory, for example, means son of Gregory. MacDonald means son of Donald. Fitzpatrick and Fitzgerald mean son, or child, of Patrick or Gerald.

Some people got their names from the places they lived in. A family that lived in a village where plants grew thickly might be called Green.



DO YOU KNOW?

Learning a language is also learning a culture. By learning about the culture in which a language has grown, we can learn the language better. An important part of any culture is the family name.



Sometimes people got their names from the way they looked. A tall person might be called Long. If people in a family had dark hair, the family was sometimes called the Blacks or the Browns.

People also got their names from their work. A person who baked bread was called Baker. A person who had a very good voice was named Singer.

These **familiar** names stayed with people and became family names that are still used today.

POST-READING QUESTIONS



- 1 Where did family names in English-speaking countries come from?
- 2 If the family name Long meant a tall person and Baker was someone who baked bread, what do you think the following family names mean?

Barber Clay Gates Hill Nightingale

- 3 Do Chinese family names have the same origins as English names do? What does your family name mean?

Reading for Love: Family

I ran into a stranger as he passed by.
 "Oh, excuse me please," was my reply.
 He said, "Please, excuse me too;
 I wasn't watching out for you."
 We were very polite, this stranger and I.
 We went our separate ways and said good-bye.
 But at home a different story is told,
 How we treat our loved ones, young and old.

Later that day, while I was cooking the evening meal,
 My son stood beside me very still.
 When I turned, I nearly knocked him down.
 "Move out of the way," I said with a frown.
 He walked away, his little heart broken.
 I didn't realize how sharply I'd spoken.





While I lay awake in bed,
A voice came to me and said,
"While dealing with a stranger, common manners you use,
But the children you love, you seem to abuse.
Go and look on the kitchen floor,
You'll find some flowers there by the door.
Those are the flowers he brought for you.
He picked them himself: pink, yellow and blue.
He stood very quietly not to spoil the surprise,
And you never saw the tears that filled his little eyes."
By this time, I felt very small,
And now my tears began to fall.

I quietly went and knelt by his bed;
"Wake up, little one, wake up," I said.
"Are these the flowers you picked for me?"
He smiled, "I found'em, out by the tree.
I picked'em because they're pretty like you.
I know you'd like'em, especially the blue."
I said, "Son, I'm very sorry for the way I acted today;
I shouldn't have yelled at you that way."
He said, "Oh, Mom, that's okay.
I love you anyway."
I said, "Son, I love you too,
And I do like the flowers, especially the blue."



POST-READING QUESTIONS



- 1 The last word of the first line "by", rhymes with that of the second line "reply". The last word of the third line "too", rhymes with that of the fourth line "you". Please explain how the other word pairs rhyme with each other.
- 2 Retell the story in the poem using your own words.
- 3 Are you also polite towards others but sometimes rude to your family members? Why or why not?



Family – The Beating Heart of Chunyun

Chunyun refers to the Spring Festival travel season, a period in China with extremely heavy traffic around the time of this festival. It is a long-held tradition for Chinese people to reunite with their families. Family members, no matter how far away they are, travel back home for a highly anticipated family reunion on the eve of the Spring Festival. Hanging up red **lanterns**, enjoying dinner together or taking a family photo becomes the happiest event in the world.

To many Chinese, home is more than apartments or houses. Family relation and values are extremely important for them. There are many emotional connections in family gatherings and reunion dinners. Though some old Spring Festival traditions have become less popular, such as worshiping the kitchen god and kowtowing to elders, the most important part of the Spring Festival is still and has always been family.

Known as the planet's **extra** large human migration, Chunyun lasted for 40 days and saw nearly three billion trips in 2019, which is more than four times of European population. Here is a picture to show Chunyun in 2019.



According to this **data**, the road trips take up a lion's share as they total 2.46 billion among the three billion trips. Meanwhile, both the railway trips and air trips have clearly grown since 2018.



In recent years, there has been an increasingly popular phenomenon called “reverse Spring Festival travel rush” – young dream-seekers in urban areas invite their parents to travel from their hometowns to the big cities to spend the Spring Festival with them. Zhang Hua, a young IT engineer from Hunan Province, is now working in Shenzhen. Instead of travelling back to his hometown, he invited his parents to Shenzhen to celebrate the 2019 Spring Festival.

To Zhang Hua and many other people, wherever they are, the beating heart of Chunyun is the reunion and emotional connection of FAMILY.

POST-READING QUESTIONS



- 1 What is the main purpose of Chunyun? What is the new trend?
- 2 Why is FAMILY considered “the beating heart of Chunyun”?
- 3 Examine the text and explain the changing patterns of trips in 2019 compared with those in 2018.

Unit Reflection

Review the whole unit and reflect on what you have learned.

- 1 Family gatherings play an important role in promoting relationships between family members. What are the major functions or roles of family gatherings?
- 2 Does your family have any family values? What did you learn from family values in this unit?
- 3 What do attributive clauses with “who”, “whom” or “whose” mean? What have you learned about the function and use of these attributive clauses?

More Connections

- Do you want to know more about family values? For answers to where they come from, how people establish good values in a family, and how family values help make a family happy and strong, you can surf the Internet to help enrich your understanding. You can also surf with the following key words: family values, family morals, family beliefs, family attitudes, and family ideals.
- *Family Values: The Ethics of Parent-Child Relationships* is a popular book written by Harry Brighouse and Adam Swift. It gives an account of why families are valuable, including family liberty and equality. The book also addresses parents’ limited rights in shaping their children’s values and duties towards their children’s upbringing.

UNIT 2 SCHOOL LIFE



Whoever cares to learn will always find a teacher.

– German proverb

What is learned in youth is carved in stone.

– Arabian proverb

The principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done.

– Jean Piaget, Swiss psychologist



Bob Smith, a National Teacher Award Winner

BEFORE YOU READ

- 1 What do you think of your high-school life? Which part do you like best?
- 2 Who is your favourite teacher? Why?
- 3 What is an ideal school life like in your opinion?

What does it take to win the hearts and minds of Grade 10 students? Ask Jenny Fitchette, Grade 10 student at Lester Pearson High, and you will get a warm reply: “To win the hearts and minds of today’s students, the number one thing is a good teacher. School is a place where we get knowledge. No matter how **fancy** the school is, or how many computers there are, without a good, **capable** teacher, learning is **definitely** difficult and not at all interesting.”



Jenny should know this well. She is at the head of her class – a class for gifted students – and is taking four subjects **per** semester. Look at her timetable and you will find that she is studying the usual subjects of mathematics, English, biology and art this semester. It’s not so much the subjects that keep her coming to school each day, eager and ready to work and to learn. It’s her biology teacher, Mr. Smith, who keeps her coming back. Although the classes are long and the materials difficult, Jenny recently still found time to finish a 1000-word paper in which she nominated her teacher, Mr. Bob Smith, for the Teacher of the Year **Award**. This



DO YOU KNOW?

In some countries, a school year is divided into two periods, known as **semesters**.



QUICK CHECK!

To **nominate** someone for something is to formally propose that someone should be chosen for something.



annual award is given to a teacher who shows excellence in teaching. Only students may nominate someone for the award. If the nominating essay is good, the **committee** visits the school and spends a day watching the teacher in action.

“I can’t really say why Mr. Smith is such a good teacher,” says Jenny, sitting in the bright and open classroom, which she shares with 20 other gifted learners. “I know that the classroom itself is a nice place to be. We always enjoy the time when Mr. Smith stays with us. I mean, the tropical fish really help us in our biology studies. We can **actually** watch the fish growing and study them right there in the classroom. Same thing with the small garden we keep in the summer. It’s hands-on. Mr. Smith always tells us that we learn best when we get in there and work with things.”



Mr. Smith says he was **entirely** surprised and **honoured** when he heard that Jenny had nominated him for the award. “It’s really the students who should be getting the award,” he says. “It’s my job to bring meaningful and interesting things for them to study, **revise**, and then to ‘get out of the way’, so to speak. It’s not I, but the students who are showing excellence.”

Hearing the committee **announce** the award winner “Bob Smith”, the students jump up and **clap** their hands excitedly. When asked what makes his students love school so much, Mr. Smith pauses and thinks deeply. “I think it comes down to respect. The kids know that I respect them and that I see my job as serving them in a way. I work for them to help them open up their minds and discover things that matter to them. That’s the main reason why they like school.”

Jenny says that you never know what to expect from day to day in her biology class. One day, Mr. Smith might bring



QUICK CHECK!

If you **announce** something, you tell people about it publicly or officially.



his electric guitar, and for the entire class, explain and show the effects of music on plant growth. He never allows anyone any time to be lazy.

“It’s the variety for sure – that’s part of it,” explains Jenny. “But mostly it’s because we know that Mr. Smith truly cares about us and about teaching us. You just feel it. He tells us every day that we are the most important aspect of any school’s life.”

AFTER YOU READ



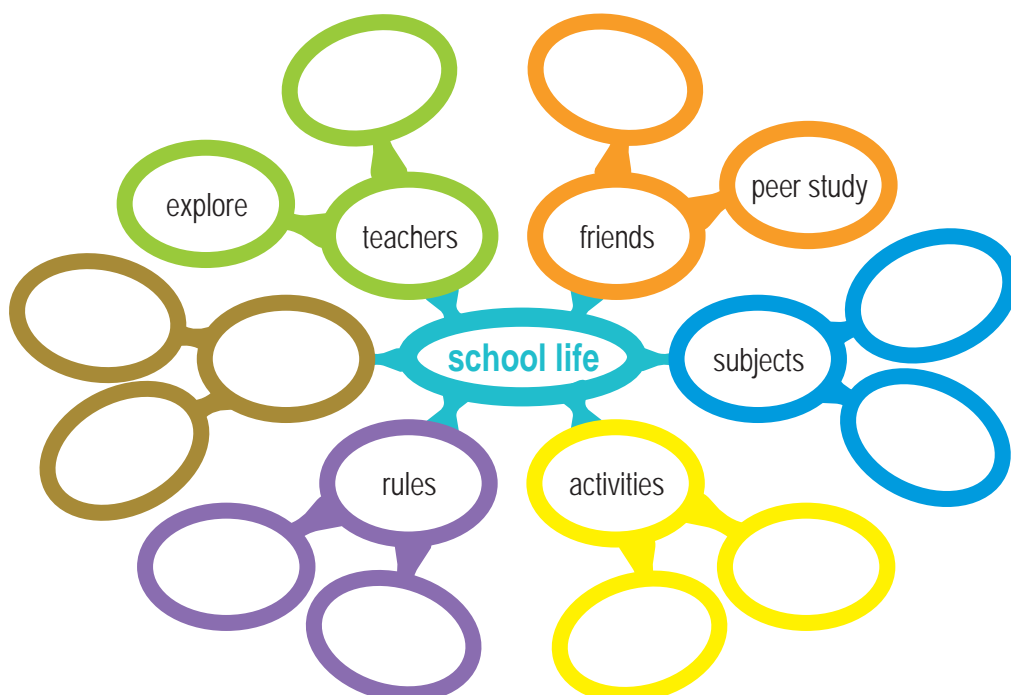
Reading Comprehension

- 1 What are the four subjects that Jenny is taking this semester? Which is her favourite and why?
- 2 How can a teacher win the “Teacher of the Year Award”?
- 3 How is Mr. Bob Smith’s class unique?
- 4 How does Mr. Bob Smith make his students love school so much?
- 5 What does Jenny mean when she says “To win the hearts and minds of today’s students, the number one thing is a good teacher”?
- 6 What is the most important aspect of your school life? What do you expect from your teachers?



Post-reading Activities

- 1 Work in pairs and build a mind map related to the theme “school life”.





- 2 Think, pair up, and share. Think of five do's and five don'ts in a class and write them down. Make a list of your class rules.

Do's	Don'ts

- 3 Work in groups. Discuss what a good lesson is supposed to be like and how it benefits the students. Share your ideas with the class and give reasons.
- 4 There is an old Chinese saying: "Trust your master and follow his way." How do you interpret this? Nowadays, there are different ways to learn, for instance, going to school or studying online at home. Discuss in groups what way you prefer and explain its advantages and disadvantages.



POEM

A High School Poem

A high school education
 Provides a unique situation
 It values much more
 Than a student's test score
 To those attending high school
 Do grow
 Be yourself
 And stand tall
 The ultimate test
 Is to be your BEST!



SECTION 2

LEARNING THROUGH PRACTICE



Task One Describing a Teacher You Will Never Forget

A teacher is someone who passes on knowledge and helps develop our skills. Great teachers motivate, inspire and facilitate. In this task, think of a teacher you will never forget and describe how he/she helped shape you and your life.

»Step 1 Pre-task Resources

Read the following responses to the question “How has your teacher influenced you?”

How Has Your Teacher Influenced You?

I have been a high-school photography teacher for 34 years all because of my high-school photography teacher, Mr. H. Warren King. He encouraged me to become a teacher and got me my first teaching job. He taught us to see, not just with our eyes, but with our hearts.

– Jo Leigh Porter

Kristine Hansen, my writing teacher, did several things to teach me the art of writing. First, she enjoyed my stories even if they were poorly written. Second, her suggestions were **aimed** at keeping my voice instead of **replacing** it with hers. Third, I finally learned some basic grammar!

– Christy Haggard

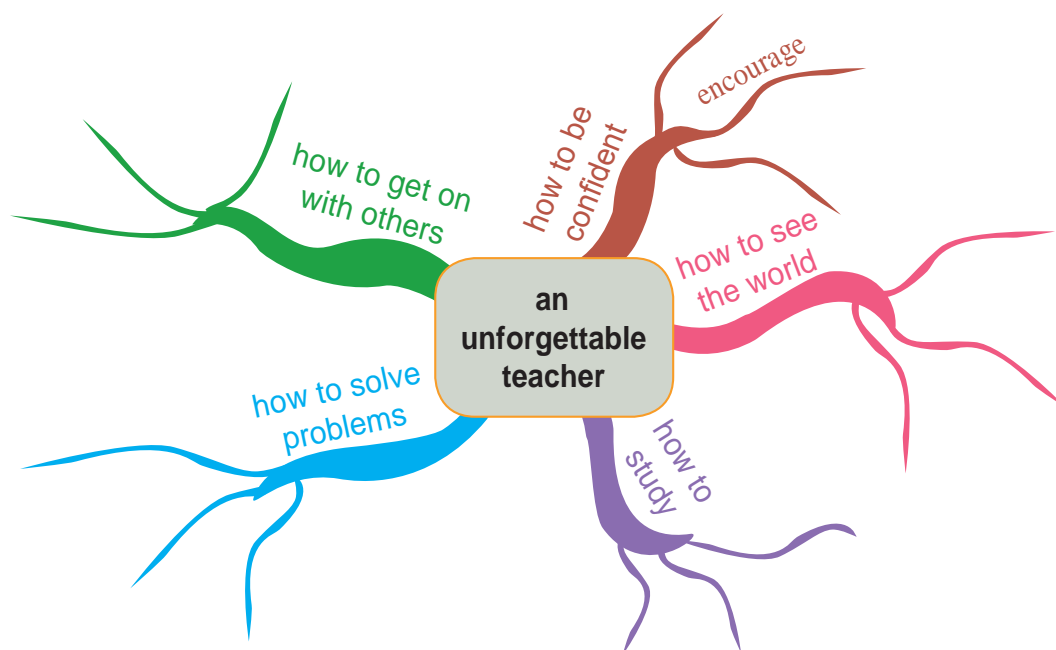
My favourite teacher was Mr. Liu, my history teacher in high school, because he taught me about the world through current events. He encouraged us to read the newspaper and then to present and discuss the events. He helped us understand how these events tied into history, culture, and government. He taught me not only the dates and places of important events, but also why and how these events shaped the world today.

– Wang Lin



»Step 2 Exploring the Language

Brainstorm words and expressions you can use to describe an unforgettable teacher.



»Step 3 Task Cycle

Recall your own education, thinking of a teacher that made a difference in your life. Write a passage about your unforgettable teacher.

- 1 Give the passage a proper title.
- 2 Reflect on why this teacher was so unforgettable for you in your life.
- 3 Be sure to mention which grade and subject you had this teacher for.

Task Two Talking about Things You Like about School

We spend a lot of time in school; thus we cannot help liking some of its aspects and disliking others. Sometimes, we have mixed feelings about certain school activities. In this task, you will read an email from a teacher and then talk about things you like about school.

»Step 1 Pre-task Resources

This is an email sent by a teacher to answer his student's question. Read and explain what he wants to tell his student. Pay attention to the functions of the words in blue.



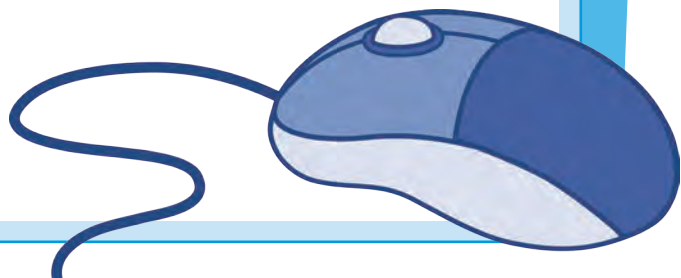
A Metaphor about School Life

Let's say you go to a gym, a place **where** you work hard. At the end of the workout, you are **sweating** and your muscles are **aching** a lot. If we compare a school to a gym, that sweat is the marks **that** you received.

What is important is not the sweat itself, **which** is just salt water, but what you did to achieve the sweat. If you are exercising the right way, the sweat **indicates** that you are developing **strength** in your body. This strength, **which** cannot be seen, is what matters most at the gym. It is measured by our sweat. In the same way, it is the knowledge and reasoning skills **that** you acquire in school that matter most. Unluckily, we don't have an easy way of measuring that. That's the reason **why** we use examinations and grades to mark progress. We are slowly developing better means of measuring success both at the gym and at school.

Just as you can fake sweat by standing near the heater, spraying water on yourself, or being afraid of something, you can absolutely fake marks without building **mental** strength. Many people do so. However, sooner or later, they end up in courses and jobs **that** they hate. At the time **when** the gym is cool, you might not sweat at all, but you can still be building strength.

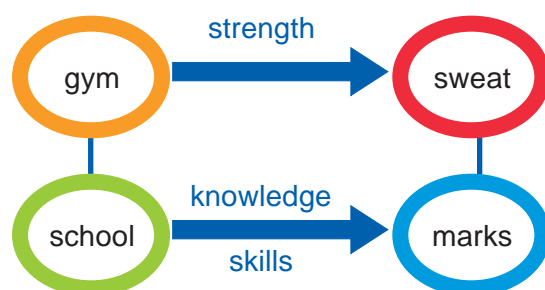
Think of the sweat as your marks. They are useless by themselves, but if you are honest with yourself, they indicate that you are developing the knowledge and skills you need to inhabit the world. School should be a place **where** you explore yourself. You should do both the things **that** you like and the things **that** you dislike because they will help you in the future.





»Step 2 Task Cycle

- 1 View the chart and explain the metaphor from the teacher's email in groups.



Expressing opinions

- According to...
- In my opinion...
- It seems to me that...
- From my point of view...
- As far as I'm concerned...
- Personally, I think...
- What I mean is...
- I hold the view that...
- I'm of the opinion that...

- 2 In groups, pick a school event or activity (e.g. tests and exams, after-school activities) and discuss aspects of it that you like.
- 3 Write a short passage and talk about what you like about school. You may use some attributive clauses.

»Step 3 Language Focus

Study the following sentences and pay attention to the use of “where”, “why” and “when”.

- School is a place *where* we get knowledge.
- That's the main reason *why* they like school.
- We always enjoy the time *when* Mr. Smith stays with us.

We can see that relative adverbs “where”, “why” and “when” are used in these sentences to introduce attributive clauses indicating places, reasons and time. The relative adverbs “where”, “why” and “when” function as adverbials in the attributive clauses.

Try to find another three attributive clauses in the passage in Step 1 and explain the structure.

- where → _____
- why → _____
- when → _____

SECTION 3

USING ENGLISH IN CONTEXT



Project **Proposing a New School Club**

A new school year has begun! Many students are looking forward to joining a school club, where they can learn more skills outside of the classroom. You may also want to start a school club of your own. In this project, you'll first read, listen to, and learn more about school clubs, and then you'll write a proposal.

»Step 1 Read and Discuss

Read the passage and discuss with your partner what school clubs you like.

School Clubs in My High School

My name is Lily. I am studying at Woodland High School. I would like to tell you something about after-school clubs at my school. Let me start with my personal experience. At the beginning of Grade 10, when I was still new to my high school, I used to watch TV or play games on my phone after finishing my homework. My parents encouraged me to join the Blueprint Club when they found out I was interested in it. I quickly began to enjoy the club because I wasn't glued to a screen all afternoon. So far, I've met plenty of great people, and I get to create anything I want. I also get to develop my design and technology skills. I'm having so much fun too!

I have learned that education does not take place only in the classroom during regular school hours. The home, playground and school library, in general, can all be very important settings for our personal and educational growth. One way to enrich our school experience is through extra activities such as clubs. In my school, there are many different school clubs. You will see them in the following table.

Categories	Clubs
Subject area clubs	<ul style="list-style-type: none">● Shakespeare Club Each semester, read stories based on different Shakespeare plays, perform one of them, and hold a Shakespeare festival.
	<ul style="list-style-type: none">● Future Scientists Club Invite scientists to discuss their research, plan trips to local labs, and discuss the latest scientific research at meetings.

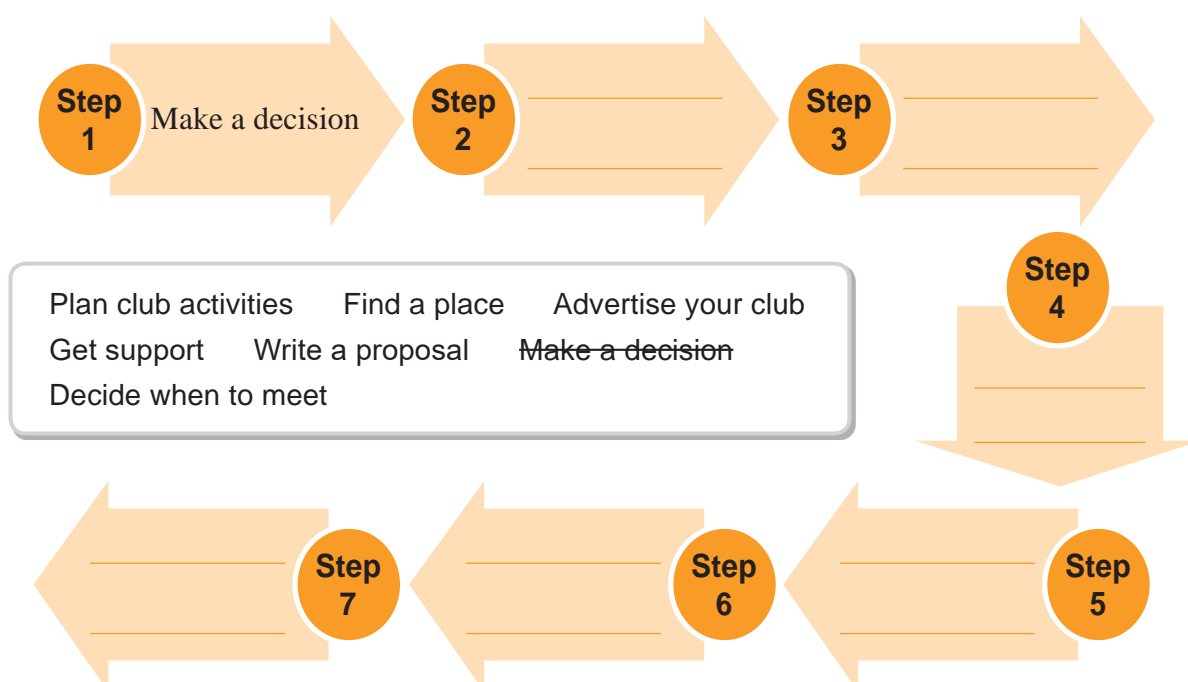


Categories	Clubs
Hobby clubs	<ul style="list-style-type: none"> • Chess Club Host a chess competition between members, invite chess masters to discuss chess strategy, and watch famous chess movies. • Adventure Club Plan weekly or monthly outdoor activities (biking, camping, fishing, etc.), volunteer to plant trees in local parks, and invite a conservationist to discuss his/her job.
Charity clubs	<ul style="list-style-type: none"> • Children's Hospital Volunteer Club Host a book donation drive to collect books and organize a bake sale to raise money for the Children's Hospital. • Save Endangered Species Club Visit wildlife rescue centres and plan a spring break trip to see endangered species.

In my high school, we are all encouraged to join one or two school clubs of our choice. If we don't like any of them, we can propose a new school club of our own interest.

» Step 2 Listen and Complete Steps

Listen to the passage about how to start a school club and choose the instructions to complete the steps.





>>Step 3 Read and Learn

The following sample is a proposal letter proposing a high school chemistry club. Read and pay attention to the structure of the proposal.

Dear Mr./Mrs./Dr. _____,

Based on the interest in science and particularly in chemistry among the students, this letter is a **proposal** to start a high school chemistry club. The main goal of this club is to provide an opportunity for students to broaden their knowledge of chemistry and to interact with other students who share their interests. As such, the proposed club's members would like to take part in this club.

There are several reasons why the starting of a high school chemistry club is important. A chemistry club can allow students to develop their interest in chemistry in an informal environment, without the pressure of being graded. It can also introduce students to the possibility of future studies or employment in chemistry and develop students' leadership skills by conducting lab activities, or community events.

It is our hope that this proposal will be accepted. Please feel free to contact me with any questions you may have. Thank you for your consideration.

Regards,
(name and title)



Learning tips

A proposal is a plan that puts forward or suggests an idea for consideration. It is usually written to an official organization or a person to gain support for the suggested plan. It could be a simple letter or a formal document.



»Step 4 Work Together, Design and Write a Proposal

Knowing how to write a proposal is an essential skill in many fields, from school to business management. Your ideas or suggestions are more likely to be accepted if you can communicate them in a clear and engaging manner. Work in groups and discuss the following questions. Then write your own proposal for a new school club of your interest.

- What is the name of your club and what is it about?
- What are the major benefits of the club?
- What are the main activities of the club?
- Where will the club meet?
- How often will this club meet and how long will each meeting last?
- Who can be invited as an advisor of the club?



Evaluate yourself!

Can you get the key information while listening to an introduction about starting a school club?
Can you understand the major contents when reading proposals?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Building a mind map about school life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having interest in proposing a school club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collecting information by using dictionaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Professor Zhang's Lecture: Being a Student

*At the beginning of this semester, Professor Zhang was invited to Li Ming's school to give a **lecture** about what it means to be a good student. Here are some of her key points.*

Hello, everyone,

I'm very happy to be here with you today to share some of my ideas about being a student. I was a student just like you many years ago.

I remember one of my junior-high teachers used to remind us that to be a student meant more than just being a pupil. Times change. The definition of "student" used to be "one who studies something". Today it just means "one who attends a school, college or university". This modern definition doesn't even suggest that the person does more than "attend".

What makes a student stand out from the rest of the class? **The four A's** – attitude, academic skills, awareness and accomplishment – certainly are a large part of it, and a student who has these skills is very likely to earn A's.

Attitude is a desire to learn, and the willingness to work hard. It is **reflected** in how well you apply yourself, even when you have little interest in a subject. It is also reflected in how much you can achieve when you don't like a teacher's style.

Academic skills include reading and understanding of subject matter, use of resources, mathematical skills, good study habits, and the ability to communicate clearly and smoothly in speaking and writing.





Awareness refers to being aware of what's going on in the world around you and being able to relate it to your academic courses. For example, when taking a science course, you go out of your way to find **applications** and examples of science in the real world.

Accomplishment is shown by how well you apply your understanding of the subject matter to new problems and challenges and how you use your speaking and writing skills to communicate this understanding. Your accomplishments will grow by continuing your education outside of the classroom throughout your life.

All of these add up to ability. The goal of education is to achieve the ability to apply one's knowledge in new ways. Many abilities can be earned through hard work.

Work to be educated, not just trained!

Thanks for listening.



POST-READING QUESTIONS



- 1 What are the four A's suggested in the text?
- 2 With a group member, discuss what qualities make a good student.
- 3 How do you understand the sentence "Work to be educated, not just trained"?

"Less Is More" in Finland's Education

When I arrived in the **Republic** of Finland, I did not find students who were better at mathematics or knew more math. In fact, the junior-high and high-school math classes were rather **typical** of what I had experienced in the U.S. And most of the struggles (like students not remembering their basic math facts) were the same. The teaching style of a math class in Finland follows the basic way that has been performed by math teachers for centuries:



The teachers go over homework, they present a lesson (some of the kids listen and some don't), and then they give the kids more homework.

So, what is the difference? Why are Finnish students succeeding while ours are failing? The answer is that Finland truly believes “Less is more”, which is the basic **guideline** to Finland's education. I hope I can **import** this way of thinking when I return home to the U.S.

Fewer Instruction Hours = More Planning Time

Teachers have shorter days. According to the OECD (Organization for Economic Cooperation and Development), an average Finnish teacher teaches 600 hours annually, which works out to about four lessons daily. An average U.S. teacher almost doubles that teaching time, with an average of over 1,080 hours of in-class instruction annually. This **equals** an average of six lessons daily. Also, teachers and students in Finland are not expected to be at school when they do not have a class. For example, if they don't have any afternoon classes on Thursdays, they (both teachers and students) can simply leave. This **system** allows the Finnish teachers more time to plan and think about each lesson. It allows them to create inspiring lessons.

Fewer Accepted Applicants = More Confidence in Teachers

Finland works very hard to make sure there are no “bad teachers”. Primary education **sections** in Finland accept only 10% of all applicants and turn down thousands of students annually. A person not only has to be the best and the brightest to become a primary-school teacher, but they also have to pass a series of interviews to get in. So, it



isn't enough to be the smartest in your class – you also have to have the natural ability and drive to teach.

Less Testing = More Learning

Although it still exists, there is less pressure on teachers in Finland to get through the curriculum. Teachers are simply trusted to do a good job and **therefore** have more control over their classroom and its contents. Teachers are able to take more risks, try new things, and create an exciting, engaging curriculum that allows students to become skilled individuals ready for the real world. They have time to teach skills that allow students to develop into individuals who know how to start a project and work. They have time to teach hands-on lessons where students get to learn real-life skills like cooking, cleaning, woodworking and more! And while students are learning these **amazing** skills, they are also learning math, problem solving and how to follow directions!

Less Structure = More Trust

Trust, not structure, is the key to this whole system. Instead of being doubtful of one another and creating tons of structures, rules, **diagrams**, and tests to see if the system is working, they simply trust the system. Society trusts the schools and their teachers. The schools trust the teachers to be highly trained individuals and therefore give them the freedom to create the type of classroom environment that is best for their individual students. The parents trust the teachers to make decisions that will help their children learn and develop. The teachers trust the students to do the work and learn for the sake of learning. The students trust the teachers to give them the tools they need to be successful.

It works, and it isn't complex. Finland has it figured out. Less is more.





POST-READING QUESTIONS



- 1 What is the writer's math class in the U.S. like?
- 2 What makes Finland's education system unique?
- 3 What do you think "Less is more" means? Do you agree with this principle? Why?



Unit Reflection

Review the whole unit and reflect on what you have learned.

- 1 What have you learned about qualities of good teachers?
- 2 What new information did you get about school life in this unit? What kind of school life do you think can help students learn and develop?
- 3 How can you prepare yourself for your future responsibilities in your study at high school now?

More Connections

- Confucius was a great teacher, writer and scholar as well with a set of philosophical teachings named after him. His teachings continue to inspire people today. But just what did he teach? What is Confucianism? And how can we better understand Chinese society with a knowledge of it? Try to surf websites. Here are some key words for your reference: Confucius, Confucianism, and Confucius' teaching.
- Rita F. Pierson, a professional American educator since 1972, taught elementary school, junior high and special education. As a teacher for 40 years, she believes in her students and actually connects with them on a real, human, and personal level. She once gave a lecture *Every Kid Needs a Champion*, which can be viewed online. Find and watch it to get to know her thoughts on education.
- View the video about the Model United Nations (MUN), a club in which you can improve your skills in research, communication, critical thinking and creativity.



UNIT

3 BE ACTIVE AND HEALTHY!



A sound mind is in a sound body.

– German proverb

He who has no health has nothing.

– French proverb

Walking is the best possible exercise.

– Thomas Jefferson, American politician



Physical Inactivity: A Global Public-health Problem

BEFORE YOU READ

- 1 What comes to mind when you read the title?
- 2 How would you feel if others described you as “physically inactive”?
- 3 Are you satisfied with your current state of health? If not, explain why.

Nowadays, a sedentary lifestyle is common in both the developed and the developing world. Sedentary activities include sitting, reading, watching television, playing video games, drinking **beer** or coffee, and using the computer for much of the day with little or no active physical exercise. Such a sedentary lifestyle is harmful to our health due to the lack of **sufficient** physical activity.

Physical inactivity is believed to cause millions of deaths a year – almost as many as smoking. Researchers have found that inactivity has obvious links to many diseases.

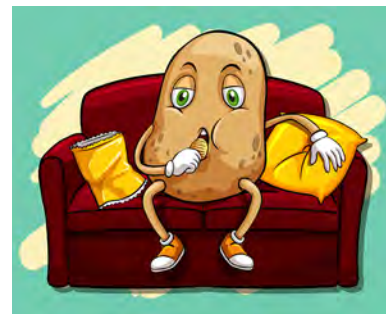
In Britain, “couch-potato” lifestyles cost the health service more than £1 billion a year. In the U.S., things are no better. Physical inactivity is killing millions of Americans. A study of Chinese people’s habits **illustrates** that many urban adults are overweight, and that many middle-aged people suffer from heart conditions.

One day, Indian housewife Sujata Budarapu was **shocked** when she was told that her two sons were on the edge of developing Type 2 diabetes. “I have heard that outside India this happens to other people’s kids, but I never



QUICK CHECK!

sedentary: (1) (of work, activities, etc.) in which you spend a lot of time sitting down (2) (of people) spending a lot of time sitting down and not moving





thought it would happen to my own,” the 38-year-old woman from Mumbai told AFP. Actually, Sujata’s children are not unexpected cases at all.

Sedentary lifestyles are linked to increased risks of heart disease, diabetes and cancer. Most people move far less than their grandparents did. According to a study of over 70,000 teens in 34 nations, nearly one third of teens are spending three or more hours a day watching TV or using the computer. From Argentina to Zambia, teens aren’t getting enough exercise and it doesn’t matter if they are living in a rich or a poor country.

It is no different in China. In cities, the problem of physical inactivity is serious. As physical labour is often replaced by office work, computers and robots are commonly used. People do not have to move a lot but they have to sit more hours working. They are used to pressing the **button** to start the **engine** and drive to work because they don’t want to walk or ride a bicycle to their office. They want to save time and achieve the goal as soon as possible. In rural areas, things aren’t any better. With more and more people getting richer and richer, modern transportation is replacing walking.

Not everyone knows the benefits of easy daily activities. You do not need to become a **boxing champion** in order to get the benefits of exercise. Short bursts of activity can be a welcome **escape** from the boredom of sedentary work. Walking home, cleaning the house, dancing or climbing the stairs every day will help your lungs take in more **oxygen**, and may help you avoid illnesses such as cancer or diabetes. Unfortunately, such simple and easy ways to



DO YOU KNOW?

AFP (Agence France-Presse)

is an international news agency headquartered in Paris, France.



QUICK CHECK!

champion: a person, team, etc. that has won a competition, especially in a sport



keep fit seem to be **ignored** by many people who prefer products that save time and require little work.

As the World Health Organization observes, physical inactivity has already become a global risk to people's health all over the world. In the years to come, more efforts need to be made to deal with the situation.



QUICK CHECK!

ignore: (1) to pay no attention to sth. (2) to pretend that you have not seen sb. or that sb. is not there

AFTER YOU READ



Reading Comprehension

- 1 Is physical inactivity a serious problem all over the world these days? In what degree?
- 2 What does a sedentary lifestyle include?
- 3 What does the expression "couch-potato" mean? Is there a difference between a "couch-potato" lifestyle and a sedentary lifestyle?
- 4 Why was the Indian housewife Sujata shocked?
- 5 At the very beginning of Paragraph 6, what does "It" refer to?
- 6 What attitude does the word "Unfortunately" in Paragraph 7 convey?



Post-reading Activities

- 1 Do more research about the negative effects of "sedentary behaviour". Use the Internet, library, or any other resources. Write a summary of your findings. Share and compare.
- 2 Compare your daily physical activities with those of your parents and grandparents. Which activities do you have in common?
- 3 Imagine what life would be like if everyone adopted the sedentary lifestyle. How might our lives be different, as individuals and as a society? Share and discuss your point of view in groups.





- 4 Design a “Reminder Card” to warn about the seriousness of physical inactivity. You may send the card as a small gift to your parents or friends.



SONG

To Your Good Health

I knew a man who was rich in gold,
Enough to last till he was old.
He lived his life and finally learned,
It's how you feel that matters, not how much you earn.
When you are young you don't realize,
The precious gift of arms and legs and ears and eyes.
They help you do the things you want to do,
Like walking with your friends down the crowded avenue.

Chorus

To your good health, my friend,
To your good health.
I don't have to tell you it's only real wealth,
You can take all the money in the world for yourself,
But it doesn't matter if you do not have your health.
A child is a child. A man is a man.
But they both fit into nature's plan.
We all get older and come to the end,
But to look back upon a healthy life is your best friend.

Repeat Chorus

SECTION 2

LEARNING THROUGH PRACTICE



Task One Focusing on Benefits of Physical Activity

Read the passage below about physical activity. Then summarize the benefits of your favourite sport or physical activity.

>>Step 1 Pre-task Resources

Read the passage below and pay close attention to the use of the infinitive.

As we know, good health is the most valuable thing that a person can have. But one can't take health for granted. Getting plenty of exercise is very important to good health. In fact, all adults should aim to get about 30 minutes of physical activity at least five days a week. It can be enjoyable, cheap and easy to fit into everyday life. Regular physical activity can do you a lot



of good. Human body **tissue** makes up organs and other body parts. The benefits of physical exercise are as follows: it helps to build healthy bones and muscles; it helps to control weight, to keep **slim** and to **reduce** fat; it helps to **prevent** the development of high blood pressure; and it helps to reduce feelings of worry.

Physical activity can take many forms, such as aerobics, strength training and flexibility exercises. Examples of aerobic activities include quick walking, **skiing**, **gymnastics**, playing **badminton**, **jogging**, cycling, jumping rope and swimming. Muscle strength refers to how hard or how far you can move your body or an object, such as kicking a ball. Flexibility is how well you can move the different muscles in your body, like when you are dancing.

All in all, physical activity benefits people – especially those who are young – in many ways. Physical activity plays an important role in a child's happiness. In addition, it improves learning by developing a young person's ability to communicate well with others.



»Step 2 Exploring the Language

- 1 Based on the passage in Step 1, list the benefits of physical activity.

- to build healthy bones and muscles
- to control weight

- _____
- _____
- _____

- 2 Match the physical activities in the left column with their benefits in the right.

Cycling

You learn the importance of discipline and competition; it helps build friendship; it promotes teamwork.

Flying a kite

It improves handling and spacial awareness; it improves navigational skills; it promotes weight loss; it helps grow your social circle.

Weight lifting

It connects to nature; it is relaxing; you will do a lot of neck & shoulder exercises.

Playing football

It requires a great amount of flexibility; it enhances your well-being; it can improve your balance.

Dancing

It builds stronger bones; it helps calorie burn.

»Step 3 Task Cycle

Share your notes and ideas about the benefits of physical activity in groups of four.

Decide on your favourite physical activity and write about it.

Share your report in groups.

The following sentences may help you get started.

Physical activity is very important because _____.

My favourite physical activity (sport) is _____.

So far, I have benefited from _____.



Task Two Inspiring a Classmate to Get Active

Imagine one of your classmates is unwilling to do any physical activity, and consequently, he/she is facing some health problems. Inspire him/her to get active by explaining the benefits of physical activity. In your explanation, use infinitive verbs as attributives or adverbials of result.

>>Step 1 Pre-task Resources

Read the dialogue below. Kate, a TV hostess, is interviewing Dr. William, a famous doctor.

Dr. William, what are the key messages you try to get across to the public ear?



How do you inspire your own patients to get active?

Thanks for your question. I try to remind people that our health is mostly in our own hands. Though we are lucky to have access to the wonders of modern day medicine, this is not equal to a healthy lifestyle. Both **diet** and exercise are very important when it comes to prevention and **cure** of disease.



Personally, I think sometimes it's as simple as "allowing them" to do so. Some patients just need to hear that being active is safe and a good thing to do. It may seem obvious to some of us, but some people lack the confidence to get started and others are concerned that exercise may not be safe. It can have a very positive **impact** to explain that physical activity is safe and can increase confidence.



»Step 2 Task Cycle

- Work independently. Read this unit over again and pay close attention to the use of the infinitive.
- Work with a partner to make up a dialogue about the benefits of being physically active.
- Role play your dialogue.



Expressing opinions politely

- *It might be a good idea to...*
- *If I were you, I would...*
- *Personally, I think...*
- *I mean, it seems to me...*
- *Well, in my opinion, ...*

»Step 3 Language Focus

In English, a sentence usually has one main verb. Sometimes, it's not enough to use only one verb in a sentence when the speaker or writer has more to express. In this case, the infinitive is used to give more information.

The infinitive is sometimes used after abstract nouns such as *ability, desire, opportunity, wish*.

- *I have no desire **to be** rich.*
- *They gave him an opportunity **to escape**.*

Sometimes, the infinitive is used after an indefinite pronoun such as *something, anything*.

- *When I travel, I always take something **to read**.*
- *I was all alone. I had no one **to talk to**.*

The infinitive can be used to express result; however, this use is more common in literary styles.

- *Do you want to live **to be** a hundred?*
- *She arrived home **to receive** a letter from her bank.*

“Only + the infinitive” can express a disappointing result of an action.

- *I went back to the shop only **to find** that it had closed for good.*
- *He got his car fixed only **to damage** it again.*

SECTION 3

USING ENGLISH IN CONTEXT



Project **Surveying Physical Activities in Your Class**

Suppose your school is collecting data about the average student's exercise habits. Design a questionnaire to get accurate information about your classmates' exercise habits and report the findings to your group.

>>Step 1 Listen, Read and Fill in Blanks

Here is a survey report about physical activities among American middle school students. Listen carefully and fill in the blanks.

The national Youth Risk Behaviour Survey (YRBS) monitors chief health risk behaviours. The national YRBS is **conducted** every two years. It provides a **mass** of data of 9th through 12th-grade students in public and private schools throughout the United States.

Results from the ⁽¹⁾ _____ national YRBS **revealed** that many high school students are engaged in health-risk behaviours. ⁽²⁾ _____ had played video or computer games for 3 or more hours per day on an average school day. ⁽³⁾ _____ had not taken part in at least 60 minutes of any kind of physical activity. The rate of not having taken part in at least ⁽⁴⁾ _____ minutes of physical activity on at least one day was higher among 11th-grade (15.5%) and 12th-grade (16.9%) than 9th-grade (12.0%). **Further**, 13.9% had obesity and ⁽⁵⁾ _____ were overweight.



>>Step 2 Read and Interview

The three questions below are part of a questionnaire by the World Health Organization. Interview a partner to learn more about his/her exercise habits. Then switch roles.



- 1 During the past seven days, how many days were you physically active for a total of at least 30 minutes per day?

A One	B Two
C Three	D More than three
- 2 During the past seven days, how many days did you walk or ride a bike to and from school?

A Zero	B One
C Two	D More than two
- 3 How much time do you spend during your holiday, sitting and watching TV, playing computer games, or doing other sitting activities?

A Less than 1 hour per day	B 1 – 2 hours per day
C 3 – 4 hours per day	D More than 4 hours per day

»Step 3 Make Questionnaire and Investigate

Group work. Use the survey above to help you design your own questionnaire of ten Yes/No/Not sure questions. Some questions are already written out as examples for you. Use your questionnaire to investigate your classmates about their exercise habits.



Questionnaire

Dear fellow classmate,

In this questionnaire, we ask simple questions about your exercise habits both in and out of school. Choose the option that best suits you.

Part I: General Questions about Exercise Habits

- 1 Is physical exercise important to you in your daily life?

A Yes	B No	C Not sure
-------	------	------------



2 Do you enjoy physical activity (playing sports, dancing, etc.)?

A Yes

B No

C Not sure

Part II: Questions about Physical Exercise at School

3 Do you enjoy your P.E. class at school?

A Yes

B No

C Not sure

4 _____?

A Yes

B No

C Not sure

5 _____?

A Yes

B No

C Not sure

6 _____?

A Yes

B No

C Not sure

Part III: Questions about Physical Exercise after School

7 Do your parents encourage you to play sports?

A Yes

B No

C Not sure

8 _____?

A Yes

B No

C Not sure

9 _____?

A Yes

B No

C Not sure

10 _____?

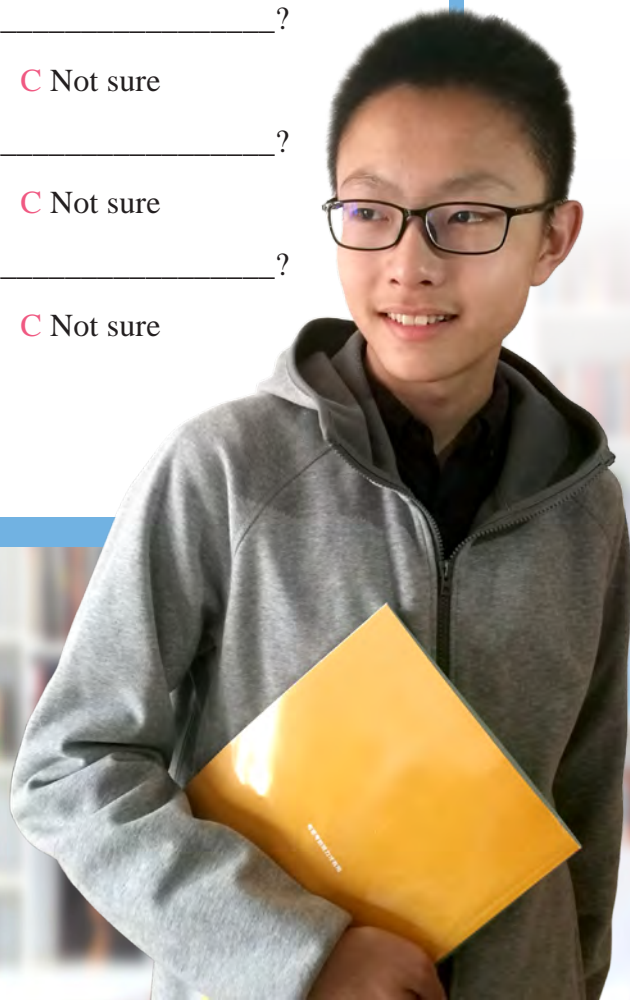
A Yes

B No

C Not sure

END OF THE QUESTIONNAIRE

THANK YOU FOR YOUR PARTICIPATION!





»Step 4 Summarize, Analyze and Write


Now it is time to write a short survey report. In this report, you will summarize the findings from your questionnaire. You may interpret and analyze the survey data in a few different ways. You can organize your report into three paragraphs.

Survey Report

The survey of exercise habits is aimed at _____

Ten questions were asked to _____

The data shows that _____




Evaluate yourself!

Can you investigate and collect opinions from your classmates about their exercise habits?
Can you present the results of your survey in English using diagrams and tables?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Learning the infinitive by understanding its structure, meaning and use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making some preparations before reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoying cooperating with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



An Ancient Game Is Alive and Well in Beijing's Hutong



Though he is 75 years old, Chai Tixian is able to play Jianzi with surprising speed and skill. With his foot, he can send the Jianzi high up and have it land exactly on his head.

Jianzi is a game that dates back to the Han Dynasty. The game is simple: players must keep the Jianzi up in the air. This is done mainly by kicking it, but all parts of the body except the hands are allowed to keep the Jianzi up. Despite its simple rules, the game is quite challenging and requires a large amount of flexibility.

Although Jianzi is played throughout China, Chai Tixian describes it as an important part of hutong culture. The ancient game is popular within the narrow hutongs of Beijing's inner



QUICK CHECK!

date back: If something dates back to a particular time, it started or was made at that time.





city. Every morning, Chai Tixian and his friends from the neighbourhood gather in the park near their hutong and practice the sport. They often draw a small **audience** of people who enjoy watching the game.

Chai Tixian, who has **retired** from work, is the captain of his Jianzi team. Playing Jianzi with other hutong residents, Chai Tixian said, helps keep him **energetic**, physically **flexible** and young.

POST-READING QUESTIONS



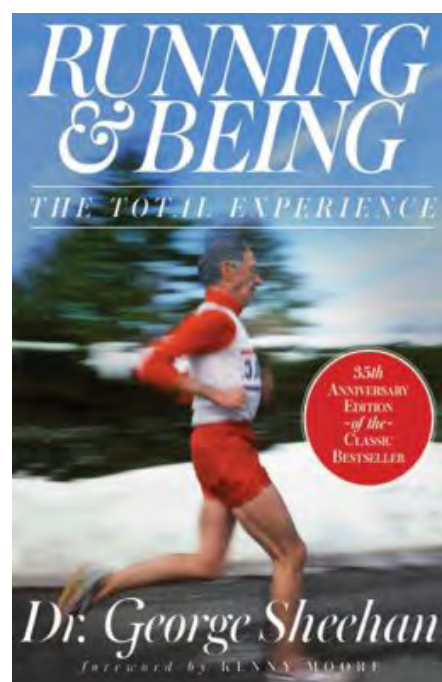
- 1 Where does Mr. Chai play Jianzi every day?
- 2 Why is playing Jianzi challenging?
- 3 What does Chai Tixian benefit from playing Jianzi?

Running

The text below is an excerpt from the book *Running & Being: The Total Experience*, written by George Sheehan and Kenny Moore. The book was **published** in 2013. It is the 35th anniversary edition of the classic bestseller.

Every mile I run is my first. Every hour on the roads a new beginning. Every day I put on my running clothes, I am born again. Seeing things as if for the first time, seeing the familiar as unfamiliar, the common as uncommon. Doing what Goethe said was the hardest thing of all, seeing with my own eyes that which is spread before me. Bringing to that running, that play, the attitude of the child, the feeling of a poet. Being a beginner with a beginner's mind, a beginner's heart, a beginner's body.

There is no other way to run, no other way to live. Each day I discover how to **breathe**. Taste the air. Feel it move through my lungs. Each day I search out how to run. Letting the foot drop below the knee.





Arriving at the form the child adopts naturally. The body, a little stronger perhaps, must come upon these ideas as fresh as if newly thought. And **concentrate** on this beginning and bring to it the beginner's joy in doing this simple yet complex thing so well.

The best most of us can do is to be a poet an hour a day. Take the hour when we run or tennis or golf or garden; take the hour away from being a serious adult and become serious beginners. Take an hour away from what Shelley called a life of error, ignorance and trouble, and introduce love and beauty and joy. Those good things began in my beginning. When I was not afraid to respond to my feeling. Before I was taught not to cry. Before I learned that humour had a time and a place and deep feelings had best be hidden, that passion be left unfelt.

When I run, I go back to those better days. Now no emotion is foreign to me. I express myself totally. My body and heart and mind interact and open me to the infinite possibilities only a beginner can imagine.



QUICK CHECK!

concentrate: If you concentrate on something, or concentrate your mind on it, you give all your attention to it.



POST-READING QUESTIONS



- 1 How does the author feel about running?
- 2 What are the benefits of running?
- 3 What uncommon sentence structures did you notice in the text?





Different Countries, Similar Practices



The table is part of the document titled *Global Recommendations on Physical Activity for Health*, issued by the World Health Organization.

Country	Age group	Messages
Australia	12 – 18 years of age	<ul style="list-style-type: none"> • Walk to school, friend's house, shops or other places in your neighbourhood. • Try to limit time spent watching TV, videos or DVDs, surfing the net, or playing computer games, especially during the day and on weekends. • Try a new sport or go back to one you have played before. • Put on some music and dance.
Canada	Adults 55 years and above	<ul style="list-style-type: none"> • Be active your way. • Choose a variety of activities. Getting started is easier than you think. • Do the activities you are doing now more often. • Walk wherever and whenever you can. • Find activities that you enjoy.
USA	Adults 18 – 64 years old	<ul style="list-style-type: none"> • Be active your way. • Pick an activity you like and one that fits into your lifestyle. • Start by doing what you can, and then look for ways to do more. • Walking is one way to add physical activity to your life.



POST-READING QUESTIONS



- 1 What are the similarities between the messages oriented towards teenagers in Australia and towards adults in Canada?
- 2 Why is walking recommended as a good physical activity?
- 3 How do you understand "Walk wherever and whenever you can"?

Unit Reflection

Review the whole unit and reflect on what you have learned.

- 1 What are some of the dangers that come from being physically inactive? What could you do to prevent those dangers?
- 2 If you were asked to give a lecture about the benefits of physical activity in your community, how would you prepare for it?
- 3 What is the infinitive? What have you learned about the meaning and use of infinitives in English?

More Connections

- Did you know that the 9th Global Conference on Health Promotion was held in Shanghai in November of 2016? It was a big event for people all over the world. If you are interested in it, search the Internet for the PDF version of the *Report on the 9th Global Conference on Health Promotion*. Do not set high expectations of complete understanding of the text. You may ignore or skip the words and phrases that you have not learned before. Just take the authentic English text as an eye-opener and enjoy it!
- Have you ever heard about the International Physical Literacy Association? The concept of physical literacy was first proposed in 1993 at the International Association of Physical Education in Melbourne, Australia. Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. If you want to learn more about it, try to find online resources. Here are some key words for your reference: physical literacy, sport for life, physical literacy video. Do not forget to read the blogs that tell interesting personal stories!

UNIT 4 WAVES OF TECHNOLOGY



Science and technology are revolutionary forces which promote the advancement of human history.

– Karl Marx, German philosopher

In the 21st century, technology has changed the ways in which we communicate and go about our lives. It has also dramatically changed the teaching and learning process.

– Katherine McKnight, American educator



Technologies in Everyday Life

BEFORE YOU READ

- 1 View a video clip about the development of technology in China and discuss how technology has changed our lives.
- 2 How is technology changing the way we communicate?
- 3 Based on the title of each section, what would you expect to read?



We are surrounded by technologies, some of which have become so popular that they appear **normal** and part of everyday life. People do not even realize that they are using them. You might have one of these little **metal** devices on your **lap** right now. Most technologies have made life easier and more **convenient** as well.

Smart Mobile Devices

Tablets and smart phones allow you to surf the Internet from any place offering **Wi-Fi**. They have successfully replaced a lot of instruments used in the past and have led to the introduction of many other devices. Phone applications allow you to check your emails, **download** movies, **update blogs**, play games, and create text documents. They are devices that can act as GPS devices, **digital** cameras, music players, e-readers and video viewers. They have built-in calendars and to-do lists making it easy for people to stay organized. Surely you will agree that if your smart phone were taken away from you or were running out of **battery** power, you could feel incomplete.

Mobile Payment

Mobile payment generally refers to payment services performed by a mobile device. Instead of paying in cash



QUICK CHECK!

Tablets here refer to small computers that can work with a battery and be easily carried.





or by **credit** cards, a consumer can use a mobile device to pay for a wide range of services and goods. By scanning a QR code, short for “Quick Response” code, with a mobile phone, people can pay immediately in restaurants, supermarkets and convenient stores. The technology supporting such systems has become widely available. It makes **operations** efficient and convenient, resulting in an increase in business.



Wearable Devices

Lifestyle and fitness devices have become very popular in recent years. There are many wearable devices on the market for you to choose from. Wearable devices **track** your steps, workout time, calories burned and distance you cover. In addition, they are in a **position** to measure the **rate** of your heart beat and monitor how you sleep. Some are worn on the ankle or wrist, while others are clipped **onto** clothes or put around the chest.

QUICK CHECK!

Workout is the physical exercises you do to make yourself fit and strong.



Some wearable devices have LED status lights and small screens while others don't have these at all. Scientists are doing more **experiments** in this field and future wearable tech devices are expected to be even more advanced.



Smart Street Lights

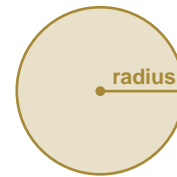
Despite its wide range of **features**, the main task of the smart street light is to light the street at night. The smart street light does not rely on traditional lamps, but on LEDs. First, LEDs use less electricity. Second, they last up to six times longer than traditional lamps, making less waste. This allows cities or towns to cut three-quarters of their costs for street lighting directly.

The smart street light takes it even one step further and **adapts** the lighting to its surrounding conditions within a radius of up to 150 metres, saving more **energy**. The radar chip built into the light detects how fast an object, such as a car, is approaching the light. The evaluation of the data is controlled by the microcontroller. All the **procedures** are carried out automatically.



QUICK CHECK!

The **radius** is a straight line between the centre of a circle and any point on its outer edge.



AFTER YOU READ



Reading Comprehension

- 1 Why are smart mobile devices considered "smart"?
- 2 What does the author mean by "...if your smart phone were taken away from you..., you could feel incomplete" in Paragraph 2?
- 3 What are the benefits of mobile payment? Are there any risks?
- 4 What are wearable devices mainly used for at present?
- 5 What advantages do smart street lights have?
- 6 What kind of technology do you think will be developed in the coming years? Why?



Post-reading Activities

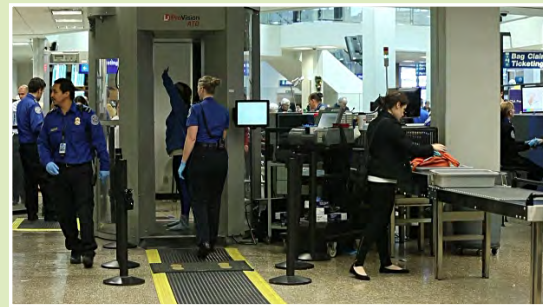
- 1 In pairs, discuss what type of technology has benefited you most? How does it help you? Does it have any disadvantages? If so, what are they?



- 2 In groups of four, imagine or design a new technology or a new device to solve a daily life problem. Give this device a name and present it to the class. Explain what it is used for and how it works.
- 3 Some students think a smart mobile phone is a must-have in high school. Others think it will do harm to their studies. What's your opinion? Discuss in groups and present your ideas to the class.
- 4 There are various usages of technology in our daily lives. Look at the two pictures below and discuss with your classmates. What are these technologies? Where would you see them? What are they used for? How do they influence people's lives?



showing the way



scanning for safety



SONG

New Waves of Technology

First it was fire
And then bronze and steel
Then it was the wheat that was
Cut from the fields.

Technology has changed us
And we cannot go back
From the wheel to the car
And trains upon the track.

Chorus

It is new technology
That comes to change our life.
It can make things so much better
And rid our world of strife.

What will be the newest thing
To change our world for good?
Will it be a flying car
Or a stronger form of wood?

New computers coming soon
Medicine to cure disease
Jets and rockets to the moon
Come from new technologies.

Repeat Chorus

SECTION 2

LEARNING THROUGH PRACTICE



Task One Writing an Email about a Social Media Platform in China

Suppose George, a British high school student, is researching social media in various countries. He wants to know more about popular social media in China. Write him an email to explain what form of social media you think is the most popular in China and why.

»Step 1 Pre-task Resources

Listen to the passage about one of the popular social media platforms in China and complete the information sheet.

The name of the social media platform: _____

Company: Tencent

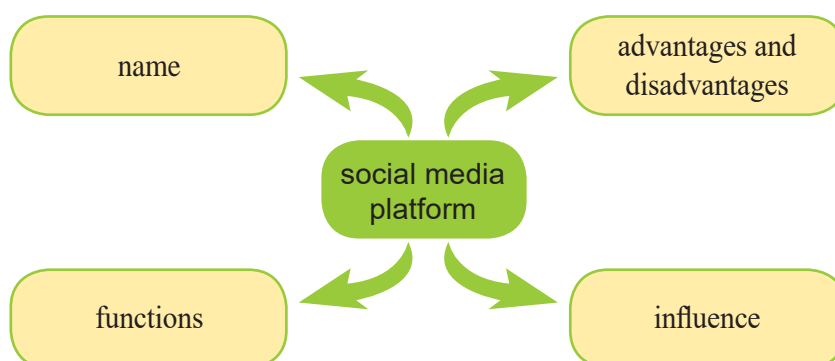
Function: allows people to _____ online, _____ files and
_____ other services

A must for its functioning: connect to the _____

»Step2 Task Cycle

1 What social media platform do you want to write about? Discuss the following questions with your classmates and refer to the mind map below as a guide.

- What is it?
- How does it work?
- What are the advantages and disadvantages?
- What is it used for?
- How does it influence people?





- 2 Write about 10 sentences to describe the social media platform you've chosen with the help of the mind map.
- 3 Share your passage with the class and then write it as an email to send to George.

»Step 3 Language Focus

1

In a sentence written in an active voice, the subject plays an active role of performing an action expressed by the verb.

- *Tencent, a well-known Internet company, developed QQ in 1998.*

This sentence focuses on the role of the subject, Tencent. The information given in the sentence describes what Tencent has done.

2

In a sentence written in the passive voice, something is being done to the subject.

- *QQ was developed by Tencent, a well-known Internet company.*

This sentence does not focus on the role of the agent, Tencent. Instead, our attention is drawn to QQ.

3

If the sentence is written in the agentless passive voice, something is being done on the subject. However, the agent is not stated, so we do not know who or what performed the action.

- *QQ is also used as a telephone service.*

This sentence does not tell who the agent of the action is, but focuses on QQ again to highlight the function of QQ.





Task Two Describing Your Favourite Technological Device

In this task, you'll read a passage about desktop computers, laptops and smart phones. Do you use any of these technological devices in your life? Which is your favourite? Describe your favourite technological device in groups and explain why it is your favourite.

»Step 1 Pre-task Resources

Read the following passage and see how the author describes the technological devices.

Desktop, Laptop and Smart Phone

As far as I know, desktop computers are not easy to move around.

Laptops are portable and easy to place in a backpack. However, laptops with larger screens, weighing up to about seven pounds, can be difficult to carry.

Smart phones, measuring a bit bigger than standard cell phones, are more portable than any computers. They are very light and can fit in a purse or pocket with ease. They are designed to be taken with you everywhere.

However, I'm not satisfied with the **performance** of a smart phone compared to a PC. My speed for typing on a real keyboard is about 80 words per minute. But my speed on a mobile phone is probably only 20 to 30.

Smart phones have not yet begun replacing laptops and desktops though they are quickly becoming more and more advanced. Perhaps one day in the future our smart phones will be able to replace our laptops and desktops, but until then we're stuck with those devices.

If you need a device to help you at work, I suggest having a desktop computer at home or in your office. Someone travelling often on business trips usually carries a laptop. A smart phone may be the best device for someone simply communicating with others or having fun.





»Step 2 Exploring the Language

The v-ing form can serve as an attributive to describe a noun.

- However, laptops with larger screens, *weighing* up to about seven pounds, can be difficult to carry. → which weigh
- Smart phones, *measuring* a bit bigger than standard cell phones,... → which measure

The verb ending in -ing can be used as an adjective to modify a noun. As an adjective, the v-ing usually comes before a noun. Here are two examples:

- Nobody can stop the *running* horse.
- We should prepare ourselves for the future in a rapidly *changing* world.

The major functions of v-ing form as an adjective are as follows:

- It tells us that something is still going on.
 - Some people believe the *disappearing* rain forest contributes to global warming.
- It shows how something can affect us.
 - It was a very *tiring* day at the workplace.

»Step 3 Task Cycle

Make a short speech in the class to describe your favourite technological device that you use in your daily life. Try using the v-ing form in your description.

1 Think about the following questions before your speech. Share your ideas in groups.

- What is your favourite technological device?
- Why do you like it best of all?
- How does it help you in your studies and in life?
- Is there anything you dislike about it?
- How do you think it can be improved?

2 Review the text in Section 1 and Step 1. Take notes of what's useful for your speech.

3 Write an outline or a draft of your speech.

4 Deliver your short speech briefly to the class.

SECTION 3

USING ENGLISH IN CONTEXT



Project **Reporting Influences of Technology on Our Daily Life**

In this project, you will read about and listen to how technology has changed people's lives. Then you will report how technology has changed our life in class.

»Step 1 Read and Discuss

Read Kara's story about how technology has influenced her life and discuss the questions.

How Technology Has Changed My Life

When it comes to technology, I think of laptops, phones and TVs. For me, technology refers to man-made devices that help make everyday life easier.

The first type of technology I ever used was a camera. My mum bought it for me when I was eight years old. I used it to take pictures of the kitten I had gotten for my birthday. We bought our first computer in 2007, and I was allowed to get a phone when I turned 16.

Thanks to our school, we had the opportunity to use the most recent technology. Students as well as teachers use technology almost every day. At school, we learned how to search the Internet and how to use certain programs.





I use my phone the most. It is small and easy to take with me everywhere I go. I use many different types of technology to complete tasks. When it comes to doing assignments for school, many are online. I use my phone to check my emails, and I use my laptop to search for information online and complete my homework assignments. Other technologies that I use are printers and photocopiers.

Technology makes me feel connected to the world. All the information is right at my fingertips. All I have to do is to turn on my phone and open a browser to find out almost anything. I think technology is wonderful.

- 1 According to Kara, what does technology refer to?
- 2 What was the first kind of technology that Kara ever used?
- 3 What is the technology she enjoys using most?
- 4 What technologies does she frequently use for school? How do they help her?
- 5 What does Kara think of technology?

» Step 2 Listen and Discuss

Listen to the story "A Mobile Phone" and discuss the following questions.

- 1 What did Alex notice on the floor?
- 2 Why did he scroll through the address book?
- 3 When did the phone ring?
- 4 Where did they arrange to meet?
- 5 What did Alex and Olga eventually do?

Learning tips

People may have different listening skills. Here are some suggestions for you:

- *Get prepared before listening and try to predict what you're going to hear.*
- *Listen attentively and stay focused while listening.*
- *Pay attention to the rise and fall of the speaker's tone, which means different feelings in a story. Repetition and stress are usually used to express something important or certain feelings.*
- *Take some notes of the basic facts about who, what, when, where, how...*



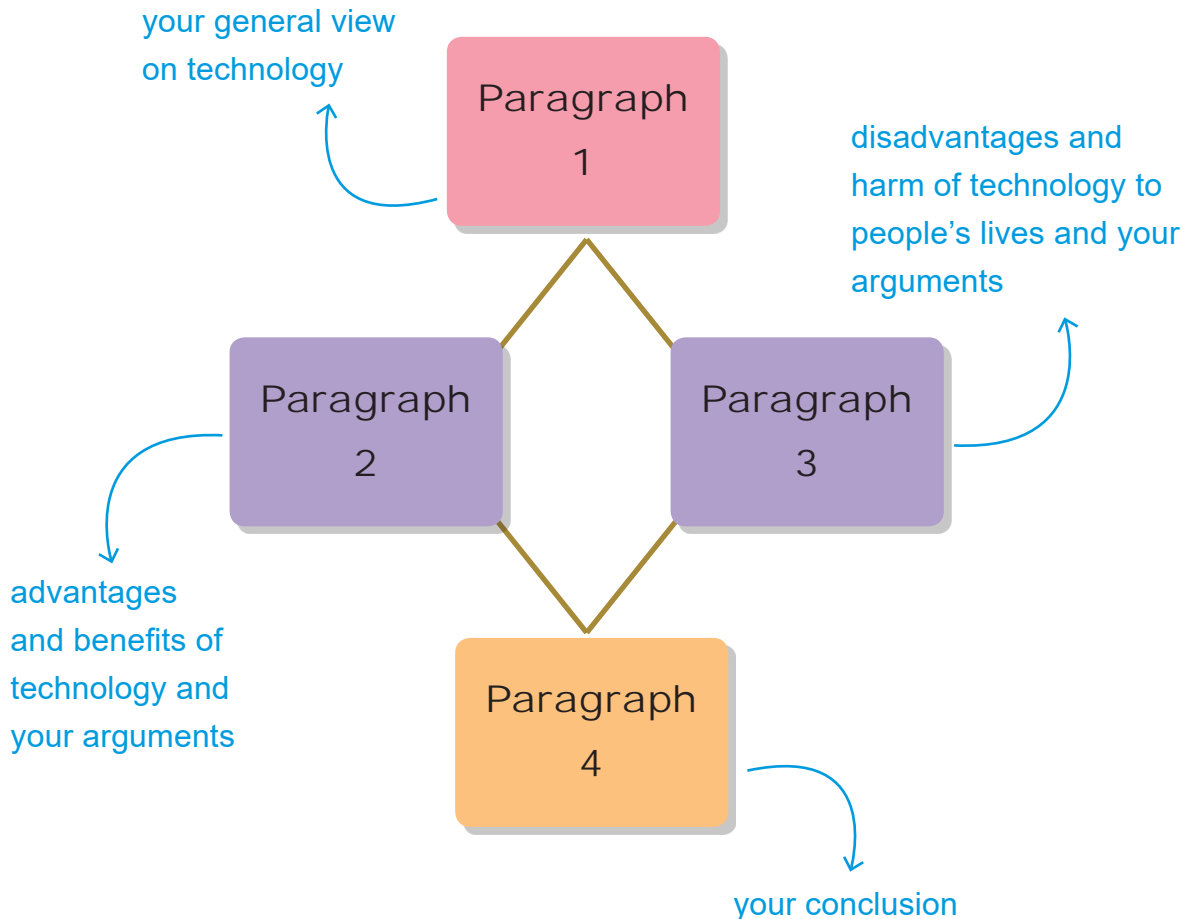
>>Step 3 Discuss and Share

In groups, take turns telling a story that is related to technology. If you do not have a story of your own, you can surf the Internet for a story. You may also ask your parents, grandparents or friends if they have a story that is related to technology. Do not make up a story. Try to think of or find a story that is true. You can use the questions below to help you get started.

- 1 What sort of technology is your story about?
- 2 Did anything interesting happen? What was it?
- 3 When and where did your story happen?
- 4 Who was involved? What exactly happened to the people?
- 5 How did people feel? Was it a good or a bad experience?

>>Step 4 View and Write

In groups, write a passage about how technology has influenced people's lives. Remember to use your stories as arguments to support your views. You can use the chart as a guide.





»Step 5 Revise and Report

Read your writing when you finish and see if it is well-organized. Revise and proofread it before you report it in class.

Learning tips

- *Speak clearly, and do not talk too fast;*
- *Talk to your audience, and do not read your report;*
- *Use a confident tone and express your emotions and attitudes;*
- *Stress your key words and emphasize your major points.*



Evaluate yourself!

Can you surf the Internet to collect more information about technology?

Can you predict the main content of a text based on its title, key words and figures?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Understanding implicit relations between sentences and paragraphs based on key words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describing the major changes of society caused by technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telling a story about a new technology with the help of pictures and gestures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Teens Are Addicted to Cell Phones

Teens can't put their phones down, according to a new study. New research **confirms** what most common observers already know: Kids are becoming phone **addicts**.

According to a survey and report from Common Sense Media that involved 1,240 interviews with parents and their children aged 12 to 18, 50 **percent** of teens feel addicted to their mobile devices, and 59 percent of their parents agree that their kids have a problem putting their devices down.

This technology addiction “is causing daily conflict in homes,” Common Sense Media CEO James Steyer said in a statement, adding that “families are concerned about the results”. “We also know that problematic media use can negatively affect children’s development and that



DO YOU KNOW?

Common Sense Media (CSM) is a San Francisco-based non-profit organization that provides education and advocacy to families to promote safe technology and media for children.





multitasking can harm learning and performance,” Steyer said. “In a society we all have a responsibility to take media use and addiction seriously and make sure parents have the information to help them make smart choices for their families.”

The wish to stay connected on mobile devices leads 78 percent of teens and 69 percent of parents to check their mobile devices at least hourly. **Arguments** about device use break out on a daily basis for 36 percent of parents and 32 percent of teens. And according to Common Sense Media’s existing research, while multitasking between screens and people is common for homework or communication, it may be harmful to a teen’s memory, learning and work abilities.

The study says “taking a balanced approach to media and technology” – one that “recognizes the importance of face-to-face communication, in addition to online communication, in supporting rich social relationships” – is **recommended** to prevent “problematic media use”. Uncontrolled device use can cause other problems as well. Fifty-six percent of parents surveyed said they check their mobile devices while driving – which can cause an **accident** – while 51 percent of teens said they had noticed their parents doing so.

Ellen Wartella, a teacher at Northwestern University who studies the role of media in child development, said, “From attention disorders and multitasking to basic social interaction and interpersonal skills, we need to give more time to understanding the impact of media use on our kids and then change our behaviour accordingly.”

POST-READING QUESTIONS



- 1 How is cell phone addiction affecting teens, adults and families?
- 2 What is multitasking? What negative effects does it have on teens?
- 3 How often do you check your cell phone? What's your opinion on getting rid of cell phone addiction?



How Does Technology Affect Society?

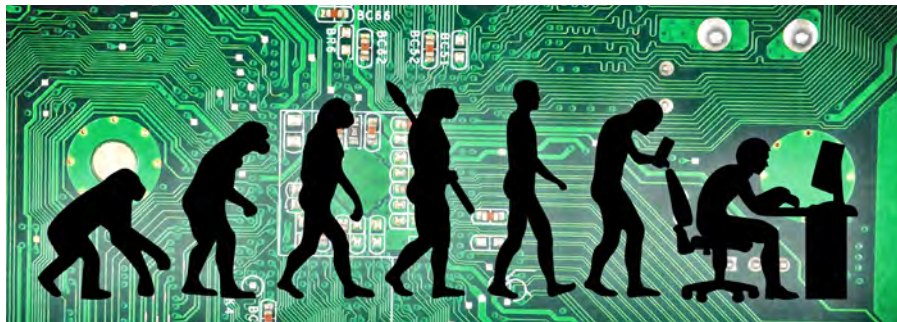
People are discussing the close relationship between technology and society on an online forum.



David

The main source of change for the human species is technology. One example is giving up old professions and taking on new ones. We went from hunting to farming since farming caused a quick population growth. We weren't able to survive on hunting even if we wanted to. As farming developed and not everyone had to spend their life getting food, towns formed.

Without complex technology developed in towns, we would be still hunting and following large animal flocks. More complex technology allowed our population to grow around 30,000 years ago. Similar forces are responsible for the current population growth.



The **solution** to every problem is the source of the next problem.

For the most part, technology **improves** life. **Otherwise**, we would return to whatever we used before the latest technology. Almost everything was a new technology at some point, the wheel, the pen, the car and so on.



Frank



Usually technology allows the society to get more done in less time with less effort. And new technology allows for breakthroughs to develop the next technology. **Obviously**, technology is like a pyramid. The more it develops, the more it expands.

Look back to your first computer or cell phone. The change in the last 20 years is surprising; the last 100 years, amazing.

It may be said that technology is as basic a need as eating and sleeping.



Steven

Technology strengthens intelligence, allowing humans to run faster, go farther, and basically do the impossible. Technology is used to feed people, save lives, educate, entertain and so much more. But it separates us from humanity.

Technology is starting to impact the job market. Fewer people are required to perform most jobs, resulting in growing unemployment. While the working automation is good since fewer people means less costs and more benefits, the social cost of unemployment needs to be considered.

Technology relieves humanity of hard work. It may also leave people nothing to do. It could create a world where people lose the ability to get along.





POST-READING QUESTIONS



- 1 Why did farming come into being as a means of new technology?
- 2 Why does Frank say “The solution to every problem is the source of the next problem”?
- 3 What aspect of technology does Steven think should be taken into consideration?

Unit Reflection

Review the whole unit and reflect on what you have learned.

- 1 What are the major benefits of technology? Is technology always beneficial to human beings?
- 2 What new technology can you think of to improve our life? How do you think smart phones will change in 10 years?
- 3 What have you learned about the meaning and use of v-ing forms in English? Do you know how to use the v-ing form and its function when describing a noun?

More Connections

- To learn more about technologies in China, you can find more information by searching online with such key words as science and technology in China.



- To discover how China is developing its manned-spacecraft flights, you can search online with such key words as China launches manned-spacecraft.



- What are *Big Data* and *Artificial Intelligence*? They are said to be the most important technologies of the future. To know how they will influence our lives, surf the Internet for more information.

UNIT 5 SAVE THE PLANET



We do not inherit the Earth from our ancestors; we borrow it from our children.

– American proverb

Earth provides enough to satisfy every man's needs, but not every man's greed.

– Mohandas K. Gandhi, Indian politician

Our environment, the world in which we live and work, is a mirror of our attitudes and expectations.

– Earl Nightingale, American writer

SECTION 1

READING FOR MEANING



We Have Only One Planet

BEFORE YOU READ

- 1 What occurs to you when you look at this picture?



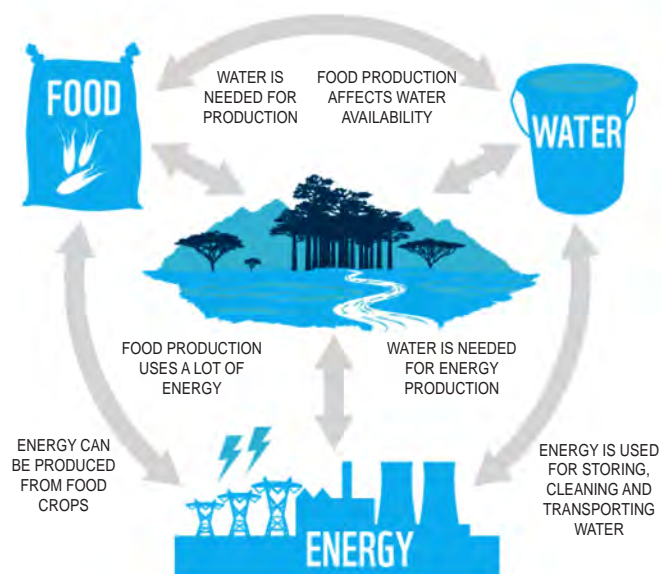
- 2 Do you think that the Earth and our environment are facing serious problems? If so, what are they?
- 3 Looking at the title, what would you expect to read from the text?

Our Demands Go beyond What Our Planet Can Provide

We need 1.5 Earths to meet the demands we currently make of our planet. Caring for the Earth is not just a **romantic** idea. People from all walks of life are now gathering to **protest** developments that **poison** the Earth, and **declare** their support for ideas that put the well-being of our planet first. Many fear that without change, we will one day turn our planet into a **desert** where not even an **insect** can survive.

Environmental Changes Affect All of Us

The way we meet our needs today is the very opposite of long-term development. Humans' well-being – indeed, our very **existence** – depends on healthy ecosystems and the resources they supply: clean water, a livable **climate**, food, fuel, and rich earth. The challenge of providing everyone with the food, water, and energy is already a worrying





future, and the human population is projected to increase to over 9 billion by 2050. Therefore, protecting nature and using its resources responsibly are necessities for human development and well-being, and for building healthy communities.

Our Demands on Nature Keep Increasing

We cut down trees faster than they can grow, we catch more fish than the **ocean** can supply, and we release more **carbon** into the air than the forests and oceans can take in. In 2014, we used more natural resources in 8 months than the planet can produce in 12 months. For the rest of the year, we borrowed resources from future generations.

Due to the links between food, water, and energy safety, overusing one resource will cause a **chain reaction**. This interdependence means that efforts to protect one resource can weaken others. **Attempts** to improve agricultural productivity, for example, may lead to an increased demand for water and energy, affecting the ecosystem.

It's a cycle: The way we meet our needs affects the health of ecosystems, and the health of ecosystems affects our ability to meet these needs in turn. This applies equally to the poorest rural communities, which often rely directly on nature for their livelihoods, and the world's great cities, which are easily threatened by problems like **flood** and pollution resulting from environmental damage. This rings the **alarm** for human beings.



QUICK CHECK!

ecosystem: all the plants and living creatures in a particular area considered in relation to their physical environment





Better Choices Can Be Made and Practical Solutions Do Exist

With so many people living in poor conditions at present, it may appear as though protecting nature is a luxury. But it is quite the opposite. For many of the world's poorest people, nature is a lifeline. More importantly though, we are all in this together. The problem is not **external** to anyone. We all need nutritious food, fresh water, and clean air – no matter where in the world we live.

Fortunately, technology is **advancing** rapidly nowadays. Progress has been made in recent years in measuring the financial value of the natural capital that strengthens our economies and societies. Meanwhile, WWF's "One-Planet Perspective" gives better choices for managing, using, and sharing natural resources within the planet's limits.

The task is difficult, certainly, but not impossible – because it is in ourselves, who have caused the problem, that we can find the solution and start a new **chapter** in our long-term development.



AFTER YOU READ



Reading Comprehension

- 1 What does "long-term development" mean?
- 2 What kinds of human activities are harmful to natural environment?
- 3 What is the effect of overburdening one resource?
- 4 Does protecting nature mean the same thing for the poor and the rich areas? Why or why not?
- 5 What is the function of WWF's "One-Planet Perspective"?
- 6 How do you interpret the title of this text "We Have Only One Planet"?





Post-reading Activities

- 1 Work in pairs and list two or three major problems the Earth is facing now. Try to identify possible causes of these problems.

Problems	Causes

- 2 Surf the Internet to make a list of things humankind can do to save and protect our planet. Share your findings in groups.
- 3 Think about what you can do, as high-school students, in your daily life to help protect the environment.
- 4 In groups, discuss whether you think we should make recycling compulsory for all households.



POEM

Save Our Earth



Have you ever taken the time
 To see what is around you?
 Taken the opportunity
 To gaze at every little detail of your surroundings?
 Or have you closed your eyes stubbornly
 Because you prefer to be blind?
 The truth is
 You don't want to admit that our precious Earth
 Is falling apart
 Its beautiful skirts of grass
 Are dying
 Its garden of stunning plants
 Is running out of air
 And us,
 Us, the ones who made it this way
 Will one day perish into a dark hole

In a way
 We are all selfish murderers
 Killing the soil we walk upon
 With our trash and disgrace, our
 ungratefulness
 Slowly
 Slowly it shall fade
 Slowly we shall perish
 Save the Earth
 Save our hearts and souls
 Or forever be lost
 In a pit of death and regret
 Save our home
 Save our air
 Save our lives
 Save our Earth

SECTION 2

LEARNING THROUGH PRACTICE



Task One Making a “Green-home Card”

Being environmentally friendly means having a lifestyle that helps the planet more than hurts it. Saving water, driving less often, gardening, and protecting animals are all good ways to start helping. In this task, you are to work together in a group to make a “Green-home Card”. Your card will encourage people to do something so as to make their home green.

»Step 1 Pre-task Resources

Read the following example and discuss the idea it suggests to keep your home green.



The idea in this card suggests that instead of just throwing plastic bags away, we use them again. If we reuse something, we will reduce waste. There are many other things we can do to make our home green. For example, we can repair things and use them for a longer time and share or donate things we don't use very often.

»Step 2 Task Cycle

- Brainstorm ideas for a “Green-home Card” and choose one to focus on for your card.
- Complete your card. You may refer to the card in Step 1 as a guide.
- Decorate your card and make it beautiful.
- Explain the reasons for your idea. You can refer to the text in Section 1 for language support.
- Put it up on the classroom wall.




Green-home Card

Idea: _____

It can be reused in the following ways:

- _____
- _____



»Step 3 Language Focus

We have learned that imperatives are sentences that begin with an action verb. Imperatives can be used to give advice.

- *Make recycling part of your daily routine.*
- *Use them as trash bags in your home or office.*
- *Walk or bike whenever possible.*
- *Listen to what your parents have to say.*
- *Rather than recycling clothing and household goods, give them a chance at a second life.*

We put “do not (don’t)” or “never” before the infinitives to form a negative imperative.

- *Don’t leave water running while you brush your teeth.*
- *Don’t walk or drive through floodwater.*
- *When you recognize a root word in a new vocabulary word, don’t be afraid to guess its meaning based on your understanding of the root.*
- *Don’t cut down trees unless it’s completely necessary.*
- *Never do it again.*

Task Two Writing a Suggestion Letter about Clean Energy

In this task, you will read a passage about fossil fuels and clean energy. Read the passage first and pay attention to the functions of the v-ing structure. Then, write a suggestion letter to advocate the use of clean energy.



>>Step 1 Pre-task Resources

Read the following passage to learn about fossil fuels and clean energy.

Fossil fuels – namely, **petrol**, coal, and natural **gas** – are today’s major sources of energy. However, the consumption of fossil fuels is alarmingly high, causing serious environmental issues such as air pollution, **smog** and global warming. As fossil fuels quickly run out, the global energy markets are turning to clean energy.

Clean energy, refers to the energy produced by renewable resources. The three most common types of clean energy are solar power, wind power and water power.

Solar power is an important source of energy. In fact, the sunlight that shines on the Earth for just one hour can meet the world’s energy demand for an entire year! It is renewable, sustainable, free of **charge**, and environmentally friendly.

Wind power is considered a renewable energy source because there is and always will be wind on the Earth. We aren’t “using it up” when making energy from it.

Being one of the oldest methods of producing power, water energy helped people throughout history in their work. These days, we make great use of moving water to produce electricity.

However, by depending too much on the weather, lacking much-needed efficiency, and requiring huge financial support, clean energy is not that perfect.



>>Step 2 Exploring the Language

Examine the words in red. Can you find anything in common?

- *However, the consumption of fossil fuels is alarmingly high, **causing** serious environmental issues such as air pollution, smog, and global warming.*
- ***Being** one of the oldest methods of producing power, water energy helped people throughout history in their work.*



These two words in red are v-ing forms. The v-ing phrases act as adverbials.

- *While I was walking down the beach, I saw a dolphin stranded.*
➔ *Walking down the beach, I saw a dolphin stranded.*
- *Because she is a mother now, she has more responsibilities.*
➔ *Being a mother now, she has more responsibilities.*

The v-ing phrase can serve as an adverbial to indicate result, time, reason, etc. in a sentence.

- *A plane crashed near New York, killing 21 passengers on board.*
- *Hearing the news, Mary jumped with joy.*
- *Feeling a bit tired, I didn't go to work yesterday.*

»Step 3 Task Cycle

It is believed that the use of fossil fuels leads to air pollution. Read the following example, and write a suggestion letter to the local government to advocate the use of clean energy. You may use the information and language you have learned in the first two steps of this task.

Dear Sir/Madam,

I am a high-school student. I am writing to advocate the use of clean energy. As we all know, fossil fuels can be very harmful to the environment.

Compared with fossil fuels, clean energy has many advantages.

In conclusion, I strongly advocate using clean energy. I sincerely hope you can consider my suggestion. Looking forward to your reply!

Yours,
Li Hua

Learning tips

A suggestion letter will lead to the action if it is written in a clear and persuading manner. Here are some tips on writing a suggestion letter:

- *Use simple and straightforward words.*
- *Talk about positives.*
- *Always be polite.*

SECTION 3

USING ENGLISH IN CONTEXT



Project Making a Design of Earth Day Activities

Suppose Earth Day is coming soon. The major aim of Earth Day each year is to raise people's awareness of environmental protection. You and your group members are to design some activities for its celebration and present your design to your classmates.

»Step 1 View and Discuss

Look at the following pictures, and discuss with your group members to learn more about Earth Day.



»Step 2 Read and Review

Read the passage and fill in the table.

Earth Day

It is very clear that we are facing a global climate problem that threatens every person and nation on the Earth. The rate of climate change has been increasing or rising over the past few years, causing pollution, desertification, and **drought** in many places.

Falling on April 22 of each year, Earth Day is celebrated to raise awareness about the dangers facing our planet and how we can protect it from damage. After having seen the destruction caused by oil spill in California in 1969, American Senator Gaylord Nelson worked tirelessly, uniting people from all levels of society. They chose



to express their views to the government on April 22, and it was a great success. Following the establishment of the United States Environmental Protection Agency (EPA), three environmental acts about clean water, air, and endangered species went through, which are used as a **defence** against pollution.

Since then, Earth Day has appeared on the world **stage**. At present, over 190 countries take part in Earth Day activities, making it the largest celebration in the world. Every year, the event is celebrated under a different **theme**, such as “The Face of Climate Change”, “It’s Our Turn to Lead” and “Trees for the Earth”.

As humans, we must come together not as citizens of different nations, but as citizens of the Earth, to protect our home for the present and for the future. Let’s start now.



Earth Day	
date	
purpose	
origin	
previous themes	

»Step 3 Listen and Discuss

Listen to a passage about Earth Day 2016 and discuss the following questions.

- 1 What was the theme for Earth Day 2016?
- 2 How many trees are supposed to be planted by 2020?
- 3 List the activities mentioned in the passage.
- 4 How can you cut down on junk mail?
- 5 What is the simplest way to celebrate Earth Day?



>>Step 4 Read, Discuss and Design

Read the following sample and learn how to design Earth Day activities.

Earth Day 20__ __

Theme: How to Live a Green Life

Activities and reasons:

- 1 **Drink less bottled water.** Bottled water produces up to 1.5 million tons of plastic waste per year. **Transporting** and recycling plastic bottles is wasteful and harmful to the environment. There's a simple alternative to bottled water: buy a stainless steel thermos and use it.
- 2 **Use less fuel for transport.** Walk or ride your bike whenever you have to travel a short distance. If your **destination** is too far for a bicycle, take public transportation.



Learning tips

Here are some tips on designing an Earth Day theme:

- *The theme can be an expression or a short sentence.*
- *The theme should be clear and appealing.*
- *The theme should reflect the purpose of Earth Day.*

>>Step 5 Discuss, Write and Present


Discuss with your group members and choose a theme for the upcoming Earth Day. Design your Earth Day activities in the form below. You may refer to the previous themes of Earth Day. Then present your Earth Day activities to your class.

Earth Day 20__ __

Theme: _____

Activities and reasons:

- 1 _____
- 2 _____
- 3 _____
- 4 _____





Useful expressions

*With Earth Day approaching, our group has designed some activities to celebrate it.
The theme of our Earth Day activities is...
The activities are as follows...
With the activities above, we are sure...
Thank you for listening!*



Evaluate yourself!

Can you understand the details and expressions used in the text about Earth Day?
Can you use appropriate words to explain the pictures and signs of Earth Day activities?

How well have you done with the following? Tick the circles that best reflect your performance.

	Excellent	Very Good	Good	Needs Improvement
Knowing how to select words when designing Earth Day activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the main idea of the text by speed reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having confidence in making greater progress in learning English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Top 6 Things You Can Do to Help

Acting on climate change is everyone's responsibility. Here's how you can do your part.



Reduce Energy Use

Develop energy-saving habits. Make it a habit to turn off the lights as you leave a room. Turn off your computer and electronic **equipment** when they are not in use.



Change the Way You Go out

Put on your **boots**. Walk or bike whenever possible. Not only will you reduce your carbon footprint, but your overall health will improve, and you will save money on gas.



Make Every Drop Count

Save water by fixing leaks and using low-flow shower heads and toilets. Try to take a speed shower. Turn off water while brushing teeth or shaving.



Recycle

Make recycling part of your daily routine. Recycle all packaging and consumer **goods** that you can. Aim to buy things with recyclable packaging. For certain things with large amounts of packaging, ask sellers if they can recycle or reuse it.



Repurpose

Rather than recycling clothing and household goods, give them a chance at a second life. Gently used clothing can be **donated** to **charity** or **exchanged** with friends and family. Old T-shirts can be repurposed into rags for cleaning. An old boot can be repurposed as a lovely garden planter. Household goods can be donated to charity or sold at a garage sale. By repurposing, the amount of waste being sent to landfill **sites** is reduced, energy is saved because there is no need for recycling, and others benefit from your used things.



Plant

When gardening, **select** plants that are well suited to your climate and require less watering and attention. Better yet, plant a tree, and it will provide shade and take in carbon from the air.

POST-READING QUESTIONS



- 1 In your opinion, what is the most practical way of saving energy? How can you put it into practice?
- 2 According to the text, how can you repurpose your used belongings?
- 3 Can you think of more ways to help? What are they?

Talking about Recycling

*Mark's father is a teacher in Bristol Creek High School. His school launches a new program with a focus on environmental protection. He thinks that everyone **ought to** do something to help protect the planet. At home we can recycle things made of paper, plastic, metal, or glass, such as cans and bottles. Here is a dialogue between Mark and his father about recycling.*



Father: Time to wake up, Mark. No sleeping in this morning!

Mark: But Dad, it's Saturday. I always like to sleep in on Saturday.

Father: Not today. I need you to help me do the recycling.

Mark: All right. Can I grab a quick bite to eat first? I'm starving.

Father: Of course.

Mark: Dad, why do we bother with recycling? It seems like a lot of work... separating the cardboard from the cans, washing the glass containers, putting plastics in a separate container. Then we have to drive them all to the special blue boxes.

Father: That's taking care of our environment. Nowadays there are so many people throwing away so much rubbish that our landfills have a hard time keeping up. We have to cut down in order to protect the planet. Recycling changes rubbish into products that can be used again.

Mark: Like what?

Father: Well, cardboard is recycled into paper products, plastics are made into tires. And you know that the jacket you're wearing right now... it's made from recycled plastic pop bottles!

Mark: Yuck! Anyway, taking back the bottles is the best part of recycling.

Father: How come?

Mark: Because I get to keep the deposit money!



QUICK CHECK!

landfill: an area of land where large amounts of waste material are buried under the earth

POST-READING QUESTIONS



- 1 It is much easier to throw away waste than to sort it out into various bins for recycling, but the effort is worthwhile. Do you agree or disagree with this statement? Why or why not?
- 2 What does it mean when Mark says "... why do we bother with recycling"? What is his father's opinion?
- 3 Some people suggest that we make recycling a must for all households. Do you agree? What are the benefits? What are the problems?



The Unity of Man and Nature

The Chinese believe in the unity of man and nature, a basic approach to their philosophy of life. In the cultural tradition of China, Taoism, Confucianism, and Buddhism all have the “unity of man and nature” as their foundation. Most of the popular festivals in China are joyous celebrations of nature while also working to build a right order of relationships among humans.

The ancients never placed themselves above nature. Zhuangzi, for example, claimed “Heaven and earth are parents to all things in the world”. The beauty of nature is to “give birth to all things” and “let all things grow”, while the duty of humans is to “perfect all things”. Heaven, earth, and humans should be one in unity. Each of the three has its own way. They are complementary to each other, and should therefore treat each other with kindness.

This idea of oneness of man and nature has been rooted in the heart of the Chinese people and **inspires** modern Chinese to take actions to protect the natural environment. In most **provinces** of China, some **policies** have been made to reduce **greenhouse** gas emissions. A smart, clean-electricity system that aims to **deliver** reliable and affordable power has been built. A large amount of power



Zhuangzi was an influential Chinese philosopher who lived during the Warring States Period.



from water, wind, and sunlight are produced and **exported** to various neighbourhoods. The **majority** of the Chinese, especially the **youth**, have developed their environmental awareness and are willing to take part in environmental protection initiatives. China is now working with all other countries to make the Earth a better place to live.

POST-READING QUESTIONS



- 1 According to the text, what is the basic approach of the Chinese in their philosophy of life?
- 2 Can you give an example of the festival in China that is a joyous celebration of nature?
- 3 What actions do the Chinese take to protect the natural environment?

Unit Reflection

Review the whole unit and reflect on what you have learned.

- 1 What are the major problems our planet is facing? What are the main causes of these problems? Can you list some man-made decisions that are harmful to the Earth? What can we do to stop them?
- 2 What have you learned about Earth Day? Do you think Earth Day will help save and protect our planet? What have you learned about clean energy? Do you think it will completely replace fossil fuels? Why or why not?
- 3 We have only one planet to call home – the Earth. What contribution can you, as high-school students, make to protect the environment and save the Earth?

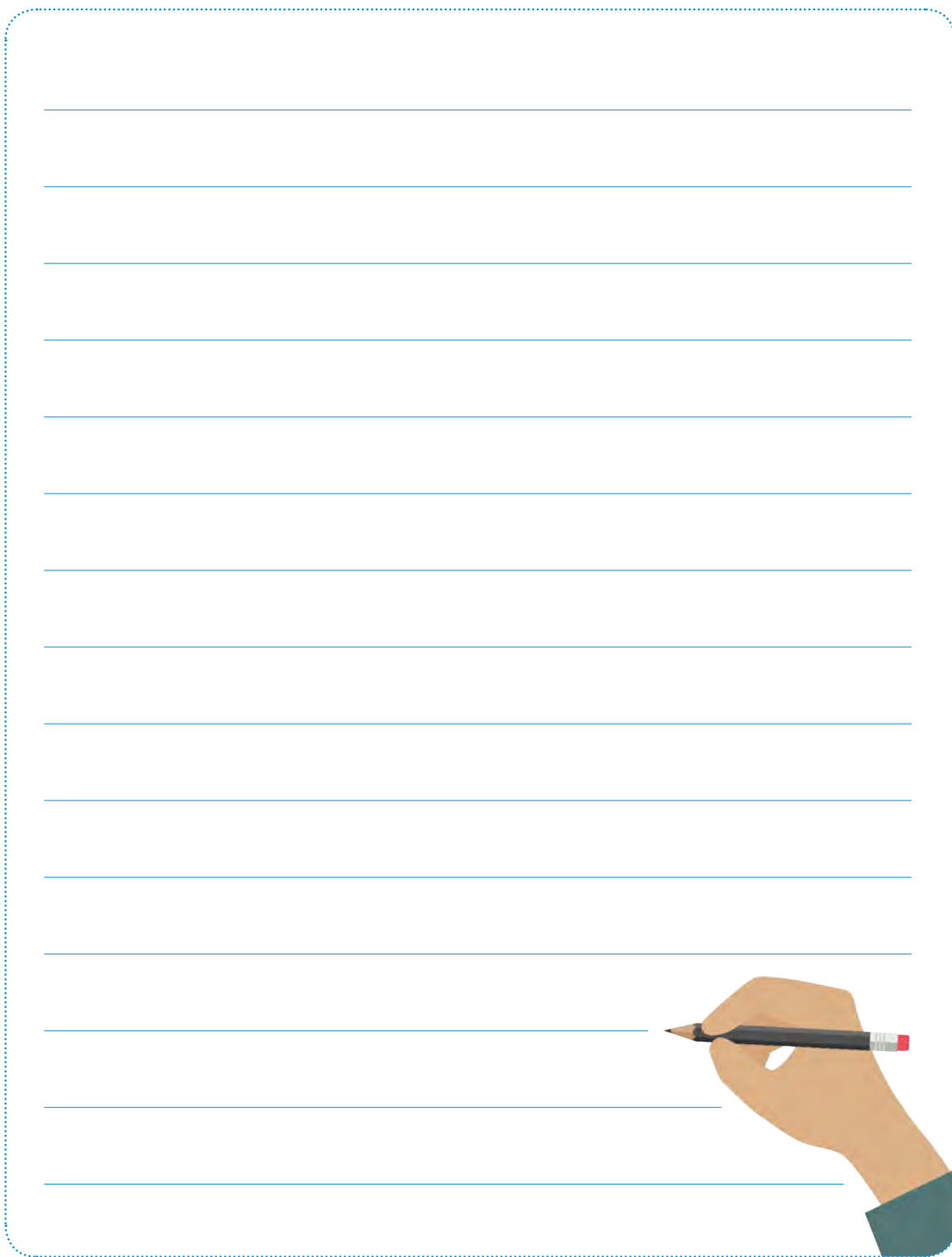
More Connections

- The Earth Day Network now coordinates more than 190 countries globally in demonstrating the annual celebration. You can surf the Internet for more information, such as different themes and activities for the past years.
- Nature is suffering, and it needs a person that cares. But what can we do now to fix the damage that has been done? Laura Dalton's *The Earth is Dying and You Can Help to Save It* provides more information on this topic.

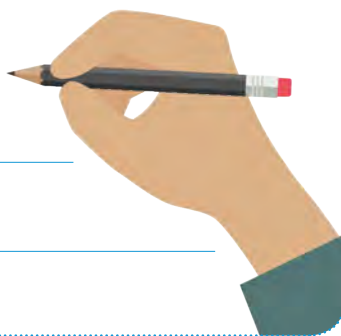
APPENDICES



My Notes



A large rectangular area with a dotted blue border, containing horizontal blue lines for writing notes. The lines are evenly spaced and extend across the width of the area.





WRAP IT UP!

UNIT 1 FAMILY



Build Your Vocabulary

A Replace the blue part in each sentence with a proper word or phrase.

- 1 Only by **reaching the goal** can people gain lasting peace. ()
- 2 I **have a big wish** to teach after I graduate from college. ()
- 3 The kid **wanted** to tell her friends about her trip by air. ()
- 4 At the sound of the door bell, the dog rushed out for its master **at once**. ()
- 5 The sports fans soon **got around** the champion. ()
- 6 The children were playing **inside** the house. ()

B Match the words with their explanations.

- | | |
|------------|--|
| 1 graduate | a. something eaten between meals |
| 2 refer | b. make certain |
| 3 snack | c. complete a degree course successfully |
| 4 surround | d. gain |
| 5 earn | e. indicate |
| 6 ensure | f. get around |

C Complete the dialogue with the proper words in the box.

define generation marriage topic former tears extra

A: The ⁽¹⁾ _____ that grew up in the 1990s depend on their parents too much financially.
By the way, how do you ⁽²⁾ _____ them?

B: Well, we call them the Boomerang Kids. Actually this is also a hot ⁽³⁾ _____ in the U.S.
I think it's a big shame.

A: Is that true? My neighbour's son graduated from high school a few years ago and he refuses to get a job even after his ⁽⁴⁾ _____ with a girl. They have not been independent for a few years. His mother has to do ⁽⁵⁾ _____ work to support the family. She works seven days a week. She always tells my parents that she misses her ⁽⁶⁾ _____ relaxing days when her son was at school. She occasionally says with ⁽⁷⁾ _____ that she can hardly bear the burden.



Grammar Makes Sense

A Read the following sentences and identify what “who”, “whom” and “whose” refer to.

- 1 On New Year’s Eve, my grandparents are the ones whose health we always toast to.

- 2 To me, the family are the people who are always with me and give me a sense of belonging.

- 3 Every afternoon, my mother is the one whom we entrust with a good meal.

B Write descriptions for the people in Column A by combining information from both Column B and C. Use the relative pronouns “who”, “whom” and “whose” to link the information. See the example below to help you get started.

	A	B	C
1	Madam Curie	physicist	She first discovered radium.
2	Zhou Youguang	language expert	He was named “Father of Chinese Pinyin”.
3	Nan Rendong	engineer	The world’s largest telescope was founded by him.
4	Shakespeare	writer	He wrote <i>A Midsummer Night’s Dream</i> .
5	Mo Yan	writer	The Nobel Prize for Literature was awarded to him in 2012.
6	Tu Youyou	scientist	Her discovery saved millions of people from malaria.

3 3 3 3 3 3

- 1 Madam Curie is the physicist who first discovered radium _____.
- 2 _____.
- 3 _____.
- 4 _____.
- 5 _____.
- 6 _____.



UNIT 2 SCHOOL LIFE



Build Your Vocabulary

A Write the corresponding adjective or adverb forms of the given words.

adj.	adv.
definite	
	capably
entire	
	strongly
amazing	

B Replace the blue part in each sentence with a proper word.

- 1 Research **shows** that eating habits are changing fast. ()
- 2 It has recently been **broadcast** that a new high school will be built in our community. ()
- 3 Their **goal** is to produce as much milk as possible. ()
- 4 I **really** had to stay on the farm for a whole summer. ()
- 5 It rained heavily and **thus** the football match was put off. ()

C Fill in the blanks with the words you've learned in this unit. The first letter is given.

- 1 I deleted many secret files from my computer s_____.
- 2 She's a lot like her friends; she is a t_____ high school girl.
- 3 In this program, students v_____ to take two years off after they graduate from university to go to the poorest schools to help teach young students.
- 4 With the holiday drawing near, I would like to take this time to r_____ on my life so far, and the direction I'm heading in.
- 5 The a_____ for scholarship and student loan is usually a bit complicated.



Grammar Makes Sense

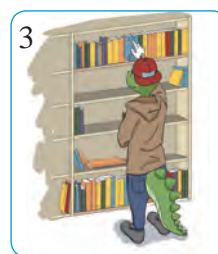
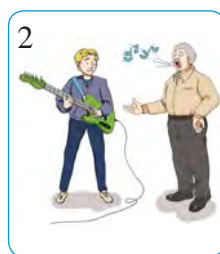
A Match the statements with the correct descriptions.

- | | |
|---|--|
| 1 I am going to travel in Ireland | a. whose name I have forgotten. |
| 2 My favourite book is <i>Three Days to See</i> | b. why I didn't go to school. |
| 3 I had a fever and that was the reason | c. where I can find beautiful beaches. |
| 4 That is Helen's cousin | d. when clean energy is widely used. |
| 5 Harry Potter is the character | e. which I have read several times. |
| 6 Perhaps the day will come | f. whom many young people like. |

B Join the two sentences to make one sentence by using attributive clauses.

- This is a pretty good school. I am studying in this school now.
_____.
- The day was September 1st. I came to this school on that day.
_____.
- The school has the most advanced teaching equipment. I came here for this reason.
_____.
- There are many kind and responsible teachers. They have helped me a lot with my study.
_____.

C Describe each picture by adding an attributive clause. The first one is done for you.



- The reason is that we can share our stories with each other.
The reason why we come to the club is that we can share our stories with each other.
- That old man is his grandfather.
That old man _____ is his grandfather.
- This is our new library.
This is our new library _____.
- I like Sundays.
I like Sundays _____.



UNIT 3 BE ACTIVE AND HEALTHY!



Build Your Vocabulary

- A** Freddie is writing an email, but he is not sure about the words he is using. Help him circle the correct words in brackets.

Dear Alice,

How are things going?

Recently, I read a book on physical (sports; activity) and health. I never realized how dangerous it could be to have a(n) (inactive; lazy) lifestyle. Now I know how important sufficient physical activity is:

- The heart is a (muscle; part).
- The heart is about as big as my fist. Its job is to pump blood throughout my body.
- Blood carries (energy; oxygen) for my body to use.
- The more I move or exercise, the more oxygen my body needs, which makes my heart pump (sooner; faster).
- To keep my heart strong, I must exercise (usually; regularly) and eat healthy foods.

I wanted to share this with you because I think it's important to know. Always wishing you good health and happiness!

All the best,

Freddie

- B** Match the words with their explanations.

- | | |
|---------------|---|
| 1 sufficient | a. to get away |
| 2 concentrate | b. enough to meet the needs of a situation |
| 3 concern | c. a group of listeners or spectators |
| 4 boxing | d. a person, team, etc. that has won a competition, especially in a sport |
| 5 champion | e. able to bend easily without breaking |
| 6 escape | f. to focus one's attention or mental effort on a particular object or activity |
| 7 audience | g. the sport or practice of fighting with the fists |
| 8 flexible | h. to be about sth.; to worry sb. |



Grammar Makes Sense

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

- 1 The park is a good place _____ (go) on weekends.
- 2 I have some jeans _____ (wash).
- 3 The flowers _____ (plant) in this garden this afternoon are perennials.
- 4 Do you mind _____ (close) the window? It's too cold today.
- 5 He is always the first _____ (arrive) for a meeting.
- 6 He hurried to the station, only _____ (find) the train had left.

B Combine the two sentences into one by using the infinitive.

- 1 She was brave. She spent the night in the old house alone.
_____.
- 2 They got there. They only found nothing left.
_____.
- 3 He studies very hard. He wants to make rapid progress.
_____.
- 4 The middle-aged man does a lot of exercise every day. He wants to reduce weight.
_____.
- 5 Keep your wallet in a safe place. Avoid losing it.
_____.

C Match the clauses with the infinitive phrases.

It made me angry

to quit smoking.

I have lot of homework

to make himself heard.

He doesn't know how

to wait for her for a long time.

He raised his voice

to get sufficient physical activity.

He has made up his mind

to fix the machine.

One important thing for our health is

to do.



UNIT 4 WAVES OF TECHNOLOGY



Build Your Vocabulary

A Circle the proper word for each blank and complete the sentences.

q	p	o	s	i	t	i	o	n
w	e	d	e	s	p	i	t	e
d	i	g	i	t	a	l	g	n
f	m	a	c	z	m	a	d	e
h	p	e	r	c	e	n	t	r
j	r	k	e	p	t	t	p	g
o	o	u	d	l	a	e	t	y
p	v	b	i	h	l	r	i	f
r	e	v	t	r	a	n	g	e

Across →

- The population shows an increase of 10 _____ over last year.
- When did people actually begin to read the news on _____ devices?
- She was good at physics _____ the fact that she found it boring.
- From his _____ on the mountain top, he had a good view of the city.

Down ↓

- Sorry, I left my _____ card at home. Can I pay in cash?
- How to _____ the quality of products was a difficult problem to him.
- The problem with nuclear _____ is dealing with the waste.
- It was a cold autumn night and the rain drummed loudly on the _____ roof.

B Read the passage about mobile phone applications and complete it with the correct forms of the words in the box. There are two words you don't need.

accident adapt addicted application argument company confirm feature
performance position recommend laptop

A smart phone is almost a must nowadays in one's daily life. ⁽¹⁾ _____ on a smart mobile phone are much like the software on a ⁽²⁾ _____ computer. Some are ⁽³⁾ _____ to be installed by the ⁽⁴⁾ _____ that produces the phone. Their ⁽⁵⁾ _____ depend on whether the mobile phone is powerful and wise enough to



prevent ⁽⁶⁾ _____ like breaking down while functioning.

Some people ⁽⁷⁾ _____ that some recommended apps make kids ⁽⁸⁾ _____ to some kinds of games. They prefer mobile phones that ⁽⁹⁾ _____ a clean system, without any other apps. If apps are recommended, the user should have the access to confirming or canceling the installation. Normally, popular and widely-used apps are wise enough to ⁽¹⁰⁾ _____ to the habit of the users, putting themselves in a very strong position to win the customers' favour.



Grammar Makes Sense

Give definitions for the items in Column A by combining information from Column B and C. The first one is done for you.

A	B	C
computer	a computer system	store information and use programs to help people find, organize, or change the information
spaceship	an electronic machine	move and do some of the work in place of a person, usually controlled by a computer
mobile phone	a machine	fly in outer space and carry people or goods through space
Internet	a vehicle	make and receive telephone calls over a radio link while moving around
robot	a device	allow millions of computer users around the world to exchange information
mobile payment	a payment card	allow a consumer to use a mobile phone to pay instead of paying in cash or with credit cards
credit card	the payment service	allow the holder to pay on the holder's promise to pay later.

1 A computer is an electronic machine **storing** information and **using** programs to help people find, organize, or change the information.

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____



UNIT 5 SAVE THE PLANET



Build Your Vocabulary

A Match the words with their explanations.

flood

insect attack

smog

drought

carbon emission

a. dirty air that looks like a mixture of smoke and fog

b. a long period of dry weather when there is not enough water for plants and animals to live on

c. if a place floods or sth. floods it, it becomes filled or covered with water

d. the release of carbon

e. a disaster of too many insects, threatening or damaging crops

B Replace the blue part in each sentence with a proper word or phrase.

- 1 Speaking outside Ten Downing Street, she **officially stated** that she would fight on.
()
- 2 Though he is not very rich, he frequently **gives away** large sums to charity. ()
- 3 He **made** many young people **have the desire** to take up the sport. ()
- 4 Six popular bands have been **chosen** to take part in the music festival. ()

C Fill in the blanks with the correct forms of the words in the box. There is one word you don't need.

climate drought alarm solution attempt stage policy admit greenhouse

The extreme weather around the world recently worries people a lot, such as hurricanes, floods, ⁽¹⁾ _____ and other natural disasters. It is an ⁽²⁾ _____ set by nature. So we should ⁽³⁾ _____ the fact that the Earth is being polluted and we should try to find the ⁽⁴⁾ _____ to the problems. More and more studies prove that global warming is the result of ⁽⁵⁾ _____ gas emissions. However, not everyone is aware of the change in the ⁽⁶⁾ _____ and some still attempt to destroy the Earth. Perhaps we have gotten to a ⁽⁷⁾ _____ where we need government ⁽⁸⁾ _____ to protect the environment. Facing such a case of urgency, all of us should join hands to take action before it's too late to act.

**Grammar Makes Sense****A Fill in the blanks with the correct forms of the verbs.**

- 1 However, the consumption of fossil fuels is alarmingly high, _____ (cause) serious environmental issues such as air pollution and global warming.
- 2 Each year, the theme of Earth Day will vary _____ (depend) on the most pressing environmental issues of the time.
- 3 When _____ (burn) fossil fuels for energy, humans add more carbon dioxide into greenhouse gases.
- 4 With more and more forests _____ (disappear), more animals are becoming endangered.

B Describe the pictures with the v-ing form.

(sit, watch)



(jog, listen)



(walk, telephone)



(take, read)

C Complete the passage with the correct forms of the verbs.

We live on planet Earth. The planet provides us with everything we need to live. We should save our planet ⁽¹⁾ _____ (ensure) that future generations will have a chance to enjoy this planet too. There are many things we can do ⁽²⁾ _____ (save) our planet.

Save electricity. We all know natural resources are ⁽³⁾ _____ (limit). We can save electricity by ⁽⁴⁾ _____ (turn) off the lights when they are not in use. Or we can switch to fans instead of air conditioners in the summer.

Save water. Water is life. Every ⁽⁵⁾ _____ (live) thing on the planet needs water. ⁽⁶⁾ _____ (save) water means not wasting it. Only use the amount you need, ⁽⁷⁾ _____ (keep) the rest of the water clean and unpolluted. When we save water, we do so both for our generation and future generations.

Stop global warming. One of the biggest issues ⁽⁸⁾ _____ (face) us right now is global warming. Its effects on animals are ⁽⁹⁾ _____ (frighten), but the effects on human being are even scarier.



PRONUNCIATION

单词重音 word stress

音节是读音的基本单位，是含有一个响亮音素的声音片段。一个元音音素可构成一个音节，一个元音音素和一个或几个辅音音素结合也可以构成一个音节。一般说来，辅音发音不响亮，不能单独构成音节（/m/、/n/、/l/例外）。

1 由一个音节构成的单词称为单音节词。单音节词总是重读，音标中不标出重音符号。例如：

book /buk/ pen /pen/ club /klʌb/ fun /fʌn/

2 由两个音节构成的单词称为双音节词。由三个及三个以上音节构成的单词称为多音节词，在双音节或多音节词中，总有一个音节读得重而强（重读音节），其余的音节读得轻而弱。重读音节用符号/'/表示。例如：

busy /'bɪzi/ music /'mju:zɪk/ dinner /'dɪnə(r)/ practice /'præktɪs/
different /'dɪfrənt/ improve /ɪm'pru:v/ delicious /dɪ'lɪʃəs/

3 有的单词有两个重读音节，包括一个重读音节，一个次重读音节，次重读音节用符号/./表示。例如：

thirteen /θɜ: 'ti:n/ outside /aʊt'saɪd/
international /ˌɪntə'næʃnəl/ information /ˌɪnfə'meɪʃn/
competition /kəmpe'tɪʃn/ introduce /ˌɪntrə'dju:s/
understand /ˌʌndə'stænd/ magazine /ˌmæɡə'zi:n/
violin /vaɪə'li:n/ university /ˌju:nɪ'vɜ:səti/

句子重音 sentence stress

在英语口语中，除了单词中有重音外，英语的句子中也存在重音。句子中重音的功能一般有两种：第一种是为了强调说话人意在强调的内容，突出所要表达的重点。第二种是为句子的节奏感和韵律感服务。句子重音一般遵循实词重读、虚词弱读的原则。实词包括名词、动词、形容词、副词、指示代词、感叹词、疑问词、数词和多音节介词和连词等。虚词包括人称代词、系动词、助动词、情态动词、单音节的介词和连词、冠词等。例如：

I 'wanted to 'talk to 'Sandra.
It's 'almost the 'same as 'Grade 7.
'What do you 'like to 'do after 'school?
'Class 'starts in 'two 'minutes!

语调 tone

说话或朗读时声音的抑扬称为语调，英语句子的语调通常分为升调和降调两种。升调或降调都从句子中最后一个重读元音开始。一般遵循以下规则：



- 一般疑问句用升调。

Are you all [↑] right?
Can I find Lanzhou noodles [↑] here?
Are you ready for the [↑] project?

- 省略句表示疑问用升调。

See this [↑] puppy?
Carrot and egg [↑] dumplings?

- 陈述句用降调。

I'm so happy to be in [↘] China.
After lunch, we fed the [↘] geese.
Surfing is very popular [↘] here.

- 特殊疑问句用降调。

How is school life [↘] here?
What's your project [↘] about?
Why don't you learn a traditional Chinese [↘] dance?

- 选择疑问句中，or前面的部分用升调，后面的部分用降调。

Which coat do you like? The green [↑] one or the red [↘] one?

- 列举事物时，and前面的部分用升调，后面的部分用降调。

You can eat [↑] rice, noodles [↑] and [↘] apples.

节奏 rhythm

英语是一种节奏感较强的语言，其节奏是由重音与轻音的组合与重复来体现的。英语的节奏就是句子的重音在句子中有规律地出现。一个重音与其他轻音构成一个节奏群，每个节奏群需用大致相同的时间来完成。所以为了真正取得节奏效果，碰到轻音较少的节奏时，就可以说慢些，非重读音较多的节奏群则必须说快一些。例如：以下句子都包含三个重音，所以它们说出来所需要的时间应该大致相等。

'Horses 'eat 'grass.
The 'horses 'eat 'grass.
The 'horses will 'eat the 'grass.
The 'horses will be 'eating the 'grass.

朗读诗歌时也要注意突出节奏感。例如：

Twinkle / twinkle / little / star,
How I / wonder / what you / are.
Up / above / the sky / so high,
Like a / diamond / in the / sky.



VOCABULARY (I)

说明: 本表收录各单元四个板块语篇中所包含的生词, 不收录指示语、讲解文字中所包含的生词。
白体词为课程标准规定之外的词汇。单词音标以 *Oxford Advanced Learner's Dictionary* (Eighth Edition) 为依据。

Unit 1

joy /dʒɔɪ/ <i>n.</i> 高兴; 愉快	2	truly /'tru:li/ <i>adv.</i> 真正, 确实	8
surround /sə'raʊnd/ <i>v.</i> 围绕; 环绕	2	graduate /'grædʒueɪt/ <i>v.</i> 毕业	8
desire /dɪ'zaɪə(r)/ <i>n. & v.</i> 渴望; 欲望	2	formal /'fɔ:ml/ <i>adj.</i> 正规的; 正式的	8
failure /'feɪljə(r)/ <i>n.</i> 失败	2	rather /rɑ:ðə(r)/ <i>adv.</i> 相反, 反而	8
outburst /'aʊtbɜ:st/ <i>n.</i> 爆发, 迸发	2	would rather 宁愿; 更喜欢	8
passion /'pæʃn/ <i>n.</i> 盛怒; 激情	2	earn /ɜ:n/ <i>v.</i> 挣钱; 赚得	8
resistance /rɪ'zɪstəns/ <i>n.</i> 抗拒; 抵制	2	appreciate /ə'pri:ʃieɪt/ <i>v.</i> 感激; 感谢	8
within /wɪ'ðɪn/ <i>prep.</i> 在(某范围)之内	2	ensure /ɪn'ʃʊə(r)/ <i>v.</i> 确保; 保证	8
	2	sacrifice /'sækrɪfaɪs/ <i>n. & v.</i> 牺牲; 舍弃	8
tear /tɪə(r)/ <i>n.</i> 眼泪	2	definition /,defɪ'nɪʃn/ <i>n.</i> 定义; 解释	10
creep /kri:p/ <i>v.</i> 爬行; 缓慢行进	2	topic /'tɒpɪk/ <i>n.</i> 话题; 题目; 标题	10
county /'kaʊnti/ <i>n.</i> 郡; 县	3	marriage /'mæɪdʒ/ <i>n.</i> 婚姻; 结婚	10
eager /'i:gə(r)/ <i>adj.</i> 热切的	3	former /'fɔ:mə(r)/ <i>adj.</i> 以前的	14
acquire /ə'kwəɪə(r)/ <i>v.</i> 获得; 购得	3	adopt /ə'dɒpt/ <i>v.</i> 选用; 收养; 领养	14
conductor /kən'dʌktə(r)/ <i>n.</i> 列车长	3	familiar /fə'mɪliə(r)/ <i>adj.</i> 熟悉的	15
immediately /ɪ'mɪ:diətli/ <i>adv.</i> 立即	4	abuse /ə'bjʊ:z/ <i>v.</i> 虐待; 辱骂	16
achievement /ə'tʃi:vmənt/ <i>n.</i> 成就	4	spoil /spɔɪl/ <i>v.</i> 破坏; 搞坏	16
downstairs /,daʊn'steəz/ <i>adv.</i> 在楼下	6	kneel /ni:l/ <i>v.</i> 跪; 跪着	16
arrangement /ə'reɪndʒmənt/ <i>n.</i> 安排	6	anticipate /æn'tɪsɪpeɪt/ <i>v.</i> 期盼; 期望	17
honey /'hʌni/ <i>n.</i> 蜂蜜	6	lantern /'læntən/ <i>n.</i> 灯笼; 提灯	17
roll /rəʊl/ <i>n.</i> 卷	6	worship /wɜ:ʃɪp/ <i>v.</i> 崇敬, 崇拜(上帝或神)	17
snack /snæk/ <i>n.</i> 点心; 小吃	6	kowtow /,kau'taʊ/ <i>v.</i> 叩头; 磕头	17
current /'kʌrənt/ <i>adj.</i> 流行的	6	extra /'ekstrə/ <i>adv.</i> 额外; 外加	17
regular /'regjələ(r)/ <i>adj.</i> 平常的;	6	billion /'bɪljən/ <i>n.</i> 十亿	17
有规律的	6	data /'dertə/ <i>n.</i> 数据; 资料	17
refer /rɪ'fɜ:(r)/ <i>v.</i> 提到; 涉及	8	phenomenon /fə'nɒmɪnən/ <i>n.</i> 现象	18



reverse /rɪ'vɜ:s/ *adj.* 相反的; 反向的 18

Unit 2

fancy /'fænsi/ *adj.* 精致的; 昂贵的
n. 想象 20

capable /'keɪpəbl/ *adj.* 有能力; 足以胜任的 20

definitely /'defɪnətli/ *adv.* 肯定; 确实 20

gifted /'gɪftɪd/ *adj.* 有天赋的 20

per /pə(r)/ *prep.* 每; 每一 20

semester /sɪ'mestə(r)/ *n.* 学期 20

nominate /'nɒmɪneɪt/ *v.* 提名; 推荐 20

award /ə'wɔ:d/ *n.* 奖; 奖品; 奖金
v. 授予; 奖励 20

annual /'ænjuəl/ *adj.* 年度的 21

essay /'eseɪ/ *n.* 文章; 论说文 21

committee /kə'mɪti/ *n.* 委员会 21

actually /'æktʃuəli/ *adv.* 事实上; 确实; 实际上 21

entirely /ɪn'taɪəli/ *adv.* 完全地 21

honour /'ɒnə(r)/ *v.* 颁奖; 尊重
n. 荣誉; 名誉 21

revise /rɪ'vaɪz/ *v.* 复习; 修改 21

announce /ə'naʊns/ *v.* 宣布; 通知 21

clap /klæp/ *v.* 鼓掌; 拍手 21

aim /eɪm/ *v.* 目的是; 针对
n. 目的; 目标 24

be aimed at 目的是; 旨在 24

replace /rɪ'pleɪs/ *v.* 代替; 更换 24

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说明: 本表收录各单元四个板块语篇中所包含的生词, 不收录指示语、讲解文字中所包含的生词。白体词为课程标准规定之外的词汇。单词音标以 *Oxford Advanced Learner's Dictionary (Eighth Edition)* 为依据。

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who、whom、whose引导的定语从句 attributive clauses with “who”, “whom” and “whose”

一、概念

英语中，用作定语修饰名词（或代词）的从句称为定语从句，被修饰的词称为先行词。引导定语从句的关系词分为关系代词和关系副词。

常见的关系代词除了that和which外，还有who、whom和whose。关系代词who、whom和whose在定语从句中一般作主语、宾语、表语或定语。

二、用法

1 关系代词who引导定语从句，先行词一般是“人”，who在定语从句中常作主语；非正式文体中，who也可以作宾语或表语。例如：

She was the one **who did most of the talking.**

He laughs best **who laughs last.**

He is my family's key person **who always keeps us close.**

To me, a family refers to the people **who are always with me and give me a sense of belonging.**

2 关系代词whom引导定语从句，先行词一般是“人”，whom在定语从句中作宾语或表语，常常可以省略。例如：

In my family, my father is the person **(whom) I admire most.**

The boy **(whom/who) we saw yesterday** was one of John's classmates.

Peter is no longer the person **(whom/that) he used to be.**

3 关系代词whose引导定语从句，先行词可以是“人”，也可以是“物”；whose在从句中作定语，相当于一个物主代词，意为“……的”。例如：

My father is truly an admirable person **whose advice is always worth following.**

They rushed over to help the man **whose car had broken down.**

Can you show me the classroom **whose window is broken?**

The other day, I borrowed a novel from the library **whose cover was worn out.**

4 当主句中已有特殊疑问词who，意为“谁”时，先行词是“人”，经常用关系代词that代替who引导的定语从句，以免发生混淆。例如：

Who is the person **that is standing over there?**

when、where、why引导的定语从句 attributive clauses with “when”, “where” and “why”

一、概念

英语中，用作定语修饰名词（或代词）的从句称为定语从句，被修饰的词称为先行词。



定语从句一般放在先行词的后面。

引导定语从句的关系词分为关系代词和关系副词。常见的关系副词包括where、when、why等。关系副词在定语从句中作状语，一般不可省略。

二、用法

1 先行词为表示“地点”的名词，关系词在定语从句中作地点状语，常用关系副词where引导定语从句。例如：

Is there a supermarket around **where we can get fruit?**

This is the town **where I was born.**

2 先行词为表示“时间”的名词，关系词在定语从句中作时间状语，常用关系副词when引导定语从句。例如：

October 1st, 1949 was the day **when the People's Republic of China was founded.**

I still remember the days **when we worked together.**

3 先行词是reason，关系词在定语从句中作原因状语，常用关系副词why引导定语从句。例如：

Give me one good reason **why I should help you.**

These are the reasons **why we do it.**

4 当先行词是表示“地点、时间或原因”的名词，但关系词在从句中作主语、宾语或表语，不作“状语”时，用关系代词that或which。例如：

April 1st is the day **that/which is called April Fool's Day in the West.**

Is this the factory **(that/which) we visited last week?**

This is the reason **(that/which) he told me when he was late.**

动词不定式 the infinitive

一、概念

动词不定式是“非谓语动词”形式之一，其构成一般为“to + 动词原形”，在句中起名词、形容词或副词的作用，同时也保留着动词的一些特征，可以有自己的宾语或状语。

二、用法

1 不定式作定语

● 不定式作定语一般与被修饰词之间构成动宾关系。因此，如果这个不定式是不及物动词，它后面应有必要的介词。例如：

He has a lot of work **to do** today.

She is a nice person **to work with.**

● 有些抽象名词后常可用不定式作定语。如：ability、desire、need、wish、attempt、failure、opportunity、chance、intention等名词。例如：



She was unhappy because of her failure **to answer** the question correctly.

Physical activities can develop a young person's ability **to interact** socially.

- 不定式修饰something、noting、someone、no one、anyone等不定代词。例如：

When I travel, I always take something **to read**.

He was alone. He had no one **to talk to**.

- 不定式作定语多表示将来的动作。例如：

In the lecture **to follow**, she will give us some information about the situation in Africa.

2 不定式作状语

- 不定式作状语多表示目的，也表示结果、原因等。例如：

I stopped the car **to take** a short break as I was feeling tired. (目的)

He woke up later, only **to find** everybody gone. (结果)

I am so excited **to be** here! (原因)

- 不定式可用在作表语用的形容词（或过去分词）后面作状语，说明产生这种情绪的原因或是在哪方面存在谓语表示的情况等。能用在这类结构中的形容词和过去分词很多，例如：happy、lucky、surprised、frightened、sorry、glad、proud、disappointed、angry、right、anxious、clever、wrong等。

动词的-ing形式

the v-ing form

一、概念

动词的-ing形式是非谓语动词形式之一，相当于形容词和副词时，在句子中可以作定语、表语、补语和状语；相当于名词时，表示一项活动或动作，可以作主语、宾语、表语或定语。动词的-ing形式由“动词原形 + ing”构成。

二、用法

- 1 相当于形容词，在句子中作表语、宾语补足语或主语补足语，说明主语或宾语的性质和状态；作定语，说明被修饰词的性质或状态。例如：

The film they saw yesterday was very **moving and interesting**. (表语)

They're sorry to find the speech **boring**. (宾语补足语)

We were all shocked by the **surprising** news. (定语)

- 2 相当于名词，在句子中作主语、宾语或表语，表示一项活动；作定语，说明被修饰词的用途或目的。例如：

Teaching is more than **giving students a lesson**. (主语和表语)

Seeing is **believing**. (主语和表语)

Do you like **swimming or skating**? (宾语)

Instead of **paying in cash**, a consumer can use a mobile device to pay for a wide range of services and goods. (宾语)



The travellers are expecting their flight patiently in the **waiting** room. (定语)

3 保留自身“动词”特征，表示相关名词（或代词）所做的“动作”，与被修饰词是主动关系，常与谓语动词同时发生，在句子中可以作定语、状语、宾语补足语或主语补足语等。

例如：

A smart phone may be the best device for someone simply **communicating with others or having fun**. (定语)

Smart phones have not yet turned into devices **replacing laptops and desktops**. (定语)

He kept us **waiting at the gate**. (宾语补足语)

A group of children went out of the school, **singing and laughing**. (状语)

The missing boy was last seen **playing on the riverbank**. (主语补足语)

动词的-ing形式作状语 the v-ing form as adverbial

一、概念

动词的-ing形式短语作状语时，通常表示主语正在进行的另一个动作，来对谓语表示的主要动作加以修饰或作为陪衬。动词的-ing形式作状语，通常相当于一个状语从句，或者一个并列分句，动词的-ing形式的逻辑主语与句子的主语相同。

二、用法

1 动词的-ing形式可以用作状语来修饰句子的谓语动词，表示谓语动词发生的时间、原因、条件、结果、方式或伴随情况等。例如：

Seeing those photos, she remembered her former classmates. (时间状语)

Being so poor in those days, my parents couldn't afford to buy a house. (原因状语)

Taking the shortest route, we may come across a traffic jam. (条件状语)

He came **running all the way**. (方式状语)

His father died, **leaving him a lot of money**. (结果状语)

2 动词的-ing形式的一般式表示其动作正在进行或与谓语动词的动作同时发生；动词的-ing形式的完成式表示其动作发生在谓语动词的动作之前。例如：

Walking down the street, he heard someone calling him.

Having arrived at the company, they immediately set to work.

动词的-ing形式的主动式表示其逻辑主语是动词的-ing形式动作的执行者；动词的-ing形式的被动式表示其逻辑主语是动词的-ing形式动作的承受者。例如：

Hearing the news, they all jumped with joy.

Having been warned again and again, he finally made up his mind to give up smoking.

3 动词的-ing形式的否定式，一般在其前面加not。例如：

Not knowing how to pronounce the word correctly, I went to my English teacher for help.



Not having received a reply, he decided to write to the company once again.

4 动词的-ing形式短语作状语时，其逻辑主语一般与句子主语一致。但是，有时动词的-ing形式有自己的主语（逻辑主语），或者动词的-ing形式的动作与句子的主语无关，此种结构称为“独立结构”，有逻辑主语的称为“独立主格结构”，用来加强语气，表示时间、条件、原因等。

So many people living in poverty at present, it may appear as though protecting nature is a luxury.

Weather permitting, we'll go to the park this weekend.

Generally speaking, kids are curious about the world.



IRREGULAR VERBS

Irregular verbs 不规则动词

Infinitive	Past tense	Past participle
arise	arose	arisen
awake	awoke	awoken
be (am/is/are)	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
can	could	
cast	cast	cast
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn



Infinitive

Past tense

Past participle

dream

dreamt/dreamed

dreamt/dreamed

drink

drank

drunk

drive

drove

driven

eat

ate

eaten

fall

fell

fallen

feed

fed

fed

feel

felt

felt

fight

fought

fought

find

found

found

fly

flew

flown

forbid

forbade

forbidden

foresee

foresaw

foreseen

forget

forgot

forgotten

forgive

forgave

forgiven

freeze

froze

frozen

get

got

got

give

gave

given

go

went

gone

grow

grew

grown

hang

hung/hanged

hung/hanged

have/has

had

had

hear

heard

heard

hide

hid

hidden

hit

hit

hit

hold

held

held

hurt

hurt

hurt

keep

kept

kept

know

knew

known

lay

laid

laid

lead

led

led



Infinitive	Past tense	Past participle
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
may	might	
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
misunderstand	misunderstood	misunderstood
pay	paid	paid
prove	proved	proved/proven
put	put	put
quit	quit/quitted	quit/quitted
read	read	read
rebuild	rebuilt	rebuilt
retell	retold	retold
rid	rid	rid
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set



Infinitive

Past tense

Past participle

sew

sewed

sewn/sewed

shake

shook

shaken

shall

should

shine

shone/shined

shone/shined

shoot

shot

shot

show

showed

shown

shut

shut

shut

sing

sang

sung

sink

sank

sunk

sit

sat

sat

sleep

slept

slept

slide

slid

slid

smell

smelt/smelled

smelt/smelled

sow

sowed

sown/sowed

speak

spoke

spoken

spell

spelt/spelled

spelt/spelled

spend

spent

spent

spin

spun

spun

spit

spat/spit

spat/spit

spread

spread

spread

stand

stood

stood

steal

stole

stolen

stick

stuck

stuck

strike

struck

struck/stricken

sweep

swept

swept

swell

swelled

swollen

swim

swam

swum

swing

swung

swung

take

took

taken

teach

taught

taught



Infinitive	Past tense	Past participle
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weave	wove	woven
will	would	
win	won	won
write	wrote	written



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