

普通高中教科书



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# ENGLISH

# 英语

选择性必修

第一册

英语 选择性必修 第一册

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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 Connections）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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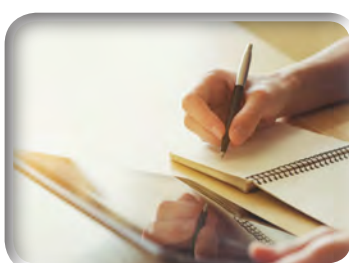
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## UNIT

# 1 WHAT KIND OF LEARNER AM I?



*Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding.*

*– Robert John Meehan, American educator*

*Anything that is worth teaching can be presented in many different ways. These multiple ways can make use of our multiple intelligences.*

*– Howard Earl Gardner, American psychologist*





## Different Ways of Learning

### BEFORE YOU READ

- 1 Do you know that there are different ways of learning? What are they?
- 2 Have you heard about "Multiple Intelligences"? What does this term mean?
- 3 Do you know why different students are good at different subjects?

A **parcel** arrived in the **mail**. Li Ming was excited because a parcel from Canada was more than he had hoped for. He opened the parcel and looked at the heavy square box. It was a board game from Jenny. Li Ming liked board games, such as chess. However, he had never seen this game before. He invited a few friends over to try out the new game that weekend. Li Ming's friends were curious about the game and Li Ming had to explain the rules to them. Here is part of their conversation.

**Li Ming:** Okay, guys, this is how we play the game. We divide players into two teams. We take turns rolling the dice and move to different coloured squares. The square we land on determines which box we draw a card from. Then the players on each team must try to complete the task on the card. The interesting thing is that the tasks on the cards are based on a **theory** called **Multiple Intelligences**.

**Dong Hao:** I've heard of that before. A teacher in the U.S. came up with that theory. I think his name was Gardner. He says that people can be intelligent in at least seven different areas. One person, for example, might be good at problem solving and mathematics – that's called **logical** intelligence. Another person might be good at sports – that's called physical intelligence.



### DO YOU KNOW?

**Howard Earl Gardner** is an American developmental psychologist. He is best known for his theory of multiple intelligences, as outlined in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*.





**Chen Hai:** What other types are there?

**Li Ming:** Well, there's verbal intelligence, meaning you are good at language.

**Chen Hai:** I don't have verbal intelligence because I think English class is horribly boring. I got a terrible mark on that last test we had.

**Lan Yuan:** It's not just about a foreign language. Having verbal intelligence also means that you like reading, writing poems, doing word puzzles and things like that.

**Xiong Jian:** And maybe it also refers to people who talk a lot – just like you!

**Lan Yuan:** Ha ha, Xiong Jian! Very funny! To tell you the truth, I am a person with musical intelligence. Musical learners like the sounds of human voice, sounds from nature and sounds made by instruments, like drums or guitars. They also like singing and music.

**Chen Hai:** What about artists? What kind of intelligence do they have?

**Li Ming:** They're called **visual** learners. They are good at things like creating models or drawings.

**Xiong Jian:** Hey, you guys, enough about theory. What about our game?

**Li Ming:** Yeah, let's begin. But remember that the tasks we have to complete in this game require us to use skills from all seven areas of intelligence. All the tasks in the red box use visual or musical intelligence. The green box focuses on physical learners. The pink box contains questions that test mathematical intelligence. The yellow box is full of cards with spelling questions and word puzzles, so of course here we will be using our language skills.

**Lan Yuan:** Yes, our verbal intelligence and much more! This game is in English. That means if we can complete a yellow card in a foreign language, we probably should get **bonus** points for using all the different forms of intelligence. I know when I use English, I sometimes use logic to figure out the grammar. Sometimes I just guess a dictation right because I copy a **phrase** I heard in class. I usually don't even remember what it means. That's using my musical ability because it's based on the sound patterns I hear.

**Dong Hao:** You have a good point. Maybe it is important to improve our intelligence in all areas. Hey, Li Ming, we've talked about logical, visual, musical, physical, and verbal intelligence. I have enough mathematical intelligence to know that this is five, not seven, different



### QUICK CHECK!

If you get **bonus points**, you get extra points.







kinds of intelligence. What are the other two?

**Li Ming:** Those are called interpersonal intelligence and intrapersonal intelligence. Interpersonal intelligence is when you are very good at building relationships with other people. Intrapersonal intelligence is when you know yourself very well, understand and accept your own personality, and often like to work independently.

**Xiong Jian:** Come on, Einstein, let's play.

**Dong Hao:** Yeah, let's go. I want to be on Li Ming's team.

...



## AFTER YOU READ



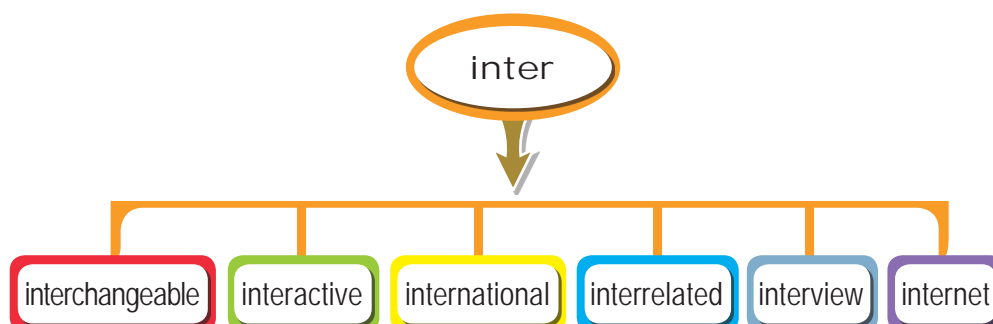
### Reading Comprehension

- 1 What is the "Theory of Multiple Intelligences"?
- 2 What are the major learning techniques mentioned in the text? How are they matched with each type of learner?
- 3 Who is Einstein? Why does Xiong Jian call Li Ming by this name?
- 4 In what way does the game use interpersonal or intrapersonal intelligence?
- 5 Some people group interpersonal and intrapersonal skills together and call it emotional intelligence. Do you agree? Compare and contrast interpersonal intelligence and intrapersonal intelligence.
- 6 What kind of learner do you think you are? Why do you think so?



### Post-reading Activities

- 1 The prefix *inter-* means "between". It can be added to adjectives and nouns to form other adjectives and nouns that refer to something existing or happening between similar things or groups of people. Can you guess what the following words mean? Do you know other words that begin with *inter-*?







- 2 According to the text, what are the seven ways of learning? What are some learning techniques that might work best for each type of learner? In groups, discuss and share your answers with your classmates.
- 3 Work in groups of seven. Based on the information from the text and other sources, each group member chooses and writes about one of the seven ways of learning. Share your descriptions in your group.
- 4 When you look back on your life in school or your education in general, what difficulties have you had to overcome in order to learn well? Is there one person, such as your teacher, relative or friend who has helped you to learn something really well? Share your experiences in your group.



## SONG

### What Kind of Learner Am I?

Some of us learn quickly and some a little slow  
Some of us use our hands to pick up what we know  
Everyone is different in how they handle tests  
Everyone is learning at the speed that suits them best.

Some of us like maths and do it all day long  
Some of us like art and can sing any song  
Some of us like structure in our play and school  
Some of us like freedom and not so many rules.

### Chorus

I'm learning the best that I can  
I'm helping the teacher know me  
I'm learning the best that I can  
I'm helping the teacher show me.

So I won't be discouraged if I'm not at the top  
I'm just finding out the qualities I've got  
There is something that I've realized:  
The smartest may not get the prize.

### Repeat Chorus





# SECTION 2

## LEARNING THROUGH PRACTICE



### Task One Making a Poster about How to Study Smart

In this task, you will read a passage about study habits. Do a survey in your group to make a poster about how to study smart with the help of good study habits.

#### »Step 1 Pre-task Resources

Read the following passage about study habits and reflect on your own study habits.

#### Study Habits Really Matter

If you want better grades, you need more effective study habits. The key to effective studying isn't studying longer, but studying smarter. You can begin studying smarter with these effective study habits.

##### Study in a quiet place.

A place with a lot of distractions makes for a poor study area. If you try and study in your dorm room, for **instance**, you may find the computer, TV more interesting than the reading material you're trying to **digest**. The library is a good place to check out.

##### Bring everything you need, nothing you don't.

Unfortunately, when you find an **ideal** place to study, sometimes you bring things you don't need. For instance, while it may seem ideal to type notes into your **laptop** to refer back to later, computers are a powerful distraction for many people because of their convenience. Keep your phone in your **purse** or bag to keep distraction at **bay** as much as possible. Your phone is a **potential** time-sink and one of the worst enemies of concentration.

Don't forget the things you need to study for the class, exam, or paper you're focusing on for the study **session**. Nothing is more time-consuming and wasteful than having to run back and forth regularly because you forget an important book, paper, or some other resource you need.

##### Outline and write your notes.

It may be helpful to use as many senses as possible when studying. That's why writing notes works in the first place – it puts information into words and terms you understand. Mouthing the words out loud while you copy the notes before an important exam can be one method for involving another sense.





### Practice with friends.

Some people enjoy reviewing their materials with a group of classmates. Such groups work best when they're kept small. Some groups like to work through chapters together, quizzing one another as they go through it. Others like to compare class notes and review materials that way, ensuring they haven't missed any **critical** points. Such study groups can be helpful for many students, but not all.



## »Step 2 Task Cycle

- 1 In pairs, talk about the study habits mentioned in Step 1. Which do you think are good and which are bad? Why?
- 2 In groups of four, do a survey about your study habits. Sort these habits out as good ones and bad ones.
- 3 Discuss your study habits and choose top five good study habits and top five bad study habits to make a poster as follows:

### Study Habits Matter

*We need to employ good study habits and avoid bad ones. Let's take action!*

#### Top Five **Good** Study Habits

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#### Top Five **Bad** Study Habits

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## »Step 3 Language Focus

An imperative sentence is used to give advice, instructions or invitations. It can also express a request or command. An imperative sentence tells people what to do or what not to do.





- *Study in a quiet place.*
- *Bring everything you need, nothing you don't.*

An imperative sentence typically begins with the base form of a verb and ends with a period or an exclamation point. However, it can also end with a question mark in some instances.

- *Please be quiet.*
- *Go away!*
- *Please open the door, would you?*

An imperative sentence may seem to be missing a subject. Sometimes, the subject is given to make it much clearer who is spoken to, by adding a person's name to the beginning or ending of some imperative sentences.

- *Sally, please don't give the dog popcorn.*
- *Please sit down, Sam!*

Imperative sentences can take several forms in everyday speech and writing. A few of the most common uses include:

**A request or wish**

Pack enough clothing for the cruise.  
Have fun at the fair tonight!

**An invitation**

Come by at 8 a.m., please.

**A command**

Raise your hands and turn around.

**An instruction**

Turn left at the crossroads.

**Task Two Sharing How to Learn English Effectively**

In this task, you will read a short passage about an English-language learning experience. Then you will recall and reflect on your own experience. Tell your classmates how you study English effectively.

**>> Step 1 Pre-task Resources**

Read the passage and pay attention to the function of the words in blue.

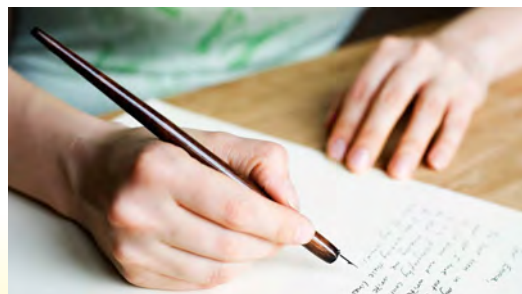
**Keep a Diary in English**

I have an English teacher from Canada. Her name is Laura and she **has been teaching** me English for almost two years. From the very beginning, she **has been asking** us to keep a diary in English. Laura tells us that we can write anything we like and that it





doesn't have to be personal. She says that we can write about weather, what we have for dinner or what we plan for the day. She **insists** that we write something in English every day. I **have been keeping** an English diary since then. Writing in English every day really helps. It helps me to work on English word spelling, sentence **structure** and grammar. And I'm very lucky that Laura **has been reading** my work, **checking it over** and **correcting** my errors. This helps me to avoid making the same mistakes over and over again.



## »Step 2 Exploring the Language

Here are some sentences from the passage in Step 1. Examine the sentence structure. Do you find anything in common?

- ... she **has been teaching** me English for almost two years.
- From the very beginning, she **has been asking** us to keep a diary in English.
- I **have been keeping** an English diary since then.
- And I'm very lucky that Laura **has been reading** my work, **checking it over** and **correcting** my errors.

The present perfect continuous is made up of two elements: the present perfect of the verb "be" (have/has been), and the present participle of the main verb (v-ing).

The present perfect continuous is used to refer to an act that has started sometime recently, is still going on and especially may go on in the future. The speaker is more interested in the process than the result. However, some verbs, such as *know*, *hate*, *hear*, *understand*, are seldom used in the present perfect continuous tense.

## »Step 3 Task Cycle

- Discuss with your classmates your way of learning English. Share with them how you learn vocabulary, grammar and pronunciation, or how you develop language skills like listening, speaking, reading and writing.
- Write briefly about your own best way of learning English. Practice using the present perfect continuous in your writing.
- Present your passage in your group and learn how your classmates effectively learn English.



# SECTION 3

## USING ENGLISH IN CONTEXT



### Project Investigating Learning Styles and Preferences

In this project, you will read a passage, do a quiz and listen to the learning preferences of several students. Then interview your classmates about their learning styles and report your investigation afterwards.

#### »Step 1 Read and Discuss

Read the following passage. Then with your classmates discuss what kind of learner you are.

Learning styles refer to an individual's preferred or most effective way of learning. Each student has his or her own method. Some students are comfortable with one particular learning style while others tend to use multiple styles. But they all learn things more easily and quickly with their preferred styles.

Teachers often use their own preferred learning style as their main **mode** of teaching. If students do not share those same preferred styles, learning can be very difficult. Sometimes, students struggle with a **concept** or an idea not because they aren't intelligent, but because the information has not been presented to them in a learning style with which they are comfortable.

Learning would be relatively easy and **efficient** for students if teachers could consider multiple learning styles when designing their lessons. So knowing their students' preferred learning styles is perhaps one of the most important tasks for teachers. **Identifying** learning **preferences** would surely improve both learning and teaching in schools.

Each of us learns differently. We all have our own study methods based on our experience, practice and born preferences for what works. There are three methods we can use to discover how we learn. We determine our learning styles by observing our study habits, answering questions, or connecting them to our learning strategies.







## »Step 2 Read and Measure

Complete the following Learning Style Quiz and identify your learning style.

# Learning Style Quiz

## Which Learning Style Do You Have?

Complete the following sentences with one answer that best describes you. Remember, there is no right or wrong answer.

### 1 When learning something new, I need to

- a. read the information and see diagrams.
- b. listen to a lecture or discuss the information.
- c. try it out, build a model or touch the materials.

### 2 When giving or receiving directions to a new address, I usually

- a. draw a map and write out the directions.
- b. have someone explain the directions to me.
- c. just start walking and find my way.

### 3 I prefer to

- a. write things down and take notes to learn well.
- b. hear discussions or recordings of critical information to learn well.
- c. participate in an experiment or demonstration to learn well.

### 4 After meeting someone, I usually remember

- a. how he/she looked.
- b. what he/she said.
- c. what he/she did.

### 5 When learning vocabulary, I prefer to

- a. write out the words alone or in sentences.
- b. repeat the words aloud or say them aloud in sentences.
- c. walk around, move around and do something while learning the words.

### 6 When spelling a word, I usually

- a. write out the word.
- b. spell the word out loud.
- c. write the word in the air.

### 7 I enjoy

- a. reading and writing exercises.
- b. listening exercises.
- c. activities in which I take part (e.g. role-play).

### 8 When I think of a movie I have seen, I remember best

- a. what the people and places in the movie looked like.
- b. what the characters said and how the music sounded.
- c. what the characters did and how they felt.

### 9 When I am trying to memorize something, I prefer to

- a. write it down repeatedly.
- b. say it aloud repeatedly.
- c. use it repeatedly.

### 10 I prefer homework that requires me to

- a. hand in an essay or written assignment.
- b. give an oral presentation.
- c. lead a demonstration or activity.

### 11 I really like

- a. reading books and magazines.
- b. listening to music.
- c. going on field trips, etc.

### 12 In a class or seminar, I usually

- a. take lots of notes about what the teacher is saying.
- b. listen carefully but don't take many notes.
- c. draw pictures while listening.





### Learning Style Quiz Results

After you have completed the Learning Style Quiz, add up the total number of each letter(a, b or c) you have circled. It should be pretty clear which answers correspond to each learning style – **a** corresponds to a visual learning style, **b** to auditory, and **c** to tactile-kinesthetic. Based on this information, you will be able to fill in the following profile for yourself.

My main learning style is \_\_\_\_\_.

My secondary learning style is \_\_\_\_\_.

My tertiary learning style is \_\_\_\_\_.

### >>Step 3 Listen and Summarize

Listen to a list of students' learning preferences and fill in the blanks. Then make your own list of 6 – 8 learning preferences. You may choose from this list or add your own.



### >>Step 4 Investigate and Collect

Investigate your classmates' learning styles and learning preferences. Before you get started, read and discuss the instructions below.

- Work in groups of four. Prepare 10 copies of the Learning Style Quiz and 10 sheets of paper with learning preferences from Step 3.



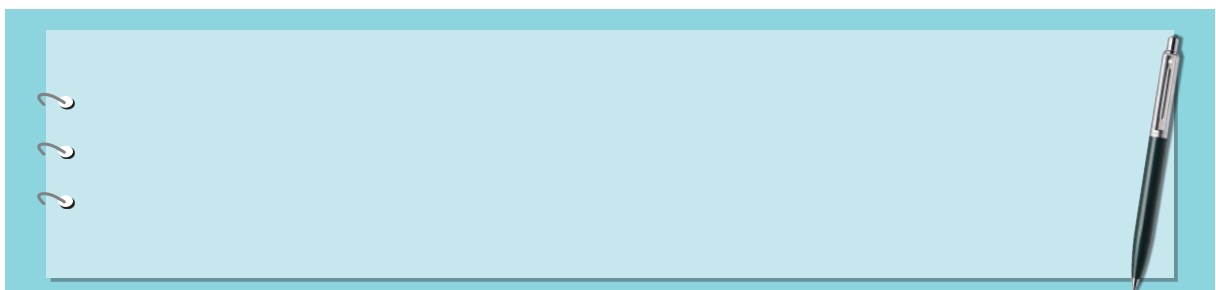


- Invite 10 students to do the Learning Style Quiz and then ask them to write 6 – 8 learning preferences. Tell them that they may choose from the given list, or write their own.
- Collect and mark the results of the Learning Style Quiz. Then, classify the learning styles into four types: visual, auditory, kinesthetic, and mixed.
- Collect and rank the learning preferences. If many students list the same or similar learning preferences, count how many and check what learning styles they are from.

### »Step 5 Analyze and Write

Now you may analyze your findings of investigation, and write your report. Your report should include:

- a short introduction of three to five sentences, explaining the purpose and contents of your investigation;
- your findings of students' learning styles (how many of each type and scores);
- your findings of students' learning preferences (list them based on rankings);
- your comments on the implications of your findings and your reflection upon the investigation.



### Evaluate yourself!

Can you improve your learning after you figure out what kind of learner you are?  
Can you use verbal or non-verbal means to start or end a conversation?

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

	Excellent	Very Good	Good	Needs Improvement
Using conversation fillers and other means to communicate naturally in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjusting my own learning strategies according to different learning goals and contents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing reasons when meeting with learning difficulties and overcoming them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





## Know Your Learning Style

Knowing your learning style can help you find the best way to learn a new skill. The four most common learning styles are: visual, auditory, kinesthetic and reading/writing. Your learning style determines how you **access** information.

Read ahead to see which description sounds like you and learn how you can use your strengths to apply to **academic** learning and your everyday life!

### 1. Visual Learners

Visual learners best understand information by using their eyes. They **absorb** and remember information when it is presented in pictures, diagrams, maps, or **charts**. Watching videos, and looking at illustrations are also great tools for a visual learner. They may speak quickly and prefer to work alone rather than in groups.

*You may be a visual learner if...*

- your notes are covered with drawings.
- you are good at remembering faces but not names.
- you can spell well.
- you'd rather read a story than listen to it.
- you're good with maps and directions.



### 2. Auditory Learners

People who belong to this **category** prefer to listen to information rather than read it or see it visually **displayed**. They work well in a classroom **setting** and learn quickly through **guidance** and stories. They also learn quickly by listening to lectures and **participating** in group discussions.

*You may be an auditory learner if...*

- you are easily distracted by noises.
- you have difficulty working quietly for long periods of time.
- you are a good listener.
- you easily remember what others say.







### 3. Kinesthetic Learners

Kinesthetic learners are the most hands-on learning type. They use their senses to work on new skills and **rely** heavily on **muscle** memory. Kinesthetic learners learn best by doing and tend to have good coordination and best remember what they do.

*You may be a kinesthetic learner if...*

- you shine at sports, art or **drama**.
- you enjoy building, making or creating.
- you have trouble sitting still.
- you play with objects while thinking.



### 4. Reading/Writing Learners

Reading/Writing learners are extremely comfortable with the written word. They prefer to **consume** information by reading texts. The traditional lecture and note-taking environment works well for the reading/writing learning style.

*You may be a reading/writing learner if...*

- you love making lists.
- you enjoy reading and writing.
- you prefer to have written directions.



Everyone learns best if they are able to experience a lesson in a way that makes sense to them. Knowing which type of learner you are can help your teacher develop a lesson plan that works best for you.

### POST-READING QUESTIONS



- 1 What kind of learner are you? Are you a mixed type of learner or not?
- 2 How do you find the four types of learners? Are they making our understanding of learning clear, or confused?
- 3 Discuss with your classmates and see if they are the same or different in learning styles. Share your opinions about learning styles.





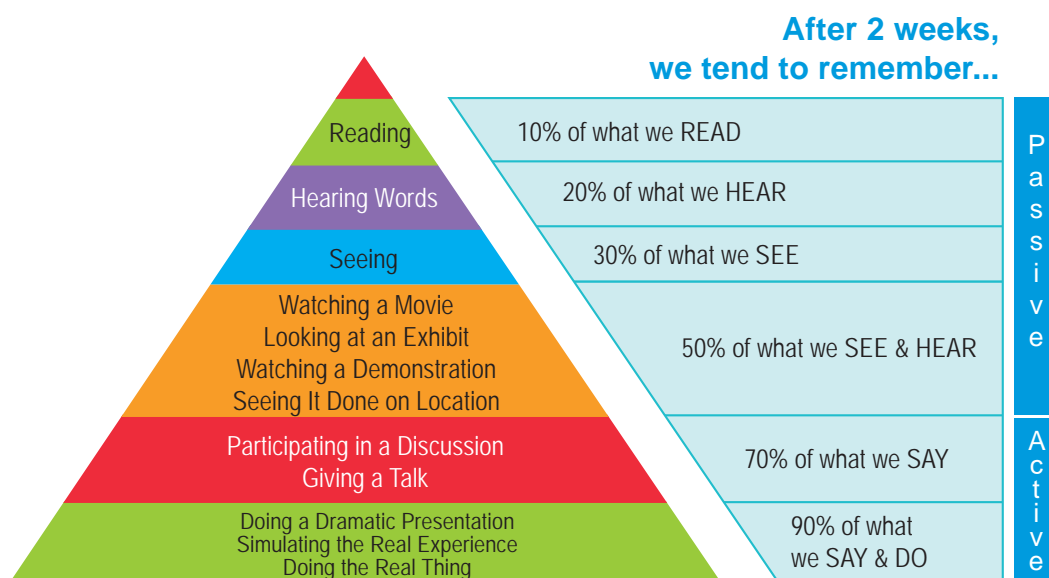
## We Learn by Doing

Not many years ago, John Holt began to play the cello. He told us his story of learning by doing. “Most people would say that what I am doing is learning to play the cello. But these words suggest that there are two very different processes: (1) learning to play the cello and (2) playing the cello. They **imply** that I will do the first until I have completed it, at which point I will stop the first process and begin the second. In short, I will go on learning to play until I have learned to play and then I will begin to play. Of course, this is nonsense. There aren’t two processes, but one. We learn to do something by doing it. There is no other way.”

Learning anything new requires a lot of doing. It is also **essential** for students to practice frequently when learning English as a foreign language. Some students do not like to practice things they have learned because they think they know it already. Yet, as an English **saying** goes, “Knowing without doing is not knowing at all.” In language learning, a word repeatedly practiced is a word learned; a sentence repeatedly used is a sentence learned. We should ensure that we will have lots of **DOING** after we know lots of English.

Now in the following “The Cone of Learning”, Edgar Dale shows us how we can learn by doing.

## The Cone of Learning



Source: Edgar Dale (1969)





## POST-READING QUESTIONS



- 1 Do you agree that we learn things by doing them? What is the process of learning according to the writer?
- 2 Did you learn anything from Edgar Dale? What is it? Which piece of advice mentioned in the text do you find useful or helpful?
- 3 What inspiration can you get from Edgar Dale's "Cone of Learning"?

## The Confucian View of Learning

Born in 551 **BCE**, **Confucius** was one of the great teachers and thinkers of all time. He is known to us as Kongzi. He believed in people's ability to understand, learn and improve themselves. His ideas about learning have been important for thousands of years and can still be applied to our learning today, as well as to **philosophies** across the **globe**.

Here are some **quotes** from Confucius. Read and discuss what they mean and compare them with Western ideas about learning.

### Quote 1

*Studying, and from time to time going over what you've learned – that's enjoyable, isn't it?*

This quote from Confucius stresses the importance of **REVIEW** in learning.

### Quote 2

*When I walk with two others, I'm **bound** to find my teacher there. I single out their good points and pursue them, note their bad points and make my corrections.*

This quote from Confucius expresses the Chinese view about relationships in learning. In Chinese culture, individual students prefer not to be singled out from the rest of a group. The value of education and learning is in cooperation and students are taught to learn from each other.

We have two more quotes. Quote 3 expresses the Confucian view about the attitude towards learning. Quote 4 expresses the Confucian view about methods of learning.



**Quote 3**

*To know it is not as good as to approve it. To approve it is not as good as to find joy in it.*

**Quote 4**

*Learning without thought is pointless. Thought without learning is dangerous.*

**POST-READING QUESTIONS**

- 1 How do you like these four quotes from Confucius? What did you learn from them? Do you know other quotes from Confucius in English?
- 2 What do you think about the Confucian idea of cooperation in learning? How can we benefit by learning from each other?
- 3 Is there a quote that helps shape your way of learning? What is it?

**Unit Reflection**

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

- 1 What are the seven types of intelligence? What kind of learner are you? Are you a mixed type of learner or not? Do you agree with the results of the test in this unit?
- 2 What have you discovered about learning from this unit? What are the major factors that contribute to effective learning? Can a teacher open a door to your creativity “from the outside” or do you have to open yourself from within – under your teacher’s guidance – in order to really learn something?
- 3 What is the present perfect continuous tense? What have you learned about the meaning and use of the present perfect continuous tense?

**More Connections**

- A popular book named *How to Study* written by Rob Fry gives information on how to create an effective study environment. It also shows students the essential skills that can be applied outside the classroom and later in life.
- Learn more about current information of learners, learning styles and multiple intelligences. Here are some key words for your reference: study skills, learning styles, learning strategies, and multiple intelligences.



# UNIT

# 2 MOVIE, MIRROR OF LIFE



*Film is one of three universal languages, the other two: mathematics and music.*

– Frank Capra, American director

*Film is hard to explain, because it is so easy to understand.*

– Christian Metz, French film theorist

*Movies can and do have tremendous influence in shaping young lives in the realm of entertainment towards the ideals and objectives of normal adulthood.*

– Walt Disney, American entrepreneur





# Li Ming's New Pen Pal Talking about Chinese Movies

### BEFORE YOU READ

- 1 What are your movie-watching experiences like today?
- 2 What type of movie do you like best? List your reasons.
- 3 Who is your favourite movie star? Why do you like his/her acting style?

Dear Li Ming,

I'm happy to be your pen pal, too! I like your ideas about Hollywood movies. Guess what I did last weekend! I watched a Chinese movie with Jenny! I saw a Jackie Chan movie and I really enjoyed it. I was a little surprised, though, because it was different from a typical Western movie. Jackie Chan's movie has a lot of action in it. I couldn't believe how quickly the action took place. It was full of *kung fu*! I actually got **dizzy** watching the actors jump around so rapidly.

The reason I liked the movie was that it was so funny! I laughed my head off the whole time. I think it is good to watch a movie to relax and forget the real world for a while. Western movies are often so serious and **realistic**. When you watch them, you think a lot about the problems in the world and sometimes you feel depressed. Sometimes the endings are very sad. I think Jackie Chan's movies always have happy endings. People who like Jackie Chan don't care if the ending is realistic. They just care that everything turns out well.







The other thing I noticed about the movie was the fantastic special effects; it was very high-tech. Maybe Chinese moviemakers think that special effects and action are the two most important aspects of a movie. Different things are important to Western moviemakers. For example, Western movies are filled with scenic shots and beautiful landscapes like mountain ranges, natural bodies of water, or colourful skies. In the Jackie Chan's movie, the camera was moving so fast that I had no time to notice the scenery!

When I discussed the Chinese movies with Jenny, she had a different point of view. Later she surfed the Internet and sent me some comments in English on Chinese movies. I agree on the idea in the comments that movies have the **capacity** to **mirror** and to influence society. However, the society, its **trends**, and people's reactions to those trends influence the movies, too. Now I have become more curious about Chinese movies.

Please find the comments in the attached files, and see how you feel. Have you ever seen the movies mentioned in the comments? I love romantic movies, simply because a **loose** end is rare in the **plot**. Actually, they are my favourite genre. Can you recommend one to me? What is your favourite genre, Li Ming?

Well, it's time for me to go now. I have an assignment to finish for class tomorrow. I have to do a movie review. Last week in class, we watched a movie called *Pay It Forward*. It had such a touching plot! Now, I have to write out my impressions of the movie. I don't mind doing this homework because I enjoyed the movie so much!

Yours,  
Mary



### DO YOU KNOW?

**A movie review** is a report in which someone gives their opinion of a movie. A decent movie review should entertain, persuade and inform readers by creating an original thesis based on reasonable analysis, giving a brief summary of the plot, discussing interesting elements of the movie to support the thesis, and ending with a conclusion.



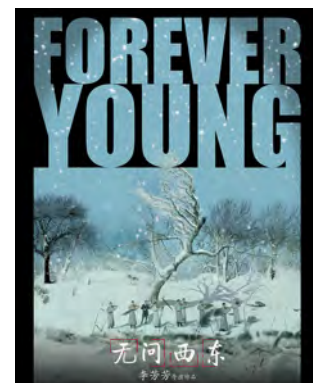


## Comments on Chinese Movies

Some Chinese movies portray historical events. For instance, *My 1919* (*wo de 1919*) and *The Founding of a Republic* (*jian guo da ye*) provide good opportunity for the younger generation to learn about what their elder generation did for the country. Among these historical movies, *Little Soldier Zhang Ga* (*xiao bing zhang ga*) is remarkable for it is based on the real life of a boy and depicts actual events of the War of **Resistance** against Japanese Invasion. The movie gives an accurate description of young people's participation during the war.

Apart from these historical movies, there are many movies that mirror the everyday life of Chinese people. For example, *Not One Less* (*yi ge dou bu neng shao*) centres on a young girl teacher who spares no effort to do her job well and never gives up. The movie has a slow plot that leads to a small climax and a quick ending, which is quite different from Western movies. Besides, there are many Chinese movies telling romance stories. The film *Forever Young* (*wu wen xi dong*) tells stories of four generations of students from Tsinghua University – about how they pursue their love, interests and dreams, conveying how traditional **virtues** were passed down.

Through these movies, we can better understand the society and the world. They tell stories about the past and the present, which reflect the values of a society.







## AFTER YOU READ



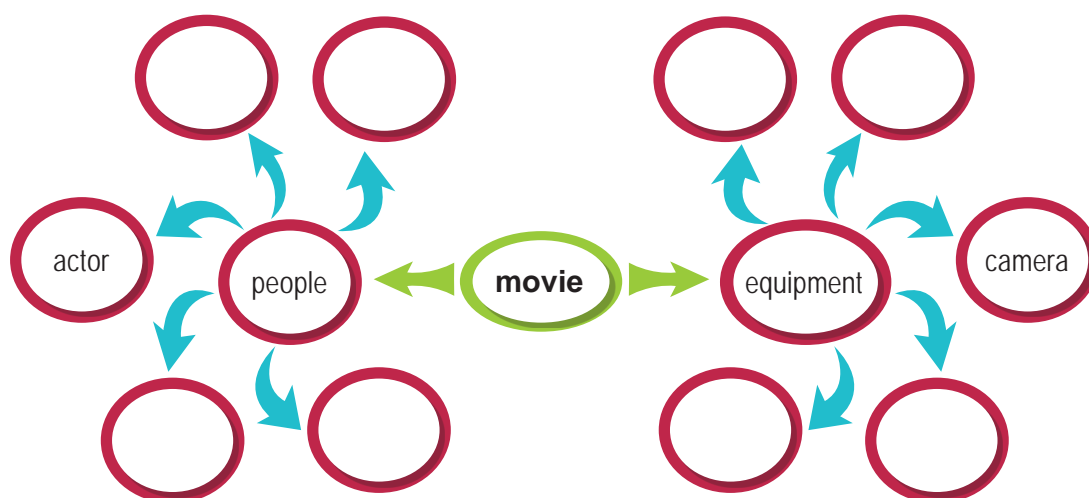
### Reading Comprehension

- 1 What impressed Mary most when she saw Jackie Chan's movie?
- 2 How does Mary judge a movie? Do you agree with her? What's your opinion?
- 3 How does Mary see the differences between Western movies and Chinese movies? What are your thoughts about the differences between the two types of movies?
- 4 How did Jenny help Mary know more of Chinese movies? What do you think of the comments?
- 5 What type of movie do you like? Why?
- 6 What is the relationship between movies and life?



### Post-reading Activities

- 1 Look at the category words and examples given, and then add as many words related to the categories in the movies as you can in groups.



- 2 Do you think movies mirror real life? Do you have any experience with movies influencing or shaping some of your behaviours? Share this experience with others in groups.
- 3 Movies and music are a natural combination. Talk about your favourite songs written for movies and discuss how they help the audience better understand the movie's theme.
- 4 Make a list of movies you and your classmates have seen. Share your views on these movies in groups. Then, vote and rank top 5 movies in your group. Give a brief comment (2 – 3 sentences) on each movie.



# SECTION 2

## LEARNING THROUGH PRACTICE



### Task One Classifying Movies

In this task, you'll learn a variety of words related to movie genres. With some knowledge of movie genres, you will have a better appreciation of the theme and plot when you watch a movie.

#### ➤ Step 1 Pre-task Resources

Read the passage and guess the meanings of the words and phrases in blue.

#### Major Types of Movies

In movie-making, each genre has its own set of rules and **characteristics**. If you want to make people laugh and feel good, obviously a **comedy** is the way to go. If you just want to excite your audience, then produce an **action** picture that gives viewers a roller coaster of **emotions**. Steven Spielberg scared people out of the water for years with *Jaws*. **Horror** movies use the element of shock to surprise the audience. **Romance** stories focus on love. **Science fiction** often tells the stories about science and technology of the future and typically includes worlds with aliens, robots or monsters, and plays on the idea that we may not be alone in the **universe**. The **fantasy** genre **combines** fantasy worlds and magical elements that could never exist in today's world (This is what separates this genre from science fiction). **War** movies have always been popular. It's the good team versus the bad team with lots of gunfire. **Suspense** movies keep you on the **edge** of your seat. They give you a feeling of excitement mixed with fear, **tension** and **anxiety**. A **musical** is like a real stage show combined with the magic of movie-making.





## »Step 2 Task Cycle

- 1 View the following movie posters and match them with the proper movie genres.



Musical

Romance

War

Action

Sci-Fi

Cartoon

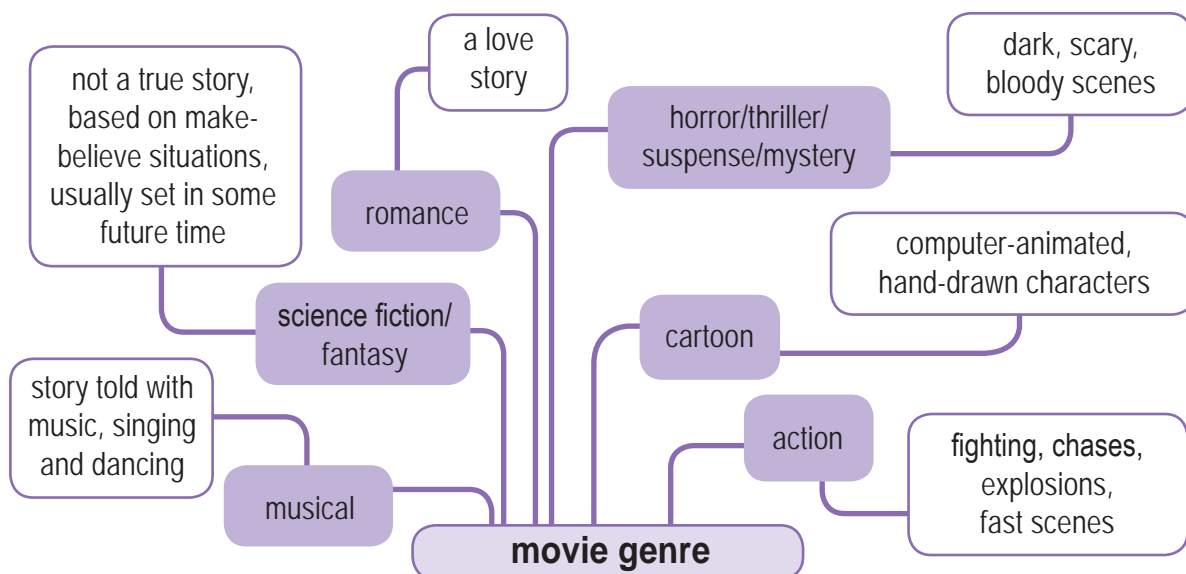
- 2 Pair work. Describe each movie above and explain why it belongs to such a movie genre.

### Learning tips

*Classifying information can help you remember things more effectively. When encountering new words, you can remember them better if you organize them in a logical way instead of just memorizing them.*

## »Step 3 Language Focus

If you've just seen a great movie, you might want to tell your friends about it. Here are some words and expressions for introducing its genre.







## Task Two Writing a Movie Review

Just like “there are a thousand Hamlets in a thousand people’s eyes”, the audience often has different impressions of a movie. Movie reviews tend to summarize the plot of the movie as well as the writer’s thoughts about it. In this task, you’ll first read a movie review, and then reflect on your favourite movie and write your own review.

### »Step 1 Pre-task Resources

Read the following movie review about *Zootopia* and underline the subordinate clauses.

*Zootopia* is a computer-animated movie made in 2016 and produced by an American company. It was directed by Byron Howard and Rich Moore.

Animated movies have always been what interests me most. This movie details the unlikely partnership between a rabbit police officer and a red **fox cheat** when they **investigate** a missing-person case. The **moral** of the movie is that people should never give up on their dreams despite the **prejudice** that holds them back.



In this movie, a rabbit named Judy Hopps becomes what she always wanted to be: the first rabbit police officer. During Judy’s first day on the job, she meets Nick Wilde. Nick laughs at her work and says she will never be successful. He suggests that Judy should return to her hometown to plant carrots instead of working in Zootopia. Judy is angry at his hurtful words. This is why she dislikes Nick at first. However, when Judy follows up on a case about 14 missing animals, she finds that Nick is no longer what she thought he was. What **impresses** Judy is that Nick’s **wisdom** always works best when they are in trouble. It seems as if Nick could be a good partner. As the two work together, Nick slowly becomes Judy’s friend and adviser.

The **genius** of *Zootopia* is that it works on two levels: it’s a timely and clever examination of the prejudices common in society, and it is also an entertaining and funny adventure about hairy **creatures engaged** in solving a mystery.





## »Step 2 Exploring the Language

- 1 Examine some subordinate clauses from Step 1 and pay attention to their structures.
  - *Animated movies have always been **what interests me most**.*
  - *The moral of the movie is **that people should never give up on their dreams...***
  - *This is **why she dislikes Nick at first**.*
  - *It seems **as if Nick could be a good partner**.*
- 2 Whatever follows a linking verb, it is a predicative. If a subordinate clause acts as a predicative, this clause is called a predicative clause. Here are the different types of predicative clauses.

Linking verb + {

- that-clause
- whether-clause
- wh-clause
- as if/though and because clauses

### Learning tips

Besides “be”, there are some other linking verbs that may be followed by a predicative clause: appear, feel, lie, look, remain, seem, smell, sound, etc.

## »Step 3 Task Cycle

In general, a movie review consists of several elements: title, director, theme, opinions about the main characters, music, conclusion, and recommendation. What do you think of the movie review in Step 1? If you were the author, how would you make it better?

Choose a movie you like and write a review about it. Before you start to write, think about the elements of a movie review, and ask yourself the following questions.

- What is the message of this movie? Do you agree or disagree with it?
- Did anything that happened in this movie remind you of something that has occurred in your own life or in someone else's?
- What part of the story was the most powerful? Why?
- What feelings did you share with any of the characters in the movie?
- Analyze the use of music in the movie. Did it enhance the story that the moviemakers were trying to tell?
- Would you recommend this movie to a friend? Explain your reasons.

Try to use predicative clauses to express your ideas and suggestions when you write your review.



# SECTION 3

## USING ENGLISH IN CONTEXT



### Project Making a Microfilm of *Mrs. Thompson*

Microfilms are short, low-budget films made by amateur filmmakers. The Chinese term for microfilms – Weidianying – makes reference to Weibo where many of these films make their debut. In this project, you will learn how to make a microfilm.

#### »Step 1 View, Fill in Blanks and Discuss

View the report about the Fourth China International Microfilm Festival in Hangzhou, complete the following table and discuss the recent development of microfilms.

Definition of microfilms	
Length of microfilms	
Charm of microfilms	
Winner of the year	
Future trends of microfilm production	
Function of the blue book	

#### »Step 2 Read, Learn and Write

- 1 Read the story of *Mrs. Thompson*. Divide the story into four scenes: Knowing about Teddy, Christmas Present, Self-reflecting and Wedding.

#### Mrs. Thompson

There was a story many years ago of a school teacher – Mrs. Thompson. She told the students on the first day that she loved them equally. But that was a lie. There in the front row was a little boy named Teddy Stoddard. He didn't play well with the other children and he always needed a **bath**. She did not like him as much.

Then Mrs. Thompson learned that Teddy used to be a very good boy before the death of his mother. Mrs. Thompson was **ashamed** of herself.

One winter, Teddy brought Mrs. Thompson a Christmas present. It was his mother's





perfume. Mrs. Thompson put some on her **wrists**. After school, Teddy said, "Mrs. Thompson, today you smell just like my mom used to." After the children left, she cried for at least an hour. On that day, she stopped teaching reading, writing and **geometry**. Instead, she began to actually teach children.

From then on, Mrs. Thompson paid particular attention to Teddy. The boy's mind seemed to come alive. The more she encouraged him, the faster he improved. By the end of the sixth grade, Teddy had become one of the smartest children in the class.

Six years went by. Mrs. Thompson received a note from Teddy. He wrote that he had finished high school, third in his class, and she was still the best teacher he ever had in his whole life. Over the years, Mrs. Thompson got two more letters from him with the last one signed, Theodore F. Stoddard, M. D.



The story does not end there. On his wedding day, Teddy asked his former teacher to be his partner for the mother-son dance. The **bridegroom whispered** to Mrs. Thompson, "Thank you, Mrs. Thompson, for believing in me. You made me feel important and showed me that I could make a difference." Mrs. Thompson, with tears in her eyes, whispered back, "Teddy, you have it all wrong. You were the one who taught me that I could make a difference. I didn't know how to teach until I met you."

- 2 First, learn about the elements a screenplay features. Then look at the sample from the first scene of *Mrs. Thompson* and see how you can write a screenplay.

- a **Fade in** The very first item on the first page should be these words
- b **Scene Heading** A one-line description of the location and time of day of a scene
- c **Character's First Appearance** A description of the character
- d **Character** A character's name always appears before his/her dialogues
- e **Action** The narrative description of the events of a scene
- f **Transition** Film editing instructions
- g **Dialogue** Lines of speech for each character





- a → FADE IN:
- b → INT. THE DOOR OF THE CLASSROOM — DAY  
*Noise from the classroom. Some students chat and laugh in pairs. A Little boy, in an untidy uniform, is seated in the corner.*
- e → *In comes a young lady, Mrs. Thompson. She looks around the class and stands herself on the platform.*
- c → *MRS. THOMPSON, a new teacher in the school, 25 years old*
- d → MRS. THOMPSON: Good morning, boys and girls!  
*KIDS, some feel curious and some excited...*  
KIDS: Morning!  
MRS. THOMPSON: I am your new teacher Whitney Thompson. You can just call me Mrs. Thompson. This is my first day here. To me, all of you are my children and my friends. Emm... Will you tell me something about yourself?
- TOM, an energetic and active student stands up*
- g → TOM: My name is Tom. I like playing football. I want to be a player like Peyton Manning!  
MRS. THOMPSON: That's great! Work hard and try your best! You can make it!
- Other students introduce themselves one by one, and then it's Teddy's turn.*
- TEDDY, a short thin boy, timid*  
TEDDY: Emm... my name is Teddy emm... That's all.
- Mrs. Thompson looks at Teddy's clothes and frowns and seats him.*
- f → DISSOLVE TO:  
EXT. ON THE SPORTSGROUND. SEVERAL WEEKS LATER  
*Mrs. Thompson comes across the P.E. teacher, Ramond Radington.*
- RAMOND, a tall and strong football coach*  
RAMOND: Hi, Mrs. Thompson. How is everything getting along?  
MRS. THOMPSON: Hi. Pretty good, except Teddy... He was always slow, always in the same dirty uniform and always reticent...  
RAMOND: He used to be very good before his mom died...
- MRS. THOMPSON, shocked and ashamed.*  
MRS. THOMPSON: Emm...

3 Choose one of the other scenes of *Mrs. Thompson* and write your own screenplay.





### »Step 3 Read, Plan and Shoot

- 1 Before you get started, complete the production plan.

Items	Actions
Find locations to match the script	We will ask permission from the headteacher to shoot the film in our classroom after school.
Get actors/actresses for the film	
Recruit a crew	
Find filming equipment	
Rehearse the scene	
Dress the actors in their costumes	

- 2 Shoot the scenes one by one. After you've finished, upload the film to a film-editing software. Do a rough cut of the scenes and put the shots in chronological order. Add the audio tracks of the dialogue and match them up with the video. You can also take this time to add any music or sound effects to the film. Review the film and create a final cut. Once all of the people producing the film agree on the final product, you can start showing your short film to audiences.



### Evaluate yourself!

Can you tell the major functions of movies in English? Education, entertainment, or something else?  
Can you name and discuss your favourite film in English? Why do you like it?

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

	Excellent	Very Good	Good	Needs Improvement
Understanding elements of a movie review and its structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing how to write a screenplay and make a microfilm with my teammates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking an active part in class by communicating effectively with my classmates and seizing every chance to practice English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## SECTION 4

### EXPANDING OUR HORIZONS



## Hollywood

Hollywood suggests glamour – it's a place where the young star-**struck** teenagers can, with a bit of luck, fulfill their dreams. Hollywood implies luxurious houses with **vast** swimming pools, cocktail bars, beautiful **vases** and **statues**, as well as top-end **furniture** fit for a millionaire. Big movie stars are millionaires. Many spend their fortunes on Rolls Royces and **diamonds**. But a few of them lose their glamour quite suddenly and are left with nothing but emptiness. Some even **owe** extremely large **debts**.

Movies were first made in Hollywood before World War I. The **constant** sunshine and **mild** climate of southern California made it an ideal site for shooting **motion** pictures. Hollywood's fame and fortune reached its **peak** in the 1930s and 1940s, which were the golden days of black-and-white movies. In those days, Hollywood was like a magnet, drawing **ambitious** young men and women from all over the world. Most of them had only their good looks going for them – no acting experience or ability whatsoever. Occasionally they got **temporary** jobs, if they were lucky enough to be noticed. Gary Cooper was one of the few who were noticed. He rose to be one of the great stars of the early Westerns from an **initial** stunt rider. Many girls got jobs in cafes or gas stations, hoping to attract the attention of some important person connected with the movies. Most of their efforts were in vain.

As for the movie stars themselves, they were held on a **tight** leash by the studio chiefs who could make or break anyone except the stars with really big **appeal**. The stars were "**persuaded**" to sign seven-year **contracts**, during which time the studios built up their images. Under their contracts, the stars did not have the right to choose their parts. Their studios decided everything.







Hollywood is no longer the heart of the world's motion picture industry. Most movies today are filmed on location. Hollywood studios are still standing, but most of them have been leased to television **networks**. About 80% of all American TV **entertainment** comes from Hollywood.

Yet Hollywood has not lost all its glamour. Movie stars still live there, or in neighbouring Beverley Hills, and so do many **celebrities** and wealthy people who have made southern California their homes. There is also the attractive Hollywood Bowl, the huge outdoor theatre where, every summer since 1922, “**Symphonies** under the Stars” brings together America's best orchestras to play various symphonies in front of packed audiences.

Hollywood is a name that will always be associated with moviemaking, and for many years to come, old Hollywood movies will be shown again and again in theatres and on television screens all over the world.



#### DO YOU KNOW?

**Symphonies under the Stars** is a Hollywood Bowl concert. It's also entitled “Under the Stars”.

#### POST-READING QUESTIONS



- 1 What made Hollywood ideal for moviemaking?
- 2 How do you understand “the movie stars were held on a tight leash by the studio chiefs”?
- 3 What changes have occurred to Hollywood?

## Chinese Culture in Movie Posters

An increasing number of Hollywood producers have, in recent years, **released** movie posters for Chinese audiences. The movie posters are typically drawn in a traditional Chinese style and highlight Chinese cultural features.

### Classic Chinese Novels

*Romance of the Three Kingdoms*, *Water Margin*, *Journey to the West*, and *A Dream of Red Mansions* are four novels that form the **core** of Chinese classical literature and still influence modern culture. These books are never-ending resources for Chinese movie and

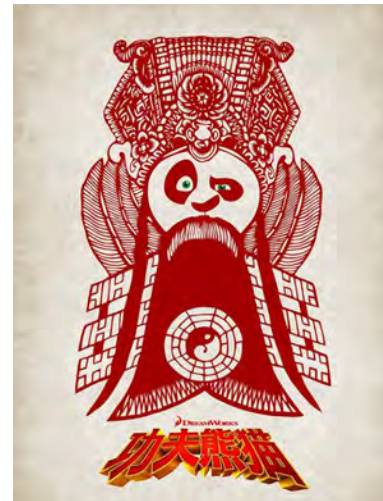




TV **adaptations**. *Kung fu* masters appear regularly in these novels, which have inspired a number of western superhero movies and their posters.

### Chinese Paper Cutting

The poster for *Kung Fu Panda* gives us a great example of Chinese paper cutting, right in time for the Spring Festival. Chinese paper cutting, or *jianzhi*, is a kind of folk art that uses scissors or knives to cut paper for decorations and other folk activities. Paper-cutting artwork is always made with red paper, as red means luck and happiness according to Chinese culture. This colour is often featured at events like the Spring Festival, weddings, and childbirth celebrations.



### Chinese Landscape Painting

Landscape painting is considered the highest form of Chinese art. Chinese landscape painting, or *shanshui*, **literally** refers to a style of traditional Chinese painting that, using brushes and ink, typically depicts natural scenery. Mountains, rivers, and waterfalls feature regularly in this art style. *Shanshui* is the most popular form used to **expose** the West to Chinese culture. Many western moviemakers choose Chinese landscape paintings as backgrounds for their movies' posters.

### Chinese Landmarks

Every country has its landmark tourist attractions, and China is no exception. China's **historic** scenic **spots** see more and more visitors every year. These landmarks **recall** Chinese history and culture while also making them accessible to Western audiences. You can see fantastic photos of Chinese landmarks in the poster for James Cameron's *Avatar*, one of the best-selling movies.

Aside from these promotional posters, many of the world's biggest movies incorporate many Chinese elements including symbols, languages, and clothing. Hollywood is looking East.







## POST-READING QUESTIONS



- 1 How many Chinese cultural features are mentioned in the text? What are they?
- 2 Why do Hollywood producers use Chinese elements in their movie poster designs?
- 3 How do you understand the sentence "Hollywood is looking East"?

## Movie with a Message

AUGUST 20, 2017

An impressive action movie; a military adventure that **advocates** patriotism; an **enormous commercial** success – all these **labels** can be attached to *Wolf Warrior II*, whose box office was over **5 billion** yuan (about \$750 **million**) less than a month after its release, making it the world's second highest-grossing movie in a single market. But most importantly, it tells a story, with which audiences can identify.

*Wolf Warrior II* is set in an African country. When a **civil** war plunges the country into **violence** and **chaos**, Leng Feng, a former member of the Chinese special forces, finds himself on a **mission** to **rescue trapped** Chinese **citizens** and locals. At first sight, Leng reminds people of the Hollywood superhero who **defeats** bad guys and saves the world. Indeed, many virtues that the main character represents, such as courage, sacrifice and **commitment**, are highly prized worldwide.

**Nevertheless**, *Wolf Warrior II* has proven to be a great hit in China. One reason is that the movie, inspired by the evacuation of Chinese nationals from the war **zone** in Libya in 2011, resonates with a larger message. A total of 35,860 Chinese were evacuated from Libya in a well-coordinated **campaign**. China also helped 2,100 foreign citizens from 12 nations leave the war-torn country. Notably, it was the first time China had sent military transport aircrafts overseas to take part in such an operation. Against this background, Leng is both a champion of heroism and the typical example of China's enhanced capacity to protect its citizens abroad and growing role in international affairs.



## QUICK CHECK!

**Evacuate** people from somewhere means to move people from a place of danger to a safer place.





China's movie industry has developed rapidly in recent years. Encouragingly, cinemas appear across the nation. Up to now, China has more movie screens than any other country – over 45,000 – a sign of the enthusiasm of the nation's movie-goers.

The key lies in how moviemakers will cash in on this huge market. Although the success of *Wolf Warrior II* may not be easily copied, it at least can be a case study for **domestic** moviemakers. In the face of **severe** competition from Hollywood, they still stand a chance given their unique advantage in understanding audiences in China.

### POST-READING QUESTIONS



- 1 What message can you get by studying the case of *Wolf Warrior II*?
- 2 What virtues does a superhero possess in a war movie? Can you list more?
- 3 What is the author's view about the further development of China's movie industry?

### Unit Reflection

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

- 1 What have you learned about reviewing a film? What have you learned about analyzing the plot and theme of a film? What did you learn from *Wolf Warrior II*? What are the character's personal qualities that you have seen in your own experience?
- 2 What's the process of making a microfilm? Do you use music? How do filmmakers use music in movies? How does the music enhance the story that filmmakers are trying to tell?
- 3 How does a predicative clause function in a sentence? What have you learned about the structure and use of predicative clauses in English?

### More Connections

- Basically, filmmaking is the telling of a story with the use of motion pictures. How do you interpret a film? You can refer to *The Language of Film*, a book written by Robert Edgar-Hunt, John Marland and Steven Rawle. It will encourage you to watch as many films as you can and get through as many genres, movements, historical periods, countries and cultures as possible. Each chapter contains exercises, tips, further reading and case studies, which help you to branch into the specific areas of filmmaking.
- An effective filmmaker knows how the screen communicates with people, how meaning is gradually built up of tiny elements, and how to control the audiences' thoughts and feelings. If you want to try a microfilm, it is important for you to learn how to write a screenplay. Surf the Internet to get some tips.



# UNIT 3 MORE THAN A MEAL



*When eating bamboo sprouts, remember the man who planted them.*

*– Chinese proverb*

*It's difficult to think anything but pleasant thoughts while eating a homegrown tomato.*

*– Lewis Grizzard, American writer*

*One cannot think well, love well, sleep well, if one has not dined well.*

*– Virginia Woolf, English writer*





# Food Is Culture: A Lecture

### BEFORE YOU READ

- 1 What is your favourite food? Why?
- 2 Describe a happy or sad time in your life that was related to food in some way.
- 3 What do you think this text is about based on the title "Food Is Culture: A Lecture"?

*Dr. Hanson, an expert in food and cooking habits across cultures, was invited as a guest speaker to a class. This is an excerpt from one of his lectures.*

**Dr. Hanson:** Good afternoon, everyone. We're here today to talk about cooking and culture. In different cultures, food has different meanings, uses, and rules. What we eat and how we eat is influenced by many things, such as climate, social and **economic** factors. To begin with, I'd like to hear about your experiences. I see this is a multicultural school. Is there anyone who would like to say something about his or her experience with food in another culture?

**Student A:** Last year my dad had a business trip to India, and my whole family went along. We ate at McDonald's every day because I was too scared to try Indian food. It looked so different and I didn't know what to order. I wished that I had taken a **barbecue** with me. That way, I could have eaten **steak** with **mushrooms** every day! It would have been easier if I had had someone with me who could explain the dishes to me.

**Dr. Hanson:** You've raised a good point. Large companies are changing the eating habits of people all around the world. In many countries, you can find McDonald's, Pizza Hut and Kentucky **Fried** Chicken.



### DO YOU KNOW?

This is an **interactive lecture**. The goal of it is to engage students to interact with the content, the instructor, and their classmates. Accordingly, interactive lectures include segments of lecture combined with segments where students interact.







**Student B:** I went on a student exchange to France. I saw all those familiar restaurants but I didn't go. I tried many new foods and I enjoyed them very much. The thing that surprised me was that they ate dinner very late and they had wine with every meal. Also, in my host family, we sat around the dinner table for a long time talking and laughing.



**Dr. Hanson:** Yes, in many cultures people share food around the dinner table and mealtime is a time for communicating, sharing the stories of the day, laughing and discussing. Eating is an important social activity for people from all cultures. Think about a memory you have **involving** food. What were the sights and smells? Who was there? Who would like to share your story?

**Student C:** We live in Canada now, but I come from Germany. I will never forget the smell of gingerbread when we made gingerbread houses at Christmas time. All my relatives were around, and it was a very happy memory for me.

**Dr. Hanson:** Some foods are found in almost every culture. Take rice, for example. Rice can be found in the diet of almost all cultures of the world, yet eating a bowl of **steamed** rice in China is nothing like the taste sensation of a Spanish pilaf.

Food is an essential part of cultural celebrations. What we eat, how it is prepared, how and when it is served – all these are an important part of our cultures. What is a Chinese Mid-Autumn

### QUICK CHECK!

**Pilaf** is rice boiled in a seasoned liquid, usually with meat or fish.







Festival without mooncakes? What is a Canadian Thanksgiving without turkey and dressing, a girl's 15th birthday celebration in Columbia without flat corn bread, or a Ukrainian Christmas Eve without 13 meatless dishes? These foods help make strong connections between people and their shared culture and history. You can learn a lot about the values of a culture by sharing food.

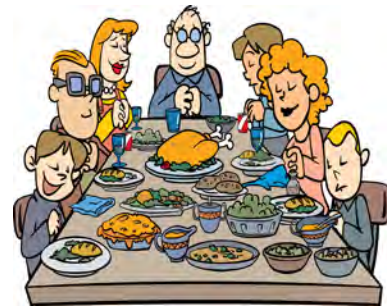
One example of this is considering who eats first. In many African cultures, the eldest person at the table would be served first and people would generally follow according to age. In many Eastern European cultures, the men are served first, and the children and women follow in that order. In many modern North American families, the children's food is often prepared and served first.

There are also taboos that **differ** from culture to culture. Has anyone in the class ever been **confused** by a different culture's habits?

**Student D:** I'm originally from Poland. I was at my Canadian friend's house one day and he asked me if I wanted a Coke. I said yes and he said, "Okay, there's one in the fridge. Help yourself." In my culture, it is very **rude** to go into someone else's fridge. I felt very uncomfortable doing it, but I understood that my friend and I just had different ways of doing things. When he comes to my house, he can try my way.

**Dr. Hanson:** Yes, we can see that some cultures are more formal around food and some are less formal. There are also some things that are considered rude in one culture and quite polite in another. In Japan, for example, eating your soup loudly is a sign that you are enjoying your soup. In North America, on the other hand, one should be as quiet as possible when eating. In many African and Indian cultures, people believe that food tastes better when eaten with hands.

In a word, it is difficult to know what to do, in any culture, without watching, listening, and asking a lot of questions.



### QUICK CHECK!

**Taboo** is something forbidden in a culture.







## AFTER YOU READ



### Reading Comprehension

- 1 What is the topic sentence of the first paragraph? What is the main idea of the lecture?
- 2 What mood does Student A convey by saying "It would have been easier if I had had someone with me who could explain the dishes to me"?
- 3 Where did Student B go on a student exchange? Did he/she enjoy the trip?
- 4 What memories does Student C have of gingerbread?
- 5 How do you understand the rhetorical question "What is a Chinese Mid-Autumn Festival without mooncakes?" in Paragraph 8?
- 6 Why do you think food is such an important part of different cultures based on the lecture as well as your own experiences?



### Post-reading Activities

- 1 What were the feelings and reactions of Student A and Student B towards the new foods? Do you think they had a positive or negative attitude towards the differences in food and culture?
- 2 What are some food-related taboos in China? Do some research online and share your findings with a partner.
- 3 Different cultures have different table manners. Discuss some of the differences you know about with a partner.
- 4 Interview your group members to learn about how often they eat at a fast-food restaurant and what they usually have. Junk foods usually contain high amounts of sugar and fat, which are harmful to your health in the long run. Discuss in groups how you can keep a balanced diet in everyday life.





# SECTION 2


## LEARNING THROUGH PRACTICE



### Task One Introducing Chinese Noodles

Preparing and eating noodles is a big part of Chinese culture. In this task, you'll read a passage about the significance of noodles in Chinese culture, and then introduce it to a foreign friend.

#### Step 1 Pre-task Resources

- 1 View the video about Chinese noodles. Note the concluding remark at the end of it. 
- 2 Read the passage and pay attention to the types of Chinese noodles mentioned and the role they play in Chinese culture and our daily life.

Noodles were first invented in China nearly 4,000 years ago. Noodles have been an important part of Chinese **cuisine** and culture ever since. All over China, you can find many different ways of preparing, cooking and eating noodles. Noodles can be made from **wheat flour**, rice flour and many other types of **grains**. Whether noodles are machine-made or hand-made, they are delicious. Noodles are used in many different dishes and can be served in many different ways. They can be served hot with soup or cold like a salad. They can be **boiled**, fried or braised. What's more, noodles come in all different shapes and sizes from long and thin to short and fat.



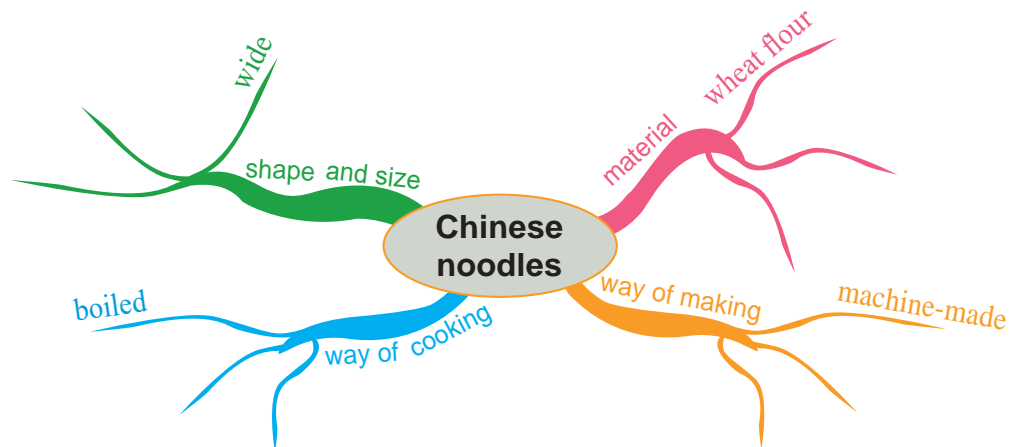
Noodles play an important role in traditional Chinese dishes. They are enjoyed for breakfast, lunch and dinner and remain a standard in Chinese cuisine. They are also a significant part of Chinese customs. Noodles are important for many celebrations from birthdays and baby showers to weddings and other major occasions. For instance, when celebrating an elderly person's birthday, it is a custom to eat "longevity noodles", which are very long noodles typically made of wheat flour and represent a long life. This tradition was first established during the Tang **Dynasty**. Another custom is to eat "festive noodles" at a wedding. These noodles imply a long and happy marriage. Chinese cuisine is rich with tradition and is essential to understanding in the culture.





## »Step 2 Exploring the Language

- 1 Complete the mind map about all the different noodle dishes. How are they prepared and what are the shapes and sizes of different noodles?



- 2 Write a few sentences to explain the cultural significance of noodles for different occasions.

On an elder's birthday

At a wedding

## »Step 3 Task Cycle

Your foreign friend Peter is preparing a school project on Chinese food. Write an email to introduce him to Chinese noodles and their significance in Chinese culture.

Dear Peter,





## Task Two Designing a Breakfast Menu

In this task, you'll learn about the differences between a typical American breakfast and Chinese breakfast. Then, you'll design a breakfast menu for your family and present it to your group, using the infinitive as the subject of your sentences.

### >>Step 1 Pre-task Resources

Below is a typical breakfast menu from an American restaurant. Examine it and see how it differs from a typical Chinese breakfast menu.



### BREAKFAST AT JUNIOR'S

7:00 a.m. Until 11:45 a.m.

#### Eggs

**Two Eggs (Any Style)**  
With Bacon  
With **Sausage**  
With Corned Beef



#### Pancakes and French Toast

**Pancakes**  
With Bacon  
With Sausage  
With Virginia **Ham**

**French Toast**  
With Bacon  
With Sausage  
With Virginia Ham



#### Beverages

Coffee  
Hot Tea  
Hot Chocolate with **Cream**  
Iced Coffee  
Grade A Milk  
Fresh Orange Juice  
Soda



### >>Step 2 Task Cycle

- 1 Discuss in pairs. What foods does an American breakfast consist of? What about a Chinese breakfast? What's the difference between them?





- 2 Design a breakfast menu, combining Western and Chinese foods. Make a poster and present it in your group. When you're introducing your menu, try to use the infinitive as the subject of your sentences, for example, *To eat healthy is to feel good.*

 **Useful expressions**

- *huajuan*: steamed twisted rolls
- *roujiamo*: Chinese hamburger
- *niangao*: rice cake
- *doujiang*: soybean milk
- *youtiao*: fried bread stick
- *shaobing*: clay oven rolls
- *xifan*: rice porridge
- *baifan*: plain white rice



### » Step 3 Language Focus

In English, the subject of a sentence is usually a noun or a pronoun. But sometimes, the infinitive is used as the subject shown in the examples below.

- *To travel* is exciting for us.
- For me *to speak* five languages well would be ideal.
- For him *to admit* his mistakes is not easy.
- For Edward *to commute* to New York takes three hours.

However, it is more common in modern English to use the infinitive subject at the end of a sentence. In these cases, the pronoun "it" is the placeholder for the displaced clause.

- *It* is exciting for us *to travel*.
- *It* would be ideal for me *to speak* five languages well.
- *It's* not easy for him *to admit* his mistakes.
- *It* takes Edward three hours *to commute* to New York.



# SECTION 3

## USING ENGLISH IN CONTEXT



### Project Exploring Your Family's Eating Habits

Your foreign friend Peter is quite curious about Chinese cuisine and Chinese eating habits. In this project, you will write an email to tell him about Chinese food and your family's eating tradition. You can describe these things on the basis of observation, interviews and reflection.

#### »Step 1 Read, Compare and Discuss

Here is a passage about Chinese eating habits from a foreign perspective. Read it carefully and compare what the author says about general Chinese food culture with your own family's eating tradition. Discuss the questions with your partners:

- Is food a central theme in your family?
- Do you eat noodles when celebrating your birthday?
- Does your family regularly eat meals together?
- What foods or dishes does your family often prepare?

### The Role of Food in China

The West is just catching on to the role that food plays in our well-being, something that has been well known to the Chinese for thousands of years. Food in China is a central theme. When someone wants to politely **greet** you, they say, "Have you eaten?" When someone is feeling unwell, they are instructed to balance their body by eating "hot" or "cold" foods. All festivals, family gatherings, business deals, celebrations and significant events are marked by eating.







There is even a variety of specific foods that are enjoyed on certain special occasions. For example, mooncakes are given as gifts during the Mid-Autumn Festival, while noodles are often eaten at birthdays.

The Chinese are typically punctual with meal times. At noon, restaurants are crowded and noisy. Tea is a constant throughout the day. You can find a steaming cup of tea on most office desks, or just about anywhere else at almost any time of day. The afternoon is for snacks or sweets depending upon the person. At 6:00 p.m. sharp, a going-out begins towards home or a restaurant in pursuit of dinner.

## »Step 2 Listen, Fill in Blanks and Judge

Going out to eat at a restaurant can be a fun experience. Listen to an introduction to eating at a fancy restaurant and complete the tasks required. While listening, pay close attention to the use of “It is... to...” structure.

- 1 Fill in the blanks according to what you hear.

### Eating at a Fancy Restaurant

A Chinese meal typically starts with small <sup>(1)</sup> \_\_\_\_\_. A glass **disk** (or a Lazy Susan) is often placed <sup>(2)</sup> \_\_\_\_\_ of the table if there is a large group. It is turned constantly so that all the dishes are easily accessible to people <sup>(3)</sup> \_\_\_\_\_ the table.

A good Chinese meal is usually a **marathon** of food. In the West, there may be <sup>(4)</sup> \_\_\_\_\_ different courses, while in China, dishes can keep coming one by one, for hours. A signal that you may be near the end of a meal is if soup is being served, but the meal isn't typically over until <sup>(5)</sup> \_\_\_\_\_.

- 2 Tell the following statements True or False.

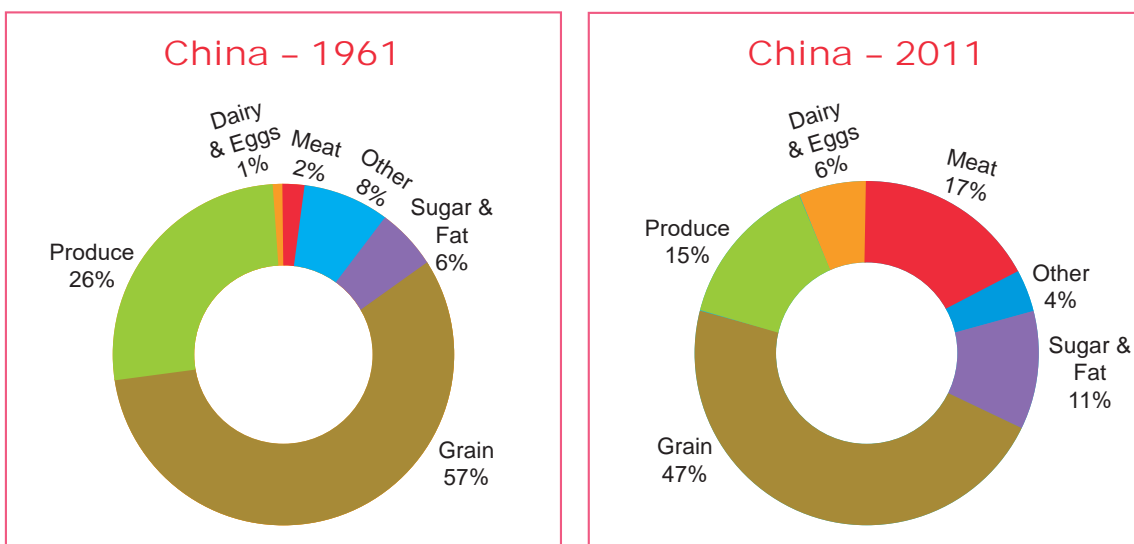
- ( ) You can find a Lazy Susan on every table in a Chinese restaurant.
- ( ) When putting a dish on the table, it is common for the waiters to turn the glass disk.
- ( ) Sometimes the dish is divided into individual servings.
- ( ) When eating Chinese food, it is a custom to take one or two bites of food at a time.
- ( ) When the soup is served on the table, it means the meal is over.





### >>Step 3 View and Analyze

If your family is made up of multiple generations, you might have noticed some of the differences between the eating habits and diets of the elder people in your family versus the younger people. The circle graphs below show the changes in diet structures over fifty years. Analyze the data in the graphs. What similarities/differences do you notice?



### >>Step 4 Read and Interview

You may have noticed that your own eating habits are different from your parents' or grandparents' eating habits. Interview your parents or grandparents about the foods they eat and their eating habits. Here are some questions to help you get started:

- What does your family typically eat for breakfast? For lunch? For dinner?
- How often does your family go out to eat at a restaurant or fast-food chain?
- What was your favourite food when you were a child?





### Learning tips

*In an interview, the interviewer might offer the following verbal responses:*

**Summarizing.** *This is a way of noting that you have been hearing what the participant has been saying, and the summary will invite either acknowledgment, correction or further detail.*

**Mirroring.** *This involves reflection of feeling. This response expressively focuses on the feelings communicated in the account and invites elaboration on the emotional level. It has the form of "So you were feeling \_\_\_\_\_ when that happened."*



### »Step 5 Summarize and Write

Write Peter an email to share your findings. In this email, you will summarize what you find about Chinese food and your family's eating habits and traditions. Be sure to include some of the similarities and differences between the generations in your family when it comes to diet and eating habits.



### Evaluate yourself!

Can you explain the meaning of the saying "You are what you eat" in English?  
Can you comment on the idiom "One man's meat is another man's poison"?

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

Excellent   Very Good   Good   Needs Improvement

Understanding how the discourse varies in style and structure, and how authors choose genres according to their purpose

☐   ☐   ☐   ☐

Explaining the link between a certain Chinese dish and Chinese tradition and culture

☐   ☐   ☐   ☐

Analyzing the data in graphs and getting the information organized in forms in a presentation

☐   ☐   ☐   ☐



# SECTION 4

## EXPANDING OUR HORIZONS



### What Is Food Tourism?

It used to be that people travelled to **distant** lands in order to see historic **memorials** or to have an adventure. Now, however, some people are heading to distant lands in order to eat historic food or have an adventure related to cooking. Food tourism is **sweeping** the world and is becoming something that people should know and understand. But what, exactly, is food tourism?



#### Food Tourism

We've all seen the little tourist centres at the popular vacation destinations. They are a great help to someone who is unfamiliar with the area and just wants to enjoy the sights. But what about people who travelled to the area specifically to try its cuisine?

Cooking shows have become all the rage in most parts of the world. Shows like *Ramsay's Kitchen Nightmares* and *Top Chef* are helping ordinary people to understand the ins and outs of all types of cuisines. Cookbook sales have gone through the **roof**, all because people want to attempt to recreate the dishes that they see on these television shows.

#### Reason to Visit

Some people believe that instead of trying to recreate a dish, they should go to the country that is famous for it. Take, for instance, John. John enjoyed eating Chinese takeout from the local fast-food Chinese restaurant. One day, John decided that he wanted to see what traditional Chinese food was like, so he hopped on a flight to China



#### DO YOU KNOW?

*Ramsay's Kitchen Nightmares* is a television program featuring British celebrity chef Gordon Ramsay, first broadcast in 2004.





and spent a week travelling the country, trying different foods. It might sound a bit incredible, but this type of situation is occurring more and more regularly.

### Planning a Trip

Food tourism is something that is becoming more commonly understood. But how would someone decide where to go, and what to see? It's fairly simple, actually. Tourists should first decide which type of cuisine they would like to try. Then, after arriving in the city, they should seek the advice of others. Ask the local cab driver or the hotel **clerk** where the best places are to eat.

### POST-READING QUESTIONS



- 1 What is "an adventure related to cooking"?
- 2 The author asked the question, "But what, exactly, is food tourism?" Why do you think the author used the word "exactly"? Would it make a difference if the author didn't use any commas in that sentence and wrote, "But what exactly is food tourism?"
- 3 What did John do to satisfy his curiosity about Chinese food?

## Zongzi – the Traditional Chinese Food

Many traditional Chinese foods are intended to honour either the gods or godlike figures in history. *Zongzi* – a sticky rice dumpling **wrapped** in bamboo or reed leaves – is no exception. It is meant to honour Qu Yuan (340 BCE – 278 BCE), the pioneer **poet** of ancient China.

Qu Yuan was a famous poet who was also concerned about the fate of his government. Unfortunately, he aroused the jealousy of the king, who banished him to a **remote** area. The poet lost heart in the government and its policies. He **committed** suicide by drowning himself in the Miluo River (on May 5 according to the Chinese **lunar** calendar). The Chinese people felt this loss deeply, as he was a much beloved poet. Local **folk** searched for him in the







river, meanwhile dropping *zongzi* into the river in order to keep the fishes from attacking Qu Yuan's body. Since that time, it has been **conventional** on this day to enjoy *zongzi* as a memorial to the patriotic poet.

I still remember making and enjoying *zongzi* as a child. Along with my brothers and sisters, I was unable to wait until they were cooked. We were very eager since the food was made only once a year on May 5. But now it is quite different. The Chinese *zongzi* is not only made for the Duan Wu Festival. It is **available** at any time of the year. And local areas have developed their own styles and varieties of dumplings.

The main material of *zongzi* is the sticky rice. The next most important is the bamboo or reed leaves which form the wrapping and make *zongzi* **distinct** from other types of Chinese dumplings. The filling often contains either dates or red bean paste. These are the ones I once had in my family. I like them much more than the ones with meat but my brother doesn't. He says the meat ones are wonderful.

If the materials are available to you, it is quite possible for you to make Chinese *zongzi* at home, just for pleasure or maybe even to honour the great poet, Qu Yuan.

## POST-READING QUESTIONS



- 1 What makes *zongzi* special for the Chinese people?
- 2 Why did the local folk drop *zongzi* into the Miluo River when they searched for Qu Yuan?
- 3 What does the filling of *zongzi* usually contain? What kind of filling do you like most?







## Loving Food

*This text is an excerpt from the book **In a French Kitchen: Tales and Traditions of Everyday Home Cooking in France**, by Susan Herrmann Loomis, published in 2015.*

The French love food. Their love for food is universal – it spreads throughout the air, the life, the lifestyle, and the habits of all in this country.

This love of food started from the day I set foot in France and smelled butter in the air. It was a cold day in March, and I had just arrived on an early flight. Nothing was open in Paris that morning. When one finally opened its doors, I stepped inside and bought my first French croissant. It shattered all over me when I bit into it, and I've never been the same since. The croissant was like a perfect first kiss at the start of a lifelong romance.



Since then, I've discovered just how much the French love food. Take Edith, my friend, for example. She has been a stay-at-home mom for nearly thirty years. Her four kids, they were born, they were fed, they were schooled, and now they're out of the house.

What does Edith do with her time? She has many other **passions**, and one of her most notable passions is her love of eating. I've never **encountered** anyone who approaches meals with so much enjoyment. When she sits down in front of something she loves, you'd better be sure to serve yourself quickly because otherwise she is likely to eat it all, with big, appreciative mouthfuls, down to the last small piece.





What I find amazing about Edith, **aside** from her colourful nature, is the time she spends cooking. Edith loves good bread and while she might not take time to go to the market for vegetables, she'll drive miles for a great loaf. She loves **dessert** and whips up honey cake in five minutes, or a thick chocolate sauce, which she'll **pour** over homemade ice cream.

Most of Edith's dishes are based on memories from her grandmother's farm, where she spent many a summer and school holiday. When she bites into a butter cookie, it reminds her of those the housekeeper made with fresh top cream when she was a girl. Edith wasn't surrounded by a lot of warmth and affection when she was growing up, so food became the vehicle for emotion. Food, for her, is memory and warmth all wrapped up together.

## POST-READING QUESTIONS



- 1 In what month and what time of day did the author first arrive in Paris? What first struck her about the city?
- 2 How does the author describe Edith? Find one sentence in the text that vividly describes Edith's love of eating.
- 3 What does the author mean when she says "food became the vehicle for emotion" for Edith? Provide an example from the text to support your answer.

## Unit Reflection

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

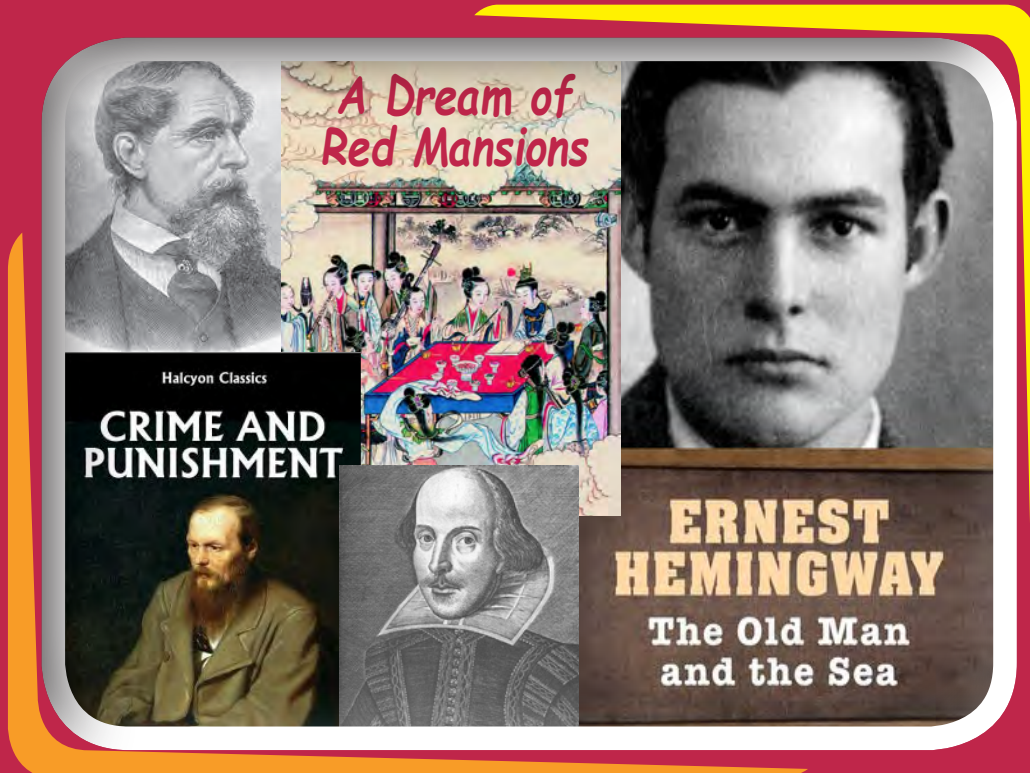
- 1 Imagine a friend presents you with a new food to try, something that you've never thought you'd eat. What would you do? How would you approach the situation?
- 2 Do you have a special dish or food that is part of your family's own culture? If yes, what is its significance? With a good knowledge of your family's eating habits, what changes would you make to your family members' diets to improve their health?
- 3 Do you use the infinitive as subject in a sentence? What have you learned about the meaning and use of the infinitive from this unit?

## More Connections

- Ever wonder how the ancient Romans fed their armies? Who invented the potato chip... and why? Most foods are not invented; they evolve. If you want to know more about food history, you can surf the Internet and find more resources online. You may even compare British food history and the history of American food. Here are some key words for your reference: food timeline; American food timeline; history of British food.
- Have you ever heard about the term "food travel"? If you are interested in it, you can surf the Internet and find more relevant resources. You may find an e-magazine titled *Food and Travel Magazine*. You may find a leading organization named World Food Travel Association and explore it. Enjoy reading the texts and share the funny articles with your partner!



# UNIT 4 LITERATURE FOR SELF-UNDERSTANDING



*No tears in the writer, no tears in the reader.*

– Robert Lee Frost, American poet

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

– Ezra Pound, American poet and critic

*The answers you get from literature depend on the questions you pose.*

– Margaret Atwood, Canadian novelist





# The Meaning of Literature

### BEFORE YOU READ

- 1 What is literature? What do you like to read? Stories, novels, or poems?
- 2 Who is your favourite writer? What do you like about his or her work?
- 3 What do you think this text is about based on the title "The Meaning of Literature"?

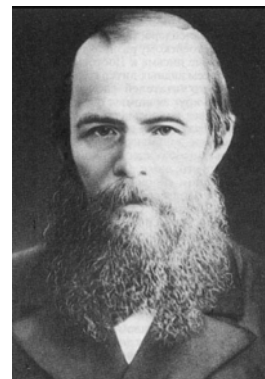
Allan, a writer in Edmonton, Canada, stopped at a library on his way home to pick up a book he wanted to reread. He was 55 years old, an age when people like to go back to the books that shaped them when they were young.

It was dinnertime, so the library was not crowded. A **librarian** looked up from her computer and nodded hello. Another librarian was carefully folding newspapers and putting them back on the shelves. In the corner, a man in worn clothes dozed in a comfortable chair. "For some people, a library is a refuge," Allan thought.

Allan intended to find a **novel** called *Crime and Punishment*, written in the 19th century by Fyodor Dostoevsky, a Russian writer. Its story of a student called Raskolnikov has **affected** thousands of readers, including Allan.

"It's time to read the book again," he thought. "Will it impress me as it did **decades** ago?"

He walked along the fiction aisles and looked for the "Dostoevsky" collection, running his fingers over the books. He must have passed by the book, for he was in the "Doyle" section now, looking at a row of books called *The Collected Adventures of Sherlock Holmes* by Arthur Conan Doyle.



### DO YOU KNOW?

Fyodor Dostoevsky (1821 – 1881), was a Russian novelist, short story writer, essayist, journalist, and philosopher.





Allan's heart trembled as a memory came back to him! He had seen Conan Doyle's books many times. But these old copies with worn edges reminded him of the first time he discovered *The Adventures of Sherlock Holmes*.

All of a sudden, he was flooded with memories of an afternoon when he was 12 years old in a quiet library in his home village. It was a **brilliant** autumn day, with the yellow light coming to the Canadian grassland in September. The green of summer was fading to a **gentle** brown. Leaves were turning yellow. The wind blew gently with the smell of drying wheat in the fields surrounding the village. Low in the sky, birds were gathering as they prepared for the long migration south, with their cries filling the air.

That was a Friday afternoon. Allan did his work quickly and finished it ahead of time. He was listening to a baseball game with a tiny radio at a very low **volume**.

"Allan," said the teacher, "what's the score?" Allan clicked off the radio, rather **embarrassed**. "Two to one for New York," he answered in a low voice.

Smiling, the teacher turned to the class. "Get ready, everyone," he said. "We're going to the library."

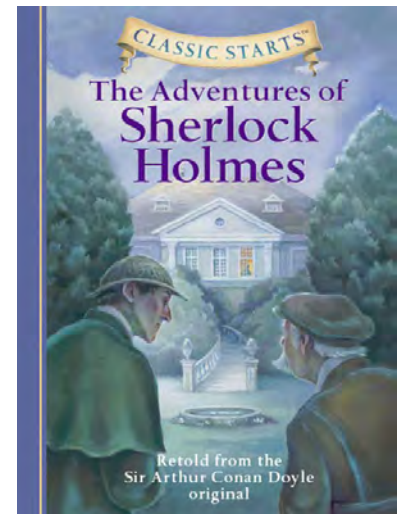
The library! Was he kidding? Allan's village was so small that it didn't even have a library! Children hardly read any books except for the few handed out at school. Nobody else in the village seemed to need books.

The teacher led the students down the street to an old village office. When they stepped inside, the children were shocked.

There were at least eight rows of books **stretching** to the **ceiling**! The village secretary stood proudly in the doorway.

"Come in," she said. "Two books for one week each. When you return them, you can take another two."

The children pushed their way forward. Young Allan soon found himself **staring** at more books than he had ever seen



### QUICK CHECK!

**stretch:** to spread over an area of land





in his life. He reached up and took two books from the **shelf**, *The Adventures of Sherlock Holmes, Volumes One and Two*.

“That was 44 years ago!” Allan thought. He suddenly realized that he was not in a library in his little village in northern Saskatchewan, but in Edmonton!

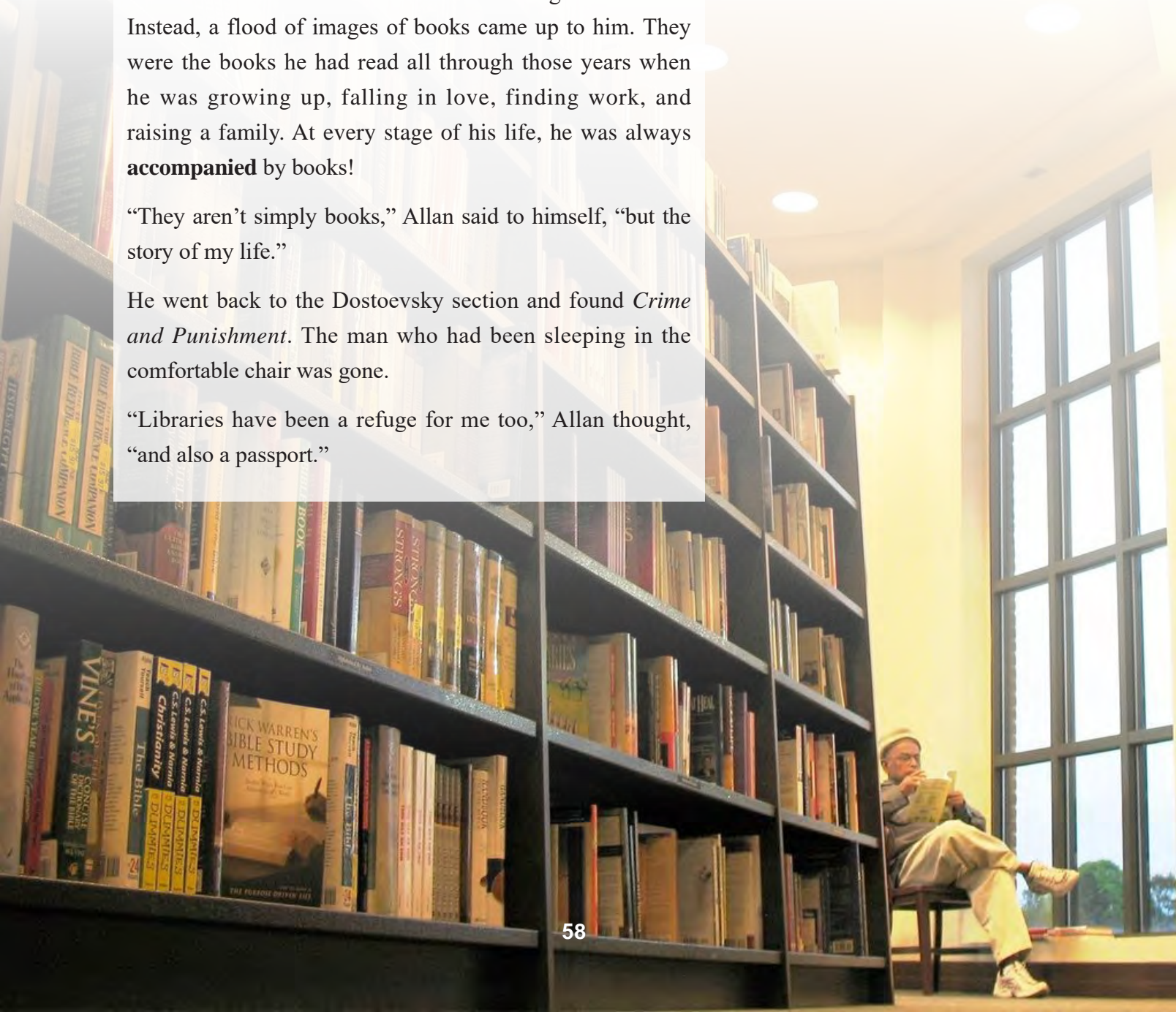
He looked around. The young librarian was wheeling a cart of books to the next aisle. A mother was helping her little son read at a table. The little boy’s eyes were carefully following his mother’s moving finger. Allan was **overcome** with a feeling of wonder.

“Where would I be without the village library of my childhood?” he asked himself. He did not get an answer. Instead, a flood of images of books came up to him. They were the books he had read all through those years when he was growing up, falling in love, finding work, and raising a family. At every stage of his life, he was always **accompanied** by books!

“They aren’t simply books,” Allan said to himself, “but the story of my life.”

He went back to the Dostoevsky section and found *Crime and Punishment*. The man who had been sleeping in the comfortable chair was gone.

“Libraries have been a refuge for me too,” Allan thought, “and also a passport.”







## AFTER YOU READ



### Reading Comprehension

- 1 In your own words, what does "literature" mean?
- 2 What book was Allan looking for at the beginning of the story and why?
- 3 What made Allan think back to the time when he was 12 years old?
- 4 Why were the children surprised when they entered the library?
- 5 What does Allan think of libraries? What do the words "refuge" and "passport" actually mean in the text? How do you know that?



### Post-reading Activities

- 1 Have you ever had a strong connection to a book like Allan? Which book?
- 2 Do you have a favourite literary work? How has this work influenced you? Share in groups.
- 3 Some people prefer reading physical printed books and others prefer reading online. What's your preference and why? Discuss in groups.
- 4 Many people think highly of literature and the benefits they can gain from reading great books. What role do you think literature plays in our lives? Share and discuss in groups.



## SONG

### A Song for the Poet

What's in a poem? Does anybody care?  
 Poems and poets are everywhere.  
 Rhyming lines and words with flair  
 Inner thoughts and hearts laid bare.  
 I met a poet some time ago,  
 We talked for hours till she had to go.  
 We played with words, making them grow  
 Into a poem with lines that flow.  
 It's not that hard, let your mind run free.  
 Think of a topic, tell what you see.  
 Write from your heart, describe that tree.  
 There's a poem in you, and also in me.



# SECTION 2

## LEARNING THROUGH PRACTICE



### Task One Retelling Morning Girl's Story

In this task, you will learn the meaning and use of narrating techniques: the first person narration, second person and third person narration. You will retell the Morning Girl's story using the third person narration.

#### »Step 1 Pre-task Resources

Here is an excerpt from *Morning Girl*, a novel published in 1992, written by Michael Dorris. Read it carefully, pay attention to the use of "I", "my", and "you" as well as the expressions in blue.

The name my family calls me is **Morning Girl** because **I wake up early, always with something on my mind**. In my dreams I'm always doing things: swimming or searching on the beach for unbroken shells or figuring out a good place to fish. I open my eyes as soon as the light calls through the smoke hole in the roof; sort the ideas that have come to me in the night and decide which one to follow first.

I don't tell this to anyone because they might misunderstand, but **I like the aloneness of the early morning**. **I try to step gently** on the path. Father taught me how to swim on land, careful as a turtle. **"You'll see more if you're quiet," he told me. "Things don't hide or wait for you to pass.** And, it's more polite."

Another thing: if the day starts before you do, you never catch up. You spend all your time running after what you should have already done, and no matter how much you hurry, you never finish the race in a tie. The day wins.

#### »Step 2 Exploring the Language

Point of view is an important technique in narrative writings. Writing in the first person (I) focuses attention on the author; writing in the second person (you) draws attention of the audience. By using the third person narration, the author directs the reader's attention to what he/she has to say.

A first-person narrative is a mode of storytelling in which a narrator relays events from their own point of view using the first person "I" or "we".

Read the passage in Step 1 again. Find the first person uses in the first paragraph.





In addition to “I” use, “you” use is worthy of our attention. In most cases, “you” refers to the person or people you are talking to.

- “*You’ll see more if **you**’re quiet,*” he told me.

“You” here refers to the Morning Girl herself.

“You” is sometimes used to make statements about people in general, or about a person in a situation that you are imagining.

- *Things don’t hide or wait for **you** to pass.*

“You” is used by the Morning Girl to refer to people in general. Here “you” means “anyone”.

Can you tell to whom “you” refers in the third paragraph?

### »Step 3 Task Cycle

1

Read the passage in Step 1 again and discuss the importance of the words and phrases in blue. Why are they important here?

2

Retell the passage in your group by speaking in third-person. Here are two examples:

- The name **my** family calls **me** is Morning Girl. ➔ The name **her** family calls **her** is Morning Girl.
- “*You’ll see more if **you**’re quiet,*” he told me. ➔ *She will see more if **she** is quiet, he told **her**.*

### Task Two Exploring Key Theme of a Play

Themes are expressed through a play’s plot and characters. In this task, you will explore one of the key themes of *Death of a Salesman*.

### »Step 1 Pre-task Resources

- 1 Here is the opening scene of *Death of a Salesman*. Willy Loman, an old salesman, returns early from a business trip and his wife Linda talks to him. Read it carefully and underline the words and expressions that convey negative sense.





**LINDA** (*hearing Willy outside the bedroom, calls*): Willy!

**WILLY**: It's all right. I came back.

**LINDA**: Why? What happened? Did something happen, Willy?

**WILLY**: No, nothing happened.

**LINDA**: You didn't smash the car, did you?

**WILLY** (*a bit irritated*): I said nothing happened. Didn't you hear me?

**LINDA**: Don't you feel well?

**WILLY**: I'm tired to death. I couldn't make it. I just couldn't make it, Linda.

**LINDA**: Where were you all day? You look terrible.

**WILLY**: I got as far as a little above Yonkers. I stopped for a cup of coffee. Maybe it was the coffee.

**LINDA**: What?

**WILLY**: I suddenly couldn't drive anymore.

**LINDA**: Maybe it's your glasses. You never went for your new glasses.

**WILLY**: No, I see everything. I came back ten miles an hour. It took me nearly four hours from Yonkers.

**LINDA**: Well, you'll just have to take a rest, Willy. You can't continue this way.

**WILLY**: I just got back from Florida.

**LINDA**: But you didn't rest your mind. Your mind is overactive, and the mind is what counts, dear.

**WILLY**: I'll start out in the morning. Maybe I'll feel better in the morning.

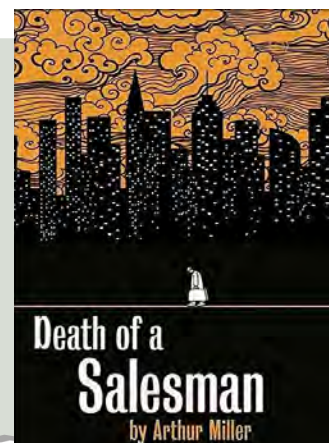


### Expressing frustration

- *This is driving me crazy/up the wall/around the bend.*
- *I don't have a clue what to do.*
- *I just can't get a handle on this.*
- *I'm fed up/sick and tired.*

- 2 Here is a short commentary of *Death of a Salesman*. Read it carefully and pay attention to the expressions in blue.

*Death of a Salesman* presents an ordinary American family – the Lomans. **It's apparent that** this play is a social commentary, for it touches on all the problems brought on by wealth and success in American culture. **It's obvious that** the hero Willy Loman's desire for money consumes him. Additionally, **that *Death of a Salesman* is performed all over the world** proves its popularity: the play's themes appear not to be uniquely American.







## »Step 2 Task Cycle

- Read the dialogue in Step 1 again. Try to understand how Willy and Linda feel.
- Identify the key theme of the dialogue. Circle the letter before the word which you think is correct.

A War    B Frustration    C Friendship    D Justice

- Role-play the opening scene with your partner in class. Use proper intonation and stress to fully reveal the key theme.

### Learning tips

*Sentence stress is one golden key for speaking and understanding English. With sentence stress, some words in a sentence are **STRESSED** (loud) and other words are weak (quiet). Speakers can use stress and intonation to show their attitude to what they are saying. Here is a mini-talk:*

- *Michael* bought a bicycle for his daughter.
- No, *Peter* bought a bicycle for his daughter.

## »Step 3 Language Focus

When a clause functions as the subject of a sentence, it is called a subject clause. Subject clauses are often introduced by conjunctions such as *that*, *whether*, *what*, *who*, *when*, *where*, *why*, etc.

- ... *that Death of a Salesman is performed all over the world* proves its popularity...
- *What we do know* is that he was born in Stratford-upon-Avon, England, in 1564.
- *Why Shakespeare's plays remain popular* is that he was able to capture the reality and truth of human emotion in his characters.

“It” is usually used as a formal subject at the beginning of the sentence to replace the subject clause (the real subject) while the subject clause is located at the end of the sentence. Here are two examples from Step 1:

- *It's apparent that this play is a social commentary, ...*
- *It's obvious that the hero Willy Loman's desire for money consumes him.*



# SECTION 3

## USING ENGLISH IN CONTEXT

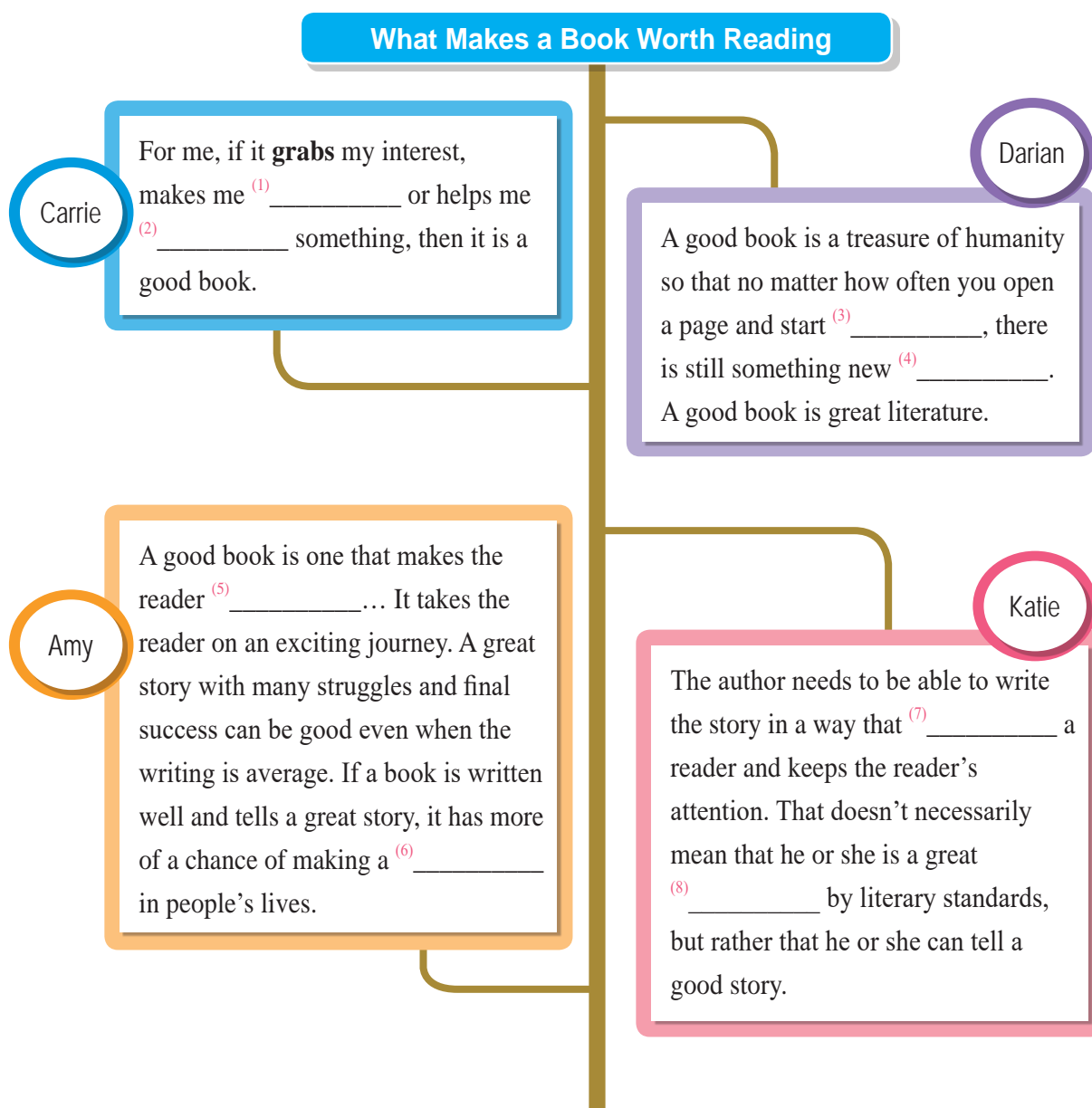


### Project Recommending Literature to a Reading Corner

You'll be setting up a literature reading corner in your classroom. Every student is to recommend at least one book. Discuss in groups and make a list of books.

#### >>Step 1 Listen and Fill in Blanks

Listen to an interview about "What Makes a Book Worth Reading". Complete the sentences and take notes while you listen.







### Learning tips

Taking notes is an effective way to keep a record of what you hear and prevent the important information from slipping. But what should you take down? Here are some tips for you:

- You needn't write down every word you hear.
- Pay special attention to the main facts and opinions.
- Take down the basic facts about who, what, when, where, how, etc.
- Take down verbs, nouns, adjectives and adverbs.
- You needn't write the whole sentence.
- Take down the subject, the verb and the object of a sentence.

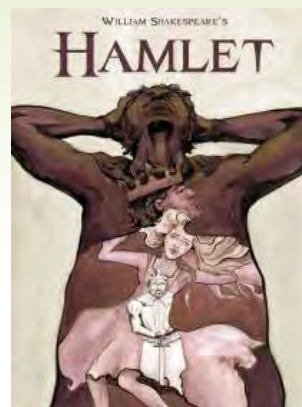


## »Step 2 Read, Examine and Learn

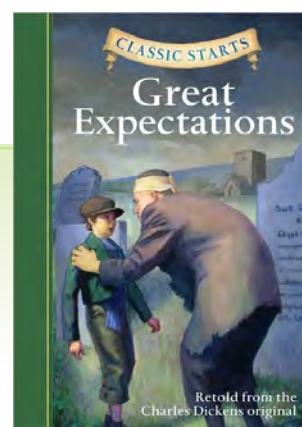
Read the passage below to get a general idea of what a recommended reading list could look like. Notice that the recommendation for each book is accompanied by a short description of the book.

### Classic Works by Famous Authors (selected)

*Hamlet* by William Shakespeare is considered one of Shakespeare's four "core tragedies". Probably the most famous play ever written, *Hamlet* tells the story of a Danish prince, attempting to kill his uncle, who **murdered** his father in a **cruel manner**, married his mother and took power in the **kingdom**. Hamlet cannot **tolerate** it and he reflects deeply on the problems of existence. Unfortunately, his reflections **delay** his action and cause the loss of **innocent** lives. When he finally acts with firmness, Hamlet takes with him every remaining major character with increasing violence.



*Great Expectations* by Charles Dickens takes a turn to an ancient storyline – a child of **royal** birth raised in **humble** surroundings. Looking back on his life, Pip, describes his poor youth in **rural** England – his chance encounters with a cruel criminal, his experiences with







the strange Miss Havisham, who always wears a wedding dress, and his love for her beautiful, adopted daughter, Estella. As he approaches adulthood, Pip learns that he has a secret supporter who has been arranging opportunities for him in London, wherein lies the tale, and the turn.

*A Dream of Red Mansions* by Cao Xueqin, written in the mid-18th century during the Qing Dynasty is the great novel of manners. It is a semi-autobiographical work which focuses on the financial and moral **decline** of author Cao Xueqin's family as well as the Qing Dynasty. The novel provides a detailed record of life in the two branches of the wealthy, **noble** Jia clan – the Rongguo House and the Ningguo House. The novel describes not only the Jias' wealth and influence but also the Jias' fall, following some thirty main characters and over four hundred minor ones.

### A Dream of Red Mansions



*Don Quixote* by Miguel de Cervantes, perhaps the most influential work of Spanish literature, tells the story of an innocent man who takes the name “Don Quixote de la Mancha” and sets off over romantic novels about chivalry to bring back the custom and become a hero himself. The character of Don Quixote has become an idol influencing many major works of art, music, and literature since the novel's publication. The text has been so significant that a word, quixotic, based on the Don Quixote character, was created to describe someone who is, “foolishly impractical especially in the pursuit of ideals”.

### Don Quixote

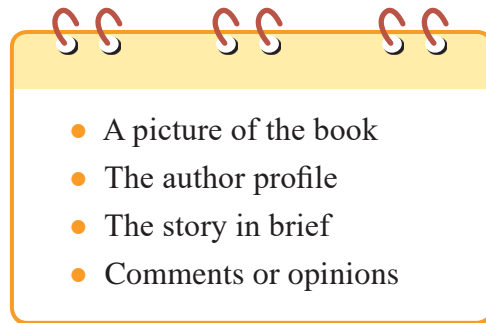






### »Step 3 Reflect and Write

Think about what a recommended reading list consists of. Write your own list of recommended reading for literature. Make sure that your list includes the following:



### »Step 4 Work Together and Make the List

Complete the following tasks in groups.

- Share and discuss your recommended reading list.
- Select the top 10 books recommended by most students.
- Write a new recommended reading list using the top 10 books you selected as a group.



### Evaluate yourself!

Can you explain in English why some believe that reading changes a person for the better?  
Can you identify the speaker's intention of satire or humour by his tone, intonation or pause in a conversation?

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

	Excellent	Very Good	Good	Needs Improvement
Sharing my favourite literary work and its influence on me with my classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a recommended reading list for classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Predicting the content of the discourse based on the contextual clues or information from charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





## Understanding Yourself through Literature



### What Is Literature?

Literature, as a form of art, can be grouped into various types: short story, novel, poetry, drama, **essay**, and so on. Each has sub-categories of its own: science fiction, **detective**, romance, fantasy, etc. Although drama is a mixed media form, it uses the common medium of language in unique ways.

Literature, as was **claimed** by Horace, the Roman poet, more than two thousand years ago, is “sweet” and “useful”. It has been traditionally understood as having the purposes of both entertaining and educating its audience.

**Literary** texts are constructed as objects of **beauty**, sources of pleasure, and conveyors of messages and information. Understanding the ideas or values which a text advances is not always a simple task. Part of the problem is the fact that the ideas of a literary text are almost always presented in an indirect or “symbolic” form.

Literature does more than tell a story. It also teaches. Lessons are often taught behind and beyond the words and stories. Therefore, the stories are not only to be taken literally, but also as **symbols** that build up human character.



### QUICK CHECK!

**medium:** something that is used for a particular purpose





An important guide in literary study is the idea that one must always try to go beyond the words and think more deeply while enjoying the story itself.

### Approaching Literature Step by Step

Since a work of literature is a human expression of some aspect of life, literature **qualifies** as an art form that may be approached on at least three levels.

#### Level A – basic facts

This is the most obvious level of what we can all agree to (characters, events, physical setting, style, elements, etc.). All understanding at this level **arises** from the **grasping** of the specific information actually contained in the work.

#### Level B – motivation or **psychology**

This is a less obvious level that involves **perceiving** why elements occur as they do (why characters act in certain ways, why the author made certain choices). At this level, **motives** may be stated either directly or indirectly in the work, and the reader often need **interpret** from the context as a whole.

#### Level C – meaning or philosophy

It is this level that gets at the artistic **vision** first, then the significance of it all to the reader. This is the level that addresses the question of so what.

### POST-READING QUESTIONS



- 1 What are the types of literature?
- 2 What is literature aside from telling a story?
- 3 In literary study, it is important to “go beyond the words” of the story. What do you think that means?

## The Old Man and the Sea

*The Old Man and the Sea* is a short novel written by the American author Ernest Hemingway in 1951 and published in 1952. It was his last major work of fiction published during his lifetime.

In 1953, *The Old Man and the Sea* was awarded the Pulitzer Prize for Fiction and the Nobel Prize in Literature in 1954.





Santiago, an aging, experienced fisherman, has gone 84 days without catching a fish. He is so unlucky that his young apprentice, Manolin, has been forbidden by his parents to **sail** with him and has been told to fish with other successful fishermen instead. The boy visits Santiago each night, hauling his fishing gear, preparing food, and talking about American baseball and his favourite player, Joe DiMaggio. Santiago tells Manolin that on the next day, he will head far out into the Gulf Stream, north of Cuba in the **Straits** of Florida to fish, confident that this adventure will bring his bad luck to its end.

On the eighty-fifth day of his bad luck, Santiago takes his boat into the Gulf Stream, sets his lines and, by noon, has his bait taken by a big fish that he is sure is a marlin. Unable to haul in the great marlin, Santiago is pulled by the marlin, and two days and nights pass with Santiago holding onto the line. Though wounded by the struggle and in pain, Santiago expresses appreciation for his adversary, often referring to him as a brother.

On the third day, the fish begins to circle the boat. Santiago, worn out, uses all his remaining strength to pull the fish onto its side and stab the marlin with a harpoon. Santiago ties the marlin to the side of his boat and heads home, thinking about the high price the fish will bring him at the market and how many people he will feed.

On his way to **shore**, **sharks** are attracted to the marlin's blood. Santiago kills a great shark with his harpoon, but he loses the **weapon**. He makes a new harpoon by tying his knife to the end of an oar to help **ward** off the next line of sharks; five sharks are killed and many others are driven away. But

**QUICK CHECK!**

**strait:** a narrow passage of water that connects two seas or large areas of water



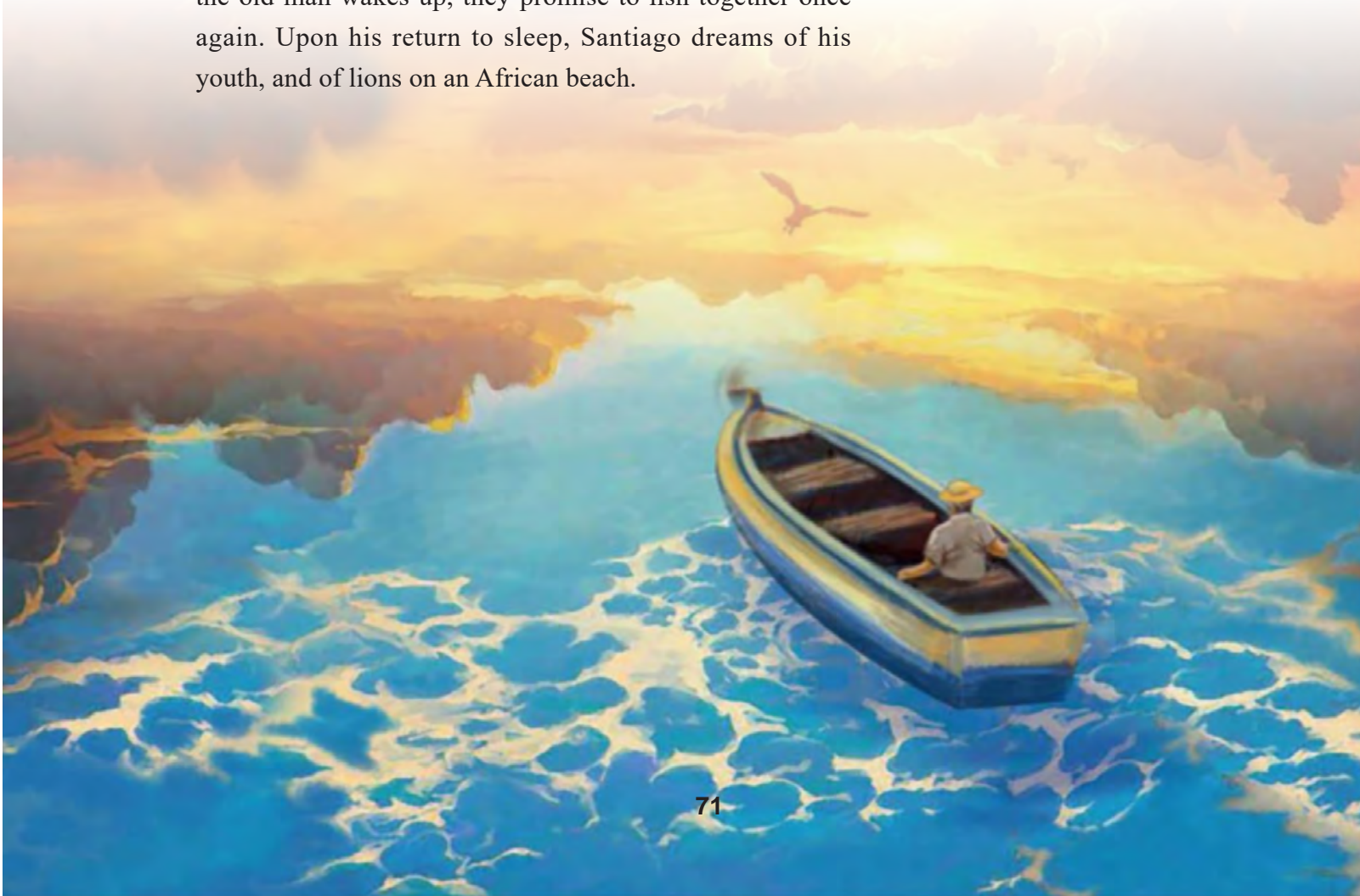
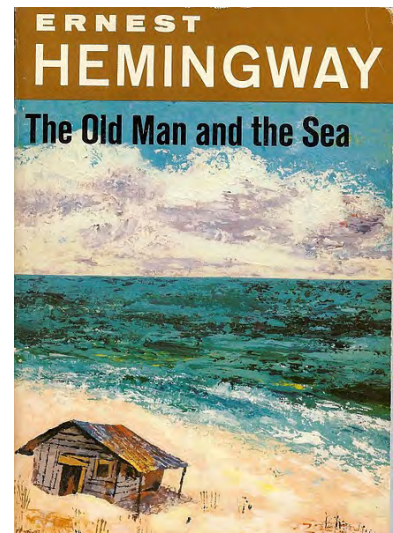




the sharks keep coming, and by nightfall the sharks have almost eaten up the whole marlin, leaving a skeleton **consisting mostly** of its backbone, its tail, and its head. Santiago knows that he is defeated and tells the sharks how they have killed his dreams.

Upon reaching the shore before dawn on the next day, Santiago carries the heavy mast on his shoulder, leaving the fish head and the bones on the shore. Once home, he drops onto his bed and falls into a deep sleep.

The next day, a group of fishermen gather around the boat where the fish's skeleton is still attached. One of the fishermen measures it to be 18 feet (5.5 m) from nose to tail. Pedrico is given the head of the fish, and the other fishermen tell Manolin to tell the old man how sorry they are for doubting him. Tourists at the nearby café mistakenly take it for a shark. Manolin, worried about the old man, cries upon finding him safely asleep. He cries at his injured hands and brings Santiago newspapers and coffee. When the old man wakes up, they promise to fish together once again. Upon his return to sleep, Santiago dreams of his youth, and of lions on an African beach.







## POST-READING QUESTIONS



- 1 Why is Santiago, the old fisherman, considered to be unlucky?
- 2 What does the struggle between the old fisherman and a giant marlin represent?
- 3 What can you learn from the story of Santiago and his struggle?

## Unit Reflection

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

- 1 How can people understand themselves by reading literature? Do you agree with the idea that literature is based on the authors' knowledge of the world and self?
- 2 What have you learned about the function and significance of classic literary works in this unit? What classic Chinese literary works do you choose to read after class? What literary works in English have you read after class?
- 3 Can subject clauses be used often in people's daily oral communication? What have you learned about the function and use of subject clauses from this unit?

## More Connections

- Do you want to know about the 100 best novels written in English? Surf the Internet for more information about the following books: *The Way of All Flesh*, *To the Lighthouse*, *An American Tragedy*, *The Heart Is a Lonely Hunter*, *Henderson the Rain King*, *Appointment in Samarra*.
- William Shakespeare (1564 – 1616) is widely regarded as the greatest English writer and playwright while Tang Xianzu (1550 – 1616) is considered to be the greatest ancient Chinese playwright during the same historical period. To know more about the two great playwrights, surf the Internet by using such key words as William Shakespeare, Tang Xianzu, Chinese ancient playwright, etc.





# UNIT 5 LEARNING THROUGH TRAVEL



*Travel, in the younger sort, is a part of education; in the elder, a part of experience.*

*– Francis Bacon, English philosopher*

*No one realizes how beautiful it is to travel until he comes home and rests his head on his old, familiar pillow.*

*– Lin Yutang, Chinese writer*

*The world is a book, and those who do not travel read only a page.*

*– Saint Augustine, Roman philosopher*



# SECTION 1

## READING FOR MEANING



## Travel Experiences

### BEFORE YOU READ

- 1 What places have you travelled to? What have you learned from your trips?
- 2 What impressed you most during your trips? Share it with your group members.
- 3 Why do you think people enjoy travelling?

*Li Ming and Jenny are chatting online. They are talking about different travel experiences they have had.*



Li Ming

Yesterday, I made a **presentation** in class about my student exchange experience in Canada. It was so nice to think back and remember all the good times we had together. I learned so much while I was out there. Do you remember when we went ice-skating on the lake behind your house? It was **bitter** that day, but we were having so much fun that we **barely** noticed the cold. Then, later that day we made a campfire. That was so great. But then we ran out of wood, so we had to walk in the thick snow to get more. Remember? My classmates thought that it was nice that your parents came and spent the whole day with us. I think families in Canada have more free time than those in China.



Jenny

Yes, I noticed that when I visited China. I really loved that visit, not just because of the delicious food! I enjoyed learning about Chinese history. China has a much longer history than Canada. I loved hearing all the stories about ancient buildings and **temples** that really made all of those places come alive. When we visited a part of the Great Wall that was surrounded by countryside, I not only felt a connection to nature, but also a connection to the past. I could understand why Chinese culture values its **ancestors** so greatly. We don't have such a deep history like that in Canada.



### QUICK CHECK!

An **ancestor** is a person in your family who lived a long time ago.





Li Ming

Yes, between your culture and my culture, many things are different, and yet in some ways, people are still very similar all over the world. That's why we can be friends! Travelling around the world is a wonderful way to explore the differences and similarities.



Jenny

I agree! I think we can learn so much from each other. That's one of the things that make travelling so great. Travelling has really changed my view of the world. Besides the difference in language, I also realized that people from different places have different ways of understanding the world. When I went to Mexico, I noticed that Mexican people have fewer "things" than we do in Canada, and they don't seem to think "things" are important in life. Mexican people tend to use things and share things, rather than collect things. They seem to enjoy a simpler lifestyle.



Li Ming

Yeah, I know what you mean. When I came to Canada, I was surprised to see how much stuff people had, how big the houses were, and how much space there was all around.



Jenny

Do you realize what else you learned when you came here? You learned the word *stuff*! You sound very Canadian now. Wow!



Li Ming

Thanks, Jenny. Spending time in Canada with an English-speaking family has helped me improve my English speaking a lot. But I still want to learn more. I am applying to attend a summer camp in Australia next year. We will do some touring and some camping. There will be young people from all over the world going to this camp. I'm really looking forward to it. Why don't you come along with us?



Jenny

That sounds great! I would love to come, but I already have a plan for next summer. I'm going on a school trip to Brazil with a **bunch** of my classmates.



### DO YOU KNOW?

As the largest country in both South America and Latin America, Brazil is the world's fifth largest country by area and the sixth most populous. Portuguese is its official language. The capital is Brasília, and the most populated city is São Paulo. Its Amazon River basin includes a vast tropical forest, home to diverse wildlife.





We will be there for three weeks to help people in a community. We plan to help the local people build a small medical centre, and some of us will be teaching English to the local children. I am happy that I can help. I am very excited, but a little nervous too. I don't speak Portuguese very well, but this will be a good opportunity to improve. Travel is the best way to learn about different cultures. And I think more understanding among people can help us live in a more peaceful world.



Li Ming

That sounds like a wonderful plan, Jenny. Good luck! I think both of us will have many valuable experiences next summer.

## AFTER YOU READ



### Reading Comprehension

- 1 Have you ever done a student exchange to another country? If so, what did you like most about it? If not, where would you like to go on a student exchange?
- 2 Li Ming thinks that families in Canada have more free time than those in China. Do you agree? Why or why not?
- 3 What was Jenny's impression of China after her visit?
- 4 What does Jenny think she can learn from travelling? What else do you think you could add?
- 5 What do you think Jenny means when she says, "Mexican people have fewer 'things' than we do in Canada... They seem to enjoy a simpler lifestyle"?
- 6 What are Li Ming's and Jenny's plans for next year? What are their goals? Do you have travel plans for next holiday? If so, what are they?



### Post-reading Activities

- 1 What can you learn from travelling? Brainstorm and fill in the table with some key words.

Categories	Things I can learn
Geography	weather
History	events
Culture	festivals
Customs	lifestyles





- 2 It is a common saying that travel broadens the mind. However, it is also true that not everyone who travels becomes wiser and more open-minded. In groups, discuss what you think are some of the benefits and some of the costs of travel.
- 3 Travel etiquette counts when you're away from home. When you travel, you are an ambassador for your country or hometown, and it's important to convey a good impression of the place that you come from. Using your best travel etiquette is the best way to do it. Work in pairs and develop a list of 5 do's and 5 don'ts of travelling.
- 4 Tourists can make a valuable contribution to a country's economy. This includes the money that tourists spend and the jobs that tourism creates. Many countries, therefore, do their best to attract as many tourists as possible. In groups, discuss what steps can be taken to attract tourists.



## SONG

### Travelling

They used to think the world was flat.  
They used to say that it was so.  
They thought that if you went too far  
Off the edge you would go.

But once their ship went past  
The point they thought was too far.  
They realized the world had changed  
And we circle round a star.

#### Chorus

Oh to see a brand new place  
When you travel and see a smiling face,  
Once you've done it  
You'll never be the same.

Part of you comes home,  
But part of you remains.

I never thought the world was flat.  
I knew it wasn't so.  
But I didn't realize till I travelled  
How much I didn't know.

Just like Marco Polo  
Trying to find the east,  
I travelled all around this world  
For my heart it was a feast.

#### Repeat Chorus





# SECTION 2


## LEARNING THROUGH PRACTICE



### Task One Describing Your Favourite Travel Destination

We all have our favourite travel destinations. Perhaps you have more than one. In this task, you'll read a passage about a travel destination. You'll then write about your favourite travel destination and prepare a presentation for the class.

#### »Step 1 Pre-task Resources

- 1 View the video that introduces Hawaii. Try to write down its top 5 spots and describe the scenery that impresses you most. 
- 2 Read the passage and take a note of how the writer describes her feelings and memories about her favourite travel destination.

#### Hawaii: My Favourite Vacation Destination

If you ask me, my best vacation destination is Hawaii. I visited there last year with my family, and we had a wonderful time. There was so much to see and do on the island. One day, we went **diving** and saw a ton of ocean life, like sea turtles, fish in all sorts of sizes and colours, and even a huge sea lion and a shark! The island was truly beautiful with a very diverse **landscape**, from large valleys and waterfalls to thick rainforests and beautiful beaches. I also probably saw close to 100 **rainbows** during my stay there, which was **awesome**.

The weather in Hawaii was always warm and sunny. All of the restaurants we went to were out in the open, which meant we could enjoy the beautiful weather day and night. And everywhere we went we could enjoy amazing views of the Pacific Ocean.

The water there was just perfect. It was warm and so clear that we could see right down to the bottom. Looking down into the ocean we could see colourful fish and huge rocks. I got to swim and even surf all day long.

My family and I had such a great time in Hawaii! It's surely at the top of my list for vacation destinations.





## »Step 2 Task Cycle

- 1 Discuss how the writer shares her impressions and memories of her travel destination.
  - What details does she describe about her travel destination?
  - What do you think makes her experience unique?
  - What did you notice about the language she was using? Is it factual, descriptive, and creative? Why?
  - What does the writer want the reader to know and feel about the destination?
- 2 Describe your favourite travel destination. Use the passage above as a model to help you write, and consider the following questions:
  - When and where did you go?
  - What did you enjoy about it?
  - What did you see and do there?
  - What makes it an interesting place to visit?
- 3 Present your work to the class.

## »Step 3 Language Focus

Travel writing is a form of descriptive writing. Descriptive writing uses words to paint a picture so that the reader can “see” exactly what is described. If we examine the passage from Step 1, we will see that it has the following characteristics:

### 1 Using sensory details

When describing a particular place, we can make our travel experience vivid by paying attention to details that appeal to the five senses – sight, sound, smell, taste, and touch.  
(*saw a ton of ocean life*)

### 2 Focusing on specific aspects

In your descriptions, it’s always best to focus on one to three specific aspects in a paragraph. This makes it easier for the reader to follow along and helps create a clearer image of what you’re describing. For instance, in Step 1, the writer focused on her diving experience and the landscape in the first paragraph.

### 3 Sharing feelings and emotions

Using emotive language to express how you felt throughout your travel experience will help to add a personal touch to your writing and make it more interesting for the reader.  
(*enjoy the beautiful weather; enjoy amazing views*)







## Task Two Giving Tips about Travel Etiquette in China

Travel etiquette means showing good manners and an appreciation for how things work when you are abroad. In this task, you will read about some travel etiquette tips for places around the world, and then you will write your own travel etiquette tips about China to send to your pen pal George.

### >>Step 1 Pre-task Resources

Let's get started with some common differences that you'll likely come upon while travelling. Read the passage below and highlight the verbs with -ing forms.



#### Japan

No tipping. Tipping your servers in Japan will confuse them. Escalators have one side for standing and one side for passing. In some cities, you'll notice that people stand on the left, and in other cities people stand on the right. Make sure you're on the correct side. Don't walk around while eating.



#### France

The French have a strong dislike for discussing **financial** matters openly. You'll make people uncomfortable if you talk about how much they make or spend on something. Don't rush while you eat. The French take great pride in their cuisine, and they like to take the time to enjoy their food.



#### Russia

If you're invited to a friend's house for dinner, you'll want to keep these tips in mind. Shaking hands across the doorstep is considered unlucky. Wait until you're fully inside. Remove your shoes and coat upon entering a house. Always bring a gift. If you bring flowers, make sure there's an odd number. Don't be afraid to ask if you don't know something. If a situation arises and you're not sure what is going on, ask someone.





In India, using your left hand during a meal is a giant no-no. Your right hand is **reserved** for eating, while the left hand is for other daily tasks. Many Indians do not wear shoes inside a home. Follow what your host is doing. Make sure your socks are clean and do not have holes.



India

## »Step 2 Exploring the Language

Observe the v-ing forms from the passage in Step 1.

- *Tipping your servers in Japan will confuse them.*
- *In India, using your left hand during a meal is a giant no-no.*

Verbs ending with -ing can function as nouns. V-ing accompanied by an object, a complement, and/or a modifier is called a v-ing phrase or simply a noun phrase. Like nouns, v-ing and v-ing phrases can function as the subject in a sentence. Unlike nouns, however, verbs ending with -ing don't have distinct plural forms.

- *Swimming is very good for her health.*
- *Learning is the eye of the mind.*

Find more v-ing forms serving as subjects in Section 1 and Section 2.

- v-ing forms in Section 1 \_\_\_\_\_
- v-ing forms in Section 2 \_\_\_\_\_

## »Step 3 Task Cycle

- 1 Suppose George, your pen pal, will travel to China. Write him an email to give him some travel etiquette tips in China, such as proper visiting time, gifts, and table manners.
- 2 Try to use at least three v-ing forms as subjects to convey your ideas.
- 3 Share your work in your group and collect v-ing forms in your presentation.





# SECTION 3

## USING ENGLISH IN CONTEXT



### Project Writing a Travel Brochure

Travelling is not only about getting to enjoy the unique scenery and food, but also a great opportunity to learn more about different cultures and history. A travel brochure can be a very useful tool in helping you plan your travels and can act as a guide during your travels. In this project, you will first look at what a travel brochure is and then make one of your own.

#### »Step 1 Read, View and Learn

Read an introduction to a travel brochure and view a sample for Stratford-upon-Avon, Shakespeare's hometown in the U.K. Pay attention to its content, language and structure.

#### What Is a Travel Brochure?

A travel brochure is a document that contains information about a country, city, or place of interest. It is usually made in the form of a booklet or a single sheet of paper commonly **folded** into two (bi-fold) or three (tri-fold) parts. The major purpose of a travel brochure is to inform readers about a particular **venue** or a subject, and sometimes it also has the aim of influencing readers' actions or choices.

A well-written travel brochure always gives the reader **accurate**, **relevant**, and up-to-date information. It is written in clear language. Headings and sub-headings are used to organize the information into sections so that it can be easily understood. Photographs and pictures are used to help readers' understanding and will leave a deeper impression on them.







*Take a journey into the life, work and times of the greatest writer the world has ever known and discover something magical.*

## Shakespeare's Houses & Gardens

Visit Shakespeare's houses and gardens in Stratford-upon-Avon and enjoy unique, entertaining, and **dramatic** days out. These fascinating houses have been attracting visitors from around the world for centuries. Now, with a visit to Shakespeare's grave at Holy Trinity Church, you can discover the complete Shakespeare story from birth to death.



### Shakespeare's Birthplace

This is where it all began. William Shakespeare was born and grew up in this house.

- Explore the Shakespeare family home and glove-making business
- Stand where the genius was born
- Enjoy live theatre every day with costumed actors performing Shakespeare's plays

### Nash's House & New Place

Visit Nash's House and the site of Shakespeare's last home at New Place where he died in 1616.

- See a well-preserved Tudor house and traditional garden
- Get involved in hands-on activities and Tudor games in the gardens



### Hall's Croft

Join us at Hall's Croft as we celebrate the 400th anniversary of Shakespeare's daughter's home.

- Explore the **elegant** home of Shakespeare's daughter Susanna and her husband Dr. John Hall
- Discover stories of the famous people who lived there
- Join us this summer for a festival of outdoor music

### Anne Hathaway's Cottage

Discover the family home of Shakespeare's wife with its beautiful cottage gardens.

- Fall in love with this charming Tudor cottage
- Explore nine acres of gardens, grounds, and woodland walks
- See where young William courted his future wife

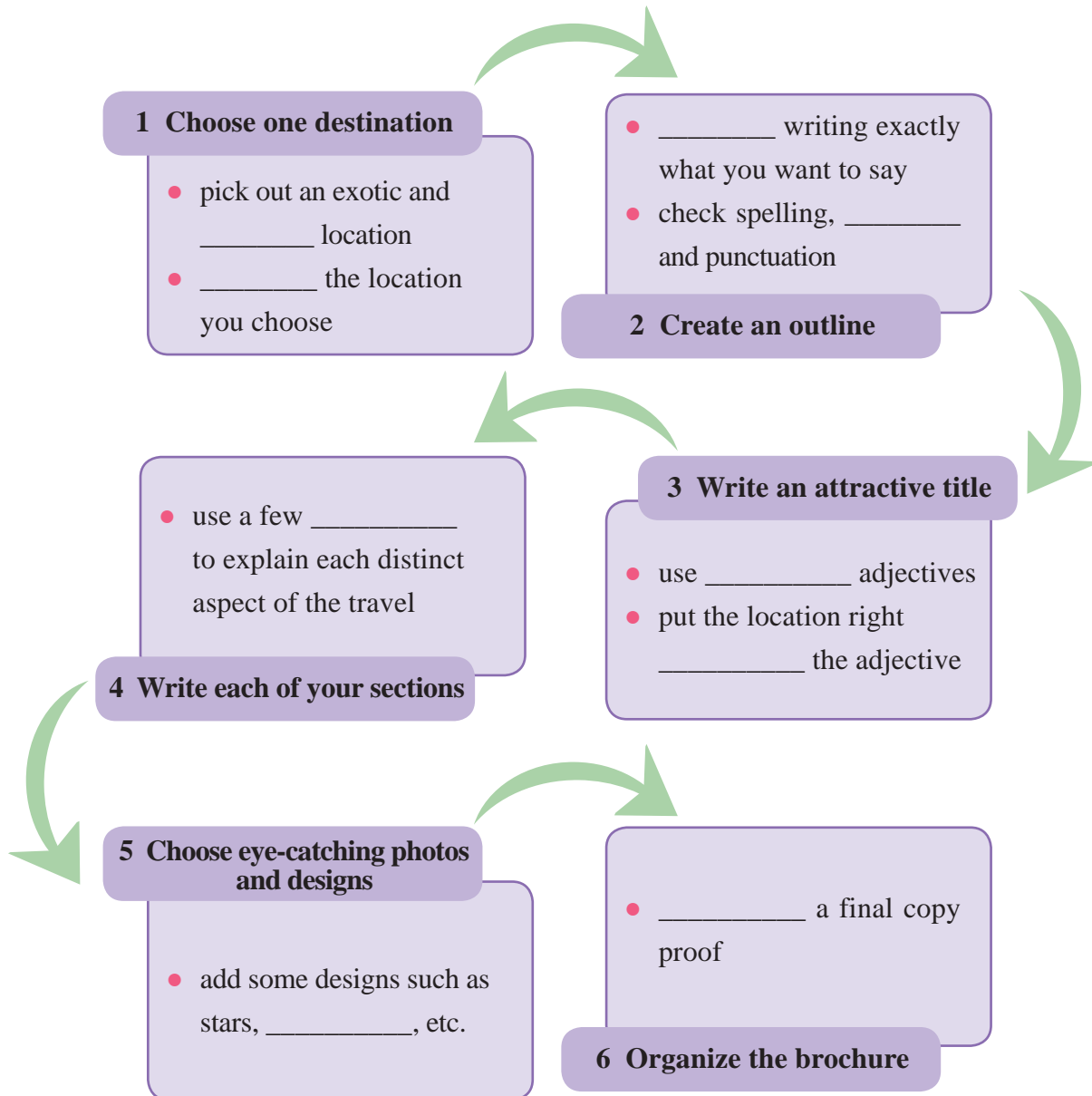






## >>Step 2 Listen and Discuss

Listen to the instructions, fill in the blanks and discuss in groups how to design a travel brochure.



## >>Step 3 Design and Write

Work in groups to design and create your travel brochure. Follow these steps:

- 1 Share your travel stories and include details like places of interest, weather, history, culture, and cuisine.
- 2 Decide on a place for your travel brochure. You may choose a place you have been to or a place you would like to visit.





- 3 Do your research before you start creating your brochure. You may look for information about the place at the library or online. You may also want to collect travel brochures from travel agents. Be sure to collect photos that you might like to use in your brochure. You can find photos online or in magazines.
- 4 Start designing the layout of your brochure. Decide on the size of the brochure, number of folds and number of panels.
- 5 Write an outline for your brochure. Decide on what sections you'd like to cover in your brochure. Then, assign a section to each member of your group and write the first draft.

### »Step 4 Revise and Present

Look over all of the sections of your brochure as a group and make any necessary changes or revisions to your first draft. Once you and your group are happy with the revisions you have made, you can start to create the final copy of your brochure. Make sure to add images to your brochure and make it nice, colourful, and attractive to tourists. Share the final product with the class.



#### Presenting your brochure

- *We'd love to introduce... because...*
- *Here are some attractions...*
- *You must want to know what activities...*
- *Are you eager to...?*
- *Which part do you like best...?*



### Evaluate yourself!

Can you explain in English why you would choose "leisure travel" or "adventurous travel"?  
Can you comment in English on the view, "Travel does not help if you do not learn to change your perspective"?

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

	Excellent	Very Good	Good	Needs Improvement
Comparing advantages and disadvantages of tourism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing and creating a travel brochure with my teammates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring the process of my learning according to the goal and result, and making adjustment when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





## Travel with Eric, Brian and Li Ming

*During the holidays, Li Ming and his pen pals, Eric and Brian, travelled to experience different cultures. They wrote emails to each other to share their experiences.*

### Eric: London, the U.K.

Dear Li Ming and Brian,

Wow! I was so lucky to take this trip to Britain! I just arrived in London a few days ago, and I'm having a great time. The city is huge and the most crowded in England.



I have already seen lots of the major sights – the Houses of Parliament, Big Ben, Westminster Abbey and, of course, Buckingham Palace. Buckingham Palace is the home of the royal family. I also went to the Piccadilly **Circus** and took a walk around Trafalgar Square.

Being a tourist here can be a big **expense**, but my friends and I have found a few ways to save money. Most restaurants, for example, are expensive, but the East Indian curry houses are quite reasonable. Not only that, but the food is delicious! Then, of course, there's the traditional English favourite: fish and chips. My friends and I have been eating lots of this as well.

For **accommodation**, I'm staying at a nice B&B on the west side of London. Travellers on a really tight **budget** stay in hostels, since they are the cheapest places to stay. Hostels usually have larger rooms with many beds inside, and travellers simply **rent** a bed for the night. There are hostels all over the world,



### DO YOU KNOW?

B&B means "Bed and Breakfast". It is used in British English, especially in newspaper ads and on signs outside houses. As the name suggests, it provides you with a bed and offers you free breakfast. B&Bs are usually cheaper than hotels.





including China, Li Ming! I met a girl here. She stayed at a youth hostel while she was visiting Xi'an, and she had a wonderful time there!

Well, Brian and Li Ming, that's about it for now! Tomorrow I'm going to see St. Paul's Cathedral, which is supposed to be just splendid. I'll be in London for another week! Wish me luck!

Your friend,  
Eric

### Brian: Cape Town, South Africa

Hi Li Ming and Eric,

Well, I've made it safely to my destination: Cape Town, South Africa. It's so different than London! First of all, it is so hot here! We're in the southern hemisphere, so while it's winter in China right now, it's summer here in South Africa.



The coolest thing about Cape Town is that there's a mountain right in the middle of it! It's called Table Mountain because it looks just like a table. You may have seen pictures of it before. A few days ago, I **hiked** to the very top of Table Mountain. The view from there was amazing! You could look way out over the city to the Atlantic Ocean. It was just beautiful!

Yesterday, I went on a tour to see great oceanic white sharks in the ocean. It was so exciting! A group of six of us met the tour guide at a harbour in the morning, and he took us out on the boat. When we got far enough from the shore, the guide stopped the boat and put some meat in the ocean to attract the sharks. After a few minutes, one came close to our boat. One by one, we got in the small **cage** at the end of the boat, which the guide **lowered** under the water so that we could see the shark. It was so big! I can't believe I was brave enough to get into that cage.

I can't wait to tell you more stories when I get back home.

Cheers,  
Brian





## Li Ming: Fujian Province, China

Hi Eric and Brian,

Have you heard about Fujian, a province in southeastern China? During the holidays, I went there with my friends and enjoyed the great views as well as its fascinating tea culture.

First, we went to Wuyi Mountains, where Dahongpao, a type of oolong tea, grows everywhere. Oolong tea is known for its sweet smell of the flowers and dark fruit **flavours**. We went to a tea tasting and got to try some. The tea had a nice mellow and sweet flavour. After the tasting, we walked along some paths in the mountains and crossed a few creeks before we arrived at the spot where the original Dahongpao plant grows. The Wuyi Mountain range is **incredible**. It's said that the 36 peaks and 99 famous rocks all produce good oolong.

Then, we travelled to Anxi, the home of Tieguanyin, another famous oolong tea in southern Fujian. Tieguanyin has a **pure**, refreshing smell and a dark green colour like **iron**. Anxi's tea-farming history dates back to the Tang Dynasty. It produces 15,000 tons of oolong across 16,700 acres of tea gardens. Most of the population is involved in tea cultivation. It's an amazing place! We spent time at various tea farms, getting to know how tea was picked and made through a **complicated** process of shaping, **roasting**, and drying. I bought 500 **grammes** of oolong tea for my parents.

Good mountains and good waters produce good teas. Touring these beautiful places in China and learning about the tea culture has really broadened my understanding of the local people's life and culture.

Looking forward to reading more of your travel stories!

Talk to you soon,

Li Ming



### POST-READING QUESTIONS



- 1 What are some of the major sights to see in London?
- 2 What did Brian experience during his tour in Cape Town?
- 3 How is Li Ming broadening his understanding of Chinese tea culture? Find evidence from the text.





## Why Is Travelling Such a Valuable Learning Experience?

School is probably the best place to **expand** your academic knowledge, but when it comes to learning about life, there is nothing more enriching than travelling. Whether it's the people you meet or the things you see, travelling provides more valuable life lessons than school, mainly because instead of being told something, you experience it. Here are four reasons why travelling is such a valuable learning experience:



### 1 Travelling forces you out of your **comfort zone**.

School is a place where you usually feel safe. You feel comfortable with all the people in the school: friends, classmates, teachers, and other staff members. They all usually live in the same city, speak the same language and eat the same kind of food as you. **Hence**, you share a very similar culture. Meanwhile, travelling means new foods, cultures, languages, people, and places to explore. It pushes you out of your comfort zone. And it is a good thing, because it will help you grow as a person.

### 2 Travelling allows you to see and experience new ways of life.

Nothing is more eye-opening than surrounding yourself with another culture that chooses to live a life in a completely different way. Travelling gives you a new view on how you live. You might be able to read about different ways of life in a textbook, but experiencing it for yourself offers a whole **dimension** of learning and understanding that can only really be achieved through travelling.

### 3 Travelling helps you build confidence.

You've moved to a new place far away from home. After some time, you learn the language or the dialect, and you learn the geography of your new home along with the customs and cultures of the people. You have learned how to become independent and how to fit into this new life. You've really surprised yourself and accomplished things you never thought you could do. With travel come challenges, and the more challenges you take on and overcome, the greater your confidence will grow.





#### 4 You will learn how to be comfortable with uncertainty and the unexpected.

If there's only one thing you can be sure of while travelling, it's that trips don't always go according to plans. There are plenty of things that can go wrong and that can force you to change your plans. Travel teaches you that the unexpected is rarely as bad as you think. Learning to go with the **flow** and be flexible in life is probably one of the best lessons you can learn because life doesn't go as planned. Eventually, you become used to the uncertainty and the unexpected challenges that come your way. In fact, you might find that you'll start welcoming the challenges because they help you grow and expand.

### POST-READING QUESTIONS



- 1 Why do people travel?
- 2 What's the difference between learning in school and learning while travelling?
- 3 What do you think is one of the most important things you can learn from travelling?

### Unit Reflection

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

- 1 What have you learned about the meanings and benefits of travel? What did you learn about London, Cape Town, and Fujian Province? Have you travelled much? Does this unit broaden your view of travel? How? Did you see any drawbacks of travel?
- 2 What did you learn about making a travel brochure? What is the purpose of a travel brochure? What are some of the major components? What did you learn about travelling from creating your own travel brochure?
- 3 Do you use the v-ing form as subject in writing or speech in English? What have you learned about the structure and use of the v-ing form as subject from this unit?

### More Connections

- Do you like to explore various places of interest and discover new cultures? If so, search the key words, such as travel blogs, to learn more about what's out there.
- *Gulliver's Travels* is Jonathan Swift's best known full-length work, and a classic of English literature, in which Gulliver encounters strange groups, like the Lilliputians and Brobdingnagians. Upon his return to England, he no longer wishes to associate with people, whom he links with the repulsive Yahoos. Find this book and follow Gulliver's fabulous journeys.



# APPENDICES








## WRAP IT UP!

### UNIT 1 WHAT KIND OF LEARNER AM I?



#### Build Your Vocabulary

**A** Look at the pictures and then complete the words according to the given letters.

1		2		3		4		5	
	p _ _ _ l		_ _ k		c _ _ t		g _ b _		m _ _ l _

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

- 1 It's important to put the t \_ \_ \_ \_ s you learned from books into practice.
- 2 In addition to his salary, he has a b \_ \_ \_ of 500 yuan per month.
- 3 Each of us needs to c \_ \_ \_ \_ at least 5 liters of water per day.
- 4 The advertisement of your product should be aimed at p \_ \_ \_ \_ \_ users of it.
- 5 In the newspaper I read about some c \_ \_ \_ \_ \_ comments on the heavy burden of pupils.
- 6 Many people now r \_ \_ \_ on the Internet for news.
- 7 London was used by Dickens as the s \_ \_ \_ \_ \_ for *Oliver Twist*.
- 8 The weather and soil conditions in this area are i \_ \_ \_ \_ for growing rice.
- 9 The teacher's smile i \_ \_ \_ \_ ed that she had forgiven me.
- 10 Hardening the ground reduces its ability to a \_ \_ \_ \_ \_ rain water.



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

email visual laptop session insist efficient guidance essential  
philosophy participate access

During the summer holiday, many of my friends <sup>(1)</sup> \_\_\_\_\_ in summer camps in England, where they had easy <sup>(2)</sup> \_\_\_\_\_ to native speakers. They believe it is an <sup>(3)</sup> \_\_\_\_\_ way to improve their oral English. But I chose to work in an old men's home as a volunteer. I enjoyed being with the elderly. Talking with them was like reading <sup>(4)</sup> \_\_\_\_\_ books, through which I learned a lot about their wisdom of life. However, from time to time, I would imagine how much progress my friends were making in their oral English. So I wrote an <sup>(5)</sup> \_\_\_\_\_ to my English teacher. She recommended some English learning websites on which there are abundant audio and <sup>(6)</sup> \_\_\_\_\_ materials. I learned very <sup>(7)</sup> \_\_\_\_\_. When I talked about this with my senior friends and they got interested and <sup>(8)</sup> \_\_\_\_\_ on learning with me. Each time I brought my <sup>(9)</sup> \_\_\_\_\_ there, they would gather around it and have their English <sup>(10)</sup> \_\_\_\_\_ with my <sup>(11)</sup> \_\_\_\_\_. You know what? At the end of the summer, they were able to speak some English to me and to each other!

**Grammar Makes Sense****A Make sentences using the present perfect continuous tense and put them in the boxes on the right to describe the situation stated in the boxes on the left.**

1

The young man stopped running just now.  
He is trying to catch his breath.



The young man has been trying  
to catch his breath since he  
stopped running.

2

You started watching TV two hours ago.  
Now you are still watching it.




3

It is still raining now. The city is flooded.




4

Li Hong started preparing the dishes at 9:00  
a.m. Now she is still working on them.







**B** Describe the following pictures using the given information.



**Jack;**  
**lately**



**Michael;**  
**for two hours**



**the boys;**  
**since 4:00 p.m.**



**the family;**  
**the whole morning**

1 *Jack has been learning driving lately.*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

**C** Complete the following passage with the correct forms of the words or phrases in brackets.

A group of high school students from Xinghua School <sup>(1)</sup> \_\_\_\_\_ (start) a project last year on protecting water resources of the local area. They <sup>(2)</sup> \_\_\_\_\_ (spend) a whole year testing the water quality of each river in the area and identifying causes of pollution.

Early this year, they <sup>(3)</sup> \_\_\_\_\_ (enter) the second stage of the project. Since then they <sup>(4)</sup> \_\_\_\_\_ (work) separately. Zhang Zixuan <sup>(5)</sup> \_\_\_\_\_ (interview) people about their attitudes towards water pollution as well as how their lives are affected. Lin Chaoran <sup>(6)</sup> \_\_\_\_\_ (visit) government departments asking them about the measures they are taking, the effects and what they <sup>(7)</sup> \_\_\_\_\_ (plan) to do. Hao Zhigang and Xu Xiaoxuan <sup>(8)</sup> \_\_\_\_\_ (work) with research institutes studying their discoveries in the field of water protection. Gao Zhihua <sup>(9)</sup> \_\_\_\_\_ (do) research in libraries and on the Internet reading related papers and documents. Their goal is to get their report published in the local paper. Hopefully, the work <sup>(10)</sup> \_\_\_\_\_ (contribute) to raising people's awareness of water protection.





## UNIT 2 MOVIE, MIRROR OF LIFE



### Build Your Vocabulary

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

- 1 The state police are **trying to find out the truth** about the incident. (     )
- 2 The new equipment will **improve** energy saving and promote comfort in offices. (     )
- 3 The band's latest album will be **made available for people** in July. (     )
- 4 She felt **very sorry and embarrassed** to admit that she had never seen any of his movies.  
(     )
- 5 The film partially **reflects** the present situation of health care in the country. (     )
- 6 He bent down and addressed her in a **low voice**. (     )

#### B Complete the passage with the correct forms of the words in the box.

advocate   continuous   mission   commercial   combine   domestic

The Shanghai International Film Festival (SIFF) is one of the biggest film festivals in Asia and one of the fastest growing international film festivals in the world. The first SIFF took place in 1993, and since then, it has <sup>(1)</sup> \_\_\_\_\_ been held 21 times. It works to break prejudice and <sup>(2)</sup> \_\_\_\_\_ communication in the world. The films from more than 100 countries <sup>(3)</sup> \_\_\_\_\_ a rich culture and life wisdom, which have achieved outstanding <sup>(4)</sup> \_\_\_\_\_ and critical success

both at home and abroad. In the meantime SIFF invites a group of distinguished filmmakers to discuss the specific strategies of promoting <sup>(5)</sup> \_\_\_\_\_ films at an international level and is on a <sup>(6)</sup> \_\_\_\_\_ to expand diversity – Chinese Opera will communicate from stage to screen to the world.







**C Complete the passage with the proper words. The first letter is given.**

*Jurassic Park* is a series of science fiction films, which has a\_ \_ \_ \_ \_ed to millions of people around the world. *Jurassic World: "Fallen Kingdom"* is set three years after the chaos of *Jurassic Park*. The film follows Owen and Claire as they r\_ \_ \_ \_ \_ the dinosaurs t\_ \_ \_ped on the island before a volcanic s\_ \_ \_ \_ \_s. At last, the authority is



p\_ \_ \_ \_ \_d that a new Jurassic park is built. There humans and dinosaurs learn to coexist. The dinosaurs in this film look more r\_ \_ \_ \_ \_ than any other prehistoric film. To make the film scientifically accurate, the filmmakers spent more than eight months at studios e\_ \_ \_ \_ \_d in the creatures before filming. The box office has peaked across the \$1 billion mark worldwide.



## Grammar Makes Sense

**A Analyze the function of each clause in blue and tick (✓) the sentence with predicative clause.**

- ☐ After helping the clownfish Marlin finds his son Nemo, the forgetful Dory remembers that he has a family of his own.
- ☐ In the animated film *Zootopia*, animals that act like humans live in a giant animal city.
- ☐ However, the film's great trick is that it slowly tightens the noose around these two characters.
- ☐ The strange beauty of the original six *Star Trek* movies is that the characters' aging is a key part of the narrative.
- ☐ *Secret Superstar*, an Indian movie which was released in China during January 2018, grossed \$29.2 million in its opening weekend there.

**B Choose the suitable clauses to complete the following passage.**

*Coco* is a 2017 American 3D computer-animated fantasy film produced by Pixar Animation Studios and released by Walt Disney Pictures. In the movie, family and legacy are expressed through storytelling and song. And this is <sup>(1)</sup> \_\_\_\_\_. One of





the most fascinating things about the movie is <sup>(2)</sup> \_\_\_\_\_. The film's hero, twelve-year-old Miguel Riviera, lives in the small town of Santa Cecilia. He's a goodhearted child who loves to play guitar and idolizes the greatest popular singer-songwriter of the 1920s and 30s. However, it seems <sup>(3)</sup> \_\_\_\_\_. The story is <sup>(4)</sup> \_\_\_\_\_. This movie has a lot of heart. For that alone it's Oscar-worthy. <sup>(5)</sup> \_\_\_\_\_ is its animation, voice acting, music, emotional story, and respect for Mexican culture.

- a. What made the film popular
- b. why I like the movie *Coco*
- c. that it builds its plot around members of Miguel's family, living and dead
- d. how Miguel seeks the help of his descent family and returns to his family among the living
- e. that his family has banned its members from performing music since Miguel's great-great-grandfather left

**C** After enjoying the movie “clip”, finish the sentences according to the pictures and the introduction. Try using the predicative clause. The key words are given.

*Wonder* is a great film for all ages, especially for kids, as it teaches them important lessons on life and about people who look “different”. Auggie is a 10-year-old boy with a rare medical facial deformity. He wears a special mask on his face when he goes to school. At first, Auggie is ostracized by nearly the entire student body, but with the help of his family and friends as well as his own bravery, kindness and smartness, he is accepted by others and gains friendship, respect and love in the end.



- 1 Family love and friendship is \_\_\_\_\_ (what, impress) about the movie *Wonder*.
- 2 The private school is \_\_\_\_\_ (where, ostracize).
- 3 It seems \_\_\_\_\_ (that, Auggie, accept) by the end of the year.





## UNIT 3 MORE THAN A MEAL

### Build Your Vocabulary

**A** Look at the pictures and then write the words (ways of cooking).



**B** Match the words with their explanations.

- |             |  |
|-------------|--|
| 1 cuisine   | a able to be used                                  |
| 2 emotion   | b not polite                                       |
| 3 available | c far from towns or other places where people live |
| 4 dessert   | d a particular style of cooking                    |
| 5 encounter | e a professional cook                              |
| 6 remote    | f a strong human feeling                           |
| 7 chef      | g sweet food eaten at the end of a meal            |
| 8 rude      | h to experience something                          |



**C Fill in the blanks with the correct forms of the words in the box.**

passion lunar flavour poet pour differ wrap

China's Dragon Boat Festival, which falls on the fifth day of the fifth <sup>(1)</sup> \_\_\_\_\_ month, is in memory of famous Chinese scholar and <sup>(2)</sup> \_\_\_\_\_ Qu Yuan, who was a loyal minister of the King of Chu in the third century BCE. He had a strong <sup>(3)</sup> \_\_\_\_\_ for his homeland.

In 278 BCE at the age of 61, following the capture of the Chu capital by Qin, Qu Yuan drowned himself in the Miluo River. The people of Chu <sup>(4)</sup> \_\_\_\_\_ in from all over the country. They searched desperately in their boats for Qu Yuan but were unable to save him. The Chu people threw *zongzi* – sticky rice dumplings <sup>(5)</sup> \_\_\_\_\_ in bamboo leaves, into the river to feed fish, to ensure that the fish wouldn't instead eat Qu Yuan's body.

*Zongzi* is a popular food nationwide all over China, but the <sup>(6)</sup> \_\_\_\_\_, shapes, fillings and cooking methods <sup>(7)</sup> \_\_\_\_\_ widely among different regions.

**Grammar Makes Sense****A Write the sentences in another way, beginning with "It".**

- 1 To respect the elderly at the table is really an admirable custom.

It is \_\_\_\_\_

- 2 To use chopsticks as tableware is a tradition in China.

\_\_\_\_\_

- 3 The questions in the exam are quite difficult to answer.

\_\_\_\_\_

- 4 Some words in the book are impossible to translate.

\_\_\_\_\_

- 5 To have a balanced diet in our daily life pays.

\_\_\_\_\_





**B Choose proper parts to make sentences using the infinitive.**

dangerous  
unhealthy  
rewarding  
illegal  
necessary

take an umbrella  
do a lot of reading  
swim in the river  
eat too much fried food  
drive without a license

- 1 When a policeman stops a driver without a license, he will say:  
\_\_\_\_\_
- 2 When you find your friend eating a lot of fried meat, you will tell him:  
\_\_\_\_\_
- 3 When you meet your friend who is to travel to Britain, you will advise him:  
\_\_\_\_\_
- 4 When you see a boy in a swimming suit by the river bank, you will warn him:  
\_\_\_\_\_
- 5 When you are asked to give some advice on learning English, you will suggest:  
\_\_\_\_\_

**C Here is a passage about Chinese table manners. Use your own ideas to complete the passage. Use the “to do” phrase.**

Some etiquette considerations occur when dining in China. To begin with, as a guest, never begin to eat or drink before your host does. It's good manners to help yourself after the host. If there are elderly people at the table, it's polite \_\_\_\_\_.

However, it's maybe impolite \_\_\_\_\_. While dining, it's advisable \_\_\_\_\_. As for the use of chopsticks, it's improper \_\_\_\_\_.







## UNIT 4 LITERATURE FOR SELF-UNDERSTANDING



### Build Your Vocabulary

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

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

#### Across ➡

- Wherever her husband went, she would \_\_\_\_\_ him.
- The beef is tender and full of \_\_\_\_\_. No wonder the kids like it so much!
- New homes need fitting out from floor to \_\_\_\_\_, a job that only professionals can do.
- He has the ability to get straight to the \_\_\_\_\_ of a problem.
- She usually turns down the \_\_\_\_\_ of the radio when she listens to music at night to avoid disturbing others.
- They spoke good Spanish and promised to \_\_\_\_\_ for me when I was in Spain.

#### Down ↓

- Experts believe that the trade war between the two countries is sure to \_\_\_\_\_ the economy and life all over the world.
- You can \_\_\_\_\_ your lost property at the Lost & Found Office between 10 a.m. and 4 p.m.
- They always try their best to \_\_\_\_\_ all kinds of difficulties and never give it up.
- After such a heavy flood, such problems as the lack of food, fresh water and shelter often \_\_\_\_\_.





- 11 Her newly-published \_ \_ \_ \_ soon became a best seller.  
 12 The man tried to \_ \_ \_ \_ my bag and run away, but in vain.

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

decade impress shelf surrounding stare murder beauty  
 essay detective noble

I like reading literary works, whether they are masterpieces, <sup>(1)</sup> \_\_\_\_\_ or novels, just to appreciate the <sup>(2)</sup> \_\_\_\_\_ of the language or the plot and characters, who are either humble or <sup>(3)</sup> \_\_\_\_\_. Some stories may not be literally of great value but they are very attractive and <sup>(4)</sup> \_\_\_\_\_.

It was Sunday and my reading time. I took a book from the <sup>(5)</sup> \_\_\_\_\_ in my study and began to read it. It tells about a <sup>(6)</sup> \_\_\_\_\_ who feels embarrassed whenever he fails to find the murderer. A salesman is <sup>(7)</sup> \_\_\_\_\_ cruelly in an old house built <sup>(8)</sup> \_\_\_\_\_ ago in the rural area. Having observed all the <sup>(9)</sup> \_\_\_\_\_, the detective begins to <sup>(10)</sup> \_\_\_\_\_ at a unique symbol on the wall. It seems that he has grasped the core of the problem eventually. So absorbed was I in the story that I didn't even realize it was time for dinner.



## Grammar Makes Sense

**A Complete the sentences using *that, what, why, where, whether* or *who*.**

- 1 \_\_\_\_\_ is beautiful is not always good.
- 2 \_\_\_\_\_ she was behaving so strangely was not clear to us.
- 3 \_\_\_\_\_ he is interested in the offer is still unknown to us.
- 4 It is certain \_\_\_\_\_ we will have to admit defeat.
- 5 It remains a question \_\_\_\_\_ will deliver a speech at the conference.
- 6 \_\_\_\_\_ she lives is not clear to me. But she must live nearby, for she often walks to work.



**B Fill in the blanks with the proper words in the box. You may need only some of them.**

that what when why where whether who how

Shakespeare is considered to be the greatest playwright in the English language in the world. Not much is known about Shakespeare's life. <sup>(1)</sup> \_\_\_\_\_ we do know is that he was born in Stratford-upon-Avon, England, in 1564, but <sup>(2)</sup> \_\_\_\_\_ exactly he was born, his actual date of birth, remains unknown. In his late 20s, Shakespeare went to London and began to write and act in plays.

Over the next 20 years, Shakespeare wrote 37 plays and many poems. It's clear <sup>(3)</sup> \_\_\_\_\_ he knew a lot about human feelings, as well as city and country life. His characters and the way that he told their stories attracted crowds of people to the theatre.

<sup>(4)</sup> \_\_\_\_\_ Shakespeare's plays remain popular is that his characters show realistic human emotions. His plots always hold the attention of the audience. And his language is powerful and poetic. It is said <sup>(5)</sup> \_\_\_\_\_ his plays have been translated into every major living language, and are performed more often than those of any other playwright.

**C Find and correct the mistake in each of the sentences below.**

- 1 What he is not interested in the offer is known to us. → ( )
- 2 What we were late to class really upset the teacher. → ( )
- 3 Whoever broke the window is still unknown to us. → ( )
- 4 Why the project will be finished is not clear. → ( )
- 5 That we need is more time and money. → ( )
- 6 Who breaks the law will be punished. → ( )
- 7 It is clear what she hasn't made up her mind yet. → ( )
- 8 When it will rain or not doesn't matter too much. → ( )
- 9 It happened why the man was on the spot when the murder took place. → ( )
- 10 Where we do must agree with the laws and rules. → ( )
- 11 It is obvious to the students which they should get well prepared for the future.  
→ ( )
- 12 It makes no difference what we'll share the bedroom with. → ( )





## UNIT 5 LEARNING THROUGH TRAVEL



### Build Your Vocabulary

**A** Look at the pictures and then complete the words according to the given letters.



r \_ \_ b \_ \_



\_ \_ t \_ \_ \_



c \_ \_ \_



the T \_ \_ \_ \_ of Heaven



a b \_ \_ \_ of flowers

**B** Fill in the blanks with the words in the box.

complicated relevant awesome pure  
financial elegant incredible

- 1 I got the \_\_\_\_\_ support after I entered the university.
- 2 The novel is too \_\_\_\_\_ for your age. It's difficult to read.
- 3 Jenny was already showing her gifted and \_\_\_\_\_ talent.
- 4 It seemed \_\_\_\_\_ that people would still want to play football during the war.
- 5 I like my clothes to be simple but \_\_\_\_\_.
- 6 The look in her eyes is still so \_\_\_\_\_, like an unblemished crystal.
- 7 A paper \_\_\_\_\_ to this research has been published by him.





**C Complete the passage with proper words. The first letter is given.**

Travel is often considered a luxury, but it's very possible to see the world without breaking the bank. <sup>(1)</sup>H \_\_\_\_\_, planning your <sup>(2)</sup>b \_\_\_\_\_ is a must before you travel. Assess how much money you have available for the vacation. Keep in mind your ongoing expenses that you'll need to take care of when you travel, like <sup>(3)</sup>a \_\_\_\_\_ and food costs. You don't want to stress yourself out during your vacation by having no money to spend. If your money allows, <sup>(4)</sup>r \_\_\_\_\_ a car, which enables you to enjoy more <sup>(5)</sup>c \_\_\_\_\_ while travelling. Meanwhile, a car provides more flexibility, avoiding the crowds in public transportation. Looking for some natural sceneries that require no admission fee can always <sup>(6)</sup>l \_\_\_\_\_ your cost. What's more, remember, you can <sup>(7)</sup>b \_\_\_\_\_ survive your travel without food. Get these ready and enjoy your travel.



## Grammar Makes Sense

**A Circle the correct answers.**

- In some parts of London, \_\_\_\_\_ a bus means waiting for another hour.  
A missing                      B to miss                      C miss                      D missed
- \_\_\_\_\_ to sunlight for too much time will do harm to one's skin.  
A Exposed                      B Having exposed                      C Being exposed                      D Exposing
- He sent me an email, \_\_\_\_\_ to get further information.  
A hoped                      B hoping                      C to hope                      D hope
- Mr. Smith made up his mind to devote all he had to \_\_\_\_\_ some schools for poor children.  
A set up                      B setting up                      C have set up                      D having set up
- \_\_\_\_\_ late in the morning, Bob turned off the alarm.  
A To sleep                      B Sleeping                      C Sleep                      D Having slept
- \_\_\_\_\_ without an aim is like \_\_\_\_\_ without a compass.  
A Living; sailing                      B Live; sail                      C To live; sailing                      D Living; to sail
- The park was full of people, \_\_\_\_\_ themselves in the sunshine.  
A enjoyed                      B enjoying                      C to enjoy                      D having enjoyed





- 8 \_\_\_\_\_ more about Chinese culture, Eric has decided to take Chinese folk music as an elective course.  
 A Learn                      B Learned                      C To learn                      D Learning
- 9 \_\_\_\_\_ in painting, John didn't notice evening approaching.  
 A To absorb                      B To be absorbed                      C Absorbed                      D Absorbing
- 10 \_\_\_\_\_ a trip abroad is certainly good for the old couple, but it remains to be seen whether they will enjoy it.  
 A Have                      B Had                      C Having                      D Having had

**B Complete the sentences referring to the example.**

**Example** *Driving a car during the rush hour is tiring.*

- 1 \_\_\_\_\_ is no use.                      2 \_\_\_\_\_ is necessary.  
 3 \_\_\_\_\_ is a good habit.                      4 \_\_\_\_\_ will do you good.  
 5 \_\_\_\_\_ is really interesting.                      6 \_\_\_\_\_ will make you exhausted.

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

In today's ever more interconnected and globalized world, <sup>(1)</sup> \_\_\_\_\_ (be) able to speak multiple languages is an extremely valuable skill. The best way to learn a language is <sup>(2)</sup> \_\_\_\_\_ (go) to the country where it's spoken. What might take you years of study <sup>(3)</sup> \_\_\_\_\_ (learn) in your home country, you can learn in one semester in the country where it's the native tongue. Even more importantly, while you can learn a lot from books, you can never really learn the way people authentically speak until you <sup>(4)</sup> \_\_\_\_\_ (immerse) in the language environment. Finally, the key to <sup>(5)</sup> \_\_\_\_\_ (learn) a language is practice – speaking it all the time, and in lots of different contexts. This is impossible to do in your home country, but it's almost impossible <sup>(6)</sup> \_\_\_\_\_ (avoid) when you're abroad.





# 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

<b>parcel</b> /pɑːsl/ <i>n.</i> 包裹；小包 v. 打包 2	<b>structure</b> /ˈstrʌktʃə(r)/ <i>n.</i> 结构；建筑物 9
<b>mail</b> /meɪl/ <i>n.</i> 邮件；信件；电子邮件 v. 邮寄 2	<b>mode</b> /məʊd/ <i>n.</i> 方式；风格；状态 10
<b>dice</b> /daɪs/ <i>n.</i> 骰子；色子 2	<b>concept</b> /kɒnsept/ <i>n.</i> 概念；观念 10
<b>theory</b> /ˈθiəri/ <i>n.</i> 理论；学说 2	<b>efficient</b> /ɪˈfɪʃnt/ <i>adj.</i> 效率高的； 有功效的 10
<b>multiple</b> /ˈmʌltɪpl/ <i>adj.</i> 多种多样的； 数量多的 2	<b>identify</b> /aɪˈdentɪfaɪ/ <i>v.</i> 找到；确认； 显示 10
<b>logical</b> /ˈlɒdʒɪkl/ <i>adj.</i> 符合逻辑的 2	<b>preference</b> /ˈprefrəns/ <i>n.</i> 偏爱的事物； 偏爱 10
<b>verbal</b> /ˈvɜːbəl/ <i>adj.</i> 言语的；口头的 3	<b>auditory</b> /ˈɔːdətri/ <i>adj.</i> 听觉的 14
<b>visual</b> /ˈvɪʒʊəl/ <i>adj.</i> 视觉的；视力的 3	<b>kinesthetic</b> /ˌkɪnɪsˈθetɪk/ <i>adj.</i> 动觉的 14
<b>bonus</b> /ˈbəʊnəs/ <i>n.</i> 意外收获；奖金 3	<b>access</b> /ˈækses/ <i>v.</i> 使用；进入 <i>n.</i> 通道；机会 14
<b>dictation</b> /dɪkˈteɪʃn/ <i>n.</i> 听写；口述 3	<b>academic</b> /ækəˈdemɪk/ <i>adj.</i> 学业的； 学术的 14
<b>phrase</b> /freɪz/ <i>n.</i> 词组；短语；成语 3	<b>absorb</b> /əbˈsɔːb/ <i>v.</i> 理解；掌握；吸收 14
<b>distraction</b> /dɪˈstrækʃn/ <i>n.</i> 分散注意力 的事；使人分心的事 6	<b>chart</b> /tʃɑːt/ <i>n.</i> 图表 14
<b>instance</b> /ˈɪnstəns/ <i>n.</i> 例子；事例 6	<b>category</b> /ˈkætəɡəri/ <i>n.</i> 类别；种类 14
<b>digest</b> /daɪˈdʒest/ <i>v.</i> 领会；理解；消化 6	<b>display</b> /dɪˈspleɪ/ <i>v.</i> 显示；陈列；表现 <i>n.</i> 展览；表现 14
<b>ideal</b> /aɪˈdiəl/ <i>adj.</i> 理想的；最合适的 6	<b>setting</b> /ˈsetɪŋ/ <i>n.</i> 环境；背景 14
<b>laptop</b> /ˈlæptɒp/ <i>n.</i> 笔记本电脑 6	<b>guidance</b> /ˈɡaɪdns/ <i>n.</i> 指导；引导 14
<b>purse</b> /pɜːs/ <i>n.</i> 钱包；皮夹子 6	<b>participate</b> /pɑːˈtɪsɪpeɪt/ <i>v.</i> 参加 14
<b>bay</b> /beɪ/ <i>n.</i> 海湾；停车位 6	<b>rely</b> /rɪˈlaɪ/ <i>v.</i> 依靠；信任 15
<b>potential</b> /pəˈtenʃl/ <i>adj.</i> 潜在的；可能的 6	<b>muscle</b> /ˈmʌsl/ <i>n.</i> 肌肉；体力 15
<b>sink</b> /sɪŋk/ <i>n.</i> 洗涤池 v. 下沉；坐下；下降 6	<b>coordination</b> /kəʊˌɔːdɪˈneɪʃn/ <i>n.</i> 协调动 作的 ability；协调；协作 15
<b>session</b> /ˈseʃn/ <i>n.</i> 学年；会议；一场 6	<b>drama</b> /ˈdrɑːmə/ <i>n.</i> 戏剧；戏剧性的事 15
<b>forth</b> /fɔːθ/ <i>adv.</i> 向前；向某处 6	<b>consume</b> /kənˈsjuːm/ <i>v.</i> 消耗；耗费 (尤指燃料、能量或时间) 15
<b>outline</b> /ˈaʊtlaɪn/ <i>v.</i> 概述；略述 <i>n.</i> 概述；梗概 6	<b>cello</b> /ˈtʃeləʊ/ <i>n.</i> 大提琴 16
<b>critical</b> /ˈkrɪtɪkl/ <i>adj.</i> 极重要的； 批判性的；严重的 7	<b>imply</b> /ɪmˈplaɪ/ <i>v.</i> 表明；暗示 16
<b>insist</b> /ɪnˈsɪst/ <i>v.</i> 坚决要求；坚持 9	<b>essential</b> /ɪˈsenʃl/ <i>adj.</i> 极其重要的 <i>n.</i> 必需品；要点 16





<b>saying</b> /seɪɪŋ/ <i>n.</i> 谚语; 格言; 警句	16
<b>cone</b> /kəʊn/ <i>n.</i> 圆锥形物	16
<b>BCE</b> <i>abbr.</i> (Before the Common Era) 公元前	17
<b>Confucius</b> /kən'fju:ʃiəs/ <i>n.</i> 孔子(人名)	17
<b>philosophy</b> /fə'lɒsəfi/ <i>n.</i> 哲学	17
<b>globe</b> /gləʊb/ <i>n.</i> 世界; 地球; 球体	17
<b>quote</b> /kwəʊt/ <i>n.</i> 原话 <i>v.</i> 引述; 举例	17
<b>bound</b> /baʊnd/ <i>adj.</i> 一定会; 很可能会	17

## Unit 2

<b>dizzy</b> /dizi/ <i>adj.</i> 头晕目眩的; 使人头昏眼花的	20
<b>realistic</b> /ri:ə'lɪstɪk/ <i>adj.</i> 现实的; 实事求是的; 逼真的	20
<b>capacity</b> /kə'pæsəti/ <i>n.</i> 职责; 容量; 能力	21
<b>mirror</b> /mɪrə(r)/ <i>v.</i> 反射; 反映 <i>n.</i> 镜子	21
<b>trend</b> /trend/ <i>n.</i> 趋势; 倾向	21
<b>loose</b> /lu:s/ <i>adj.</i> 未固定的; 零散的	21
<b>plot</b> /plɒt/ <i>n.</i> 故事情节	21
<b>genre</b> /'ʒɒnrə/ <i>n.</i> 类型, 体裁	21
<b>soldier</b> /'səʊldʒə(r)/ <i>n.</i> (尤指) 士兵; 军人	22
<b>resistance</b> /rɪ'zɪstəns/ <i>n.</i> 反对; 抵制	22
<b>virtue</b> /vɜ:tʃu:/ <i>n.</i> 美德; 德行	22
<b>characteristic</b> /kærəktə'rɪstɪk/ <i>n.</i> 特征; 品质 <i>adj.</i> 典型的; 独特的	24
<b>comedy</b> /kɒmədi/ <i>n.</i> 喜剧; 喜剧片	24
<b>emotion</b> /ɪ'məʊʃn/ <i>n.</i> 强烈的感情	24
<b>fiction</b> /'fɪkʃn/ <i>n.</i> 小说; 虚构的事	24
<b>alien</b> /'eɪliən/ <i>n.</i> 外星生物; 外国人	24
<b>universe</b> /'ju:nɪvɜ:s/ <i>n.</i> 宇宙; 天地万物	24
<b>fantasy</b> /fæntəsi/ <i>n.</i> 幻想; 想象; 幻想 作品	24
<b>combine</b> /kəm'baɪn/ <i>v.</i> 使结合; 组合	24
<b>suspense</b> /sə'spens/ <i>n.</i> 悬念; 焦虑	24
<b>edge</b> /edʒ/ <i>n.</i> 边; 边缘	24

<b>tension</b> /tenʃn/ <i>n.</i> 情绪紧张; 烦躁	24
<b>anxiety</b> /æŋ'zaɪəti/ <i>n.</i> 焦虑; 忧虑	24
<b>fox</b> /fɒks/ <i>n.</i> 狐狸; 狡猾之人	26
<b>cheat</b> /tʃi:t/ <i>n.</i> 骗子; 作弊者 <i>v.</i> 欺骗; 蒙骗; 作弊	26
<b>investigate</b> /ɪn'vestɪɡeɪt/ <i>v.</i> 调查, 侦查 (某事)	26
<b>moral</b> /mɒrəl/ <i>n.</i> 寓意; 教益; 道德 <i>adj.</i> 道德的; 道义上的	26
<b>prejudice</b> /predʒʊdɪs/ <i>n.</i> 偏见; 成见	26
<b>impress</b> /ɪm'pres/ <i>v.</i> 给...留下深刻印象; 使钦佩; 使敬仰	26
<b>wisdom</b> /wɪzdəm/ <i>n.</i> 智慧; 学问	26
<b>genius</b> /dʒi:niəs/ <i>n.</i> 天才; 天资; 天赋	26
<b>creature</b> /kri:tʃə(r)/ <i>n.</i> 动物; 生物	26
<b>engage</b> /ɪn'geɪdʒ/ <i>v.</i> (使) 从事, 参加; 吸引住(注意力、兴趣)	26
<b>bath</b> /bɑ:θ/ <i>n.</i> 洗澡; 沐浴; 浴缸 <i>v.</i> 给...洗澡	28
<b>ashamed</b> /ə'ʃeɪmd/ <i>adj.</i> 惭愧; 羞愧; 尴尬	28
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# VOCABULARY (II)



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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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<b>billion</b> /'bɪljən/	n. 十亿	35
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<b>circus</b> /'sɜ:kəs/ <i>n.</i> 圆形广场; 马戏团	86
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<b>clerk</b> /klə:k/ <i>n.</i> 职员; 文书	51
<b>cocktail</b> /'kɒkteɪl/ <i>n.</i> 鸡尾酒	32
<b>combine</b> /kəm'baɪn/ <i>v.</i> 使结合; 组合	24
<b>comedy</b> /'kɒmədi/ <i>n.</i> 喜剧; 喜剧片	24
<b>comfort</b> /'kʌmfət/ <i>n.</i> 舒服; 安逸	89
<b>commentary</b> /'kɒməntəri/ <i>n.</i> 批评; 注释	62
<b>commercial</b> /kə'mɜ:ʃl/ <i>adj.</i> 盈利的;	
商业的	35
<b>commit</b> /kə'mɪt/ <i>v.</i> 做出(错事); 犯(罪)	51
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复杂的; 难懂的	88
<b>concept</b> /'kɒnsept/ <i>n.</i> 概念; 观念	10
<b>cone</b> /kəʊn/ <i>n.</i> 圆锥形物	16
<b>Confucius</b> /kən'fju:ʃəs/ <i>n.</i> 孔子(人名)	17
<b>confused</b> /kən'fju:zd/ <i>adj.</i> 迷惑的;	
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<b>consist</b> /kən'sɪst/ <i>v.</i> 由...组成; 存在于	71
<b>constant</b> /'kɒnstənt/ <i>adj.</i> 不断的;	
连续发生的; 固定的	32
<b>consume</b> /kən'sju:m/ <i>v.</i> 消耗; 耗费(尤	
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<b>contract</b> /'kɒntrækt/ <i>n.</i> 合同; 契约	32
<b>conventional</b> /kən'venʃənəl/ <i>adj.</i>	
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<b>coordination</b> /kəʊˌɔ:drɪneɪʃn/ <i>n.</i> 协调动	
作的能力; 协调; 协作	15
<b>core</b> /kɔ:(r)/ <i>n.</i> 中心部分; 核心	
<i>adj.</i> 最重要的; 主要的	33
<b>cottage</b> /'kɒtɪdʒ/ <i>n.</i> 小屋; (尤指) 村舍,	
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<b>cream</b> /kri:m/ <i>n.</i> 奶油; 乳脂	44
<b>creature</b> /'kri:tʃə(r)/ <i>n.</i> 动物; 生物	26
<b>creek</b> /kri:k/ <i>n.</i> 小河; 小溪	88
<b>critical</b> /'krɪtɪkl/ <i>adj.</i> 极重要的;	
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<b>cruel</b> /kru:əl/ <i>adj.</i> 残酷的; 引起痛苦的	66
<b>cuisine</b> /kwɪ'zi:n/ <i>n.</i> 烹饪; 饭菜, 菜肴	42
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<b>decline</b> /drɪ'klaɪn/ <i>n.</i> 衰弱; 减少	66
<b>defeat</b> /drɪ'fi:t/ <i>v.</i> 击败; 战胜	35
<b>delay</b> /drɪ'leɪ/ <i>v.</i> 延迟; 延期	
<i>n.</i> 延迟的时间; 延期	65
<b>dessert</b> /drɪ'zɜ:t/ <i>n.</i> 甜点, 甜食	54
<b>detective</b> /drɪ'tektɪv/ <i>n.</i> 侦探; 警探	68
<b>diamond</b> /'daɪəmənd/ <i>n.</i> 钻石; 金刚石	32
<b>dice</b> /daɪs/ <i>n.</i> 骰子; 色子	2
<b>dictation</b> /dɪk'teɪʃn/ <i>n.</i> 听写; 口述	3
<b>differ</b> /'dɪfə(r)/ <i>v.</i> 相异; 有区别	40
<b>digest</b> /daɪ'dʒest/ <i>v.</i> 领会; 理解; 消化	6
<b>dimension</b> /daɪ'menʃn/ <i>n.</i> 范围; 程度;	
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<b>distinct</b> /dɪ'stɪŋkt/ <i>adj.</i> 有区别的;	
明显的	52
<b>distraction</b> /dɪ'strækʃn/ <i>n.</i> 分散注意力	
的事; 使人分心的事	6
<b>dive</b> /daɪv/ <i>v.</i> 潜水	78
<b>dizzy</b> /'dɪzi/ <i>adj.</i> 头晕目眩的;	
使人头昏眼花的	20
<b>domestic</b> /də'mestɪk/ <i>adj.</i> 国内的;	
本国的	36
<b>doze</b> /dəʊz/ <i>v.</i> 打瞌睡; 打盹儿	56
<b>drama</b> /drɑ:mə/ <i>n.</i> 戏剧; 戏剧性的事	15
<b>dramatic</b> /drə'mætɪk/ <i>adj.</i> 戏剧的;	
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有功效的	10
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<b>embarrassed</b> /ɪm'bærəst/ <i>adj.</i> 窘迫的;	
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<b>emotion</b> /ɪ'məʊʃn/ <i>n.</i> 强烈的感情	24
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<b>engage</b> /ɪn'ɡeɪdʒ/ <i>v.</i> (使) 从事, 参加;	
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<b>enrich</b> /ɪn'rɪʃ/ <i>v.</i> 充实; 使丰富	89
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娱乐; 招待	33
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热心	36
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作品	24
<b>fiction</b> /'fɪkʃn/ <i>n.</i> 小说; 虚构的事	24
<b>financial</b> /faɪ'nænʃl/ <i>adj.</i> 财政的;	
财务的; 金融的	80
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<b>flour</b> /'flaʊə(r)/ <i>n.</i> 面粉; 粉	42
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<b>fox</b> /fɒks/ <i>n.</i> 狐狸; 狡猾之人	26
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Howard Earl Gardner 霍华德·厄尔·加德纳 (1943—, 美国发展心理学家)	2
Einstein 爱因斯坦 (1879—1955, 著名物理学家)	4
Laura 劳拉 (人名)	8
John Holt 约翰·霍尔特 (1923—1985, 美国作家、教育家)	16
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### 现在完成进行时

#### the present perfect continuous tense

#### 一、概念

现在完成进行时表示“从过去某个时间开始到现在一直在进行的动作，这一动作很可能在这个时间段内未完成”。

#### 二、构成

主语+  $\begin{cases} \text{has been doing} \\ \text{have been doing} \end{cases}$

#### 三、用法

- 1 表示从过去某个时间开始一直持续到现在而且尚未完成的动作。例如：

I **have been working on** this report since eight o'clock this morning. Hopefully, I will be able to finish it by noon.

I **'ve been waiting** for an hour but he still hasn't come.

- 2 表示动作的延续性。例如：

It **has been snowing** constantly for the last three hours. I hope it stops soon!

Laura **has been teaching** me English for almost two years.

- 3 表示最近一段时间反复发生的事情。例如：

I **have been cycling** to work for the last three weeks.

I **have been talking** to everyone about the problem, but I don't have a solution. Do you have any ideas?



#### 注意

非延续性动词和表示状态的动词不用于进行时，所以也不用于现在完成进行时。  
例如：

I have wanted to visit China for years. (✓)

I have been wanting to visit China for years. (×)

We have understood everything. (✓)

We have been understanding everything. (×)





## 表语从句 predicative clauses

### 一、概念

位于系动词之后充当表语的句子叫作表语从句。表语从句用来说明主语的身份、特征、属性或状态。从句用陈述语序，从句的时态要根据主句时态和句意确定。引导表语从句的有从属连词that、whether、because等，连接代词what、which、who、whose等，以及连接副词when、where、why、how等。

### 二、用法

#### 1 从属连词that、whether、as if (as though)、because等引导的表语从句：

My suggestion is **that we (should) start early tomorrow.**

What I want to know is **whether the enemy is marching towards us.**

It sounds **as if/though somebody is knocking at the door.**

He did not see the film last night. That is **because he had to help his little sister with her homework.**

#### 2 连接代词what、which、who、whom、whose等引导的表语从句：

That is **what I want to tell you.**

The problem is **who will take charge of the project.**

#### 3 连接副词when、where、why、how等引导的表语从句：

Next Monday is **when we shall meet.**

The book is **where you left it.**

That is **why she failed to pass the exam.**

The problem is **how we can get the things we need.**



### 注意

系动词与其后的表语一起才能表达一个完整的意义。表示状态的系动词有be、seem、look、appear、smell、sound、taste、feel、remain、keep、stay、prove、stand、sit、lie等。例如：

It appears that there has been a mistake.

Her head felt as if it would burst.

表示变化的系动词有become、go、grow、get、run、fall、turn等。例如：

He has become what he wanted to be ten years ago.

The troops were ordered to remain where they were.





## 不定式作主语

### the infinitive as subject

#### 一、概念

不定式或不定式短语可以在句子中作主语，相当于一个名词，谓语动词用单数形式。

#### 二、构成

动词不定式一般由“to + 动词原形”构成。

#### 三、用法

1 不定式或不定式短语作主语时，表语如果是非谓语动词一般也采用不定式形式。例如：

**To see** is **to believe**.

**To work** is **to struggle**.

2 在很多情况下，为了保持句子平衡，避免头重脚轻，我们常常用代词it代替不定式作主语，而把不定式移到句子的后面。例如：

It took me half an hour **to walk there**.

It's expensive **to maintain a car**.

It's difficult **to open the window**.

3 不定式可以用介词for引出其逻辑主语，常用的这类形容词有hard、easy、necessary、difficult、safe、expensive、impossible、interesting、exciting等。但是如果形容词既表示不定式的特征又表示人的特征时则一般用介词of引出。常用的这类形容词有kind、nice、clever、silly、wise、rude、selfish等。例如：

It's impossible **for** so few workers to do so much work in a single day.

It was nice **of** you to take me to the station.

It's silly **of** Mary to give up the job when she needs the money.

## 主语从句

### subject clauses

#### 一、概念

在复合句中充当主语的句子被称为主语从句。引导主语从句的有从属连词that、whether等，连接代词what、which、who、whom、whose、whatever、whichever、whoever等，以及连接副词when、where、why、how等。

#### 二、用法

1 that引导主语从句，说明一个基本事实，that没有具体含义。这类从句在大多数情况下





都放到句子的后面，而用代词it作形式上的主语。例如：

**That she won the race** did not surprise us. ➡ It did not surprise us **that she won the race**.

It was clear **that all of them made a mistake**.

2 whether引导主语从句，说明一个“不定”的事实，意为“是否”，从句的末尾可以和or (not) 搭配。例如：

**Whether we will go there tomorrow** depends on the weather.

To this day, it's still unclear **whether he shot himself or was murdered**.

3 连接代词和连接副词引导主语从句，表示一个以该词为核心的事实，连接词本身有意义，在从句中充当句子成分。例如：

**When he will come to visit China again** will be discussed later.

**Why the student was absent from class** was the teacher's first concern.

**Whoever fails to see this** will make a big mistake.

**Where the bridge will be built** is what they are talking about.

**What they need most in the flooded area** is the supply of food, fresh water and power.



### 注意

- 1 主语从句一般按单数处理，因此，谓语动词常用单数。
- 2 that和whether引导主语从句，在从句中不作句子成分，一般不能省略。
- 3 为保持句子平衡，常用it作形式主语，代替真正的主语从句，而将真正的主语从句置于主句之后。

## 动词的-ing形式作主语 the v-ing form as subject

### 一、概念

动词的-ing形式是动词的一种非限定形式，在句中可以起名词作用，可单独或以短语形式作主语。

### 二、构成

动词的-ing形式由“动词原形+ing”构成，其被动形式为“being+过去分词”；完成形式为“having+过去分词”；否定形式为“not +v-ing”。

### 三、用法

- 1 直接位于句首作主语。例如：





**Reading** is an art.

**Climbing mountains** is really fun.

- 2 用it作形式主语，把动词的-ing形式（真实主语）置于句尾作后置主语。例如：

It is fun **playing with children**.

It is no use/no good **crying over spilt milk**.

- 3 用于“there be”结构中。例如：

There is **no joking about such matters**.

There is **no saying when he'll come**.

- 4 用于布告形式的省略结构中。例如：

**No smoking**. = **No smoking** is allowed (here).

**No parking**.

- 5 可在动词的-ing形式前面加上一个名词或代词的所有格充当其逻辑主语，构成动词-ing形式的复合结构。动词-ing形式的复合结构也可以在句中作主语。例如：

**The sound of desks being opened and closed** could be heard out in the street.

**Their coming to help** was a great encouragement to us.



### 注意

1 动词的-ing形式作主语时，通常被看作单数不可数名词，谓语动词要用第三人称单数形式。

2 动词的-ing形式和不定式都可以作主语。一般来说，在表示比较抽象的一般行为时多用动词的-ing形式；在表示具体某次动作，特别是将来的动作时，多用不定式。例如：

Reading without thorough comprehension is no good.

It is quite necessary to read it many times.





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