

普通高中教科书



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ENGLISH

英语

选择性必修

第四册

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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、革命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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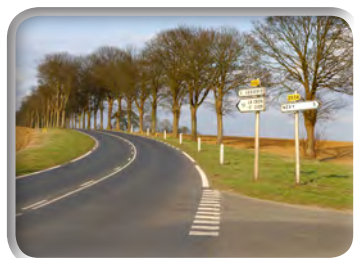
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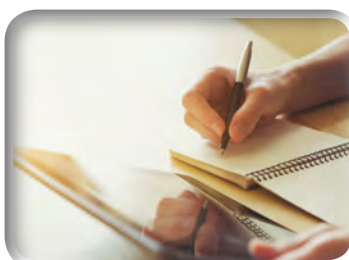
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UNIT 1 CARING FOR EACH OTHER



A smile is the light in your window that tells others that there is a caring, sharing person inside.

– Denis E. Waitley, American writer and consultant

We are at our finest when we take care of each other.

– Katherine Center, American writer

The greatest wisdom of all is kindness.

– Hebrew proverb

SECTION 1

READING FOR MEANING



The Story of Caring

BEFORE YOU READ

- 1 What does it mean to care for others? How do you understand the phrase “Caring for Each Other”?
- 2 Do you have experiences of giving care to other people? Or of receiving care from other people? Why do you think giving/receiving care is important?
- 3 What do you expect to read in “The Story of Caring”?

Gao Fei, a 14-year-old boy who lives in **urban** China, rose quietly in the half-dark and tiptoed past his parents’ bedroom. He had no **appetite** in the morning. He didn’t even go to the **washroom**. He climbed onto his bicycle and moved quietly down the empty street. His worried look was clearly **visible** on his face.



Life in the Gao household used to be very different. Fei’s mother, a **receptionist** in a hotel, would wake up first and heat up a **kettle** of water. Then she would cut **slices** of **onion** and green vegetables to make a delicious breakfast. Fei’s father, who worked in a **construction** company, would be on the telephone with a fellow worker, making an **appointment** to meet for lunch in the **cafeteria**. The **curtains** would be open and not pulled shut, as they often were these days. Sunshine would pour in and brighten the noisy rooms. Now, a worried silence had come to **dominate** his family and settled like fog over the Gao home.

Fei pedaled towards the lake and considered his situation. He was a good student. His parents were proud of him and always encouraged him to work hard in school. “You will be a **surgeon**, **dentist**, **nuclear** scientist or astronomer. One way or another, you’ll help others. If you study hard, you will do some great things for our society. I know it!” his father told him many times.



Then, his father fell ill and needed **surgery**. The atmosphere in the family **subsequently** changed. Everything centred on the change. The doctor said his father might never work again. The family had few **savings**. Fei's mother became depressed. The sudden change made Fei a bit **desperate**.

At school that day, his friend and **chairman** of the student **council**, Liu Yan, stopped him on the playground. "I haven't seen you for a few days," she said. "You looked worried. Is everything okay?"

Fei lowered his eyes. He didn't want to discuss his problems with Liu Yan, even though she had been a loyal friend for years. He whispered something and moved away.

That afternoon, Mr. Lin asked Fei to stay for a minute after class. When the rest of the class had left the room, Mr. Lin said, "Fei, I talked to Liu Yan today. She's worried about you. Is everything going okay in your life? At home?"

Fei wanted to say nothing, or to say as little as possible. He wanted to deny that he was struggling and leave his problems behind the drawn curtains. His father didn't want others to know their story, who felt **guilty** for dragging the family into this situation.

Mr. Lin said, "I can tell you're struggling. **I bet** you haven't slept well lately. Is there anything I can do?"

Fei suddenly realized that he had been bottling up his **sorrow** regarding his father's condition, his inability to help, and the dreams he would have to sacrifice by leaving school to work. It was all beginning to **depress** him deeply.

"I'm sorry," he said in a low voice. "My father is ill and my family is struggling financially. We couldn't get any **loans**. My mother can't work because she has to look after my father. I have no choice but to quit school and find



Showing concern

- *What's wrong/the matter/the problem?*
- *What's on your mind?*
- *What's the story with you?*
- *Is there anything wrong?*





some work,” he admitted, edging towards the door. “I have a job interview this afternoon at the **bowling** lanes in my neighbourhood.”

Mr. Lin moved in front of the door. He spoke with **sympathy**. “You have a difficult problem,” he said, “but you do not have to deal with it all alone. I am here for you. Your schoolmates will help out too. I can talk to the school about scholarships and about teaching **assistant** opportunities. There are many younger students who could benefit from your help.” Then, Mr. Lin asked if Fei had any relatives living nearby.

Fei looked at Mr. Lin as though he were a lifebuoy. He was overcome with relief but hardly **dared** to believe a solution could be found.

“My mother’s family lives in a village a few hundred miles away. As for my father... his **nieces** and **nephews** may help,” Fei hesitated.

“Let’s call your cousins,” said Mr. Lin. “They might even come by for a while to help your mother. Also, let me talk to Liu Yan. We’ll see what we can do.”

In the following days, the school and community responded with waves of sympathy to the crisis in Fei’s home. The women in the neighbourhood scheduled visits and meals so Fei’s mother could concentrate on tending to her sick husband. Fei’s father’s co-workers reported the story to their boss who promised to keep his job open, and the whole community contributed to a fund to help Fei’s family get by. At school, Fei’s classmates overwhelmed him with warmth and concern. In the evenings, they took turns visiting him, and **inquired** after his father. Besides, the family received free **consultation** with a **herb** doctor from a community **clinic**. Once again, the curtains were open in the Gao household.

One morning, a few weeks later, Fei was **cycling** to school and stopped to watch a mother duck leading her ducklings towards the middle of the lake. The ducklings were all lined up in a row. “I thought I had to **handle** everything by myself,” Fei thought, “but I was wrong. If I’m a good student, it’s because I’m **blessed** to have a good community offering its support. I hope to have the opportunity to care for others, too.”





AFTER YOU READ



Reading Comprehension

- 1 What is the major theme of the story? What message does the author want to convey?
- 2 What were Gao Fei's parents' hopes for Fei's future achievements? What happened to Gao Fei's father? How did the situation affect Gao Fei?
- 3 What does "the opening and the shutting of the curtains" signify in the story?
- 4 Why didn't Gao Fei want to tell anyone about what his family was going through? What should we do when we go through difficult times in life?
- 5 What did Mr. Lin plan to do for Gao Fei? How did Gao Fei's community help him?
- 6 Gao Fei said, "If I am a good student, it's because I'm blessed to have a good community..." What does he mean? Do you think Gao Fei has learned something about his community? What did he learn?



Post-reading Activities

- 1 Reread the two sentences in the text:

- ...he had been *bottling up* his sorrow regarding his father's condition, his inability to help, and the dreams he would have to sacrifice by leaving school to work.
- Once again, *the curtains were open* in the Gao household.

How do you understand the words, "bottling up" and "the curtains were open" in the two sentences? Do you have more examples of metaphorical use of language in English? Share your examples and ideas with a partner.

- 2 Some people prefer to "deal with it all alone" when they face difficulties in life. Others think that we should ask our friends for help. What would you do if you were in a tough situation? In groups, share and discuss your thoughts and opinions.
- 3 Help from a caring community has helped make Gao Fei a good student. With what other positive values or social functions do you think a caring community can make significant contributions to our lives? In groups, make a list and then share your list with other groups in the class.
- 4 What does it mean to be a caring person? Work in groups and brainstorm a list of do's and don'ts for caring, for instance: treat people with kindness and generosity; help people in need; think about how your actions will affect others; never be mean or hurtful. Share your list with the class.



SECTION 2

LEARNING THROUGH PRACTICE



Task One Giving Suggestions for Caring

Caring about the people you love can make life happier and a lot more meaningful. But how do you care? In this task, you'll figure out how to be caring and make a caring card to present to the class.

»Step 1 Pre-task Resources

Read the passage and learn more ways you can be caring in your everyday life.

How to Be Caring

There are many ways to show that you care about others! Some are as simple as listening, while others are more involved.

Be Selfless and Sensitive

Empathetic people notice when someone is **upset** and try to help. Pay attention to classmates', friends', and family members' emotional state.

Selfish people don't tend to care when others are upset, even if they caused it. Be aware of how others react to your words and actions. If you hurt someone, apologize. It may take practice, but being a good person is **worthwhile**.

Think before You Act

Small actions can have great and terrible impacts. Ask yourself how you'd react to being ignored when you call before hanging up on your friend. If your behaviour is selfish, rude, or unpleasant, consider changing your actions.

Appreciate Others

Be thankful for family members, friends, or anyone else who makes your life more meaningful and positive. Let them know their presence matters.

Don't underestimate the power of a written "thank you" note. We so rarely take the time to truly appreciate and thank people these days. It's important to let people know they are appreciated.





Pay Attention

Focus on your conversations and remember what people tell you. Facial expressions, gestures, clothes, and even simple comments can help explain someone's thoughts and emotions.

If your roommate hasn't eaten in a day because she is stressed about an upcoming exam, buying her dinner shows that you notice and care.

»Step 2 Exploring the Language

Read and observe the headings of the passage in Step 1. Discuss in groups to discover what they have in common with regard to the sentence structure and functions.

- *Be Selfless and Sensitive*
- *Think before You Act*
- *Appreciate Others*
- *Pay Attention*

The subjects of the sentences are "you", referring to those who read the passage, which are often omitted in imperative sentences. Imperative sentences are used to give suggestions or advice. List more sentences giving advice from the passage.

Sometimes imperative sentences sound a little more impolite. Can you think of other ways to give suggestions? Take the following as examples.

- *You'd better...*
- *You should...*
- *Why not...?*
- *If I were you, I would...*
- *How about...?*

»Step 3 Task Cycle

- 1 View the two caring cards below.



- 2 In groups of four, discuss what make up the basic components of a caring card.
- 3 Make your own caring card. Be sure to include a title and some suggestions.



Task Two Sharing Stories of Care

As human beings, we usually need care and often give care to others as well. There are many stories about caring people, whose love and kindness make the world a better place. In this task, share a story of caring from your own life with your classmates and see what you can learn from each other.

Step 1 Pre-task Resources

Read the two stories below and think about how care is given to others.

"I Just Helped Him Cry"

There was once a competition to find the most caring child. The winner was 4-year-old Adam, whose next-door neighbour was an **elderly** man. After the passing of his wife, the elderly man always sat alone in his doorway. Adam climbed onto his lap and sat. The gentleman's eyes were filled with tears.

When Adam's mother asked him what he said, the little boy replied, "Nothing! I just helped him cry."

Too often, we underestimate the power of a touch, a smile, kind words, honest compliments, or other small acts of caring. Any of these could turn a life around.



Caring for a Caretaker

When we left the hospital this morning, the doctor warned my husband and me that my 5-year-old daughter was still rather weak from a bad **flu virus**.

My father-in-law was no better from a heart attack, and my husband had not found a job after quitting his job two weeks ago. **Anyhow**, I had to face the music.

But when I opened the front door, I was shocked. It was incredibly tidy! I found a note on the table:

Dear Jasmine,

I know the last weeks have been tough. You could have told me about your daughter's cold! Don't worry. Everything will be OK. I put some pie and soup in the fridge.

Take care!

Jing



I was swept with emotion; I hated depending on others, but at the same time, I was deeply moved by my neighbour's actions. Jing was taking care of my whole family. I was always the care-giver, not the care-receiver. Such care from a friend is unexpected in my culture, but my eyes watered because of her concern. She showed her love through simple actions. I want to do the same for others from now on, I think.

»Step 2 Task Cycle



»Step 3 Language Focus

Some past participles of the verbs, like “bored”, can be used as adjectives, which are often used to talk about how someone feels. They often serve as the predicative following the link verbs.

- *I'm very **satisfied** that I managed to order the meal in French.*
- *David's too **tired** to come to the cinema tonight.*

These past participles have a passive relationship with the subjects, usually people. But different from the passive voice, which indicates a passive action, the past participles as the predicative only indicate a state of mind just like a normal adjective.

- *I was deeply **moved** by my neighbour's actions.*
- *Such care from a friend is **unexpected** in my culture, ...*

These participle adjectives make use of the comparative by using “more” (not -er) and their superlative by using “most” (not -est).

- *John is **frightened** of spiders.*
- *I was **more frightened** of dogs than spiders when I was a child.*

SECTION 3

USING ENGLISH IN CONTEXT

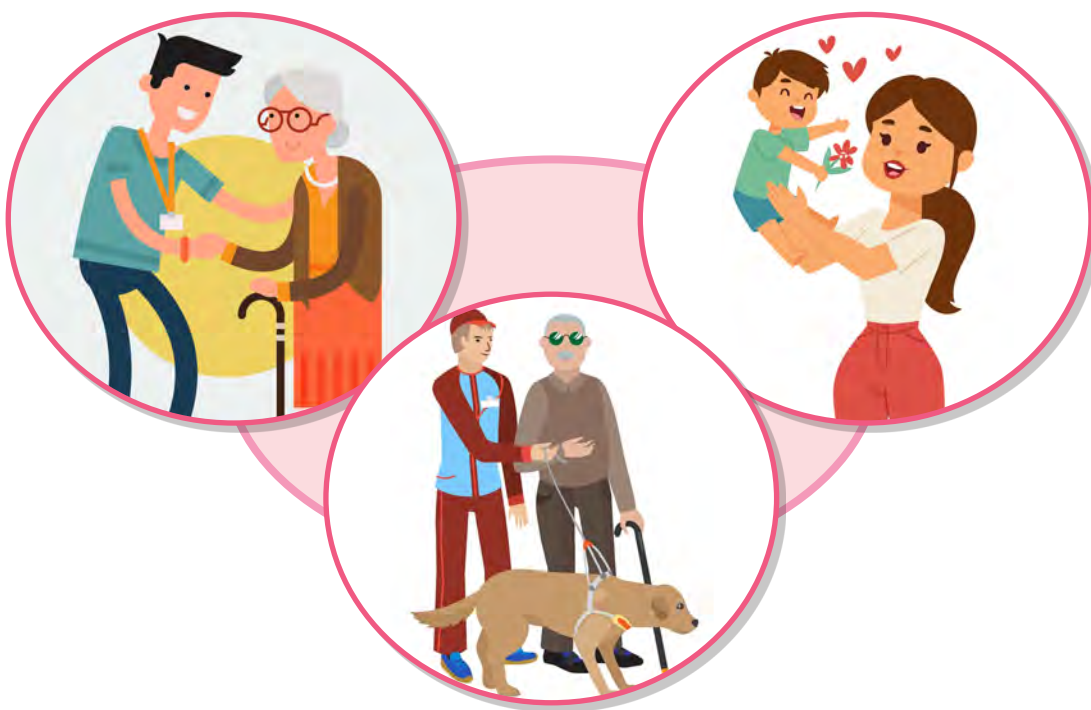


Project Designing a Special Issue of School Newspaper on Caring for Each Other

In this project, you are going to design and make a special issue of your school newspaper reporting your understanding of the theme “Roses Given, Fragrance in Hand” for the School Culture Festival this year. Complete the project in groups of four or five.

»Step 1 View, Discuss and Identify

View the following pictures and then discuss what they mean. Then in pairs, identify what kinds of caring these pictures show. Could you make a list of the different kinds of consideration that people give and receive on a day-to-day basis?



»Step 2 Read, Learn and Discuss

Let's begin with caring about the elderly. Nowadays as the number of the elderly population continues to grow, taking care of them requires more attention and efforts of society. Read the passage and learn more about taking care of the elderly in today's society. Then discuss in pairs what the main idea of the passage is and how this idea is presented.



Care about the Elderly

The Chinese society is aging rapidly. According to a survey, the number of people aged 60 or above reached more than 220 million at the end of 2015, accounting for close to 16 percent of the country's population. This figure is expected to increase to 25 percent by 2030 and, by 2050, 500 million Chinese citizens will be elderly. That's larger than the entire estimated population of the United States for 2050! It proves that the rapidly expanding number of elderly people is becoming a major social issue.

Recent research found that nearly 40 percent of elderly people living in Chinese cities are suffering from loneliness. How can China care for so many seniors?

To solve the problem, China should offer various types of care to the elderly. This would include not only financial support but also psychological help.

On one hand, the government should increase **investments** in basic services, public facilities, and health and cultural services. Communities, on the other hand, should offer services for the elderly, including providing meals, house cleaning, medical care, and first aid; all should be available with a simple phone call. Finally, private capital plays an important role in providing professional nursing rather than home-care. The government should encourage the development of eldercare facilities. Building elder communities will provide them with the company of friends they need. Volunteers from every corner of society would come to help ease their loneliness. However, time spent with family and friends is the best way to keep seniors happy. A loving attitude from their children, even just through a phone call, can make a dramatic difference.

All in all, the government should help encourage a social environment in which the elderly are respected, cared for, and can live happily while receiving integrated care and professional medical services.





>>Step 3 Listen, Fill in Blanks and Learn

How are the elderly living in the care centre? Listen to the story of an elderly person who lives in the care centre. According to her story, how can an elderly person live a happy life? While listening, write down the secrets of her happiness.

Secrets of Gao Lanzhi's happiness:

- 1 To have _____ such as singing, photography, and baking that keep me busy every day.
- 2 The nursing home provides me a _____ and _____ place to do what I like and to meet peers.
- 3 The best way to end loneliness is to _____ it with something else.
- 4 Social networking makes me feel closer to my children, so never _____ learning new things.
- 5 As for the elderly, _____ and engagement in life are very important. Being kept at home will make people feel lonely and depressed. We should also get outside and _____ social activities.

>>Step 4 Plan and Write

7

In groups, make a plan for the major contents of your newspaper. The school newspaper has four editions (pages). The theme of this special issue is "Roses Given, Fragrance in Hand". Your newspaper will mainly include:

- a very brief introduction to the issue at the very beginning;
- stories about caring between different groups of people; (Each group member will contribute one story. The story could be either from your own experience of giving or receiving care, or stories that happened around you. You can also retell or rewrite a touching story you have read elsewhere)
- some famous quotes about caring for others.





2

Recall stories from your own life, or find stories on the Internet or at the library. Your stories could be about caring for the elderly/peers/patients, or other people who are in need.

3

Compare your stories and select two that you think are inspiring, touching and encouraging. Write the first draft, and share in groups for comments and feedback.

»Step 5 Revise, Design and Share

When you finish the first draft, all group members will work together to revise and edit the stories. Try to arrange the order of the stories in a way that is best according to their length and content. Use pictures and diagrams to make your newspaper easy to read and attractive. Proofread it, print it, and then share it with others in your class.



Evaluate yourself!

Can you infer speaker's attitude and intention according to his tone or words he used?
Can you follow the steps and write for a newspaper?

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

	Excellent	Very Good	Good	Needs Improvement
Organizing my stories about caring into a logical and easy-to-read order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving advice on caring for others based on my real life experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willing to improve my performance by correcting mistakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 4

EXPANDING OUR HORIZONS



Core Values of a Caring Community

When we care for people, we want good things for them. We want them to be safe, happy, and successful. We want to help and support them as they flourish and reach their fullest potential. Like **sowing** the seeds of care and love, the more we care for others, the more people are willing to do for others. A caring community, then, is simply a group of people who are concerned about one another and who want to help each other out. Caring communities highlight the following five core values: family, caring, **responsibility**, respect, and trust.

Family

Our families share their values with us as we grow, which we share with our own families later. Although all families differ and value different things, they have been called the “school for character”: the place where morals are taught and learned. Family stability, responsibility between family members, mutual respect, trust, and care are essential components of healthy families and, subsequently, societies.

Caring

Caring is the opposite of both indifference and hate. Caring challenges us to help others and to respect ourselves. Without caring, nothing matters. Sometimes, people care for the wrong things, or care too much about something or someone. Everyone should demonstrate that they care, especially about each other.

Responsibility

People who care must be willing to take responsibility instead of **accusing** others of their own mistakes. That means they must hold themselves responsible for their actions and be willing to receive praise when things go well or **blame** when things go wrong. Accepting





responsibility is a sign of being **mature**: taking criticism well, standing up for others, and shouldering the consequences of your actions are all ways to demonstrate responsibility.

Respect

Being responsible also shows others that they should be respectful. It teaches you to respect those who stand up for what they believe is right. Mutual respect allows for a moral, caring community. Self-respect and respect for others go together, and both are essential. To respect others means to see them as valuable in their own right; you should listen and give space when needed. Self-respect means realizing that you matter and that how you see yourself is just as important as how others see you.

Trust

When people care for and respect each other, trust takes root and grows. If you trust someone, you **acknowledge** that you need them and their support. Trusting people means depending on them and expecting them to deliver on their promises, while you do the same for them. Communities cannot exist without a certain level of trust. Like other values, trust can be foolish or misplaced, but a whole life without trust is impossible. Thus, trust requires knowledge and shared understanding in order to form **bonds** between different people.

POST-READING QUESTIONS



- 1 What do caring and responsibility mean?
- 2 What does a caring community look like?
- 3 What other values do you think are essential to a caring community?

Bai Fangli, a Common but Caring Old Man

Is it possible to live a meaningful life after retiring? Typically, retirement means life is calming down. However, this was not the case for the “Virtuous” Mr. Bai Fangli. At the age of 74, he decided to continue his job as a pedicab driver, not to make money to survive, but to **finance** poor students’ education. Once he started, it lasted more than ten years. He donated all of his earnings to children who could not afford an education. By the time he was 90, he





had donated more than 350,000 yuan and paid for school for over 300 students. It has been **calculated** that, over the years, Bai has peddled the equivalent of going around the Earth's **equator** 18 times. He never **anticipated** being recognized or rewarded for his work, anyhow.

“I really want them to study hard and I **sincerely** want them to get a good job. I hope they become honest people and are able to give back to the country.”

In 1987, at the age of 74, Bai finally returned to his hometown after retiring from his job. When he arrived, he saw children working in the **surrounding** fields because they were too poor to afford school **fees**. Bai decided to sacrifice his retirement for these children and their future. Regardless of his old age and failing bones, he made the decision to return to work and use the money he earned for these children's education. His sons and daughters tried to persuade him to change his mind as they wanted him to enjoy a relaxing life, but he **rejected** their opinion.



Life as a pedicab driver is not easy. It is physically demanding and pays very little. Bai worked consistently until 2001. He took no significant breaks. For two decades, Bai hardly bought any clothes or a pair of shoes for himself. He ate simple food and saved as much as he could to pay the school fees and purchase an education for more children.

“I can hardly remember buying myself any clothes. I'm sure you can tell these are thrown-away clothes! My shoes are different and the socks I wear don't match! Even my hat was collected from a dump site.”

“He went out at dawn and wouldn't return until darkness fell. Every day, after returning home, he carefully stored his earnings,” said his daughter, Bai Jinfeng.

Bai had always regretted being illiterate and hoped the next generation could change their destiny with education.

One winter, he handed 500 yuan he kept in a lunch box to a teacher and said, “I cannot work anymore; I can no longer donate money to others.”

This long journey of supporting students lasted two decades. In 2005, he was diagnosed with lung cancer. Bai Fangli passed away on September 23, 2005, at the age of 93, but he will never be forgotten. Hundreds of people showed up to pay their respects at his funeral. Due to



his huge contributions to society, Bai is remembered in China as a virtuous man who worked hard to provide education in his society. In 2004, he was chosen by China Central Television (CCTV) as one of the 20 **candidates** for the “10 people who touched China’s heart”.

Bai Fangli proved that your grit determines what you can do; age is no barrier to make an impact. He touched millions of hearts with his story of selfless giving and devotion, his wisdom, and his sympathy towards hundreds of poor children.

You don’t need to be rich to help those in need. If a retired old man with no formal education could realize the dream of 300 children to go to school, imagine the positive changes you could bring to the world with the resources you have! Love and sympathy are the greatest motivation to change. You should all try to inspire others the way Bai Fangli inspired us.

POST-READING QUESTIONS



- 1 When did Mr. Bai Fangli return to his hometown?
- 2 What is Mr. Bai’s contribution to society?
- 3 Why was he chosen by China Central Television (CCTV) as one of the 20 candidates for the “10 people who touched China’s heart”?

The Echo of Life

A son and his father were walking on a mountain. Suddenly, the son fell. He hurt himself and screamed, “AAAhhhhhhhhhhh!!!” To his surprise, he heard his voice repeated somewhere, “AAAhhhhhhhhhhh!!!”

Curious, he shouted, “Who are you?”

The voice answered, “Who are you?”

Angered by the response, the boy screamed, “Coward!”

Then, he heard the voice yell, “Coward!”

He looked at his father and asked him what was happening. His father smiled and told him to pay attention.

Then, his father screamed to the mountain, “I admire you!”

The voice replied, “I admire you!”

Again, the father screamed, “You are a champion!”





The voice didn't hesitate before saying, "You are a champion!" The boy **arched** his eyebrows in surprise, but did not understand. Then, the father explained, "People might call this an echo, but I think it's really just life. It takes everything you say or do and throws it back at you. Our lives are simply a reflection of our actions."

If you want more love in the world, create more love in your heart. If you want your team to increase their **competence**, improve your own skills. If you want to see people care more, act on the empathy you feel for others. This relationship applies to everything, in all aspects of life. Your life is not a coincidence. It is a reflection of you!

POST-READING QUESTIONS



- 1 What is the theme of the story? How does it relate to "caring for each other"?
- 2 What is the literal meaning of the word "echo"? What is its metaphorical meaning?
- 3 Do you understand the message that the father is passing on to his son? What is it? Do you agree with him?

Unit Reflection

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

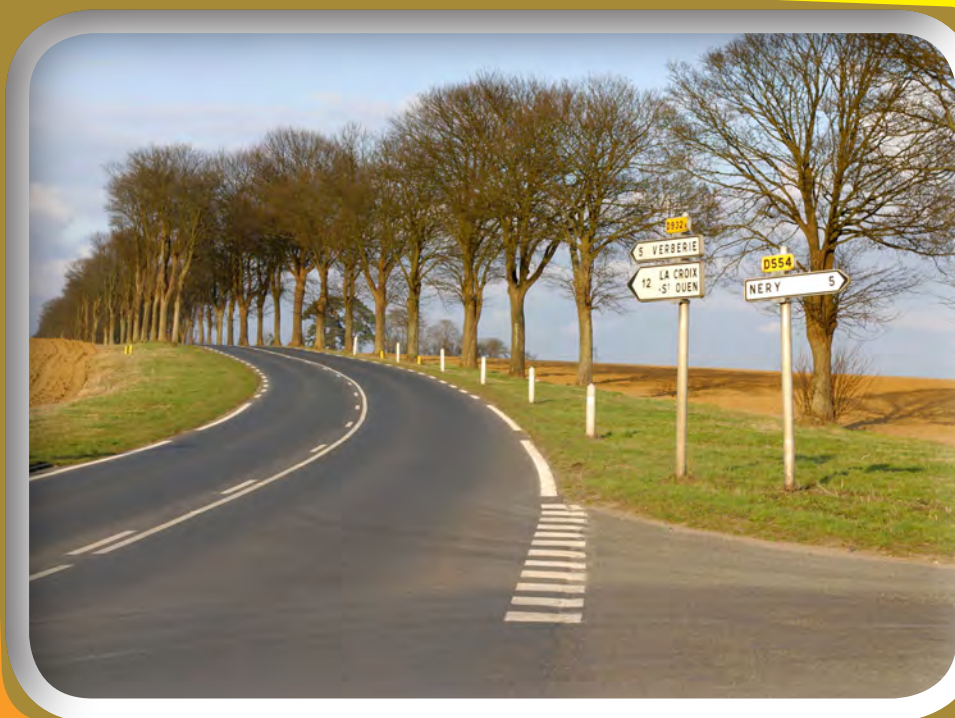
- 1 What does "caring for each other" mean to human beings? What have you learned about the roles and power of "caring for each other" from this unit? And its social functions?
- 2 Do you have any experiences of giving care to or receiving care from other people? How does "caring for each other" affect students' learning in school? What should we do to make our class and our school a caring community?
- 3 Do you use the past participle as predicative in a sentence? What have you learned about the meaning and use of the past participle as predicative from this unit?

More Connections

- Every time you surf the Internet, you can find numerous news, stories, events and poems, etc. about people caring for each other. The following are some key words you may search with: care, help, support, volunteer, etc.
- Professor Li Baoguo from Hebei Agricultural University devoted 35 years of his life and wisdom to lifting the rural population out of poverty in Taihang Mountains. His stories are presented in the Hebei opera, movies and TV series.
- Many chief newspapers online and major TV corporations such as *China Daily*, *New York Times*, *The Strait Times*, *Beijing Review*, CCTV, BBC. issue enormous number of reports every day. Try to keep track of them and learn from their methods of reporting.

UNIT

2 POETRY — CALLING FORTH THE RICHES OF LIFE



The decline of literature indicates the decline of the nation. The two keep pace in their downward tendency.

– Goethe, German poet

Poetry is when an emotion has found its thought and the thought has found words.

– Robert Frost, American poet

Poetry gives most pleasure when only generally and not perfectly understood.

– Samuel Taylor Coleridge, English poet

SECTION 1

READING FOR MEANING



How to Read a Poem

BEFORE YOU READ

- 1 Do you enjoy reading poems? Have you ever read a poem that touched or inspired you? What is it?
- 2 How do you understand "Poetry – Calling Forth the Riches of Life"? What does "the Riches of Life" mean to you?
- 3 What do you expect to read in "How to Read a Poem"? What do you usually do when you have difficulties in understanding a poem?

Poetry is a **premier** genre of literature. For many, it is the most powerful and most influential of all genres of literature. Poetry describes and presents images of life in its eternal forms. It is the expression of the imagination and creativity. Poetry is always written using the best words precisely in an order that favours poetic or musical cadence.

Reading and writing poetry is a rewarding experience that will benefit our lives. Reading poetry requires both a good attitude, such as curiosity, and a good technique to draw you into a conversation with the poem.

To begin, read the poem aloud. Read it more than once. Listen to your voice, to the sounds the words make. Do you notice anything special about the language used? Do any of the words **rhyme**? Is there a group of sounds that seem the same or similar? Is there a section of the poem that has a rhythm that's distinct from the rest of the poem? Don't worry about why the poem might use these devices. The first step is to assess what is going on in the poem.

To get a good understanding of a poem, you need to learn to ask questions. These questions provide an effective point of **entry** for interpretation. Here are a few



POEM

Dreams

By Langston Hughes

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.



general questions that you might ask when approaching a poem for the first time:

- What circumstances influenced the poet to choose this topic?
- How would you describe the sounds and the tone of the poem?
Are they important in this poem?
- What form does the poem take and how does it relate to the content?
- Does the poem spring from a historical moment or specific culture?
- What kind of figurative language does the poem use?
- Does the poem use unusual words or order words in an unusual way?

If necessary, seek the aid of background knowledge. Some poems are open to interpretation without the aid of historical events or knowledge about the author's life. Other poems, however, have rich historical backgrounds. Without using external sources, readers will miss out on the sense of the poems.

Recognizing some of the poets' techniques helps you further your understanding. Poems speak to us in many ways. Sometimes, the job of the poem is to come closer to saying what cannot be discussed in other forms of writing. The techniques of word and line arrangement, sound and rhythm, add to – and in some cases, multiply – the meaning of words to go beyond the words literally, giving you an impression of an idea or feeling, an experience that you can't quite put into words but that you know is real.

Some poets use techniques drawn from music, and others, from painting. If you find more in a poem than what the words alone convey, something larger is at work. A poem is more than the **sum** of its parts.



POEM

The Road Not Taken

By Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I –
I took the one less travelled by,
And that has made all the difference.



The best way to discover and learn about a poem is through discussion. Although your first experience with the poem may be private and personal, talking about the poem is a natural and important next step. Discussions often begin with a focus question about the poem, and later address possible answers that reshape and clarify both the question and the poem along the way.

Embrace ambiguity. The task of reading a poem is to grasp, connect, and understand. But such a task is to some degree impossible. A poem that reveals itself completely in one or two readings will, over time, seem less meaningful than one that constantly unrecognized meanings. If a poem yields new interpretations each time you read it, it is a great poem.



POEM

Shall I Compare Thee to a Summer's Day?

By William Shakespeare

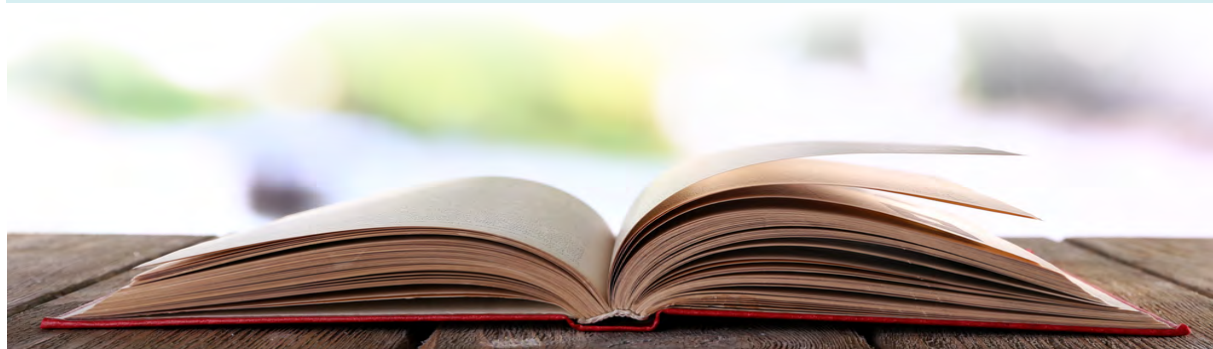
Shall I compare thee to a summer's day?
Thou art more lovely and more temperate.
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date.
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimmed;
And every fair from fair sometime declines,
By chance, or nature's changing course, untrimmed.
But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st;
Nor shall death brag thou wanderest in his shade,
When in eternal lines to time thou grow'st.
So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee.



DO YOU KNOW?

There are fourteen lines in a Shakespearean sonnet. The first twelve lines are divided into three quatrains with four lines each. In the three quatrains the poet establishes a theme or problem and then resolves it in the final two lines, called the couplet.

The rhyme scheme of the quatrains is *abab cdcd efef*. The couplet has the rhyme scheme *gg*. This sonnet structure is commonly called the English sonnet or the Shakespearean sonnet.





AFTER YOU READ



Reading Comprehension

- 1 This text gives us six suggestions about how to read a poem. How do you like them? Which one impresses you most? How does it help?
- 2 What is the rhyme scheme of Hughes' *Dreams*? What is the theme of the poem?
- 3 What do you feel if you read Hughes' *Dreams* aloud? What do you learn if you read it aloud more than once?
- 4 What is the rhyme scheme of Frost's *The Road Not Taken*? What is the major theme of the poem? How do you interpret the poem?
- 5 What are the major techniques used in English poetry? Can you list some of them with examples from the three poems in this text?
- 6 What is the rhyme scheme of Shakespeare's sonnet, *Shall I Compare Thee to a Summer's Day*? What is the theme of the sonnet? What techniques did Shakespeare use to sharpen the theme?



Post-reading Activities

- 1 Read the text and pay attention to the sentences in blue. Have a discussion with your group members about why they're put at the beginning of the paragraphs and what the relationship between these sentences and the rest of the paragraphs is.
- 2 Playing with letters (Acrostic Poem). The most common and simple form of an acrostic poem is where the first letters of each line spell out the word or phrase. Here is one example on the word, TREE.

Think it's fun to be up high?
 Rise until you touch the sky!
 Everyone who loves to climb
 Enjoys the topic of this rhyme.

Now work in groups. Each member chooses a word, or a name for the topic of your poem. Use each of the letters to begin a line of your poem. You may use different rhyme schemes. When you finish, share your acrostic poems and have fun.

- 3 Many people believe that reading poetry has an impact on one's life. In groups, share your stories and tell how poetry has helped you make sense of yourselves and life, touches your hearts for emotional issues, gives you courage, and presents the power and beauty of language.
- 4 Some people think that poetry is culture specific and it is hard to translate from one language to another. Others have a different opinion and think that translators are intelligent enough to translate poetry from different languages. Read one Chinese poem with its English translation, and an English poem with its Chinese translation. Discuss in groups and share your opinions.

SECTION 2

LEARNING THROUGH PRACTICE



Task One Presenting a Poem

You will participate in an English poem recitation contest in your school soon. In the contest, you are expected to present one poem. First you will recite your poem aloud clearly, and then you will explain the meaning of the poem in your own words. The major goal of this task is to ensure that you are all ready for the contest.

»Step 1 Pre-task Resources

Listen to the poem and then read it. Pay attention to the stress and rhythm of it.

Successful Dreams

You must have a clear dream in life,
Do search and seek your dream,
Make it a reality one day,
Seek and learn new knowledge and skills.

Never cease to learn each day,
Learning never stops,
Do what you have to do today,
So you can do what you want to do tomorrow.

Follow your heart,
Make and choose good friends or buddies,
They may help you along the way,
You have to have passion and determination.

To learn new things and put in best effort,
Do not lower your dreams to the level of your abilities,
Instead, raise your abilities to the height of your dreams,
Each successful person must have a dream.

Success never comes to those who sit and stare,
It comes to those only who act and dare,
Make your dream a reality,
Make your dreams successful one day.



»Step 2 Exploring the Language

In the poem from Step 1, “make” is a key word, which occurs twice in the last stanza (paragraph) of the poem. Please look at the various uses of another key word “dream”:

Make your dream a reality.

Make your dreams successful one day.

Did you notice the repetition here?



Repetition of a sound, syllable, word, phrase, line, stanza, or metrical pattern is a basic literary device in all poetry. The repetition of a word or a phrase in poetry is very common. Take the opening lines of T. S. Eliot's *Ash-Wednesday* for example:

- *Because I do not hope to turn again*
- *Because I do not hope*
- *Because I do not hope to turn...*

Read the poems you have learned so far. Can you find more words or phrases that are repeated? Two examples are already shown here.

Word repetition: dream(s);

Phrase repetition: one day;

» Step 3 Task Cycle

- 1 Try to recite the poem on your own. Here are some tips on reciting a poem.

- Relax and be natural. Enjoy the poem.
- Make sure you know how to pronounce every word in your poem.
- With rhymed poems, be careful not to recite in a sing-song manner.
- Decide whether a break requires a pause and, if so, how long to pause.
- Avoid monotone delivery. Avoid too much enthusiasm.

- 2 Introduce the poem in your own words. Briefly explain the theme, major imagery, rhyme, and how you like the poem. Add missing elements (e.g. subject) whenever you think necessary.
- 3 Practice recitation in groups and then give a performance in front of your class.

Task Two Practicing English Rhymes in Pairs

Poets use many poetic techniques to make their poems lively, engaging and memorable. Rhyme is one of these techniques although it is not used in all poems. In this task, you will first read an English poem to appreciate the beauty and function of rhymes in poems and then try your hand at this technique in writing an Alphabet Poem.



>>Step 1 Pre-task Resources

Read the following passage and appreciate the poem. Pay attention to the sentences and the words in blue.

Many language teachers hold the common belief that poems are intended to be read aloud. That is because poets have their own techniques to make their poems speak for themselves.

The next time you encounter a poem, try reading it aloud. Feel the shapes of the words in your mouth. Enjoy the beautiful sounds. Appreciate the way the sentences flow, the rhythms and the rhymes that are so easy to miss when we speed through a poem with our eyes alone. If this still doesn't give you the answer to the question why you need to read a poem aloud, just try doing so. Read aloud the poem below and see how this helps you appreciate it.

A Red, Red Rose

By Robert Burns

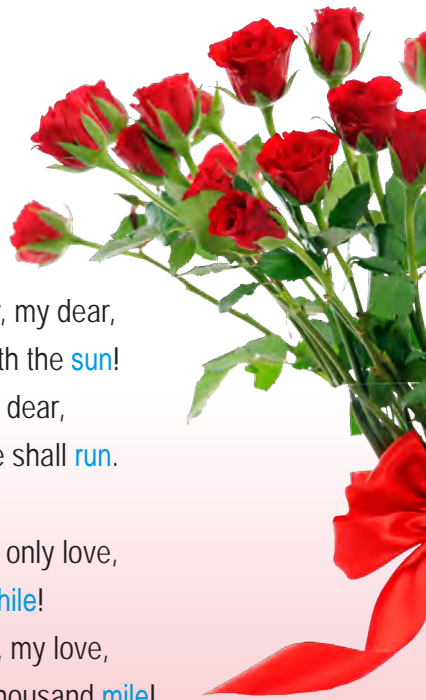
O, my love is like a red, red rose,
That is newly sprung in June.
O, my love is like the melody,
That is sweetly played in tune.

As fair are you, my bonnie lass,
So deep in love am I,
And I will love you still, my dear,
Till all the seas go dry.



Till all the seas go dry, my dear,
And the rocks melt with the sun!
I will love you still, my dear,
While the sands of life shall run.

And fare you well, my only love,
And fare you well a while!
And I will come again, my love,
Although it were ten thousand mile!



>>Step 2 Task Cycle

1 Learning about rhymes in English.

Rhyme is the repetition of the same sounds in the final syllables of words. Rhymes are usually put at the end of the lines of poems. Rhyming words are words that sound the same at the ends, such as *cat/hat*, or *jumping/bumping*. When a poem has rhyming words at the ends of lines, these are called “end rhymes”. Here is an example of end rhyme: My cat is *nice*. My cat likes *mice*.



2 Looking at rhymes in *A Red, Red Rose* by Robert Burns.

The poem is in the form of a ballad (set to dancing music). It is divided into four stanzas with four lines in each stanza. The rhyme scheme is quite regular. It is *abcb* in the first half of the poem, and *abab* in the second half. This rhyme scheme automatically links the reader to concepts of love and emotion. Through rhyme scheme, repetition, metaphor, Burns created a work that dives into the heart of the narrator's affection.

3 Writing an Alphabet Poem.

The Alphabet Poem is an elementary exercise practicing rhymes in English. The first four lines are listed below for your reference. Write a poem beginning with English alphabet from A to Z and make your poems rhyme in pairs, i.e. in each pair of lines, the last words should rhyme.

A is for apple, shiny and red,
 B is for baby, lying in bed.
 C is for cabbage, big and green,
 D is for dishes, all washed and clean.
 E ... Z.

»Step 3 Language Focus

Read the two sentences taken from the passage in Step 1 and pay attention to the use of appositive clauses.

- *Many language teachers hold the common belief **that poems are intended to be read aloud**.*
- *If this still doesn't give you the answer to the question **why you need to read a poem aloud**, just try doing so.*

Appositive clauses actually refer to the same thing that comes before them. In the first sentence, the word “that” acts as a connector connecting the main clause and the appositive clause. This connector bears no meaning. However in the second sentence, the connector is “why” and it bears meaning.

“Noun + that-clause” structure is also commonly used in academic writing to evaluate an idea. In this case, the noun expresses the author's attitude or evaluation, and the idea is expressed in the “that-clause”.

- *The fact **that so many people made the same mistake** deserves some explanation.*
- *There is a possibility **that some errors could occur**.*

SECTION 3

USING ENGLISH IN CONTEXT



Project Making a Booklet on the Power and Beauty of Poetry

Literature, and poetry in particular, are the mirror of our world. Reading, learning and writing poems will help us find new meaning through new ideas and insights; express ourselves better on paper; and develop creativity, self-expression, and greater self-esteem. In this project, you will explore and learn the impact and influences that poems bring people. You will make a booklet to demonstrate the power and beauty of poetry.

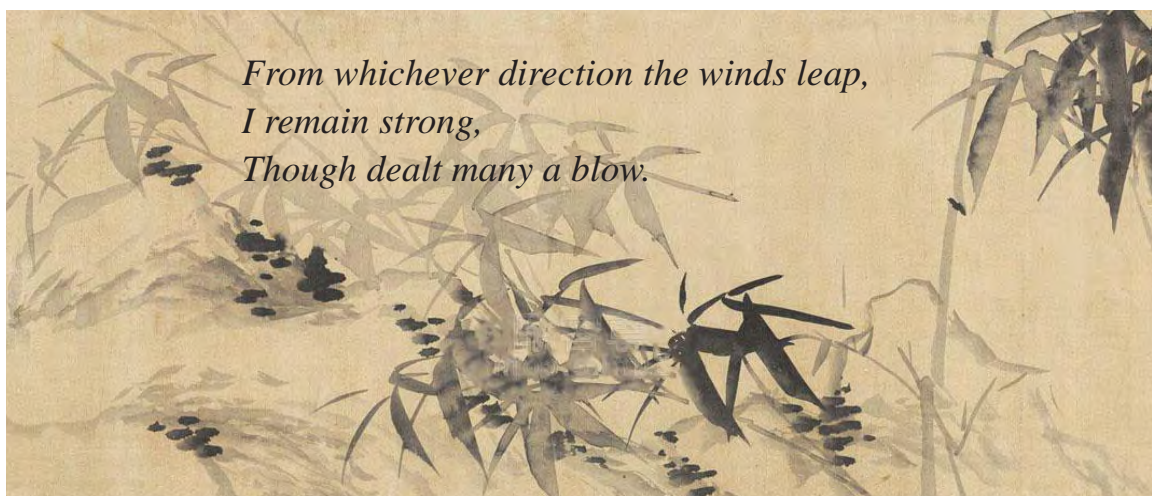
»Step 1 Listen, Fill in Blanks and Discuss

Listen to the story of Bai Ruyun, fill in the blanks and answer the following questions.

Bai Ruyun, a farmer from Nanhe County in Hebei Province, has won great recognition and ⁽¹⁾ _____ from the public for her touching stories and ⁽²⁾ _____ performance in the second season of *Chinese Poetry Conference*, a televised Chinese poetry ⁽³⁾ _____ on China Central Television.

In her ⁽⁴⁾ _____, Bai had to take care of her little brother, who had a tumour in his head and suffered great ⁽⁵⁾ _____. Bai comforted her brother by reading ⁽⁶⁾ _____ to him and that is how Bai remembered the lines of poems by heart.

At the age of 34, Bai was diagnosed with cancer. She read poems in ⁽⁷⁾ _____ beds while going through ⁽⁸⁾ _____. Now she knows more than 10,000 classical poems by heart and the philosophy conveyed in the lines helps her cope with ⁽⁹⁾ _____ life throws at her. Bai's ⁽¹⁰⁾ _____ attitude towards life can be best described by Zheng Banqiao's poem:



*From whichever direction the winds leap,
I remain strong,
Though dealt many a blow.*



- 1 When Bai Ruyun was diagnosed with cancer, what did she do while going through treatments?
- 2 How many classical poems does she know by heart and how do the poems affect her?
- 3 Why has she won great recognition and praise from the public?
- 4 What kind of person do you think Bai Ruyun is?

»Step 2 Read and Discuss

The following short poems are about two different subjects. Read them first and try to get the message. Then read them aloud to get the emotions they convey. Which one touches you more? Why? Which one means more to you? How? Have you ever felt the beauty of poems while reading them aloud? Discuss with your group members.

A Grain of Sand

By William Blake

To see a world in a grain of sand,
And a heaven in a wild flower,
Hold infinity in the palm of your hand,
And eternity in an hour.

The Power of a Smile

By Tupac Shakur

The power of a gun can kill
And the power of fire can burn.
The power of wind can chill
And the power of a mind can learn.
The power of anger can rage
Inside until it tears you apart,
But the power of a smile
Especially yours can heal a frozen heart.





>>Step 3 Read, Paraphrase and Discuss

The following poem by Li Bai is an English version of a Tang poem translated from Chinese. Read this poem in English first and then read the Chinese original. Please paraphrase the poem in English in your own words. Discuss with your classmates about the major theme and emotion.

Long Yearning

By Li Bai

Long yearning,
To be in Chang'an.
The grasshoppers weave their autumn song
by the golden railing of the well;
Frost coalesces on my bamboo mat,
changing its colour with cold.
My lonely lamp is not bright,
I'd like to end these thoughts;
I roll back the hanging, gaze at the moon,
and long sigh in vain.
The beautiful person's like a flower
beyond the edge of the clouds.
Above is the black night of heaven's height;
Below is the green water billowing on.
The sky is long, the road is far,
bitter flies my spirit;
The spirit I dream can't get through,
the mountain pass is hard.
Long yearning,
Breaks my heart.





»Step 4 Recall, Write and Make a booklet

- Have you ever come across a poem that inspired you? Or a poem that once touched your heart? Recall the poem and your experience. Share the poem and your experience with your group members. Then write down your story in English.
- In writing your story with poetry, make sure that your writing has three parts. In the first part, briefly introduce and present your poem; in the second part, explain the meaning, theme and main features of the poem; finally, describe how this poem touches your heart, helps or inspires you, and how you enjoy the power and beauty of this poem.
- When you finish your stories, work with your group members to edit all your stories, and put them together into a booklet. You may include some pictures and quotes so that all your stories start on a new page. Design a poetic and creative front cover for your booklet and include a table of contents page to go at the start.



Evaluate yourself!

Can you tell and explain in English the major poetic techniques you have learned when reading poems?
Can you give advice in English on reciting a poem?

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

	Excellent	Very Good	Good	Needs Improvement
Understanding a poem by analyzing the connection between its form and content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing and revising my own poems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having more interest in reading and writing poems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 4

EXPANDING OUR HORIZONS



Why You Should Read Poetry

“If your daily life seems poor, do not blame it; blame yourself that you are not poet enough to call forth its riches.”

— Rainer Maria Rilke

Does your life ever feel dull? How often do you listen to the way you talk? What words do you use most? Are words often repeated? Are all good things described as “awesome” or “great”? When was the last time you described a sunset with more than one or two words? “Beautiful” and “breath-taking” are all well and good, but what else can you tell me? I want to experience what you felt when you saw the orange sun slowly shining its light behind the wooded edge of the far-off horizon, its **rays** fading out across the beach, gradually giving way to the glowing purples of the night.

Poetry is not the **domain** of the wealthy. It costs you nothing but time. All it asks of you is a little effort, and in return, it can take up residence inside your mind. We all possess poetic capacity. At its heart, poetry is the expression of more than just the words used. Mentally, we live in that area. We live in figurative language, thrive there, and we use it daily. Poetry is another philosophy of life, a means of experiencing things that cannot be expressed otherwise. Just as the philosophic mind never stops questioning, the poetic mind never stops expressing or seeking means of expression.

Reading poetry daily is about making your life richer, and it only takes a few minutes. There is a near inexhaustible amount of poetry in the world, produced by all cultures for thousands of years. I encourage each of you to find poems that you love, and also to find poems that make you angry. Find poems that challenge your worldview, that expand your **vocabulary**, that give you new ways to express what you have always felt but did not have the words to explain. The only thing standing between you and reading some poetry daily is the effort to do it. Eventually, you will become **fluent** in the language of poetry.



QUICK CHECK!

If you describe someone or something as **dull**, you mean they are not interesting or exciting.



POST-READING QUESTIONS



- 1 How do a poetic mind and a philosophic mind focus on?
- 2 What does reading poetry daily take?
- 3 How does reading poetry benefit you?

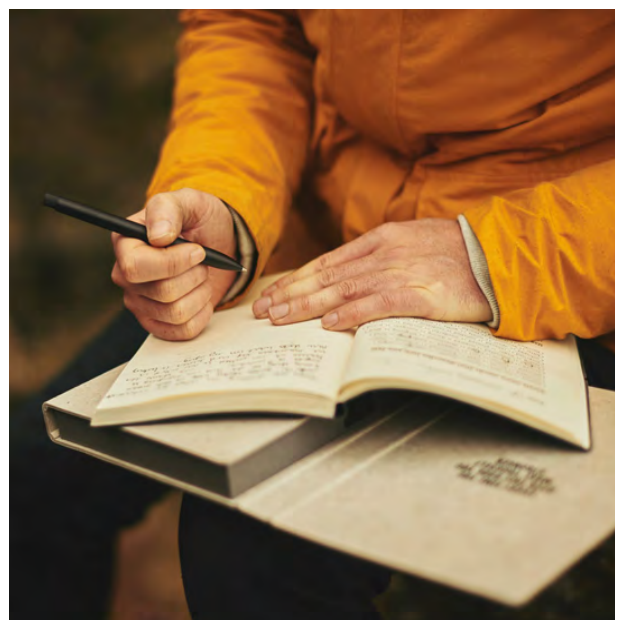
Roadmap for Writing a Poem

Choose Your Topic

You might think that poets write only about life's major themes. But that is not necessarily the case. Sure some of the greatest poems are about the issues of life and death, pain and suffering, but there are many great poems that deal with the lighter side of life. The main thing to keep in mind as you begin to write a poem is that everything in life is a possible theme or subject for a poem. You could write about the exam you took last week, a funny conversation you had with your friend, or the sadness you felt when your best friend moved to another province.

Write from Your Own Experience

You do not have to **restrict** yourself to writing only about things that you have experienced personally, but it helps. Poems come from the heart, and it will be easier to create a poem if you have actually experienced that about which you are writing. This is not to say that you could not write a great poem describing the suffering you have heard about in poverty-stricken areas around the world, but it will be harder for you to make your poem “ring true” in that situation.





Make Your Poem Sing Like a Song

You have listened to many songs. Did you know that a song is simply a poem set to music? It has beat and rhythm. The words of the song tell the story, but the music helps us to feel it in our heart. When you write your poem, you should keep this idea in mind. Try to choose words that go together, not only for meaning, but that go together to create a beat when read aloud. Read your poem aloud as you write it, and ask yourself: Can I hear its beat? Will my readers feel its rhythm? If so, you are well on the way to creating a good poem.

Observe

Your job as a poet is to be aware of the world around you. The best poems come from the minds of those who make it their business to study the world, to observe, and to be open to all the experiences, sights, and sounds that they encounter in their world. Before you begin to write, take the time to pause, listen carefully, feel and touch, see and observe. Your job as a poet is to record the world as you find it, or as you imagine it might be.

Keep a Pen Handy

How many poems never get written because the person with the great poem never puts pen in hand? Don't be afraid to write your poem. The world needs more poems, for they are the deepest way of communicating with each other. When the idea strikes you, get out your pen and get writing. You may be surprised with the result. You may even be the next Li Bai.



DO YOU KNOW?

Li Bai and his friend Du Fu were the two most prominent figures in the flourishing of Chinese poetry in the Tang Dynasty, which is often called the "Golden Age of Chinese Poetry".

POST-READING QUESTIONS



- 1 What topics does the author advise you to write about in your poetry? Why?
- 2 What does the phrase "ring true" mean in the text? What can make your poem ring true?
- 3 Why does the world need more poems? What's your opinion?

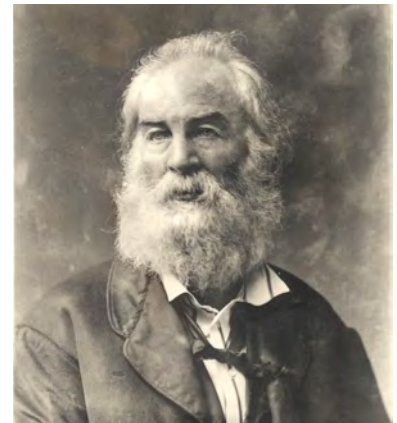


Recommendation of *Leaves of Grass* by Walt Whitman

Ralph Waldo Emerson issued a call for a great poet to capture and immortalize the unique American experience. In 1855, an answer came with *Leaves of Grass*.

Today, this masterful collection remains not only influential in American literature but also **ranks** as the most impressive achievement of one of America's greatest poets – a man who loved his country with passion and as no other has ever done. Walt Whitman was a singer, thinker, and citizen extraordinaire. Henry David Thoreau called Whitman “probably the greatest democrat that ever lived”, and Emerson judged *Leaves of Grass* as “the most **extraordinary** piece of wit and wisdom America has yet contributed”.

The text presented here is a part taken from the “Deathbed” or ninth edition of *Leaves of Grass*, published in 1892. The content and grouping of poems is the version authorized by Whitman himself for the final and complete edition of his masterpiece.



Walt Whitman
(1819–1892)



DO YOU KNOW?

“**O Captain! My Captain!**” is an extended metaphor poem about the death of American president Abraham Lincoln. It was included in Whitman's comprehensive collection *Leaves of Grass*.

O Captain! My Captain!

...

O Captain! my Captain! rise up and hear the bells;
Rise up – for you the flag is flung – for you the bugle trills;
For you bouquets and ribbon'd wreaths – for you the shores a-crowding;
For you they call, the swaying mass, their eager faces turning;
Here Captain! dear father!
This arm beneath your head;
It is some dream that on the deck,
You've fallen cold and dead.



My Captain does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will;
The ship is anchor'd safe and sound, its voyage closed and done;
From fearful trip, the victor ship, comes in with object won;
Exult, O shores, and ring, O bells!
But, I with mournful tread,
Walk the deck my Captain lies,
Fallen cold and dead.

POST-READING QUESTIONS



- 1 How did *Leaves of Grass* come into being? What did Emerson think of Walt Whitman's poems?
- 2 Why was the ninth edition of *Leaves of Grass* called "Deathbed" edition?
- 3 How do you feel while reading the poem *O Captain! My Captain!*?

Unit Reflection

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

- 1 Does this unit get you more interested in poetry? What have you learned about poetry in English? Its purpose? Its forms?
- 2 Do you agree that reading poetry can have positive affects on us and our lives? What have you learned about the function and role that reading and writing poetry can play in our lives?
- 3 How does an appositive clause function in a sentence? What have you learned about the function and use of appositive clauses in English?

More Connections

- Are you curious about what traditional Chinese poems are like if they are translated into English? Go to the library or surf the Internet for such books by Xu Yuanchong, professor of Peking University, such as *My Most Beloved: Tang & Song Verses*, *Selected Poems and Pictures of Song Dynasty*, *Classic of Poetry*, *Chu Ci (Qu Yuan)*.
- Do you wish to be well-versed in both Chinese and Western poetry? Go to the library or surf the Internet for Qian Zhongshu's book *On the Art of Poetry*. Qian Zhongshu is one of the best known Chinese authors in the Western world. Broadly familiar with the Western history of ideas, Qian shed new lights on the Chinese classical texts by comparing them with Western works, showing their likeness, or more often their apparent likeness and essential differences.

UNIT

3 CHINESE PAINTING AND ARTISTS



The only time I feel alive is when I'm painting.

– Vincent Van Gogh, Holland artist

The painting has a life of its own.

– Jackson Pollock, American painter

If I could say it in words there would be no reason to paint.

– Edward Hopper, American painter

SECTION 1

READING FOR MEANING



The Artist Qi Baishi

BEFORE YOU READ

- 1 What do you know about Chinese painting?
- 2 Can you list some famous painters in Chinese history?
- 3 Look at the pictures and the title of the text. What would you expect to read?

Qi Baishi was one of the greatest Chinese painters of modern times. He contributed to the rebirth of traditional Chinese painting, and has been regarded as “the Picasso of China”.

Qi Baishi, who was also known as Chunzhi and Weiqing, was born into a poor family in a small village near Xiangtan, Hunan Province, on January 1, 1864. As a child, he was unable to obtain a formal education. When he was 6 years old, his grandfather started to teach him to read and write Chinese characters. It is said that by age 7, Qi had learned about 300 Chinese characters.

Aware of his desire to go to school, Qi’s mother carefully saved every penny she could and managed to send him to the village school. In less than a year, however, Qi had to leave school to help the family with sowing and **harvesting**.

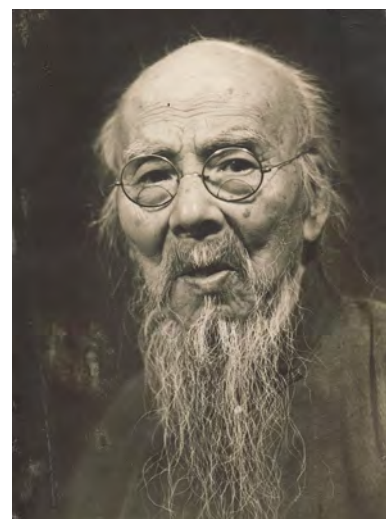
In order to continue his studies, Qi would hang a book from the horns of the water buffalo he was tending and read in the fields. Later it became clear that the boy was too weak for farming.

When Qi was about 15 years old, he began to help in a carpenter’s shop. He worked as a carpenter for fifteen years. He learned to paint in order to decorate the woodwork he



DO YOU KNOW?

Picasso (1881 – 1973) was a Spanish painter, sculptor, printmaker, stage designer, poet and playwright who spent most of his adult life in France. Regarded as one of the most influential artists of the 20th century, he is known for co-founding the Cubist movement, the invention of constructed sculpture, the co-invention of collage, and for the wide variety of styles that he helped develop and explore.





had created. He realized that he was **fond** of the artistic and decorative work more than making furniture. He decided to switch to art.

First, he learned to paint insects in a detailed manner. In his search for designs, he discovered the *Mustard Seed Garden*, a picture copybook. It included a **comprehensive** series of flowers, trees, rocks and other **samples** selected and printed for student artists. Qi fell madly in love with it. He copied and recopied the entire series.

Having thus been introduced to Chinese painting, he spent many years practicing the *gongbi* style of painting. At the same time, he studied classical literature. His love for literature was so strong that he organized a poetry society with his friends. In fact, he wrote over 3,000 poems characterized by simplicity and humour.

From 1902 to 1909, Qi travelled much. He made five major trips to Xi'an, Beijing, Guilin, Qinzhou, Guangzhou, Hong Kong, Shanghai, Suzhou, and Nanjing. He even travelled to Vietnam. He managed to visit most of the famous mountains, lakes and rivers throughout the country and painted numerous landscapes.

Those trips made it possible for Qi to come in contact with many important figures in literature and art of his time. Qi's vision of art widened. However, his paintings did not sell well, and he lived mainly on seal carving, for which he is also well known.

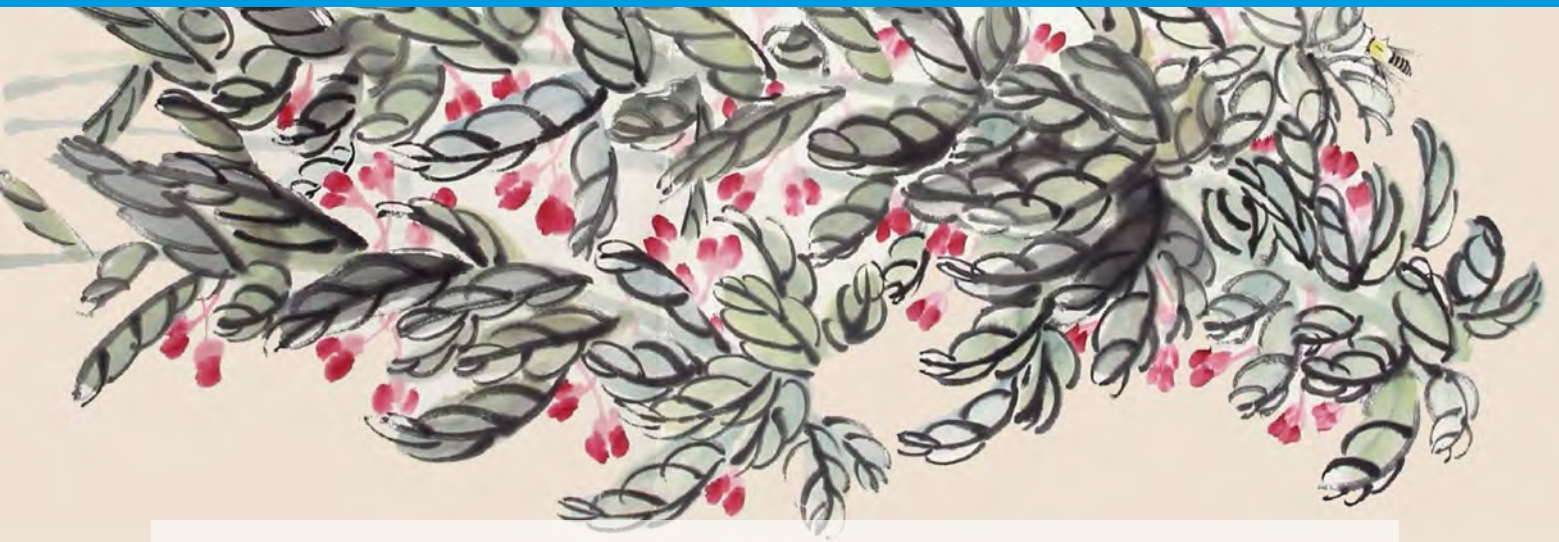
As his painting skills progressed, his fellow artists, recognizing his natural talent, encouraged him to develop his own painting styles. In 1919, Qi moved to Beijing and started to concentrate on birds, flowers, fish, shrimps, **cabbage**, **eagles**, **bats**, and many other objects. He began to establish himself as a great artist.

In 1922, his works were shipped to Japan for an **exhibition**. His paintings were greatly appreciated and sold for a good price. In 1927, he was invited to teach at



DO YOU KNOW?

Seal carving, also **seal cutting**, or *zhuanke* in Chinese, is a traditional form of art that originated in China and later spread to East Asia. It refers to cutting a design into the bottom face of the seal.

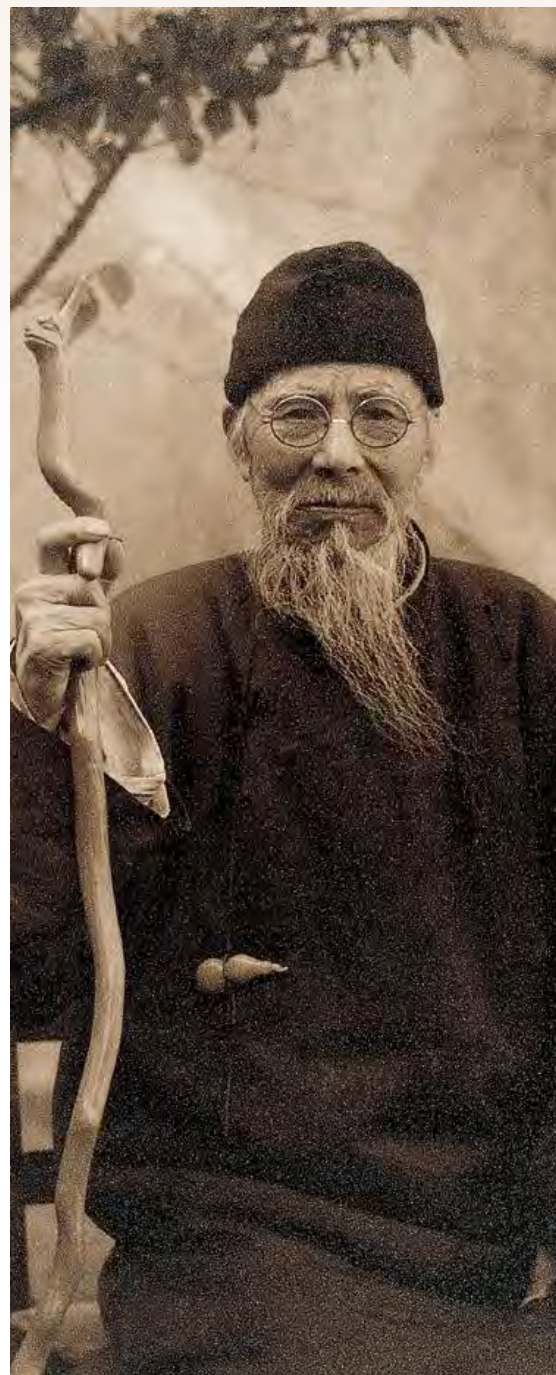


the Beijing Art Academy and later the Faculty of Art, Peking University. It was around this time that Qi began to use the name Baishi on his paintings.

Qi's career as an artist was strongly shaped by his constant search for new forms of expression. He was always looking for a new **angle** from which to explore life. He once said of himself, "I learned finger painting in my youth. I turned to landscape painting after 30. And I specialized in flowers, insects and birds after 40." He dreamed of painting "all the insects and birds in the whole world". During his lifetime Qi painted countless flowers and birds.

As a great artist with a high **profile**, Qi well represents the Chinese tradition of painting, which places nature and spirit over and above simple faithfulness to the appearance of things.

Simplicity characterizes Qi's paintings. Simple composition, economy of brush strokes and bold contrasts in colour make his style unique and easily recognizable.





AFTER YOU READ



Reading Comprehension

- 1 Who is Qi Baishi? What contributions has Qi Baishi made to Chinese painting?
- 2 What made Qi change from a carpenter to an artist?
- 3 How did the book, *the Mustard Seed Garden*, help Qi in his Chinese painting?
- 4 How did Qi benefit from the trips he made from 1902 to 1909?
- 5 What are the major characteristics of Qi's paintings? What's Qi's most significant accomplishment as a painter?
- 6 How is the text organized? What are the major events or turning points in Qi's life? How are they presented coherently in the text?



Post-reading Activities

- 1 Simplicity is the major characteristic of Qi's paintings. Look at the word "simplicity" (simple + ity). The suffix -ity is added to adjectives to form nouns. Some words ending with -ity can have plural forms. For example: possible – possibility – possibilities, able – ability – abilities. Other words ending with -ity are uncountable nouns, which often refer to a state or quality. Change the following adjectives into nouns using suffix -ity. Pay attention to their pronunciation.

creative _____	original _____	popular _____	practical _____
potential _____	probable _____	real _____	relative _____

- 2 Recall an experience you've had of drawing a picture, or going to an art gallery which impressed you most. Choose one topic and share it with your partner.
- 3 Besides being a major painter, Qi Baishi is also an important poet in Chinese literature. Plutarch once said, "Painting is silent poetry, and poetry is painting that speaks." Similarly, there are many world-famous artists who have made great achievements in other fields. Work in groups and find more examples like Qi Baishi and try to find connections in their careers which contribute to their achievements.
- 4 It is argued that art is an important part of a society as well as an expression of its culture. Some people think it is as important as other subjects for students, especially for all-round development. Discuss this issue in groups and share your opinions.

SECTION 2

LEARNING THROUGH PRACTICE



Task One Presenting the Art of Chinese Paintings

The history of painting in China dates back to the second century BCE. Painting in the traditional style is known today in Chinese as *guo hua*, meaning “national or native painting”. In this task, you will focus on the essential elements used in the creation of Chinese paintings and the steps of drawing. Then present the process of drawing a Chinese painting in front of the class.

»Step 1 Pre-task Resources

Read a passage about basic tools used to draw Chinese water-ink paintings.

Chinese Painting: A Medium for Expression

The most popularly known form of Chinese painting is “water-ink” painting, where water-ink is the medium. Some of the basic things required for the Chinese painting include: paper, brush, ink or ink stick, ink stone and colour.

Brush: The Chinese brush is a necessary element for Chinese painting. The brush should be strong and flexible. Two types of brushes are used. The softer brush is made from white sheep hair. This brush should be wet first, and then dried to prevent curling. The second one is made from fox or deer **fibers**, which are very tough, and tend to paint better. The way the brush is used depends on the different attributes of brush strokes one wants to achieve, such as weight, lightness, gracefulness and fullness.

Ink Stick: Ink stick is a type of **solid** ink used traditionally for **calligraphy** and brush painting.

Paper: The most commonly used paper is Xuan paper, which absorbs the colour or ink the moment the brush stroke is laid.

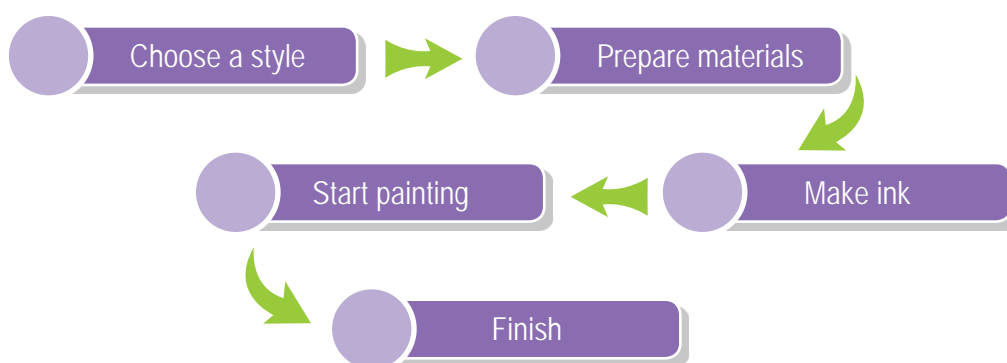
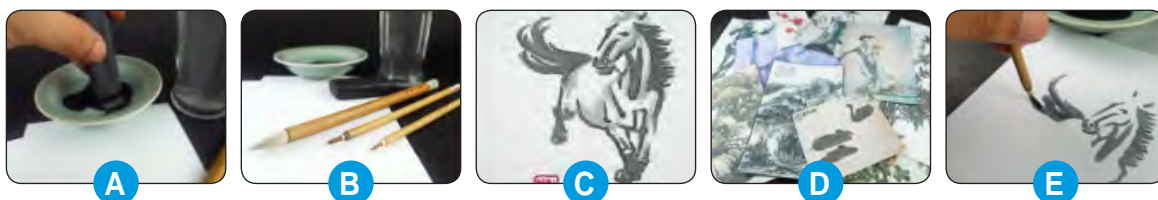
Colour: The earliest Chinese paintings employed *mo*, a type of natural ink, to produce representations of nature or day-to-day life, which are called *shui-mo-hua*. Shui-mo is the mix of *shui* and *mo*.





»Step 2 Task Cycle

- The following pictures show the steps of drawing a Chinese water-ink painting. View the pictures and put the letters below in the proper position of the flow chart.



- Describe the steps of drawing a Chinese water-ink painting to your partner in plain language.
- Organize your thoughts in a clear way and present the steps in front of the class. Remember to use proper discourse markers in your presentation as well as these new words and expressions you have learned from Step 1 & 2.

»Step 3 Language Focus

While giving a speech about a process, you can use some discourse markers to make your speech more coherent and logical. There are many discourse markers which serve a wide variety of functions. They can generally be put into the following categories.

Structuring: to show the order or organization of what is being said
first... secondly... lastly...; to start with... another thing... last of all...

Adding: to introduce additional information
in addition; besides; on top of that; what's more

Giving examples: to introduce examples to illustrate what has been said
for example; for instance; such as; in particular

Summing up: to summarize what has been said earlier with a statement
in conclusion; in summary; in short; to sum up



Task Two Introducing Chinese Paintings

Have you ever known any famous Chinese painter and his/her paintings? In this task, you'll read a short introduction to Zhu Da, a famous painter in the Qing Dynasty and then introduce some Chinese paintings.

»Step 1 Pre-task Resources

Read an introduction and notice a special sentence structure for emphasis.

Zhu Da

Zhu Da, known as Bada Shanren, was a famous painter in the early days of the Qing Dynasty. He was born in Nanchang, Jiangxi Province, in 1626. He lived a peaceful life until the war broke out when the Ming Dynasty was replaced by the Qing Dynasty. His father, wife and son died soon after the Qing army took over Nanchang in 1645. Under such heavy blows, he became a monk at the age of 23. Not until he was 62 did he decide to return to a secular life.

He earned his living by painting. Seldom would he paint for officials or rich people, although he made little money. Zhu Da was a master of traditional Chinese painting. Never did he follow the tradition blindly, however. He tried new ways of expression and formed his unique style. Not only did his style make him an outstanding painter of landscapes, flowers and birds, but it has also greatly influenced later artists.



»Step 2 Exploring the Language

Here are some sentences from the passage above. What do they have in common?

- *Not until he was 62 did he decide to return to a secular life.*
- *Seldom would he paint for officials or rich people, although he made little money.*



In the previous sentences, we come across inversion. We use it to emphasize the adverbial phrase in a sentence and to add variety to a text. Inversion is the reversal of the normal word order in a sentence or phrase. There are two types of inversion:

- Subject-verb inversion, where the subject and the main verb switch positions and the word order becomes verb + subject:

On the top of the hill stood an old oak tree.

- Subject-auxiliary inversion, where the subject and the auxiliary switch positions and the word order becomes auxiliary + subject (+ verb):

When does the bus leave?

They are having a meeting, aren't they?

Hardly had I arrived home when my phone rang.

»Step 3 Task Cycle

- 1 View the following Chinese paintings. Seek more information about the painters and the paintings.



Zheng Xie (1693 – 1765), commonly known as Zheng Banqiao, was a Chinese painter from Jiangsu. His painting was done with a unique technique combining painting and calligraphy. He was particularly adept at drawing bamboos. Bamboo is symbolic of longevity, youth, strength, flexibility, good luck, prosperity, virtue and traditional values in Chinese culture.



- 2 Write brief introductions to these paintings. Your introductions should include (1) the identity of the painter; (2) the major achievement of the painter; (3) the symbolic meanings of the painted object. The first one is done for you.
- 3 Share your introductions with your partner. Revise them together to make sure that they are clear and concise.

SECTION 3

USING ENGLISH IN CONTEXT

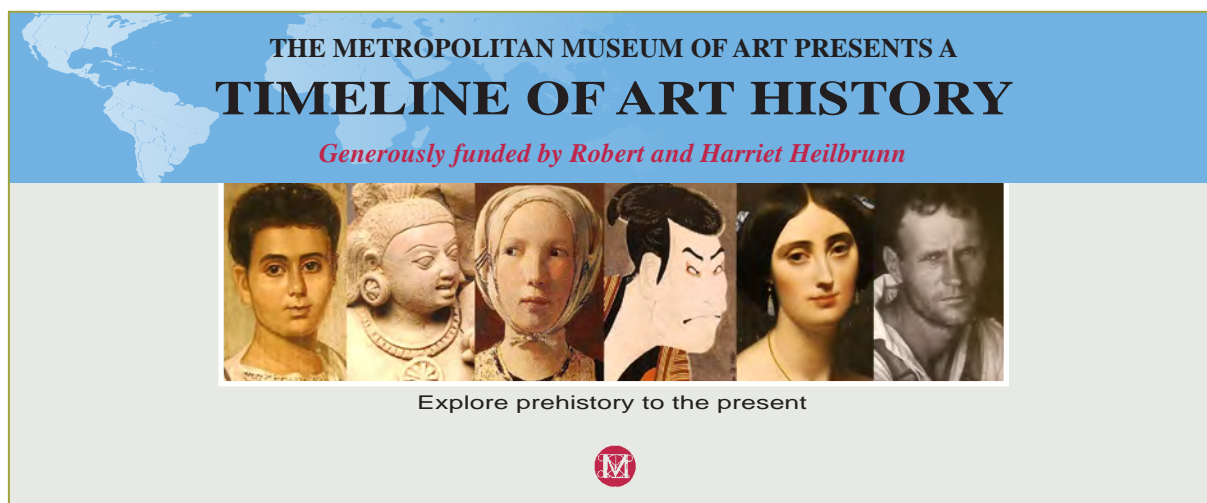


Project Making an Information Brochure for a Painting Exhibition

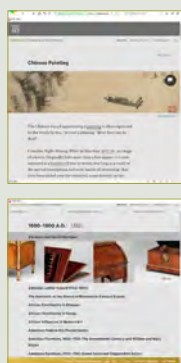
People think highly of going to a gallery, meeting an artist and experiencing a work of art. In this project, we will learn to make an information brochure for a painting exhibition. An information brochure is a leaflet or a document that gives brief information about something with texts and pictures. It could be a booklet or a single sheet of paper commonly folded into two or three parts.

»Step 1 View, Read and Discuss

View the following leaflet, read the text, and learn about its content and design. Please pay attention to how the leaflet focuses on the information about the art history.



Timeline of Art History



Now featuring art history from prehistory to the present

The *Timeline of Art History* is a chronological, geographical, and thematic exploration of the history of art from around the world, as illustrated especially by the Metropolitan Museum of Art's collection. The Museum's staff – perhaps the largest single **crew** of art experts anywhere in the world – research and write the *Timeline*, which is an invaluable reference and research tool for students, educators, scholars, and anyone interested in the study of art history and related subjects. The *Timeline* will continue to grow in range and depth and also reflect current scholarship. Visit the *Timeline of Art History* on the Museum's website.



- 1 What is the main focus of *Timeline of Art History*?
- 2 What does the leaflet say about the value and quality of the exhibition?
- 3 How do you feel after reading this leaflet?
- 4 What does the leaflet say about the future of the exhibition?
- 5 Can we contact the museum for more information? How?

»Step 2 View, Compare and Discuss

View and read one more leaflet below about the Hispanic Society of America, compare this leaflet with the one in Step 1, and learn more about the information given here in this leaflet. Please discuss with your classmates and see what other information you can get from this leaflet.

THE HISPANIC SOCIETY OF AMERICA

613 West 155th Street, New York, NY 10032

The Hispanic Society of America was **founded** as a free museum and research library in 1904 to promote the study of the rich artistic and cultural traditions of Spain and Portugal and their influence in America and throughout the world. The Museum and Library possesses the most extensive collection of Hispanic art and literature outside of Spain and Latin America.

Among the many treasures on view, the Museum offers a whole survey of Spanish painting dating from the Middle Ages up to the early 20th century, with particular strength in the Golden Age (1550 – 1700) and the 19th century.

Tours at Two: Throughout the course of this exhibition and beyond, the Hispanic Society offers free 45-minute tours of the building and collections given by Museum Curators or the Education **Department**. Tours will be given at 2:00 p.m. on Saturdays. For more information or to schedule a group visit to the museum, please visit our website.



Entrance: Enter through the museum terrace, from Broadway between 155th and 156th Streets.

Tube Directions: Take the 1 train to 157th Street or the C train to 155th Street.

Parking: Free parking is available on 155th Street west of Broadway near the Hispanic Society's buildings. The closest parking garage is west of Broadway at 614 West 153rd Street.

Open Hours: Tuesday – Saturday 10:00 a.m. – 4:30 p.m.

Sunday 1:00 p.m. – 4:00 p.m.

**>>Step 3 Listen, Fill in Blanks and Learn**

Listen to an introduction to the Victoria and Albert Museum, fill in the blanks and learn how the information for visitors is organized and presented.

Admission	Admission is _____.
Opening times	Friday: _____ The other days of the week: _____
Food & Drink	Visitors have a choice of _____ places for food and drink.
Toilet facilities	Toilets on levels _____. Disabled access toilets on levels _____. Baby facilities on levels _____.
Cloakrooms	All large bags and wheeled cases must be _____.
Address	Victoria and Albert Museum, Cromwell Road, London, SW7 2RL
Telephone number	+44 (0)20 7942 2000

>>Step 4 Plan and Prepare

We have viewed two leaflets about art exhibitions. Now it is your turn to make your own leaflet for a painting exhibition. Below are some suggested steps for your group project.

1

Form a group of four or five people first. Discuss with group members and choose a specific topic for your project. You may work on a painting exhibition of: history of traditional Chinese painting; contemporary Chinese painting; paintings of one or some famous artists; paintings on a chosen theme; or paintings by teachers or students from your school.

2

Next discuss in your group and decide whether you would like to make a brief leaflet of one sheet of paper folded into two parts. It will be helpful for you to choose a place for your exhibition. You could make it at your own school, museum in your hometown, or a tour exhibition in English-speaking countries as a part of China's international culture and art exchange program.





3

Then make an action plan for your project. It is also helpful if you decide now that your information brochure will contain: title and front cover; brief introduction; introduction to selected artists and/or paintings; information for visitors and other information you would like to include. Assign each member some tasks and you could start to prepare. You may search the Internet and in libraries or museums for relevant information.

»Step 5 Typeset, Proofread and Share

When you finish collecting information, pictures and photographs, and are writing the first draft, you need to work together to typeset and edit your brochure. To create a well-written information brochure, check the following aspects before you print:

- Present the most concise information regarding your focus. Do not include recycled content.
- Make sure that your information is accurate and up-to-date.
- Organize your information into sections; use subtitles to label its content and make it easy to read. Do not make pages too crowded.
- Choose a layout and design that is suitable for your topic and your audience. Use pictures, photographs, quotes, and diagrams to support and illustrate your points. Don't be too wordy.
- Write concise sentences that are easily and clearly understood. Use the present tense when providing factual and current information. Avoid language and spelling errors.
- When you finish the first draft, proofread it twice, print it, and then share it with others in your class.



Evaluate yourself!

Can you use connectives in English to make a text or your writing more coherent?
Can you introduce some Chinese painters and their paintings in English?

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

	Excellent	Very Good	Good	Needs Improvement
Collecting more accurate information about Chinese paintings from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding and using inverted sentences in writing and speech	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with others in English with the help of body language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 4

EXPANDING OUR HORIZONS



Chinese Artists

Zhang Daqian

Zhang Daqian was born on May 10, 1899 in Neijiang, Sichuan Province, into a wealthy family. He opposed his family's efforts to push him into a business career. At the age of 19, he began to seriously study Chinese calligraphy and painting.

In 1917, Zhang went to study in Japan. In 1919, he returned to his homeland and settled in Shanghai to study with some of the most famous artists. In a training method typical among art students in China at that time, Zhang made many copies of artistic masterpieces, and developed his extraordinary ability to recreate works from different periods.

Zhang extended his career to the north in the late 1920s, when he became active in the cultural circles of Beijing. He began to **cooperate** with the well-known Beijing painter Pu Xinyu. Together, they later became known as “South Zhang and North Pu”.

In 1939 he found refuge in the remote desert of Dunhuang, where he spent more than two years with a group of artists copying the famous **primitive** images in the caves.

Inspired by works from the Tang-Song **era**, Zhang became particularly well-known during this period for his lotus paintings.

Zhang suffered from eye problems in the late 1950s. As his eyesight became worse, he developed his unique style – splashed-colour (*pocai*). His works in this style **fetched** the highest market prices for contemporary Chinese paintings at that time.

Zhang passed away in 1983.





Pan Tianshou

Pan Tianshou was born in 1897 in a mountain village in Ninghai, Zhejiang Province. His father managed to send him to school. Interested in painting, Pan began by copying illustrations from popular novels.

At the age of 14, Pan progressed to the *Mustard Seed Garden*. At 19, he became a student at Zhejiang First Normal College, where he studied sketching, life drawing, and Chinese painting. After he got his **certificate**, he returned to teach in a primary school in his **native** village, using his spare time to study calligraphy, seal carving, poetry, and art theory.

In 1923, Pan moved to Shanghai and became a teacher at Shanghai Academy of Fine Arts. For the next two years he did research on the history and theories of Chinese painting. He wrote *A History of Chinese Painting*.

Pan Tianshou was an educator, calligrapher and painter. He was admired for his landscape, bird-and-flower and occasional figure paintings. He was also famous for his calligraphy.

Pan died in 1971.



POST-READING QUESTIONS



- 1 Who spent more than two years copying the images in the caves of Dunhuang?
- 2 Who wrote the book *A history of Chinese Painting*?
- 3 Compare the life stories of Zhang Daqian and Pan Tianshou. Can you find some similarities?



Traditional Chinese Painting

In ancient times, painting was mainly done with practical **intentions**, such as decorations for clothing, buildings and furniture. Though some of earliest works are still admired today, sadly, the painters' names were never known, as they were but craftsmen.

The first painter mentioned in historical works was perhaps Mao Yanshou, who was ordered by an emperor of the Western Han to paint portraits of the women in the palace. This event of about 2,000 years ago showed that figure painting started very early in China.

During the Han, Wei and Jin periods, many names of painters and the names of their paintings were recorded in various books, but none of their works exist today except one by Gu Kaizhi of the Eastern Jin. Gu was born in Wuxi, Jiangsu, and was said to be good at painting many things, including figures. One of his paintings was called “Admonitions to the Court Ladies”, in which there were several persons, all vividly done. It was one of the rare objects owned by the Qing royal family. In the war of 1900, when western armies invaded Beijing, it was **seized** by the British **navy**, and today it is in the British Museum in London. This painting is the earliest one that can be found today.



QUICK CHECK!

A **portrait** is a painting, drawing, or photograph of a particular person.





In the period of the Southern and Northern Dynasties, as Buddhism was widely spread in North and South China, Buddhist **sculpture** and painting developed in many places. In Yungang near Datong, Shanxi, and Longmen near Luoyang, Henan, a series of caves were built with hundreds of stone images of Buddhist gods **carved** in them. They are all excellent sculptures. As for Buddhist painting, the largest treasure house was in Dunhuang, Gansu.

In those early periods, landscapes were also painted, but they mainly served as the backgrounds of figures. It was in the Sui and Tang times that landscape painting gradually became independent. The famous poet Wang Wei, who was also a good painter, painted all kinds of things, including landscapes. Of his achievement, Su Shi, the great Song poet, said that there was painting in Wang Wei's poetry, and there was poetry in his painting.

In the Song, Yuan, Ming and Qing periods, landscape painting was far more important than the other types. This had something to do with the part played by the scholar-officials, or literary men, who took painting as their pastime or means of expressing their vision and personality. In painting landscapes, they did not try to reproduce faithfully what they saw in nature. Instead, they often changed the real scenery or highlighted some aspects of it to show their emotions or **ambitions**. In such landscapes, human beings are usually not an important part. If there were human beings in a painting, they were generally very small in contrast with huge mountains and rivers. They are in perfect harmony with nature, or rather they have become part of nature. This perhaps shows the influence of Taoist philosophy on those scholar-official painters.

Traditional Chinese painters form pictures mainly with lines, and often in one colour – black. In one-coloured painting there was often one major colour to highlight its main part, and there might be other vague colours to strengthen the effect.



DO YOU KNOW?

Buddhism is a religion which teaches that the way to end suffering is by overcoming your desires. It is originated in Ancient India and spreads through much of Asia.





One unique feature of traditional Chinese painting was inscription. When a painting was completed, the artist himself, or a friend of his, or a later owner, might write comments on the work, usually on its theme or significance, in beautiful **handwriting**. Such comments were often written in verse. They made the work enjoyable in three ways: as a painting, as a literary work, and as a calligraphic achievement.

Then there was the artist's personal seal, which was imprinted in special red paste on the painting below his name. A well-designed seal was a **precious** work of art. Many painters were also good at designing and carving seals. So the traditional Chinese artist might be a master of four arts: painting, calligraphy, poetry and seal making.



POST-READING QUESTIONS



- 1 Who was the first painter mentioned in historical works and what did he paint?
- 2 Why did landscape painting become more important than other paintings in the Song, Yuan, Ming and Qing periods?
- 3 What are the four arts the traditional Chinese artist might excel in?

Unit Reflection

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

- 1 What did you know about Qi Baishi and traditional Chinese paintings? What have you learned about his life and his contributions to Chinese paintings from this unit? What can we learn from Qi Baishi?
- 2 What do you think of the role and contributions of Qi Baishi as a painter? Do you know the major similarities and differences between Chinese paintings and Western paintings? What do you think about the future development of cultural exchange between Chinese and Western artists?
- 3 What have you learned about “inverted sentence order”? Its function and use in communication? Do you think you can understand it and use it freely in speech and writing?

More Connections

- If you are interested in Chinese painting and you want to know more about it, you may turn to the following books, *Chinese Painting*, *How to Read Chinese Paintings* or you can search the Internet for more information. Here are some key words for your reference: Chinese painter, traditional Chinese painting, Chinese calligraphy.

UNIT 4 RULES ARE RULES!



Law is order, and good law is good order.

– Aristotle, Ancient Greek philosopher

Every law has no atom of strength, as far as no public opinion supports it.

– Wendell Phillips, American abolitionist

The safety of the people shall be the highest law.

– Marcus Tullius Cicero, Roman philosopher

SECTION 1

READING FOR MEANING



Rule of Law, Rules of Life

BEFORE YOU READ

- 1 Give some examples of laws and rules in our daily life.
- 2 What are the major functions of the rule of law in life?
- 3 What do you think about the relationship between freedom and rule of law?

The rule of law means that everyone is subject to the law: no one, no matter how important or powerful, is above the law. The idea behind “the rule of law” is that laws are never **subjective**, and must be applied objectively and equally to all people no matter who they are.

The law is a system of rules that a country or society develops to regulate the actions of its members and to govern social life. Laws are normally formalized in a country’s legal **constitution**. We can find laws and rules everywhere. For instance, we obey traffic laws like speed limits. Restaurants follow laws regarding food preparation and storing. There are rules of games (football, basketball, chess and card games, etc.) and rules of behaviour in dealing with others.

“Rules and Laws” or “Freedom and Liberty”

The terms “freedom” and “liberty” usually imply living in total freedom without rules and restrictions. The idea of having laws means living with restrictions. These concepts seem to contradict each other.

But could people **behave** properly without laws? Could



QUICK CHECK!

contradict: to be so different from each other that one of them must be wrong



society still function without rules? Just think of what it would be like out on the road if there were no traffic regulations. What would life be like in a country without laws?

Laws and rules help outline what a person can or cannot do. They act as **consistent** guidelines for acceptable behaviour, and should always ensure equality within communities and social groups.

Major Functions of Rules and Laws

Rules and laws serve many necessary purposes within society including the punishment of wrongdoers, the resolution of disputes, and the promotion of the common good.

Rules and laws primarily protect people from **harm** caused by **crime** and evil. They punish those who commit offenses like **theft** or murder and send people who break the law to **prison**. Rules and laws create frameworks for reducing crime rates and wrongdoings. They define proper and improper human conduct and punish criminals as retribution for their actions and as a **warning** to other would-be lawbreakers. They also establish law enforcement mechanisms, such as police forces and judicial systems, which both prevent crime and take punitive measures.

Rules and laws provide for the peaceful resolution of disputes. Without legal processes for settling differences, people would act against one another directly. The legal system provides solutions for many different types of disputes and conflicts. Laws guide the court in its decisions regarding everything from minor misbehaviours to serious crimes.

Rules and laws promote the common good. There are cases in which everyone benefits by pursuing a shared interest. For instance, limiting the amount of waste individuals or groups are allowed to produce is in the interest of preserving a clean and healthy environment from which we will all benefit.



QUICK CHECK!

mechanism: a method or a system for achieving sth.



Rules and laws help people develop good behaviour. Often, people will initially obey rules due to fear of punishment. However, consistent lawful behaviour helps increase lawfulness within a society; the population would generally follow the law and allow the justice system to address unjust and dangerous situations accordingly.

Law and Society

Every society has rules and laws for interpreting how life should be lived. By providing regulations for what citizens can and cannot do, laws play a big part in defining the cultural expectations of a society. These rules and laws reflect the needs and values of that society and should work in the best interests of the citizens. However, laws are not only a reflection of the society, but also a strong influence on the society that created them.

Law and society are closely linked. A law would be useless with the **absence** of a society in which to put it into practice. Laws serve as a guide for citizens to live in a peaceful and civilized manner. It should be the ultimate goal of any country to promote well-being and unity within their borders. Laws and rules exist so communities can operate in a cooperative manner, and all the people may be free to live without fear of harm, **injury** or injustice.

AFTER YOU READ



Reading Comprehension

- 1 This text discusses the rule of law. What does the rule of law mean? What is the major theme of the text?
- 2 What is the relationship between freedom and living by laws?
- 3 What are the major functions of rules and laws? Can you imagine what would happen in a country without laws? Or what would happen in a school without rules?
- 4 The author has used the words "rule" and "law" in different places in the text. Do they have similar meanings?
- 5 What is the relationship between law and society?
- 6 How do you like the rule of law? Recall your experiences with "rule of law". Does the "rule of law" bring you benefits and help protect your freedom, or limit your freedom?



Post-reading Activities

- 1 The title of this unit uses tautology "Rules are rules!". Tautology refers to the perceived needless repetition of an idea, especially in words. It means something more than saying "A is A". Another example is "Boys will be boys". Words repeated like this may have different meanings according to the context. Collect five examples of tautology in English and five in Chinese and explain the meaning for the tautology you have collected.
- 2 The text in this unit talks about the functions and benefits of making and obeying rules of law. Work in pairs and make a list of major benefits the rules of law could bring to our family, our class and every one of us as an individual.
- 3 Whenever we hope to do things nicely with a group, an important first step is to have some guidelines or rules everyone agrees to follow. These guidelines, often referred to as "ground rules", will provide everyone in the group some very basic rules of "dos & don'ts" to ensure efficient group activities. Suppose your group is organizing a weekend training course for primary school pupils on "Learning English in Middle Schools". Work together and make some ground rules for the training course.
- 4 Some people think that making and obeying rules or laws will make our life easy and our freedom guaranteed. Others have different opinions and think that too many rules or laws will spoil our freedom, or make our life complicated. What is your opinion? Discuss this issue in groups and share your opinions.



SONG

Rules Are Rules

Rules are rules and laws are laws.
They have their purpose, they have their cause.
They help us live secure and free.
They help us live in harmony.

Imagine how the world would be
If you did just what you wish
If you cheated on your homework
And fished too many fish.

So listen to your parents
And follow what they say.
They set the rules to teach you
And lead you on your way.

SECTION 2


LEARNING THROUGH PRACTICE



Task One Making Rules for Your Class

Rules are important and even a must for a society to go smoothly. They must be made as clear as possible and easy for people to understand and obey. In this task, you'll read some rules and learn to make rules for your class.

»Step 1 Pre-task Resources

- 1 View the video and learn to make rules for your class. 
- 2 Read two sets of rules and figure out their similarities.

Bus Riding Rules

- Stay in your seat with your feet on the floor while the bus is in motion.
- Treat your fellow riders with kindness and respect.
- Keep your hands and feet inside the bus at all times.
- No harmful objects (drugs, alcohol, **tobacco**, weapons) are allowed on the bus.
- No eating or drinking on the bus.

Rules to Stay Safe Online

- Never give out personal information to a stranger.
- If any online conversation makes you uncomfortable, stop the conversation and tell a grown-up.
- Never agree to meet strange people.
- Never send pictures of yourself to someone you don't know.
- Do not take part in online bullying. If someone says something mean online, tell a grown-up.
- Treat people online the way you would want to be treated.
- Check before you download anything.
- Don't share confidential information (like a password) with anyone online.





»Step 2 Exploring the Language

Negative imperatives are used to express advice or order in making rules.

- 1 don't/do not + verb

• *Don't share confidential information (like a password) with anyone online.*

- 2 never + verb

• *Never give out personal information to a stranger.*

- 3 no + noun/v-ing

• *Danger! No entry.*

• *No eating or drinking on the bus.*

- 4 sentences with "mustn't" or "not allowed to"

• *The children are not allowed to watch violent TV programmes.*

• *The doctor must not allow the patient to leave without permission.*

»Step 3 Task Cycle

- 1 Talk with your partner about what you should and should not do in class.
2 View the picture below. Take it as an example. List your suggestions titled "Rules in Class".



- 3 Make your own "Rules in Class" and post them on the wall of your classroom.



Task Two Talking about the Purpose of School Rules

Rules are important because people may be injured if the rules are broken. Rules must also be obeyed to avoid injustice and chaos. But what are the purposes of rules for school students? In this task, you'll read something on this subject and then talk about the purposes of school rules.

>>Step 1 Pre-task Resources

View the following rules and get a general idea about the purposes of school rules.

School Rules

Rules help to make school a safe place where everyone can learn happily together.

Can you match up these school rules with their purposes?



Put up our hands
before we speak
in class.



Put rubbish
in the bin.



Don't run
in the corridor!



Listen to our
teachers.



Be nice to
each other.

We should treat
others as we
would like to be
treated. It is nice
to share and
take turns.

So we understand
what it is that we
have to do and
make the most of
our learning
at school.

So the teacher can
listen to what we
have to say, one
at a time and not
everyone shouting
out together.

To keep the
school neat and
tidy and keep it
a nice place for
everyone.

So as to prevent
accidents. We
could bump into
others or fall and
hurt ourselves.



»Step 2 Task Cycle

- 1 Talk with your partner about the rules and their purposes in Step 1.
- 2 Make a list of your own school rules and the purpose of obeying them.
- 3 Present your school rules in class and emphasize the purpose of obeying them.
- 4 Rules for your dormitory are also suggested for you to make if you like.

»Step 3 Language Focus

Emphasis is used to draw people's attention to important things. In English, there are different ways of adding emphasis to a sentence or part of it.

~~~~~

- Stress auxiliaries like *do* (does, did, is, are, am, was, has, etc.):
  - *You didn't see us.*
  - *I **did** see you. You were at home.*
- Noun clause or attributive clause:
  - Where **she wants to live** is in a quiet village.*
- *It is (was)... that (who)... :*
  - It **was** John **who** (**that**) broke the window.*
  - It **is** next month **that** he has decided to return to China.*
- Negative adverbial at the beginning of a sentence:
  - Never had** he eaten such a huge meal.*
  - Hardly had** the two strangers arrived **when** the majority of the guests left.*
- *Only+ adverbial + inversion:*
  - Only when** I myself became a parent **did I realize** the value of my parents' advice.*
- In a conditional sentence of the subjunctive mood, the auxiliaries like *had* (*should, were*) is put at the beginning:
  - Should you ever come to London**, come to visit me.*
  - Were he to realize the danger he was in**, he would not proceed with his plan.*
- *What (who, whom, which; when, where, how, etc. ) + ever.*
  - Take **whichever** you want.*
  - Come and visit me **whenever** you want.*

# SECTION 3

## USING ENGLISH IN CONTEXT



### Project Making a Group Presentation about Differences of Traffic Rules in Different Countries

Every country has its own traffic rules and regulations for the safety and best interests of its citizens. Traffic rules in different countries are slightly different from each other. It is essential and useful to be familiar with these differences. In this project, you will investigate and compare the major differences of traffic rules in some foreign countries, and then deliver a presentation to your class.

#### »Step 1 View and Discuss

View the following traffic signs, and talk with your group members about what they indicate.



#### »Step 2 Listen and Answer

Listen to the passage about right-hand traffic and left-hand traffic, and answer the following questions.

What is right-hand traffic?  
What is left-hand traffic?

How many countries follow  
the right-hand drive rule?

According to the left-hand traffic rules,  
from which side should the cars overtake?

What should a driver from a right-hand driving country  
do when in a left-hand driving country?

Based on Leeming's  
research, what  
countries have a  
lower collision rates?



### »Step 3 Read and Discuss

Read the passage and get to know some uncommon driving rules. Then complete the table.

#### Uncommon Driving Rules across the Globe

##### Top up Your Tank

For safety reasons, drivers in Croatia are banned from having a full petrol can in the car. A spare set of headlights is a legal requirement. The same law applies in the Czech Republic.

##### Insurance against Nature

Volcanoes and hot springs make Iceland a popular travel destination, especially for road tripping. But half of the island is only accessible by four-wheel drive and the weather can be unpredictable. Local car hire **agencies** recommend taking out insurance for potential damage from volcanic ash or extreme wind.

##### Speeding Tickets in Austria

In speed zones of 30 km/h or less, traffic police in Austria use their own judgment to estimate the speed of a car. Their “trained speeding eye” means drivers may be at risk of a speeding ticket even if there is no speed camera in sight. Depending on the officer’s guess, the driver may receive a ticket even if they are travelling under the posted limit.

##### No Clothes, No Problem

Those who enjoy feeling the wind in their hair may want to head to Germany, where a car counts as a “private space”. That means undressed driving is permitted by law. However, drivers run the risk of losing their insurance **coverage** if they are involved in a crash while driving barefoot.

##### Hold on When Nature Calls

Drivers in England who can’t make it to the next service station when they need to use the toilet can relieve themselves at the roadside without punishment. But there’s a catch. They can only do that on the side of the road if they are beside the car’s rear tire and have their right hand touching the car.



| Country | Rules                                                            |
|---------|------------------------------------------------------------------|
| Croatia | Drivers are prohibited from having a full petrol can in the car. |
|         |                                                                  |
|         |                                                                  |
|         |                                                                  |
|         |                                                                  |

#### »Step 4 Explore and Compare

7

To compare the differences among traffic rules in various countries, planning ahead is helpful and important. It is suggested that each group member surf the Internet or do some library research for traffic rules first. Then, the group should work together to locate some interesting points in traffic rules. For instance, there are differences between right-hand traffic and left-hand traffic rules, requirements for drivers' qualification (driving license, age), requirements for using seatbelts, speed limits, requirements for parking, fines for drunk driving or other traffic rule violations.

2

It is suggested that each group member should focus on one or two of the focus points and then survey traffic rules in some (5 – 6) countries. The group leader should make sure that group members will work on different focus points. Each group member will keep notes and record the similarities and differences in these countries. Pay attention to how the rules are different and how they manage traffic safety. It will be useful to copy photos in the exploring process and make diagrams in the period of analysis for the presentation.







## »Step 5 Prepare and Present

- 1 When you finish the exploration and comparison of traffic rules, all group members will sit together and put all your findings into a coherent set of PPT for presentation. Your presentation should include:

- greeting and introducing the topic (major contents);
- giving a description of your research methods;
- presenting your research findings with supporting examples;
- highlighting the most interesting or surprising findings in your research;
- concluding your presentation with your opinions and significance of your research.

- 2 Can you explain and emphasize in English the importance of following laws and rules?

### Learning tips

*It is suggested that you rehearse with your group beforehand; make sure that you do not speak too fast; you use eye contact with your audience; you maintain pleasant facial expressions; and you stand up and talk with confidence, and clear voice.*



### Evaluate yourself!

Can you analyze and comment on the structure of the text in Section 1? Is it logical and coherent?  
Can you explain and emphasize in English the importance of following laws and rules?

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

|                                                                                | Excellent             | Very Good             | Good                  | Needs Improvement     |
|--------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Generalizing about the different structures of emphasis                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identifying words that reinforce or weaken the tone or attitude in discourse   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Finding out the cause of anxiety in English learning and adjusting accordingly | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## SECTION 4

### EXPANDING OUR HORIZONS



## “The Rules Are the Rules”

*David, Jerry and Wang Wei were hurrying back to school to make in time for their chemistry exam. But David got caught speeding and was issued a speeding ticket. The traffic ticket has delayed them even further, and on the way back, David is extra careful not to drive too fast. By the time they get back to school, they are half an hour late for their exam. The three students race down the hall to the chemistry classroom. Mr. Shaw is sitting at his desk, marking tests.*

Jerry: Excuse me, Mr. Shaw. Can we talk to you?

Mr. Shaw: Yes, sure Jerry. You missed your chemistry final. Where were you guys? I was really worried about you.

Jerry: Oh we're really sorry, Sir. We didn't mean to miss our exam. You have to believe us! We just ran into a problem.

Wang Wei: Yeah, a really big problem.

David: Really, Sir. We tried our best to get back in time for the exam but we couldn't. Please let us take the test tomorrow. Please, oh, please!

Mr. Shaw: Well, David, you know it as well as I do. The rules are the rules. If a student misses an exam he gets a zero. Rules need to be straight as an **arrow**. There is no room for deviance from them. There's nothing I can do.

Wang Wei: No, please sir. We're sorry. We didn't actually miss the exam. We were just late and we do have a good reason.

David: Yes, we tried to get back in time, but we got a... a flat tire, yeah that's it... a flat tire.

Jerry: Yeah, that's right. And we had so much trouble changing the tire. The **rubber** was shredded on the road, and that made us late. It wasn't our **fault**, really.

Mr. Shaw: Okay. I'm not supposed to do this, but in your case I'm going to **bend** the rules. I'm going to let you all write the exam tomorrow morning at nine o'clock sharp. Rules are rules, but sometimes a person has to consider the circumstances and have a little sympathy.



### Making apologies

- I'm really sorry.
- I'm terribly sorry about...
- I didn't mean to...
- I deeply regret...
- May I offer my sincere apologies for...



But don't be late this time because this is your last chance.

Wang Wei: Thank you so much, Sir. We won't be late this time.

*Jerry, Wang Wei, and David all arrive at the exam 15 minutes early. Yesterday they were confident about writing the exam. Today they were nervous. Mr. Shaw enters.*

Mr. Shaw: Okay. This is the deal. You are each going to write the exam in a separate room and there is only one question on the exam. If you all get the right answer, you will pass your chemistry course.

*The students look very serious as they **proceed** to their examination rooms. Each one opens the exam booklet and sees the single question on the final exam.*

The question: Which tire was flat?

## POST-READING QUESTIONS



- 1 What does the title "The Rules Are the Rules" mean?
- 2 How did they explain to their teacher for being late? Is it true?
- 3 Were they allowed to do their chemistry final? What does the single question on the final exam mean?

## Tougher Rules for Drunk Driving

May 9, 2010 was just another day on Beijing's busy roads until a black car travelling at 120 kilometres per hour crashed into another car, killing a 33-year-old father and his 6-year-old daughter. The driver of the black car was drunk. Later, after being **arrested**, he said, "There's nothing I can do to fix what I have done to the **victims** and their family. The damage is **permanent**. I'm just a criminal."

This is just one report of the many drunk driving accidents that happen yearly across the country. A government report recorded over 40 thousand drunk driving cases nationwide in 2009. Between 2006 and 2010, 3,500 people were killed and 9,000 injured due to drinking-related **motor** vehicle accidents in China.







The government hoped it could reduce these figures through new, tougher laws. Under the old law drunk drivers risked losing their **licenses** for just 3 – 6 months. Now, it is classed as a criminal offense, even if no accident is caused.

“In the past, drunk driving was considered a **minor** offense. The local police could deal with the problem and offenders would lose freedom for just 15 days. But now drunk driving is a criminal charge that **prohibits** driving for a long while,” said one of the officials. “A criminal punishment recorded on your personal files can have a huge impact. If an **applicant** has a criminal record, doors to government jobs are completely shut.”

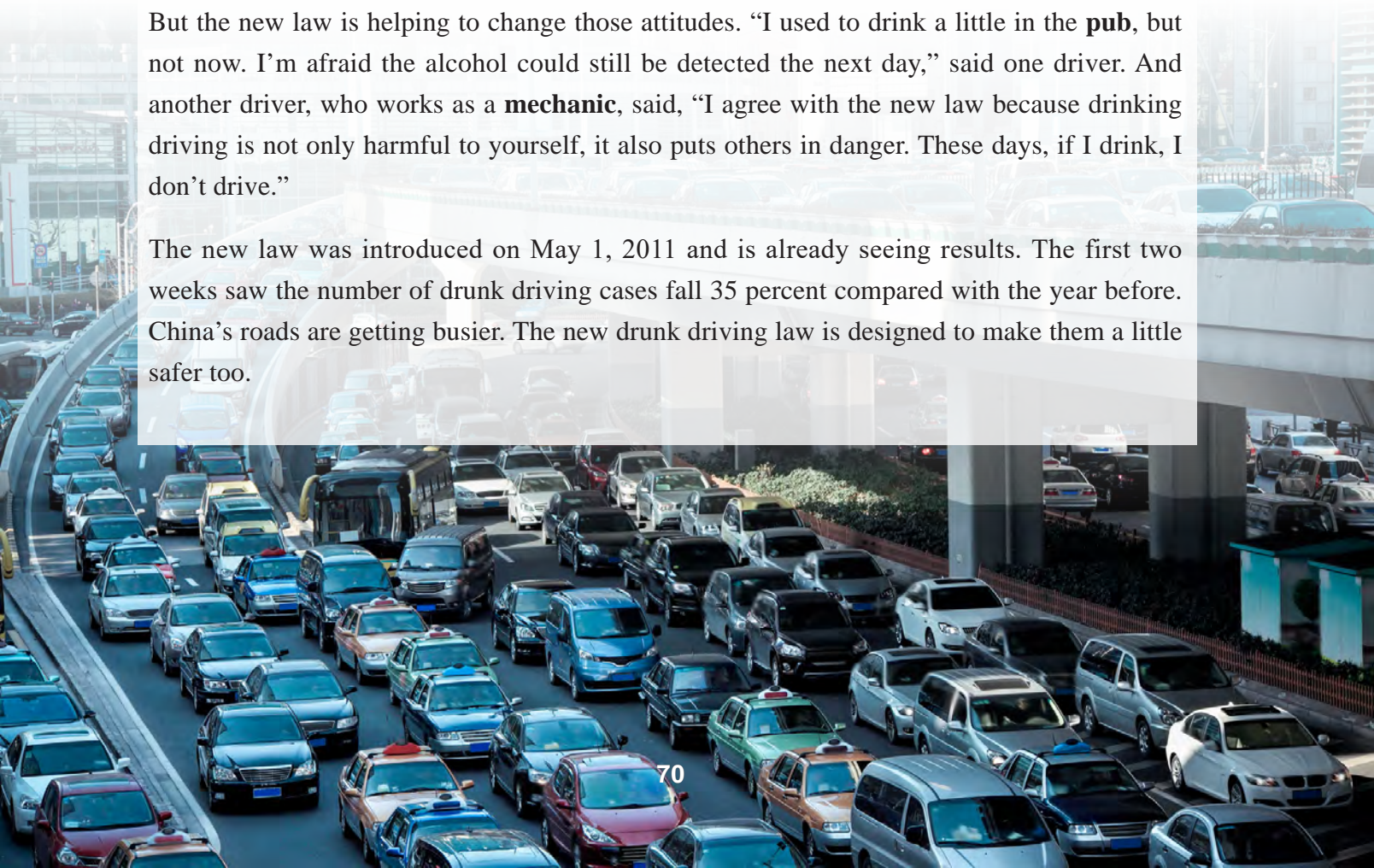
Those caught driving drunk will have their licenses **withdrawn**. And they’ll have to wait at least five years before applying for a new one. In the worst cases, drunk drivers will have their licenses withdrawn for life.

The number of cars in China is growing. More vehicle **operators** mean more traffic accidents. The severity of accidents caused by drunk driving has become impossible to ignore by Chinese civilians and lawmakers.

In China, drinking is deeply rooted in the culture. As the saying goes, “A thousand cups of wine are not too much when close friends get together.” Before the new law was introduced in May 2011, many believed drunk driving was not a major offence and held on to the idea that drinking large amounts of **alcohol** was a way to show warmth.

But the new law is helping to change those attitudes. “I used to drink a little in the **pub**, but not now. I’m afraid the alcohol could still be detected the next day,” said one driver. And another driver, who works as a **mechanic**, said, “I agree with the new law because drinking driving is not only harmful to yourself, it also puts others in danger. These days, if I drink, I don’t drive.”

The new law was introduced on May 1, 2011 and is already seeing results. The first two weeks saw the number of drunk driving cases fall 35 percent compared with the year before. China’s roads are getting busier. The new drunk driving law is designed to make them a little safer too.





## POST-READING QUESTIONS



- 1 Why do you think a traffic accident is mentioned in the first paragraph?
- 2 Mr. Zhao caused a death after drunk driving. What would this mean to him?
- 3 What's the attitude of Chinese people towards the new law?

## Funny International Laws You'd Never Know Are Real

You might want to remember these four surprising and strange laws next time you're travelling to avoid embarrassment, fines, or worse!

### Don't Eat on Church Steps in Italy

Be careful where you consume a relaxing lunch or refreshing drink in Italy. It's an offense in Florence to eat or drink while sitting on **church** steps or within a church yard. The same law applies to eating near public buildings or **institutions**. Snack **elsewhere** and avoid the fine.

### Feed the Pigeons and You'll Break the Law in San Francisco

It's **illegal** to feed pigeons on the streets of San Francisco. The city famous for the Golden Gate Bridge blames the birds for spreading disease and damaging **property**. If you're caught providing food to San Francisco's pigeons, you could face a fine. Citizens are even encouraged to report pigeon feeders to the city's police department.

### Watch Your Camera in Kazakhstan

Want to take a picture of your family in the airport before you board the plane? In Kazakhstan, it's against the law. Photography in and around airports is illegal, and taking pictures of military and official buildings is not allowed either.







## Pack a Breathalyzer in France

In France, drivers are legally required to carry a small Breathalyzer in their vehicle. If you're caught without it in your car, expect to be fined. Tourists behind the wheel, this law applies to you too.

## POST-READING QUESTIONS



- 1 Do you find any of these laws funny? Please give your reasons.
- 2 Have you ever seen or experienced that in some area people follow some funny rules or laws?
- 3 As the world is becoming more global, what would you predict will be the future of these funny laws? Why?

## Unit Reflection

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

- 1 How do you understand “Nothing can be accomplished without norms or standards”? What have you learned about major functions of rules and laws from this unit?
- 2 What do you think about the relationship between freedom and living by laws? What is your attitude towards rules and laws? Are you aware that there are rules in our school and in everything we do? What should we do?
- 3 What are the major emphatic patterns in English? What have you learned about the function and use of “emphasis” in speech and writing?

## More Connections

- Rules and laws are the core contents of this unit and they are of vital importance to everyone in daily life. Surf the Internet and explore more deeply in the areas of rules and law. Here are some key words for reference: integrity, rules and law.
- What is law? What's the relationship between law and creativity? Lawrence Lessig, an outstanding American lawyer, delivered a speech entitled *Laws That Choke Creativity*, which gives us a new insight into the relationship between law and creativity.

# UNIT 5 HUMANKIND AND NATURE



*We do not see nature with our eyes, but with our understandings and our hearts.*

– William Hazlitt, English essayist

*Deviation from nature is deviation from happiness.*

– Samuel Johnson, English writer

*We won't have a society if we destroy the environment.*

– Margaret Mead, American anthropologist

# SECTION 1

## READING FOR MEANING



# One Man's Dream

– Inspired by an Original Story “The Man Who Planted Trees”

### BEFORE YOU READ

- 1 What are the problems with nature? Which is the most serious?
- 2 How do you feel about protecting the environment? And what do you think will happen to the environment in the future?
- 3 Have you ever planted trees? Why do people plant trees?

It has been my habit to put a couple hundred seedlings in the ground each year. I feel great when I do it, knowing that long after I am gone, these trees will tower high above the land. As I plant, I am comforted by memories of my grandfather. It was he who taught me about the trees.

When I was a boy, my grandfather and I would spend many days walking through the forest, enjoying the sunshine and the shade of the beautiful oak trees. Often we would stop by a **stream** to have lunch and my grandfather would tell me **random** stories of years past.

“Back in the early 1900s, in the mountains in the south of France, there lived a man,” he would begin, his eyes taking on a dreamy look, as if he were remembering a good friend



### QUICK CHECK!

**Seedling** is a young plant that has grown from a seed. Can you guess the meaning of “duckling”?





who had passed away. “He lost his wife and daughter to a terrible disease which passed through that area. Filled with sadness and loneliness, he decided to sell his **estate**, leave the town and take up the lonely **occupation** of a shepherd in the dry and barren hills that overlooked a distant **canal**. He was about 55 years old and didn’t **correspond** with any of his friends after his sudden **departure**. And as he tended his **goats**, he looked around and found that as far as he could see there were no trees but only some **weeds** growing. He felt he needed to do something to help the land recover, for he knew that it had once been a **splendid** green forest with open grass lands and flowing streams of water. No one knew why it had dried up, but that did not matter to the shepherd. One year, he found a lonely oak tree that had managed to survive in that area. He climbed it and gathered the acorns, which are the seeds from which new trees might grow.

“He planted these seeds in a small garden near the stone house where he lived. He lovingly watered the seeds and cared for the seedlings that shot up through the ground the next year. About 100 of these young trees survived, and when they were a couple of years old, the shepherd took a stick and began walking along his **circuit** of trees, punching a hole in the earth every now and then and carefully planting the trees one by one. He gathered more acorns and soon, every year, he had a few hundred new trees to plant.

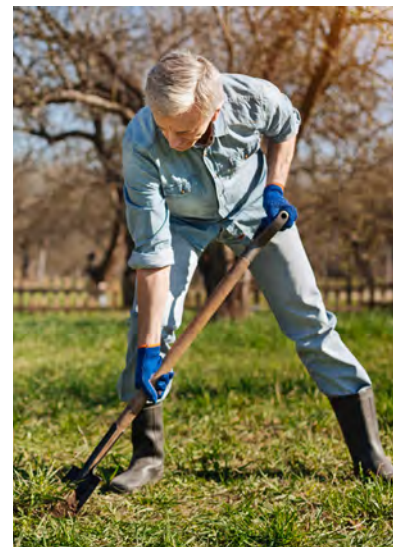
“In a few years, the first trees had stretched to over ten feet tall. A few years after that, they were old enough to have acorns of their own, and as these acorns got **ripe** and fell to the ground, new trees sprung up with no **intervention** from the man. Still he continued to raise his seedlings and plant a few hundred trees each spring. His personal tree planting **enterprise** continued, and in time, he had planted more than 20,000 trees.

“The shepherd grew older. His walk slowed and his back bent under the weight of old age, yet he continued to plant. As the trees grew, they attracted birds to **nest** again in



### QUICK CHECK!

If a hill is **barren**, it is not good enough for plants to grow on it.







the area. As the trees got taller, they provided shade from the hot summer sun. Along the dried out river beds, thin streams of water began to appear. Then, more water, until the rivers came back, and with the rivers came fish, **frogs** and insects.

“Two wars spread through Europe, but the old man did not notice as he spent his days alone, slowly making his way out each day to put a few more trees into the earth. After the Second World War, progress came to the area. A road was built. Then a rail line was laid down in the **valley**, and people began to visit that part of the country. They were amazed at how the land had changed. They would ask, ‘Wasn’t this a dry and awful place only a few decades ago?’ No one knew about the work of the old shepherd. They only knew that where there once had been nothing, but now, a thick green forest, filled with singing birds and animals of all kinds, spread out as far as they could see.

“One day, a government forestry officer was conducting a tree **inspection** in the forest, trying to figure out how such a wonder of nature had come to be, when he ran into the old man. He was almost 90 years old at that time, yet he continued to plant, perhaps only five trees a day. It was not easy for such an old man to make his way over the rocky field, bent under the weight of all those years alone in the high hills with the trees and his memories. When the ranger learned that it was the old man who had been planting those trees, he was amazed. The ranger, too, was a lover of trees and had made it his life’s occupation to see the land renewed after the wars. He asked if it would be okay if the government declared the forest a natural **reserve** where no tree cutting would be allowed, so that future generations could enjoy the brilliant beauty of the forest. The old man smiled and nodded in agreement.

“The ranger became a good friend to the old man, visiting him when he could. They would sit together in front of the old man’s stone house, breathing in the clear air and



#### DO YOU KNOW?

**The Second World War** was a global war that lasted from 1939 to 1945. It was the most global and the deadliest war in human history, marked by 50 to 85 million deaths, most of whom were civilians in the Soviet Union and China.







looking out over the trees that now went on for miles. The gentle old man lived until the age of 95, going out each day, one step at a time, planting perhaps only one tree each day. On his last visit to the old man, the forest ranger found him lying in the forest, his planting stick by his side, a six-inch seedling beginning its growth towards the sun.”

Yes... I think of this story every spring when I plant trees here on this farm. Now I know that my grandfather was passing a great truth to me in the tale of the old man. I wish I had the selfless dedication of that old man. And though I may never be him, I will go on planting trees each year in honour of him. I believe he watches over me from a forest somewhere in eternity. I also believe, that if my grandfather were around to see it, it would make him proud.

## AFTER YOU READ



### Reading Comprehension

- 1 Why does the narrator plant trees each spring? What is the main idea of the story?
- 2 What was the mountain area like when the old man started planting trees? What was it like at the end of his life? Could you describe its change?
- 3 In Paragraph 4, it says "...the shepherd took a stick and began walking..." What can you tell from this sentence according to the context?
- 4 How many years had the old man been planting trees there? Can one person make a difference? What can we learn from the old man?
- 5 Why did the forest ranger want to declare the forest a natural reserve?
- 6 What is the "great truth" mentioned in the last paragraph? What does this paragraph tell us about the narrator's character?



### Post-reading Activities

- 1 In the story, there are many sentences using v-ing forms making the scenes vividly rise before our eyes. For example:  
... (we) would spend many days **walking through the forest, enjoying the sunshine...**  
Find more sentences with the same structure and share in your group.
- 2 Recall your own childhood. Is there any person who has greatly influenced you or helped you learn something like the narrator's grandfather? Share your story in your group.
- 3 Work in groups and make a list of things we can do in our life to protect our environment.
- 4 Should recycling be made compulsory for all households in China? Discuss this issue in groups and share your opinions.

# SECTION 2

## LEARNING THROUGH PRACTICE



### Task One Summarizing the Benefits of Being Out in Nature

In this task, you will first listen to a passage on the benefits of being out in nature. Then you will read a summary based on the passage. Study the structure and language of the summary and write your summary about 80 words on a passage about humankind and nature.

#### »Step 1 Pre-task Resources

Listen to the passage carefully and fill in the blanks. Pay attention to how benefits of being out in nature are presented in the passage and be ready to discuss the major benefits in groups.

#### Why Getting Outside Is So Good for You

It seems that just being out in nature does your body, mind and soul some good. According to a study, the closer you <sup>(1)</sup> \_\_\_\_\_ to nature, the healthier you're likely to be. The study showed people who lived within 1 kilometre of a <sup>(2)</sup> \_\_\_\_\_ or a wooded area experienced less anxiety and depression than those who lived farther away from green spaces. Other studies by <sup>(3)</sup> \_\_\_\_\_ have found that joggers who exercise in a natural green setting with trees and landscape views, feel more **restored**, and less anxious, angry and depressed than those <sup>(4)</sup> \_\_\_\_\_ who burn the same amount of **calories** in gyms or other <sup>(5)</sup> \_\_\_\_\_ settings. So even if you have to drive a few miles to find a little green, it's worth it!

One leading <sup>(6)</sup> \_\_\_\_\_ says that being outside increases our vitamin D intake. Sunlight is a natural source of vitamin D, so the theory seems logical. Being in a natural setting can help increase your quality of sleep, as studies <sup>(7)</sup> \_\_\_\_\_ that natural sunlight helps set the body's **internal** clock that tells us when to eat and sleep. Enjoying the outdoors also gives us a <sup>(8)</sup> \_\_\_\_\_ from technology and the on-the-run lifestyle. When we're outside, we have a clearer, more focused mindset to hang out with friends, or spend some quiet time alone or even play with a pet. And perhaps most important of all, we get a chance to really unplug from our devices and from our daily stress.



## »Step 2 Exploring the Language

Read the following summary based on the passage in Step 1. Discuss in groups how benefits of being out in nature are summarized. Examine and explore the language used in the summary.

In this passage the author lists the major benefits of being out in nature based on research findings. It is said in the passage that people living closer to nature have less anxiety, and jogging in a natural setting is much better than running in gyms. The author also explains that outdoor activities will help take in more vitamin D and improve the quality of sleep. Finally, the author concludes that being outdoors will give people a break from technology or stress in life.

- 1 How many major benefits are mentioned in the summary? Please compare how these benefits are presented in the passage and in the summary. Where did you see detailed explanations and examples? Where did you see brief and short phrases?
- 2 Compare the different points of view used in the passage and in the summary. Are they the same or different?
- 3 Compare the order or sequence of major benefits in the passage and in the summary.
- 4 What connectives are used in the summary? How are the key points listed in the summary?

A summary is a shortened version of a text or a passage. It gives only the main idea and key points of the original text, not the details. It should be short and brief. It is written in the third person point of view, and is written as much as possible in your own words. Do not include information in the summary that is not contained in the text.

## »Step 3 Task Cycle

- 1 Choose a passage in Unit 5 and read it carefully with your group members.
- 2 Underline the main idea and key points of the passage, or write down a list of key points.
- 3 Write the first draft of your summary. Please use the third person point of view and try to use your own words.
- 4 Revise your summary and check if all the major points are included and if they are organized logically and coherently.
- 5 Share your summaries in groups.



## Task Two To Ban, or Not to Ban? Stating Your Reasons

In this task, you will first read a summary of a lecture, where you will learn about the link between human behaviour and climate change. You will next use your imagination to consider what would happen if people stopped using plastic bags. Then you will write a short passage to state your reasons.

### >>Step 1 Pre-task Resources

Here is a summary of a lecture. Read it carefully and pay close attention to the sentences in blue.

The Earth's climate is changing rapidly. The primary cause of that change is the release of carbon dioxide from burning coal, oil and natural gas. This energy increases the average temperature of the Earth's surface, heats the oceans and melts **polar** ice, which is the **habitat** of the polar bears. As a consequence, sea level rises and weather changes.



What would happen to the climate if we were to stop emitting carbon dioxide today? Would we return to the climate of our elders? The simple answer is no.

The already vast amounts of carbon dioxide that have been released would remain in the atmosphere for thousands of years. So **even if carbon emissions stopped completely right now, as the oceans catch up with the atmosphere, the Earth's temperature would rise** about another 1.1°F (0.6°C). Scientists refer to this as committed warming. Ice, also responding to increasing heat in the ocean, would continue to melt.

However, this is not a reason to continue on the path that we have been on. Rather than trying to recover the past, we need to be thinking about what we can do differently today to ensure the best possible future.

### >>Step 2 Task Cycle

- 1 Read the passage in Step 1 again. Make sure that you understand every word.
- 2 In your group, discuss the possible consequences of stopping using plastic bags.





- 3 Here are some arguments found online. Use the arguments (If you are for them) and detailed information in your writing when necessary. Remember to use “What would happen... if we were/did” sentence structure and other forms of subjunctive mood as many as possible.

- **Plastic bags are permanent.** Most plastic bags are just used once, maybe twice if you line your trash cans with them. Yet it takes 500 to 1,000 years for plastic to degrade.
- **We do share this world with other species.** Generally, more than 260 species of marine animals are affected by plastic debris in the ocean. Sea turtles, whales and many species of fish have been found with large amounts of plastic in their stomachs.
- **Their production is wasteful and contributes to climate change.** Plastic production worldwide uses around 8% of the world’s oil production.
- **They make our world ugly.** Even when properly disposed of, plastic bags are easily windblown and find their way into the landscape or waterways.
- **They are a public health threat.** These plastic bags make our world unhealthier too. The chemical components of the plastic bags will ultimately degrade soil and water quality.

- 4 Share your writing with your partner and revise it together.

### »Step 3 Language Focus

The subjunctive is a grammatical mood that allows people to express their attitude towards what they are saying. The verbs are typically used to express various states of unreality such as wish, emotion, possibility or action that have not yet occurred.

In unreal conditional sentences we can use *were* after any subject in *if-clause*, including singular first and third person subjects (e.g. I/she/he/it).

- *If your mother **were** here, I’m sure she wouldn’t let you eat all those chocolates.*
- *My job would not exist if it **were** not for government funding.*

*Was* can be used instead of *were* with the same meaning, but informally. However, we prefer *were* rather than *was* when we give advice with *If I were you...*

- *If I **were** you, I’d take it back to the shop. It’s got a hole in it.*  
(rather than *If I was you...*)

# SECTION 3

## USING ENGLISH IN CONTEXT



### Project Holding an Online Forum on How Humans Can Better Interact with Nature

Human beings are part of nature. It's very important for people to have a better understanding of the relationship between humankind and nature. In this project, you will participate in an online forum on "How Humans Can Better Interact with Nature".

#### »Step 1 View and Discuss

Below is a webpage of an online forum on "Citizens' Efforts to Improve the Environment". View the webpage, complete the table and discuss with your classmates.

The screenshot shows a webpage with a light green background and a white border. At the top, there is a search bar. Below it, there are five posts, each with a user profile picture, name, and role. The posts are arranged in a grid-like fashion, with some overlapping. The first post is from John, a shop owner, who talks about waste. The second is from Tom, a bus driver, who talks about air pollution. The third is from Susan, a housewife, who talks about energy conservation. The fourth is from May, a salesgirl, who talks about consumption and recycling. The fifth is from Lily, a clerk, who talks about paper usage and food waste.

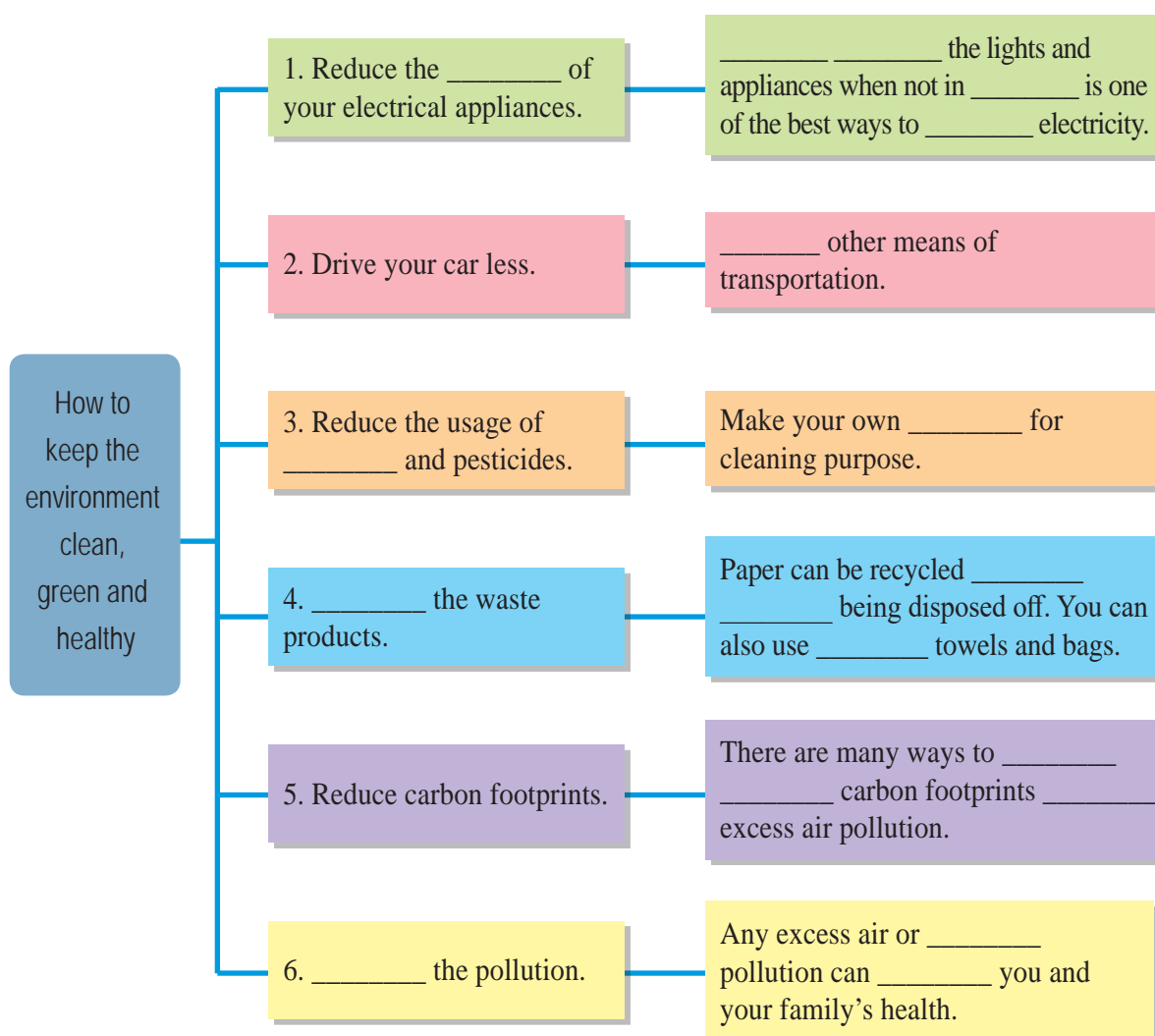
| User  | Role       | Message                                                                                                                                                                                                                                                 |
|-------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| John  | shop owner | Building a greater awareness around producing less waste is vital to our future. As a small food shop owner, I made a note on the <b>receipt</b> reminding my customers to sort their waste.                                                            |
| Tom   | bus driver | Air pollution, partly caused by vehicle emissions, must be reduced. Promoting green travel, like carpooling and bike riding, is the surest and easiest way to reduce our carbon footprint.                                                              |
| Susan | housewife  | Every household must learn to become conscious and conservative energy users. That means shutting off the light when you're not using it and saving water wherever you can. If there are any pipes that <b>leak</b> in your house, fix them right away. |
| May   | salesgirl  | Reduce your <b>consumption</b> and <b>recycle</b> goods when you can. It might be something as simple as bringing your own bag to the <b>grocery</b> store and reducing the number of <b>plastic</b> bags you use.                                      |
| Lily  | clerk      | In the work place, I print on both sides of the paper to maximize usage. I never waste food, especially at <b>buffets</b> . I only take what I can eat. I think this is also a way to love the Earth.                                                   |



| Names | Environmental problems | Ideas/Efforts to protect the environment |
|-------|------------------------|------------------------------------------|
| John  | waste                  | remind customers to sort waste           |
| Tom   |                        |                                          |
| Susan |                        |                                          |
| May   |                        |                                          |
| Lily  |                        |                                          |

## Step 2 Listen and Learn

Listen and learn about different ways to keep the environment clean, green and healthy. While listening, complete the chart below. When you finish, look at the chart again, and learn about the major problems and some major conservation methods.



**>>Step 3 Explore, Investigate and Interview****1****Explore**

Surf the Internet, or do research in the library. Try to learn more information in English on the relationship between humans and nature, and how people in different countries try to better interact with nature.

**2****Investigate**

Continue surfing the Internet, or reading local newspapers, and try to learn more about what is going on in your hometown:

- What major environmental problems are there in your city?
- What measures are being taken to improve the situation?

If possible, you may go and visit the place to see how things are there.

**3****Interview**

After you finish investigating, interview five or six people in your neighbourhood (different ages and genders). In your interview, try to get their opinions about major local environmental problems (such as resource shortages, environmental pollution or ecological damage), suggested methods or measures for improvements, and how they view the environment and related issues. Make notes and get ready for your online forum when you will need to refer to the situation in your hometown.

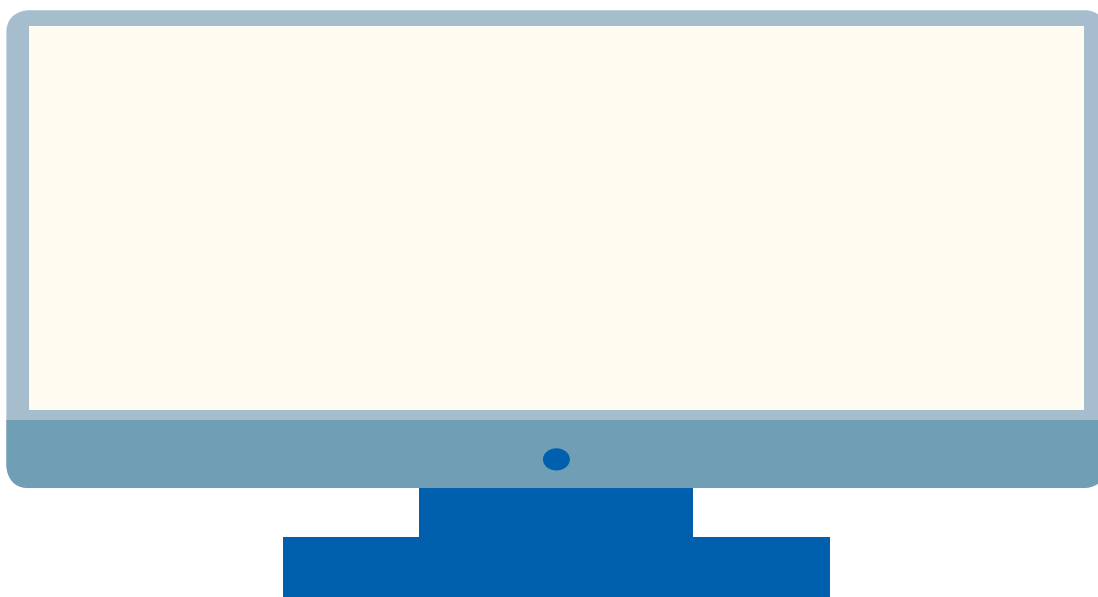






## »Step 4 Process, Organize and Participate

- 1 Review and process all the information you have read and collected. Choose a topic you think you know more about and you have an interest in. It is better to choose a problem in your hometown that requires an immediate solution. Organize your ideas and write a draft for your online forum discussion. You may share it in your group to get comments for improvement.
- 2 When you are ready and online, read the previous posts (messages in online forum) first. Then you write a response to a post that interests you and put your post online. When you finish your post, you stay online and be ready to answer responses from others and exchange posts with them.



### Evaluate yourself!

Can you tell the genre of a text or a passage from its title and structure?

Can you monitor the appropriate use of language in communication and make adjustments accordingly?

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

|                                                                         | Excellent             | Very Good             | Good                  | Needs Improvement     |
|-------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Collecting related words for the topic of "humankind and nature"        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Using appropriate English and body language in the debate and the forum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Analyzing problems in English learning and finding effective methods    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## SECTION 4

### EXPANDING OUR HORIZONS



## What Can I Do?

An adorable little boy walked down the sidewalk. His backpack was heavy with books and his lunch **kit**, and his feet were slow. He stuck to his path, pausing every now and then only to pick up a can or piece of paper he found as he went along his way. When he looked around at all the garbage on the street, his heart felt as heavy as his backpack.

As he opened the door to his house and went inside, his mother could **infer** that something was wrong. “John, what happened? Is everything okay?” she asked.

“Nothing is okay, Mom. Nothing will ever be okay again.” John stood in the middle of the kitchen as his mother came over to the kitchen table. “Sounds like you had a difficult day, John. Is there anything I can do to help?”

“That’s just the thing, Mom. We can’t help. We can’t batten down the **hatches**.” He sat down at the table and put his head in his hands. His mother sat down and waited a moment until John began to speak again.

“Today, in science class, the teacher was talking about World Environment Day. World Environment Day is supposed to be a day when every person promises to do something to help take care of our environment. Mr. Robinson was telling us how many **corporate** companies are not careful about how they get rid of their industrial **acid** waste. He said that our world is getting dirtier and that many animals and plants are dying. He wants us to think of something we can do to help, and I thought all the way home and there is nothing I can do. I can’t stop the companies from polluting our air and water, and I can’t save all of the animals! There is nothing that I can do to make a **concrete** difference.”



#### DO YOU KNOW?

**Industrial waste** is the waste produced by industrial activity which includes any material that becomes useless during a manufacturing process. Industrial wastes containing poisonous pollutants require specialized treatment systems.



His mother sat for a minute, thinking, “You sound like this really concerns you and that you have put a lot of thought into it, John.” John nodded.

“Let me tell you a story that your grandfather told me. I think it might help,” she began.

“One morning a man was walking down a **salty** beach that was covered in dying starfish. The tide the night before had been especially strong and thousands of starfish had been washed up on shore, too far up for them to make it back into the water by themselves.

“The man shook his head as he walked along with slow heavy steps thinking what a shame it was that all of those starfish would die on the beach. He came upon a boy who was throwing starfish back into the ocean as fast as he could. He was out of breath and it was obvious that he had been at this task for a while.

“‘Son,’ the man said, ‘you might as well quit. There are thousands of them. They are washed up all over the beach. There is no way you can make any sort of difference.’

“The boy, not stopping, took no notice of the man’s words and continued what he was doing. One at a time, the boy knelt down, picked up each starfish and threw it back into the ocean. Then he looked up at the man and said, ‘I can make a difference to this one, and this one, and this one...’ The man, having no response, knew the boy was right. He began to help return the animals to their home, smiling at how life’s biggest lessons sometimes came from the smallest people.”

John stared intently at his mother. “But he did make a difference, didn’t he? To every starfish that he insisted on throwing back in?” His mother nodded, smiling.

## POST-READING QUESTIONS



- 1 Why did John feel down after school?
- 2 Why did John’s mother tell him the story?
- 3 What can you do to protect the environment?





## World Environment Day

World Environment Day (WED) is a day of activities held every year on June 5 to emphasize the importance of the environment, **advertise** worldwide awareness of environmental factors, and support the protection of the environment. It is also known as Environment Day or Eco Day. World Environment Day was formally designated by the United Nations Environment Programme on June 5, 1972, the opening day of the first World Environment Conference in Stockholm. The first World Environment Day was held in 1974. Since then, nearly 150 countries have been involved every year, with activities that range from raising awareness for environmental conservation to promoting recycling, sustainable development and consumption, fighting global warming, and cleaning up pollution, among others.

World Environment Day can be celebrated in many amusing ways, including bicycle parades, green concerts, essay and poster competitions in schools, tree planting, recycling efforts, clean-up campaigns, and many more. It is one of the principal vehicles through which the United Nations promotes worldwide awareness of the state of the environment and enhances political attention and corresponding actions.

Each year, the celebrations are planned according to the particular theme and slogan of the year to increase the effectiveness of the **advertisement** worldwide. For instance, the theme for 2017 was “Connecting People to Nature – In the City and on the Land, from the Poles to the Equator”. The host nation was Canada. The theme for 2018 was “Beat Plastic Pollution”. India hosted it this year.







## POST-READING QUESTIONS



- 1 When is World Environment Day?
- 2 Where was World Environment Day held in 2017? What was the theme?
- 3 Suppose your city is going to hold World Environment Day next year, what theme and activities would you like to design for it?

# A Chinese Fable about Humankind and Nature

Ever since ancient times, the relationship between nature and human beings has been an important part of Chinese culture. Evidence of this can be found in **representative** Chinese paintings, poetry, proverbs, historical records, folk stories as well as fables.

Here is a Chinese fable, which **recites** how a farmer helps his crops grow in the State of Song during the Spring and Autumn Period. The story goes like this:

*Once upon a time, an old farmer planted a plot of rice. Every day he went to the field to watch the seedlings grow. He saw the young shoots break through the soil and grow taller each day. But still, he thought they were growing too slowly. He was quite disturbed. “How could the plants grow faster?” He tossed and turned all night and could not sleep. Suddenly he came upon an idea. He jumped out of bed and rushed to the field. By the moonlight, he began working on the rice seedlings in the **mud**. One by one, he pulled up the young plants by half an **inch**. When he had finished pulling each one, it was already morning. Straightening his back, he said to himself, “What a wonderful*



### DO YOU KNOW?

A **fable** is a fictional story, which usually features animals, legendary creatures, plants, inanimate objects, or forces of nature (given human qualities, such as the ability to speak human language) and leads to a particular moral lesson.





*idea! Look, I have given them a boost. See how much they have grown in one night!” With great satisfaction, he went back home. He told his family what he had done. His wife and his son were shocked. Now the sun had risen. The family was heart-broken to see all the pulled-up young plants dying.*

This fable is called *ba miao zhu zhang* in Chinese, which means “to pull up the seedlings to help them grow” in English. The moral behind the story is that we should follow the rules about the way crops grow. Being too eager to help something may lead to greater loss.

You may think the fable is about a silly **amateur** farmer but if we ignore the rules of the natural environment, we can be just as silly as the man in the fable.

## POST-READING QUESTIONS



- 1 Where can we find examples of the relationship between nature and human beings as part of Chinese culture?
- 2 What is the moral of the story behind the idiom *ba miao zhu zhang*?
- 3 What is important in learning and using Chinese fables?

## Unit Reflection

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

- 1 What have you learned about “our relationship with natural world” in this unit? What is the Chinese traditional view of human beings and nature?
- 2 What are the major problems affecting our environment currently? What should humans do to realize sustainable development in terms of the human-nature relationship? Can we do anything as high school students? What can we do?
- 3 What does the subjunctive mood mean? What have you learned about the structure and use of the subjunctive mood from this unit?

## More Connections

- Do you want to know more about the environmental problems in the world? Surf the Internet for more information. Here are some key words for your reference: water pollution, air pollution, and noise pollution.
- Have you heard about Saihanba in Hebei Province? It is one of the green miracles China has created after three generations’ efforts. If you want to know more about the harmony between humans and nature China has achieved, surf the Internet for more information. Here are some key words for your reference: grow trees, protect the forests, and improve the environment.

# APPENDICES



## WRAP IT UP!

### UNIT 1 CARING FOR EACH OTHER



#### Build Your Vocabulary

##### A Choose the correct answers.

- 1 With so much evidence against him, he had to \_\_\_\_\_ his error.  
A acknowledge      B accept      C receive      D recognize
- 2 Although it is hard to \_\_\_\_\_ the cost of the journey, I will try.  
A take      B calculate      C spend      D manage
- 3 Many of my neighbours have dropped in to \_\_\_\_\_ after my father's health.  
A require      B request      C demand      D inquire
- 4 We are glad to \_\_\_\_\_ you on the progress you have made.  
A congratulate      B greet      C celebrate      D appreciate
- 5 Can you \_\_\_\_\_ your brother in this picture?  
A know      B identify      C realize      D notice

##### B Fill in the blanks with the correct forms of the given words in brackets.

- 1 He caused his parents great anxiety by \_\_\_\_\_ (cycle) long distances alone.
- 2 They received a poor return on their \_\_\_\_\_ (invest).
- 3 They have built up a home for the \_\_\_\_\_ (elder).
- 4 I \_\_\_\_\_ (sincere) wish you happiness, cheerfulness and success.
- 5 He was \_\_\_\_\_ (blame) for no manners.
- 6 There is no doubt of his \_\_\_\_\_ (competent) for the task.
- 7 My new \_\_\_\_\_ (curtain) have a pretty blue and red pattern.

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

What are friends for? A kid may say they are for playing together; a teenager may say they are for hanging out and having fun. But when you are <sup>(1)</sup>m \_ \_ \_ \_ enough, your answer may be that friends are those who are here with you whenever you feel <sup>(2)</sup>u \_ \_ \_ , and help you <sup>(3)</sup>h \_ \_ \_ \_ your problems when you are in trouble.

When I was in high school, I caught a serious <sup>(4)</sup>f \_ , but with the mid-term exam coming, I had to stay in school. Unfortunately, I was suffering from a high fever when I was taking the exam and what was worse, I passed out just before the math exam. My friend, Eric, took me on his back, rushing me to the nearest hospital next to our school. He paid the medical <sup>(5)</sup>f \_ ahead and when I woke up, he was smiling at me, joking, "We were lucky to escape the math exam."

From that day on, our <sup>(6)</sup>b \_ \_ deepened, and I took my friend Eric as someone <sup>(7)</sup>w \_ \_ \_ \_ \_ \_ \_ to care for the rest of my life.

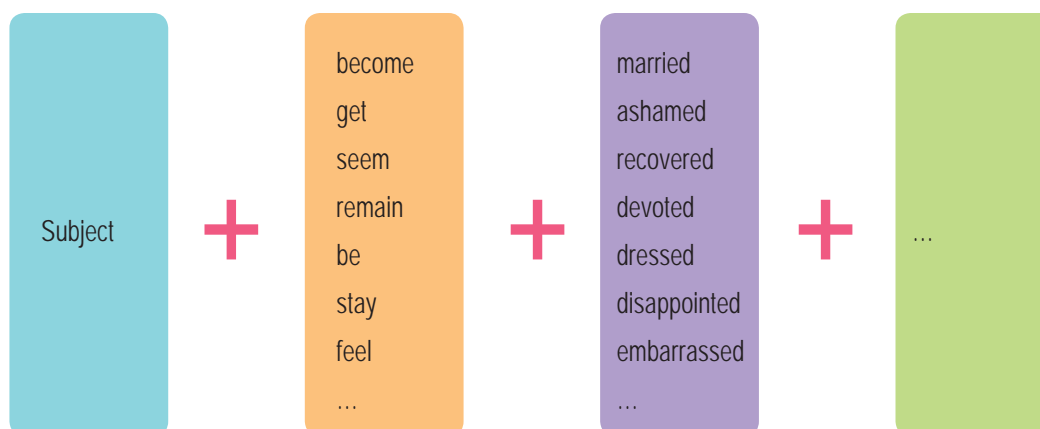
**Grammar Makes Sense****A Fill in the blanks with the proper forms of the given words in brackets.**

- 1 Please remain \_\_\_\_\_ (seat). The winner of the prize will be announced soon.
- 2 After the heavy rain, many cars got \_\_\_\_\_ (catch) in the mud.
- 3 What an \_\_\_\_\_ (excite) game! I'm really \_\_\_\_\_ (excite) about it.
- 4 The ground is \_\_\_\_\_ (cover) with the \_\_\_\_\_ (fall) leaves after the heavy rain.
- 5 We are all \_\_\_\_\_ (please) to see that \_\_\_\_\_ (smile) kid.
- 6 Eric got \_\_\_\_\_ (worry) about losing his passport.
- 7 When the teacher came into the classroom, the students were \_\_\_\_\_ (absorb) in a heated discussion.
- 8 It's \_\_\_\_\_ (know) that travelling is \_\_\_\_\_ (interest) but we often feel \_\_\_\_\_ (tire) when back from travels.
- 9 I think there is a cat \_\_\_\_\_ (hide) in that bush. Let's go and see.
- 10 Newton's head was usually so full of ideas that he was quite \_\_\_\_\_ (lose) in thought.





**B** Make as many sentences as possible referring to the given words.



**Example:** *Jack wants to get married and settle down.*

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

There was once a boy who was very rich and clever. He was only <sup>(1)</sup> \_\_\_\_\_ (interest) in the most rare and curious objects.

One day, he convinced his parents to buy an old mirror from a mysterious old man. When the mirror arrived, the boy went to see his reflection in it. His face looked very <sup>(2)</sup> \_\_\_\_\_ (upset) indeed. He tried smiling, but his reflection remained the same. He bought all kinds of toys and old junk, but forever looked <sup>(3)</sup> \_\_\_\_\_ (disappoint) in that mirror. <sup>(4)</sup> \_\_\_\_\_ (Feed) up, the boy stuck the mirror in a corner.

The other day, he went to buy a few toys, but on his way, he saw a little boy <sup>(5)</sup> \_\_\_\_\_ (cry) his heart out. The rich boy went over to see what had happened. The little one told him that he got <sup>(6)</sup> \_\_\_\_\_ (lose). The rich boy spent his money <sup>(7)</sup> \_\_\_\_\_ (buy) him sweets to cheer him up and helped him find his parents who were out looking for him, very <sup>(8)</sup> \_\_\_\_\_ (worry).

Getting home, he went to his room and noticed a <sup>(9)</sup> \_\_\_\_\_ (shine) light in the corner, the same corner he had left the mirror in. He went over to the mirror, and realized that the light was coming from his own body, so radiant with happiness he had become.

And then he understood the mystery of that mirror, which could reflect the true joy of its owner. He realized it was true: he felt <sup>(10)</sup> \_\_\_\_\_ (delight) at having helped that little boy.



## UNIT 2 POETRY — CALLING FORTH THE RICHES OF LIFE



### Build Your Vocabulary

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

- 1 True innovation occurs at the margins of any **area** of knowledge. (            )
- 2 Reading a variety of different books can help you learn some new **words**. (            )
- 3 When you add all the figures together, the **total** is 125. (            )
- 4 The power of a leader does not come from **title** but from intellect and perseverance. (            )
- 5 People here take their family traditions as the most valuable **belongings**. (            )

#### B Complete the sentences with the proper words. The first letter is given.

- 1 If you're ready to forgive me, then nothing can tear us **a** \_ \_ \_ , I promise.
- 2 Don't cheat in an exam under any **c** \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ .
- 3 I've lost the key to my house, so I'll have to force an **e** \_ \_ \_ \_ .
- 4 Our captain is a man of **e** \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ will power.
- 5 When we **f** \_ \_ \_ \_ water, it turns into ice.
- 6 In my grandma's days people use oil **l** \_ \_ **s** to light up the room at night.
- 7 The person who holds the position of head of the government in England is the **P** \_ \_ \_ \_ \_ .
- 8 Rose and nose may **r** \_ \_ \_ , but that is not their only correlation.
- 9 Taking advantage of his **f** \_ \_ \_ \_ English, he find a position in a joint-venture.

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

circumstance    fluent    vocabulary    freeze  
restrict    rank    lamp

My friend Wang Qian is the poetess of my class. She knows thousands of Chinese poems and <sup>(1)</sup> \_\_\_\_\_ first in a recent provincial poetry contest. Having an extremely large <sup>(2)</sup> \_\_\_\_\_ in Chinese and being <sup>(3)</sup> \_\_\_\_\_ in English, Wang Qian writes both



Chinese poems and English poems. She uses poems to describe all <sup>(4)</sup> \_\_\_\_\_ in life and express her feelings about them. Even the simple things like a <sup>(5)</sup> \_\_\_\_\_ river or <sup>(6)</sup> \_\_\_\_\_ lights shining through a farm house window can bring out the poetess in her. She believes poems should not be <sup>(7)</sup> \_\_\_\_\_ to poets and anybody can write poems of his/her own.



## Grammar Makes Sense

### A Combine the sentences using the appositive clause.

#### Example:

*The news is that a stray dog visits the police station each noon to seek shelter from the hot weather.*

*The news is interesting.*

➡ *The news that a stray dog visits the police station each noon to seek shelter from the hot weather is interesting.*

1 It's unwise to make friends online.

People believe this.

➡ People hold the belief \_\_\_\_\_.

2 The truth is he left us.

We have to accept the truth.

➡ We have to accept the truth \_\_\_\_\_.

3 Patients welcome the opportunity for humour and laughter during their hospital stay.

There is evidence.

➡ There is evidence \_\_\_\_\_.

4 The fact is that half the population of the world live on one or two dollars a day.

We need to start thinking about the fact.

➡ We need to start thinking about the fact \_\_\_\_\_.

5 Due to the use of the Internet, newspapers in many parts of the world are having a hard time.

There is no doubt.

➡ There is no doubt \_\_\_\_\_.

6 A typhoon had hit several cities along the coast.

Word came.

➡ Word came \_\_\_\_\_.



- 7 People's question is where the new technologies will lead us.

The question is hard to answer.

→ People's question \_\_\_\_\_ is hard to answer.

- 8 No matter how hard you try something goes wrong.

There is always possibility.

→ There is always possibility \_\_\_\_\_.

- 9 My neighbour died last night.

We have no idea why he died.

→ We have no idea \_\_\_\_\_.

- 10 His suggestion is that I should wear strong shoes for the outing.

I will follow his suggestion.

→ I will follow his suggestion \_\_\_\_\_.

**B Complete each sentence by providing the main clause using the given word in brackets.**

- 1 \_\_\_\_\_ (belief) that men's role is to provide daily necessities and women's role is to take care of family and children.
- 2 \_\_\_\_\_ (evidence) that cell phones might in fact cause cancer.
- 3 \_\_\_\_\_ (doubt) that when people are physically fit, they are at their best.
- 4 \_\_\_\_\_ (idea) what I should buy for my friend as a birthday gift.
- 5 \_\_\_\_\_ (word) that the Chinese Women Football Team won the second prize in the World Cup.

**C Fill in the blanks with a noun, *that* or a *wh* word.**

Word came <sup>(1)</sup> \_\_\_\_\_ Mr. Zhang is retiring at the end of this year. I find it hard to believe the <sup>(2)</sup> \_\_\_\_\_ that he is reaching the age of retirement. He is always just as sharp, energetic and enthusiastic as any young teacher is. Having Mr. Zhang as my Chinese teacher makes me believe in the magic of language and the <sup>(3)</sup> \_\_\_\_\_ that poetry is the language of a young heart.

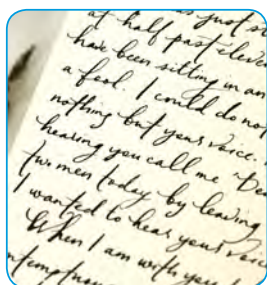
Mr. Zhang is a teacher and poet. Listening to him talking to us is like reading a poetry book. In his poems we can find <sup>(4)</sup> \_\_\_\_\_ that they are filled with wisdom, passion and positive energy. Serving as an example, he gives the answer to the question <sup>(5)</sup> \_\_\_\_\_ one can stay young forever.



## UNIT 3 CHINESE PAINTING AND ARTISTS

### Build Your Vocabulary

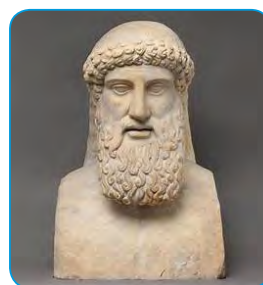
**A** Look at the pictures and complete the words according to the given letters.



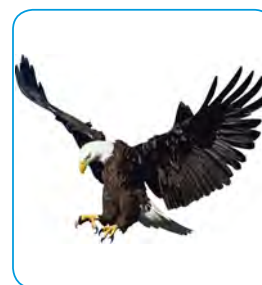
h \_ \_ \_ \_ \_



c \_ \_ \_ \_



s \_ \_ \_ \_ \_



e \_ \_ \_ \_

**B** Replace the blue part in each sentence with a proper word from this unit.

- 1 The invention of the computer marks the beginning of a new **period of time** in human history. (       )
- 2 Shannon went upstairs and **brought back** some blankets. (       )
- 3 There are plans to **make** the no-smoking area **larger**. (       )
- 4 I strongly **disagree with** his plan. (       )
- 5 If you look at the silk under a microscope, you will see its **natural thin thread**. (       )
- 6 The wood had been **cut** into the shape of a flower. (       )
- 7 The enemy **took control of** the airport in a surprise attack. (       )

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

seize   parking   exhibition   educator   ambition  
cooperate   department

Any artist who has <sup>(1)</sup> \_\_\_\_\_ may dream of holding an art <sup>(2)</sup> \_\_\_\_\_. It is an enriching experience, but also a challenge. Here are some tips that may help you.





First, you should choose a theme for your exhibition and pick out a few of your best or most recent pieces to put on display. Second, contact other artists or <sup>(3)</sup> \_\_\_\_\_ in your area and see whether they would be interested in your exhibition. <sup>(4)</sup> \_\_\_\_\_ with them can result in a more diverse display. Third, set a time and a place. If possible, choose a date near the weekend and



<sup>(5)</sup> \_\_\_\_\_ the chances when more people will be off from work and looking for things to do in town. You can rent out studio or gallery space; you can also take <sup>(6)</sup> \_\_\_\_\_ stores, restaurants, cafés, and churches into consideration. Finally, print posters that briefly describe the exhibition and the kind of artwork that can be seen there. Be sure to include key details like the time and date, place, <sup>(7)</sup> \_\_\_\_\_ and entrance cost.



## Grammar Makes Sense

**A** Fill in the blanks with the proper words from the box.

Gone Little Hardly Never Rarely  
Here Out Not only

- 1 \_\_\_\_\_ he rushed.
- 2 \_\_\_\_\_ comes the bus.
- 3 \_\_\_\_\_ are the good old days.
- 4 \_\_\_\_\_ had Tom gone out when it began to rain.
- 5 \_\_\_\_\_ have I seen such a big campus.
- 6 \_\_\_\_\_ has Trevor had dinners outside in the restaurant.
- 7 \_\_\_\_\_ did I know about France, for I had never been there before.
- 8 \_\_\_\_\_ is Jerry good at playing football, he also plays badminton very well.



**B** Change the sentence pattern into inversion by using the given words in brackets.

1 Although he is old, he works like a young man. (as)

---

2 I didn't realize how much time I had wasted until I began to work. (not until)

---

3 He realized what had happened when he returned home. (only)

---

4 They ate so much that they could not move for the next hour. (so)

---

5 He seldom works at home. (seldom)

---

**C** Underline the inversion part in the following passage and translate the sentences into Chinese.

Never before had I experienced such an exciting school sports meet. We fought for honour, as well as for fun. Inside of us was the same dream, and that was to show our best in the game. We arrived early at the camp for the preparation work and around 9:30 the sports meet started. There were many



moments of excitement. Our 400-metre runner impressed us all. Small as he was, he overran several other runners. Not only was this game a delightful game, but also a meaningful one. Only then did we realize that our class is a family, and we would fight together for better.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_



## UNIT 4 RULES ARE RULES!



### Build Your Vocabulary

#### A Complete the sentences with the proper words. The first letter is given.

- 1 In the a \_ \_ \_ \_ \_ of any evidence, the police had to let Myers go.
- 2 He consulted a travel a \_ \_ \_ \_ \_ before he decided to travel abroad.
- 3 Heat the glass tube on an alcohol lamp to the point that it can b \_ \_ \_ \_.
- 4 They will get married in the c \_ \_ \_ \_ \_ next week and some guests will be invited to the wedding.
- 5 He is well worth our trust because his actions are always c \_ \_ \_ \_ \_ \_ \_ \_ with his words.
- 6 More satellites are needed to provide Internet c \_ \_ \_ \_ \_ \_ \_ in remote areas.
- 7 It's my f \_ \_ \_ \_ for not making your new job clearer. I'll explain it again to you later.
- 8 We need to rethink the way we consume energy. Take, for i \_ \_ \_ \_ \_ \_ \_ , our approach to transport.
- 9 Slaves took up arms and fought for their faith and l \_ \_ \_ \_ \_ \_ \_.
- 10 The British government taxes t \_ \_ \_ \_ \_ \_ \_ and alcoholic drinks heavily.

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

crime harm illegal license alcohol minor prison  
property warning withdraw

Alcohol plays a large role in criminal activities and violence. Over the past several decades, researchers have examined the relationship between <sup>(1)</sup> \_\_\_\_\_, drugs and crime. Giving in to the <sup>(2)</sup> \_\_\_\_\_ effects of alcohol can change your life in an instant. Not only are you harming your future, you are also putting others in danger. A number of people that serve time in prison have committed alcohol-related crimes, which range from <sup>(3)</sup> \_\_\_\_\_ to serious and include property crime, public-order incidents, drunk driving and even murder. On average, roughly 40 percent of people serving a sentence in a <sup>(4)</sup> \_\_\_\_\_ who are punished for violence were under the influence of alcohol during the time of their crime. Many of these criminals had an estimated blood alcohol content level of more than three times



the <sup>(5)</sup> \_\_\_\_\_ limit at the time of their arrest.

There are a variety of other offenses that can result from alcohol abuse.

Alcohol can strengthen a robber's feelings of desperation and cause them to steal someone's money or <sup>(6)</sup> \_\_\_\_\_. Extreme mood swings are a common <sup>(7)</sup> \_\_\_\_\_ sign of alcohol abuse. Because of this, some people turn violent after heavy drinking, causing serious injury, such as bodily harm to another person. It not only affects an individual, it impacts family members and friends, including children.

In fact, about 40 percent of convicted murderers had used alcohol before or during the <sup>(8)</sup> \_\_\_\_\_. There are strict legal punishments in place besides driving <sup>(9)</sup> \_\_\_\_\_ being <sup>(10)</sup> \_\_\_\_\_, which can land you in prison for years, or even the rest of your life.

If you're ready to quit drinking and put the harm of alcohol abuse behind you, it's time to seek professional care.



## Grammar Makes Sense

### A Complete the sentences with the words in the box.

do did does shall not only

- 1 If he \_\_\_\_\_ decide to come, let me know, will you?
- 2 She \_\_\_\_\_ seem to be trying.
- 3 \_\_\_\_\_ come in, please.
- 4 Never \_\_\_\_\_ we forget the beauty of that lake.
- 5 \_\_\_\_\_ not get off the bus until it has stopped.
- 6 \_\_\_\_\_ when I read her letter did I realize what was happening.
- 7 All I \_\_\_\_\_ was to touch the window, and it broke.
- 8 \_\_\_\_\_ until we are parents ourselves did we realize what our parents did for us, what their lives were like.

### B Complete the sentences with the proper words in the box.

what who that where when why

- 1 \_\_\_\_\_ I need is a good rest.
- 2 It was John \_\_\_\_\_ paid for the drinks.
- 3 Mary is the person \_\_\_\_\_ keeps a pig in the garden shed.
- 4 A pig is \_\_\_\_\_ Mary keeps in the garden shed.



- 5 The garden shed is the place \_\_\_\_\_ Mary keeps a pig.  
6 Tuesday was \_\_\_\_\_ Jake went to London to see Colin.  
7 The reason \_\_\_\_\_ Jake went to London on Tuesday was to see Colin.  
8 It was the students \_\_\_\_\_ were angry.  
9 That's \_\_\_\_\_ we lived decades ago when we were young.  
10 My first journey abroad is \_\_\_\_\_ I shall never forget.

**C** Read the passage “Rules to Keep Kids Safe and Dogs Happy”. In each section a word is missing. Fill in the blanks to complete the passage.

## Rules to Keep Kids Safe and Dogs Happy

**1**

<sup>(1)</sup> \_\_\_\_\_ leave your child alone in the same room as a dog, even your own.

**2**

Teach your child <sup>(2)</sup> \_\_\_\_\_ to approach dogs when they:

- are eating or have a treat.
- have a toy or something else they really like.
- are sleeping.
- are unwell, injured or tired.
- are blind or deaf.

**3**

Teach your child to be kind and polite to dogs. <sup>(3)</sup> \_\_\_\_\_ let your child climb on dogs, pull their ears or do anything you wouldn't allow them to do to another child.

**4**

Teach your child <sup>(4)</sup> \_\_\_\_\_ to forget to play nicely with your dog. For example, your child can teach your dog some really fun tricks like shaking a paw, playing dead, or rolling-over.

**5**

Supervise your child when they're with your dog – if your dog <sup>(5)</sup> \_\_\_\_\_ look happy, let him/her go somewhere they feel safe and happy.

**6**

Never allow your child to approach a dog they <sup>(6)</sup> \_\_\_\_\_ know, for example, when out in the park.

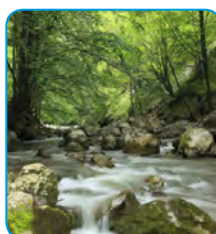




## UNIT 5 HUMANKIND AND NATURE

### Build Your Vocabulary

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



s \_ \_ \_ \_



v \_ \_ \_ \_



f \_ \_ \_



r \_ \_ \_ \_



g \_ \_ \_ \_

Could you put the above words into one sentence (using at least three of them)? Have a try!

---



---

**B** Complete the sentences with the words in the box.

internal   intervention   occupation   inch   splendid   restore

- 1 The candle grew down until only an \_\_\_\_\_ was left.
- 2 I suppose I was looking for an \_\_\_\_\_ which was going to be an adventure.
- 3 For two decades the country has been destroyed by civil war and foreign \_\_\_\_\_.
- 4 We've all had a \_\_\_\_\_ time.
- 5 Some of the \_\_\_\_\_ walls of my house are made of plasterboard.
- 6 We will \_\_\_\_\_ her to health but it may take time.



**C** Read the following paragraph and try to use the words learned in this unit to rewrite the underlined parts.

This weekend I plan to invite my best friend Lily to a Chinese restaurant where you can serve yourself and enjoy various delicious Chinese foods. You know Chinese cooking is both low in energy and healthy, so you don't worry about gaining weight. After the restaurant has been repaired and decorated, it looks excellent! Besides, in order to be environmentally friendly, the restaurant advocates "Can we reuse what we have instead of dumping it?" I am sure eating here must be an enjoyable experience.



## Grammar Makes Sense

**A** Complete the sentences with the correct forms of the words in brackets.

- 1 If you \_\_\_\_\_ every day, you would be healthier. (run)
- 2 If I \_\_\_\_\_ you, I would feel satisfied with the result. (be)
- 3 If I \_\_\_\_\_ her address, I would have posted the book to her. (know)
- 4 I \_\_\_\_\_ him about you if I had met Mr. Smith. (tell)
- 5 I would ask him for help if I \_\_\_\_\_ him tomorrow. (see)
- 6 He would be here on time if he \_\_\_\_\_ my advice yesterday. (take)
- 7 \_\_\_\_\_ I in Australia, I would visit the University of Sydney. (be)
- 8 Our city \_\_\_\_\_ a better one to live in without pollution. (be)
- 9 But for her help, he \_\_\_\_\_ the task on time. (not finish)
- 10 He worked very hard, otherwise he \_\_\_\_\_. (not succeed)



**B** Complete the following sentences with your own ideas and compare notes with your partners.

**Example:**

- *If I were an engineer, I would design a special bus with less pollution.*
- *If I had seen the film yesterday, I could write a comment now.*

- 1 If I were a fish, \_\_\_\_\_.
- 2 If I were a tree, \_\_\_\_\_.
- 3 If I were a student in Beijing University, \_\_\_\_\_.
- 4 If I had planted trees yesterday, \_\_\_\_\_.
- 5 If I had got a car last Sunday, \_\_\_\_\_.

**C** Ask your classmates questions “What would you do if...?” and “What would you have done if...?” and then write down the questions and answers.

**Example:**

**Q:** *What would you do if you lived on the moon?*

**A:** *I would help Chang’e raise the jade rabbit if I lived on the moon.*

**Q:** *What would you have done if you had been the first one to come to the classroom yesterday?*

**A:** *I would have opened all the windows for fresh air if I had been the first one to come to the classroom yesterday.*

1 Q: \_\_\_\_\_

A: \_\_\_\_\_

2 Q: \_\_\_\_\_

A: \_\_\_\_\_

3 Q: \_\_\_\_\_

A: \_\_\_\_\_

4 Q: \_\_\_\_\_

A: \_\_\_\_\_

5 Q: \_\_\_\_\_

A: \_\_\_\_\_

# 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>urban</b> /'ɜ:bən/ <i>adj.</i> 城市的；都市的              | 2 |
| <b>tiptoe</b> /'tiptəʊ/ <i>v.</i> 踮着脚走；<br>蹑手蹑脚地走      | 2 |
| <b>appetite</b> /'æpɪtaɪt/ <i>n.</i> 食欲；胃口             | 2 |
| <b>washroom</b> /'wɒʃru:m/ <i>n.</i> 洗手间               | 2 |
| <b>visible</b> /'vɪzəbl/ <i>adj.</i> 看得见的；可见的          | 2 |
| <b>receptionist</b> /rɪ'sepʃənɪst/ <i>n.</i> 接待员       | 2 |
| <b>kettle</b> /'ketl/ <i>n.</i> 水壶                     | 2 |
| <b>slice</b> /slaɪs/ <i>n.</i> (切下的食物) 薄片，片            | 2 |
| <b>onion</b> /'ʌnjən/ <i>n.</i> 洋葱                     | 2 |
| <b>construction</b> /kən'strʌkʃn/ <i>n.</i> 建筑；<br>建造  | 2 |
| <b>appointment</b> /ə'pɔɪntmənt/ <i>n.</i> 约定；<br>预约   | 2 |
| <b>cafeteria</b> /kæfə'tɪəriə/ <i>n.</i> 自助餐厅          | 2 |
| <b>curtain</b> /'kɜ:tn/ <i>n.</i> 窗帘                   | 2 |
| <b>dominate</b> /'dɒmɪneɪt/ <i>v.</i> 影响，支配            | 2 |
| <b>fog</b> /fɒg/ <i>n.</i> 雾                           | 2 |
| <b>surgeon</b> /'sɜ:dʒən/ <i>n.</i> 外科医生               | 2 |
| <b>dentist</b> /'dentɪst/ <i>n.</i> 牙科医生               | 2 |
| <b>nuclear</b> /'nju:kliə(r)/ <i>adj.</i> 原子能的；<br>核能的 | 2 |
| <b>surgery</b> /'sɜ:dʒəri/ <i>n.</i> 外科手术              | 3 |
| <b>subsequent</b> /sʌbsɪkwənt/ <i>adj.</i> 随后的         | 3 |
| <b>saving</b> /'seɪvɪŋ/ <i>n.</i> 存款；节约                | 3 |
| <b>desperate</b> /'despəreɪt/ <i>adj.</i> 绝望的          | 3 |
| <b>chairman</b> /'tʃeəmən/ <i>n.</i> 委员长，主席            | 3 |
| <b>council</b> /'kaʊnsl/ <i>n.</i> 委员会                 | 3 |
| <b>guilty</b> /'ɡɪlti/ <i>adj.</i> 感到内疚的；<br>感到惭愧的     | 3 |
| <b>bet</b> /bet/ <i>v.</i> 敢说；下赌注(于)                   | 3 |
| <b>sorrow</b> /'sɒrəʊ/ <i>n.</i> 悲伤；悲痛                 | 3 |
| <b>depress</b> /dɪ'pres/ <i>v.</i> 使沮丧；使消沉             | 3 |
| <b>loan</b> /ləʊn/ <i>n.</i> 贷款；借款                     | 3 |

|                                                                         |    |
|-------------------------------------------------------------------------|----|
| <b>bowling</b> /'bəʊlɪŋ/ <i>n.</i> 保龄球运动                                | 4  |
| <b>sympathy</b> /'sɪmpəθi/ <i>n.</i> 同情                                 | 4  |
| <b>assistant</b> /ə'sɪstənt/ <i>n.</i> 助理；助教                            | 4  |
| <b>lifebuoy</b> /'laɪfbɔɪ/ <i>n.</i> 救生圈；救生带                            | 4  |
| <b>dare</b> /deə(r)/ <i>v.</i> 敢于；胆敢                                    | 4  |
| <b>niece</b> /ni:s/ <i>n.</i> 侄女；外甥女                                    | 4  |
| <b>nephew</b> /'nefju:/ <i>n.</i> 侄子；外甥                                 | 4  |
| <b>overwhelm</b> /əʊvə'welɪm/ <i>v.</i> (感情或<br>感觉) 充溢；压倒               | 4  |
| <b>inquire</b> /ɪn'kwaɪə(r)/ <i>v.</i> 询问；打听                            | 4  |
| <b>consultation</b> /kɒnsəl'teɪʃn/ <i>n.</i> 就诊；<br>咨询                  | 4  |
| <b>herb</b> /hɜ:b/ <i>n.</i> 药草；香草                                      | 4  |
| <b>clinic</b> /'klɪnɪk/ <i>n.</i> 诊所                                    | 4  |
| <b>cycle</b> /'saɪkl/ <i>v.</i> 骑自行车                                    | 4  |
| <b>handle</b> /'hændl/ <i>v.</i> 处理；控制                                  | 4  |
| <b>bless</b> /bles/ <i>v.</i> 祝福                                        | 4  |
| <b>selfless</b> /'selfləs/ <i>adj.</i> 无私的                              | 6  |
| <b>upset</b> /ʌp'set/ <i>adj.</i> 沮丧；难过<br>/ʌp'set/ <i>v.</i> 使烦恼；使心烦意乱 | 6  |
| <b>worthwhile</b> /wɜ:θ'waɪl/ <i>adj.</i> 重要的；<br>值得花时间(或金钱、努力等)        | 6  |
| <b>appreciate</b> /ə'pri:ʃiət/ <i>v.</i> 感激；欣赏                          | 6  |
| <b>presence</b> /'prezns/ <i>n.</i> 存在；在场                               | 6  |
| <b>gesture</b> /'dʒestʃə(r)/ <i>n.</i> 姿势；手势                            | 7  |
| <b>elderly</b> /'eldəli/ <i>adj.</i> 年纪较大的                              | 8  |
| <b>compliment</b> /'kɒmplɪmənt/ <i>n.</i> 赞扬；称赞                         | 8  |
| <b>flu</b> /flu:/ <i>n.</i> 流行性感冒                                       | 8  |
| <b>virus</b> /'vaɪrəs/ <i>n.</i> 病毒                                     | 8  |
| <b>father-in-law</b> 岳父；公公                                              | 8  |
| <b>anyhow</b> /'enihaʊ/ <i>adv.</i> 随便地；<br>无论如何                        | 8  |
| <b>investment</b> /ɪn'vestmənt/ <i>n.</i> 投资；<br>(时间、精力的) 投入            | 11 |
| <b>nursing</b> /'nɜ:sɪŋ/ <i>n.</i> 护理；看护                                | 11 |
| <b>flourish</b> /'flaʊrɪʃ/ <i>v.</i> 茁壮成长；繁荣                            | 14 |





|                                                                 |    |                                                                  |    |
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| <b>sow</b> /səʊ/ <i>v.</i> 播种                                   | 14 | <b>cadence</b> /'keɪdəns/ <i>n.</i> 抑扬顿挫                         | 20 |
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| <b>indifference</b> /ɪn'dɪfrəns/ <i>n.</i> 漠不关心                 | 14 | <b>rhyme</b> /raɪm/ <i>v.</i> 押韵<br><i>n.</i> 押韵词; 押韵            | 20 |
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| <b>misplaced</b> /mɪs'pleɪst/ <i>adj.</i> 给错对象的;<br>不该给的        | 15 | <b>undergrowth</b> /'ʌndəgrəʊθ/ <i>n.</i> 下层灌木<br>丛 (指林木下的)      | 21 |
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| <b>pedicab</b> /'pedɪkæb/ <i>n.</i> 三轮车                         | 15 | <b>lease</b> /li:s/ <i>n.</i> 租约, 租契                             | 22 |
| <b>finance</b> /'faɪnæns/ <i>v.</i> 提供资金                        | 15 | <b>complexion</b> /kəm'plekʃn/ <i>n.</i> 面色; 肤色                  | 22 |
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| <b>fee</b> /fi:/ <i>n.</i> 费; 专业服务费; 报酬                         | 16 | <b>heal</b> /hi:l/ <i>v.</i> (使) 康复, 复原                          | 29 |
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| <b>demanding</b> /dɪ'mɑ:ndɪŋ/ <i>adj.</i> 费力的;<br>要求高的          | 16 | <b>coalesce</b> /kəʊə'les/ <i>v.</i> 合并; 结合                      | 30 |
| <b>dump</b> /dʌmp/ <i>n.</i> 垃圾场                                | 16 | <b>lamp</b> /læmp/ <i>n.</i> 灯                                   | 30 |
| <b>illiterate</b> /ɪ'lɪtərət/ <i>adj.</i> 文盲的                   | 16 | <b>billow</b> /'bɪləʊ/ <i>v.</i> 鼓起; 涌出                          | 30 |
| <b>funeral</b> /'fju:nərəl/ <i>n.</i> 葬礼                        | 16 | <b>ray</b> /reɪ/ <i>n.</i> 光线; 射线                                | 32 |
| <b>candidate</b> /'kændɪdət/ <i>n.</i> (竞选或<br>求职的) 候选人; 应试者    | 17 | <b>domain</b> /dəʊ'meɪn/ <i>n.</i> 领域; 范围                        | 32 |
| <b>coward</b> /'kauəd/ <i>n.</i> 胆小鬼                            | 17 | <b>thrive</b> /θraɪv/ <i>v.</i> 兴旺发达; 蓬勃发展                       | 32 |
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| <b>coincidence</b> /kəʊ'ɪnsɪdəns/ <i>n.</i> 巧合                  | 18 | <b>vocabulary</b> /və'kæbjələri/ <i>n.</i> 词汇;<br>词汇量            | 32 |
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|                                                                 |    | <b>immortalize</b> /ɪ'mɔ:təlaɪz/ <i>adj.</i> 使不朽;<br>使名垂千古       | 35 |





|                                                       |    |
|-------------------------------------------------------|----|
| <b>rank</b> /ræŋk/ <i>v.</i> 属于某等级                    | 35 |
| <b>extraordinaire</b> /ɪk'strɔ:di'neə(r)/ <i>adj.</i> |    |
| 卓越的, 杰出的, 非凡的                                         | 35 |
| <b>democrat</b> /'deməkræt/ <i>n.</i> 民主主义者           | 35 |
| <b>extraordinary</b> /ɪk'strɔ:dnri/ <i>adj.</i>       |    |
| 非凡的; 卓越的                                              | 35 |
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| <b>fling</b> /flɪŋ/ <i>v.</i> 扔, 掷, 抛                 | 35 |
| <b>bugle</b> /'bjʊ:gl/ <i>n.</i> 军号                   | 35 |
| <b>bouquet</b> /bu'keɪ/ <i>n.</i> 花束                  | 35 |
| <b>sway</b> /sweɪ/ <i>v.</i> (使)摇摆, 摇动                | 35 |
| <b>pulse</b> /pʌls/ <i>n.</i> 脉搏; 脉率                  | 36 |
| <b>voyage</b> /'vɔɪdʒ/ <i>n.</i> 航海; 航行               | 36 |
| <b>victor</b> /'vɪktə(r)/ <i>n.</i> 胜利者; 获胜者          | 36 |
| <b>mournful</b> /mɔ:nfl/ <i>adj.</i> 悲痛的              | 36 |
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### Unit 3

|                                                   |    |
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| <i>n.</i> 收获                                      | 38 |
| <b>horn</b> /hɔ:n/ <i>n.</i> 角; 喇叭                | 38 |
| <b>buffalo</b> /'bʌfələʊ/ <i>n.</i> 水牛            | 38 |
| <b>carpenter</b> /'kɑ:pəntə(r)/ <i>n.</i> 木匠      | 38 |
| <b>fond</b> /fɒnd/ <i>adj.</i> 喜爱; 喜欢             | 39 |
| <b>mustard</b> /'mʌstəd/ <i>n.</i> 芥菜             | 39 |
| <b>seed</b> /si:d/ <i>n.</i> 种子                   | 39 |
| <b>comprehensive</b> /kəm'prɪ'hensɪv/ <i>adj.</i> |    |
| 综合性的; 全部的                                         | 39 |
| <b>sample</b> /'sɑ:mpl/ <i>n.</i> 样; 样本           | 39 |
| <b>seal</b> /si:l/ <i>n.</i> 印章                   | 39 |
| <b>shrimp</b> /ʃrɪmp/ <i>n.</i> 虾                 | 39 |
| <b>cabbage</b> /'kæbɪdʒ/ <i>n.</i> 卷心菜            | 39 |
| <b>eagle</b> /'i:gl/ <i>n.</i> 雕                  | 39 |
| <b>bat</b> /bæt/ <i>n.</i> 蝙蝠; 球拍                 | 39 |
| <b>exhibition</b> /'eksɪ'bɪʃn/ <i>n.</i> 展览; 展出   | 39 |
| <b>angle</b> /æŋgl/ <i>n.</i> 角度; 度               | 40 |
| <b>profile</b> /'prəʊfaɪl/ <i>n.</i> 形象; 轮廓       | 40 |
| <b>stroke</b> /strəʊk/ <i>n.</i> 笔画               | 40 |
| <b>fiber</b> /'faɪbə(r)/ <i>n.</i> 纤维             | 42 |
| <b>solid</b> /sɒlɪd/ <i>adj.</i> 固体的              | 42 |
| <b>calligraphy</b> /kə'lɪgrəfi/ <i>n.</i> 书法      | 42 |
| <b>secular</b> /'sekjələ(r)/ <i>adj.</i> 世俗的      | 44 |

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| <b>chronological</b> /krɒnə'lɒdʒɪkl/ <i>adj.</i> |    |
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| <b>thematic</b> /θɪ'mætɪk/ <i>adj.</i> 主题的       | 46 |
| <b>crew</b> /kru:/ <i>n.</i> 一群人; 专业团队           | 46 |
| <b>found</b> /faʊnd/ <i>v.</i> 创建, 创办            | 47 |
| <b>department</b> /dɪ'pɑ:tmənt/ <i>n.</i> 部门; 系  | 47 |
| <b>terrace</b> /'terəs/ <i>n.</i> 露天平台           | 47 |
| <b>tube</b> /tju:b/ <i>n.</i> 地铁; 管子             | 47 |
| <b>parking</b> /'pɑ:kɪŋ/ <i>n.</i> 停车            | 47 |
| <b>cooperate</b> /kəʊ'pəreɪt/ <i>v.</i> 合作; 协作   | 50 |
| <b>primitive</b> /'prɪmətɪv/ <i>adj.</i> 原始的;    |    |
| 远古的                                              | 50 |
| <b>era</b> /'ɪərə/ <i>n.</i> 时代; 年代; 纪元          | 50 |
| <b>fetch</b> /fetʃ/ <i>v.</i> 卖得; 去取             | 50 |
| <b>certificate</b> /sə'tɪfɪkət/ <i>n.</i> 文凭;    |    |
| 结业证书                                             | 51 |
| <b>native</b> /'neɪtɪv/ <i>adj.</i> 本地的; 当地的     | 51 |
| <b>intention</b> /ɪn'tenʃn/ <i>n.</i> 目的; 意图     | 52 |
| <b>portrait</b> /'pɔ:treɪt/ <i>n.</i> 肖像         | 52 |
| <b>admonition</b> /ædmə'nɪʃn/ <i>n.</i> 告诫       | 52 |
| <b>seize</b> /si:z/ <i>v.</i> 夺取; 抓住             | 52 |
| <b>navy</b> /'neɪvi/ <i>n.</i> 海军; 海军部队          | 52 |
| <b>Buddhism</b> /'budɪzəm/ <i>n.</i> 佛教          | 53 |
| <b>sculpture</b> /'skʌlptʃə(r)/ <i>n.</i> 雕塑     | 53 |
| <b>carve</b> /kɑ:v/ <i>v.</i> 雕刻                 | 53 |
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| <b>vague</b> /veɪg/ <i>adj.</i> 模糊的; 不清楚的        | 53 |
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### Unit 4

|                                                   |    |
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| 宪法                                                | 56 |
| <b>liberty</b> /'lɪbəti/ <i>n.</i> 自由             | 56 |
| <b>behave</b> /bɪ'heɪv/ <i>v.</i> 表现; 表现得体        | 56 |
| <b>consistent</b> /kən'sɪstənt/ <i>adj.</i> 一致的;  |    |
| 连续的                                               | 57 |





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| <b>crime</b> /kraim/ <i>n.</i> 犯罪活动; 不法行为                          | 57 |
| <b>theft</b> /θeft/ <i>n.</i> 偷窃; 偷盗罪                              | 57 |
| <b>prison</b> /'prɪzn/ <i>n.</i> 监禁; 监狱                            | 57 |
| <b>framework</b> /'freɪmwɜ:k/ <i>n.</i> 结构, 机制                     | 57 |
| <b>warning</b> /'wɔ:nɪŋ/ <i>n.</i> 警告; 警示                          | 57 |
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| <b>bully</b> /'buli/ <i>v.</i> 恐吓; 伤害                              | 60 |
| <b>tank</b> /tæŋk/ <i>n.</i> 箱, 槽, 罐                               | 65 |
| <b>agency</b> /'eɪdʒənsi/ <i>n.</i> 代理机构                           | 65 |
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| <b>permanent</b> /pɜ:mənənt/ <i>adj.</i> 永久的;<br>永恒的               | 69 |
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| <b>operator</b> /'ɒpəreɪtə(r)/ <i>n.</i> 操作人员;<br>经营者              | 70 |
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| <b>pub</b> /pʌb/ <i>n.</i> 酒吧; 酒馆                                  | 70 |
| <b>mechanic</b> /mɪ'kænɪk/ <i>n.</i> 机械师; 力学                       | 70 |
| <b>church</b> /tʃɜ:tʃ/ <i>n.</i> (基督教的) 教堂;<br>礼拜堂                 | 71 |

|                                                         |    |
|---------------------------------------------------------|----|
| <b>institution</b> /ˌɪnstɪ'tju:ʃn/ <i>n.</i> 机构;<br>制度  | 71 |
| <b>elsewhere</b> /els'weə(r)/ <i>adv.</i><br>在(或去、到)别处  | 71 |
| <b>pigeon</b> /'pɪdʒɪn/ <i>n.</i> 鸽子                    | 71 |
| <b>illegal</b> /ɪ'li:gl/ <i>adj.</i> 非法的; 不合法的;<br>违法的  | 71 |
| <b>property</b> /'prɒpəti/ <i>n.</i> 所有物; 财产            | 71 |
| <b>pack</b> /pæk/ <i>v.</i> 打包; 包装                      | 72 |
| <b>breathalyzer</b> /'breθəlaɪzə(r)/ <i>n.</i><br>呼吸测醉器 | 72 |

## Unit 5

|                                                          |    |
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| <b>oak</b> /əʊk/ <i>n.</i> 橡树                            | 74 |
| <b>stream</b> /stri:m/ <i>n.</i> 小河; 溪                   | 74 |
| <b>random</b> /'rændəm/ <i>adj.</i> 随机的; 随意的             | 74 |
| <b>estate</b> /ɪ'steɪt/ <i>n.</i> 个人财产; 庄园               | 75 |
| <b>occupation</b> /ˌɒkjʊ'peɪʃn/ <i>n.</i> 工作; 职业         | 75 |
| <b>shepherd</b> /'ʃepəd/ <i>n.</i> 牧羊人                   | 75 |
| <b>barren</b> /'bærən/ <i>adj.</i> 贫瘠的                   | 75 |
| <b>canal</b> /kə'næl/ <i>n.</i> 运河; 灌溉渠                  | 75 |
| <b>correspond</b> /ˌkɒrə'spɒnd/ <i>v.</i> 通信;<br>相一致; 符合 | 75 |
| <b>departure</b> /dɪ'pɑ:tʃə(r)/ <i>n.</i> 离开, 启程;<br>出发  | 75 |
| <b>goat</b> /gəʊt/ <i>n.</i> 山羊                          | 75 |
| <b>weed</b> /wi:d/ <i>n.</i> 杂草, 野草                      | 75 |
| <b>splendid</b> /'splendɪd/ <i>adj.</i> 壮丽的;<br>极佳的      | 75 |
| <b>acorn</b> /'eɪkɔ:n/ <i>n.</i> 橡子                      | 75 |
| <b>circuit</b> /'sɜ:kɪt/ <i>n.</i> 环形路线; 巡回              | 75 |
| <b>ripe</b> /raɪp/ <i>adj.</i> 成熟的                       | 75 |
| <b>intervention</b> /ˌɪntə'venʃn/ <i>n.</i> 干涉;<br>介入    | 75 |
| <b>enterprise</b> /'entəpraɪz/ <i>n.</i> 事业; 企业          | 75 |
| <b>nest</b> /nest/ <i>v.</i> 筑巢; 巢居                      | 75 |
| <b>frog</b> /frɒg/ <i>n.</i> 青蛙                          | 76 |
| <b>valley</b> /'væli/ <i>n.</i> 山谷                       | 76 |
| <b>inspection</b> /ɪn'spekʃn/ <i>n.</i> 视察; 查看           | 76 |
| <b>reserve</b> /rɪ'zɜ:v/ <i>n.</i> (动植物) 保护区;<br>自然保护区   | 76 |



|                                                          |    |                                                                                   |    |
|----------------------------------------------------------|----|-----------------------------------------------------------------------------------|----|
| <b>dedication</b> /ˌdedɪˈkeɪʃn/ <i>n.</i> 奉献             | 77 | <b>corporate</b> /ˈkɔ:pəreɪt/ <i>adj.</i> 公司的;<br>法人的; 社团的                        | 86 |
| <b>eternity</b> /ɪˈtɜ:nəti/ <i>n.</i> 永恒                 | 77 | <b>rid</b> /rɪd/ <i>v.</i> 摆脱                                                     | 86 |
| <b>restore</b> /rɪˈstɔ:(r)/ <i>v.</i> 恢复                 | 78 | <b>acid</b> /æsaɪd/ <i>adj.</i> 酸性的; 酸的                                           | 86 |
| <b>calorie</b> /ˈkæləri/ <i>n.</i> 卡路里 (热量单位)            | 78 | <b>concrete</b> /ˈkɒŋkri:t/ <i>adj.</i> 具体的;<br>实在的                               | 86 |
| <b>internal</b> /ɪnˈtɜ:nl/ <i>adj.</i> 内部的; 里面的          | 78 | <b>salty</b> /ˈsɔ:lti/ <i>adj.</i> 含盐的; 咸的                                        | 87 |
| <b>polar</b> /ˈpəʊlə(r)/ <i>adj.</i> 南极 (或北极) 的;<br>极地的  | 80 | <b>starfish</b> /ˈstɑ:fɪʃ/ <i>n.</i> 海星                                           | 87 |
| <b>habitat</b> /ˈhæbrɪtæt/ <i>n.</i> (动植物的)<br>生活环境, 栖息地 | 80 | <b>tide</b> /taɪd/ <i>n.</i> 潮; 潮汐                                                | 87 |
| <b>emit</b> /ɪˈmɪt/ <i>v.</i> 发出; 散发                     | 80 | <b>advertise</b> /ædvətaɪz/ <i>v.</i> 宣传; 做广告                                     | 88 |
| <b>dioxide</b> /daɪˈɒksaɪd/ <i>n.</i> 氧化物                | 80 | <b>advertisement</b> /ədˈvɜ:tɪsmənt/ <i>n.</i><br>广告宣传                            | 88 |
| <b>receipt</b> /rɪˈsi:t/ <i>n.</i> 收据; 收条                | 82 | <b>fable</b> /ˈfeɪbl/ <i>n.</i> 寓言                                                | 89 |
| <b>carpool</b> /ˈkɑ:pu:l/ <i>v.</i> 拼车                   | 82 | <b>representative</b> /ˌreprɪˈzentətɪv/<br><i>adj.</i> 典型的; 有代表性的<br><i>n.</i> 代表 | 89 |
| <b>conscious</b> /ˈkɒnʃəs/ <i>adj.</i> 意识到;<br>有意识的      | 82 | <b>proverb</b> /ˈprɒvɜ:b/ <i>n.</i> 谚语; 格言                                        | 89 |
| <b>leak</b> /li:k/ <i>v.</i> 漏; 渗漏                       | 82 | <b>recite</b> /rɪˈsaɪt/ <i>v.</i> 详述; 背诵                                          | 89 |
| <b>consumption</b> /kənˈsʌmpʃn/ <i>n.</i> 消耗;<br>消费      | 82 | <b>toss</b> /tɒs/ <i>v.</i> (使) 摇摆, 挥动                                            | 89 |
| <b>recycle</b> /rɪˈsaɪkl/ <i>v.</i> 回收利用                 | 82 | <b>toss and turn</b> (因睡不着在床上)<br>翻来覆去                                            | 89 |
| <b>grocery</b> /ˈgrəʊsəri/ <i>n.</i> 食品杂货                | 82 | <b>mud</b> /mʌd/ <i>n.</i> 泥; 淤泥                                                  | 89 |
| <b>plastic</b> /ˈplæstɪk/ <i>adj.</i> 塑料制的;<br>塑料的       | 82 | <b>inch</b> /ɪntʃ/ <i>n.</i> 英寸; 少量                                               | 89 |
| <b>maximize</b> /ˈmæksɪmaɪz/ <i>v.</i><br>使增加到最大限度; 充分利用 | 82 | <b>amateur</b> /æmətə(r)/ <i>adj.</i> 业余的<br><i>n.</i> 业余爱好者                      | 90 |
| <b>buffet</b> /ˈbʊfeɪ/ <i>n.</i> 自助餐                     | 82 |                                                                                   |    |
| <b>kit</b> /kɪt/ <i>n.</i> 成套工具; 成套设备                    | 86 |                                                                                   |    |
| <b>infer</b> /ɪnˈfɜ:(r)/ <i>v.</i> 推断; 推理                | 86 |                                                                                   |    |
| <b>hatch</b> /hætʃ/ <i>n.</i> 舱门; 开口<br><i>v.</i> 孵出; 孵化 | 86 |                                                                                   |    |
| <b>batten down the hatches</b> 封舱 (船只);<br>做好迎接困难的准备     | 86 |                                                                                   |    |





# VOCABULARY (II)

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。

## A

|                                                               |    |
|---------------------------------------------------------------|----|
| <b>absence</b> /æbsəns/ <i>n.</i> 缺乏; 缺席                      | 58 |
| <b>accuse</b> /ə'kju:z/ <i>v.</i> 谴责; 控告                      | 14 |
| <b>acid</b> /'æsɪd/ <i>adj.</i> 酸性的; 酸的                       | 86 |
| <b>acknowledge</b> /ək'nɒlɪdʒ/ <i>v.</i> 承认 (属实)              | 15 |
| <b>acorn</b> /'eɪkɔ:n/ <i>n.</i> 橡子                           | 75 |
| <b>admonition</b> /ædmə'nɪʃn/ <i>n.</i> 告诫                    | 52 |
| <b>advertise</b> /'ædvətaɪz/ <i>v.</i> 宣传; 做广告                | 88 |
| <b>advertisement</b> /əd'vɜ:tɪsmənt/ <i>n.</i> 广告宣传           | 88 |
| <b>agency</b> /'eɪdʒənsi/ <i>n.</i> 代理机构                      | 65 |
| <b>alcohol</b> /'ælkəhɒl/ <i>n.</i> 酒; 酒精                     | 70 |
| <b>amateur</b> /'æmətə(r)/ <i>adj.</i> 业余的<br><i>n.</i> 业余爱好者 | 90 |
| <b>ambiguity</b> /,æmbɪ'gju:əti/ <i>n.</i> 歧义; 模棱两可的词         | 22 |
| <b>ambition</b> /æm'bɪʃn/ <i>n.</i> 抱负; 野心                    | 53 |
| <b>angle</b> /'æŋɡl/ <i>n.</i> 角度; 度                          | 40 |
| <b>anticipate</b> /æn'tɪsɪpeɪt/ <i>v.</i> 期望; 预料              | 16 |
| <b>anyhow</b> /'enihaʊ/ <i>adv.</i> 随便地; 无论如何                 | 8  |
| <b>apart</b> /ə'pɑ:t/ <i>adv.</i> 分离; 分开                      | 29 |
| <b>appetite</b> /'æpɪtaɪt/ <i>n.</i> 食欲; 胃口                   | 2  |
| <b>applicant</b> /'æplɪkənt/ <i>n.</i> 申请人                    | 70 |
| <b>appointment</b> /ə'pɔɪntmənt/ <i>n.</i> 约定; 预约             | 2  |
| <b>appreciate</b> /ə'pri:ʃieɪt/ <i>v.</i> 感激; 欣赏              | 6  |
| <b>arch</b> /ɑ:tʃ/ <i>v.</i> (使)成弓形                           | 18 |
| <b>arrest</b> /ə'rest/ <i>v.</i> 逮捕; 拘捕<br><i>n.</i> 逮捕; 拘留   | 69 |

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| <b>arrow</b> /'ærəʊ/ <i>n.</i> 箭; 箭号; 箭头      | 68 |
| <b>assistant</b> /ə'sɪstənt/ <i>n.</i> 助理; 助教 | 4  |

## B

|                                                      |    |
|------------------------------------------------------|----|
| <b>barren</b> /'bærən/ <i>adj.</i> 贫瘠的               | 75 |
| <b>bat</b> /bæt/ <i>n.</i> 蝙蝠; 球拍                    | 39 |
| <b>behave</b> /bɪ'heɪv/ <i>v.</i> 表现; 表现得体           | 56 |
| <b>bend</b> /bend/ <i>v.</i> (使)倾斜; 偏向               | 68 |
| <b>bet</b> /bet/ <i>v.</i> 敢说; 下赌注 (于)               | 3  |
| <b>billow</b> /'bɪləʊ/ <i>v.</i> 鼓起; 涌出              | 30 |
| <b>blame</b> /bleɪm/ <i>v.</i> 责怪; 把...归咎于           | 14 |
| <b>bless</b> /bles/ <i>v.</i> 祝福                     | 4  |
| <b>bond</b> /bɒnd/ <i>n.</i> 关系; 纽带                  | 15 |
| <b>bouquet</b> /bu'keɪ/ <i>n.</i> 花束                 | 35 |
| <b>bowling</b> /'bəʊlɪŋ/ <i>n.</i> 保龄球运动             | 4  |
| <b>breathalyzer</b> /'breθəlaɪzə(r)/ <i>n.</i> 呼吸测醉器 | 72 |
| <b>Buddhism</b> /'bʊdɪzəm/ <i>n.</i> 佛教              | 53 |
| <b>buffalo</b> /'bʌfələʊ/ <i>n.</i> 水牛               | 38 |
| <b>buffet</b> /'bʊfeɪ/ <i>n.</i> 自助餐                 | 82 |
| <b>bugle</b> /'bjʊ:ɡl/ <i>n.</i> 军号                  | 35 |
| <b>bully</b> /'buli/ <i>v.</i> 恐吓; 伤害                | 60 |

## C

|                                                 |    |
|-------------------------------------------------|----|
| <b>cabbage</b> /'kæbɪdʒ/ <i>n.</i> 卷心菜          | 39 |
| <b>cadence</b> /'keɪdnz/ <i>n.</i> 抑扬顿挫         | 20 |
| <b>cafeteria</b> /,kæfə'tɪəriə/ <i>n.</i> 自助餐厅  | 2  |
| <b>calculate</b> /'kælkjuleɪt/ <i>v.</i> 计算; 核算 | 16 |
| <b>calligraphy</b> /kə'lɪɡrəfi/ <i>n.</i> 书法    | 42 |



|                                                             |    |
|-------------------------------------------------------------|----|
| <b>calorie</b> /'kæləri/ <i>n.</i> 卡路里 (热量单位)               | 78 |
| <b>canal</b> /kə'næl/ <i>n.</i> 运河; 灌溉渠                     | 75 |
| <b>candidate</b> /'kændɪdət/ <i>n.</i> (竞选或求职的) 候选人; 应试者    | 17 |
| <b>captain</b> /'kæptɪn/ <i>n.</i> 船长; 首领                   | 35 |
| <b>carpenter</b> /'kɑ:pəntə(r)/ <i>n.</i> 木匠                | 38 |
| <b>carpool</b> /'kɑ:pu:l/ <i>v.</i> 拼车                      | 82 |
| <b>carve</b> /kɑ:v/ <i>v.</i> 雕刻                            | 53 |
| <b>certificate</b> /sə'tɪfɪkət/ <i>n.</i> 文凭; 结业证书          | 51 |
| <b>chairman</b> /'tʃeəmən/ <i>n.</i> 委员长, 主席                | 3  |
| <b>chronological</b> /krənə'lɒdʒɪkl/ <i>adj.</i> 按发生时间顺序排列的 | 46 |
| <b>church</b> /tʃɜ:tʃ/ <i>n.</i> (基督教的) 教堂, 礼拜堂             | 71 |
| <b>circuit</b> /'sɜ:kɪt/ <i>n.</i> 环形路线; 巡回                 | 75 |
| <b>clinic</b> /'klɪnɪk/ <i>n.</i> 诊所                        | 4  |
| <b>coalesce</b> /kəʊə'les/ <i>v.</i> 合并; 结合                 | 30 |
| <b>coincidence</b> /kəʊ'ɪnsɪdəns/ <i>n.</i> 巧合              | 18 |
| <b>competence</b> /kəm'pɪtəns/ <i>n.</i> 能力; 胜任             | 18 |
| <b>complexion</b> /kəm'plekʃn/ <i>n.</i> 面色; 肤色             | 22 |
| <b>compliment</b> /'kɒmplɪmənt/ <i>n.</i> 赞扬; 称赞            | 8  |
| <b>comprehensive</b> /kəm'prɪ'hensɪv/ <i>adj.</i> 综合性的; 全部的 | 39 |
| <b>concrete</b> /kən'kri:t/ <i>adj.</i> 具体的; 实在的            | 86 |
| <b>conscious</b> /'kɒnʃəs/ <i>adj.</i> 意识到; 有意识的            | 82 |
| <b>consistent</b> /kən'sɪstənt/ <i>adj.</i> 一致的; 连续的        | 57 |
| <b>constitution</b> /kən'stɪ'tju:ʃn/ <i>n.</i> 章程; 宪法       | 56 |
| <b>construction</b> /kən'strʌkʃn/ <i>n.</i> 建筑; 建造          | 2  |

|                                                         |    |
|---------------------------------------------------------|----|
| <b>consultation</b> /kɒnsəl'teɪʃn/ <i>n.</i> 就诊; 咨询     | 4  |
| <b>consumption</b> /kən'sʌmpʃn/ <i>n.</i> 消耗; 消费        | 82 |
| <b>cooperate</b> /kəʊ'ɒpəreɪt/ <i>v.</i> 合作; 协作         | 50 |
| <b>corporate</b> /'kɔ:pəreɪt/ <i>adj.</i> 公司的; 法人的; 社团的 | 86 |
| <b>correspond</b> /kɒrə'spɒnd/ <i>v.</i> 通信; 相一致; 符合    | 75 |
| <b>council</b> /'kaʊnsəl/ <i>n.</i> 委员会                 | 3  |
| <b>coverage</b> /'kʌvərɪdʒ/ <i>n.</i> 覆盖范围              | 65 |
| <b>coward</b> /'kəʊəd/ <i>n.</i> 胆小鬼                    | 17 |
| <b>crew</b> /kru:/ <i>n.</i> 一群人; 专业团队                  | 46 |
| <b>crime</b> /kraɪm/ <i>n.</i> 犯罪活动; 不法行为               | 57 |
| <b>curiosity</b> /kjuəri'ɒsəti/ <i>n.</i> 好奇心; 求知欲      | 20 |
| <b>curtain</b> /'kɜ:tn/ <i>n.</i> 窗帘                    | 2  |
| <b>cycle</b> /saɪkl/ <i>v.</i> 骑自行车                     | 4  |

## D

|                                                      |    |
|------------------------------------------------------|----|
| <b>dare</b> /deə(r)/ <i>v.</i> 敢于; 胆敢                | 4  |
| <b>dedication</b> /dedɪ'keɪʃn/ <i>n.</i> 奉献          | 77 |
| <b>demanding</b> /dɪ'mɑ:ndɪŋ/ <i>adj.</i> 费力的; 要求高的  | 16 |
| <b>democrat</b> /deməkræt/ <i>n.</i> 民主主义者           | 35 |
| <b>dentist</b> /'dentɪst/ <i>n.</i> 牙科医生             | 2  |
| <b>department</b> /dɪ'pɑ:tmənt/ <i>n.</i> 部门; 系      | 47 |
| <b>departure</b> /dɪ'pɑ:tʃə(r)/ <i>n.</i> 离开, 启程; 出发 | 75 |
| <b>depress</b> /dɪ'pres/ <i>v.</i> 使沮丧; 使消沉          | 3  |
| <b>desperate</b> /'despəreɪt/ <i>adj.</i> 绝望的        | 3  |
| <b>dim</b> /dɪm/ <i>v.</i> (使) 失去光泽, 变暗淡             | 22 |
| <b>dioxide</b> /daɪ'ɒksaɪd/ <i>n.</i> 二氧化物           | 80 |
| <b>diverge</b> /daɪ'vɜ:dʒ/ <i>v.</i> 分叉; 岔开          | 21 |
| <b>domain</b> /dəʊ'meɪn/ <i>n.</i> 领域; 范围            | 32 |
| <b>dominate</b> /'dɒmɪneɪt/ <i>v.</i> 影响, 支配         | 2  |
| <b>dump</b> /dʌmp/ <i>n.</i> 垃圾场                     | 16 |





## E

|                                                                        |    |
|------------------------------------------------------------------------|----|
| <b>eagle</b> /i:gl/ <i>n.</i> 雕                                        | 39 |
| <b>elderly</b> /'eldəli/ <i>adj.</i> 年纪较大的                             | 8  |
| <b>elsewhere</b> /els'weə(r)/ <i>adv.</i><br>在(或去、到)别处                 | 71 |
| <b>emit</b> /i'mit/ <i>v.</i> 发出; 散发                                   | 80 |
| <b>enterprise</b> /'entəpraɪz/ <i>n.</i> 事业; 企业                        | 75 |
| <b>entry</b> /'entri/ <i>n.</i> 进入                                     | 20 |
| <b>equator</b> /i'kwetə(r)/ <i>n.</i> 赤道                               | 16 |
| <b>equivalent</b> /i'kwɪvələnt/ <i>n.</i> 等量; 对应词                      | 16 |
| <b>era</b> /'iərə/ <i>n.</i> 时代; 年代; 纪元                                | 50 |
| <b>estate</b> /i'steɪt/ <i>n.</i> 个人财产; 庄园                             | 75 |
| <b>eternal</b> /i'tɜ:nl/ <i>adj.</i> 永久的; 永恒的                          | 22 |
| <b>eternity</b> /i'tɜ:nəti/ <i>n.</i> 永恒                               | 77 |
| <b>exhibition</b> /'eksɪ'bɪʃn/ <i>n.</i> 展览; 展出                        | 39 |
| <b>extraordinaire</b> /ɪk'strɔ:di'neə(r)/ <i>adj.</i><br>卓越的, 杰出的, 非凡的 | 35 |
| <b>extraordinary</b> /ɪk'strɔ:dnri/ <i>adj.</i> 非凡的;<br>卓越的            | 35 |

## F

|                                                        |    |
|--------------------------------------------------------|----|
| <b>fable</b> /'feɪbl/ <i>n.</i> 寓言                     | 89 |
| <b>father-in-law</b> 岳父; 公公                            | 8  |
| <b>fault</b> /fɔ:lt/ <i>n.</i> 过错; 责任                  | 68 |
| <b>fee</b> /fi:/ <i>n.</i> 费; 专业服务费; 报酬                | 16 |
| <b>fetch</b> /fetʃ/ <i>v.</i> 卖得; 去取                   | 50 |
| <b>fiber</b> /'faɪbə(r)/ <i>n.</i> 纤维                  | 42 |
| <b>figurative</b> /'fɪɡərətɪv/ <i>adj.</i> 形象的;<br>比喻的 | 21 |
| <b>finance</b> /'faɪnæns/ <i>v.</i> 提供资金               | 15 |
| <b>fling</b> /flɪŋ/ <i>v.</i> 扔, 掷, 抛                  | 35 |
| <b>flourish</b> /'flaʊɪʃ/ <i>v.</i> 茁壮成长; 繁荣           | 14 |
| <b>flu</b> /flu:/ <i>n.</i> 流行性感冒                      | 8  |
| <b>fluent</b> /'flu:ənt/ <i>adj.</i> 流利的; 熟练的          | 32 |
| <b>fog</b> /fɒɡ/ <i>n.</i> 雾                           | 2  |

|                                                |    |
|------------------------------------------------|----|
| <b>fond</b> /fond/ <i>adj.</i> 喜爱; 喜欢          | 39 |
| <b>foolish</b> /'fu:lɪʃ/ <i>adj.</i> 愚蠢的       | 15 |
| <b>found</b> /faʊnd/ <i>v.</i> 创建, 创办          | 47 |
| <b>framework</b> /'freɪmwɜ:k/ <i>n.</i> 结构, 机制 | 57 |
| <b>frog</b> /frɒɡ/ <i>n.</i> 青蛙                | 76 |
| <b>funeral</b> /'fju:nərəl/ <i>n.</i> 葬礼       | 16 |

## G

|                                                    |    |
|----------------------------------------------------|----|
| <b>gesture</b> /'dʒestʃə(r)/ <i>n.</i> 姿势; 手势      | 7  |
| <b>goat</b> /ɡəʊt/ <i>n.</i> 山羊                    | 75 |
| <b>grocery</b> /'ɡrəʊsəri/ <i>n.</i> 食品杂货          | 82 |
| <b>guilty</b> /'ɡɪlti/ <i>adj.</i> 感到内疚的;<br>感到惭愧的 | 3  |

## H

|                                                             |    |
|-------------------------------------------------------------|----|
| <b>habitat</b> /'hæbɪtæt/ <i>n.</i> (动植物的) 生活<br>环境, 栖息地    | 80 |
| <b>handle</b> /'hændl/ <i>v.</i> 处理; 控制                     | 4  |
| <b>handwriting</b> /'hænd,raɪtɪŋ/ <i>n.</i> 笔迹;<br>书法       | 54 |
| <b>harm</b> /hɑ:m/ <i>v.</i> 伤害; 损害                         | 57 |
| <b>harvest</b> /'hɑ:vɪst/ <i>v.</i> 收割 (庄稼)<br><i>n.</i> 收获 | 38 |
| <b>hatch</b> /hætʃ/ <i>n.</i> 舱门; 开口<br><i>v.</i> 孵出; 孵化    | 86 |
| <b>batten down the hatches</b> 封舱 (船只);<br>做好迎接困难的准备        | 86 |
| <b>heal</b> /hi:l/ <i>v.</i> (使) 康复, 复原                     | 29 |
| <b>herb</b> /hɜ:b/ <i>n.</i> 药草; 香草                         | 4  |
| <b>horn</b> /hɔ:n/ <i>n.</i> 角; 喇叭                          | 38 |

## I

|                                                        |    |
|--------------------------------------------------------|----|
| <b>illegal</b> /i'li:gl/ <i>adj.</i> 非法的; 不合法的;<br>违法的 | 71 |
| <b>illiterate</b> /i'litərət/ <i>adj.</i> 文盲的          | 16 |



|                                                                  |    |
|------------------------------------------------------------------|----|
| <b>immortalize</b> /ɪ'mɔ:təlaɪz/ <i>adj.</i> 使不朽;<br>使名垂千古       | 35 |
| <b>imprint</b> /ɪm'prɪnt/ <i>v.</i> 压印                           | 54 |
| <b>inch</b> /ɪntʃ/ <i>n.</i> 英寸; 少量                              | 89 |
| <b>indifference</b> /ɪn'dɪfrəns/ <i>n.</i> 漠不关心                  | 14 |
| <b>inexhaustible</b> /ɪnɪg'zɔ:stəbl/ <i>adj.</i><br>用之不竭的; 无穷无尽的 | 32 |
| <b>infer</b> /ɪn'fɜ:(r)/ <i>v.</i> 推断; 推理                        | 86 |
| <b>injury</b> /ɪndʒəri/ <i>n.</i> 伤害, 损伤                         | 58 |
| <b>inquire</b> /ɪn'kwɪə(r)/ <i>v.</i> 询问; 打听                     | 4  |
| <b>inscription</b> /ɪn'skrɪpʃn/ <i>n.</i> 铭刻, 碑文                 | 54 |
| <b>inspection</b> /ɪn'spekʃn/ <i>n.</i> 视察; 查看                   | 76 |
| <b>institution</b> /ɪnstɪ'tju:ʃn/ <i>n.</i> 机构;<br>制度            | 71 |
| <b>intention</b> /ɪn'tenʃn/ <i>n.</i> 目的; 意图                     | 52 |
| <b>internal</b> /ɪn'tɜ:nl/ <i>adj.</i> 内部的; 里面的                  | 78 |
| <b>intervention</b> /ɪntə'venʃn/ <i>n.</i> 干涉; 介入                | 75 |
| <b>investment</b> /ɪn'vestmənt/ <i>n.</i> 投资;<br>(时间、精力的)投入      | 11 |

## K

|                                       |    |
|---------------------------------------|----|
| <b>kettle</b> /'ketl/ <i>n.</i> 水壶    | 2  |
| <b>kit</b> /kɪt/ <i>n.</i> 成套工具; 成套设备 | 86 |

## L

|                                               |    |
|-----------------------------------------------|----|
| <b>lamp</b> /læmp/ <i>n.</i> 灯                | 30 |
| <b>leak</b> /li:k/ <i>v.</i> 漏; 渗漏            | 82 |
| <b>lease</b> /li:s/ <i>n.</i> 租约, 租契          | 22 |
| <b>liberty</b> /lɪbəti/ <i>n.</i> 自由          | 56 |
| <b>license</b> /'laɪsns/ <i>n.</i> 许可证; 执照    | 70 |
| <b>lifebuoy</b> /'laɪfbɔɪ/ <i>n.</i> 救生圈; 救生带 | 4  |
| <b>loan</b> /ləʊn/ <i>n.</i> 贷款; 借款           | 3  |

## M

|                                            |    |
|--------------------------------------------|----|
| <b>mature</b> /mə'tjuə(r)/ <i>adj.</i> 成熟的 | 15 |
|--------------------------------------------|----|

|                                                                     |    |
|---------------------------------------------------------------------|----|
| <b>maximize</b> /'mæksɪmaɪz/ <i>v.</i><br>使增加到最大限度; 充分利用            | 82 |
| <b>mechanic</b> /mɪ'kænik/ <i>n.</i> 机械师; 力学                        | 70 |
| <b>melody</b> /melədi/ <i>n.</i> 乐曲; 旋律                             | 26 |
| <b>minor</b> /maɪnə(r)/ <i>adj.</i> 轻微的; 较小的                        | 70 |
| <b>misplaced</b> /,mɪs'pleɪst/ <i>adj.</i> 给错对象的;<br>不该给的           | 15 |
| <b>motor</b> /'məʊtə(r)/ <i>n.</i> 发动机; 马达<br><i>adj.</i> 机动车的; 汽车的 | 69 |
| <b>mournful</b> /'mɔ:nfl/ <i>adj.</i> 悲痛的                           | 36 |
| <b>mud</b> /mʌd/ <i>n.</i> 泥; 淤泥                                    | 89 |
| <b>multiply</b> /'mʌltɪplaɪ/ <i>v.</i> 成倍增加;<br>迅速增加                | 21 |
| <b>mustard</b> /'mʌstəd/ <i>n.</i> 芥菜                               | 39 |

## N

|                                                        |    |
|--------------------------------------------------------|----|
| <b>native</b> /'neɪtɪv/ <i>adj.</i> 本地的; 当地的           | 51 |
| <b>navy</b> /neɪvi/ <i>n.</i> 海军; 海军部队                 | 52 |
| <b>nephew</b> /nefju:/ <i>n.</i> 侄子; 外甥                | 4  |
| <b>nest</b> /nest/ <i>v.</i> 筑巢; 巢居                    | 75 |
| <b>niece</b> /ni:s/ <i>n.</i> 侄女; 外甥女                  | 4  |
| <b>nuclear</b> /'nju:kliə(r)/ <i>adj.</i> 原子能的;<br>核能的 | 2  |
| <b>nursing</b> /nɜ:sɪŋ/ <i>n.</i> 护理; 看护               | 11 |

## O

|                                                            |    |
|------------------------------------------------------------|----|
| <b>oak</b> /əʊk/ <i>n.</i> 橡树                              | 74 |
| <b>occupation</b> /ˌɒkjʊ'peɪʃn/ <i>n.</i> 工作; 职业           | 75 |
| <b>offense</b> /ə'fens/ <i>n.</i> 犯法行为; 过错                 | 70 |
| <b>onion</b> /'ʌnjən/ <i>n.</i> 洋葱                         | 2  |
| <b>operator</b> /'ɒpəreɪtə(r)/ <i>n.</i> 操作人员;<br>经营者      | 70 |
| <b>overwhelm</b> /ˌəʊvə'welɪm/ <i>v.</i> (感情或感觉)<br>充溢; 压倒 | 4  |





## P

|                                                                 |    |
|-----------------------------------------------------------------|----|
| <b>pack</b> /pæk/ <i>v.</i> 打包; 包装                              | 72 |
| <b>parking</b> /pɑ:kɪŋ/ <i>n.</i> 停车                            | 47 |
| <b>pedicab</b> /'pedɪkæb/ <i>n.</i> 三轮车                         | 15 |
| <b>permanent</b> /pɜ:mənənt/ <i>adj.</i> 永久的;<br>永恒的            | 69 |
| <b>philosophic</b> /fɪlə'sɒfɪk/ <i>adj.</i> 哲学的                 | 32 |
| <b>pigeon</b> /'pɪdʒɪn/ <i>n.</i> 鸽子                            | 71 |
| <b>plastic</b> /plæstɪk/ <i>adj.</i> 塑料制的; 塑料的                  | 82 |
| <b>polar</b> /'pəʊlə(r)/ <i>adj.</i> 南极(或北极)的;<br>极地的           | 80 |
| <b>portrait</b> /'pɔ:tret/ <i>n.</i> 肖像                         | 52 |
| <b>possession</b> /pə'zeʃn/ <i>n.</i> 拥有; 具有;<br>私人物品           | 22 |
| <b>precious</b> /'preʃəs/ <i>adj.</i> 珍贵的;<br>宝贵的               | 54 |
| <b>premier</b> /'premiə(r)/ <i>adj.</i> 首要的<br><i>n.</i> 总理; 首相 | 20 |
| <b>presence</b> /'prezns/ <i>n.</i> 存在; 在场                      | 6  |
| <b>primitive</b> /'prɪmətɪv/ <i>adj.</i> 原始的;<br>远古的            | 50 |
| <b>prison</b> /'prɪzn/ <i>n.</i> 监禁; 监狱                         | 57 |
| <b>proceed</b> /prə'si:d/ <i>v.</i> 前往; 行进;<br>继续做(或从事、进行)      | 69 |
| <b>profile</b> /'prəʊfaɪl/ <i>n.</i> 形象; 轮廓                     | 40 |
| <b>prohibit</b> /prə'hɪbɪt/ <i>v.</i> 禁止; 阻止                    | 70 |
| <b>property</b> /'prɒpəti/ <i>n.</i> 所有物; 财产                    | 71 |
| <b>proverb</b> /'prɒvɜ:b/ <i>n.</i> 谚语; 格言                      | 89 |
| <b>pub</b> /pʌb/ <i>n.</i> 酒吧; 酒馆                               | 70 |
| <b>pulse</b> /pʌls/ <i>n.</i> 脉搏; 脉率                            | 36 |
| <b>punitive</b> /'pju:nətɪv/ <i>adj.</i> 惩罚性的                   | 57 |

## R

|                                        |    |
|----------------------------------------|----|
| <b>rage</b> /reɪdʒ/ <i>v.</i> 迅速蔓延; 发怒 | 29 |
|----------------------------------------|----|

|                                                                                  |    |
|----------------------------------------------------------------------------------|----|
| <b>random</b> /rændəm/ <i>adj.</i> 随机的; 随意的                                      | 74 |
| <b>rank</b> /ræŋk/ <i>v.</i> 属于某等级                                               | 35 |
| <b>ray</b> /reɪ/ <i>n.</i> 光线; 射线                                                | 32 |
| <b>receipt</b> /rɪ'si:t/ <i>n.</i> 收据; 收条                                        | 82 |
| <b>receptionist</b> /rɪ'sepʃənɪst/ <i>n.</i> 接待员                                 | 2  |
| <b>recite</b> /rɪ'saɪt/ <i>v.</i> 详述; 背诵                                         | 89 |
| <b>recycle</b> /rɪ'saɪkl/ <i>v.</i> 回收利用                                         | 82 |
| <b>reject</b> /rɪ'dʒekt/ <i>v.</i> 拒绝接受                                          | 16 |
| <b>representative</b> /reprɪ'zentətɪv/<br><i>adj.</i> 典型的; 有代表性的<br><i>n.</i> 代表 | 89 |
| <b>reserve</b> /rɪ'zɜ:v/ <i>n.</i> (动植物)保护区;<br>自然保护区                            | 76 |
| <b>responsibility</b> /rɪ'spɒnsə'bɪləti/ <i>n.</i><br>责任; 负责                     | 14 |
| <b>restore</b> /rɪ'stɔ:(r)/ <i>v.</i> 恢复                                         | 78 |
| <b>restrict</b> /rɪ'strɪkt/ <i>v.</i> 限制; 限定; 束缚                                 | 33 |
| <b>rhyme</b> /raɪm/ <i>v.</i> 押韵<br><i>n.</i> 押韵词; 押韵                            | 20 |
| <b>rid</b> /rɪd/ <i>v.</i> 摆脱                                                    | 86 |
| <b>ripe</b> /raɪp/ <i>adj.</i> 成熟的                                               | 75 |
| <b>rubber</b> /'rʌbə(r)/ <i>n.</i> 橡胶; 橡皮                                        | 68 |

## S

|                                              |    |
|----------------------------------------------|----|
| <b>salty</b> /sɔ:ltɪ/ <i>adj.</i> 含盐的; 咸的    | 87 |
| <b>sample</b> /'sɑ:mpl/ <i>n.</i> 样; 样本      | 39 |
| <b>saving</b> /'seɪvɪŋ/ <i>n.</i> 存款; 节约     | 3  |
| <b>sculpture</b> /skʌlptʃə(r)/ <i>n.</i> 雕塑  | 53 |
| <b>seal</b> /si:l/ <i>n.</i> 印章              | 39 |
| <b>secular</b> /'sekjələ(r)/ <i>adj.</i> 世俗的 | 44 |
| <b>seed</b> /si:d/ <i>n.</i> 种子              | 39 |
| <b>seize</b> /si:z/ <i>v.</i> 夺取; 抓住         | 52 |
| <b>selfless</b> /'selfləs/ <i>adj.</i> 无私的   | 6  |
| <b>severity</b> /sɪ'verəti/ <i>n.</i> 严重性    | 70 |
| <b>shepherd</b> /'ʃepəd/ <i>n.</i> 牧羊人       | 75 |
| <b>shrimp</b> /ʃrɪmp/ <i>n.</i> 虾            | 39 |



|                                                         |    |
|---------------------------------------------------------|----|
| <b>sincerely</b> /sɪn'siəli/ <i>adv.</i> 真诚地; 诚实地       | 16 |
| <b>slice</b> /slaɪs/ <i>n.</i> (切下的食物)薄片, 片             | 2  |
| <b>solid</b> /'sɒlɪd/ <i>adj.</i> 固体的                   | 42 |
| <b>sorrow</b> /'sɒrəʊ/ <i>n.</i> 悲伤; 悲痛                 | 3  |
| <b>sow</b> /səʊ/ <i>v.</i> 播种                           | 14 |
| <b>splendid</b> /'splendɪd/ <i>adj.</i> 壮丽的;<br>极佳的     | 75 |
| <b>starfish</b> /'stɑ:fɪʃ/ <i>n.</i> 海星                 | 87 |
| <b>stream</b> /stri:m/ <i>n.</i> 小河; 溪                  | 74 |
| <b>stroke</b> /strəʊk/ <i>n.</i> 笔画                     | 40 |
| <b>subjective</b> /səb'dʒektɪv/ <i>adj.</i> 主观的;<br>主语的 | 56 |
| <b>subsequent</b> /'sʌbsɪkwənt/ <i>adj.</i> 随后的         | 3  |
| <b>sum</b> /sʌm/ <i>n.</i> 总数; 和                        | 21 |
| <b>surgeon</b> /'sɜ:dʒən/ <i>n.</i> 外科医生                | 2  |
| <b>surgery</b> /'sɜ:dʒəri/ <i>n.</i> 外科手术               | 3  |
| <b>surrounding</b> /sə'raʊndɪŋ/ <i>adj.</i> 周围的;<br>附近的 | 16 |
| <b>sway</b> /swei/ <i>v.</i> (使)摇摆, 摇动                  | 35 |
| <b>sympathy</b> /'sɪmpəθi/ <i>n.</i> 同情                 | 4  |

## T

|                                                   |    |
|---------------------------------------------------|----|
| <b>tank</b> /tæŋk/ <i>n.</i> 箱, 槽, 罐              | 65 |
| <b>terrace</b> /'terəs/ <i>n.</i> 露天平台            | 47 |
| <b>theft</b> /θeft/ <i>n.</i> 偷窃; 偷盗罪             | 57 |
| <b>thematic</b> /θɪ'mætɪk/ <i>adj.</i> 主题的        | 46 |
| <b>thrive</b> /θraɪv/ <i>v.</i> 兴旺发达; 蓬勃发展        | 32 |
| <b>tide</b> /taɪd/ <i>n.</i> 潮; 潮汐                | 87 |
| <b>tiptoe</b> /'tiptəʊ/ <i>v.</i> 踮着脚走;<br>蹑手蹑脚地走 | 2  |
| <b>tobacco</b> /tə'bækəʊ/ <i>n.</i> 烟草; 烟叶        | 60 |
| <b>toss and turn</b> (因睡不着在床上)<br>翻来覆去            | 89 |
| <b>toss</b> /tos/ <i>v.</i> (使)摇摆, 挥动             | 89 |
| <b>tread</b> /tred/ <i>v.</i> 踩; 踏; 践踏            | 36 |
| <b>tube</b> /tju:b/ <i>n.</i> 地铁; 管子              | 47 |

## U

|                                                                           |    |
|---------------------------------------------------------------------------|----|
| <b>undergrowth</b> /'ʌndəgrəʊθ/ <i>n.</i> 下层灌木<br>丛(指林木下的)                | 21 |
| <b>upset</b> /ʌp'set/ <i>adj.</i> 沮丧; 难过<br>/ʌp'set/ <i>v.</i> 使烦恼; 使心烦意乱 | 6  |
| <b>urban</b> /'ɜ:bən/ <i>adj.</i> 城市的; 都市的                                | 2  |

## V

|                                                       |    |
|-------------------------------------------------------|----|
| <b>vague</b> /veɪg/ <i>adj.</i> 模糊的; 不清楚的             | 53 |
| <b>valley</b> /'væli/ <i>n.</i> 山谷                    | 76 |
| <b>victim</b> /'vɪktɪm/ <i>n.</i> 受害者; 牺牲品            | 69 |
| <b>victor</b> /'vɪktə(r)/ <i>n.</i> 胜利者; 获胜者          | 36 |
| <b>virtuous</b> /'vɜ:tʃʊəs/ <i>adj.</i> 品行端正的         | 15 |
| <b>virus</b> /'vaɪrəs/ <i>n.</i> 病毒                   | 8  |
| <b>visible</b> /'vɪzəbl/ <i>adj.</i> 看得见的; 可见的        | 2  |
| <b>vocabulary</b> /və'kæbjələri/ <i>n.</i> 词汇;<br>词汇量 | 32 |
| <b>voyage</b> /'vɔɪdʒ/ <i>n.</i> 航海; 航行               | 36 |

## W

|                                                                   |    |
|-------------------------------------------------------------------|----|
| <b>warning</b> /'wɔ:nɪŋ/ <i>n.</i> 警告; 警示                         | 57 |
| <b>washroom</b> /'wɒʃru:m/ <i>n.</i> 洗手间                          | 2  |
| <b>weed</b> /wi:d/ <i>n.</i> 杂草, 野草                               | 75 |
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## 过去分词作表语

### the past participle as predicative

#### 一、概念

过去分词具有形容词的特征，在句中可以充当表语。过去分词表示已完成的动作或被动的含义，描述主语所处的状态或主观心理感受。

#### 二、用法

1 及物动词的过去分词作表语，与主语为被动关系，说明主语所处的状态，既表示被动，也表示完成。例如：

Amy looked **disappointed**.

The door remained **closed**.

The window of my room is **broken**.

He seemed so **embarrassed**.

2 不及物动词的过去分词作表语，说明主语所处的状态，只表示动作的完成。例如：

He is **retired** and travels a lot.



#### 注意

被动语态和过去分词作表语的区别：

被动语态强调动作，重点说明动作由谁完成、怎样完成；而过去分词作表语通常用来描述主语的特点或所处的状态。例如：

The glass is broken. (系表结构)

The glass was broken by my sister. (被动语态)

The bridge is completed. (系表结构)

The bridge was completed last year. (被动语态)

## 同位语从句

### noun clause as appositive

#### 一、概念

同位语从句是用来表示主句中名词具体内容的从句，是名词性从句的一种。



## 二、构成

名词+ {  
     that 引导的同位语从句  
     whether 引导的同位语从句  
     “wh” 词引导的同位语从句

## 三、用法

- 1 that引导同位语从句时，这个引导词没有意义，不作句子成分，不能省略。例如：

My decision **that we start before the rainy season** stands.

We're all excited about the news **that our team won the football match**.

What annoys me is the problem **that I can't get access to the Internet**.

- 2 whether引导同位语从句时，引导词的意思为“是否”，不能用if替换。例如：

The question **whether students should be allowed to bring their phones to school** is under heated debate.

I have no idea **whether I will be offered the position**.

What makes us anxious is our doubt **whether the airline company can arrange another flight to get us to our destination**.

- 3 “wh” 词引导同位语从句时，引导词的意思是该疑问词的词义。例如：

Your concern **who will be the new manager** will be responded to soon.

I'm writing this e-mail in reply to your question **how you can learn Chinese more efficiently**.

What confuses me is the question **why he keeps lying to me**.



### 注意

#### 定语从句和同位语从句的区别：

that引导同位语从句时，没有意义，不作句子成分，不能被which代替，不能省略；that引导定语从句时意义相当于先行词，在从句中作主语或者宾语，在很多情况下可以被which代替，引导词在从句中作宾语时可以省略。例如：

The news **that he told me** is exciting. (定语从句)

The news **that our team won the match** is exciting. (同位语从句)

The question **that he asked** is confusing. (定语从句)

The question **why he keeps lying to me** is confusing. (同位语从句)

所有的“wh”词都可以引导同位语从句，其意义相当于该疑问词的词义；可以引导定语从句的“wh”词有关系代词which、who、whom（其意义相当于先行词）和whose（其意义相当于先行词的所有格），以及关系副词when、where、why（其意义相当于介词+先行词）。例如：

The host is a friend of mine **whom I first met at a medical conference**. (定语从句)

Can you answer my question **whom you turn to when you meet with difficulties?** (同位语从句)





After graduation, the young man returned to the village where he was born and brought up. (定语从句)

They can't agree with each other about the question where the new library should be built. (同位语从句)

## 倒装

### inversion

#### 一、概念

为了强调句子结构的需要把谓语的一部分或全部放在主语之前，主语和谓语倒置就是倒装结构。把谓语的全部放在主语之前称为全部倒装；把谓语中的一部分，如be动词、助动词或情态动词放在主语前称为部分倒装。

#### 二、构成

倒装 { 全部倒装：实义动词+主语  
部分倒装：be动词/助动词/情态动词+主语+实义动词

#### 三、用法

##### 1 全部倒装

(1) 表方位、时间的副词here、there、now、then等标志词放在句首，句子用全部倒装。例如：

Here comes the bus.

There goes the bell.

(2) 表示方向的副词out、in、up、down、away等放在句首，句子用全部倒装。例如：

Up went the arrow into the air.

Away went the boy.

(3) 表示地点的介词短语（on the wall、under the tree、in front of the house、in the middle of the room等）放在句首时，句子用全部倒装。例如：

On the top of the hill stands a pine tree.

In front of the classroom is a playground.



#### 注意

当主语是人称代词时，主谓语序不变。例如：

There he is.

Here you are.



## 2 部分倒装

(1) **only**修饰副词、介词短语或状语从句，且放在句首时，句子用部分倒装。例如：

Only on Sundays can he watch TV.

Only by learning to live in harmony with nature can we save the earth.

(2) 含有否定意义的副词或连词**hardly**、**never**、**not**、**not only**、**little**、**not until**等放在句首时，句子用部分倒装。例如：

Never have I realized that water is so precious.

Not until we know more will we be able to improve the situation.

Not only does he teach Chinese, but also he writes novels.

(3) 在**so... that**和**such... that**结构中，将**so + adj.**和**such + n.**提到句首时，句子用部分倒装。例如：

So terrible was the storm that the whole roof was blown off.

(4) **as**引导的让步状语从句，用部分倒装。例如：

Child as he is, he knows a lot.

(5) **so + be/助动词/情态动词 + 主语**，表示前面所说的肯定情况也适用于另一人或物；**neither/nor + be/助动词/情态动词 + 主语**，表示前面的否定内容也适用于另一人或物，用部分倒装。例如：

I used to like skiing. So did John.

He didn't know the news. Neither/Nor did I.

(6) 在虚拟语气条件句中，从句谓语有助动词**were**、**had**、**should**时，可将**if**省略，把**were**、**had**、**should**移到句首，用部分倒装。例如：

Were I you, I would be very glad to do that.

## 强调

### emphasis

#### 一、概念

英语中，为将注意力吸引到重点内容上来，使焦点更加突出，经常会通过重读、增加词汇或调整句子结构来达到目的，这种现象称为强调。

#### 二、用法

1 重读单个或多个重点词汇，常见的有重读简略答语中需要强调的词汇或重读助动词、情态动词或系动词来表示对比。例如：

A: Do you study English here?

B: Yes, I **do**.

A: Are you interested in literature?

B: Yes, I **am**.



A: Mary doesn't speak German.

B: Mary **does** speak German! She lived in Germany for 10 years.

A: You weren't working last night.

B: I **was** working last night. Ask Mom.

- 2 肯定句中，用do、does、did来强调谓语动词，而谓语动词使用原形。例如：

They **did go** to meet you at the airport but failed to see you yesterday!

He **does like** reading novels and other literary works.

**Do be** careful next time!

- 3 使用强调句型：It is (was)... that (who)... 例如：

**It is** his showing off **that** annoys me.

**It was** John **who (that)** broke the window.

**It is** next month **that** he has decided to return to China.



### 注意

在强调句型中，如果被强调的部分是人，可以用that或who引导其他部分，其他则用that引导，不用when、where、why、how等。强调句型不能强调谓语动词。

- 4 否定副词作状语，置于句首，谓语动词使用倒装结构，表示强调。例如：

**Rarely do** I go to the cinema.

**Little did** we realize the seriousness of the situation.

**No sooner had** we sat down to dinner **than** there was an explosion from the kitchen.

**Not until I reached** home **did** I allow myself to consider the issue.

**Nowhere will** you come across a more hospitable nation.

- 5 only修饰状语，置于句首，谓语动词使用倒装结构，表示强调。例如：

**Only when** I myself became a parent **did I realize** the value of my parents' advice.

**Only after** her father was imprisoned **did Mary admit** that she had stolen the jewelry.

- 6 虚拟语气的非真实条件句，将were、should、had等提前，构成倒装，同时省略if，从而达到强调非真实条件句的目的。例如：

**Had you arrived a minute earlier**, you would have seen a most remarkable sight.

**Should you ever come to London**, come to visit me.

**Were he to realize the danger he was in**, he would not proceed with his plan.

- 7 疑问词what (who、whom、which、when、where、how) + ever (on earth)，强调语气。例如：

Give this to Mary, or Marie, **whatever** her name is.

**However** did you manage to save so much money so quickly?

**Whatever** did you do that for?



8 使用名词性从句或定语从句进行强调。例如：

**Who I saw last night** was John.

**Who I would like to marry** is a woman who is sincere.

**All I did** was (to) push this button.

**What the government does not realize** is the fact **that many people are starving**.

Listening to the radio is **what entertains me**.

Helen is the person **who works in a bookstore**.

## 虚拟语气

### the subjunctive mood

#### 一、概念

虚拟语气表示假想情况或主观愿望。

#### 二、构成和用法

1 虚拟语气用在含有条件状语从句的复合句中，这时说话者明知条件是假的或者条件存在的可能性不大。可以把虚拟条件句理解为“假如”。

(1) 与现在事实相反。从句谓语动词用过去时形式，be动词一般都用were；主句谓语动词用would/could/might/should+动词原形。例如：

If he **had** time, he **could help** you.

If I **were** a bird, I **should** fly in the sky.

If Confucius **were** alive today, he **would be** surprised at the development of the Chinese language.

(2) 与过去事实相反。从句谓语动词用had+过去分词；主句谓语动词用would/could/might/should+have+过去分词。例如：

If I **had come** earlier, I **would have cleaned** the classroom.

She **would have come** to the party if she **had been invited**.

If they **had known** the truth, they **couldn't have met** him.

(3) 与将来事实相反。从句谓语动词有三种形式：一般过去时；should +动词原形；were to +动词原形；主句谓语动词用would/could/might/should+动词原形。例如：

If he **did** it, he **would do** it better.

If he **should come** tomorrow, we **would have the party**.

If they **were to act** like that again, they **should be** fined.





## 注意

**错综时间条件句。**条件状语从句和主句谓语动词的时间不一致时，动词的形式依据上述规则分别作出相应的变化。例如：

If it **had** not **rained** heavily last night, the street **would be** in use now.

**省略if的条件句。**如果条件句中含有were、had、should 或could时，在书面语中可以把if省略，并将were、had、should 或could放在句首构成倒装句。例如：

**Were** I not so tired, I **would go** shopping with you.

**Had** you **made** enough preparations, you **might have passed** the examination.

**含蓄条件句。**有时假设的情况通过介词短语或上下文其他方式表现出来，而if并不出现。

Without water, the world **would be** a desert.

But for you, my English **would not have improved** so fast.

I was absent that day. Otherwise I **would have seen** her.

I **would have done** it earlier, but I have been busy.

## 2 虚拟语气在名词性从句中的应用。

(1) **主语从句。**在It is +某些名词/某些形容词/某些动词的过去分词+that从句中，that 后面的从句中的谓语动词用should+动词原形（should可以省略）。常见的名词、形容词和过去分词有a pity、a shame、no wonder、necessary、important、strange、suggested、desired、requested等。例如：

It is a great pity that he (**should**) **be** so impolite.

It is necessary that we (**should**) **prepare** everything in advance.

It is suggested that you (**should**) **guess** the meaning of a new word before you turn to a dictionary.

(2) **宾语从句。**在某些动词后的宾语从句中用虚拟语气。

在wish后的宾语从句中，谓语动词分别用were（第一人称、第三人称单数口语中也用was）+过去式表示目前不太可能实现的愿望；用had +过去分词或would/could/might have +过去分词表示过去不太可能实现的愿望；用were（第一人称、第三人称单数口语中也用was）+过去式或would/could/might +动词原形表示将来不太可能实现的愿望。例如：

I wish I **were** (**was**) a bird.

I wish you **had told** me about it yesterday.

I wish he **would try** once more.

在suggest、insist、desire、request、command、order等动词后的宾语从句中，谓语动词用should + 动词原形（should可以省略）。例如：



I suggest we **(should) go** right now.

He insisted that we **(should) use** dictionaries often.

(3) 表语从句和同位语从句。在suggestion、proposal、order、recommendation、plan、idea等后面的表语从句或同位语从句中，谓语动词用should+动词原形（should可以省略）。例如：

My suggestion is that we **(should) limit** the time of using Wechat.

He made the suggestion that I **(should) learn** a second foreign language as a student in an international school.



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