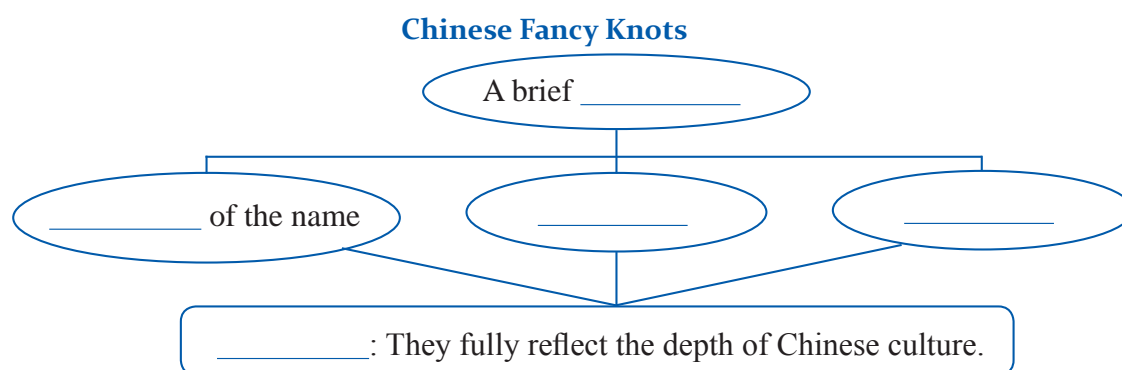


In addition to their varied sizes and patterns, Chinese knots are famous for their bright colours. Each of the Chinese knots is made of a single string of cotton, silk, gold or silver. But the colours of the strings are rich and have various traditional cultural meanings. Among the most commonly used base colours, red symbolises good luck and happiness, green means health and harmony, and yellow, which was once known as the emperor's colour, may represent wealth and honour.

In brief, the famous Chinese fancy knots fully reflect the depth of Chinese culture. These brightly coloured knots of various patterns, with their endless chains of knots, symbolise that life on earth will continue and multiply forever.

### ► Comprehending

**1** Read the passage again and complete the diagram about its structure.



**2** Read the passage carefully and fill in each blank with no more than three words.

- 1) The name is associated with various \_\_\_\_\_.
- 2) People use Chinese knots to express their strong wishes for \_\_\_\_\_ because the \_\_\_\_\_ of the Chinese character *jie* is very much like the sound of another Chinese character *ji* which means \_\_\_\_\_.
- 3) Both small Chinese knots and large ones are used for \_\_\_\_\_ purposes.
- 4) The patterns of Chinese knots are \_\_\_\_\_ according to their typical shapes, usages or origins. However, the basic patterns consist of two exactly \_\_\_\_\_, the front and the back sides looking \_\_\_\_\_ in their details.
- 5) The \_\_\_\_\_ colours of the strings also have various \_\_\_\_\_ meanings.
- 6) Chinese people think that red symbolises good luck and \_\_\_\_\_, green means \_\_\_\_\_, and yellow may represent \_\_\_\_\_.

**3** Work in pairs to role-play based on the following situation.

**Situation:** A (an international student from the UK) is very interested in Chinese fancy knots. A asks as many questions as possible about them.

B (a Chinese student) tries to answer the questions with the help of the expressions provided and the information he/she has got from the passage.

Sample questions:

What are Chinese fancy knots made up of?  
What do they symbolise?

...

TIP

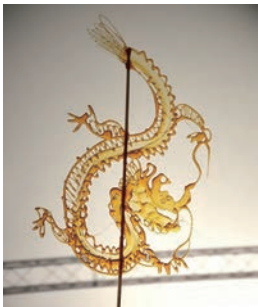
Try your best to use the phrases and expressions which you have just learned.

- refer to
- begin as
- take... as...
- be associated with
- apply as
- be made up of
- in addition to
- in brief

4 Search for other forms of Chinese folk art and write a passage to introduce it to the class.



• Example •



Sugar figures



Weifang kites



Chinese papercutting

Self-assessing

Reflect on your learning process in this unit. Tick (✓) the following statements to assess your own progress and decide what you still need to work on.

You are able to:	Agree	Somewhat agree	Need more work
◇ talk about how to appreciate different styles of art;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ guess the meaning of words from their context;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ learn new words by adding adjective suffixes;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ make judgements on works of art;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ write a note of invitation;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ introduce Chinese folk art such as fancy knots.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Unit 6

## Poems and Stories

*Poems are images in your mind. They let you go beyond the surface and discover your deepest feelings.*

—Anonymous

### Looking Ahead

By the end of this unit, you will be able to:

- identify the features of different types of poems;
- enlarge your vocabulary by adding adjective suffixes: *-ed*, *-ful*, *-ive*, *-y* and *-ic*;
- use the infinitive and the *-ing/-ed* form comprehensively;
- express preferences with reasons in a dialogue;
- complete a poem and write a story based on it;
- tell a myth based on a mind map.

### Reading Actively



#### ► Activating and Predicting

**1** Read the following definitions of poetry, and then give your own definition.

- 1) Poetry is an art form that expresses one's feelings in many different forms of writing.
- 2) Poetry is you. It's your experiences, your memories, your thoughts and your emotions.
- 3) Poetry is the music of the soul, and, above all, of the great and feeling souls.
- 4) Poetry is the natural overflow of powerful feelings.
- 5) Poetry is the opening and closing of a door, leaving those who look through to guess about what is seen during a moment.

**Your definition:** \_\_\_\_\_

**2** Work in groups to share the various kinds of poems you have read. Then skim the text to check whether you know the mentioned types.

## ► Reading, Thinking and Analysing

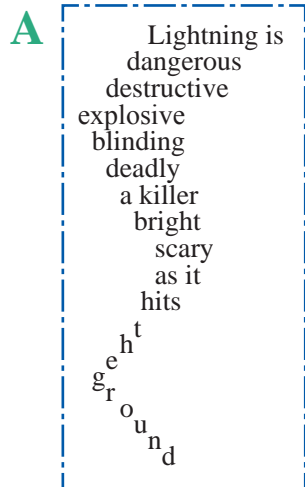
### Types of Poetry

Being one of the most loved forms of literature, poetry is often used to express thoughts, ideas, emotions or experiences.

We often read a poem but do not know what particular kind it belongs to. In fact, the appearance of the poem is often a clue to its type, meanwhile the type is usually determined by the number and the length of the lines, the **rhythmic** pattern, and/or the **rhyming** arrangement.

Let's have a look at some simple types. You may find them quite interesting.

A shape poem is a type of poetry that describes an object and is



shaped the same as the object which the poem is describing. You could write your shape poem on anything, such as a circle-shaped poem describing a cookie, or a poem about love shaped like a heart. Here are examples of shape poems.

An acrostic poem is a kind of poem where the first or the last letters of the lines, or certain other letters, taken in order, form a name, word, phrase, or **motto**.

**B**

A  
volcano.  
A huge rock,  
shooting lava up into  
the air! Everyone runs for  
cover. Lots of thick, black smoke  
pours out of the top, giving you a warning  
before the explosions start. Nothing can stand in its  
way. Sometimes they don't blow up for hundreds of years.  
Still thousands in the world but they don't all work, some are even underwater

Haiku is a Japanese poetry form which can be written on many themes, ranging from love to nature. A Haiku uses just a few words to create a picture in the reader's mind. It is like a tiny window into a scene much larger than itself.

Poetry forms in different languages can influence one another. For example, Cinquain is inspired by Japanese Haiku. Cinquains are

*rhythmic (adj.) =*

*rhythm (n.) + -ic*

*It means having regular repeated patterns of sounds.*

*rhyming (adj.) = rhyme*

*(v.) + -ing*

*It means having the similar sounds at the ends of the lines in a poem.*

*motto (n.): a short sentence or phrase that expresses a belief or purpose*

*It means \_\_\_\_\_ in Chinese.*

C

KATIE

Kind  
Amazing  
Talented  
Intelligent  
Energetic

D

Fancy Writing A poem?  
Pi C k a topic of your choice  
You can w R ite about anything  
Let y O ur imagination run wild  
Choo S e the right words  
Writing your T houghts on paper  
Nothing is I mpossible  
Be C reative!

E

Summer

The sky is so blue.  
The sun is so warm up high.  
I love the summer.

F

Toast

I really like toast.  
It is yummy when it's hot.  
I like it best cold.

G

My mum  
Is so caring  
She is always helpful  
She is so beautiful and kind  
Love you.

H

There was an old man with a beard  
Who said, it is just as I feared,  
Two owls and a hen  
A lark and a wren  
Have all built their nests in my beard!

particularly rich in their **imagery** and are meant to express a certain mood or emotion.

Some poems, like limericks, follow a strict rhyming arrangement. A limerick is a short, humorous and almost musical poem with a strong **beat**. The first line usually begins with "There was a..." and ends with a name, person or place. The last line is normally a little unusual.

Besides the types mentioned above, there are many more types of poetry, and poetry is also developing, just as any other form of literature is. No matter how poetry has been developing, however, "A poet is", as W. H. Auden said, "before anything else, passionately in love with language". Time permitting, read more and try one! With a bit of practice, before long, you'll be addicted to coming up with these witty rhymes. It'll be fun!

*imagery* (n.)=image  
(n.) + - (e) ry

*Beat* is used as a \_\_\_\_.

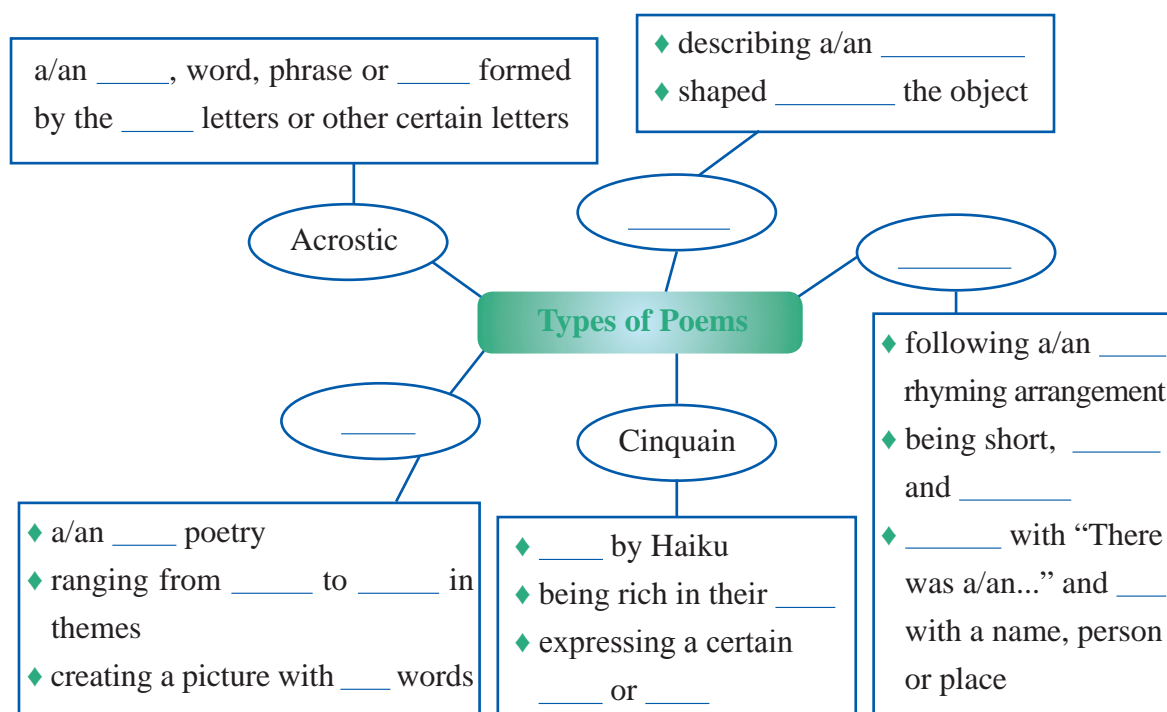
A. verb B. noun

It means \_\_\_\_\_ in Chinese.

## ► Comprehending, Integrating and Creating



Read the text again and complete the following diagram.



**2** Complete the following table. Then share your ideas with your partner.

Type	Example (A-H)	Writing purpose	Decisive factor
Shape		to describe a/an _____	♦ the _____ and the _____ of the lines ♦ the _____ pattern ♦ the _____ arrangement
Acrostic		to illustrate a/an _____	
Haiku		to create a/an _____	
Cinquain		to express _____	
Limerick		to describe _____ in a humorous way	

**3** Read the Haiku poems again and study the following example. Then analyse the example of Cinquain poems in the text.

• Example •

**Haiku:** 3 lines, 17 syllables.

Line 1: 5 syllables    Line 2: 7 syllables    Line 3: 5 syllables

**Cinquain:** \_\_\_\_ lines, \_\_\_\_ syllables

Line 1: \_\_\_\_ syllables    Line 2: \_\_\_\_ syllables    Line 3: \_\_\_\_ syllables

Line 4: \_\_\_\_ syllables    Line 5: \_\_\_\_ syllables

Now mark out the stressed syllables of the two poems and then read aloud, paying attention to the rhythm and rhyme.

**4** Answer the following questions and note down the key words. Then introduce the poem to your partner in your own words.

- 1) Which poem in the text do you like best?
- 2) What is its type?
- 3) What is its theme and purpose?
- 4) What impresses you most while you are reading it?
- 5) How do you feel when and after reading it?

---



---



---



---



---

**5** Do the activity by following the steps below.

**Step 1** Read the following poems and decide their types.

<p><b>Penguins</b> Black, white Swimming, jumping, fishing All the penguins jump down 1) Into the water.</p> <p>Type: _____</p>	<p>2) It would melt in my hand— the autumn frost.</p> <p>Type: _____</p>
<p>3) There was an old man called Greg Who tried to break open an egg. He kicked it around, But fell on the ground, And found that he'd broken a leg.</p> <p>Type: _____</p>	<p>4) Trees are old friends. They have so many jobs. Homes for animals, shelters from the cold and the rain, <b>oxygen</b> producers, and are providers of shade. So big, so alive.</p> <p style="text-align: center;">Roots, bark, branches</p> <p style="text-align: center;">Roots      Roots</p> <p>Soil, soil, soil, soil, soil, soil, soil, soil</p> <p>Type: _____</p>
<p>5) Fun Times Returning hopefully again Important to one another Enjoying each other New friends forever Doing fun things together. Stay in touch!</p> <p>Type: _____</p>	

**Step 2** Choose a poetic form from them: I will write a/an \_\_\_\_\_.

**Step 3** Pick a specific theme or idea: I want to write about \_\_\_\_\_.

**Step 4** Write the draft.

**Step 5** Read your poem out aloud, paying attention to the rhythm and rhyme.

**Step 6** Read your poem to your classmates and get feedback from them to revise it.

**Step 7** Improve your poem.

**TIP**

When you are writing a poem, use language that produces pictures in your mind, and details related to the senses—be a painter in words.



## Exploring and Using



### ► Word Power

**1** Find the following words in the text and work out their meanings. Then match them with their explanations.

- 1) literature
- 2) particular
- 3) clue
- 4) determine
- 5) pattern
- 6) passion
- 7) addicted
- 8) arrangement

- A. to firmly decide
- B. a regular form or order
- C. putting in order
- D. written works, especially those with lasting artistic value
- E. enthusiastically devoted to a particular thing or activity
- F. a fact or idea that serves as a guide
- G. special; this and not any other
- H. strong and almost uncontrollable emotion

Now use the proper forms of the above words to complete the sentences below.

- 1) *Jane Eyre* is one of the classics of English \_\_\_\_\_.
- 2) Shirley is very fond of reading poems—Chinese traditional ones in \_\_\_\_\_.
- 3) This research might provide some \_\_\_\_\_ about why the committee has **dismissed** him.
- 4) Many people are having a **battle** against their smartphones because they are so \_\_\_\_\_ to the games on them.
- 5) To tell you the truth, I don't believe in \_\_\_\_\_ or love at first sight.
- 6) In a sonnet poem, fourteen lines are carefully \_\_\_\_\_.
- 7) Do you think we should follow a set \_\_\_\_\_ while we are writing a composition?
- 8) David is \_\_\_\_\_ to **adapt** himself to the new environment as soon as possible.

**2** Study the example below. Then reread the text to underline the other four expressions about giving examples. Write the typical indicators on the lines and add more.

#### • Example •

Poetry forms in different languages can influence one another. **For example**, Cinquain is inspired by Japanese Haiku.

Introducing something as a typical case

- 1) For example
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_

More indicators to give examples: \_\_\_\_\_

Now illustrate the following statements by using some of the indicators to give examples. Then share your writing in groups.



- Poetry is one of the most loved forms in literature.
- There are different kinds of poems.
- The shape of some poems is very interesting.

**3** Study the formation of the following adjectives from the text and group them. Then complete the passage below with some of them.

destructive	scary	yummy	beautiful	talented
creative	determined	rhythmic	helpful	explosive
poetic	energetic			

-ed: \_\_\_\_\_ -ful: \_\_\_\_\_ -ive: \_\_\_\_\_  
 -y: \_\_\_\_\_ -ic: \_\_\_\_\_

There is a common view that poetry is somehow difficult for students to read. Many people, even intelligent and cultured people, fear poetry. It's \_\_\_\_\_, reading something without understanding it. In fact, reading \_\_\_\_\_ words is much like going to the **gym**. You need continuous training to make yourself a more \_\_\_\_\_ person in your mind. The more you read, the more \_\_\_\_\_ you become. The more talented you are, the more capable you will be. The lines that once seemed to be \_\_\_\_\_ to your enjoyment in reading will become a/an \_\_\_\_\_ cake. And one day, you may also enjoy the \_\_\_\_\_ process of writing some beautiful poems.

## ► Grammar Link

### Review of the Infinitive and the -ing/-ed Form

#### Understanding the meaning

Read the following passage, paying special attention to the use of the infinitive and the -ing/-ed form.

If a storyteller wants to gain the attention of the audience, he usually arranges the events skillfully to let the **characters** be life-like. In order to keep the audience interested, the arranged action of a story is often presented around meeting some human needs. While feeling loved, being in control of one's life and fate, or discovering and understanding the meaning and purpose of life, the audience may find it interesting to go on with the story. Through experiencing a story's arrangement of its events, a story's audience, through their own similar experiences, will find that the "life" in the story is more powerful and "truer" than real life. Reading the story, the audience may find themselves entering a life with meaning and purpose, where people get what they want if they really believe.

#### Discovering the rule

**1** Underline each of the infinitives and the -ing/-ed forms in the above passage. Then decide which sentence element it is by labelling it with a corresponding letter given below.

**The infinitive as**

A1= Attribute      A2= Adverbial    A3= Complement    A4= Object

**The -ing or -ed form as**

B1= Attribute      B2= Adverbial    B3= Complement    B4= Object

**2** Study the following sentences, paying special attention to the coloured parts. Then complete the table below and check your ideas with a partner.

- 1) They finally decided **not to** use any **military** force.
- 2) It's not **easy for them to decide** the **site** for the new factory.
- 3) **Not interested** in the speech, he left earlier than others.
- 4) Do you mind **him smoking** in the car?
- 5) The victims are said **to have been sent** to hospital.
- 6) He could not bear **being made fun of** like that.

Examples	The infinitive		The -ing/-ed form	
	The basic form	Example	The basic form	Example
<b>The negative form</b>	not + to-v.	1)		
<b>The passive voice</b>				
<b>The logic subject</b>				

**Applying the rule**

**1** Use the infinitive or the -ing/-ed form to paraphrase the following sentences from the text.

- 1) We often read a poem but do not know what particular kind it belongs to.  
→ We often read a poem, \_\_\_\_\_ what particular kind it belongs to.
- 2) Haiku is a Japanese poetry form which can be written on many themes, ranging from love to nature.  
→ \_\_\_\_\_ on many themes, Haiku, a Japanese poetry, can range from love to nature.
- 3) A Haiku uses just a few words to create a picture in the reader's mind.  
→ \_\_\_\_\_ a few words, it is easy \_\_\_\_\_ create a picture in the reader's mind.
- 4) Poetry forms in different languages can influence one another.  
→ Though \_\_\_\_\_, poetry forms can influence one another.
- 5) Cinquain is inspired by Japanese Haiku. Cinquains are particularly rich in their imagery and are meant to express a certain mood or emotion.  
→ \_\_\_\_\_ by Japanese Haiku, Cinquains are particularly rich in their imagery and are meant to express a certain mood or emotion.

**2** Complete the following sentences by using the proper forms of the given words.

- 1) I think there is nothing we can do but \_\_\_\_\_ (wait) now.
- 2) I am sorry. I don't mean \_\_\_\_\_ (hurt) your feelings.
- 3) Faced with difficulties, we must try \_\_\_\_\_ (overcome) them.
- 4) I will never forget \_\_\_\_\_ (meet) you this time in such a beautiful town.
- 5) The little rabbit was lucky that it just missed \_\_\_\_\_ (catch).
- 6) I hoped \_\_\_\_\_ (see) you yesterday, but I didn't have time.
- 7) \_\_\_\_\_ (finish) her homework, the little girl didn't dare \_\_\_\_\_ (go) to school.

**3** Complete the following passage by using the proper forms of the given words.

### O. Henry

O. Henry was a pen name 1) \_\_\_\_\_ (use) by an American writer of short stories. His real name was William Sydney Porter. He was born in North Carolina in 1862. As a young boy, he lived an 2) \_\_\_\_\_ (excite) life. Because he did not go to school for very long, he did his best 3) \_\_\_\_\_ (teach) himself everything he needed 4) \_\_\_\_\_ (know).

When he was about twenty years old, he went to Texas 5) \_\_\_\_\_ (seek) his fortune. It was not so easy for him 6) \_\_\_\_\_ (find) a 7) \_\_\_\_\_ (satisfy) job. He tried 8) \_\_\_\_\_ (find) different jobs. He first worked on a newspaper, and then he had a job in a bank. When some money went 9) \_\_\_\_\_ (miss) from the bank, he was believed 10) \_\_\_\_\_ (steal) it. Because of that, he was sent to **prison**. While he stayed in prison for three years, he learned 11) \_\_\_\_\_ (write) short stories.

After he came out of prison, he went to New York and continued 12) \_\_\_\_\_ (write). He wrote mostly about New York and the life of the poor there. People liked 13) \_\_\_\_\_ (read) his stories. Though the plots were simple, these stories would finish with a sudden change at the end in order to 14) \_\_\_\_\_ (let) readers 15) \_\_\_\_\_ (enjoy) a 16) \_\_\_\_\_ (surprise) ending.

## ////// Listening, Understanding and Communicating ///////////////

### Expressing Preferences

**1** Predict what the two speakers Rebecca and Lisa in the coming dialogue would like to do on a snowy evening based on the given words. Then share your ideas with a partner.

favourite	walk	comfortable	poem	preference
Langston Hughes	dream	dorm	campus	

**2** Listen to the dialogue to check your prediction and then complete the following sentences.

- 1) The dialogue is mainly about \_\_\_\_\_.
- 2) The dialogue most probably took place \_\_\_\_\_.
- 3) The relationship between Lisa and Rebecca is probably \_\_\_\_\_.

**3** Listen again and judge whether each of the following statements is true (T) or false (F). Correct the false one(s).

- ( ) 1) Rebecca and Lisa are having a dialogue on the phone.
- ( ) 2) Rebecca thinks this is a beautiful snowy evening.
- ( ) 3) Rebecca doesn't want to go for a walk because it is snowy outside.
- ( ) 4) Rebecca and Lisa have the same favourite lines in the poem—"Dreams".
- ( ) 5) Rebecca's last choice is reading a poem in the dorm.
- ( ) 6) In the end, Jerry will go for a walk together with Lisa.

**4** Listen for a third time and complete the following sentences. Then find out the sentence structures for expressing preference.

- 1) You know, for me, \_\_\_\_\_ to stay in the dorm.
- 2) \_\_\_\_\_ stay in the dorm and read my favourite poetry.
- 3) I \_\_\_\_\_ it very much.
- 4) \_\_\_\_\_ spending time reading poems, \_\_\_\_\_ take a walk on campus.
- 5) But as far as I'm concerned, reading a poem inside is \_\_\_\_\_ than going for a walk outside.
- 6) But I must say, you have a strong \_\_\_\_\_ poetry.

**5** Choose some of the following topics and talk about your preferences with a partner, using some of the sentence structures in Activity 4.

**Topic 1** Reading poems or novels.

**Topic 2** Appreciating oil paintings or traditional Chinese watercolours.

**Topic 3** Listening to pop songs or classical music.

**Topic 4** Playing sports such as jogging or running.

**Topic 5** Travelling by public transport like the subway or using private cars.

## //////// Listening, Speaking and Writing //////////



### Writing a Story Based on a Poem

**1** Listen to a part of a poem and fill in the blanks. Then ask and answer the following questions in pairs.



### Mum, I Don't Cry

—in memory of the child victims

Mum, I am a little _____	Mum, I want to go home
And a little hungry	But I have lost my way
It is so dark here	Not because I am playing
I am _____	Just that I cannot find the way home
But I don't cry	No _____
	No lights
I cannot move	And no familiar kitchen smoke
I cannot breathe	
It is so painful	All my friends are here
So painful all over	In class we
But I don't cry	just laughed together
I hear your call	But now it is so _____
I am a/an _____ child	I wonder if we can play tomorrow or not
	(to be continued)

- 1) What is the author's purpose in writing this poem?
- 2) Who is the main character in the poem?
- 3) Can you guess what may have happened?
- 4) How do you feel when you are listening to the poem?

**2** Read the paragraph written based on the first section of the above poem. Then tick (✓) the differences between a poem and a story and add more.

Poem	Story
Mum, I am a little cold And a little hungry It is so dark here I am fearful But I don't cry	The boy has been <b>buried</b> under the ruins for 10 hours now, and he feels both cold and hungry. It is so dark down there and he cannot see anything. The darkness makes him feel quite fearful. But he doesn't cry when he thinks about his dear mum.

☐ punctuation      ☐ diction      ☐ word order      ☐ details

More: \_\_\_\_\_

**3** Add two more stanzas to the poem in Activity 1 and read them aloud to your group members. Then improve them by asking your group members for advice.

**4** Write a whole story based on the completed poem. Share it in groups.

**5** Surf the Internet to find out the original poem of “Mum, I Don’t Cry” and compare it with yours. Then write another story based on it.



## Reading Further



### ► Getting Ready

Pronounce the names by yourself and then look them up in a dictionary to check. Match them with their explanations.

- 1) Demeter
- 2) Persephone
- 3) Hades
- 4) Apollo
- 5) Zeus
- 6) Hermes

- A. the god of the sun
- B. the messenger of the gods
- C. Demeter’s beautiful and beloved daughter
- D. the ruler of the dead
- E. the Goddess of harvest and agriculture
- F. the ruler of all the gods

Now predict which Greek myth they may come from and what the story is mainly about. Then read the passage quickly and check.

### ► Reading

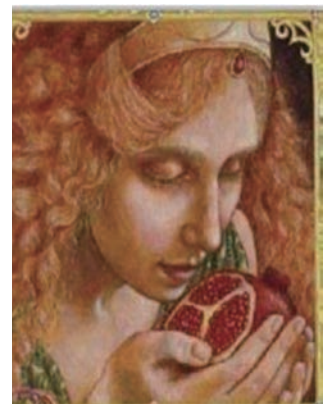
#### Demeter and Persephone

Do you know why the earth is cold in winter and warm in the rest of the year? Here is a story from a Greek myth.

Demeter was known as the Goddess of harvest and agriculture. People loved Demeter because she was kind and generous and gave them plenty of food.

Demeter had a daughter named Persephone. After she grew up and became a young woman, Persephone’s beauty caught the eye of Hades, the ruler of the Underworld. Hades fell in love at the very first sight of her. He asked her to marry him and be the queen in the Underworld. Persephone didn’t want to go with him because she loved her mother and the beautiful earth she lived on. Hades didn’t care and carried her down into the Underworld.

When Persephone was taken away, Demeter began to search for her everywhere, but she failed. Demeter loved her daughter



more than anything else in the world, and she couldn't bear to be without her. She asked other gods if they had seen her daughter. Apollo, the god of the sun, told her that Hades had carried Persephone off to the Underworld.

Demeter became very sad because of the loss of her daughter. She no longer cared for her beautiful earth or the bright yellow grains that were her treasure. Soon the earth became cold and fruitless. The people everywhere became hungry, because they had no grain or fruit to eat.

Zeus, the ruler of all the gods, told Demeter that he could help to get Persephone back from the Underworld. He also requested that Hades let Persephone go, so that the earth could be warm and fruitful again.

Zeus sent Hermes, the official messenger, down to Hades to ask him to send Persephone back to the earth. Seeing Hermes, Hades knew that he had no choice but to obey Zeus and let Persephone go home to her mother. But before she left, Hades gave Persephone four pomegranate seeds to eat because he knew that if she ate anything from the Underworld, she would have to return to his kingdom someday.

Having eaten the seeds, Persephone rode happily out of the Underworld with Hermes. The mother and the daughter reunited happily. But due to the four seeds she had eaten, Zeus ordered that Persephone live in the Underworld for four months out of the year, one month for each pomegranate seed.

From that time on, the mother and the daughter spent two-thirds of the year together. During their time together, spring came and flowers bloomed. But when Persephone went each year to spend four months with Hades in the Underworld, the earth got cold, and the winter came.

### ► Comprehending

**1** Put the following statements in order according to the myth.

- 1) Demeter looked for her daughter everywhere but she couldn't find her.
- 2) People on the earth loved Demeter since she gave them plenty of food.
- 3) Demeter and Persephone reunited happily and lived together for two-thirds of the year.
- 4) Hades carried Persephone down into the Underworld because he fell in love with her at first sight.
- 5) Hades gave Persephone four pomegranate seeds to eat before letting her go.
- 6) Demeter no longer cared for her beautiful earth after she knew the truth about her daughter from Apollo.
- 7) Persephone had to return each year to stay together with Hades in the Underworld for four months.
- 8) Demeter had a beautiful grown-up daughter, Persephone.
- 9) Zeus, the ruler of all the gods, decided to help Demeter to get Persephone back.
- 10) Zeus sent Hermes down to the Underworld to ask Hades to send Persephone back to the earth.

The correct order: \_\_\_\_\_



**2** Discuss the following questions in groups.

- 1) What is the significance of the four seeds?
- 2) What compromise did Zeus make for Demeter and Persephone, and why did he make it?
- 3) How does this myth help to explain the seasons?
- 4) What do you think about the motherly love of Demeter to Persephone?
- 5) What is the theme of this myth?
- 6) Do you think myths have influenced us a lot? If yes, how?

**3** Draw a mind map to show the relationship between the important facts and characters from the passage, and then retell the Greek myth based on it.

Then tell the Chinese myth “Lotus Lantern” after watching the movie and drawing a similar mind map.

### Main characters

Lotus Lantern  
Chen Xiang  
Goddess of Mt. Hua  
Liu Yanchang  
Monkey King  
God Er-lang



## Self-assessing

Reflect on your learning process in this unit. Tick (✓) the following statements to assess your own progress and decide what you still need to work on.

### You are able to:

	Agree	Somewhat agree	Need more work
◇ identify the features of different types of poems;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ enlarge your vocabulary by adding adjective suffixes: -ed, -ful, -ive, -y and -ic;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ review and use the infinitive and the -ing/-ed form comprehensively;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ express preferences with reasons in a dialogue;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ complete a poem and write a story based on it;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
◇ tell a myth based on a mind map.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Challenging Yourself C

## Artistic Taste

*Great hopes make great men.*

—Thomas Fuller

### Looking Ahead

In Units 5 and 6, you learned some useful strategies. Now, it is high time to use them to complete this self-directed learning project. In this project, you should be able to:

- sum up the learning strategies learned in Unit 5 and Unit 6;
- identify contextual clues to guess the meaning of a word;
- summarise the plot and the theme of a story;
- use examples to support your opinions;
- role-play the story in groups.

### Learning Individually

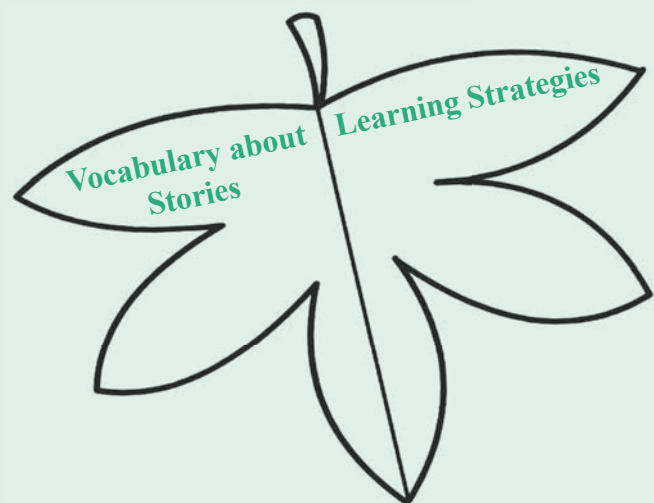


#### ► Recycling Time

*Summarise the vocabulary about stories and learning strategies you have learned in Unit 5 and Unit 6.*

#### ► Word Builder

*Guess the meaning of each of the underlined words and then decide which technique(s) you have used by putting the corresponding letter(s) in the “Context clues” column.*



- A. cause and effect      B. explanation      C. collocation      D. examples  
E. word formation      F. common sense      G. contrast or comparison

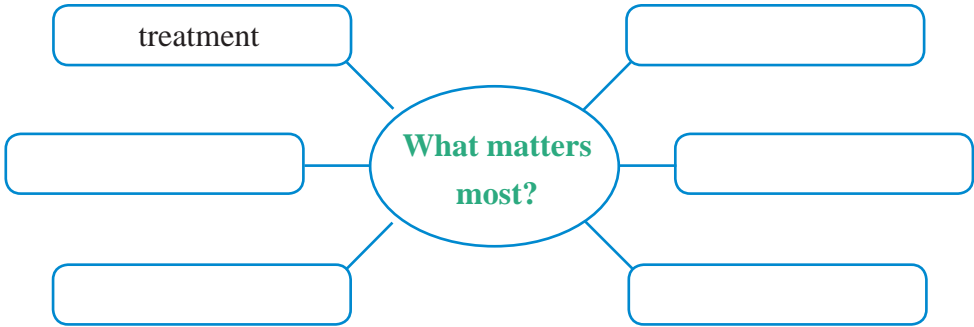
Word in context	Word meaning (in English or Chinese)	Context clue
1) It was so <u>silly</u> of you to give up such a good chance.		
2) —Has she <u>recovered</u> from the lung disease? —No, she’s getting worse.		
3) Where there is a <u>will</u> , there is a way. In other words, if you are determined to do something, you will always find the method to do it.		
4) You will find a lot in the <u>woods</u> : trees, bridges, lakes, plants, animals, insects, etc.		
5) No matter how it grows, to my thinking the <u>vine</u> is a lovely thing.		



Guessing the meaning of a new word in context is a useful vocabulary learning strategy. There are some **guidelines** for using this strategy: 1) not every word’s meaning can be guessed in context; 2) just get the general meaning; 3) different types of clues may be combined to help you get the meaning of a word.

► Reading Land

**1** If someone is facing death because of serious illness, what do you think matters most to him or her? Write your ideas in the mind map.



**2** Read the article and compare your ideas with the author’s.

The Last Leaf

Many artists live in a certain part of New York City. Most of the buildings in this area are very old and cheap and it is easy for poor artists to find rooms that they like.

Sue was a young woman who was studying art. One day in May, she met another young woman artist named Johnsy at a restaurant.

They found that they liked the same kind of art, the same kind of food, and the same kind of clothes. So they started to live and work together. They loved each other just like two sisters.

In November, **pneumonia** came to that part of the city. Many people caught it, and Johnsy was among them. She lay in her bed all day, and looked from time to time through the window at the wall of the next house.

One morning, the doctor spoke to Sue when they were alone in the hall. He told her that Johnsy had a very poor chance of recovering.

“She will have a chance only if she has a strong will to live,” said the doctor. “But she has **decided** that she isn’t going to get well.”

The doctor said to Sue, “I’ll do all I can. But you will also have to do your best to give her a strong will to live. Talk to her about new winter clothes, or picnics in the woods next spring. If she gets interested in the future, her chances will be better.”

The doctor left. Then Sue went into Johnsy’s room and began drawing a picture.

While Sue was drawing, Johnsy said something **in a faint voice**. Sue went quickly to the side of her bed. Johnsy’s eyes were wide open. She was looking out of the window and was counting something.

“Twelve,” said Johnsy. A little later she said, “Eleven, ... ten, ... nine, ... eight, ... seven.”

Sue looked out. There was a wall covered with an old **vine** growing half way up it.

“Six,” said Johnsy after a little while. “They are falling faster now. During the past three days almost a hundred have fallen. And now there are only six. There goes another. Only five are left now.”

“Five what, dear? Tell me, Johnsy.”

“Five leaves,” said Johnsy. “When the last leaf falls, I must go, too. The doctor told you that I would die soon, didn’t he?”

“Don’t be silly!” said Sue. “He said that you would soon get well.”

“There goes another,” said Johnsy. “I know the last leaf will fall before dark. I want to see it when it falls.”

“Johnsy,” said Sue, “shut your eyes and go to sleep. I’ll go and ask Behrman to come up and sit here as my model.”

Behrman was a poor artist who was over sixty years old. He always said that some day he would paint a great **masterpiece**. When Sue went into his room, he was alone, drinking. She told him about Johnsy and the leaves on the vine.

“What!” shouted the old man. “Do people die because leaves fall

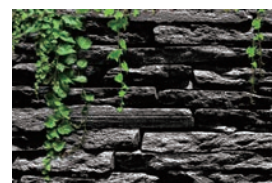
*pneumonia*

[nju:ˈməʊniə] (n.):

*a kind of lung disease*

What does *decide* mean here?

Try to say something *in a faint voice*.



*vine*

*masterpiece* (n.) =

master (n.) + piece (n.)

It means *an artist’s best piece of work*.

from a tree? I’ve never heard such a silly thing. Just take me to her room.”

Johnsy was sleeping when they went in. A cold rain was falling, mixed in the rain was snow.

The next morning Johnsy wanted Sue to pull up the shade.

“It’s the last leaf,” said Johnsy. “It will fall today, and I’ll go with it.”

When the night came, the rain began to fall again with a strong wind.

Another morning came. Sue pulled up the shade. The lonely leaf was still there! Johnsy looked at it for a long time. Then she said to Sue, “I’ve been a bad girl, Sue. I’ve learned from that leaf that it’s wrong to decide to die. Now I want to get well and paint again.”

The doctor came to see Johnsy in the afternoon. Sue followed him into the hall and asked him, “Does Johnsy have any chance?”

“Yes, she does. She’ll get well before long if you give her good care,” said the doctor. “And now I must see another case downstairs. His name is Behrman. He’s an artist. Pneumonia, too. He’s very ill. There’s little hope for him. We’re going to take him to the hospital.”

When Sue met the doctor the next morning, he said to her, “Your friend is safe now. All she needs is food and care. You’ve done *it*!”

In the evening Sue came to Johnsy’s bed.

“I’ve something to tell you,” said Sue. “Mr. Behrman died of pneumonia in the hospital today. He was ill for only two days. When someone went into his room on the morning of the first day, Behrman was lying there with his shoes on. His shoes and

clothes were all wet and as cold as ice. Nobody knew why.”

“Oh, poor Behrman!” cried Johnsy.

“Look out of the window at the last leaf on the wall,” said Sue. “It looks like a real leaf, doesn’t it?”

“A real leaf?”

“It’s Behrman’s great masterpiece. When the last leaf fell that night, he painted another one there in its place.”



shade

What does *it* refer to?



.....

**1** Fill in the blanks based on the story.

- Background: \_\_\_\_\_
- Rising action: \_\_\_\_\_
- Climax: \_\_\_\_\_
- Falling action: \_\_\_\_\_
- Ending: \_\_\_\_\_

**2** Read the story again and complete the following table.

Character	Personality	Example from the story
Johnsy		
Sue		
Behrman		

**TIP**

What someone has said and done may suggest what kind of person he/she is.

**3** Complete the table and answer the question about “the last leaf”.

The time when “the leaf” appears	The plot of the story
The first time	Johnsy thought that she would die when the last leaf fell.
...	...

What may “the last leaf” symbolise?

---



---

**4** Work in groups to discuss the following questions.

- 1) If you were Sue, what would you do to help Johnsy to recover?
- 2) What do you think of Behrman’s masterpiece?
- 3) In your opinion, what is the theme of the story?

### ► Question Corner

Write down any questions you have in learning the article. They may be about the theme, the structure, the language, etc.

---



---



---



---





## Learning Cooperatively



- 1 Share your learning of new words and sentences and discuss with your group members the questions you have prepared. Ask your teacher for help if necessary.
- 2 Now work in groups of five to act out the story, with one being the narrator and the other four being the doctor, Johnsy, Sue and Behrman.

**TIP**

When role-playing with classmates, you should focus on the key points to ensure a smooth performance.

- 3 Suppose you are Johnsy and you will attend the funeral of Behrman who has sacrificed his life to save yours. Write down a few words to say at his funeral.

---



---

## Learning Creatively



Look at the Chinese paintings inserted in the article written by Lin Yutang and share your general impression of them with a partner. Then talk about the techniques of Chinese painting and read the article to check your ideas.

### Painting



Chinese painting, the flower of Chinese culture, is distinguished by a spirit and an atmosphere all of its own, entirely different from Western painting. It is as different from Western painting as Chinese poetry is different from Western poetry. That difference is hard to grasp and express. It has a certain tone and atmosphere, visible in Western painting, but essentially different and achieved by different means. It shows a certain economy of material, marked by the many blank spaces, an idea of composition determined by its own harmony and marked by a certain “rhythmic vitality” and a boldness and freedom of the brush which impresses the onlooker in an unforgettable manner.

Somehow the picture before us has undergone an inner process of transformation in the artist’s mind, shorn of its irrelevancies, its disharmonies, and giving us only a completely satisfying whole, so true to life and yet so different from it. The design is more obvious. The artist has interfered with the material reality and presented it to us only as it appears to him, without losing its essential likeness or intelligibility to others. It does not try to paint all before one’s eyes, and it leaves a great deal to the onlooker’s imagination, without developing into



a geometric puzzle. Sometimes the concentration on the immediate object is so intensive that only the tip of a plum branch is given in the whole picture and left there as perfect.

This artistic tradition did not come by chance or by an accidental discovery. Its characteristics may be most conveniently summed up, I think, in the word lyricism, and this lyricism came from a certain type of human spirit and culture. For we must remember that Chinese painting is closely related, in spirit and technique, to Chinese calligraphy and Chinese poetry. Calligraphy gave it its technique, and Chinese poetry lent it its spirit. Poetry, painting and calligraphy are closely related arts in China.



It was Wang Wei, born in 699, a first-class landscape painter himself, who first introduced into painting the spirit and technique of Chinese poetry, with its impressionism, its lyricism, and its emphasis on atmosphere. Thus the “father of the southern school,” which makes Chinese painting deservedly famous, was a man nurtured in the Chinese poetic spirit.

Later on, in the eleventh century, under the influence of Song scholars like Su Dongpo (1035–1101), Chinese painting reached still greater simplicity and subjectivity. Su Dongpo even painted a bamboo tree without its joints, and when someone protested, he replied by asking, “Did the bamboo grow by adding one joint to another?” Su, who was a great writer and poet, specialised in painting bamboos, and he was so fond of them that he once said, “I would rather go without meat in my meals than go without bamboos in my house.” His bamboo was like his “running script,” a splash of ink without colours.

The best way of understanding Chinese painting is to study these influences which went into the building of that peculiar tradition.

*Do the following activities.*

- 1) Discuss in groups what the peculiar tradition of Chinese painting is and what the basic differences between Western and Chinese painting are.
- 2) Look at the following paintings and find out their peculiar features. Then search more information about them and share your understanding about them with your classmates.



Guernica (Picasso)



The Yellow Mountain (Li Keran)



Lotuses in Five Colours (Zhang Daqian)

## Learning Reflectively



### ► Self-reflecting

Refer back to *Guiding Page* and *Looking Ahead* in this theme to reflect on your learning.

The improvements I have made in Theme C are... because I...

I would grade myself \_\_\_\_\_ (A, B, C, D or E) because I...

My further learning targets are... so that I can...

My next steps in learning are... to achieve... because I want to be able to...

### ► Peer-sharing

Work with a partner and finish the peer assessment. Then listen to and learn from each other.

You did good jobs in these particular aspects:...

You could have...

Next time you need to try hard on...

### ► Teacher-responding

Now listen to your teacher for his/her comments and suggestions.

## Utilising Resources



Read the short story “The Gift of the Magi” by O. Henry in *Reading Box*.



# Notes

## Unit 1 Festivals and Celebrations

### Reading Actively



1. **Thanksgiving Day:** 感恩节是美国人民独创的一个古老节日，也是美国人合家欢聚的节日。初时感恩节没有固定日期。1941年，美国国会正式将每年11月第四个星期四定为“感恩节”。1957年1月31日，加拿大议会宣布每年十月的第二个星期一为感恩节。除了美国、加拿大，世界上还有埃及、希腊等国家有自己独特的感恩节。
2. The festival falls on the 15th day of the 8th month of the lunar calendar with a full moon at night. 节日定在农历的八月十五月圆之夜。  
lunar calendar 指农历或者阴历。  
full moon 满月
3. In West Africa, people celebrate the New Yam Festival.  
在西非，人们在收获之季庆祝番薯节。  
New Yam Festival: 番薯节，是西非，特别是加纳（Ghana）和尼日利亚（Nigeria）人民生活中最重要的节日之一，标志着季节的交替。一般在八月初雨季结束的时候，而节日则因这时是新的番薯收获时节而得名。
4. The people of South India celebrate a festival called Pongal.  
南印度的人们会庆祝叫Pongal的丰收节。  
Pongal: 泰米尔语，又称之为彭歌节。有如当地人的新年，通常举行祭典的时间在元月中旬，主要的意义是庆祝丰收，每年节庆期间约是4天。第一天要祭拜雷雨神因帝拉（Indra），因为没有足够的雨量，农作物就不能有好的收成。这一天家中必须大扫除，象征除旧布新，门口地面上也会加上吉祥画，并在图案上撒入新收成的米粒。第二天要祭拜的是太阳神。没有日照，作物也不会丰收。要在盛满水的金属圆盘中观看太阳的反影；另外，这一天妇女会烹煮特制的甜八宝饭，这是一种加入牛奶、红糖、印度奶油的香浓米饭，并且缀饰当地原产的腰果与香料。第三天祭拜的是牛神，感谢辛苦犁田的牛。牛儿会被沐浴，画上彩绘，其牛角也要上色。印度绝无仅有的斗牛赛是节庆的压轴戏。彩绘过的牛只，颈部缠上钱包。牛群被放置于特定的公开场合，任何参赛者只要能够驯服牛儿、骑到牛儿身上，就可以把钱包带回家。第四天是休息日。

### Reading Further



1. National Handwriting Day is on January 23rd because this day is the birthday of John Hancock, who was the first person to sign The American Declaration of Independence—one of

the most important documents in the history of the United States of America. 1月23日是美国书法日，因为这一天是第一位在美国历史上最重要的文件之一的《独立宣言》上签字的约翰·汉考克的生日。

《独立宣言》：1776年7月4日，大陆会议通过了《独立宣言》，代表北美13州殖民地宣告脱离英国，独立了。7月4日成为美国的国庆日。《独立宣言》在历史上第一次用宣言的形式，提出了资产阶级的革命原则。北美地区的56位代表在《独立宣言》上签了字。

John Hancock是当时56名代表中第一个签字的人。现在 John Hancock 被用来指“亲笔签名”的意思。

## 2. Doctors are said to be famous for writing prescriptions that look like ancient hieroglyphics.

医生以其开出的处方像古代的象形文字而出名。

象形文字由图画文字演化而来，是一种最原始的字体。世界上主要的象形文字有中国甲骨文、古埃及象形文字、苏美尔文等。中国所采用的汉字是世界上现存为数不多的仍在使用的象形文字系统。

## Unit 2 Honesty and Care

### Reading Actively



1. route 划定的递送线路或地区。paper route就是“划定的送报线路或地区”。
2. I found myself a perfectly smooth rock and sent it for a ride.  
我给自己挑了块特别光滑的石块，把它投射了出去。
3. ... we took off from the old lady's yard faster than any of our missiles that had flown off her roof.  
我们以比屋顶上飞下的任何一颗石块都要快的速度逃离了老太太家的院子。
4. I was too scared of getting caught that first night to be concerned about the old lady with the broken window.  
那天晚上我太害怕自己会被抓住，都顾不上担心那位窗户被砸破了的可怜的老太太了。  
be concerned about 为……感到不安；担心。例如：  
We are all concerned about her safety. 我们都为她的安全担忧。
5. ... but I was no longer able to feel comfortable in her presence.  
在她面前我再也不能表现得很自在了。  
comfortable在此句中是主语补足语，补充说明主语，因此不用副词形式。  
in one's presence 在某人面前；有某人在场。例如：  
He admitted his mistakes in the presence of his parents. 当着父母的面，他承认了自己的错误。
6. paper delivery money 送报纸所挣的钱
7. Then, I couldn't wait for the freedom of, once again, looking straight into the old lady's eyes.  
我迫切地期望能够再一次毫无愧意地直视老太太的眼睛。

### Reading Further



1. The biggest problem was how to get enough wood. 最大的问题是如何获得足够的木材。  
how to get enough wood 是特殊疑问词加不定式做表语。
2. Mr. Robinson agreed to supply the wood so long as they did the work.  
罗宾逊先生答应只要他们愿意做这件事，他就提供木材。  
so long as 意为“只要”，用来引导条件状语从句。例如：  
You will pass the exam so long as you study hard. 只要努力学习，你就能通过考试。



## Challenging Yourself A Wise Ideas

1. One pot had a crack in it while the other was perfect.  
一只罐子有裂缝，而另一只罐子则完好无损。  
while在此句中表示对比或相反的情况。例如：  
I have no money to spend, while you have nothing to spend money on.  
我无钱可花，而你的钱却无处可花。
2. ... you don't get full value of your efforts. 你的劳作没有得到充分的回报。
3. Without you being just the way you are, I would not have the beautiful flowers.  
如果你不是现在这个样子，我就不会有这些美丽的鲜花。  
第一个you是动词-ing形式being just the way you are的动作施行者，也可用your being just the way you are。
4. In our weaknesses we find our strengths. 我们从我们的弱点中发现我们的长处。

## Unit 3 Special Clothes

### Reading Actively



1. Then I tried on a pair of blue jeans which were slightly faded. I, however, fell in love with them the moment I put them on. 然后我试穿了一条有些泛白的蓝色牛仔裤。然而，我在穿上的那一刻就喜欢上了它。  
the moment I put them on是由名词the moment引导的时间状语从句，表示“刚一……，就……”。例如：  
The moment I stepped into the room, the telephone rang. 我刚一进屋，电话铃就响了。
2. If there was one thing in my wardrobe that I “over-wore”, it would have to be those jeans.  
如果说在我的衣柜里有哪件衣物穿得过于频繁的话，当属那条牛仔裤了。  
that I “over-wore”是定语从句，被in the wardrobe分隔开了，它的先行词是one thing。
3. Each time I took them out of the washer, I noticed that they looked more and more faded and had worn thin, especially in the left knee and on the back pockets. 每次从洗衣机里拿出这条牛仔裤，我都会发现它的颜色越来越浅，而且变得越来越薄，特别是左膝和后口袋。
4. Sun or rain, wind or snow—it didn't matter—they were still my favourite!  
无论阳光灿烂还是阴雨绵绵，无论刮风还是下雪，它始终都是我的至爱！
5. By that time the next year they were wearing through right under the right back pocket, ...  
第二年那个时候，裤子的右后袋正下方破了个洞……
6. There was an old shed out there and it was easy to climb up onto it, but it was a bit harder to get down. 花园里有间旧棚屋，爬到屋顶很容易，但下来就没那么容易了。

### Reading Further



1. A coat can change its colour with the weather; the stripes on a shirt can disappear while you are wearing it; a blouse can be worn for days and days without a bad smell... 外套的颜色会随天气变化而变化；衬衫的条纹会在你穿上时消失；衬衣可以穿很多天而没有怪味……  
stripe [straɪp] n. 条纹；线条

2. These are not dreams of scientists, but the most recent developments in the fashion world, made possible by advances in fibre technology.  
这些不是科学家的梦想，而是时装界的最新成果。这些都是由于纤维技术的进步才成为可能。  
made possible by advances in fibre technology是-ed分词短语作定语，修饰的是developments。相当于一个定语从句which are made possible by advances in fibre technology。
3. There's not much more that designers can do with the old cloth. They need to make new cloth to keep fashion interesting.  
设计师们对传统布料已无计可施。他们需要生产新型的布料来使时装更具吸引力。
4. Another of Osti's inventions is a sweatshirt with the company's trademark on the chest, which disappears when you breathe on it.  
奥斯提的另一项发明是胸口处有公司商标的圆领长袖运动衫。你一对着商标吹气，它就消失了。
5. thermal ['θɜ:ml] *adj.* 热的
6. A kind of new cloth for ski-wear can turn black to absorb sunlight when the temperature drops below zero, and change to white at above 5°C to reflect the sun.  
一种新型的用来做滑雪服的布料可以在温度降到零下时变成黑色以吸收太阳光，然后当温度达到5°C 以上时，又变成白色以反射太阳光。
7. The sweet smell lasts up to three hand-washes. 这种清香的味道，手洗三次之后还能闻到。

## Unit 4 Healthy Diet

### Reading Actively



1. IQ: intelligence quotient, 表示“智商，智力商数”。Test Your Nutrition IQ意为“测测你的营养知识”。
2. Proteins are very important for building our bodies; they help us to build new cells as old ones die. 蛋白质对于我们身体的生长是非常重要的，它们有助于在老细胞死亡的同时造出新细胞。
3. Nutritional value depends on what types of food you eat, not when you eat them.  
营养价值取决于你吃什么类型的食物，而不是取决于你什么时候吃。
4. Eating a hard-boiled egg or an orange as a snack can contribute to a well-balanced diet.  
作为零食，吃一个煮鸡蛋或橘子都有利于均衡饮食。
5. It is widely believed that extra vitamins provide more energy.  
人们普遍相信额外的维生素会提供更多能量。
6. But taking more than what the body needs does not make it function better, just as overfilling your gas tank will not make your car run better. 但如果摄入超过身体所需，并不会使身体更健康，就像给汽车油箱超额加油并不会使你的车行驶得更好一样。
7. An appropriate weight alone does not show whether a diet is lacking in vitamins and minerals. The scales make no difference between the similar numbers of calories provided by a can of soda and two eggs. 仅凭适当的体重并不能说明饮食中是否缺乏维生素和矿物质。磅秤显示不出热量相近的一罐汽水和两个鸡蛋间的差别。

### Reading Further



1. There is a saying: Breakfast like a king, lunch like a prince, and dinner like a pauper...  
俗话说：“早吃好；午吃饱；晚吃少。”……此处也可以说：Eat breakfast like a king, lunch like a

prince, and dinner like a beggar.

pauper ['pɔ:pə] *n.* 穷人      beggar ['beɡə] *n.* 乞丐

- The answer is in the word “breakfast” itself, which means the “breaking” of a “fast”, or a long period without eating.  
答案就在breakfast这个词本身。这个词本意是指解除斋戒或长期禁食。
- There is evidence that eating a big breakfast, particularly one containing whole grains and fruit, can improve your concentration and mood.  
事实表明，吃一顿丰盛的早餐，尤其是含有谷物、水果的早餐，有助于改善你的注意力和情绪。
- Many of the most popular types of American food, such as steak and potatoes, are full of fat and carbohydrates, which make them slow to digest. 许多美国人最喜欢吃的食物，如牛排、土豆，都含有大量的脂肪和碳水化合物，使得这些食物不易消化。
- fast [fɑ:st] *n.* 斋戒；禁食（期）
- appetizer ['æpɪtaɪzə] *n.* 开胃之食物
- pasta ['pæstə] *n.* 意大利面食

## Challenging Yourself B Daily Life

- Every time you surf the Internet, send an email, play games, download a video or upload a photo, the information can be accessed. 每一次你上网、发邮件、玩游戏、下载视频或者上传照片的时候，这些信息都能被（别人）获取。  
Every time引导时间状语，类似的用法还有each time, the moment/second/minute, by the time等，起连词作用。例如：  
I hope her health will have improved greatly by the time we come back next year.  
The old man's face brightened the moment he saw his son who hadn't come home for two months.
- This shouldn't necessarily be worrying, but it is advisable to be aware of your digital footprint and to be careful to avoid danger when you are online.  
这并不需要特别担心，但是仍然建议你在上网的时候关注自己的数字足迹并注意避免危险。  
worrying *adj.* 指某事是令人担忧的，与之对应的worried指某人很担忧。  
It is advisable to... and to... 中两个动词不定式的to do结构才是真正的主语，it是形式主语。
- Remember to log off when you leave a website, especially if you are using a shared computer.  
当你离开网站的时候记得要退出（你的账户），特别是在使用公共电脑时。  
log off 退出，反义短语log in/on 登录。  
a shared computer 公共电脑      a private computer 个人电脑
- Make them more complex by using a combination of letters, numbers and punctuation marks.  
通过使用字母、数字和标点符号的组合使密码更复杂。  
combination *n.* 联合；组合      combine *v.* （使）结合；组合  
punctuation marks 标点符号
- Think twice before sharing details like your email, home address, WeChat ID, school or phone number with someone.  
在你告诉别人你的邮箱、家庭住址、微信号、学校名字或电话号码等详细信息之前一定要三思。  
think twice 慎重考虑。例如：  
Think twice before you leap. 三思而后行。
- Remember your favourite websites by using the history button and the bookmark function on



your computer or mobile devices.

通过电脑或移动设备上的历史记录或书签功能来记住你最喜欢的网站。

## Unit 5 Art and Culture

### Reading Actively



1. They held the Olympic Games to find out who was the best in every sport, and they held competition in poetry, music, painting and sculpture. 他们举行奥运会的目的在于找出每项运动的佼佼者。同时，他们也举行诗歌、音乐、绘画和雕刻比赛。  
who引导的是宾语从句，who was the best in every sport 作动词短语find out的宾语。例如：  
Do you know who has won the talent show? 你知道谁赢得了才艺展示吗？
2. The old man set the painters a task—each was to paint a picture that was to be as true to life as they could make it. 这位老人给两位画家设定了一项任务，即每人都要画一幅最为真实的画。  
该句中each was... it是对task的补充说明。that引导定语从句修饰先行项a picture。定语从句中包含as... as结构，意为“与……一样”。  
1) be to do表示事先安排或准备要做某事  
The students are to meet at the school gate tomorrow. 明天学生们将在学校大门口集合。  
2) be true to life 逼真；栩栩如生  
The picture is true to life. 这幅画栩栩如生。
3. The two artists went away, and after three months they returned, each bringing with him a finished picture. 两位艺术家离开了。三个月后，他们分别带着自己完成的作品回到比赛地点。  
... each bringing with him a finished picture为独立主格结构。bring与each是逻辑上的主谓关系，故bring用动词的-ing形式。改为完整的句子则为：and each brought with him a finished picture. finished 为-ed分词修饰picture，-ed分词作定语表示完成或被动。
4. The old man who was to judge stood there in front of the two paintings. Each painting was covered with a curtain. 即将做出评判的老人站在两幅画前面。两幅画都被幕布遮盖住了。  
who was to judge为定语从句修饰先行词man，此处的关系代词who可以用that代替；因为关系代词在从句中作主语，故不能省略。

### Reading Further



Long ago, they found their way to... 它们（中国结）很早就被传到了……

long: 副词。长时间地；长久地；长期地

find one's way (to...): 发现（到某处的）途径

## Unit 6 Poems and Stories

### Reading Actively



1. ... meanwhile the type is usually determined by the number and the length of the lines, the rhythmic pattern, and/or the rhyming arrangement.  
同时，（诗歌的）类型也由诗句的行数和长短、节奏类型以及/或者韵律的分布所决定。  
rhythm: （音乐或词语的）节奏，一句诗中长短音的安排。

rhyme: 韵, (尤指) 韵脚 (如day和away, visit和is it, puff和rough)。

2. An acrostic poem is a kind of poem where the first or the last letters of the lines, or certain other letters, taken in order, form a name, word, phrase, or motto.

离合诗是指诗句的首字母或者尾字母,也可能是其他字母,按照顺序排列组成某个名字、单词、短语或者格言。

3. Haiku is a Japanese poetry form which can be written on many themes, ranging from love to nature. 俳句, 是日本的一种诗歌, 其主题多样, 可以是爱情, 也可以是自然。

Haiku: 日本古典短诗, 由17字音组成。原称俳谐 (也写为俳谐)。同中国近体诗联句相仿。它的第1句为5、7、5句式的17音, 称为发句 (起句), 胁句 (配句) 为7、7句式, 第3、第4句以后为前两种句式轮流反复, 最后一句以7、7句式结束, 称为结句。俳句, 即取其发句 (起句), 加上“季题” (表现写作俳句季节的词语) 和“切字” (一定的断句助词或助动词), 使之成为独立的17字音的短诗。

4. Cinquains are particularly rich in their imagery and are meant to express a certain mood or emotion. 五行诗的意象特别强烈, 常用来表达某种情绪或者感情。

Cinquain: 五行诗 (来自法文的五cinq), 是指每段由五个诗行组成的诗歌。美国诗人Adelaide Crapsey (1878–1914) 受俳句等日本诗歌的启发, 创造了一种无韵的简单五行诗体, 每行分别有2-4-6-8-2个音节, 一共22个音节。此称为传统五行诗, 后来通过卡尔·桑德堡等其他美国诗人的作品而得到推广。例如Crapsey的五行诗“Triad”:

These be  
Three silent things:  
The falling snow... the hour  
Before the dawn... the mouth of one  
Just dead.

后来又有人发展出一种更简单的五行诗体, 称为现代五行诗:

1个名词 = 诗的题目

2个与题目有关的形容词

3个与题目有关的动词

4个词组成的短句

进一步阐述题目1个词, 回归题目

如:

Brother  
Beautiful, athletic  
Teasing, shouting, laughing  
Friend and enemy too  
Mine

5. Some poems, like limericks, follow a strict rhyming arrangement.

有些诗歌, 比如五行幽默诗, 遵循严格的韵式。

limerick: 五行打油诗是一种通俗幽默短诗, 有五行组成, 韵式为aabba。

## /////// Reading Further //////////////////////////////////////



1. Demeter was known as the Goddess of harvest and agriculture.

德墨忒尔是丰收与农业之神。

Demeter: 德墨忒尔, 希腊神话中主管农业、婚姻、社会秩序的女神, 为奥林匹斯十二主神之一。

一；相当于罗马神话中的塞丽斯（Ceres）。她是第二代众神之王克洛诺斯与众神之王后瑞亚的女儿，赫拉、哈迪斯、波塞冬和宙斯的姐姐。德墨忒尔通常表现为一个高贵的女性，高挑、庄重、威严。一头漂亮的金发，像波浪一样落在肩膀上，金黄的发绺象征着成熟的玉米穗。

2. Demeter had a daughter named Persephone. 德墨忒尔有个女儿叫珀尔塞福涅。

Persephone: 珀尔塞福涅，也译作贝瑟芬妮，是希腊神话中冥界的王后，她是众神之王宙斯和农业女神德墨忒尔的女儿，被哈迪斯（Hades）绑架到冥界与其结婚，成为冥后。相当于罗马神话中的普罗塞比娜（Proserpina）。

3. ..., Persephone's beauty caught the eye of Hades, the ruler of the Underworld.

珀尔塞福涅的美貌吸引了哈迪斯，他是冥界的统治者。

Hades: 哈迪斯，又译作哈得斯、哈帝斯、哈德斯等，是希腊神话中统治冥界的冥帝，在部分十二神版本中也算是十二神之一。他通常是坐在四匹黑马拉的战车里，手持双叉戟，无论前面有任何障碍他都将铲除。

4. He also requested that Hades let Persephone go, so that the earth could be warm and fruitful again. 他同时要求哈迪斯放了珀尔塞福涅，这样大地才能再次温暖，充满生机。

request, order, command等表示命令、要求的谓语动词其宾语从句中的谓语部分要用“should + 动词原形”的结构，should可以省略。

so that 此处引导结果状语从句。

5. Seeing Hermes, Hades knew that he had no choice but to obey Zeus and let Persephone go home to her mother.

看到赫耳墨斯，哈迪斯知道他别无选择，必须遵从宙斯的指令，让珀尔塞福涅回到她母亲身边。

Hermes: 赫耳墨斯，是神界与人界之间的信使，还是亡灵的接引神，他帮助死去的灵魂到达冥界。在许多希腊神话故事里，赫耳墨斯是除了哈迪斯和珀尔塞福涅之外唯一可以在冥界自由出入的神。

## Challenging Yourself C Artistic Taste

1. Many artists live in a certain part of New York City. 许多艺术家居住在纽约市的某个地区。

certain *adj.* “某个/些”（不指明的或不说出的），用作定语，限定 part。

2. He told her that Johnsy had a very poor chance of recovering.

他告诉她琼西恢复的可能性很小。

chance 这里指“可能性”。

3. Talk to her about new winter clothes, or picnics in the woods next spring.

给她讲讲新的冬装，或者说说明年春天去林中野餐。

医生的意思是要苏通过给琼西讲述新衣服或野餐一类的事情以激发琼西生的希望。

4. The next morning Johnsy wanted Sue to pull up the shade. 第二天早上，琼西要苏拉起遮阳窗帘。

shade 指“遮挡光线的东西”，可以理解为“百叶窗”。

# Word Learning Booster

Words for Production 中的词汇为课标要求掌握的词汇; Words for Recognition 中及带有 \* 的词汇为只需要理解的词汇; 蓝色的词汇为根据构词法复习初中所学词汇。

## Unit 1

### Reading Actively

#### I Words for Production

thinking [ˈθɪŋkɪŋ]	n. 思想; 思维	(3)
throughout [θruːˈaʊt]	prep. 遍及	(3)
gathering [ˈgæðərɪŋ]	n. 聚会	(3)
turkey [ˈtɜːki]	n. 火鸡	(3)
observe [əbˈzɜːv]	vt. 庆祝	(3)
prayer [preə]	n. 祈祷	(3)
pray [preɪ]	vt. 祈祷	
collection [kəˈleɪʃn]	n. 收集; 采集	(3)
charity [ˈtʃærəti]	n. 慈善	(3)
lunar [ˈluːnə]	adj. 阴历的; 月球的	(3)
indicate [ˈɪndɪkeɪt]	vt. 表明; 象征	(3)
lantern [ˈlæntən]	n. 灯笼	(3)
riddle [ˈrɪdl]	n. 谜语	(4)
chat [tʃæt]	vi. 闲谈; 聊天	(4)
significant [sɪɡˈnɪfɪkənt]	adj. 重要的; 意义重大的	(4)
crop [krɒp]	n. 农作物; 庄稼	(4)
tasty [ˈteɪsti]	adj. 美味的	(4)
taste [teɪst]	vt./vi. 尝(起来)	
previous [ˈpriːviəs]	adj. 以前的; 先前的	(4)
mark [mɑːk]	vt. 庆贺; 纪念	(4)
cattle [ˈkætl]	n. 牛	(4)
farm [fɑːm]	vt. 耕种	(4)
maintain [meɪnˈteɪn]	vt. 维持; 保持	(4)
differ [ˈdɪfə]	vi. 相异; 不同于	(4)

sufficient [səˈfɪʃnt]	adj. 足够的; 充分的	(4)
feature [ˈfi:tʃə]	n. 特色; 特征	(4)
newspaper [ˈnjuːzpeɪpə]	n. 报纸	(4)

#### II Words for Recognition

feast [fiːst]	n. 宴会; 节日	(3)
pumpkin [ˈpʌmpkɪn]	n. 南瓜	(3)
reunion [ˌriːˈjuːniən]	n. 重聚	(3)
yam [jæm]	n. 番薯; 山药	(4)

#### III Phrases and Expressions

look ahead	规划未来	(2)
at night	在夜里	(3)
such as	比如	(3)
along with	与……一起; 连同	(4)
at the time of	在……的时候	(4)
at the end of	在……结束时	(4)
throw... away	扔掉; 丢弃	(4)
it is believed (that)...	据说	(4)
begin with	以……开始	(4)
instead of	代替; 而不是	(4)
as long as	只要	(4)
differ from	与……不同	(4)

#### Exploring & Using

series [ˈsɪəriːz]	n. 系列; 连续	(7)
amount [əˈmaʊnt]	n. 量; 数量	(7)
stuff [stʌf]	n. 材料; 东西	(7)
harvest [ˈhɑːvɪst]	n. 收获	(7)
engine [ˈendʒɪn]	n. 发动机; 机车	(8)
accident [ˈæksɪdənt]	n. 事故	(8)
unite [juˈnaɪt]	vt./vi. 联合; 团结	(8)

## Listening, Understanding &amp; Communicating

- keep off 躲开;避开;不让……接近 (9)
- \* monster [ˈmɒnstə] *n.* 怪物;妖怪 (9)
- \* bull [bʊl] *n.* 公牛 (9)
- stay deep in the mountains 躲在深山 (9)
- \* beast [biːst] *n.* 兽;畜生 (9)
- frightened [ˈfraɪnd] *adj.* 害怕的;受惊的 (9)

frighten [ˈfraɪn] *vt.* 使吃惊

- \* flame [fleɪm] *n.* 火焰;火舌 (9)
- figure out 想出;算出;了解 (9)
- prevent [prɪˈvent] *vt./vi.* 阻止 (9)
- stay up all night 一夜不眠;守夜;熬夜 (9)
- beat on 打击;敲打 (9)
- be replaced with 被……代替 (9)
- \* firecracker [ˈfaɪəkrækə] *n.* 爆竹;鞭炮 (9)
- set off firecrackers 燃放鞭炮
- \* firework [ˈfaɪəwɜ:k] *n.* 烟花;烟火
- curious [ˈkjʊəriəs] *adj.* 好奇的 (10)

## Viewing, Speaking &amp; Writing

- elderly [ˈeldəli] *adj.* 上了年纪的 (11)
- comparison [kəmˈpærɪsn] *n.* 比较;对照 (11)

## Reading Further

## I Words for Production

- highlight [ˈhaɪlaɪt] *vt.* 突出;强调 (12)
- handwriting [ˈhændraɪtɪŋ] *n.* 书写;书法 (12)
- sign [saɪn] *vt.* 签署 (13)
- personality [ˌpɜːsəˈnæləti] *n.* 个性;性格 (13)
- lock [lɒk] *vt.* 锁上;锁住 (13)
- muscle [ˈmʌsl] *n.* 肌肉 (13)
- researcher [rɪˈsɜːtʃə] *n.* 研究人员 (13)
- research [rɪˈsɜːtʃ; ˈriːsɜːtʃ] *n./vi.* 研究;调查
- angle [ˈæŋɡl] *n.* 角度 (13)
- messy [ˈmesi] *adj.* 凌乱的 (13)
- mess [mes] *vt.* 弄脏;弄乱 *n.* 凌乱
- neat [niːt] *adj.* 整洁的;干净的 (13)
- organised [ˈɔːɡənəɪzd] (*AmE* also *-ized*) *adj.* 做事有条理的 (13)
- well-organised [welˈɔːɡənəɪzd] *adj.* 有序的;很有条理的 (13)
- individually [ˌɪndɪˈvɪdʒuəli] *adv.* 单独地;

个别地 (14)

individual [ˌɪndɪˈvɪdʒuəl] *adj.* 个人的;个别的

## II Words for Recognition

- prescription [prɪˈskrɪpʃn] *n.* 处方 (13)
- hieroglyphics [ˌhaɪərəˈɡlɪfɪks] *n.* 象形文字 (13)
- curiosity [ˌkjʊəriˈɒsəti] *n.* 好奇心 (13)
- desktop [ˈdesktp] *n.* 桌面;台式电脑 (13)

## III Phrases and Expressions

- the American Declaration of Independence  
美国独立宣言 (13)
- clean off 把……弄干净 (13)
- piles of 成堆的 (13)
- get to work straight away 立刻开始工作 (13)
- tidy up 收拾;整理 (13)
- wastepaper basket 废纸篓 (13)
- trash can 垃圾桶 (13)

## Unit 2

## Reading Actively

## I Words for Production

- forgiveness [fəˈɡɪvnəs] *n.* 原谅;宽恕;饶恕 (17)
- forgive [fəˈɡɪv] (*forgave, forgiven*) *vt.* 原谅;宽恕;饶恕
- someday [ˈsʌmdeɪ] *adv.* 有一天;有朝一日 (17)
- roof [ruːf] *n.* 屋顶;顶部 (17)
- hidden [ˈhɪdn] *adj.* 隐藏的 (17)
- missile [ˈmɪsaɪl] *n.* 投射物;导弹 (17)
- shoot [ʃuːt] (*shot, shot*) *vi.* 射击 (17)
- perfectly [ˈpɜːfɪktli] *adv.* 完美地;完全地 (17)
- slip [slɪp] (*-pp-*) *vi.* 滑;滑动;轻快地移动 (17)
- head [hed] *vi.* 朝……方向行进 (*for*) (17)
- scared [skeəd] *adj.* 害怕的 (17)
- scare [skeə] *vt.* 惊吓
- misfortune [ˌmɪsˈfɔːtʃuːn] *n.* 不幸;厄运;逆境;不幸的事;灾难;灾祸 (17)



- fortune [ˈfɔ:tʃu:n] *n.* 运气; 命运  
 fortunate [ˈfɔ:tʃənət] *adj.* 幸运的  
 fortunately [ˈfɔ:tʃənətli] *adv.* 幸运地  
 presence [ˈprezns] *n.* 出席; 到场; 存在 (17)  
 present [ˈpreznt] *adj.* 现在的; 出席的 *n.* 礼物  
 delivery [dɪˈlɪvəri] *n.* 投递; 送交 (17)  
 deliver [dɪˈlɪvə] *vt.* 投递; 递送  
 calculate [ˈkælkjuleɪt] *vt.* 计算; 估计; 核算 (17)  
 mail [meɪl] *n.* 邮件 (18)

## II Words for Recognition

- acquaintance [əˈkweɪntəns] *n.* 认识的人; 泛泛之交 (17)  
 backyard [ˌbækˈjɑ:d] *n.* 后院; 后花园 (17)  
 slot [slɒt] *n.* (投放或插入东西的) 窄缝; 扁口 (18)

## III Phrases and Expressions

- give sb. a lesson 给某人一次教训 (17)  
 pass on to 传递给 (17)  
 shoot out 射出 (17)  
 fall from 从……落下 (17)  
 let sth./sb. go 放开某物/某人 (17)  
 head (straight) for (径直)朝……而去 (17)  
 at the sound of 一听到……的声音就…… (17)  
 take off from 从……起飞; 快速离开 (17)  
 fly off 飞出; 飞跑; 飞离 (17)  
 be scared of 担心; 害怕 (17)  
 get caught 被抓住; 被逮住 (17)  
 be concerned about 关心; 挂念 (17)  
 feel guilty for 对……感到内疚; 对……感到羞愧 (17)  
 greet sb. with a smile 微笑着问候 (17)  
 in one's presence 在某人面前 (17)  
 make up one's mind 下决心; 打定主意 (17)  
 cover the cost of 支付……的开销 (17)  
 look straight into one's eyes 直视某人 (18)  
 pull... out of 把……从……中取出 (18)  
 be proud of 因……而自豪 (18)

## Exploring & Using

- column [ˈkɒləm] *n.* 列; 纵队 (19)  
 credit [ˈkredɪt] *n.* 信用 (20)  
 apologise [əˈpɒlədʒaɪz] *vi.* 道歉 (21)  
 assistant [əˈsɪstənt] *n.* 助手; 助理 (22)  
 somehow [ˈsʌmhaʊ] *adv.* 以某种方法 (22)

## Listening, Understanding & Communicating

- campus [ˈkæmpəs] *n.* 校园; 校区 (23)  
 argue [ˈɑ:gju:] *vt./vi.* 主张; 争论 (23)  
 profitable [ˈprɒfɪtəbl] *adj.* 有益的 (23)  
 profit [ˈprɒfɪt] *n.* 利润  
 recommend [ˌrekəˈmend] *vt.* 推荐 (23)  
 accommodation [əˌkɒməˈdeɪʃn] *n.* 住处 (23)  
 fund [fʌnd] *n.* 基金 (24)  
 odd [ɒd] *adj.* 古怪的 (24)

## Reading, Speaking & Writing

- chapter [ˈtʃæptə] *n.* 章; 回 (24)  
 replace [rɪˈpleɪs] *vt.* 取代; 替换 (25)  
 otherwise [ˈʌðəwaɪz] *adv.* 否则; 另外 (25)  
 inconvenience [ˌɪnkənˈvi:niəns] *n.* 麻烦; 不方便 (25)  
 error [ˈerə] *n.* 错误 (25)

## Reading Further

### I Words for Production

- rebuild [ˌrɪːˈbɪld] *vt.* 重建; 重建 (26)  
 build [bɪld] *vt.* 建立; 建筑  
 supply [səˈplaɪ] *vt.* 供给; 提供; 补充 (27)  
 guidance [ˈɡaɪdn] *n.* 向导; 指导; 导航 (27)  
 officially [əˈfɪʃəli] *adv.* 官方地; 法定地 (27)  
 official [əˈfɪʃl] *adj.* 官方的 *n.* 官员  
 pleased [pli:zd] *adj.* 对……高兴的; 对……满意的 (27)  
 district [ˈdɪstrɪkt] *n.* 区; 地区; 区域 (27)  
 effort [ˈefət] *n.* 努力; 尝试 (27)  
 nail [neɪl] *vt.* 钉牢; 钉住 (27)  
 clap [klæp] *vt.* 鼓掌; 拍(手); 轻拍 (27)

### II Words for Recognition

- glance [ɡlɑ:ns] *vi.* 扫视; 匆匆一看 *n.* 一瞥 (27)

## III Phrases and Expressions

go for a bicycle ride	骑自行车兜风	(26)
half an hour late	迟到半小时	(26)
come a long way	从远处来;走了相当长的路	(26)
wash away	冲走;冲垮	(26)
keep silent	保持安静	(26)
for a moment	一会儿	(26)
after a while	一会儿;稍后	(26)
come into one's mind	想到(某事)	(26)
make a plan for	为……制定计划	(26)
so long as	只要	(27)
a short cut	捷径;小路	(27)
under one's guidance	在某人的指导下	(27)
remind sb. of sth./sb.	提醒某人某事/某人	(27)
glance at	看;瞥	(27)
gather at...	在……集合	(27)
be/feel pleased with	对……感到高兴/愉悦	(27)
turn to sb.	转向某人;向某人寻求帮助	(27)

## Challenging Yourself A

## I Words for Production

pot [pɒt]	<i>n.</i> 罐;锅;壶	(31)
pole [pəʊl]	<i>n.</i> 柱;杆	(31)
stream [stri:m]	<i>n.</i> 小溪	(31)
ashamed [ə'ʃeɪmd]	<i>adj.</i> 惭愧的;难为情的	(31)
shame [ʃeɪm]	<i>vt.</i> 使羞愧/丢脸	
imperfection [ɪmpə'fekʃn]	<i>n.</i> 不完美;缺点	(31)
perfection [pə'fekʃn]	<i>n.</i> 完善;完美	
perfect ['pɜ:fɪkt]	<i>adj.</i> 完美的;完好无损的	
load [ləʊd]	<i>n.</i> 负荷;负担	(32)
leak [li:k]	<i>vt./vi.</i> 漏;渗;泄露出去	(32)
warm [wɔ:m]	<i>vt./vi.</i> (使)变暖;加热	(32)
seed [si:d]	<i>n.</i> 种子	(32)
author ['ɔ:θə]	<i>n.</i> 作者	(33)

## II Words for Recognition

bearer ['beərə]	<i>n.</i> 搬运者	(31)
crack [kræk]	<i>n.</i> 裂缝;缝隙	(31)
cracked [krækt]	<i>adj.</i> 有裂缝的	(31)
flaw [flɔ:]	<i>n.</i> 缺陷;裂痕;瑕疵	(32)

## III Phrases and Expressions

full of	充满	(31)
one and a half (pots)	一(桶……)半	(31)
be ashamed of	感到羞愧;惭愧	(31)
leak out	漏出;渗出;泄露	(32)
all the way	一路上;一直;完全	(32)
feel sorry for sb.	为某人难过;替某人感到惋惜;对某人感到抱歉	(32)
take notice of	注意;注意到	(32)
on the side of	在……的边上;站在……一边	(32)
know about	知道;了解	(32)
take advantage of	利用;占……的便宜	(32)
in some aspect	在某方面	(32)
go to waste	(被)浪费掉	(32)
be afraid of	害怕;担忧	(32)

## Unit 3

## Reading Actively

## I Words for Production

application [ˌæplɪ'keɪʃn]	<i>n.</i> 应用	(37)
jeans [dʒi:nz]	<i>n.</i> 牛仔裤	(38)
sometime ['sʌmtaɪm]	<i>adv.</i> 在某时	(38)
bother ['bɒðə]	<i>vi.</i> 费心;麻烦	(38)
midnight ['mɪdnɑ:t]	<i>n.</i> 午夜	(38)
onto ['ɒntə]	<i>prep.</i> 在……之上	(38)
dare [deə]	<i>vi.</i> 敢;敢于	(38)
nail [neɪl]	<i>n.</i> 钉子	(38)
sharp [ʃɑ:p]	<i>adj.</i> 刺耳的;强烈的	(38)
despite [dɪ'spaɪt]	<i>prep.</i> 尽管	(38)
ache [eɪk]	<i>n.</i> 疼痛	(38)
awkward ['ɔ:kwəd]	<i>adj.</i> 尴尬的	(38)
merry ['meri]	<i>adj.</i> 愉快的	(38)
beyond [brɪ'jɒnd]	<i>prep.</i> 超过	(38)
vase [vɑ:z]	<i>n.</i> 花瓶	(41)



wedding [ˈwedɪŋ] *n.* 婚礼 (41)broad [brɔːd] *adj.* 宽阔的 (42)**II Words for Recognition**fade [feɪd] *vt./vi.* 褪色;凋谢 (38)assure [əˈʃʊə] *vt.* 使确信 (38)wardrobe [ˈwɔːdrəʊb] *n.* 衣橱 (38)over-wear [ˌəʊvəˈweə] *vt.* 使过度磨损 (38)washer [ˈwɒʃə] *n.* 洗衣机 (38)patch [pætʃ] *n.* 补丁 (38)bonfire [ˈbɒnfaiə] *n.* 篝火;营火 (38)shed [ʃed] *n.* 棚;小屋 (38)rip [rɪp] *n.* 撕裂(处) (38)**III Phrases and Expressions**

pick out 挑选出 (38)

try on 试穿…… (38)

a couple of... 一对……;三两…… (38)

fall in love with... 爱上……;喜欢上…… (38)

or so 大约;左右 (38)

climb up onto... 爬到……上 (38)

a bit 有点儿 (38)

get down 从……下来 (38)

a bit of 少量的;一点 (38)

beyond repair 无法再缝补 (38)

at least 至少 (38)

**Exploring & Using**\* pants [pænts] *n.* 裤子 (43)branch [brɑːntʃ] *n.* 分支 (43)tailor [ˈteɪlə] *n.* 裁缝 (43)\* withstand [wɪðˈstænd] *vt.* 承受;抵御 (43)partner [ˈpɑːtnə] *n.* 伙伴;合伙人 (43)owner [ˈəʊnə] *n.* 物主;主人 (44)**Listening, Understanding & Communicating**fashion [ˈfæʃn] *n.* 时髦;流行式样 (45)fashionable [ˈfæʃnəbl] *adj.* 时髦的;流行的

What's your opinion about...? 你对……有何看法? (45)

uniform [ˈjuːnɪfɔːm] *n.* 制服;统一的服装 (45)

keep to 遵守;坚持 (45)

leather [ˈleðə] *n.* 皮;皮革 (45)

high heels 高跟鞋 (45)

\* wig [wɪɡ] *n.* 假发 (45)

be appropriate for... 适合…… (45)

in my opinion 依我看来 (45)

studio [ˈstjuːdiəʊ] *n.* 演播室 (45)**Reading Further****I Words for Production**fibre [ˈfaɪbə] *n.* 纤维 (48)cloth [klɒθ] *n.* 布;衣料 (48)company [ˈkʌmpəni] *n.* 公司 (48)chest [tʃest] *n.* 胸膛;胸腔 (48)leisure [ˈleɪʒə] *n.* 空闲;业余时间 (48)golfer [ˈɡɒlfə] *n.* 打高尔夫球的人 (48)golf [ɡɒlf] *n.* 高尔夫球rainbow [ˈreɪnbəʊ] *n.* 虹;彩虹 (49)firm [fɜːm] *n.* 商行;公司 (49)sunlight [ˈsʌnlait] *n.* 阳光 (49)ski [skiː] *vi.* 滑雪 (49)

ski-wear 滑雪衣 (49)

absorb [əbˈsɔːb] *vt.* 吸收(水、热、光等) (49)tights [taɪts] *n.* 紧身衣;内衣 (49)tight [taɪt] *adj.* 紧的pleasing [ˈpliːzɪŋ] *adj.* 令人愉快的;讨人喜欢的 (49)department [dɪˈpɑːtmənt] *n.* 部分 (49)hand-wash [ˈhændwɒʃ] *n.* 手洗 (49)**II Words for Recognition**stripe [straɪp] *n.* 条纹;线条 (48)blouse [blaʊz] *n.* 短上衣 (48)sweatshirt [ˈswetʃɜːt] *n.* 无领长袖运动衫 (48)trademark [ˈtreɪdmɑːk] *n.* 商标 (48)thermal [ˈθɜːml] *adj.* 热的 (49)wearer [ˈweərə] *n.* 穿戴者 (49)centigrade [ˈsentɪɡreɪd] *n.* 摄氏度(℃)  
*adj.* 分为百度的;摄氏的 (49)**III Phrases and Expressions**

keep... up to 保持……达到…… (49)

department store 百货商店 (49)

up to... (数量上)多达 (49)

## Unit 4

## Reading Actively

## I Words for Production

beer [bɪə] <i>n.</i> 啤酒	(51)
yoghurt [ˈjɒɡət] <i>n.</i> 酸奶	(51)
wine [waɪn] <i>n.</i> 红酒	(51)
cabbage [ˈkæbɪdʒ] <i>n.</i> 甘蓝;卷心菜	(51)
mushroom [ˈmʌʃrʊm] <i>n.</i> 蘑菇	(51)
bean curd [bi:n kɜ:d] <i>n.</i> 豆腐	(51)
honey [ˈhʌni] <i>n.</i> 蜂蜜	(51)
pudding [ˈpʊdɪŋ] <i>n.</i> 甜点;布丁	(51)
cream [kri:m] <i>n.</i> 奶油	(51)
nut [nʌt] <i>n.</i> 坚果	(51)
onion [ˈʌnjən] <i>n.</i> 洋葱	(51)
toast [təʊst] <i>n.</i> 吐司	(51)
nutrition [njuˈtrɪʃn] <i>n.</i> 营养	(52)
<b>nutritional [njuˈtrɪʃənl] <i>adj.</i> 营养的</b>	
variety [vəˈraɪəti] <i>n.</i> 多样(性)	(52)
guarantee [ˌɡærənˈti:] <i>n.</i> 保证(人/物)	(52)
mineral [ˈmɪnərəl] <i>n.</i> 矿物质	(52)
cell [sel] <i>n.</i> 细胞	(52)
cheese [tʃi:z] <i>n.</i> 奶酪	(52)
source [sɔ:s] <i>n.</i> 来源;原始资料	(52)
enable [ɪˈneɪbl] <i>vt.</i> 使能够	(52)
wheat [wi:t] <i>n.</i> 小麦	(52)
sausage [ˈsɒsɪdʒ] <i>n.</i> 香肠;腊肠	(52)
butter [ˈbʌtə] <i>n.</i> 黄油;奶油	(52)
hard-boiled [ˌhɑ:dˈbɔɪld] <i>adj.</i> 煮得老的	(53)
<b>boil [bɔɪl] <i>vi.</i> 煮沸;烧开</b>	
contribute [kənˈtrɪbjʊt] <i>vi.</i> 贡献;出力	(53)
<b>contribution [ˌkɒntrɪˈbjʊ:ʃn] <i>n.</i> 贡献</b>	
function [ˈfʌŋkʃn] <i>vi.</i> 起作用	(53)
gas [ɡæs] <i>n.</i> 汽油;气体	(53)
tank [tæŋk] <i>n.</i> (储存气体或液体的)箱;坦克	(53)
appropriate [əˈprəʊpriət] <i>adj.</i> 适当的	(53)
lacking [ˈlækɪŋ] <i>adj.</i> 缺乏的;不足的	(53)
<b>lack [læk] <i>vt.</i> 缺乏;不足</b>	

complex [ˈkɒmpleks] <i>adj.</i> 复杂的	(53)
available [əˈveɪləbl] <i>adj.</i> 可利用的;可得到的	(53)

## II Words for Recognition

IQ (intelligence quotient) <i>n.</i> 智商	(52)
carbohydrate [ˌkɑ:bəʊˈhaɪdreɪt] <i>n.</i> 碳水化合物	(52)
vitamin [ˈvɪtəmin;ˈvaɪt-] <i>n.</i> 维生素;维他命	(52)
potato chip 炸土豆片	(52)
dairy [ˈdeəri] <i>adj.</i> 牛奶的;奶制的	(53)
overfill [ˌəʊvəˈfɪl] <i>vt.</i> 过量加注;过满	(53)
starchy [ˈstɑ:tʃi] <i>adj.</i> 含有淀粉的	(53)
furthermore [ˌfɜ:ðəˈmɔ:] <i>adv.</i> 此外;而且	(53)

## III Phrases and Expressions

get... from... 从……获得……	(52)
enable sb. to do sth. 使某人能做某事	(52)
provide... for... 为……提供……	(52)
depend on... 取决于……;依赖……	(53)
contribute to... 有助于……	(53)
It's (widely) believed that... 人们(普遍)认为……	(53)
be lacking in sth. 不足;不够	(53)
a can of soda 一听汽水	(53)
cut out 剪掉;删掉;放弃	(53)

## Exploring &amp; Using

publish [ˈpʌblɪʃ] <i>vt./vi.</i> 出版;发行	(56)
assignment [əˈsaɪnmənt] <i>n.</i> 作业;功课	(57)
<b>assign [əˈsaɪn] <i>vt.</i> 分配;指派</b>	
soccer [ˈsɒkə] <i>n.</i> <美>足球	(57)
awesome [ˈɔ:səm] <i>adj.</i> 极好的	(57)
café [ˈkæfeɪ] <i>n.</i> 咖啡馆	(58)

## Listening, Understanding &amp; Communicating

all kinds of 各种类型的	(59)
different kinds of 不同种类的	(59)
have no breakfast 不吃早饭	(59)
lose weight 体重减轻	(59)
at noon 在中午	(59)
gain weight 体重增加	(59)

## Reading, Speaking &amp; Writing

honour [ˈɒnə] <i>vt./n.</i> 尊敬; 尊重	(60)
percentage [pəˈsentɪdʒ] <i>n.</i> 百分比	(60)
secondary [ˈsekəndri] <i>adj.</i> 中等的	(61)
disease [dɪˈziːz] <i>n.</i> 疾病	(61)
skip [skɪp] <i>vt.</i> 跳过; 遗漏	(61)

## Reading Further

## I Words for Production

gap [ɡæp] <i>n.</i> 间歇	(62)
consume [kənˈsjuːm] <i>vt.</i> 吃; 喝	(62)
evidence [ˈeɪdɪns] <i>n.</i> 证据	(63)
grain [ɡreɪn] <i>n.</i> 谷物; 谷粒	(63)
concentration [ˌkɒnsnˈtreɪʃn] <i>n.</i> 集中; 专心	(63)

concentrate [ˈkɒnsntreɪt] *vt./vi.* 专心(于); 集中注意力

mood [muːd] <i>n.</i> 心情; 情绪	(63)
stress [stres] <i>vt./n.</i> 强调; 着重	(63)
importance [ɪmˈpɔːtns] <i>n.</i> 重要(性)	(63)
important [ɪmˈpɔːtnt] <i>adj.</i> 重要的	
steak [steɪk] <i>n.</i> 牛排	(63)
digest [daɪˈdʒest] <i>vt./vi.</i> 消化	(63)
Mexico [ˈmeksɪkəʊ] <i>n.</i> 墨西哥	(63)
Mexican [ˈmeksɪkən] <i>n.</i> 墨西哥人	
p.m. <i>abbr.</i> 下午	(63)
dessert [dɪˈzɜːt] <i>n.</i> (餐后)甜食; 甜点	(63)
Switzerland [ˈswɪtsələnd] <i>n.</i> 瑞士	(63)

## II Words for Recognition

pauper [ˈpɔːpə] <i>n.</i> 穷人	(62)
fast [fɑːst] <i>n.</i> 斋戒; 禁食(期)	(62)
wholesome [ˈhəʊlsəm] <i>adj.</i> 有益的; 健全的	(62)
appetizer [ˈæpɪtaɪzə] <i>n.</i> 开胃之食物	(63)
pasta [ˈpæstə] <i>n.</i> 意大利面食	(63)
nutritionist [njuːˈtrɪʃənɪst] <i>n.</i> 营养学家	(63)
nutritious [njuːˈtrɪʃəs] <i>adj.</i> 有营养的	(63)

## III Phrases and Expressions

advise sb. to do sth. 建议某人做某事	(62)
a large breakfast 一顿丰盛的早餐	(62)
be up to... 长达……	(62)

There is evidence that... 有证据表明	(63)
stress the importance of... 强调……的重要 要性	(63)
for example 例如	(63)

## Challenging Yourself B

## I Words for Production

digital [ˈdɪdʒɪtl] <i>adj.</i> 数字的	(66)
reveal [rɪˈviːl] <i>vt.</i> 显示	(66)
surf [sɜːf] <i>vt.</i> (互联网上)冲浪; 漫游	(66)
download [ˌdaʊnˈləʊd] <i>vt.</i> 下载	(66)
upload [ˌʌpˈləʊd] <i>vt.</i> 上传	
access [ˈækses] <i>vt.</i> 使用	(66)
advisable [ədˈvaɪzəbl] <i>adj.</i> 明智的; 可取的	(66)

advise [ədˈvaɪz] *vt.* 建议; 劝告

advice [ədˈvaɪs] *n.* 建议; 忠告

pretend [prɪˈtend] <i>vi.</i> 假装; 伪装	(66)
Wi-Fi <i>abbr.</i> 无线局域网	(66)
laptop [ˈlæptɒp] <i>n.</i> 便携式电脑	(67)
lap [ləp] <i>n.</i> (坐着时的)大腿部分; (跑道等) 的)一圈	

blog [blɒɡ] <i>n.</i> 博客; 网络日志	(67)
within [wɪˈðɪn] <i>prep.</i> 在……之内	(67)
click [klɪk] <i>n.</i> 单击; 滴答声 <i>vt.</i> 点击	(67)
app [æp] <i>n.</i> 应用程序	(67)
software [ˈsɒftweə] <i>n.</i> 软件	(67)
file [faɪl] <i>n.</i> 文件; 档案	(67)
update [ˌʌpˈdeɪt] <i>vt.</i> 更新	(67)
identity [aɪˈdentəti] <i>n.</i> 身份	(67)
detail [ˈdiːteɪl] <i>n.</i> 细节	(67)
teenager [ˈtiːneɪdʒə] <i>n.</i> 青少年	(67)
upset [ˌʌpˈset] <i>adj.</i> 难过的; 失望的	(67)
concerned [kənˈsɜːnd] <i>adj.</i> 担心的; 忧虑的	(67)
inappropriate [ˌɪnəˈprəʊpriət] <i>adj.</i> 不适当 的; 不相称的	(67)
abusive [əˈbjuːsɪv] <i>adj.</i> 辱骂的; 恶语的	(67)

abuse [əˈbjuːs] *vt.* 滥用

button [ˈbʌtn] <i>n.</i> 按钮; 纽扣	(67)
device [dɪˈvaɪs] <i>n.</i> 装置	(67)

clear [kliə] <i>vt.</i> 清除	(67)
employer [ɪm'plɔɪə] <i>n.</i> 雇主;老板	(67)
employ [ɪm'plɔɪ] <i>vt.</i> 雇佣;使用	
profile ['prəʊfaɪl] <i>n.</i> 简介;侧面	(67)
candidate ['kændɪdət] <i>n.</i> 应试者;候选人	(67)
duty ['dju:ti] <i>n.</i> 义务;职责;责任	(68)

## II Words for Recognition

footprint ['fʊtprɪnt] <i>n.</i> 足迹;脚印	(66)
a shared computer 共享电脑	(66)
password ['pɑ:swɜ:d] <i>n.</i> 密码;口令	(67)
punctuation mark 标点符号	(67)
privacy settings 隐私设置	(67)
nickname ['nɪkneɪm] <i>n.</i> 绰号;昵称	(67)
bookmark ['bʊkmɑ:k] <i>n.</i> 书签	(67)
browser ['braʊzə] <i>n.</i> 浏览器	(67)

## III Phrases and Expressions

be aware of 意识到;明白	(66)
take care of 照顾;抚养	(66)
log off 注销;退出系统	(66)
think twice before doing sth. 三思而行	(67)
come across sb./sth. 偶遇	(67)
keep sth. to yourself 保密	(67)
make use of 使用;利用	(67)
in sb.'s favour 对某人有益	(67)
check out 核实;了解清楚	(67)
miss out (on sth.) 错过机会	(67)

# Unit 5

## Reading Actively

## I Words for Production

painter ['peɪntə] <i>n.</i> 画家	(73)
painting ['peɪntɪŋ] <i>n.</i> 绘画;油画	
paint [peɪnt] <i>vt.</i> (用颜料)画;在……上刷油漆	
poetry ['pəʊətri] <i>n.</i> 诗;诗意;诗情	(73)
poem ['pəʊɪm] <i>n.</i> 诗	
poet ['pəʊɪt] <i>n.</i> 诗人	
poetic [pəʊ'etɪk] <i>adj.</i> 诗歌的	
sculpture ['skʌlptʃə] <i>n.</i> 雕塑;雕塑品	(73)
finished ['fɪnɪʃt] <i>adj.</i> 完成了的	(73)

curtain ['kɜ:tn] <i>n.</i> 窗帘	(73)
signal ['sɪgnəl] <i>n.</i> 信号;暗号	(73)
lifelike ['laɪflaɪk] <i>adj.</i> 栩栩如生的	(73)
ripe [raɪp] <i>adj.</i> 成熟的	(73)
juicy ['dʒu:si] <i>adj.</i> 多汁的;汁液丰富的	(73)
surely ['ʃʊəli] <i>adv.</i> 当然;无疑	(73)
impatient [ɪm'peɪʃnt] <i>adj.</i> 不耐烦的;着急的	(74)
recover [rɪ'kʌvə] <i>vi.</i> 恢复;复原	(74)

## II Words for Recognition

grip [grɪp] <i>n.</i> 握紧;抓牢	(74)
gasp [gɑ:sp] <i>vi.</i> 倒抽气;喘气	(74)
deceive [dɪ'si:v] <i>vt.</i> 欺骗;蒙骗	(74)

## III Phrases and Expressions

hold a competition (in poetry) 举行一场(诗歌)比赛	(73)
eager to do sth. 急切地想要做某事	(73)
in front of 在……前面	(73)
be covered with (a curtain) 被(幕布)盖住	(73)
come forward 自告奋勇;主动提供	(73)
pull down 拉下来;拆毁	(73)
swoop down 突然飞下来	(73)
peck at 啄	(73)
step forward to 往前走	(74)
get a grip on 抓住	(74)
gasp with surprise 惊叹	(74)

## Exploring & Using

postpone [pə'spəʊn] <i>vt.</i> 把……延期	(76)
extent [ɪk'stent] <i>n.</i> 程度	(76)
flight [flaɪt] <i>n.</i> 航班	(76)
tension ['tenʃn] <i>n.</i> 紧张;不安	(76)
disturbing [dɪ'stɜ:bɪŋ] <i>adj.</i> 令人不安的;烦扰的	(77)
plus [plʌs] <i>adj.</i> (数量)多的	(78)
settle ['setl] <i>vt.</i> 解决;安排	(78)
protest ['prəʊtest] <i>n.</i> 抗议	(79)
export ['ekspɔ:t; (v.) ɪks'pɔ:t] <i>n./vt.</i> 出口	(79)
import ['ɪmpɔ:t; (v.) ɪm'pɔ:t] <i>n./vt.</i> 进口	

## Listening, Understanding &amp; Communicating

- abstract [ˈæbstrækt] *adj.* 抽象的;深奥的 (79)
- \* portrait [ˈpɔːtreɪt] *n.* 肖像 (79)
- \* stroke [strəʊk] *n.* 一笔;笔画 (79)
- exhibition [ˌeksɪˈbɪʃn] *n.* 展览 (79)
- entrance [ˈentrəns] *n.* 入口 (80)
- exit [ˈeksɪt] *n.* 出口 *vi.* 退出 (80)
- assume [əˈsjuːm] *vt./vi.* 假定;认为 (80)

## Reading, Speaking &amp; Writing

- format [ˈfɔːmət] *n.* 形式;格式 (81)
- chief [tʃiːf] *adj.* 主要的 (81)
- confirm [kənˈfɜːm] *vt.* 确认;批准 (82)

## Reading Further

## I Words for Production

- fancy [ˈfænsi] *adj.* 有装饰的;精美的 (83)
- decorative [ˈdekəreɪtɪv] *adj.* 装饰性的 (83)
- folk [fəʊk] *adj.* 民间的 (83)
- representative [ˌreprɪˈzentətɪv] *adj.* 代表性的;典型的 (83)
- connection [kəˈnekʃn] *n.* 连接;联系 (83)
- connect [kəˈnekt] *vt.* 连接
- concept [ˈkɒnsept] *n.* 观念;概念 (83)
- brotherhood [ˈbrʌðəhʊd] *n.* 手足情谊 (83)
- exist [ɪɡˈzɪst] *vi.* 存在;生存 (83)
- attach [əˈtætʃ] *vt.* 把……固定 (83)
- decorate [ˈdekəreɪt] *vt.* 装饰;布置 (83)
- decoration [ˌdekəˈreɪʃn] *n.* 装饰;装潢;装饰品
- living [ˈlɪvɪŋ] *adj.* 活着的;活的 (83)
- typical [ˈtɪpɪkl] *adj.* 典型的;特有的 (83)
- varied [ˈveəriəd] *adj.* 各式各样的 (84)
- vary [ˈveəri] *vt.* 使多样化
- cotton [ˈkɒtn] *n.* 棉线;棉布;棉花 (84)
- base [beɪs] *n.* 底部;基础 (84)
- brief [brɪf] *adj.* 简洁的 (84)
- chain [tʃeɪn] *n.* 链子;链条 (84)

## II Words for Recognition

- knot [nɒt] *n.* 结;疙瘩 (83)
- unity [ˈjuːnəti] *n.* 团结;一致 (83)
- jewellery [ˈdʒuːəlri] *n.* 珠宝 (83)

## III Phrases and Expressions

- long ago 很久以前 (83)
- find one's way to 发现……的路/方法 (83)
- be associated with 与……有关 (83)
- as a result 结果;因此 (83)
- serve as 充当 (83)
- be attached to 固定在;喜爱;附属于 (83)
- be made up of 由……组成 (83)

## Unit 6

## Reading Actively

## I Words for Production

- literature [ˈlɪtrətʃə] *n.* 文学 (87)
- clue [kluː] *n.* 线索 (87)
- determine [dɪˈtɜːmɪn] *vt.* 决定 (87)
- rhythmic [ˈrɪðmɪk] *adj.* 有节奏的 (87)
- rhyme [raɪm] *n.* 韵律 *vt.* 使押韵
- scary [ˈskeəri] *adj.* 可怕的 (87)
- imagery [ˈɪmɪdʒəri] *n.* 形象的描述 (88)
- image [ˈɪmɪdʒ] *n.* 形象
- beat [biːt] *n.* 节奏 (88)
- passionately [ˈpæʃənətli] *adv.* 激情地 (88)
- passion [ˈpæʃn] *n.* 激情
- addicted [əˈdɪktɪd] *adj.* 上瘾的;入迷的 (88)
- addict [ˈædɪkt] *n.* 上瘾
- addiction [əˈdɪkʃn] *n.* 瘾;嗜好
- oxygen [ˈɒksɪdʒən] *n.* 氧气 (90)

## II Words for Recognition

- a shape poem 形状诗 (87)
- circle-shaped 圆形的 (87)
- cookie [ˈkʊki] *n.* 饼干 (87)
- acrostic [əˈkrɒstɪk] *n.* 离合诗 (87)
- haiku [ˈhaɪkuː] *n.* 俳句;日本三行诗 (87)
- cinquain [sɪŋˈkeɪn] *n.* 五行诗 (87)
- limerick [ˈlɪməɪk] *n.* 五行幽默诗 (88)
- witty [ˈwɪti] *adj.* 聪明的 (88)

## III Phrases and Expressions

- belong to 属于 (87)
- in fact 事实上 (87)



be determined by 由……决定	(87)
the same as 与……相同	(87)
(stand) in one's way 阻碍	(87)
be rich in 在……方面很充分	(88)
mean to do 意图/打算做……	(88)
end with 以……结束	(88)
be in love with 爱上……	(88)
before long 不久;很快	(88)
be addicted (to sth.) 对……上瘾	(88)
come up with 想出	(88)

### Exploring & Using

dismiss [dɪs'mɪs] <i>vi.</i> 解雇;开除	(91)
battle ['bætl] <i>n.</i> 战争	(91)
adapt [ə'dæpt] <i>vt.</i> 适应	(91)
gym [dʒɪm] <i>n.</i> 体操	(92)
character ['kærəktə] <i>n.</i> 角色	(92)
military ['mɪlətri] <i>adj.</i> 军事的;军用的	
<i>n.</i> 军队;军人;武装力量	(93)
site [saɪt] <i>n.</i> 遗址;地点	(93)
prison ['prɪzn] <i>n.</i> 监狱	(94)

### Listening, Understanding & Communicating

dormitory ['dɔ:mətri] <i>n.</i> ( <i>informal</i> dorm) 宿舍	(95)
broken-winged 折断翅膀的	(95)
hold fast to 坚守;紧紧抓住	(95)
* a barren field 不毛之地	(95)
much more 更加;多得多	(95)
subway ['sʌbweɪ] <i>n.</i> 地铁	(95)

### Listening, Speaking & Writing

bury ['beri] <i>vt.</i> 埋葬	(96)
----------------------------	------

### Reading Further

#### I Words for Production

agriculture [ˈægrɪkʌltʃə] <i>n.</i> 农业	(97)
generous [ˈdʒenərəs] <i>adj.</i> 慷慨的;大方的	(97)
loss [lɒs] <i>n.</i> 损失;减少	(98)
request [rɪ'kwest] <i>vt.</i> 要求;请求	(98)
reunite [riːjuː'nait] <i>vi.</i> 重聚	(98)

#### II Words for Recognition

myth [mɪθ] <i>n.</i> 神话	(97)
goddess [ˈɡɒdes] <i>n.</i> 女神	(97)
god [ɡɒd] <i>n.</i> 神	
messenger [ˈmesɪndʒə] <i>n.</i> 送信者	(98)
pomegranate [ˈpɒmɪgrænt] <i>n.</i> 石榴	(98)

#### III Phrases and Expressions

plenty of 大量;许多	(97)
grow up 成长	(97)
catch the eye of 引起……的注意	(97)
fall in love at the very first sight of 对……一见钟情	(97)
no longer 不再	(98)
care for 照料;关心	(98)
from that time on 从那时起	(98)

## Challenging Yourself C

#### I Words for Production

guideline [ˈɡaɪdlaɪn] <i>n.</i> 指导方针	(101)
catch [kætʃ] <i>vt.</i> 感染上/传染上(疾病)	(102)
will [wɪl] <i>n.</i> 强烈的愿望;决心	(102)
woods [wʊdz] <i>n.</i> 林地;树林	(102)
masterpiece [ˈmɑːstəpiːs] <i>n.</i> 杰作	(102)
case [keɪs] <i>n.</i> 患者;病例;案件	(103)

#### II Words for Recognition

pneumonia [njuː'məʊniə] <i>n.</i> 肺炎	(102)
faint [feɪnt] <i>vi.</i> 昏迷;失去知觉	(102)
vine [vaɪn] <i>n.</i> 葡萄藤	(102)

#### III Phrases and Expressions

have a very poor chance of doing 做……没多大希望	(102)
only if 只要;只有	(102)
get interested in 对……感兴趣	(102)
look out 往外望	(102)
look out of 往……外望	(102)
(be) covered with 覆盖	(102)
pull up 向上拉;拉起	(103)



# Glossary

The following list of special words from the tips, directions and Grammar Link are helpful for your learning. They are arranged in alphabetic order and their Chinese meanings are given for your reference.

address	向……致辞	mutual	相互的
adverbial clause	状语从句	object clause	宾语从句
affix	词缀	organisation	结构
causative verb	使役动词	paraphrase	改述；释义
climax	（故事的）高潮	plural	复数；复数的
closing	结尾辞	quantifier	量词
comprehensively	全面地	questionnaire	调查问卷
concession	让步	quotation	引文；语录
connective	连接词	rehearsal	排演；练习
content	内容	replace	替换
contents	目录	rhyme	韵律
contraction	缩略语	rhythm	节奏
dash	破折号	sense verb	感官动词
debate	辩论	sequence	顺序；排序
diction	措辞	signature	签名；署名
excerpt	节选	simile	比喻；明喻
flow chart	流程图	singular	单数；单数的
hyphen	连字符	stylistic	文体的
initialism	首字母缩略词	suppose	假设
indicator	标志词	tone	语气；语调
manner	方式		

**P**

This image shows a single sheet of white paper with horizontal blue lines. Two vertical red lines are positioned near the left and right edges, creating margins. The paper has a slightly irregular, torn-edge appearance at the top and bottom.

## 后 记

根据教育部制订的《普通高中英语课程标准》(2017版)、由重庆大学出版社组织编写的普通高中教科书《英语》，得到了教育界诸多前辈、专家和学者的热情帮助和大力支持。在高中英语教科书出版之际，我们衷心感谢从教材修订工作伊始就一直支持我们的各位前辈、专家和学者，感谢各省市的高中英语教研员及一线教师，感谢所有对本套教材提出修改意见、提供帮助和支持的朋友们。

希望教师 and 同学们在使用本套教材的过程中与我们保持联系，及时反馈在使用中发现的问题，提出宝贵的意见和建议，以利我们更好地完善教材。

让我们携手同行，为我国高中英语教材建设做出积极的贡献。

联系方式：

电话：023-88617134

023-88617133

版权所有。未经许可，本书的任何部分不得以任何方式在世界任何地区以任何文字翻印、拷贝、仿制或转载。