



普通高中教科书

# ENGLISH

# 英语

必修

第二册



上海外语教育出版社

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Unit	Understanding	Discovering	
	Reading, Listening and Viewing	Vocabulary Focus	Grammar in Use
Unit 1 Nature  P2	<b>Reading A:</b> The Natural Garden (Fable) <b>Culture Link:</b> Chinese Wisdom: Harmony Between Humans and Nature	Antonyms	Relative clauses 1 – introduced by <i>who</i> , <i>whom</i> , <i>that</i> , <i>which</i> and <i>whose</i>
	<b>Reading B:</b> The Beauty of Nature (Essay)		
	<b>Listening:</b> What a Wonderful World (Song)		
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Unit 2 Animals  P18	<b>Reading A:</b> Zoos: Cruel or Caring? (Argumentative essay) <b>Reading strategy:</b> Using context clues to understand meaning	Synonyms	Relative clauses 2 – introduced by <i>when</i> , <i>where</i> , <i>why</i> and “preposition + <i>which</i> ”
	<b>Reading B:</b> Friends Reunited (Story)		
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Unit 3 Food  P34	<b>Reading A:</b> Dining in France: Culture Shock (Blog diary)	Hyponyms	-ing / -ed forms 1 – used as attributives
	<b>Reading B:</b> What Food Tells Us About Culture (Expository essay)		
	<b>Listening:</b> Dining Customs Around the World (Podcast)		
	<b>Viewing:</b> The Connection Between Food and Culture (Open course)		
	<b>Viewing strategy:</b> Recognising examples <b>Culture Link:</b> Dining Customs Around the World: Eating Utensils		
Unit 4 Sports  P50	<b>Reading A:</b> Open Love Letter to Basketball (Letter) <b>Reading strategy:</b> Summarising	Polysemy	-ing / -ed forms 2 – used as adverbials
	<b>Reading B:</b> Excerpt from <i>Bend It like Beckham</i> (Novel)		
	<b>Listening:</b> Leo's Wushu Dream (Interview)		
	<b>Viewing:</b> A Gold Medal Match (Sports commentary)		
	<b>Culture Link:</b> Traditional Chinese Sports		

# Map of the Book

Producing		Extending	
Speaking and Writing		Critical Thinking	Further Exploration
Describing a scene in a landscape painting or photo  <b>Speaking strategy:</b> Maintaining good posture and eye contact	Describing a scene in spatial order  <b>Writing strategy:</b> Writing in spatial order	Grouping information	Sharing stories about the efforts made to restore damaged nature
Discussing the pros and cons of feeding homeless cats  <b>Speaking strategy:</b> Contributing ideas to a discussion	Expressing your opinion on feeding homeless cats  <b>Writing strategy:</b> Using cohesive devices	Seeing things from a different perspective	Exploring animal establishments
Sharing culture shock stories of foreigners dining in China  <b>Speaking strategy:</b> Using hand gestures effectively while presenting	Giving advice about dining in China to foreign students  <b>Writing strategy:</b> Writing in topical order	Categorising information	Introducing food traditions of a particular culture
Conducting a sports interview  <b>Speaking strategy:</b> Asking for and giving clarification	Writing about your experiences with a sport  <b>Writing strategy:</b> Writing in chronological order	Analysing advantages and disadvantages	Promoting a sports game in school



# 致同学们

亲爱的同学们：

经过小学和初中阶段的学习，大家已经掌握了一定的英语语音、词汇、语法等知识，也具备了一定的英语应用能力。大家是否希望通过英语了解更多的世界文化？是否希望能够运用英语来介绍中国文化和社会生活呢？是否希望通过英语学习获得更多的知识和技能，进而提升自己的思维品质和综合素养？是否希望在课内外英语学习活动中提升自主学习的能力？

本套教材为同学们精心准备了题材丰富、风格多样的学习材料和形式活泼、寓教于乐的学习活动，让大家在学习英语的同时，领略博大精深的中华文化、绚烂多彩的世界文化、拓展全球视野。

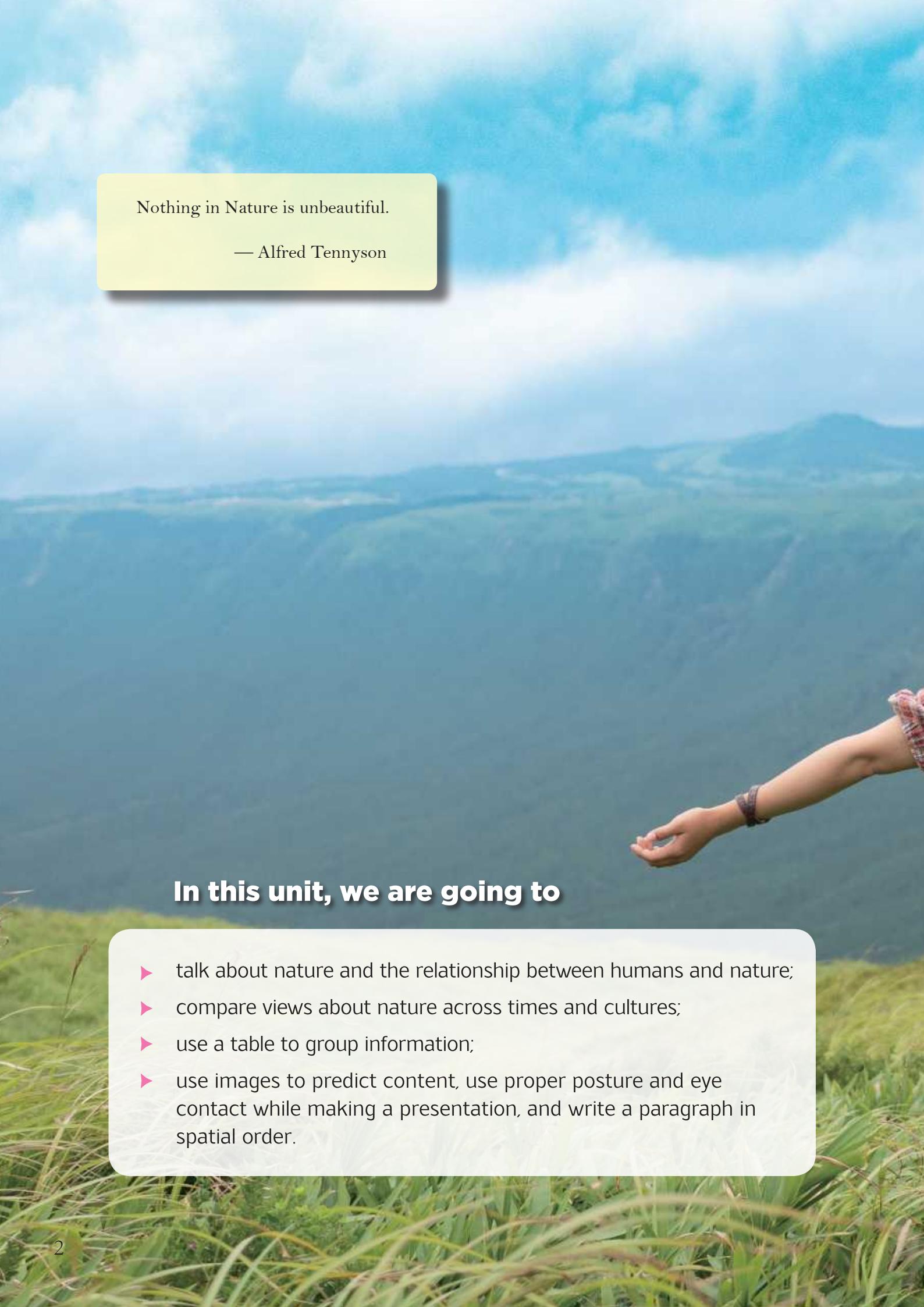
同学们，高中阶段英语学习的主要目的是全面提升语言能力。同时，通过英语学习获取更多的中外优秀文化知识，挖掘其承载的文化价值，提升跨文化交际意识和交流能力，训练思维的逻辑性、批判性和创造性。

本套教材共七册，其中前三册为必修阶段教材，后四册为选择性必修阶段教材。每册由四个单元组成。每个单元围绕人与自我、人与社会或人与自然三大主题展开，形成一个交际和学习活动相结合的有机整体。每个单元包括四大板块：理解（UNDERSTANDING）板块提供丰富的阅读、听力材料和视频片段；发现（DISCOVERING）板块包括词汇和语法知识，帮助同学们发现、掌握并学会使用规则，达到举一反三的效果；表达（PRODUCING）板块设计了听、说、读、看、写结合的综合活动，以帮助同学们提升用英语完成相关交际任务的能力；拓展（EXTENDING）板块包括思维训练（Critical Thinking）和项目探究（Further Exploration）两个部分，前者旨在帮助同学们训练逻辑思维和批判性思维的能力，后者指导同学们开展研究性学习、自主学习和合作学习。文化链接（Culture Link）为灵活板块，主要介绍与单元主题相关的世界文化或中国文化小百科知识。同学们还可以通过每单元最后的自我评价（Self-assessment）检测自己的学习成效，发现需要改进的地方后，制定相应的提升计划。

同学们，掌握一门外语意味着多一双看世界的眼睛，多一双听世界的耳朵，多一个探索世界的工具，也多一条传播中国文化的途径。学习外语需要大量的实践，需要持之以恒的努力。希望同学们在老师的指导下，把教材作为起跳板，充分调动你们已有的知识，探索未知的领域，“跃”向更广阔的世界。

编者

2020年5月

The background of the entire page is a photograph of a landscape featuring rolling green hills or mountains under a bright blue sky with wispy white clouds.

Nothing in Nature is unbeautiful.

— Alfred Tennyson

## In this unit, we are going to

- ▶ talk about nature and the relationship between humans and nature;
- ▶ compare views about nature across times and cultures;
- ▶ use a table to group information;
- ▶ use images to predict content, use proper posture and eye contact while making a presentation, and write a paragraph in spatial order.

# Unit

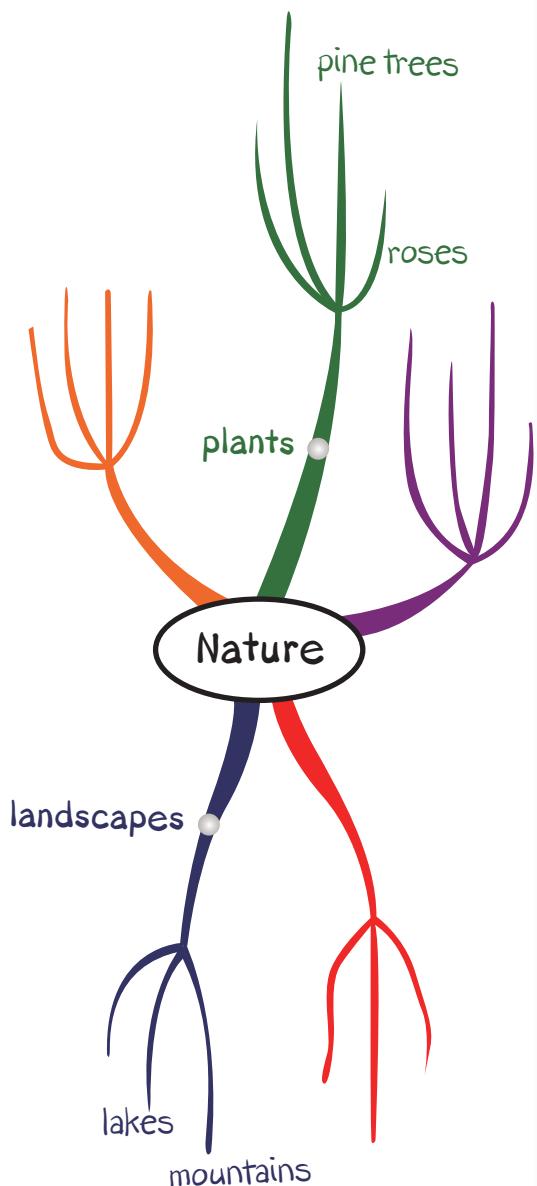
1

**Nature**



## Getting Started

- E** Discuss this question with your partner: when you think of nature, what first comes to mind? Note down what you like about nature in the mind map. Compare your notes with your partner's.



## Reading A

*Do you know that things in nature are connected? Read the text and find out how.*

### THE NATURAL GARDEN

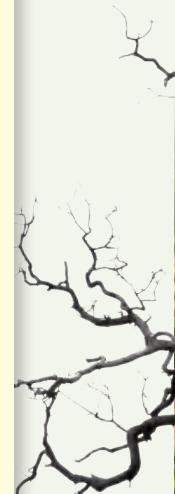
There once lived a king who had a palace with beautiful gardens. In those gardens lived thousands of creatures representing hundreds of different species.

5 It was a paradise.

There was only one thing that the king disliked — the remains of a huge tree standing in the middle of the gardens. It was withered and dry. So, he had it cut down  
10 and replaced with elaborate fountains.

Some time later, a wise nobleman visited the king. "Your Majesty, people have been singing the praises of the beauty of these gardens and the many creatures that  
15 live in them. But I've hardly seen a thing move — not one animal. I feel tricked!" whispered the nobleman. The king realised that the wise man was right! The animals had left and the gardens were empty. The  
20 king sent for his advisers. He offered a reward to anyone with a solution. He was presented with many theories and ideas. He tried them all, but nothing could restore the royal gardens to their former splendour.

25 Years later, long after many of the grounds' plants and flowers had also disappeared or withered, a young man showed up. He had an explanation. "There



just wasn't enough poo, Your Majesty.  
 30 Particularly, moth poo."

Everyone broke into laughter. The man was a fool. The guards were ready to throw him out, but the king stopped them. "I want to hear what  
 35 you have to say."

The man carefully explained how everything in a garden is connected. The bigger animals fed mainly on the brightly coloured birds, which ate  
 40 colourful worms, which in turn fed on the various plants and flowers native to that part of the world. These rare plants and flowers flourished amongst insects and other organisms as long  
 45 as there was enough moth poo. But how could a young man know so much about the royal gardens?

It turned out that before he was born, his father

50 had collected the old tree that the king ordered to be taken out. He re-planted it on their land. Every spring, thousands of moths came out of the tree and the beauty of the royal  
 55 gardens recreated itself there.

Now that the king knew what was wrong and how it could be fixed, he wanted his gardens back. But recreating the gardens, he later  
 60 found out, would take many years. Nature couldn't be rushed. It would take time for balance to be restored and the king would not live to see it. The king was full of regrets. He had  
 65 so carelessly destroyed the delicate balance of nature.

## Culture Link

### Chinese Wisdom: Harmony Between Humans and Nature

The core of Chinese culture is the pursuit of humans' harmonious unity with nature. Such values are expressed in our lifestyles by the word *du* (literally "degree" or "limit"). It represents the wisdom of the Chinese in life and in human interaction with the environment. In many Chinese landscape paintings, waterfalls and mountain peaks make up much of the painting while humans often have a place. They are participants in the natural scene, but they do not dominate it.

#### ● Personal Touch



Who do you think is the wisest man in the story? Why?

# Digging In

## ● Comprehension

### I. Put the sentences in the right order according to the story.

- |   |
|---|
| The king was full of regrets. He wanted to restore the beauty of his gardens, but it would take many years. |
| The king had the tree — the only thing that he disliked in the gardens — cut down.                          |
| The king realised that there were no more living creatures in his gardens.                                  |
| A young man came with an explanation and a solution.  |
| The king sent for advisers, but none of them was able to explain the mystery.                               |
| The king had gardens as beautiful as paradise.  |

### II. Answer the questions.

1. Why did the king order his men to cut down the huge tree in his gardens?
2. What was soon missing from the king's gardens? What had caused the problem?
3. How long did it probably take for the beauty of the gardens to be recreated on the young man's property?
4. What does the sentence "Nature couldn't be rushed" (line 61) mean? Explain it in your own words.
5. What lesson have you learned from the story?

### III. Make your own dialogue.

The king is now about to ask his men to cut down the old tree in his gardens. Suppose you are one of the advisers to the king and you know how everything in the gardens is connected. You want to persuade the king to give up his plan. Work with a partner and make your own dialogue, and then act it out. You can start like this:

**The king:** The old tree is withered and dry. What's the point of leaving it in my royal gardens? It's completely out of place!

**The adviser:** Your Majesty! Allow me to ...

**The king:**

## ● Vocabulary Focus

### I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the passage.

show up  
represent

break into  
balance

former  
destroy

explanation  
replace

send for  
in turn

I am the tree who used to live in the king's gardens. Every spring thousands of moths came out of me. The moths attracted birds, which **1** \_\_\_\_\_ provided food for bigger animals. Gradually, the gardens were filled with life and colour. The king was very proud of his gardens, in which thousands of creatures **2** \_\_\_\_\_ hundreds of species now lived. They turned the gardens into a paradise that everyone enjoyed. I was old, withered and dry, and it turned out that I was the only thing in the gardens that the king disliked. Then one day the king **3** \_\_\_\_\_ and decided he could stand me no more. He had me cut down and **4** \_\_\_\_\_ with elaborate fountains. But to his surprise, all the animals living in the gardens were gone in time. The king **5** \_\_\_\_\_ advisers, but none of them came up with a solution.

Many years passed before a young man presented himself to the king. Though everyone else **6** \_\_\_\_\_ laughter when he pointed out that it was the "moth poo" that played a key role in keeping life balanced and healthy in the gardens, the king took his **7** \_\_\_\_\_ seriously.

The king wanted to recreate the **8** \_\_\_\_\_ beauty of his gardens. However, it would take many years to restore the **9** \_\_\_\_\_ of nature, for I was delicate — easy to **10** \_\_\_\_\_ and so was the balance of nature!



### II. Word Meaning: Antonyms

- What does the word **in bold** mean? Guess its meaning with the help of the underlined word.

People have different views about how we treat natural resources. Some people believe that wild forests should be **preserved**. Others think that wild forests are there to be used as much as possible to keep the economy running.

An **antonym** is a word that is opposite in meaning to another word. For example, *active* is an antonym of *passive*. Here are more examples.

- Danny's father said the map was simple, but when Danny looked at it, he saw it was actually quite **complex**.
- Although this plant is familiar to people in Europe, it is **unknown** to the rest of the world.



2. Complete the sentences with the antonyms of the underlined words.

- (1) The king liked his beautiful gardens, but \_\_\_\_\_ the remains of an old tree standing in the middle.
- (2) After many attempts, the king still failed to restore his gardens to their former splendour. It seemed that only the young man could \_\_\_\_\_ in doing so.
- (3) These trees flourish particularly well in a warm and wet climate, but \_\_\_\_\_ in dry conditions.
- (4) Nature is fair. She \_\_\_\_\_ those who break her laws but rewards those who observe them.

3. Read the passage and fill in each blank with an antonym of a word from the box.

create      with      similar      ~~poorly~~      benefit      hate      certain      appear

An environment works (1) well with a wide variety of species. Here's an example: green sea turtles (2) \_\_\_\_\_ eating sea grass — but they can't hang out in one spot for too long because tiger sharks in the area hunt for sea turtles. (3) \_\_\_\_\_ tiger sharks, sea turtles would eat all the best sea grass, (4) \_\_\_\_\_ the home for all the other animals that depend on it. If one species — turtles, sharks, or sea grass — (5) \_\_\_\_\_, other plants and animals that are connected to that species could become extinct too. Losing just one species can (6) \_\_\_\_\_ many others.

There are possibly billions of (7) \_\_\_\_\_ species of plants, animals, bacteria and other living things throughout the world — but we've only documented about two million of them. Many of these known and unknown species have (8) \_\_\_\_\_ futures, however.

We can help keep the Earth safe and the whole ecosystem healthy by working to preserve all of its components.



## ● Grammar in Use

### Relative clauses 1 — introduced by **who**, **whom**, **that**, **which** and **whose**

#### I. Study the sentences and find out how they are combined.

1. There once lived a king **who** had a palace with beautiful gardens. (=There once lived a king. The king had a palace with beautiful gardens.)
2. People sang the praises of the beauty of these gardens and the many creatures **that** lived in them. (=People sang the praises of the beauty of these gardens and the many creatures there. Those creatures all lived in the gardens.)
3. The old tree **which** the king ordered to be cut down had actually been collected by the young man's father. (=The king ordered that the old tree be cut down. The old tree had actually been collected by the young man's father.)

## Grammar Highlights

A relative clause gives more information about someone or something referred to in a main clause. Some relative clauses (defining relative clauses) are used to specify which person or thing we mean, or which type of person or thing we mean. Relative clauses begin with a relative pronoun, such as *who*, *whom*, *that*, *which* or *whose*. For example:

- *Several athletes whom the reporter spoke to complained about the smog hanging over the city.*
- *The king offered a reward to anyone whose solution would be effective.*

When we use a defining relative clause, the relative pronoun can be the subject or the object of the clause. For example:

- *Rockall is a small island which/that lies west of Scotland.*
- *He showed me the rocks (which/that) he had brought back from Australia.*

When the relative word is the object of the clause, it can be omitted. For example:

- *We went to a garden (which/that) Jane had recommended to us.*



### II. Connect the sentences using a relative pronoun, as in the example. Use “–” to indicate where a relative pronoun is not necessary.

#### EXAMPLE

Most of the forests have now been destroyed. (They once covered this area.)  
Most of the forests that/which once covered this area have now been destroyed.

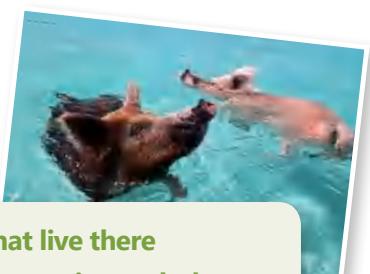
1. He took me to see the old garden bridge. (He is rebuilding it.)
2. Sea lions are intelligent animals. (They can be trained to monitor and report on underwater conditions.)
3. People have to pay for their actions or clean up. (They create air, water and waste pollution.)
4. We are going to interview people. (Their job is to study humans' impact on our planet.)

### III. Complete the passage with appropriate relative clauses from the options given on the right.

Do pigs swim? Anyone 1 \_\_\_\_\_ can answer this question. The island has attracted international media attention because of the swimming pigs 2 \_\_\_\_\_. No one knows for sure how these pigs first got to the island. Some say they were left by a group of sailors 3 \_\_\_\_\_.

Pig Beach has become a popular tourist attraction. Those who want to take a break from their busy lives can swim with pigs 4 \_\_\_\_\_. Because the pigs have got used to being fed by tourists, they swim out to meet the boats 5 \_\_\_\_\_.

People 6 \_\_\_\_\_ can not only get a selfie with the swimming pigs, but also enjoy a boat trip along the attractive coastlines, and discover its endless natural beauty.



- A. **that live there**
- B. **that arrive each day**
- C. **who come to the island**
- D. **whose life is easy and relaxed**
- E. **who planned to come back and cook them**
- F. **who has visited the tiny island of Big Major Cay**

# Listening and Viewing



## What a Wonderful World (Song)

- I. Make a list of things in nature that are favourite subjects of singers. Sing a few lines that contain one or more of the things in your list to your partner.
- II. Listen to the song “What a Wonderful World” and answer the question.  
What message does this song convey?
- III. Listen to David Attenborough reading the lyrics of this song. While you listen, complete the lyrics using no more than three words for each blank.

I see trees of green, red roses too  
I see them bloom, for 1 \_\_\_\_\_  
And I think to myself  
What a wonderful world

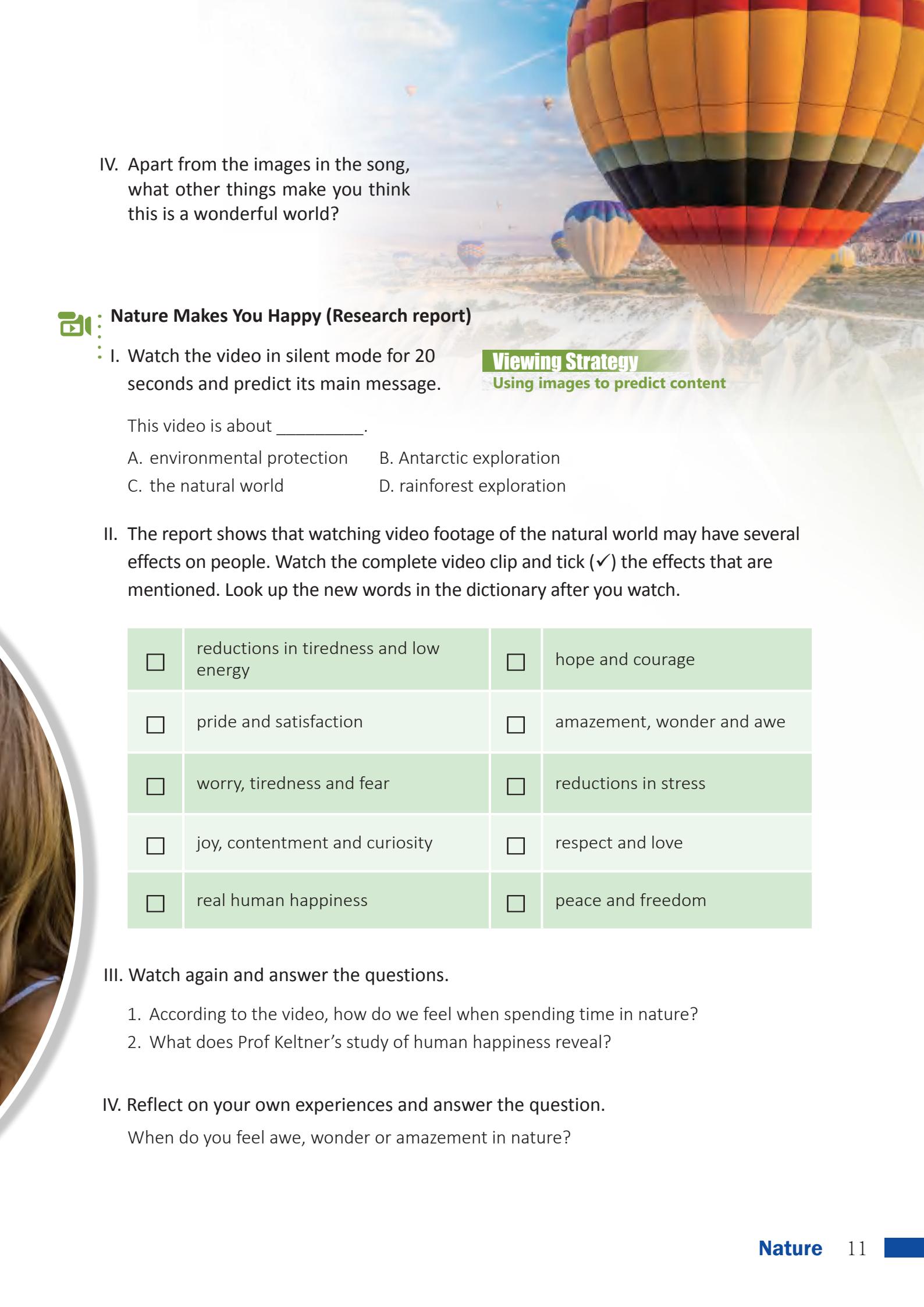


I see skies of blue (and) 2 \_\_\_\_\_  
(The) bright blessed days, (the) dark sacred 3 \_\_\_\_\_  
And I think to myself  
What a wonderful world

The colours of the 4 \_\_\_\_\_  
So pretty in the sky  
Are also 5 \_\_\_\_\_  
Of people going by  
I see friends 6 \_\_\_\_\_, saying *how do you do*  
They're really saying, 7 \_\_\_\_\_

I hear babies cry, I watch them 8 \_\_\_\_\_  
They'll learn much more  
Than I'll ever know  
And I think to myself  
What a wonderful world  
(Quite simply wonderful)  
(Yes, I think to myself  
What a wonderful world)



- 
- IV. Apart from the images in the song, what other things make you think this is a wonderful world?

#### Nature Makes You Happy (Research report)

- I. Watch the video in silent mode for 20 seconds and predict its main message.

##### Viewing Strategy

Using images to predict content

This video is about \_\_\_\_\_.

- A. environmental protection      B. Antarctic exploration  
C. the natural world               D. rainforest exploration

- II. The report shows that watching video footage of the natural world may have several effects on people. Watch the complete video clip and tick (✓) the effects that are mentioned. Look up the new words in the dictionary after you watch.

<input type="checkbox"/>	reductions in tiredness and low energy	<input type="checkbox"/>	hope and courage
<input type="checkbox"/>	pride and satisfaction	<input type="checkbox"/>	amazement, wonder and awe
<input type="checkbox"/>	worry, tiredness and fear	<input type="checkbox"/>	reductions in stress
<input type="checkbox"/>	joy, contentment and curiosity	<input type="checkbox"/>	respect and love
<input type="checkbox"/>	real human happiness	<input type="checkbox"/>	peace and freedom

- III. Watch again and answer the questions.

1. According to the video, how do we feel when spending time in nature?
2. What does Prof Keltner's study of human happiness reveal?

- IV. Reflect on your own experiences and answer the question.

When do you feel awe, wonder or amazement in nature?

# Moving Forward

## Landscape Painting: What's in the Picture?



- I. Speaking: Describing a scene in a landscape painting or photo

A collection of landscape paintings and photos will be shown at the International Art Festival of your school. You are one of the volunteers and will introduce and describe pieces of artwork to the visitors: your schoolmates and some exchange students from other countries.



Below is one of the paintings on display. Prepare your description by following the steps.



**Step 1** Work with a partner and talk about what you see in the painting. Try to find as many details as possible. Make a list of the details that you want to include in your description. Rank them from the most impressive to the least.

**Step 2** Talk with your partner about what you see from different angles, e.g. from left to right and from top to bottom. Decide on the order in which the details will be presented.

**Step 3** Practise your description with your partner. While you describe the painting, use some of the prepositions of place.

Prepositions of Place			
above	next to	near	in front of
below	behind	here	in the foreground/background
across	on the top of	opposite	in the distance
through	to the side of	against	on a lower level
beside	far to (the left side)	between	on the left/right

**Step 4** Suppose your classmates are the visitors. Describe the painting in class. Maintain good posture and eye contact with your classmates while presenting.

### Speaking Strategy

#### Maintaining good posture and eye contact

- During a presentation, you can maintain good posture by standing upright and facing the audience.
- Make sure you look people in the eye and break eye contact with each person every 2 – 5 seconds.



## II. Writing: Describing a scene in spatial order

- Find a landscape painting or photo that you are very fond of. Write a paragraph to describe it in spatial order.

**Step 1** Reflect on the scene in the painting or photo, and write down the most important details that you are going to describe.

**Step 2** Decide on the angle from which you want the viewer to observe this scene. Take the following description as an example.



### EXAMPLE

A stream is flowing **from the left to the far right in front of us through** the grassland. **In the water** are the reflections of the clouds and the sky. **At our feet**, wild flowers grow **on the bank**. **On the other side of the bank on the far right**, some trees grow tall and strong. **Further in the distance on our left** stands a beautiful palace. The sun is setting **beside** the palace and casting a magnificent glow on the masses of clouds **above in the sky**. All these elements combine to present a lovely view of nature at dusk.

**Step 3** Write your description in spatial order in 70 – 90 words.



### Writing Strategy

#### Writing in spatial order

Spatial order is a method of organisation in which details are presented as they are (or were) located in space — e.g. from left to right or from top to bottom. Spatial order provides the angle from which readers observe the details.

## Reading B

# THE BEAUTY OF NATURE

I sometimes stare at the sky and wonder why we have made such a mess of things. I wonder why we tear up the seas and use up the trees all in the name of progress. It is such a tragedy that we are damaging things so fast and they will soon be way beyond repair.

It is sad to think future generations will not have the natural things to enjoy as we have had, and that they will be paupers when it comes to the offerings of the natural world.

But preserving nature is one thing, appreciating it is quite another. There is so much beauty all around us to see, touch and hear. Nature is miraculous because it is always changing. No matter how many times you look at something, you can always find something different.

Nature can set a sky aflame at sunset or magically transform a familiar landscape into a snow-white wonderland. It can paint a rainbow in the sky, paint beautiful autumn colours on trees, or paint a clump of daffodils in the grass with a glow of soft sunlight.

Nature brings beauty into our lives. Nature has a way of affecting our moods and it can force us to change our plans.

Nature is responsible for the sun, clouds, rain and snow. When it is sunny and bright outside, we feel cheerful inside. When it is cloudy and rainy, we often feel gloomy. When there is a beautiful starry night, the moonlight makes us feel romantic.

When we see the leaves budding on a tree or when a timid flower pushes through the frozen ground, or when we smell the freshness of spring, new hope will always come to us. Nature is truly an intrinsic part of our lives.

When we wake and see a sunrise, when we walk and feel a breeze, when we gaze at the mountains and the splendour of the seas, when we see the earth renew its beauty at each season of the year and when the stars shine at night, we should be thankful to nature for giving us all these wonderful and miraculous things. Learning to become more aware of nature can truly have a positive effect on our lives in the way we look at things and in the way we feel about ourselves.

### ● Comprehension Plus

- I. Form pictures in your mind while you read the text, and then describe them in your own words.
- II. The author uses details to describe the beauty of nature. For example, “a sky aflame at sunset” (line 20). Identify more examples in the text.
- III. Answer the questions.
  1. What might be the reasons why future generations “will be paupers when it comes to the offerings of the natural world” (lines 10 – 12)?
  2. Do you think the author is calling on us to preserve nature or to appreciate nature? Why?

## Critical Thinking

### Grouping information

- I. Use the table to group the things we have learned about nature in this unit. Reflect on how things in nature usually make us feel. Then add words we can use to describe our feelings in the third column. Some examples have been given.

	Things in nature	How they may make us feel
Plants	leaves budding on a tree	hope / hopeful
Animals and other creatures		
Natural landscapes		
Natural phenomena		

- II. Think of some poems or songs about nature. What feelings do you think they express? Put your ideas in a table, as in the example below.

Things in nature	Poem/Song	Feeling(s) expressed
birds; storm; blossoms	<b>A Spring Morning</b> I awake light-hearted this morning of spring, Everywhere round me the singing of birds — But now I remember the night, the storm, And I wonder how many blossoms were broken.	regret for spring's departure

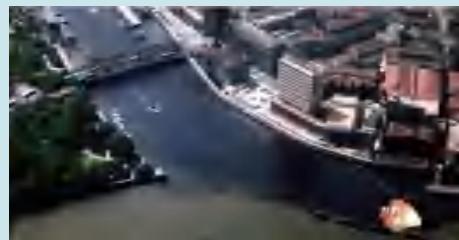
## Further Exploration

### Sharing stories about the efforts made to restore damaged nature

Like the king in “The Natural Garden,” people often destroy the environment before they realise it is too late. What can be done to restore nature to its original state? Work in groups and find an example of where this has been done, and tell the story to your classmates using pictures to show the contrast.

- Step 1** Find a natural place/spot that was once damaged but is now restored or being restored. Search for pictures of its past and present.
- Step 2** Find out what efforts have been made to restore the damaged natural place/spot. Write a story about it.
- Step 3** Present your story to your classmates and use pictures to assist your presentation. An example slide is given.

#### Bringing Back a Clean Suzhou Creek



— 1980s: Disappearance of fish and shrimp due to heavy pollution



— 1993 – 2008: Three major projects to clean up the creek



— Today: Fish and shrimp back in the creek; improved quality of life for residents



## Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.

- A. Understanding and explaining the connections between things in nature and the importance of the balance of nature
- B. Describing a scene in a landscape painting or a photo
- C. Understanding and describing the feelings expressed in a song or a poem
- D. Comparing people's attitudes towards nature
- E. Using a table to group information
- F. Predicting content based on images acquired while watching a video silently
- G. Maintaining good posture and eye contact with my audience in a presentation
- H. Writing a descriptive paragraph in spatial order

**Which of the above have you done well? Why and how?**

**Which of the above do you still find difficult? Why?**

**What do you plan to do if you find something difficult?**



Besides love and sympathy, animals exhibit other qualities connected with the social instincts which in us would be called moral.

— Charles Darwin

## In this unit, we are going to

- ▶ talk about animals and the relationship between humans and animals;
- ▶ discover the differences and similarities in people's attitudes towards animals in different cultures;
- ▶ see things from a different perspective;
- ▶ use context clues to understand meaning, contribute ideas to a discussion, and use cohesive devices in writing.

A photograph of a young woman with long brown hair, smiling and petting a white horse. She is wearing a dark plaid shirt and jeans. The background is a blurred outdoor setting.

# Unit 2

**Animals**

## Reading A

### Getting Started

- E Look at the pictures. Where do these animals live? How do they probably feel?



*Zoos are found in almost every big city in the world. Do you think they are suitable homes for animals? Read the text and decide whether you agree or disagree with the author.*

### ZOOS: CRUEL OR CARING?

Last weekend I visited a zoo with a friend. When we were there, we debated whether or not zoos were a good thing. When I was little, I loved going to zoos. Now, at the age of 20, I still enjoy visiting them. However, I am aware that there are lots of people who don't support these establishments.

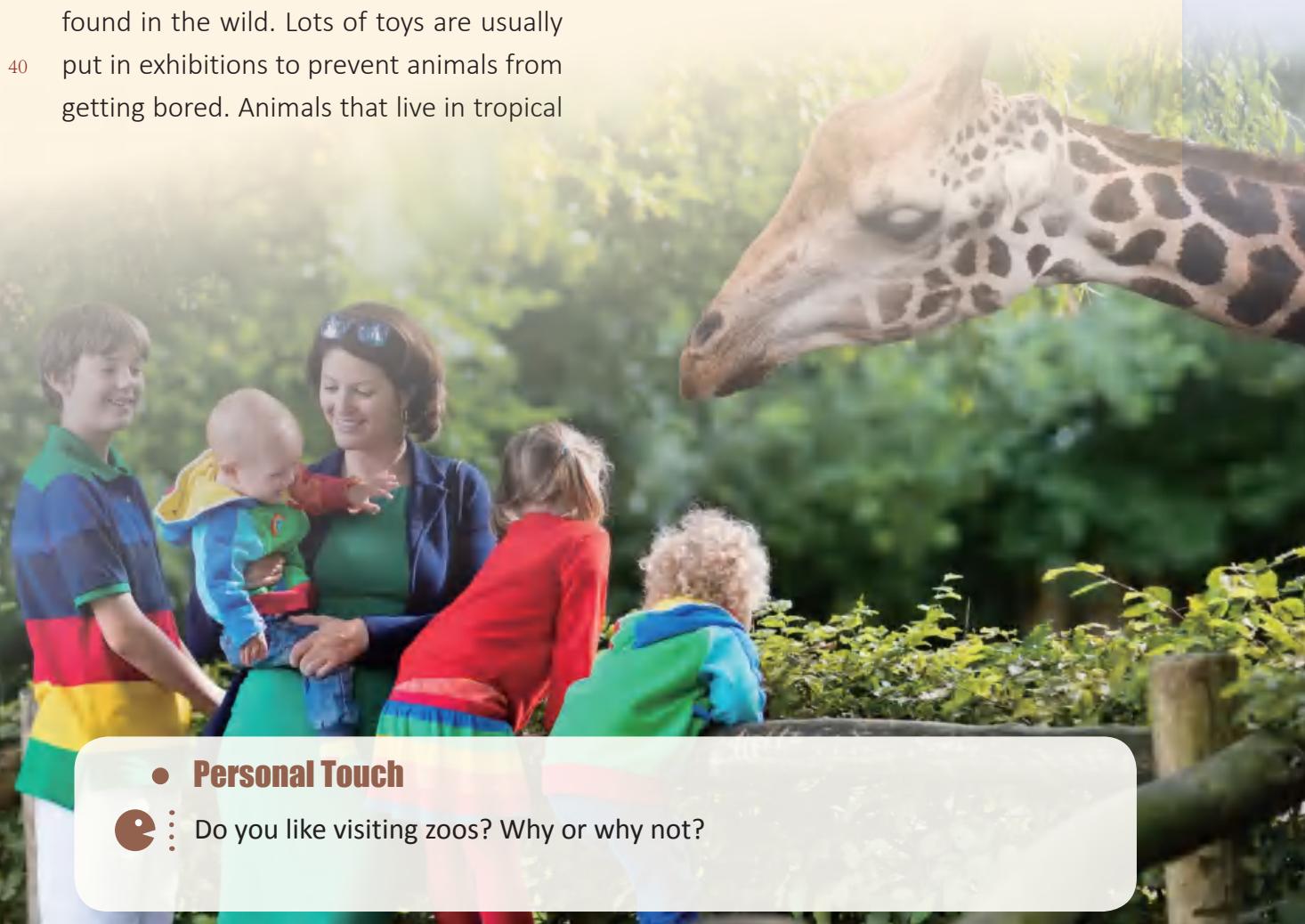
Animal welfare is a growing concern in today's society. There are many people who believe that zoos are cruel. They argue that it is cruel to remove animals from their natural habitats and keep them in cages. An animal kept in a zoo will lead a life different from an animal that lives in the wild. For example, animals in zoos don't have to hunt for food. Additionally, some animals become unhappy in zoos because there isn't enough space. Zoos exhibit animals from places all over the world and animals must therefore adjust to different climates and seasons, depending on the location of the zoo in relation to where they come from.

For human visitors, however, a trip to the zoo can be an educational experience.

<sup>25</sup> When students learn about endangered species and are able to see them in a zoo, they are more likely to support projects designed to save these animals from extinction. Zoos are involved in many conservation projects: supporting zoos provides essential funding for these projects. Due to threats such as illegal hunting, there are many species which would be extinct if they weren't kept in zoos. Moreover, many zoos attempt to replicate an animal's natural habitat: a range of materials is used to create a space that is similar to what would be found in the wild. Lots of toys are usually put in exhibitions to prevent animals from getting bored. Animals that live in tropical

countries are typically housed indoors in heated tanks which are kept at a temperature similar to that of their natural habitat.

<sup>45</sup> Every zoo has a slightly different approach to animal care and welfare, but overall I think zoos are a good thing. Seeing animals in their natural habitat isn't always possible and I think zoos offer a good alternative. A trip to the zoo is both educational and fun — I'll definitely continue to visit zoos!



### • Personal Touch



Do you like visiting zoos? Why or why not?

# Digging In

## ● Comprehension

### I. Answer the questions.

1. Why do many people think that zoos are cruel?
2. Why can a trip to the zoo be an educational experience?
3. What is the author's attitude towards zoos?

### II. Read the sentences. Guess the meaning of each underlined word by circling the context clues, and then put it in the blank.

#### Reading Strategy

Using context clues to understand meaning

#### EXAMPLE

When I was little, I loved going to zoos. Now, at the age of 20, I still enjoy visiting them. However, I am aware that there are lots of people who don't support these establishments.

Meaning of "establishment": a place or type of organisation

1. When students learn about endangered species and are able to see them in a zoo, they are more likely to support projects designed to save these animals from extinction.

Meaning of "extinction":

2. Moreover, many zoos attempt to replicate an animal's natural habitat: a range of materials is used to create a space that is similar to what would be found in the wild.

Meaning of "replicate":

3. Animals that live in tropical countries are typically housed indoors in heated tanks which are kept at a temperature similar to that of their natural habitat.

Meaning of "tropical":

### III. Complete the table by making inferences about the author's opinions towards zoos based on the given details. Then answer the questions that follow.

Detail	Opinion	
Animals in zoos don't have to hunt for food.	<i>An animal kept in a zoo will lead a life different from an animal that lives in the wild.</i>	Negative
There isn't enough space.		
Students are more likely to support animal protection projects.		Positive
Tropical animals typically live in heated tanks.		

#### Questions:

What is your attitude towards zoos? Apart from what the author has mentioned, what other information can be used to support your opinion?

## ● Vocabulary Focus

### I. Key Vocabulary

Rewrite the sentences by using the words or phrases given in the brackets. Parts of the sentences are given.

#### EXAMPLE

Some scientists believe that dinosaurs became extinct millions of years ago due to climate change. (extinction)

→ Some scientists believe that the extinction of dinosaurs millions of years ago occurred due to climate change.

1. The World Wildlife Fund produces public service ads to raise awareness of animals in danger. (aware)  
→ The World Wildlife Fund produces public service ads to help people \_\_\_\_\_.
2. The work of the group of volunteers includes finding homes for homeless animals and the prevention of cruelty to animals. (prevent)  
→ The group of volunteers work to find homes for homeless animals and \_\_\_\_\_.
3. The palace was first built as a mulberry garden by the king in an attempt to grow silkworms. (attempt, v.)  
→ The king \_\_\_\_\_.
4. Scientists studied wild dog groups in Africa. They noticed that if the dogs sneezed more, the likelihood of the group going hunting would increase. (be likely to)  
→ Scientists studied wild dog groups in Africa. They noticed that if the dogs sneezed more, the group \_\_\_\_\_.
5. The World Wildlife Fund is especially concerned with climate and landscape changes and the effect on wildlife. (concern, n.)  
→ Climate and landscape changes and the effect on wildlife is \_\_\_\_\_.

### II. Word Meaning: Synonyms

1. Do the underlined words in sentences A and B have similar or opposite meanings?

#### Group 1

- A. When I was little, I loved going to zoos.
- B. Now, at the age of 20, I still enjoy visiting them.

#### Group 2

- A. Additionally, some animals become unhappy in zoos because there isn't enough space.
- B. Moreover, many zoos attempt to replicate an animal's natural habitat.

A synonym is a word or phrase that has a similar meaning to another word or phrase. We use synonyms to make our writing more interesting. Words from any part of speech (e.g. nouns, verbs, adjectives, adverbs or prepositions) can have synonyms. For example:

- *amazing, surprising, unbelievable, wonderful* (adjectives)
- *car, auto, automobile, motorcar* (nouns)
- *participate, take part, join* (verbs)
- *quickly, fast, rapidly* (adverbs)
- *on, upon* (prepositions)

When replacing a word with its synonym, make sure the meaning of the sentence in the specific context is maintained.



2. Match each word with the sentence containing its synonym.

- |               |   |
|---------------|---|
| (1) attempt   | A. Because of its difficult financial situation, it is likely that the zoo will need to close for a period of time. |
| (2) possible  | B. White-beaked dolphins are social animals, most commonly found in groups of fewer than ten.                       |
| (3) typically | C. A few zoo animals tried to escape.   |

3. Read the passage and replace the underlined words with their synonyms. Make sure the meanings of the sentences are maintained to the greatest extent. Note that there might be slight differences between some synonyms.



Cats (1) leap (*jump*) through hoops of fire. Horses dance in a circle. Trained monkeys perform alongside clowns. To the audience, it's a wonder; to others, a disturbing scene. To the trainer, it's the end result of a hard "education" that (2) began ( ) when the animals were young.

It starts with one small, simple lesson. A young tiger, (3) for instance ( ), is taught to make a very short leap. A meat treat and words of praise follow. These are known as positive rewards — good things that happen when an animal does what it is (4) asked ( ) to do. The next time the tiger is encouraged to make a longer leap. Gradually the leaps become even longer and higher. (5) Soon ( ) the trainer is demanding that the tiger jump through a hoop.

Of course, there are always problems along the way. The tiger may refuse to move or decide to jump around the hoop (6) instead of ( ) through it. When this happens, the animal receives (7) a few ( ) sharp taps with a stick as punishment. Training can take years. But sooner or later most tigers do what they are told. Their performance only looks easy and natural on the circus stage.

## ● Grammar in Use

### Relative clauses 2 — introduced by **when**, **where**, **why** and “preposition + **which**”

#### I. Study the sentences and find out how they are combined.

1. Last weekend I visited a zoo **where (in which)** I had a discussion with one of my friends about whether or not zoos are a good thing. (=Last weekend I visited a zoo. In the zoo, I had a discussion with one of my friends about whether or not zoos are a good thing.)
2. The best time to go on safari in South Africa is the dry season **when (in / during which)** animals gather around rivers. (=The best time to go on safari in South Africa is the dry season. In / During the dry season, animals gather around rivers.)
3. Having the chance to see all kinds of animals from different parts of the world is the reason **why (for which)** I think zoos are educational and fun. (=Having the chance to see all kinds of animals from different parts of the world is the reason. For this reason I think zoos are educational and fun.)

## Grammar Highlights

The relative adverbs *when*, *where* and *why* can also be used to introduce a relative clause. They act as an adverb in the relative clause to refer to a time, place or reason, and are often used instead of the more formal structure of “preposition + which.” For example:

- *Summer is the season when (in / during which) the common seal gives birth to its babies along the Irish coastline.*
- *We'll visit an animal rescue centre where (in which) homeless or injured animals can be taken care of before suitable homes are found for them.*
- *Scientists have finally figured out the reason why (for which) penguins lost the ability to fly.*



## II. Complete the conversations about animals with the help of the hints in brackets.

### Conversation 1



- A: Is that a koala in the photo?  
B: Yes. It was taken in a wildlife park last summer \_\_\_\_\_ (visit, Australia).  
A: I've heard that koalas are only found in Australia. Do you know why?  
B: As far as I know, they only feed on the leaves of certain trees and Australia is the only place \_\_\_\_\_ (these trees, grow).  
A: I see. No wonder I've never seen a koala in our city zoo.

B: You know, the chance to come face to face with Australian wildlife, such as koalas and kangaroos, is a powerful reason \_\_\_\_\_ (many tourists, travel in Australia).

### Conversation 2



- A: Do animals sleep like humans?  
B: Yes, they do. We humans may need up to eight hours of sleep a night to keep our brains functioning, while animals require more or less rest. Bats, for example, sleep 20 hours a day while giraffes sleep less than two. But keeping their brains in order is not the only reason \_\_\_\_\_ (animals, sleep). Some animals such as bears and turtles go into hibernation for several months in order to survive difficult seasons. Different species have their own sleeping patterns.  
A: What is hibernation?  
B: It is an extremely deep sleep. Before hibernation, animals feed heavily during the few months \_\_\_\_\_ (food, plentiful) and build up fat, and then go to sleep and live off their fat reserves throughout the cold season \_\_\_\_\_ (weather, freezing, food, limited).

# Listening and Viewing



## I'm a Real Animal Lover (Radio programme)

- I. What do typical animal lovers do? Brainstorm their activities.
- II. Listen to the radio programme. While you listen, match the speaker's activities with his particular period of life. Note that there is one extra choice.

### Life period

- 1 when he was a child
- 2 when he was older
- 3 now

### Activity

- A. raising a pet
- B. observing wild animals
- C. reading books on animals
- D. watching animal documentaries
- E. visiting the zoo
- F. going to the museum
- G. going on a safari
- H. watching zoo animals

- III. Listen again and complete the answers to the questions.

1. What are the speaker's concerns about animals?

The speaker is worried about \_\_\_\_\_. Some of his favourite animals \_\_\_\_\_.

2. According to the speaker, what should we do to solve the problem?

We really need to \_\_\_\_\_ so that \_\_\_\_\_.

- IV. What do you think we can do to solve the problem mentioned by the speaker?

Discuss with your partner(s).



## Animal Heroes (Documentary clip)

- I. Make a list of reasons why an animal might be called a hero. Compare your list with your partner's.
- II. Watch the video clips and complete the table with the information about two animal heroes.

Who	1	named Salty
What does the hero look like	2	
When	11 Sept. 2001	
Where	3	
What happened	As Tower One of the World Trade Centre began collapsing around them, Salty 4 and a friend down 70 flights of stairs to safety. Later, Salty and her owner received 5 and she was also given 6 .	

Who	a cat named 7
What does the hero look like	8
Where	her owner's home
What happened	The cat was 9 when her owner's house began filling up with carbon monoxide (CO). She started meowing loudly and scratching objects to get her owner to 10 . Finally, her actions saved her owner's life.

III. Work in pairs. Each student retells one of the stories based on their notes.

IV. Work in groups. Share with your classmates stories you know about animal heroes.

### Culture Link

#### Views About Animals in Different Cultures

In some countries, like the US and the UK, dogs are loved and considered a great pet to have at home and with the family. In some other cultures, such as in Saudi Arabia and Iran, dogs may be viewed as dirty or dangerous.

In India, cows are greatly respected and honoured, while in some other countries, cows are treated as a source of meat.

## Moving Forward



### Feeding Homeless Cats: Helping or Hurting?

- I. **Speaking:** Discussing the pros and cons of feeding homeless cats
  - Students at Lan Shan School have recently found some homeless cats hanging around the campus. Some students feed the cats every day while others have begun to show their concerns.

**Step 1** Read the conversation below and decide whose opinion is closer to your own.

Sally, look at the cat. How cute! It's really sad to see it out there with nowhere else to go. I'll bring some food for it this afternoon.

Poor little kitty! I love animals, Jenny, but I'm concerned that it will bring a lot of problems.



**Step 2** Discuss in groups. Listen to each other's opinions and make brief notes. Before you begin, read the tips below about contributing ideas.

#### Speaking Strategy

##### Contributing ideas to a discussion

###### Useful tips:

1. Try your best to be original, i.e., don't repeat what others have said without adding something new.
2. When your thought builds on another person's idea, quickly summarise their point before you begin yours.
3. Ask questions when necessary.
4. Try to put forward your idea in a clear way.
5. Always keep your opinions focused on the subject of your discussion.

## II. Writing: Expressing your opinion on feeding homeless cats

- **Step 1** Review your discussion by looking at the notes you've taken on the pros and cons of feeding homeless cats on campus.
- **Step 2** Group your notes into two categories that are either for or against feeding homeless cats on campus. List both the statements and the supporting details.
- **Step 3** Read a model essay, like "Zoos: Cruel or Caring?" Study how ideas are linked and how the different parts of it fit together.

For human visitors, however, a trip to the zoo can be an educational experience.  
When students learn about endangered species and are able to see them in a zoo, they are more likely to support projects designed to save these animals from extinction. Zoos are involved in many conservation projects: supporting zoos provides essential funding for these projects. Due to threats such as illegal hunting, there are many species which would be extinct if they weren't kept in zoos. Moreover, many zoos attempt to replicate an animal's natural habitat ...

Contrasting ideas

Providing explanations

Giving examples

Adding similar ideas

Determiners or pronouns

- **Step 4** Write an opinion paragraph on feeding homeless cats on campus in 70-90 words. Use cohesive devices when necessary.

### Writing Strategy Using cohesive devices

Cohesive devices are words and expressions that hold a text together and connect ideas. They help to guide the reader through your writing. They signal to the reader what the relationships are between different clauses, sentences or paragraphs.

Some commonly used types of cohesive devices are:

- **Determiners and pronouns.** For example:  
*this, that, he, she, they, him, her, them, these, those ...*
- **Linking words.**

Function	Example
Adding similar ideas	additionally; another reason is; moreover; furthermore; ...
Contrasting ideas	in contrast; on the other hand; on the contrary; although; whereas; yet; ...
Giving examples	for example; for instance; to illustrate this; ...
Explaining results	as a result; therefore; consequently; ...
Sequencing	to begin with; next; firstly; secondly; ...
Providing explanations	owing to; because of; due to; ...
Drawing conclusions	in conclusion; to sum up; ...

## Reading B

### FRIENDS REUNITED



In 2011, retired bricklayer Joao, 71, found a South American penguin lying on the rocks and close to death on his local beach, just outside Rio de Janeiro, Brazil.

5 Joao cleaned the oil off the penguin's feathers, fed him a daily diet of fish to get his strength up and named him Dindim.

A week later, Joao tried to release the penguin back into the sea, but he just 10 wouldn't leave. Joao took him out in his boat, went to a nearby island and released him. Later that day, the penguin was back in Joao's backyard. In the end, Dindim stayed with Joao for 11 months and then, "just 15 after he changed his coat for new feathers, he disappeared," Joao explains.

In fact, Dindim returns to Joao's little beach in the summer every year — it's believed that the penguin prefers to visit 20 the elderly man rather than migrate to the feeding areas of his species.

Joao recalls how the penguin continued to follow him home. "Everyone said he wouldn't return, but he has been coming

25 back to visit me for the past four years," he says. "He arrives in June and leaves to go home in February and every year he becomes more affectionate as he appears even happier to see me." Now new pictures 30 have emerged of Dindim visiting Joao in his village earlier this month.

When Dindim is staying with Joao, the two friends sometimes like to take a walk together down the beach — or sometimes 35 Joao walks and Dindim swims alongside him. "I love the penguin like my own child and I believe the penguin loves me," Joao says. "No one else is allowed to touch him. He pecks them if they do. He lies on my lap, 40 lets me give him showers and allows me to feed him sardines and to pick him up."

Who said there wasn't still some good news left in the world?



## ● Comprehension Plus

I. Read the questions. Complete each answer by using a relative clause.

1. Who is Dindim? Where and how was he when he was found?

Dindim is a penguin \_\_\_\_\_.

2. Who is Joao? Where and how did he take good care of Dindim?

Joao is a retired bricklayer \_\_\_\_\_.  
\_\_\_\_\_.

II. Work in pairs and discuss how Joao and Dindim became friends. Use the question cues.

1. What did Joao do for Dindim when he found the penguin was close to death? What did he do after Dindim recovered?

2. What did Dindim do after he was released on an island? How often does he visit the elderly man?

3. What do Joao and Dindim like to do when they are together? How can we describe their attachment to each other?

## Critical Thinking

Seeing things from  
a different perspective

I. Reflect on what you have learned in this unit and make a list of different ways animals are treated. If you were an animal living with humans, how would you like to be treated? Some examples are given below.

How animals are treated	How animals might want to be treated
<ul style="list-style-type: none"><li>• kept in a zoo</li><li>• trained for entertainment</li></ul>	I want to live with my own kind / species.

II. Compare an animal's needs with the way humans treat it. Try to find possible ways to develop a harmonious relationship between humans and animals.

e.g. We should set up more national parks.

## Further Exploration

### Exploring animal establishments

Work in groups. Do some research on zoos, animal parks, aquariums, wildlife reserves or animal protection zones around the world and make a poster to introduce your favourite animal establishment to your classmates.

**Step 1** Search online for information about different kinds of animal establishments around the world and choose three that you are most interested in.

**Step 2** Follow the example given below and complete the table with basic information about the three animal establishments.

Name	Changfeng Ocean World		
WHERE it is	Putuo District, Shanghai, China		
WHAT animal species can be found	more than 15,000 sea animals of over 300 different varieties		
HOW the animals are treated	These sea animals are kept in clean, well-maintained tanks or housed indoors.		

**Step 3** Which one of the three is your favourite? Make a poster to introduce it. An example is given.

#### Changfeng Ocean World

China's first large-scale themed aquarium  
Shanghai's youth science education base



**WHERE it is:**

Putuo District,  
Shanghai, China

**WHAT animal**

**species can be found:**

more than 15,000  
sea animals of over  
300 different varieties

**HOW the animals are treated:**

These sea animals are kept in clean, well-maintained tanks or housed  
indoors.

**There are themed tours for visitors to interact with animals like star fish,  
otters, and penguins!**



## Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.

- A. Understanding the writer's attitudes in an argumentative essay
- B. Talking about the pros and cons of feeding homeless cats
- C. Understanding different views about animals in different cultures
- D. Reflecting on the relationship between humans and animals from an animal's perspective
- E. Using context clues to work out a word's meaning
- F. Contributing ideas to a discussion
- G. Using cohesive devices in writing an opinion paragraph

**Which of the above have you done well? Why and how?**

**Which of the above do you still find difficult? Why?**

**What do you plan to do if you find something difficult?**



Food is the first necessity of the people.

— from *Records of the Grand Historian of China*

## In this unit, we are going to

- ▶ talk about food and dining customs in different cultures;
- ▶ deepen our understanding of the role food and dining customs play in cross-cultural communication;
- ▶ sort out information and put ideas into different categories;
- ▶ recognise examples while listening and/or viewing, use hand gestures effectively while presenting, and organise writing in topical order.



# Unit 3

## Food

# Getting Started

- e Identify the culture associated with each dish. Say which of the dishes you would order in a restaurant, and why.



1 soup dumplings



2 fish and chips



3 pizza



4 curry

## Reading A

What French foods or French dining customs do you know? Read Hannah's blog diary to discover more.



3,800  
Followers

Hannah's World

Jan. 20 Mon.



## Categories

Search here ...



- IN FRANCE (35)

Dining in France: ...





# DINING IN FRANCE: CULTURE SHOCK

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On my first weekend abroad, I attended a dinner party with my host family to celebrate the New Year. It was everything I had imagined a French dinner party would be — multiple courses, a variety of cheeses, bottles of champagne, and slices of fresh bread. Then, at the end of the meal, the host called out, “Okay, everyone, get under the table!”

5 What? I watched as the children came running into the dining room and hid under the table. As it turns out, in the days after the New Year, the French celebrate with the *galette des rois*, or the “kings’ cake,” a special cake with its own set of traditions. There is a small toy hidden inside the cake, and whoever finds it in their serving is the winner. Before it is sliced, all the children hide under the table so that they cannot see who will get the slice 10 with the toy.

I’ve learned that many French traditions focus on food, and often they’ve taken me by surprise! From time to time, I’ve experienced a sense of culture shock, the feeling of confusion in a new country when you’re adjusting to things that may be unfamiliar to you. Thankfully, I haven’t run into anything too difficult to manage. Before leaving for France, 15 I learned strategies from the International Programs Office, a facility which helps prepare students to deal with these kinds of ups and downs.

They explained the phenomenon with a line graph to illustrate the highs and lows of the experience. You may experience a “honeymoon” phase, where you find everything new and exciting or even better than your home country. You may also experience low 20 points, where all these little differences may seem frustrating and overwhelming.

I encountered a few fun, food-related cultural differences while in France. For example, the French eat with both wrists resting on the table, while many Americans tend to keep their left hands in their laps. I hadn’t even noticed the difference until my five-year-old host brother pointed it out! It is also common to use bread as a utensil, holding it in your hand 25 like a knife, or using it to clean up the plate at the end of the meal. Finally, I love hearing “Bon appétit!” (“Good appetite!”) before eating, whether I’m seated at the table with my host family, or just grabbing a coffee at a nearby café!

## ● Personal Touch



Which food or dining custom mentioned in the diary sounds new or strange to you?

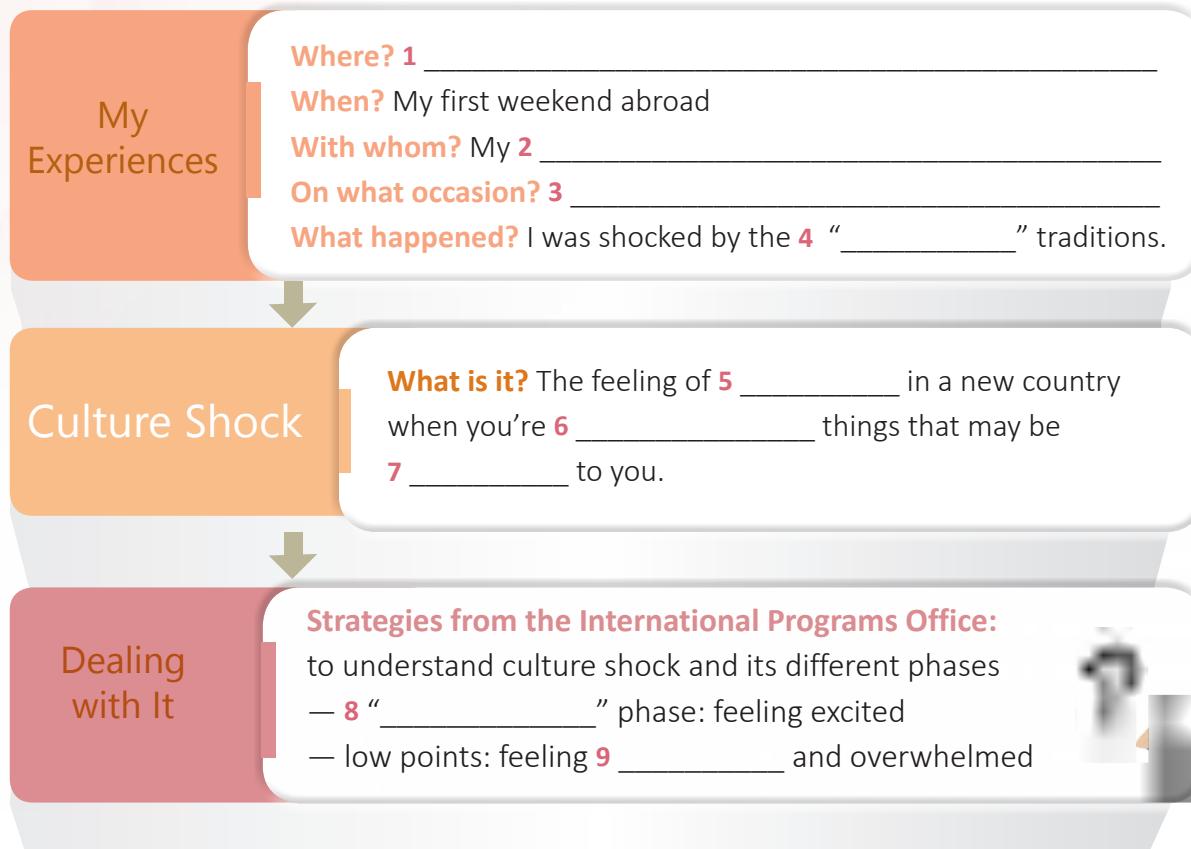
# Digging In

## • Comprehension

I. Answer the questions.

1. What did the author expect a French dinner party to include?
2. What do “ups and downs” (line 16) and “highs and lows” (line 17) refer to?
3. Where does the author most probably come from? Explain your answer with reference to the text.

II. Use information from the text to complete the diagram on culture shock.



III. Make a list of the cultural differences regarding food and dining between France and the author’s home country according to the text.

	In France	In the author’s home country
1	There are the “kings’ cake” traditions.	There are no such traditions.
2		
3		
4		

## ● Vocabulary Focus

### I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the passage.

facility	focus on	a variety of	illustrate	ups and downs
host	tend to	run into	strategy	take ... by surprise

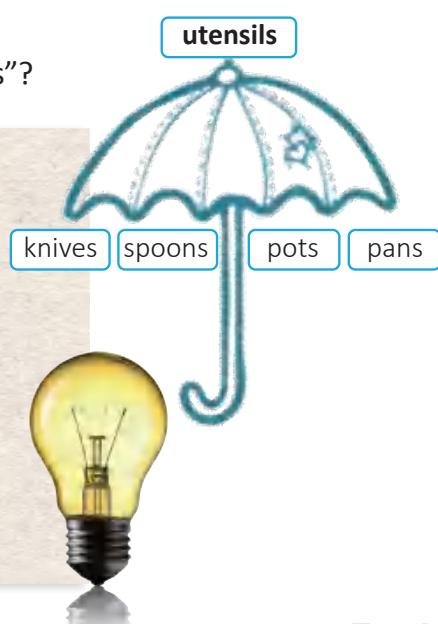
When I studied in Shanghai, I lived with a Chinese host family. Before leaving for China, I had learned 1 \_\_\_\_\_ from the International Programs Office, a 2 \_\_\_\_\_ which helps prepare students to deal with various kinds of 3 \_\_\_\_\_ in a foreign culture. However, I still experienced culture shock during my stay. I had learned that many Chinese traditions 4 \_\_\_\_\_ food but my first meal with the family completely 5 \_\_\_\_\_ me \_\_\_\_\_. In the middle of the table were dishes of 6 \_\_\_\_\_ foods and small bowls of rice for each member of the family. My 7 \_\_\_\_\_ mother took charge and placed food into my bowl, and I happily ate whatever was served. I was taught that finishing your plate was to show your host how much you enjoyed the meal, but my host mother 8 \_\_\_\_\_ refill my bowl every time it was empty. It seemed a bit odd to me. I later learned that finishing your bowl in China is a signal to the host that you would like more food. So leaving some food in the bowl to show you are quite full is also acceptable. My experience may 9 \_\_\_\_\_ the type of problem many exchange students are likely to 10 \_\_\_\_\_ when they first experience a foreign culture. My advice would be: keep an open mind, show respect and try to understand; you'll gain valuable experience.



### II. Word Meaning: Hyponyms

1. What is the relationship between “utensils” and “knives”?

In English, some words have broader meanings than other words. For example, *utensils* are tools used to help with cooking, serving or eating food. It is an umbrella term that covers many words such as *knives*, *forks*, *spoons*, *toothpicks*, *drinking straws*, *chopsticks*, *frying pans*, etc. And these words are the **hyponyms** of the word “utensils.” The prefix “hypo-” means “under” or “lower.” The suffix “-onym” means “name” or “word.”



2. Read the passage. Find the hyponyms of “food” and group them under an umbrella.

The Song dynasty was a time of plenty in China. There were “Seven Necessities” that people had to have every day: firewood, rice, oil, salt, soybean sauce, vinegar and tea. As trade increased, the food explosion was evident in large cities like Kaifeng and Hangzhou. This was apparent in the separate markets for different food products in different parts of the city: markets for grain, for vegetables and for fruits. There were markets for seventeen kinds of beans, as well as fresh fish and preserved fish. Additionally, there were two markets for pork, and others for meats besides pork like beef, horse meat, poultry and rabbit. In the butcher shops, five butchers at a time were lined up at tables: cutting, slicing and pounding cuts of meat to order.

food

3. Complete each of the sentences with a hyponym or an umbrella word.

- (1) The Indians cook with lots of \_\_\_\_\_, including ginger, chilli pepper, black pepper, etc.
- (2) The British have a weakness for sweet food. They love \_\_\_\_\_, chocolates and sweets. Can you imagine a pudding made mostly with bread and butter? It exists in British cooking — “Bread and Butter Pudding.” It’s great!
- (3) A Chinese dinner is a marathon of food. Usually it starts out with some cold dishes, and then moves into a wide variety of main courses. Of course, there are always some staple foods around — rice, dumplings, or \_\_\_\_\_.

## • Grammar in Use

### *-ing/-ed forms 1 — used as attributives*

I. Read the passage and pay attention to the underlined *-ing* and *-ed* forms in it. What functions do they serve?

The Chinese New Year celebration is called the “Spring Festival” and is deeply connected to China’s ancient farming culture and to the moon.

The New Year’s Eve dinner is a feast of traditional foods that are supposed to bring good luck and success in the coming year. Each region has its own typical dishes. Near the sea, these might be prawns, dried



oysters, fish salad and seaweed. In the south, they might include rice cakes, while in the north dumplings boiled in water and steamed dumplings made of wheat are favourite foods. Don't cut your noodles — long noodles mean long life.

## Grammar Highlights

The *-ing* and *-ed* forms of a verb can be used as attributives (=word(s) used before a noun to describe it).

- Some *-ing* and *-ed* forms used as attributives have been established as common adjectives. For example:

Example	Meaning	Function
<i>boiling</i> water	=water <i>that is boiling</i>	the <i>-ing</i> form is a participle with an active meaning indicating a progressive action
<i>frozen</i> food	=food <i>that has been frozen</i>	the <i>-ed</i> form is a participle with a passive meaning indicating an earlier event
<i>spoken</i> English	=English <i>that you speak (or that is spoken rather than written)</i>	the <i>-ed</i> form is a participle with a passive meaning
<i>dining</i> room	=room <i>for eating and dining</i>	the <i>-ing</i> form is a gerund and is used rather like a noun

- The *-ing/-ed* phrase after a noun is similar to a relative clause.

For example:

*The man carrying a suitcase handed me an envelope.* (=The man *who carried a suitcase handed me an envelope.*)

*There is a small toy hidden inside the cake.* (=There is a small toy *which is hidden inside the cake.*)



## II. Read the passage and fill in each blank with the appropriate form of the verb given in brackets. Then circle the *-ing/-ed* forms used as attributives.

As the New Year begins, many people across the globe celebrate the calendar change with a sweet cake 1 \_\_\_\_\_ (know) as the “kings’ cake.” It is indeed a tradition to eat pies and cakes 2 \_\_\_\_\_ (contain) little “prizes.”



If you are in France, you have probably noticed this delicious-looking cake, usually 3 \_\_\_\_\_ (top) with a golden paper crown, in your local bakery or supermarket since mid-December. It’s sweet and best 4 \_\_\_\_\_ (serve) when warm, straight out of the oven.

But the pleasure 5 \_\_\_\_\_ (bring) by a “kings’ cake” isn’t merely due to its good taste; it’s also the excitement of 6 \_\_\_\_\_ (wonder) whether you will be the lucky one to discover *la fève*, a tiny charm 7 \_\_\_\_\_ (bury) inside one of the slices. If you are, you’re “king for a day” and take your place in a 700-year-old French tradition.

The cake goes by different names around the world, and comes in 8 \_\_\_\_\_ (vary) shapes and styles. But people who eat it have a 9 \_\_\_\_\_ (share) hope to find the little prize 10 \_\_\_\_\_ (hide) inside, wear the crown, and be king or queen of the party.

# Listening and Viewing



## Dining Customs Around the World (Podcast)

- I. List some dining customs that you and your family follow.
- II. Listen and find out: how many countries are mentioned? What are they?
- III. Listen again and complete the table with the information you hear.

No.	Place	Dining custom
1	(1) _____	Don't (2) _____ fish.
2	(3) _____	No (4) _____ for waiters.
3	China and Japan	Don't (5) _____ your chopsticks (6) _____ in your rice bowl.
4	(7) _____	Use your (8) _____ hand to touch food.
5	(9) _____	Cappuccinos are usually served (10) _____.

- IV. Why are these customs observed in these places? Listen again and find out.

No.	Reason
1	<i>It is considered to bring bad luck.</i>
2	
3	
4	
5	

- V. Go through the dining customs you have listed in Activity I. Discuss the reasons why you follow them.



## The Connection Between Food and Culture (Open course)

- I. Look at the words in the bubbles. Do you know the meanings of the words? Read the sentences and analyse how some of the words are used.

**connect v.**

**connection n.**

**bridge n. & v.**

**link n. & v.**

**association n.**

**associate v.**

1. You probably **associate** some of your favourite foods **with** family memories.
2. Food can **provide** important **connections to** our family or our nation.
3. Food can be a **bridge** that helps immigrants find their place in a new society.
4. Food **provides** an important **link to** our cultural heritage.
5. Cooking a typical national meal is an important experience in **maintaining connections to** one's cultural heritage.

- II. Watch the video. It conveys several key messages about food (A-C).

Put them in the order as they are presented.

- A. Food may carry childhood memories.
- B. Food reminds us of our cultural roots.
- C. Food is important and meaningful to humans in terms of nutrition.

*Order:* \_\_\_\_\_



- III. Watch again and write down the examples the speaker uses to illustrate her points. Add examples from your experiences to illustrate these points.

### Viewing Strategy Recognising examples

**Point 1:** Food may carry childhood memories

Example 1: *grandmother's strawberry shortcake at the end of each holiday meal*

Example 2: \_\_\_\_\_

Your example: \_\_\_\_\_

**Point 2:** Food provides an important link to our cultural heritage.

Example: \_\_\_\_\_

Your example: \_\_\_\_\_

### Culture Link

#### Dining Customs Around the World: Eating Utensils

There are three methods of eating in the world: with forks, with fingers and with chopsticks. Most people in Europe, Australia and North America eat with a knife and fork. Chopsticks are widely used in East Asia. Fingers are the most widespread eating tool, commonly practised in India, Sri Lanka, Indonesia, the Middle East and much of Africa. Globally, there are fewer fork-feeders than the other two groups of eaters.

## Dining in China: My Advice to Foreign Students

- E** I. **Speaking:** Sharing culture shock stories of foreigners dining in China
- A group of foreign students from a partner school of yours are invited to visit your school next semester. The Students' Union is preparing a brochure to help them deal with possible culture shock in China. You have received this email from the Students' Union.

The screenshot shows an email window with the following details:

**From:** Students' Union <su@school.edu.cn>  
**To:** All students in Class X  
**Date:** 30 Nov  
**Subject:** Call for Articles  
**Attachment:** Table of Contents in the brochure

Dear all,

We are updating our HOW TO DEAL WITH CULTURE SHOCK IN CHINA brochure for students from our international partner schools. This brochure gives advice to foreign students who are new in China. Your class is invited to contribute to Section 2 of the brochure: "Foods and Dining Customs."

Choose one topic from the Table of Contents, write an article in 90 words or less, and submit it by 25 Dec. Your article should include: (1) general information about the topic; (2) examples of possible culture shock foreigners may experience; (3) cross-cultural comparison and possible explanations of the cultural differences. The selected entries will appear in our new brochure, which is to be released next April.

Looking forward to your submissions.

Students' Union

Discuss in groups: what cultural differences might foreign students notice about eating and drinking in China? Then present your ideas to the class.

### Speaking Strategy

#### Using hand gestures effectively while presenting

Hand gestures can act as a second language in your presentation. Use open hands and palms up for a positive effect. Hand gestures can be used to communicate numbers (1 – 10). Make sure your gestures are natural and avoid pointing directly at someone.



## Attachment:

Table of Contents in the brochure

The brochure features a red header section titled "Section 2: Foods and Dining Customs" with a photograph of a dining table set with various Chinese dishes. Below this, under "Dining customs in China", there is a list of three sub-topics: Seating, Eating utensils, and Table manners. To the right, under "Typical foods in China", is a list of five categories: Cold dishes, Meat and vegetables, Staple foods, Desserts and snacks, and Soups. A large blue bowl of soup is shown at the bottom right.

**Section 2: Foods and Dining Customs**

**Dining customs in China**

- Seating
- Eating utensils
- Table manners

**Typical foods in China**

- Cold dishes
- Meat and vegetables
- Staple foods
- Desserts and snacks
- Soups

**Table of Contents**

- II. Writing: Giving advice about dining in China to foreign students

Write your article according to the requirements listed in the email.

### Writing Strategy

#### Writing in topical order

By writing in topical order, the writer arranges information according to different sub-topics within a larger topic, or the “types” of things that fall within a larger category. In this pattern, each “type” represents a main section of information.

**Step 1** Choose a topic from the Table of Contents in the brochure.

**Step 2** Organise your ideas in topical order. Divide the topic (e.g. staple foods) into several sub-topics (e.g. rice, wheat, other grains, etc) and give brief descriptions of them one by one. Pick one (e.g. noodles) which might cause culture shock to people from certain areas and make a cross-cultural comparison to provide possible explanations.

**Step 3** Use ideas and examples from the Speaking Activity to support your writing.

**Step 4** Revise your article and make sure you use proper cohesive devices.

## Reading B

# WHAT FOOD TELLS US ABOUT CULTURE



Have you ever wondered why people from different parts of the world eat different types of food or why certain foods and culinary traditions are so important to one's culture? There is more of a connection between food and culture than you may think.

On an individual level, we grow up eating the food of our culture, and we learn to closely identify with it. Sometimes foods help us remember things in the past — memories that have special meanings to us. Family dishes often become the comfort food we seek as adults at lower points of our lives. When I was sick as a child, my mother used to cook soup and bring it to me in bed because I was too weak to get up. The smell and taste of the soup became something very familiar to me. Now, whenever I feel tired or stressed, I remember the soup my mum used to make for me.

On a larger scale, food is an expression of cultural identity. Traditional cuisine is passed down from one generation to the next by maintaining precious family recipes. Immigrants cook traditional food as a way of preserving their culture in their new homes and as a means of coping with

homesickness.

Each country or community's unique cuisine reflects its history, lifestyle, values and beliefs. In China, harmony is a vital trait. This is reflected in Chinese cuisine, where almost every flavour (salty, spicy, sour, sweet and bitter) is used in a balanced way to create delicious dishes. Also, Chinese people have a historically elaborate style, which can be seen in their architecture and costumes as well as in their food. They believe that food not only needs to be nutritious but also needs to look appealing and colourful.

The cuisine of the United States reflects its history of immigration, which introduced many different ingredients and cooking styles. Over the years, the US therefore has developed a rich diversity in food preparation throughout the country.

As the world becomes more globalised, it is easier to access cuisines from different cultures. We should embrace our heritage through our culture's food, but we should also become more informed about other cultures by trying dishes from around the world. Food is a portal into culture, and it should be treated as such.

## ● Comprehension Plus

Answer the questions.

1. What does the author say about Chinese cuisine and Chinese culture? Do you agree with him? Why?
2. According to the author, what can food tell us about culture? Complete the table.

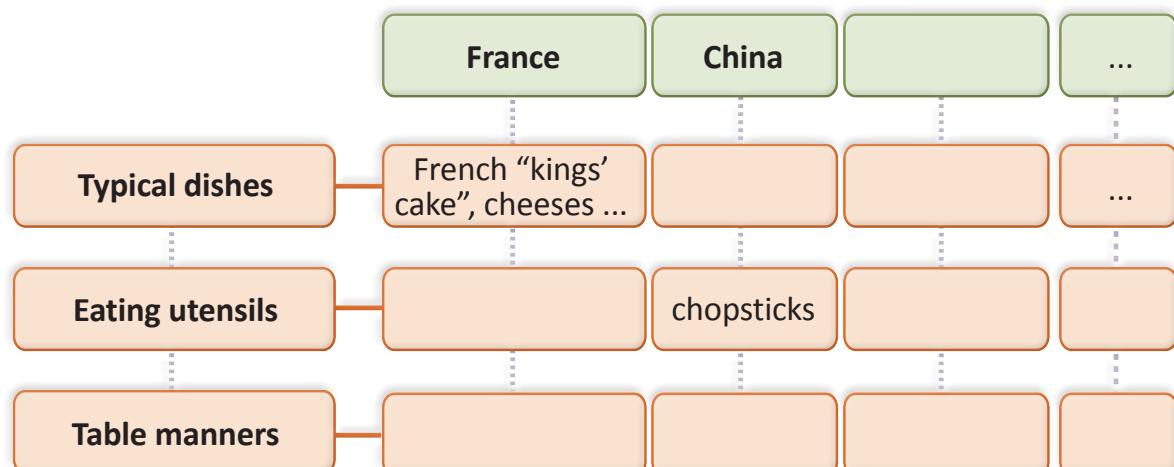
	Food-culture connection	Example
On an individual level		
On a larger scale		
On the national level		

3. The author illustrates the connection between food and culture with examples. Can you give more examples to explain the connection? What is your personal connection to food?

## Critical Thinking

### Categorising information

- I. Reflect on what you have learned about food and culture in this unit, and put the information into different categories in the diagram. Some examples are given.



- II. Do you find any difference(s) between the information in the diagram and your existing knowledge or experience of Chinese food and culture? Refer to some reliable resources and try to explain the differences if there are any.

## Further Exploration

### Introducing food traditions of a particular culture

Work in groups. Do some research on typical food traditions of a particular culture, and give a presentation in class to share your findings. Use PPT slides as aids when necessary.

- Step 1** Find a country or culture whose food traditions you are interested in and search for relevant information from reliable sources (such as books, magazines, official websites, etc).
- Step 2** Categorise the information and work out possible explanations for each food tradition. You may refer to the Table of Contents in the brochure in Moving Forward or the diagram in Critical Thinking to organise your information. An example PPT outline is given.
- Step 3** Give your presentation in class.





## Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.

- A. Understanding culture shock by reading about such experiences
- B. Talking about cultural differences foreigners might notice when eating and drinking in China
- C. Recognising cultural differences in food and dining customs
- D. Categorising information on food and culture
- E. Recognising examples while viewing an open course
- F. Using hand gestures effectively while giving a presentation
- G. Introducing Chinese food and dining customs by writing an article in topical order

**Which of the above have you done well? Why and how?**

**Which of the above do you still find difficult? Why?**

**What do you plan to do if you find something difficult?**

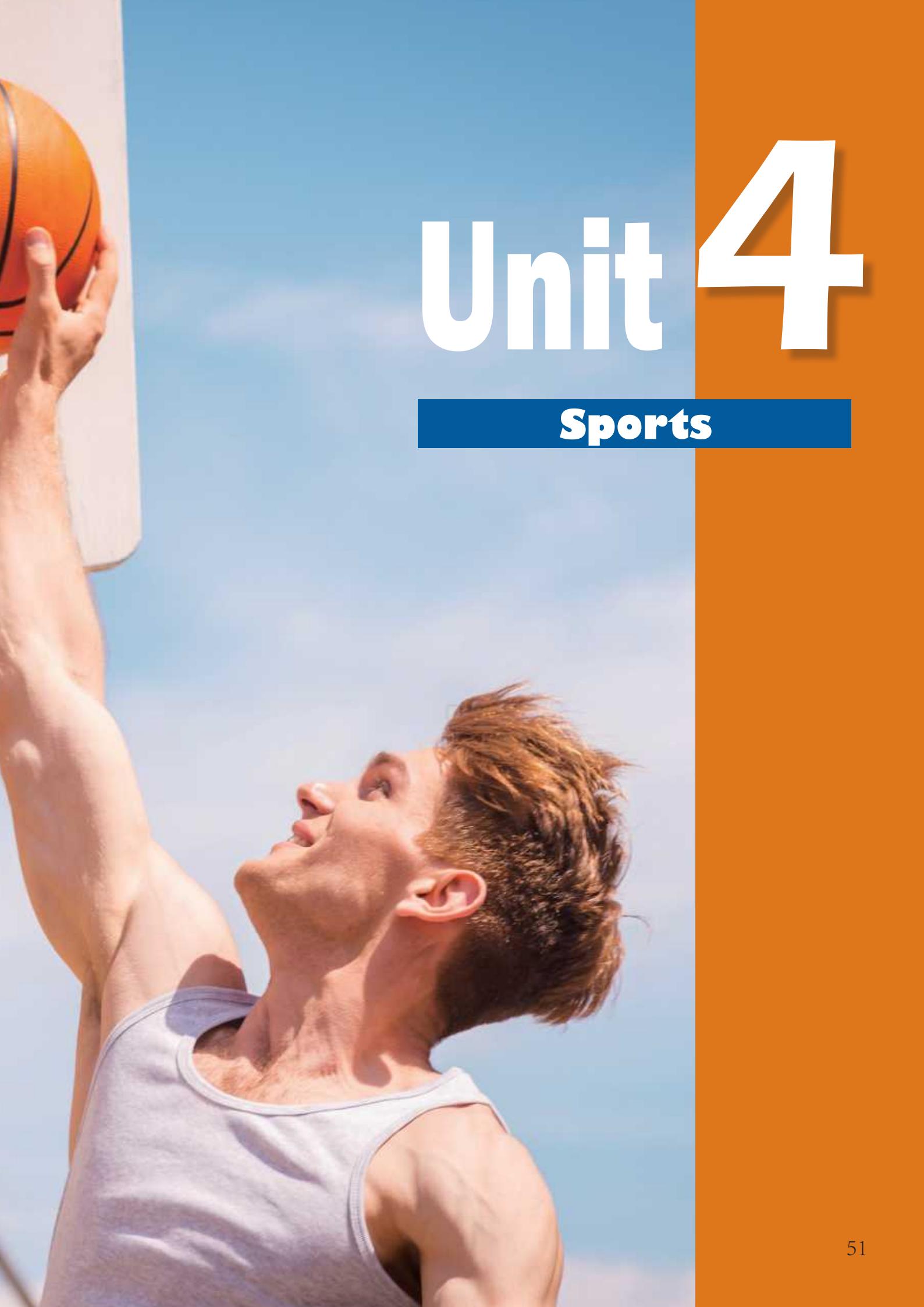


Sports teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose — it teaches you about life.

— Billie Jean King

## In this unit, we are going to

- ▶ talk about the gains and losses that result from playing sports, and write a “letter to a sport”;
- ▶ appreciate the sporting spirit beyond cultural boundaries;
- ▶ think critically about the advantages and disadvantages of doing sports;
- ▶ summarise while reading, ask for and give clarification in a conversation, and write in chronological order.

A dynamic photograph of a young man with short brown hair, wearing a grey tank top, captured mid-air as he shoots a bright orange basketball. His right arm is extended upwards, and his gaze is focused on the ball. The background is a clear, light blue sky.

# Unit 4

## Sports

## Getting Started

**E**: Complete the survey questions on sports participation. Compare your answers with a partner's.

1. What sport(s) do you usually participate in?
2. What might you experience while doing sports? (You can choose more than one option.)

- A. Anxiety
- B. Boredom
- C. Challenge
- D. Fun
- E. Nervousness
- F. Complete engagement
- G. Learning
- H. Concentration
- I. A loss of time
- J. Other(s) (Please specify):  
\_\_\_\_\_

3. How important are sports in your life?  
(1 stands for "Not important at all" and 5 stands for "Very important.") Circle the correct number for yourself, and give reasons for your choice.

1    2    3    4    5

My reasons:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Reading A

Have you heard of Michael Jordan? Read his letter to basketball and find out how much he loved it.

### OPEN LOVE LETTER TO BASKETBALL

Dear Basketball,

It's been almost 28 years since the first day we met. 28 years since I saw you in the back of our garage. 28 years since my parents introduced us.  
5

If someone had told me then what would become of us, I'm not sure I would have believed them. I barely remembered your name.

Then I started seeing you around the neighborhood and watching you on television. I used to see you with guys down on the playground. But when my older brother started paying more attention to you, I started to wonder. Maybe you were different.  
10  
15

We hung out a few times. The more I got to know you, the more I liked you. And as life would have it, when I finally got really interested in you, when I was finally ready to get serious, you left me off the varsity. You told me I wasn't good enough.  
20

I was crushed. I was hurt. I think I even cried.

Then I wanted you more than ever. So I practiced. I hustled. I worked on my game. Passing. Dribbling. Shooting. Thinking. I ran. I did sit-ups. I did push-ups. I  
25

*did pull-ups. I lifted weights. I studied you. I began to fall in love and you noticed. At least that's what Coach Smith said.*

30 *At the time, I wasn't sure exactly what was going on. But now I know. Coach Smith was teaching me how to love you, how to listen to you, how to understand you, how to respect you and how to appreciate you. Then it happened. That night, at the Louisiana Superdome in the final seconds of the championship game against Georgetown, you found me in the corner and we danced<sup>1</sup>.*

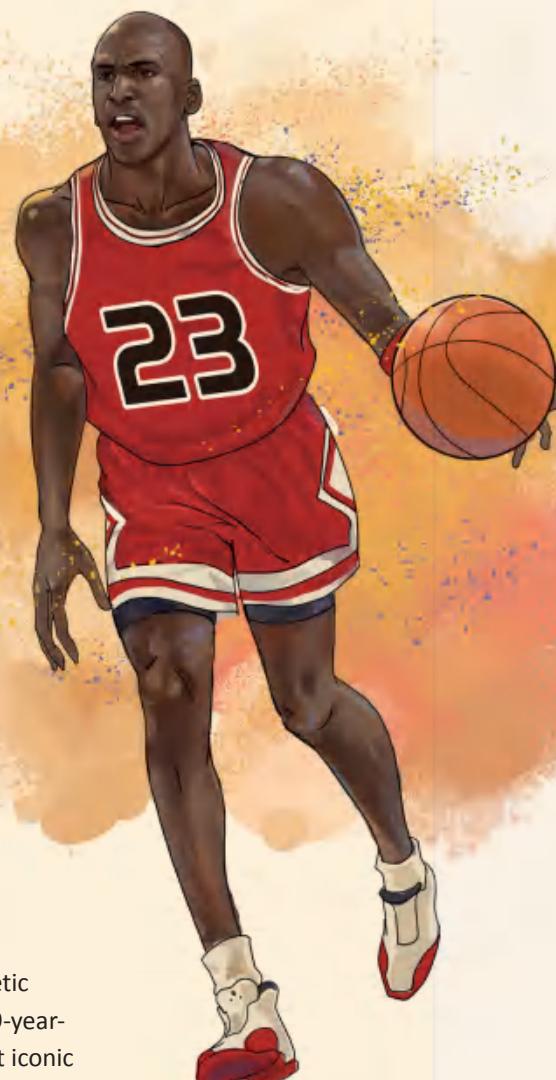
*Since then, you've become much more than just a ball to me. You've become more than just a court. More than just a hoop. More than just a pair of sneakers. More than just a game.*

40 *You're my biggest fan and my severest critic. You're my dearest friend and my strongest ally. You're my most challenging teacher and my most endearing student. You're my ultimate teammate and my toughest competitor. You're my passport around the world and my visa into the hearts of millions.*

50 *As our relationship changes yet again, as all relationships do, one thing is for sure. I love you, Basketball. I love everything about you and I always will. My playing days in the NBA are definitely over, but our relationship will never end.*

*Much love and respect,*

*Michael Jordan*



### Note

1. At the Louisiana Superdome in 1982, when North Carolina were facing Georgetown in the NCAA (National Collegiate Athletic Association) Men's Basketball Championship game, the then 19-year-old North Carolina freshman Michael Jordan hit one of his most iconic shots, a jump shot from the left wing with 15 seconds left to go, giving North Carolina a 63-62 lead over Georgetown for the national championship.

### ● Personal Touch

- Is there anything or anyone so important to you as basketball is to Michael Jordan? What/Who is it?

# Digging In

## ● Comprehension

### I. Answer the questions.

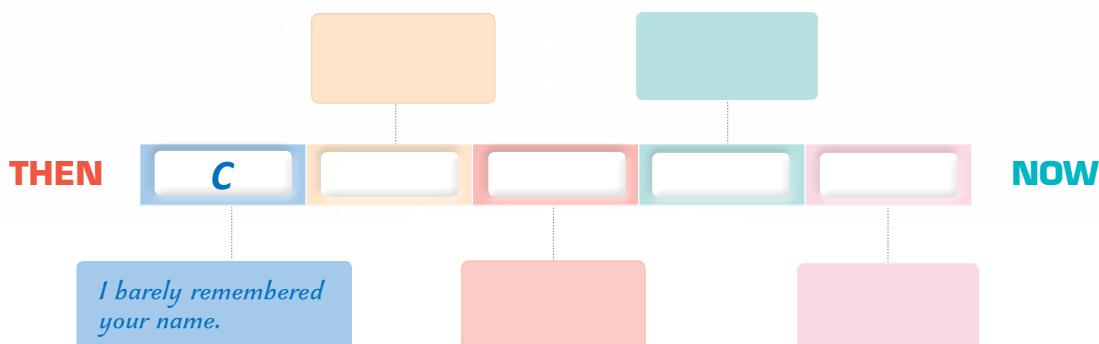
1. What is the overall feeling Jordan expresses in this letter?
2. What made Jordan think that he “wasn’t good enough” (line 21) to play basketball?
3. What did Coach Smith do to improve Jordan’s basketball skills?
4. What does Jordan mean by saying “we danced” (lines 34 – 35)?
5. Jordan uses a lot of repetition in his letter. What effect does this have?
6. Why do you think Jordan wrote this letter?

### II. Put the stages of the development of Jordan’s relationship with basketball into the timeline. Then find phrases or sentences from the text that indicate Jordan’s feelings towards basketball at each stage.

**Reading Strategy**  
Summarising

#### **Stages of development of Jordan’s relationship with basketball:**

- A. Jordan tried hard and finally won Basketball’s heart.
- B. Basketball started to attract Jordan’s attention.
- C. Basketball was new to Jordan.
- D. Jordan treasured his relationship with Basketball and his love for her will never end.
- E. Jordan failed to win Basketball’s heart and they broke up temporarily.



### III. What sporting spirit(s) do you think Jordan demonstrates in his letter? Give your reasons.

- |   |   |
|---|---|
| A. Never give up.   | F. Compete to excel.                            |
| B. Win or lose, do it fairly.                             | G. Good, better, best. Never let it rest.       |
| C. It’s not the winning that matters but the taking part. | H. Believe in yourself.                         |
| D. Collaboration makes us better.                         | I. Winning isn’t everything, but wanting it is. |
| E. Failure is the mother of success.                      | J. _____  |

## ● Vocabulary Focus

### I. Key Vocabulary

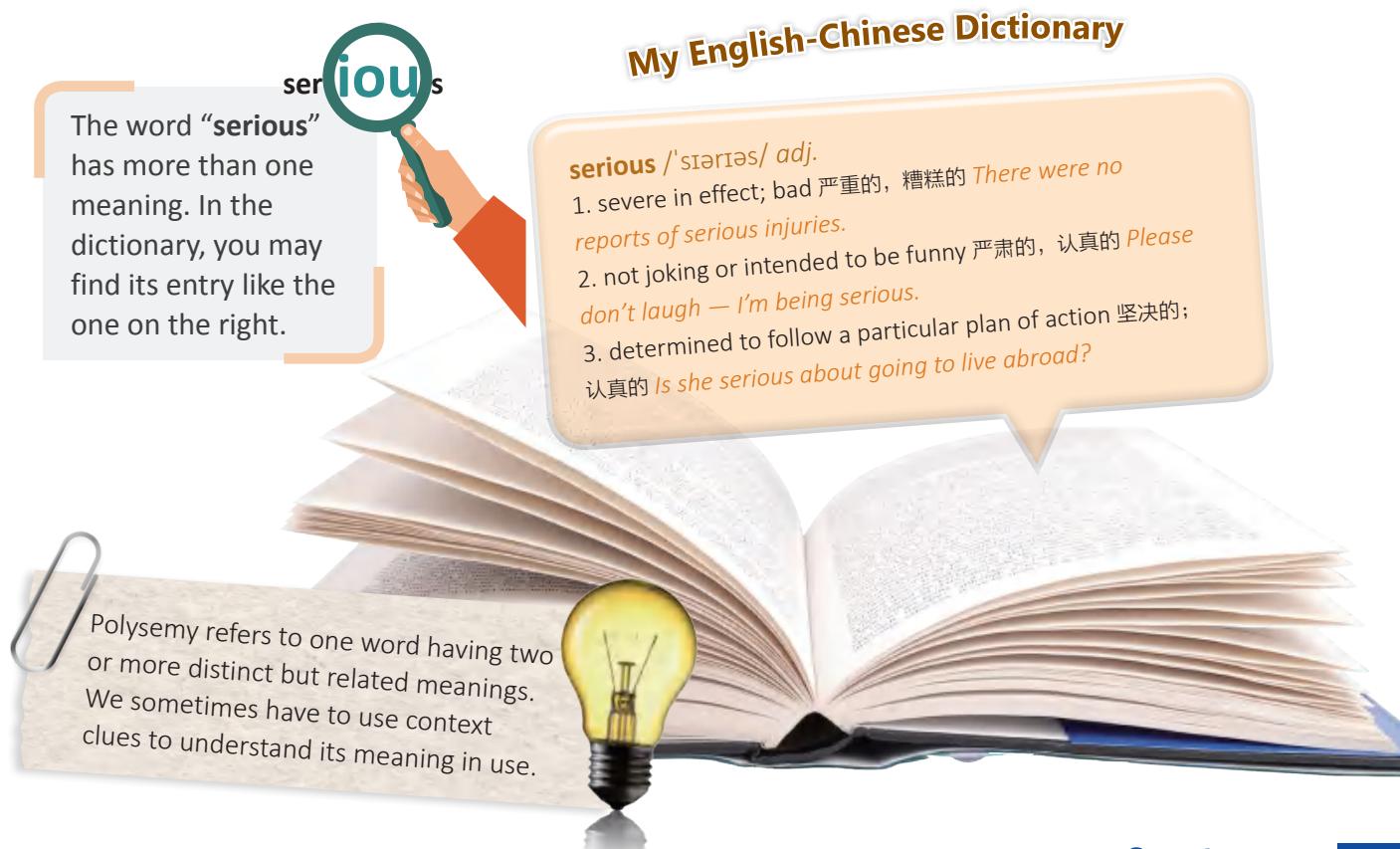
Complete the sentences with words or expressions from the text with the help of the explanations given in the brackets.

1. Jessica started playing tennis at the age of 8 when her mum dragged her to practice. At first, she hated it, but she \_\_\_\_\_ (to start to have very strong feelings about someone) the game when her best friend joined her on the \_\_\_\_\_ (an area made for playing games). Her teammates and competitors \_\_\_\_\_ (to have a high opinion of or admire) her for her positive attitude, hard work and competitive spirit.
2. Peter loves to do things like playing sports, \_\_\_\_\_ (spending a lot of time in a particular place or with particular people) with friends, and going on adventures, so he enjoys the fun, excitement and challenges of all kinds of extreme team sports.
3. Jordan nearly quit basketball when he didn't make the varsity team during his sophomore year. This rejection drove Jordan to work harder. He made up his mind never to be \_\_\_\_\_ (not included) the team again.
4. Jordan's competitive spirit is well-known in all aspects of his life. Whatever the game—basketball, ping-pong or golf—Jordan felt a need to win. He \_\_\_\_\_ (to try very hard to improve or achieve something) every aspect of the game.

### II. Word Meaning: Polysemy

1. What does "serious" mean in the sentence?

- When I was finally ready to get **serious**, you left me off the varsity.



2. Which of the underlined words in A, B and C has the same meaning as the word in bold in each sentence?
- (1) You've become much more than just a ball to me. You've become more than just a **court**.  
A. At this rate, they could find themselves in divorce court.  
B. The things I really liked about the apartment hotel are its out-door tennis courts, the pool and the high-speed Wi-Fi.  
C. She came to visit England, where she was presented at the court of the King.
- (2) I worked on my game. Passing. Dribbling. **Shooting**. Thinking.  
A. The police came around the corner and started shooting at them.  
B. I'd love to shoot a video about sports.  
C. The striker is preparing to shoot at the goal defended by the goalkeeper on the football field.
- (3) Coach Smith was teaching me how to love you, how to listen to you, how to respect you and how to **appreciate** you.  
A. In time you'll appreciate the beauty of this language.  
B. Peter stood by me when I most needed help. I'll always appreciate that.  
C. I begin to appreciate the difficulties my father has faced.
3. Complete each pair of sentences with the same word. The word has different meanings in the sentences. Change forms if necessary.
- (1) If you train hard, you will \_\_\_\_\_ a good footballer.  
He works for a company that \_\_\_\_\_ boxing equipment.
- (2) This is the second international \_\_\_\_\_ they've played in a week.  
The curtains look great — they're a perfect \_\_\_\_\_ for the sofa.
- (3) When a runner is "off base" in a baseball game, he is in a weak \_\_\_\_\_.  
What is your \_\_\_\_\_ on the new rules of the game?

## ● Grammar in Use

### -ing/-ed forms 2 — used as adverbials

I. Read the passage and pay attention to the underlined -ing and -ed forms in it. What functions do they serve?

Athletes have been fictional characters in movies but rarely have they been filmmakers themselves. But Kobe Bryant, the great US basketball star, did just that.

In 2017, he made a short film called *Dear Basketball*. The film features a script based on a poem written by Bryant in 2015, a year before he retired. When asked to come onto the stage and accept an Oscar for the movie at the 2017 Academy Awards, Bryant commented, "As basketball players, we're really supposed to shut up and dribble ... I'm glad we do a little bit more than that."

During the animation, we're shown images from Bryant's past. We see an animated Bryant when he was still a boy. He was playing basketball games, using a rolled-up sock as a ball. And we see him for real on the court, shooting a basketball into the basket. This short movie is all about Bryant looking back over his life and career, and remembering it all with great fondness.

The love for basketball Bryant shows in the film will be recognised by players and fans everywhere. They will see it as not only a movie about a beloved player, but also a love story about the game they enjoy so much as well.

## Grammar Highlights

The *-ing* and *-ed* forms of a verb can be used as adverbials to indicate time, cause, condition, concession, means, result, purpose, or attendant circumstances.

Notes:

- (1) The *-ing* form can be used after conjunctions and prepositions, such as *when*, *while*, *before*, *after*, *on*, *without* and *instead of*. For example:  
*I hurt my ankle while playing tennis* in my navy-blue jeans.
- (2) The *-ed* form can be used after conjunctions such as *when*, *if*, *unless* and *although*.  
For example:  
*Although disappointed*, the coach sees benefits to playing tough competition.
- (3) The implied subject of an *-ing* or *-ed* clause is usually the subject of the main clause.



## II. Read the passage and fill in each blank with the appropriate form of the verb given in brackets. Then circle the *-ing/-ed* forms used as adverbials.

The movies that people grow to love are the ones that connect with their lives. The world loves sports, 1 \_\_\_\_\_ (make) sportspeople great subjects for cinema stories. Football is one of the most popular sports in the world, and, if 2 \_\_\_\_\_ (ask) about who is the most famous football player, people would probably choose the former England player David Beckham. That's why 3 \_\_\_\_\_ (put) Beckham's name in the title of their movie was a clever move by the makers of *Bend It like Beckham* (2002).

The main character of the film is a British Indian girl 4 \_\_\_\_\_ (call) Jesminder "Jess" Bharma. 5 \_\_\_\_\_ (live) in London, Jess loves football. However, Jess's family members are very traditional. In her family, it's fine for a girl 6 \_\_\_\_\_ (watch) football on TV, but it's unacceptable for her 7 \_\_\_\_\_ (play) the game herself.

8 \_\_\_\_\_ (know) it would upset her parents, Jess decides to play football with the boys in the local park. And when Jess 9 \_\_\_\_\_ (join) a local young women's football team, her parents' disappointment turns to anger. Yet, 10 \_\_\_\_\_ (face) with this opposition, Jess does well in the team and leads them to victory.

# Listening and Viewing



## Leo's Wushu Dream (Interview)

- I. How much do you know about *wushu*? How do you view it as a sport? Share what you know and your views with your partner(s).
- II. Listen to the interview and write down the questions the interviewer raises.

Question 1: \_\_\_\_\_

Question 2: \_\_\_\_\_

Question 3: \_\_\_\_\_

Question 4: \_\_\_\_\_

- III. Listen again. While you listen, take notes and summarise Leo's answers to the questions.

Question	Answer
1	<ul style="list-style-type: none"><li>• Generally, (1) _____ or kung fu</li><li>• Competitive <i>wushu</i>: athletes (2) _____, judges giving points</li></ul>
2	<ul style="list-style-type: none"><li>• I've been training for about (3) _____ now.</li><li>• I first got into the sport by watching Chinese kung fu movies, admiring the (4) _____ like Bruce Lee.</li></ul>
3	<ul style="list-style-type: none"><li>• I have won (5) _____ at various different international championships for the Finnish team.</li><li>• I won (6) _____ from last year's European Championships.</li></ul>
4	<ul style="list-style-type: none"><li>• I want to go as far as I can with <i>wushu</i> competitions (European Championships, World Championships and the (7) _____ — if <i>wushu</i> is (8) _____).</li><li>• I have to be realistic:<ul style="list-style-type: none"><li>— The top-level competitors from China and the other (9) _____ are all professionals training (10) _____ a day.</li><li>— We need the funding in Finland.</li></ul></li></ul>

- IV. If you were the interviewer, what other questions would you like to ask? Make a list.



## A Gold Medal Match (Sports commentary)

I. What do you know about the Chinese Women's volleyball team? Watch the video in silent mode for 15 seconds. Guess what the video is about and what the result might be.

II. Watch the complete video and check if your guess was correct. Then summarise what you have seen.



III. Watch again and answer the questions.

1. How many Olympic volleyball medals had the Serbian women's team won before this match?
2. A player hit the winning shot for the gold medal point. Which number does she wear?
3. When was the last time the Chinese women's volleyball team won an Olympic volleyball title?
4. When this match had concluded, which teams had won which medals?
5. How do you think the players might feel on the court? How about the spectators? And the commentator?
6. What types of sporting spirit did the players demonstrate in the match?

IV. What kinds of sports do you like watching live? Why? How do you usually feel as you watch?

### Culture Link

#### Traditional Chinese Sports



China has developed many different types of sports. **Cuju**, a game played by the ancient Chinese since the Spring and Autumn period (771 – 476BCE), is considered the earliest form of football; **Archery**, which dates back to over 3,000 years ago, was a gentleman's sport; **Wrestling**, the game of strength and technique, emerged as a sport among ancient tribes and was popularised by Emperor Qin Shi Huang over 2,200 years ago. Other sports such as **martial arts** or **wushu**, **Taijiquan** and **acrobatics** are famed as "Chinese national treasures" and enjoy a reputation worldwide. There are also popular games and contests such as **tug-of-war** and **dragon boat racing**, making Chinese sports a treasure house worthy of exploration.

# Moving Forward

## A “Letter to a Sport”

### I. Speaking: Conducting a sports interview

The school sports club is looking for new members, and new candidates will be interviewed. Practise the interviews with a partner, where one of you plays the role of the candidate. Follow the steps and take turns being the interviewer and the interviewee. Use the cue card to raise questions and complete it with your partner’s answers.

**Step 1** Ask your partner why he/she wants to join the club.

**Step 2** Ask questions about his/her favourite sports to play or watch.

**Step 3** Use more questions to find out about his/her experience with a particular sport.

**Step 4** Find out your partner’s attitudes towards sports.

### CUE CARD

Interviewer: \_\_\_\_\_ Interviewee: \_\_\_\_\_

• Favourite sport(s): \_\_\_\_\_

• One in particular: \_\_\_\_\_

• Purpose in participating in the sport: \_\_\_\_\_

• Years of practising/playing/getting involved in the sport: \_\_\_\_\_

• Who first introduced you to the sport: \_\_\_\_\_

• Experiences at different stages: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

• Gains from the sport: \_\_\_\_\_

• Losses from the sport: \_\_\_\_\_

• Attitudes towards sports: \_\_\_\_\_

### Speaking Strategy

#### Asking for and giving clarification

If you are not sure you have understood something, seek clarification from the speaker. The following expressions are polite ways to ask for clarification.

- *I'm not quite sure I understand what you said.*
- *When you said ..., what did you mean?*
- *Could you repeat ...?*
- *Could you give me an example?*

To clarify, the speaker can summarise or give examples to help the listener understand. The following expressions are often used in giving clarification.

- *Let me put it in another way ...*
- *To put it differently ...*
- *Sorry, let me explain ...*
- *In other words ...*



## II. Writing: Writing about your experiences with a sport

Write a “letter to a sport.” It can be a sport you like or dislike. Explain your feelings towards it by recalling your experiences with the sport.

### Writing Strategy

#### Writing in chronological order

Chronological order, or time order, is a method of organisation in which actions or events are presented as they occur or occurred in time.

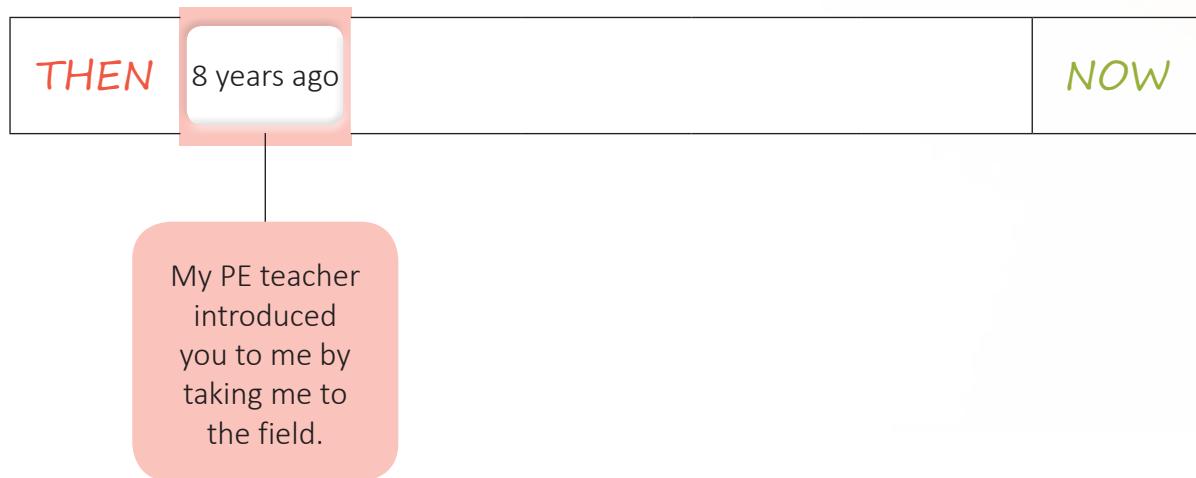
By simply telling a story as it happened, chronological order differs from other organisational styles in that it is fixed according to the timeline of events.

Stories can also be written backwards, i.e., in reverse chronological order.

**Step 1** Study the cue card your partner has helped you complete in the interview.

**Step 2** Reflect on your experiences with the sport you like.

**Step 3** Use a timeline to organise your thoughts. Mark the timeline with time indicators (e.g. X years ago; in 2016) and fill in the major events or significant feelings. (You can refer to Reading A.)



**Step 4** Organise your thoughts about how your relationship with the sport has developed over the years while referring to your timeline.

**Step 5** Refine your ideas and write a letter in 70 – 90 words.

## Reading B

### Excerpt from *BEND IT LIKE BECKHAM*<sup>1</sup>



The match was nearly over and I was almost on my last legs, when I saw a chance. I picked the ball up from Sally and headed for the German penalty area.

5 "Jess!" I could hear Jules shouting as she ran alongside me. "Pass!"

I glanced up and hit the ball forward into space. Jules ran on to it, picked it up and hit the ball into the net. It was just as 10 good as Beckham's last-minute goal against Germany. I almost collapsed with relief.

15 Jules ran into me and I jumped on her, followed by the rest of the team. We were all screaming with joy. The referee had to break it up and hurry us back to the centre circle, but two minutes after we kicked off, he blew the whistle for full-time. A draw.

"Penalties," Jules said, with a wide smile on her face.

20 Although it wasn't usual to finish a friendly with penalties, both sides had decided that it would be a nice idea. Now, with my legs shaking dangerously, I wasn't so sure. Joe came on to the pitch to give 25 us a quick pep talk. Maybe he wouldn't choose me.

30 "OK, Jules, you go first," Joe said. "Then Mel, Tina, Hannah and —" he turned to me — Jess." I tried not to look relieved that I was last. With any luck I wouldn't have to take my turn, if the match was decided before that.

35 The Germans went first and scored. So did Jules, with a cracking shot that nearly broke through the net. The Germans scored again. So did Mel. After a third German goal, Tina was looking nervous, but she was lucky because her shot went in off the post<sup>2</sup>.

40 My stomach was turning over and over as Hannah stepped up to take our fourth penalty. The Germans hadn't missed one yet. If Hannah scored, it would be all down to the last German penalty-taker — and me.

Hannah sent the goalkeeper the wrong 45 way and rolled the ball smoothly into the left-hand corner of the net. I tried to take deep breaths to calm myself down. If the next German player scored, I'd have to take my turn. I closed my eyes, willing her to fail.

50 A loud roar around the stadium told me that she'd scored. The referee signalled me to come over and with heavy steps I walked over to place the ball on the spot. I was incredibly tired and my legs felt like they were 55 made of lead. Behind me I could hear the girls yelling encouragement.

56 "Come on, Jess!" That was Jules. "You can do this." I made a superhuman effort and ran towards the ball, but even as I hit it, I knew it wasn't right. I groaned as the ball 60 hit the crossbar and bounced away into the crowd. Now I knew exactly how those players who'd missed penalties felt. Like someone had grabbed hold of my insides and 65 ripped them out. Gutted, in other words.

#### Notes

1. *Bend It like Beckham* is a novel based on a popular film. It tells the story of an 18-year-old British Indian girl, Jess, who loves football and dreams of becoming a professional footballer. In this section, Jess's team is playing a game against a team from Germany.

2. In football, "off the post" is when the ball hits the post before entering the goal, or it hits the post and rebounds.

## ● Comprehension Plus

I. Answer the questions.

- Which team won the match in the end? How?
- What does “friendly” (line 21) mean in this story?
- Who is Joe? How do you know?

II. Complete the table with words and phrases from the text that indicate Jess’s feelings at each stage of the game. Use some adjectives to describe her feelings.

Stage	Feeling indicator	Feeling
1. when the match was nearly over	I was almost <u>on my last legs</u> .	<i>exhausted</i>
2. after Jess assisted Jules to score the goal	I almost collapsed with _____. We were all _____.	
3. before the penalties	I _____.	
4. when she was picked to take the last penalty	I _____ that I was last.	
5. when Hannah stepped up to take “our” fourth penalty	_____.	
6. when Hannah scored the fourth penalty	I _____.	
7. before the last penalty taker on the German side kicked the ball	I _____, willing her to fail.	
8. when Jess was about to take her penalty	... with _____ I walked over to place the ball on the spot. I was _____, and _____.	
9. when Jess missed the goal and her team lost the game	I _____. Like someone had grabbed hold of my insides and ripped them out. _____, in other words.	

## Critical Thinking

Analysing advantages and disadvantages

I. What do the experiences of Michael Jordan (in Reading A), Leo (in Listening), Jess (in Reading B) and the women volleyball players (in Viewing) tell us? What have they gained from doing sports? What have sports cost them? Analyse the advantages and disadvantages of doing a sport by using a T-chart (see below). Explain your analysis to a partner.

Advantage	Disadvantage
<i>challenge</i>	<i>stress</i>

II. Based on the above analysis, what do you think about sports in your life? Does your letter to your sport carry such messages?

## Further Exploration

### Promoting a sports game in school

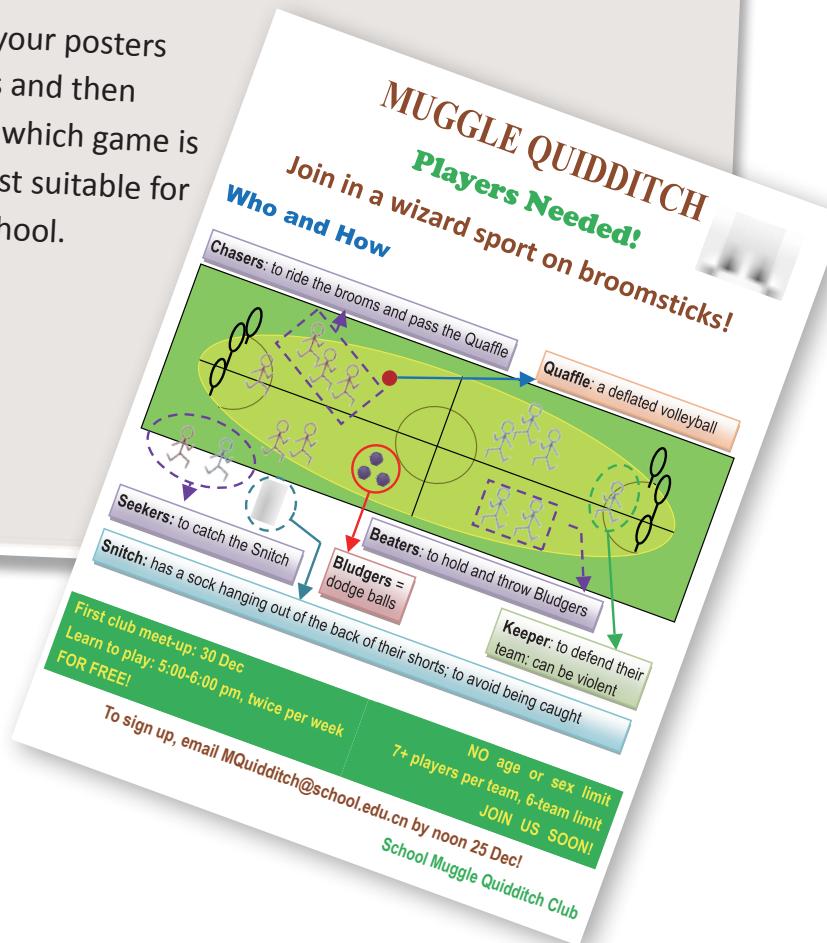
Work in groups and design a poster to promote a sports game in your school.

**Step 1** Do some research on a sports game. It could be a popular game, such as basketball. Or it could be a new kind of game, such as Muggle Quidditch adapted from the *Harry Potter* series. Study the rules and matches of the sport you choose.

**Step 2** Read reports and comments on this game and analyse its advantages to players.

**Step 3** Find a way to encourage people to take part in the game in a poster presentation to the class. Your poster should include the name of the game, its basic rules and its advantages. An example poster is given.

**Step 4** Share your posters in class and then decide which game is the most suitable for your school.



## Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.

- A. Understanding feelings about and attitudes towards certain sports
- B. Conducting a sports interview, raising questions to gather information and answering appropriately
- C. Appreciating the sporting spirit beyond cultural boundaries
- D. Thinking critically about the advantages and disadvantages of doing sports
- E. Summarising the events and development of feelings by following the timeline
- F. Asking for and giving clarifications in a conversation
- G. Writing about your experiences with a sport in chronological order

Which of the above have you done well? Why and how?

Which of the above do you still find difficult? Why?

What do you plan to do if you find something difficult?

## Reading

## Unit 1

## A

**creature** /'kri:tʃə/ *n.* a living thing, real or imaginary, that can move around, such as an animal 生物；动物

**species** /'spi:fi:z/ *n.* a group into which animals, plants, etc that are able to breed with each other and produce healthy young are divided, smaller than a genus and identified by a Latin name 种，物种（分类上小于属）

△ **paradise** /'pærədaɪs/ *n.* a place that is extremely beautiful and that seems perfect, like heaven 天堂，乐土，乐园（指美好的环境）

△ **wither** /'wɪðə/ *v.* if a plant withers or sth withers it, it dries up and dies (使)枯萎，凋谢

**replace** /rɪ'pleɪs/ *v.* to remove sb/sth and put another person or thing in their place (用……) 替换；(以……) 接替

to be used instead of sth/sb else 代替；取代

△ **elaborate** /ɪ'læbərət/ *adj.* very complicated and detailed; carefully prepared and organised 复杂的；详尽的；精心制作的

**fountain** /'faʊntɪn/ *n.* a structure from which water is sent up into the air by a pump, used to decorate parks and gardens/yards 人工喷泉；喷水池

△ **nobleman** /'nəʊbəlmən/ *n.* a person from a family of high social rank; a member of the nobility 贵族

△ **majesty** /'mædʒɪsti/ *n.* a title of respect used when speaking about or to a king or queen (对国王或女王的尊称) 陛下

the impressive and attractive quality that sth has 雄伟壮观；庄严；威严

**trick** /trɪk/ *v.* to make sb believe sth which is not true, especially in order to cheat them 欺骗；欺诈

**whisper** /'wɪspə/ *v.* to speak very quietly to sb so that other people cannot hear what you are saying 耳语；低语；私语；小声说

**reward** /rɪ'wɔ:d/ *n.* a thing that you are given because you have done sth good, worked hard, etc 奖励；回报；报酬

*v.* to give sth to sb because they have done sth good, worked hard, etc 奖励；奖赏；给以报酬

**solution** /sə'lju:ʃən/ *n.* a way of solving a problem or dealing with a difficult situation 解决办法；处理手段

**theory** /'θɪəri/ *n.* a formal set of ideas that is intended to explain why sth happens or exists 学说；论；说 the principles on which a particular subject is based 理论；原理；原则

**restore** /rɪ'stɔ:/ *v.* to bring sb/sth back to a former condition, place or position 使复原；使复位；使复职

to bring back a situation or feeling that existed before 恢复(某种情况或感受)

**royal** /'rɔɪəl/ *adj.* connected with or belonging to the king or queen of a country 国王的；女王的；皇家的；王室的

**former** /'fɔ:rəmə/ *adj.* that used to exist in earlier times 以前的

**splendour** /'splendə/ *n.* grand and impressive beauty 壮丽；雄伟；豪华；华丽

**disappear** /,dɪsə'piə(r)/ *v.* to stop existing 不复存在；灭绝；消亡

△ **poo** /pu:/ *n.* a child's word for the solid

[注：标注△的为《普通高中英语课程标准（2017年版2020年修订）》词汇表中未作要求的词汇]

waste that is passed through the bowels  
(儿童用语) 尿，屁屁

**particularly** /pə'tɪkjʊlərlɪ/ *adv.*  
especially; more than usual or more  
than others 特别；尤其

△ **moth** /mɒθ/ *n.* a flying insect with a long thin body and four large wings, like a butterfly, but less brightly coloured 蛾；飞蛾

△ **fool** /fu:l/ *n.* a person who acts unwisely; a person lacking in good sense or judgement 蠢人；傻瓜；白痴

△ **worm** /wɜ:m/ *n.* a long thin creature with no bones or legs, that lives in soil 蠕虫

**native** /'neɪtɪv/ *adj.* (of animals and plants) existing naturally in a place

(动植物) 原产于某地的；土产的；当地的

connected with the place where you were born and lived for the first years of your life 出生地的；儿时居住地的

**rare** /reə/ *adj.* existing only in small numbers and therefore valuable or interesting 稀罕的；珍贵的

not done, seen, happening, etc very often 稀少的

△ **flourish** /'flʌrɪʃ/ *v.* to grow well; to be healthy and happy 茁壮成长；健康幸福

to develop quickly and be successful or common 繁荣；昌盛；兴旺

△ **amongst** /ə'mʌŋst/ *prep.* surrounded by sb/sth; in the middle of sb/sth 在……中；周围是

**insect** /'ɪnsekt/ *n.* any small creature with six legs and a body divided into three parts (and usually with wings) 昆虫

△ **organism** /'ɔ:gənɪzəm/ *n.* (biology or formal) a living thing, especially one that is extremely small 有机体；生物；(尤指)微生物

**balance** /'bæləns/ *n.* a situation in which different things exist in equal, correct or good amounts 均衡；平衡；均势

**destroy** /dr'strɔɪ/ *v.* to damage sth so

badly that it no longer exists, works, etc 摧毁；毁灭；破坏

**delicate** /'delɪkət/ *adj.* easily damaged or broken 易损的；易碎的；脆弱的

**send for** 请某人来 (帮忙等)

**break into** 突然开始 (笑、唱等)

## B

△ **tragedy** /'trædʒədɪ/ *n.* a very sad event or situation, especially one that involves death 悲惨的事；不幸；灾难；惨案

**damage** /'dæmɪdʒ/ *v.* to harm or spoil sth/sb 损害；伤害；毁坏；破坏  
*n.* physical harm caused to sth which makes it less attractive, useful or valuable (有形的) 损坏，破坏，损失

**beyond** /bɪ'jɒnd/ *prep.* used to say that sth is not possible 表示不可能  
on or to the further side of sth 在 (或向) ……较远的一边

**generation** /'dʒenə'reɪʃən/ *n.* all the people who were born at about the same time [统称] 一代人，同代人，同辈人

△ **pauper** /'pɔ:pə/ *n.* a very poor person 穷人；贫民；乞丐

**preserve** /prɪ'zɜ:v/ *v.* to keep a particular quality, feature, etc; to make sure that sth is kept 保护；维护；保留  
to keep sth in its original state in good condition 保存，保养

**appreciate** /ə'pri:fɪet/ *v.* to recognise the good qualities of sb/sth 欣赏；赏识；重视

△ **miraculous** /mɪ'rækjʊləs/ *adj.* like a miracle; completely unexpected and very lucky 奇迹般的；不可思议的；不平凡的

△ **aflame** /ə'fleɪm/ *adj.* full of bright colours and lights 五彩缤纷  
burning; on fire 在燃烧

△ **sunset** /'sʌn, set/ *n.* the time when the sun goes down and night begins 日落；傍晚

**transform** /træns'fɔ:m/ *v.* to change the form of sth 使改变形态

**familiar** /fə'miliər/ *adj.* well known (to sb); often seen or heard 为 (某人) 所熟知的；经常见到或听到的

knowing sth very well 通晓；熟悉

**landscape** /'lænd,skeɪp/ *n.* everything you can see when you look across a large area of land, especially in the country (陆上，尤指乡村的) 风景，景色

a painting of a view of the countryside 乡村风景画

△ **wonderland** /'wʌndə,lænd/ *n.* an imaginary place in children's stories (童话中的) 仙境，奇境

△ **clump** /klʌmp/ *n.* a small group of things or people very close together, especially trees or plants; a bunch of sth such as grass or hair (尤指树或植物的) 丛，簇，束，串；(人的)群，组；(草的)堆；(毛发的)缕

△ **daffodil** /'dæfədil/ *n.* a tall yellow spring flower shaped like a trumpet 黄水仙

△ **glow** /gləʊ/ *n.* a dull steady light, especially from a fire that has stopped producing flames 微弱稳定的光；暗淡的光

**affect** /ə'fekt/ *v.* to produce a change in sb/sth 影响

**mood** /mu:d/ *n.* the way you are feeling at a particular time 情绪；心情

**responsible** /ri'spɒnsəbl/ *adj.* being the cause of sth 作为原因；成为起因 having the job or duty of doing sth or taking care of sb/sth, so that you may be blamed if sth goes wrong 有责任；负责；承担义务

△ **gloomy** /'glu:mɪ/ *adj.* sad and without hope 忧郁的；沮丧的；无望的 nearly dark, or badly lit in a way that

makes you feel sad 黑暗的；阴暗的

**romantic** /rəʊ'mæntɪk/ *adj.* beautiful in a way that makes you think of love or feel strong emotions 浪漫的；富有情调的；美妙的

△ **bud** /bʌd/ *v.* to produce buds 发芽

△ **timid** /'tɪmɪd/ *adj.* shy and nervous; not brave 羞怯的；胆怯的；缺乏勇气的

**frozen** /'frəuzən/ *adj.* (especially of ground) so cold that it has become very hard 冻硬的

(of food) kept at a very low temperature in order to preserve it 冷冻的；冷藏的

△ **intrinsic** /ɪn't्रɪnsɪk/ *adj.* belonging to or being part of the real nature of sth/sb 固有的；内在的；本身的

△ **sunrise** /'sʌnraɪz/ *n.* the time when the sun first appears in the sky in the morning 日出

△ **breeze** /bri:z/ *n.* a light wind 微风；和风

△ **gaze** /geɪz/ *v.* to look steadily at sb/sth for a long time, either because you are very interested or surprised, or because you are thinking of sth else 凝视；注视；盯着

△ **renew** /rɪ'nju:/ *v.* to change sth that is old or damaged and replace it with sth new of the same kind 更新；更换 to begin sth again after a pause or an interruption 重新开始；中止后继续

**aware** /ə'weər/ *adj.* knowing or realising sth 知道；意识到；明白

**positive** /'pozɪtɪv/ *adj.* thinking about what is good in a situation; feeling confident and sure that sth good will happen 积极乐观的；自信的

**tear up** 撕毁；撕碎

## Unit 2

### A

**cruel** /'kru:əl/ *adj.* causing pain or suffering 引起痛苦的

having a desire to cause pain and suffering 残酷的；冷酷的；残忍的；残暴的

**debate** /dɪ'bεɪt/ *v.* to discuss sth, especially formally, before making a decision or finding a solution (尤指正式) 讨论，辩论

*n.* an argument or discussion expressing different opinions (各自发表不同意见的) 争论，辩论，讨论

**establishment** /ɪ'stæblɪʃmənt/ *n.* an organisation, a large institution or a hotel 机构；大型机关；企业；旅馆

**welfare** /'welfeə/ *n.* the general health, happiness and safety of a person, an animal or a group (个体或群体的) 幸福，福祉，安康

**concern** /kən'sɜ:n/ *n.* a feeling of worry, especially one that is shared by many people (尤指许多人共同的) 担心，忧虑

**argue** /'a:gju:/ *v.* to give reasons why you think that sth is right/wrong, true/not true, etc, especially to persuade people that you are right 论证；说理；争辩

to speak angrily to sb because you disagree with them 争论；争吵

**remove** /rɪ'mu:v/ *v.* to take sth/sb away from a place 移开；拿开；去掉；从……机构开除

to get rid of sth unpleasant, dirty, etc; to make sth disappear 排除 (污渍、不愉快的事物等)；使消失

**habitat** /'hæbitæt/ *n.* the place where a particular type of animal or plant is normally found (动植物的) 生活环境，栖息地

**cage** /keɪdʒ/ *n.* a structure made of metal bars or wire in which animals or birds are kept 笼子

**hunt** /hʌnt/ *v.* to chase wild animals or

birds in order to catch or kill them for food, sport or to make money 打猎；猎取；猎杀

**additionally** /ə'dɪʃənəli/ *adv.* in addition; also 另外；此外

**exhibit** /ɪg'zɪbit/ *v.* to show sth in a public place for people to enjoy or to give them information 展览；展出

**adjust** /ə'dʒʌst/ *v.* to get used to a new situation by changing the way you behave and/or think 适应；习惯

to change sth slightly to make it more suitable for a new set of conditions or to make it work better 调整；调节

**climate** /'klaɪmɪt/ *n.* the regular pattern of weather conditions of a particular place 气候

**location** /ləʊ'keɪʃən/ *n.* a place where sth happens or exists; the position of sth 地方；地点；位置

**design** /dɪ'zain/ *v.* to make, plan or intend sth for a particular purpose or use 制造；设计；意欲

to decide how sth will look, work, etc, especially by drawing plans or making models 设计；制图；构思

**extinction** /ɪk'stiŋkʃən/ *n.* a situation in which a plant, an animal, a way of life, etc stops existing (植物、动物、生活方式等的) 灭绝，绝种，消亡

**conservation** /,kɒnsə'veɪʃən/ *n.* the protection of the natural environment (对自然环境的) 保护

**essential** /ɪ'senʃəl/ *adj.* completely necessary; extremely important in a particular situation or for a particular activity 完全必要的；必不可少的；极其重要的

**threat** /θret/ *n.* a person or thing that is likely to cause trouble, danger, etc 构成威胁的人；形成威胁的事物

a statement in which you tell sb that you will punish or harm them, especially if they do not do what you want 威胁；恐吓

**illegal** /ɪ'li:gəl/ *adj.* against the law; not legal 不合法的；违法的

**extinct** /ɪk'stɪŋkt/ *adj.* (esp of a type of animal, etc) no longer in existence (尤指某种动物等) 不再存在的；绝种的；灭绝的

**moreover** /mɔ:r'əuvə(r)/ *adv.* (formal) used to introduce some new information that adds to or supports what you have said previously 此外；而且

**attempt** /ə'tempt/ *v.* to make an effort or try to do sth, especially sth difficult 努力；尝试；试图

*n.* an act of trying to do sth, especially sth difficult, often with no success 企图；试图；尝试

△ **replicate** /'replɪkeɪt/ *v.* to copy sth exactly 复制；(精确地)仿制

**material** /mə'tɪəriəl/ *n.* things that are needed in order to do a particular activity (某一活动所需的) 材料  
a substance that things can be made from 材料；原料

**exhibition** /'eksɪ'bɪʃn/ *n.* a collection of things, for example works of art, that are shown to the public (一批) 展览品

△ **tropical** /'trɒpɪkəl/ *adj.* coming from, found in or typical of the tropics 热带的；来自热带的；产于热带的

**typically** /'tɪpɪkli/ *adv.* used to say that sth usually happens in the way that you are stating 通常；一般

△ **indoors** /ɪn'dɔ:z/ *adv.* in or into a building 在室内；往室内

**tank** /tæŋk/ *n.* a large container for holding liquid or gas (贮放液体或气体的) 箱，槽，罐

**slightly** /'slairtlɪ/ *adv.* a little 略微；稍微

**approach** /ə'prəʊtʃ/ *n.* a way of dealing with sb/sth; a way of doing or thinking about sth such as a problem or a task (待人接物或思考问题的) 方式，方法，态度

**overall** /əʊvə'rɔ:l/ *adv.* generally; when you consider everything 一般来说；大致上；总体上

**definitely** /'defɪnətlɪ/ *adv.* a way of

emphasising that sth is true and that there is no doubt about it 肯定；没问题；当然；确实

## B

△ **reunite** /,ri:ju:'naɪt/ *v.* to bring two or more people together again after they have been separated for a long time; to come together again (使)重逢，再次相聚

**retire** /rɪ'taɪə/ *v.* to stop doing your job, especially because you have reached a particular age or because you are ill/sick; to tell sb they must stop doing their job (令)退职；(使)退休

△ **bricklayer** /'brɪk,leɪə/ *n.* a person whose job is to build walls, etc with bricks 砌砖工；瓦工

△ **penguin** /'peŋgwin/ *n.* a black and white bird living almost exclusively in the Southern Hemisphere, with webbed feet and wings like flippers that are used for swimming 企鹅

**death** /deθ/ *n.* the end of life; the state of being dead 生命的终止；死亡状态  
the fact of sb dying or being killed 死；死亡

△ **feather** /'feðə/ *n.* one of the many soft light parts covering a bird's body 羽毛；翎毛

**diet** /'daɪət/ *n.* the food that you eat and drink regularly 日常饮食；日常食物

**strength** /strenθ/ *n.* the quality of being physically strong 体力；力气；力量

**release** /rɪ'li:s/ *v.* to let sb/sth come out of a place where they have been kept or trapped 释放；放出；放走

**nearby** /'niəbəi/ *adj.* near in position; not far away 附近的；邻近的

**elderly** /'eldəlɪ/ *adj.* used as a polite word for "old" 年纪较大的，上了年纪的(婉辞，与 old 同义)

△ **migrate** /maɪ'greɪt/ *v.* to move

from one part of the world to another according to the season (随季节变化) 迁徙

**recall** /rɪ'kɔ:l/ *v.* to remember sth 记起；回忆起；回想起

△ **affectionate** /ə'fekʃənət/ *adj.* showing caring feelings and love for sb 表示关爱的

**emerge** /ɪ'mɜ:dʒ/ *v.* (of facts, ideas, etc) to become known (事实、意见等) 暴露；露出真相；被知晓

△ **peck** /pek/ *v.* to move the beak forward quickly and hit or bite sth 啄

**lap** /læp/ *n.* the top part of your legs

that forms a flat surface when you are sitting down (坐着时的) 大腿部

△ **sardine** /sɑ:dɪ:n/ *n.* a small young sea fish (for example, a young pilchard) that is either eaten fresh or preserved in tins/cans 沙丁鱼

**Joao** /ʒo'au/ 若奥，热奥 (葡萄牙语，人名)

**Rio de Janeiro** /'ri:əu də dʒə'nɪərəu/ 里约热内卢 [巴西东南部港口城市]

**Brazil** /brə'zil/ 巴西 [南美洲国家]

**Dindim** /'dɪndɪm/ 丁丁 (人名)

## Unit 3

### A

**shock** /ʃɒk/ *n.* a strong feeling of surprise as a result of sth happening, especially sth unpleasant; the event that causes this feeling 震惊；惊愕；令人震惊的事

a violent shaking movement that is caused by an explosion, earthquake, etc (由爆炸、地震等引起的) 剧烈震动，剧烈震荡

**culture shock** /'kʌltʃə(r) ʃɒk/ *n.* a feeling of confusion and anxiety that somebody may feel when they live in or visit another country 文化冲击，文化休克 (指在异国生活或访问时的一种困惑不安的感觉)

**host** /həʊst/ *n.* a person who receives and entertains one or more other people as guests (待客的) 主人

**multiple** /'mʌltɪpəl/ *adj.* many in number; involving many different people or things 数量多的；多种多样的

**variety** /və'raiəti/ *n.* several different sorts of the same thing (同一事物的) 不同种类，多种式样

△ **champagne** /ʃæm'peɪn/ *n.* a French sparkling white wine that is drunk on

special occasions 香槟酒

**slice** /slais/ *n.* a thin flat piece of food that has been cut off a larger piece (切下的食物) 薄片，片

*v.* cut sth into slices 将某物切成薄片

**serving** /'sɜ:vɪŋ/ *n.* an amount of food for one person (供一个人吃的) 一份食物

**focus** /'fəʊkəs/ *v.* to concentrate (on sth) 集中 (于某事物)

**facility** /fə'silɪti/ *n.* a place, usually including buildings, used for a particular purpose or activity (供特定用途的) 场所

**strategy** /'strætədʒɪ/ *n.* a plan that is intended to achieve a particular purpose 策略；计策；行动计划

**phenomenon** /fɪ'nəmɪnən/ *n.* a fact or an event in nature or society, especially one that is not fully understood 现象

△ **graph** /gra:f/ *n.* a planned drawing, consisting of a line or lines, showing how two or more sets of numbers are related to each other 图；图表；曲线图

△ **honeymoon** /'hʌni,mu:n/ *n.* the period of time at the start of a new activity when nobody is criticised and people feel enthusiastic (新活动之初的) 和

**B**

## 谐时期

a holiday/vacation taken by a couple who have just got married 蜜月

**phase** /feɪz/ *n.* a stage in a process of change or development 阶段；时期

△ **frustrating** /'frʌst'reɪtɪŋ/ *adj.* causing you to feel annoyed and impatient because you cannot do or achieve what you want 令人懊恼的；令人沮丧的

△ **overwhelming** /'əʊvə'welminɡ/ *adj.* very great or very strong; so powerful that you cannot resist it or decide how to react 巨大的；压倒性的；无法抗拒的

**encounter** /ɪn'kaʊntə/ *v.* to meet sb, or discover or experience sth, especially sb/sth new, unusual or unexpected 偶然碰到；意外地遇见；与……邂逅

**tend** /tend/ *v.* to be likely to behave in a certain way or to have a certain characteristic or influence 倾向；趋向；趋于

to be likely to do sth or to happen in a particular way because this is what often or usually happens 往往会；常常就

△ **utensil** /ju:'tensəl/ *n.* a tool that is used in the house (家庭) 用具，器皿；家什

**appetite** /'æpitait/ *n.* physical desire, esp for food or pleasure 肉体的欲望（尤指对食物或享乐）；食欲；胃口

a strong desire for sth 强烈欲望

**grab** /græb/ *v.* to have or take sth quickly, especially because you are in a hurry (尤指匆忙地) 取，拿，吃，喝 to take or hold sb/sth with your hand suddenly, firmly or roughly 抓住；攫取

**run into** 遇到（困难等）

**galette des rois** /'gælit deɪ rwa/ (法国) 国王饼（食物名）

**International Programs** (*BrE* Programmes) **Office** 留学项目办公室；外事办公室（机构名）

**type** /taɪp/ *n.* a class or group of people or things that share particular qualities or features and are part of a larger group; a kind or sort 类型；种类

△  /'kʌlɪnəri/ *adj.* connected with cooking or food 烹饪的；食物的

**identify** /aɪ'dentɪfaɪ/ *v.* to find or discover sb/sth 找到；发现

to recognise sb/sth and be able to say who or what they are 确认；认出；鉴定

**seek** /si:k/ *v.* to look for sth/sb 寻找

**stressed** /strest/ *adj.* too anxious and tired to be able to relax 焦虑不安的；心力交瘁的

**identity** /aɪ'dentɪti/ *n.* the characteristics, feelings or beliefs that distinguish people from others 特征；特有的感觉（或信仰）

who or what sb/sth is 身份；本身；本体

**cuisine** /kwi'zi:n/ *n.* a style of cooking 烹饪；风味

**precious** /'preʃəs/ *adj.* loved or valued very much 受珍爱的；被珍惜的 rare and worth a lot of money 珍奇的；珍稀的

**recipe** /'resipi/ *n.* a set of instructions that tells you how to cook sth and the ingredients you need for it 烹饪法；食谱

a method or an idea that seems likely to have a particular result 方法；秘诀；诀窍

**means** /mi:nz/ *n.* an action, an object or a system by which a result is achieved; a way of achieving or doing sth 方式；方法；途径

△ **cope** /kəup/ *v.* to manage successfully; to be able to deal with sth difficult 对付；（善于）处理（棘手之事）

△ **homesickness** /'həʊm,sɪknɪs/ *n.* a state of feeling sad because you are away from home and you miss your family and friends 思乡；想家；患怀乡病

**unique** /ju:'ni:k/ *adj.* belonging to or connected with one particular person, place or thing (某人、地或事物) 独

具的，特有的

being the only one of its kind 唯一的；独一无二的

**belief** /bri'li:f/ *n.* a thing accepted as true or real; what one believes 认为正确或确实的事物；信念；相信

**harmony** /'ha:məni/ *n.* a state of peaceful existence and agreement 融洽；和睦

**vital** /'vætl/ *adj.* necessary or essential in order for sth to succeed or exist 必不可少的；对……极重要的

△ **trait** /treɪt/ *n.* a particular quality in your personality (人的个性的) 特征，特性，特点

**flavour** /'flaɪvə/ *n.* a particular type of taste (某种) 味道

△ **spicy** /'spaɪsi/ *adj.* having a strong taste because spices have been used to flavour it 加有香料的；用香料调味的  
**sour** /'saʊə/ *adj.* having a taste like that of a lemon or of fruit that is not ready to eat 酸的；有酸味的

**bitter** /'bitə/ *adj.* having a strong, unpleasant taste; not sweet 味苦的  
(of weather conditions) extremely cold and unpleasant (天气) 严寒的

**style** /staɪl/ *n.* the features of a book, painting, building, etc that make it typical of a particular author, artist, historical period, etc 风格；体  
the particular way in which sth is done 方式；作风

△ **architecture** /'ɑ:kɪtektʃə/ *n.* the design or style of a building or buildings 建筑设计；建筑风格

**costume** /'kɒstjum/ *n.* the clothes worn by people from a particular place or during a particular historical period (某地或某历史时期的) 服装，装束

**nutritious** /nju:'trɪʃəs/ *adj.* very good for you; containing many of the substances which help the body to grow

有营养的；营养丰富的

**appealing** /ə'pi:lɪŋ/ *adj.* attractive or interesting 有吸引力的；有感染力的；令人感兴趣的

△ **immigration** /,ɪmɪ'greɪʃən/ *n.* the process of coming to live permanently in a country that is not your own; the number of people who do this 迁居；移民

△ **ingredient** /ɪn'grɪ:dɪənt/ *n.* one of the things from which sth is made, especially one of the foods that are used together to make a particular dish 成分；(尤指烹饪) 材料

△ **diversity** /dai'ver:sɪti/ *n.* the quality or fact of including a range of many people or things 多样性；多样化

△ **globalise** /'gləʊbəlaɪz/ *v.* if sth, for example a business company, globalises or is globalised, it operates all around the world (使) 全球化，全世界化

**access** /'ækses/ *v.* to reach, enter or use sth 到达；进入；使用

*n.* a way of entering or reaching a place 通道；通路；入径

△ **embrace** /ɪm'breɪs/ *v.* to accept an idea, a proposal, a set of beliefs, etc, especially when it is done with enthusiasm 欣然接受，乐意采纳(思想、建议等)；信奉(宗教、信仰等)  
to put your arms around sb as a sign of love or friendship 抱；拥抱

**inform** /ɪn'fɔ:m/ *v.* to find out information about sth 了解；熟悉  
to tell sb about sth, especially in an official way 知会；通知；通告

△ **portal** /'pɔ:tł/ *n.* (formal or literary) a large, impressive gate or entrance to a building 壮观的大门；豪华的入口

**identify with** 与某人认同；与……有关联

**pass down** 使世代相传；流传

## Unit 4

### A

- △ **garage** /'gærɑ:ʒ/ *n.* a building for keeping one or more cars or other vehicles in 停车房；车库
- barely** /'beəlɪ/ *adv.* in a way that almost does not happen or exist 几乎不；几乎没有  
in a way that is just possible but only with difficulty 仅仅；刚刚
- neighborhood** /'neɪbə,hud/ *n.* (*NAmE*) (*BrE* neighbourhood) a district or an area of a town 街区；城区  
the people who live there (统称) 某街区(或城区)的居民
- guy** /gai/ *n.* a man 男人；家伙；小伙子
- △ **varsity** /'vɑ:sətɪ/ *n.* the main team that represents a college or high school, especially in sports competitions (尤指体育比赛中大中学校的) 代表队，校队
- △ **crush** /krʌʃ/ *v.* to destroy sb's confidence or happiness 破坏，毁坏 (某人的信心或幸福)  
to press or squeeze sth so hard that it is damaged or injured, or loses its shape 压坏；压伤；挤压变形
- △ **hustle** /'hʌsəl/ *v.* (informal) to act in an aggressive way or with a lot of energy 强行；强迫；硬干  
to make sb move quickly by pushing them in a rough aggressive way 推搡；猛推
- △ **dribble** /'drɪbəl/ *v.* (in football and some other sports) to move the ball along with several short kicks, hits or bounces (足球及其他某些体育运动) 运球；带球；盘球  
to let saliva or another liquid come out of your mouth and run down your chin 流口水；垂涎
- shoot** /ʃu:t/ *v.* (in football, hockey, etc) to try to kick, hit or throw the ball into a goal or to score a point (足球、曲棍球等) 射门；投篮

- to fire a gun or other weapon; to fire sth from a weapon 开(枪或其他武器)；射击；发射
- △ **sit-up** /'sit,ʌp/ *n.* an exercise for making your stomach muscles strong, in which you lie on your back on the floor and raise the top part of your body to a sitting position 仰卧起坐
- △ **push-up** /'puʃ,ʌp/ *n.* an exercise in which you lie on your stomach and raise your body off the ground by pressing down on your hands until your arms are straight 俯卧撑；伏地挺身；掌上压
- △ **pull-up** /'pʊl,ʌp/ *n.* an exercise in which you hold onto a high bar above your head and pull yourself up towards it 引体向上(单杠运动)
- △ **hoop** /hu:p/ *n.* the ring that the players throw the ball through in the game of basketball in order to score points (篮球) 篮圈；篮球  
a large ring of plastic, wood or iron 篮；环；圈
- △ **sneaker** /'sni:kə/ *n.* a shoe that you wear for sports or as informal clothing 运动鞋；便鞋
- severe** /sɪ'verə/ *adj.* not kind or sympathetic and showing disapproval of sb/sth 严厉的；苛刻的  
extremely bad or serious 极为恶劣的；十分严重的
- △ **critic** /'krɪtɪk/ *n.* a person who expresses opinions about the good and bad qualities of books, music, etc 批评家；评论家；评论员
- △ **ally** /'æləi/ *n.* a person who helps and supports sb who is in a difficult situation, especially a politician (尤指从政者的) 盟友，支持者
- challenging** /'tʃælɪndʒɪŋ/ *adj.* difficult in an interesting way that tests your ability 挑战性的；考验能力的
- △ **endearing** /ɪn'dɪərɪŋ/ *adj.* causing people to feel affection 令人爱慕的；

惹人喜爱的；讨人喜欢的

**ultimate** /'ʌltɪmət/ *adj.* most extreme; best, worst, greatest, most important, etc 极端的；最好（或坏、伟大、重要等）的

happening at the end of a long process 最后的；最终的；终极的

**tough** /tʌf/ *adj.* having or causing problems or difficulties 艰苦的；艰难的；棘手的

strong enough to deal successfully with difficult conditions or situations 坚强的；健壮的；能吃苦耐劳的；坚韧不拔的

**competitor** /kəm'petɪtə/ *n.* a person who competes 竞争者；比赛者；对手；敌手

△ **visa** /'vi:zə/ *n.* a stamp or mark put in your passport by officials of a foreign country that gives you permission to enter, pass through or leave their country (护照的)签证

**million** /'miljən/ *n.* 1 000 000 一千万

**hang out** 常去某处；泡在某处

**leave (...) off (...)** 不把……列入；不包括；不含

**work on** 努力改善（或完成）

**Jordan** /'dʒɔ:dən/ 乔丹，美国篮球选手

**Louisiana** /lu:izɪ'ænə/ 路易斯安那州 [美国州名]

**Georgetown** /'dʒɔ:dʒtaʊn/ 乔治敦区 [美国首都华盛顿市内西部一住宅区]

**NBA** National Basketball Association (美国)全国篮球协会 (机构名)

## B

**bend** /bend/ *v.* to force something that was straight into an angle or a curve 使弯曲

(especially of somebody's body or head) to lean, or make something lean, in a particular direction (尤指人的身体或头部) (使)倾斜，偏向

**German** /'dʒɜ:mən/ *adj.* from or connected with Germany 德国的

△ **penalty area** /'penəltɪ 'eəriə/ *n.* (in football/soccer) the area in front of the goal; if the defending team breaks the rules within this area, the other team is given a penalty 罚球区；禁区

**net** /net/ *n.* (in sports) the frame covered in net that forms the goal (体育运动) 球门网

a type of material that is made of string, thread or wire twisted or tied together, with small spaces in between 网；网状物

**goal** /gəʊl/ *n.* the act of kicking or hitting the ball into the goal; a point that is scored for this 射门；进球得分

**relief** /rɪ'lɪ:f/ *n.* the feeling of happiness that you have when sth unpleasant stops or does not happen (不快过后的) 宽慰；轻松；解脱

**scream** /skri:m/ *v.* to give a loud, high cry, because you are hurt, frightened, excited, etc (因伤痛、害怕、激动等) 尖叫

△ **referee** /,refə'rei:/ *n.* the official who controls the game in some sports (某些体育比赛的)裁判，裁判员

△ **whistle** /'wɪsəl/ *n.* a small metal or plastic tube that you blow to make a loud high sound, used to attract attention or as a signal 哨子

△ **full-time** /'ful'taɪm/ *n.* the end of a sports game (体育运动的) 全场比赛结束时间，终场

**draw** /drɔ:/ *n.* a game in which both teams or players finish with the same number of points 平局；和局；不分胜负

the act of choosing sth, for example the winner of a prize or the teams who play each other in a competition, usually by taking pieces of paper, etc out of a container without being able to see what is written on them 抽彩；抽奖；抽签

**friendly** /'frendlɪ/ *n.* a game of football (soccer) etc that is not part of an important competition (足球等的) 友谊赛

- △ **pitch** /pitʃ/ *n.* an area of ground specially prepared and marked for playing a sports game (体育比赛的) 场地；球场
- △ **pep talk** /pep tɔ:k/ *n.* a short speech intended to encourage somebody to work harder, try to win, have more confidence, etc 激励的话；鼓舞士气的话
- △ **relieve** /rɪ'li:v/ *v.* to remove or reduce an unpleasant feeling or pain 解除；减轻；缓和（不快或痛苦）
- △ **crack** /kræk/ *v.* to break without dividing into separate parts; to break sth in this way 破裂；裂开；断裂
- △ **goalkeeper** /'gəul,kɪ:pə/ *n.* (in football or soccer, hockey, etc) a player whose job is to stop the ball from going into his or her own team's goal (足球、曲棍球等) 守门员
- roll** /rəʊl/ *v.* to turn over and over and move in a particular direction; to make a round object do this (使) 翻滚，滚动
- breath** /breθ/ *n.* an amount of air that enters the lungs at one time 一次吸入的空气  
the air that you take into your lungs and send out again 呼吸的空气
- calm** /kɑ:m/ *v.* (cause sb to) become calm (使某人) 平静，镇静，安静  
*adj.* not excited, nervous or upset 镇静的；沉着的
- roar** /rɔ:/ *n.* a loud deep sound made by an animal, especially a lion, or by sb's voice 咆哮；吼叫
- stadium** /'steɪdiəm/ *n.* a large sports ground surrounded by rows of seats and usually other buildings 体育场；运动场
- spot** /spɒt/ *n.* a particular area or place 地点；场所；处所
- incredibly** /ɪn'kredəblɪ/ *adv.* extremely 极端地；极其
- △ **yell** /jel/ *v.* to shout loudly, for example because you are angry, excited, frightened or in pain 叫喊；大喊；吼叫
- △ **groan** /grəʊn/ *v.* to make a long deep sound because you are annoyed, upset or in pain, or with pleasure 呻吟；叹息；哼哼
- △ **crossbar** /'krɒsba:/ *n.* the bar joining the two vertical posts of a goal (足球球门的) 横梁
- bounce** /baʊns/ *v.* if sth bounces or you bounce it, it moves quickly away from a surface it has just hit or you make it do this (使) 弹起，弹跳
- crowd** /kraʊd/ *n.* a large number of people gathered together in a public place, for example in the streets or at a sports game 人群；观众
- △ **gutted** /'gʌtɪd/ *adj.* (informal) extremely sad or disappointed 十分伤心的；极度失望的；非常沮丧的
- kick off** (足球比赛等) 开球，开始  
**break through** 冲破；突破  
**turn over** (因害怕、激动等)(胃)翻动  
**step up** 走上前去  
**calm (...) down** (使) 平静，镇静，安静
- Beckham** /'bekhæm/ 贝克汉姆，英国足球运动员
- Sally** /'sæli/ 赛莉 (Sarah 的昵称，亦作 Sallie，人名)
- Jules** /dʒu:lz/ 朱尔斯 (Julius 的异体，人名)
- Mel** /mel/ 梅尔 (Melanie 或 Melvin 的缩写，人名)
- Hannah** /'hænə/ 汉娜 (亦作 Hanna，人名)
- Jess** /dʒes/ 杰斯 (Jesse 的昵称，人名)

# Listening and Viewing

## Unit 1

- △ **bloom** /'blu:m/ *v.* to produce flowers  
开花
- △ **Antarctic** /æn'ta:ktɪk/ *adj.* connected with the regions of the world around the South Pole 南极的；南极附近（或周围）的；南极地区的
- exploration** /'eksplə'reiʃən/ *n.* the act of travelling through a place in order to find out about it or look for sth in it 勘探；勘查；探索
- △ **rainforest** /'reɪn,fɔ:rist/ *n.* a thick forest in tropical parts of the world that have a lot of rain (热带) 雨林
- reduction** /rɪ'dʌkʃən/ *n.* an act of making sth less or smaller; the state of being made less or smaller 减少；缩小；降低
- energy** /'enədʒɪ/ *n.* the ability to put effort and enthusiasm into an activity, work, etc 精力；活力；干劲
- amazement** /ə'meɪzmənt/ *n.* a feeling of great surprise 惊奇；惊愕；惊诧
- awe** /ɔ:/ *n.* feelings of respect and slight fear; feelings of being very impressed by sth/sb 敬畏；惊叹  
*v.* (formal) to fill sb with awe 使惊叹；使敬畏
- stress** /stres/ *n.* pressure or worry caused by the problems in sb's life 精神压力；心理负担；紧张
- contentment** /kən'tentmənt/ *n.* a feeling of happiness or satisfaction 满意；满足
- curiosity** /'kjʊərɪ'ɒsɪtɪ/ *n.* a strong desire to know about sth 好奇心；求知欲
- reveal** /rɪ'veɪl/ *v.* to make sth known to sb 揭示；显示；透露

**David Attenborough** /'deɪvɪd 'ætənbərəʊ/ 大卫·阿滕伯勒 (人名)

**Dacher Keltner** /'dækə 'keltnə/ 达契尔·克特纳 (人名)

## Unit 2

- observe** /əb'zɜ:v/ *v.* to watch sb/sth carefully, especially to learn more about them 观察；注视；监视  
to see or notice sb/sth 看到；注意到；观察到
- △ **safari** /sə'fɑ:ri/ *n.* a trip to see or hunt wild animals, especially in east or southern Africa (尤指在非洲东部或南部的) 观赏(或捕猎)野兽的旅行；游猎
- flight** /flaɪt/ *n.* a series of steps between two floors or levels 一段楼梯；一段阶梯
- stair** /steə/ *n.* a set of steps built between two floors inside a building 楼梯
- △ **carbon monoxide** /'ka:bən mə'nɔksaɪd/ a poisonous gas formed when carbon burns partly but not completely, or produced when petrol/gas is burnt in car engines 一氧化碳
- △ **meow** /mi'au/ *v.* (of a cat) to make a crying sound 喵(猫叫声)
- △ **scratch** /skrætʃ/ *v.* to cut or damage your skin slightly with sth sharp 划破，抓破，划伤，抓伤(皮肤)  
to rub your skin with your nails, usually because it is itching 挠，搔(痒处)

**Salty** /'sɔ:ltɪ/ 索尔提 (人名)  
**World Trade Center** (BrE Centre) 世界贸易中心 (机构名)  
**Winnie** /'wɪni/ 温尼 (Winston 的昵称, 亦作 Winny)；威妮 (Winfred 的昵称, 亦作 Winny)

## Unit 3

**custom** /'kʌstəm/ *n.* an accepted way

- of behaving or of doing things in a society or a community 风俗；习俗
- △ **cappuccino** /kæpu'ṭʃɪnəʊ/ *n.* a type of coffee made with hot frothy milk and sometimes with chocolate powder on the top 卡布其诺咖啡（加牛奶或奶油用蒸汽加热煮出的浓咖啡）
- △ **associate** /ə'səʊsɪeɪt/ *v.* to make a connection between people or things in your mind (使)发生联系
- △ **association** /ə,səʊsɪ'eɪʃn/ *n.* a connection or relationship between people or organizations 联合，结合
- link** /lɪŋk/ *n.* a connection between two or more people or things 联系；连接
- v.* to make a physical or electronic connection between one object, machine, place, etc and another 把(物体、机器、地方等)连接起来
- △ **immigrant** /'ɪmɪgrənt/ *n.* a person who has come to live permanently in a country that is not their own 移民
- △ **heritage** /'herɪtɪdʒ/ *n.* the history, traditions and qualities that a country or society has had for many years and that are considered an important part of its character 遗产；传统
- △ **nutrition** /nju'trɪʃn/ *n.* the process by which living things receive the food necessary for them to grow and be healthy 营养
- △ **shortcake** /'ʃɔ:t,keɪk/ *n.* a cake with a pastry base and cream and fruit on top; a rich crisp biscuit/cookie made with flour, sugar and a lot of butter 水果奶油酥饼；黃油甜酥饼干

## Unit 4

- △ **kung fu** /kʌŋ 'fu:/ *n.* a Chinese system of fighting without weapons, similar to karate 功夫，中国拳术
- △ **athlete** /'æθlɪ:t/ *n.* a person who competes in sports 运动员
- judge** /dʒʌdʒ/ *n.* a person who decides who has won a competition 裁判员；评判员
- a person in a court who has the authority to decide how criminals should be punished or to make legal

- decisions 法官；审判员
- admire** /əd'maɪə/ *v.* to respect sb for what they have done or to respect their qualities 钦佩；赞赏；仰慕
- realistic** /rɪə'lɪstɪk/ *adj.* accepting in a sensible way what it is actually possible to do or achieve in a particular situation 现实的；实际的；实事求是的
- professional** /prə'feʃənl/ *n.* a person who does a sport or other activity as a paid job rather than as a hobby 职业运动员
- a person who does a job that needs special training and a high level of education 专门人员；专业人士；专家
- Olympic** /əʊ'lɪmpɪk/ *adj.* connected with the Olympic Games 与奥林匹克运动会比赛项目有关的
- △ **Serbian** /'sɜ:bɪən/ *adj.* from or connected with Serbia 塞尔维亚的
- title** /'taɪtl/ *n.* the position of being the winner of a competition, especially a sports competition (竞赛、体育比赛的)冠军
- the name of a book, poem, painting, piece of music, etc (书、诗歌、图画、乐曲等的)名称，标题，题目
- △ **spectator** /spek'teɪtə/ *n.* a person who is watching an event, especially a sports event (尤指体育比赛的)观看者，观众
- △ **commentator** /'kɒmənteɪtə/ *n.* a person who describes an event while it is happening, especially on television or radio (尤指电视台或电台的)现场解说员，实况播音员
- a person who is an expert on a particular subject and talks or writes about it on television or radio, or in a newspaper (电视台、电台或报章的)评论员
- Bruce Lee** 李小龙 (华人武打电影演员，中国功夫首位全球推广者)
- European Championships** 欧洲冠军联赛
- World Championships** 世界冠军联赛
- Finland** /'fɪnlənd/ 芬兰 [北欧国家]



## Grammar Terms

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### Unit 1

**relative clause** 定语从句

**relative pronoun** 关系代词

### Unit 2

**relative adverb** 关系副词

### Unit 3

**-ing form** ing 形式

**-ed form** ed 形式

**attributive** 定语

### Unit 4

**adverbial** 状语

**adverbial of time** 时间状语

**adverbial of cause** 原因状语

**adverbial of condition** 条件状语

**adverbial of concession** 让步状语

**adverbial of means** 方式状语

**adverbial of result** 结果状语

**adverbial of purpose** 目的状语

**adverbial of attendant circumstances** 伴随状态状语



## Glossary

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### A

- access** /'ækses/ *v.* 到达；进入；使用 *n.* 通道；通路；入径 3  
**additionally** /ə'dɪʃənəli/ *adv.* 另外；此外 2  
**adjust** /ə'dʒʌst/ *v.* ①适应；习惯 ②调整；调节 2  
**admire** /əd'maɪə/ *v.* 钦佩；赞赏；仰慕 4  
**affect** /ə'fekt/ *v.* 影响 1  
**affectionate** /ə'fekʃənət/ *adj.* 表示关爱的 2  
**aflame** /ə'fleɪm/ *adj.* ①五彩缤纷 ②在燃烧 1  
**ally** /'ælai/ *n.* (尤指从政者的) 盟友，支持者 4  
**amazement** /ə'meɪzmənt/ *n.* 惊奇；惊愕；惊诧 1  
**amongst** /ə'mʌŋst/ *prep.* 在……中；周围是 1  
**Antarctic** /æn'ta:kɪk/ *adj.* 南极的；南极附近(或周围)的；南极地区的 1  
**appealing** /ə'pi:lɪŋ/ *adj.* 有吸引力的；有感染力的；令人感兴趣的 3  
**appetite** /'æpɪtɪt/ *n.* ①肉体的欲望(尤指对食物或享乐)；食欲；胃口 ②强烈欲望 3  
**appreciate** /ə'pri:fɪeɪt/ *v.* 欣赏；赏识；重视 1  
**approach** /ə'prəʊtʃ/ *n.* (待人接物或思考问题的) 方式，方法，态度 2  
**architecture** /'ɑ:kɪtektʃə/ *n.* 建筑设计；建筑风格 3  
**argue** /'a:gju:/ *v.* ①论证；说理；争辩 ②争论；争吵 2  
**associate** /ə'səʊsɪeɪt/ *v.* (使)发生联系 3  
**association** /ə,səʊsɪ'eɪʃn/ *n.* 联合，结合 3  
**athlete** /'æθli:t/ *n.* 运动员 4  
**attempt** /ə'tempt/ *v.* 努力；尝试；试图 *n.* 企图；试图；尝试 2  
**aware** /ə'weə/ *adj.* 知道；意识到；明白 1  
**awe** /o:/ *n.* 敬畏；惊叹 *v.* 使惊叹；使敬畏 1

### B

- balance** /'bæləns/ *n.* 均衡；平衡；均势 1  
**barely** /'beəli/ *adv.* ①几乎不；几乎没有 ②仅仅；刚刚 4  
**belief** /bɪ'li:f/ *n.* 认为正确或确实的事物；信念；相信 3  
**bend** /bend/ *v.* ①使弯曲 ②(尤指人的身体或头部)(使)倾斜，偏向 4  
**beyond** /bɪ'jɒnd/ *prep.* ①表示不可能 ②在(或向)……较远的一边 1  
**bitter** /'bɪtə/ *adj.* ①味苦的 ②(天气)严寒的 3  
**bloom** /blu:m/ *v.* 开花 1  
**bounce** /baʊns/ *v.* (使)弹起，弹跳 4  
**breath** /breθ/ *n.* ①一次吸入的空气 ②呼吸的空气 4  
**breeze** /bri:z/ *n.* 微风；和风 1  
**bricklayer** /'brɪk,leɪə/ *n.* 砌砖工；瓦工 2  
**bud** /bʌd/ *v.* 发芽 1

## C

- cage** /keɪdʒ/ *n.* 笼子 2
- calm** /kɑ:m/ *v.* (使某人) 平静, 镇静, 安静 *adj.* 镇静的; 沉着的 4
- cappuccino** /,kæpʊ'tʃi:nəʊ/ *n.* 卡布其诺咖啡 (加牛奶或奶油用蒸汽加热煮出的浓咖啡) 3
- carbon monoxide** /'kɑ:bən mə'nɔksaɪd/ 一氧化碳 2
- challenging** /'tʃælɪndʒɪŋ/ *adj.* 挑战性的; 考验能力的 4
- champagne** /ʃæm'peɪn/ *n.* 香槟酒 3
- climate** /'klaiəmit/ *n.* 气候 2
- clump** /klʌmp/ *n.* (尤指树或植物的) 丛, 簇, 束, 串; (人的) 群, 组; (草的) 堆; (毛发的) 缕 1
- commentator** /'kɒmənteɪtə/ *n.* ①(尤指电视台或电台的) 现场解说员, 实况播音员 ②(电视台、电台或报章的) 评论员 4
- competitor** /kəm'petɪtə/ *n.* 竞争者; 比赛者; 对手; 敌手 4
- concern** /kən'sɜ:n/ *n.* (尤指许多人共同的) 担心, 忧虑 2
- conservation** /,kɒnsə'veɪʃən/ *n.* (对自然环境的) 保护 2
- contentment** /kən'tentmənt/ *n.* 满意; 满足 1
- cope** /kəʊp/ *v.* 对付; (善于) 处理 (棘手之事) 3
- costume** /'kɒstjʊm/ *n.* (某地或某历史时期的) 服装, 装束 3
- crack** /kræk/ *v.* 破裂; 裂开; 断裂 4
- creature** /'kri:tʃə/ *n.* 生物; 动物 1
- critic** /'krɪtɪk/ *n.* 批评家; 评论家; 评论员 4
- crossbar** /'krɒsba:/ *n.* (足球球门的) 横梁 4
- crowd** /kraʊd/ *n.* 人群; 观众 4
- cruel** /'kru:əl/ *adj.* ①引起痛苦的 ②残酷的; 冷酷的; 残忍的; 残暴的 2
- crush** /krʌʃ/ *v.* ①破坏, 毁坏 (某人的信心或幸福) ②压坏; 压伤; 挤压变形 4
- cuisine** /kweɪ'zi:n/ *n.* 烹饪; 风味 3
- culinary** /'kʌlinərɪ/ *adj.* 烹饪的; 食物的 3
- culture shock** /'kʌltʃə(r) ʃɒk/ *n.* 文化冲击, 文化休克 (指在异国生活或访问时的一种困惑不安的感觉) 3
- curiosity** /,kjvərɪ'ɒsɪtɪ/ *n.* 好奇心; 求知欲 1
- custom** /'kʌstəm/ *n.* 风俗; 习俗

## D

- daffodil** /'dæfədɪl/ *n.* 黄水仙 1
- damage** /'dæmɪdʒ/ *v.* 损害; 伤害; 毁坏; 破坏 *n.* (有形的) 损坏, 破坏, 损失 1
- death** /deθ/ *n.* ①生命的终止; 死亡状态 ②死; 死亡 2
- debate** /dɪ'bɛt/ *v.* (尤指正式) 讨论, 辩论 *n.* (各自发表不同意见的) 争论, 辩论, 讨论 2
- definitely** /'defɪnətlɪ/ *adv.* 肯定; 没问题; 当然; 确实 2
- delicate** /'delɪkət/ *adj.* 易损的; 易碎的; 脆弱的 1
- design** /dɪ'zaɪn/ *v.* ①制造; 设计; 意欲 ②设计; 制图; 构思 2
- destroy** /dɪ'strɔɪ/ *v.* 摧毁; 毁灭; 破坏 1
- diet** /'daɪət/ *n.* 日常饮食; 日常食物 2

- disappear** /dɪsə'pɪə(r)/ *v.* 不复存在；灭绝；消亡 1
- distinguish** /dɪ'stɪŋgwɪʃ/ *v.* ①成为……的特征；使具有……的特色；使有别于 ②区分；辨别；分清 3
- diversity** /dɪ'verɔ:sɪti/ *n.* 多样性；多样化 3
- draw** /drɔ:/ *n.* ①平局；和局；不分胜负 ②抽彩；抽奖；抽签 4
- dribble** /'drɪbəl/ *v.* ①(足球及其他某些体育运动)运球；带球；盘球 ②流口水；垂涎 4

## E

- elaborate** /ɪ'læbərɪt/ *adj.* 复杂的；详尽的；精心制作的 1
- elderly** /'eldəlɪ/ *adj.* 年纪较大的，上了年纪的（婉辞，与 old 同义） 2
- embrace** /ɪm'breɪs/ *v.* ①欣然接受，乐意采纳（思想、建议等）；信奉（宗教、信仰等） ②抱；拥抱 3
- emerge** /ɪ'mɜ:dʒ/ *v.* (事实、意见等)暴露；露出真相；被知晓 2
- encounter** /ɪn'kaʊntə/ *v.* 偶然碰到；意外地遇见；与……邂逅 3
- endearing** /ɪn'dɪərɪŋ/ *adj.* 令人爱慕的；惹人喜爱的；讨人喜欢的 4
- energy** /'enədʒɪ/ *n.* 精力；活力；干劲 1
- essential** /ɪ'senʃəl/ *adj.* 完全必要的；必不可少的；极其重要的 2
- establishment** /ɪ'stæblɪʃmənt/ *n.* 机构；大型机关；企业；旅馆 2
- exhibit** /ɪg'zɪbit/ *v.* 展览；展出 2
- exhibition** /ɪk'sɪbɪʃn/ *n.* (一批)展览品 2
- exploration** /ɪksplə'reɪʃn/ *n.* 勘探；勘查；探索 1
- extinct** /ɪk'stɪŋkt/ *adj.* (尤指某种动物等)不再存在的；绝种的；灭绝的 2
- extinction** /ɪk'stɪŋkʃn/ *n.* (植物、动物、生活方式等的)灭绝，绝种，消亡 2

## F

- facility** /fə'siliti/ *n.* (供特定用途的)场所 3
- familiar** /fə'miliər/ *adj.* ①为(某人)所熟知的；经常见到或听到的 ②通晓；熟悉 1
- feather** /'feðə/ *n.* 羽毛；翎毛 2
- flavour** /'flaivə/ *n.* (某种)味道 3
- flight** /flaɪt/ *n.* 一段楼梯；一段阶梯 2
- flourish** /'flʌrɪʃ/ *v.* ①茁壮成长；健康幸福 ②繁荣；昌盛；兴旺 1
- focus** /'fəʊkəs/ *v.* 集中(于某事物) 3
- fool** /fu:l/ *n.* 蠢人；傻瓜；白痴 1
- former** /'fɔ:mər/ *adj.* 以前的 1
- fountain** /'faʊntɪn/ *n.* 人工喷泉；喷水池 1
- friendly** /'frendlɪ/ *n.* (足球等的)友谊赛 4
- frozen** /'frəuzən/ *adj.* ①冻硬的 ②冷冻的；冷藏的 1
- frustrating** /frʌ'streɪtɪŋ/ *adj.* 令人懊恼的；令人沮丧的 3
- full-time** /'fol'taɪm/ *n.* (体育运动的)全场比赛结束时间，终场 4

## G

- garage** /'gærɑ:ʒ/ *n.* 停车房；车库 4

**gaze** /geɪz/ *v.* 凝视；注视；盯着 1

**generation** /dʒenə'reɪʃən/ *n.* [统称] 一代人，同代人，同辈人 1

**German** /'dʒɜːmən/ *adj.* 德国的 4

**globalise** /'gləʊbəlaɪz/ *v.* (使) 全球化，全世界化 3

**gloomy** /'gluːmi/ *adj.* ①忧郁的；沮丧的；无望的 ②黑暗的；阴暗的；幽暗的 1

**glow** /gləʊ/ *n.* 微弱稳定的光；暗淡的光 1

**goal** /gəʊl/ *n.* 射门；进球得分 4

**goalkeeper** /'gəʊl,kɪ:pə/ *n.* (足球、曲棍球等) 守门员 4

**grab** /græb/ *v.* ①(尤指匆忙地) 取，拿，吃，喝 ②抓住；攫取 3

**graph** /gra:f/ *n.* 图；图表；曲线图 3

**groan** /grəʊn/ *v.* 呻吟；叹息；哼哼 4

**gutted** /'gʌtɪd/ *adj.* 十分伤心的；极度失望的；非常沮丧的 4

**guy** /gai/ *n.* 男人；家伙；小伙子 4

## H

**habitat** /'hæbɪtæt/ *n.* (动植物的) 生活环境，栖息地 2

**harmony** /'ha:məni/ *n.* 融洽；和睦 3

**heritage** /'herɪtɪdʒ/ *n.* 遗产；传统 3

**homesickness** /'həʊm, sɪknɪs/ *n.* 思乡；想家；患怀乡病 3

**honeymoon** /'hʌnɪ, mu:n/ *n.* ①(新活动之初的) 和谐时期 ②蜜月 3

**hoop** /hu:p/ *n.* ①(篮球) 篮圈；篮筐 ②箍；环；圈 4

**host** /həʊst/ *n.* (待客的) 主人 3

**hunt** /hʌnt/ *v.* 打猎；猎取；猎杀 2

**hustle** /'hʌsəl/ *v.* ①强行；强迫；硬干 ②推搡；猛推 4

## I

**identify** /aɪ'dentɪfaɪ/ *v.* ①找到；发现 ②确认；认出；鉴定 3

**identity** /aɪ'dentɪti/ *n.* ①特征；特有的感觉(或信仰) ②身份；本身；本体 3

**illegal** /'ɪlɪgəl/ *adj.* 不合法的；违法的 2

**immigrant** /'ɪmɪgrənt/ *n.* 移民 3

**immigration** /,ɪmɪ'greɪʃən/ *n.* 迁居；移民 3

**incredibly** /ɪn'kredəblɪ/ *adv.* 极端地；极其 4

**indoors** /ɪn'dɔ:z/ *adv.* 在室内；往室内 2

**inform** /ɪn'fɔ:m/ *v.* ①了解；熟悉 ②知会；通知；通告 3

**ingredient** /ɪn'grɪ:dɪənt/ *n.* 成分；(尤指烹饪) 材料 3

**insect** /'ɪnsekt/ *n.* 昆虫 1

**intrinsic** /ɪn'trɪnsɪk/ *adj.* 固有的；内在的；本身的 1

## J

**judge** /dʒʌdʒ/ *n.* ①裁判员；评判员 ②法官；审判员 4

## K

**kung fu** /kʌŋ'fu:/ *n.* 功夫，中国拳术 4

## L

**landscape** /'lænd,skeɪp/ *n.* ①（陆上，尤指乡村的）风景，景色 ②乡村风景画 1

**lap** /læp/ *n.*（坐着时的）大腿部 2

**link** /lɪŋk/ *n.* 联系；连接 *v.* 把（物体、机器、地方等）连接起来 3

**location** /ləʊ'keɪʃən/ *n.* 地方；地点；位置 2

## M

**majesty** /'mædʒɪsti/ *n.* ①（对国王或女王的尊称）陛下 ②雄伟壮观；庄严；威严 1

**mammal** /'mæməl/ *n.* 哺乳动物 3

**material** /mə'tɪəriəl/ *n.* ①（某一活动所需的）材料 ②材料；原料 2

**means** /miːnz/ *n.* 方式；方法；途径 3

**meow** /miː'au/ *v.* 喵（猫叫声） 2

**migrate** /maɪ'greɪt/ *v.*（随季节变化）迁徙 2

**million** /'mɪljən/ *n.* 1 000 000 一百万 4

**miraculous** /mɪ'rækjuləs/ *adj.* 奇迹般的；不可思议的；不平凡的 1

**mood** /muːd/ *n.* 情绪；心情 1

**moreover** /mɔːr'əʊvə(r)/ *adv.* 此外；而且 2

**moth** /mɒθ/ *n.* 蛾；飞蛾 1

**multiple** /'mʌltɪpləl/ *adj.* 数量多的；多种多样的 3

## N

**native** /'neɪtɪv/ *adj.* ①（动植物）原产于某地的；土产的；当地的 ②出生地的；儿时居住地的 1

**nearby** /'niːbaɪ/ *adj.* 附近的；邻近的 2

**neighborhood** /'neɪbə,hʊd/ *n.* ①街区；城区 ②（统称）某街区（或城区）的居民 4

**net** /net/ *n.* ①（体育运动）球门网 ②网；网状物 4

**nobleman** /'nəʊbəlmən/ *n.* 贵族 1

**nutrition** /njuː'trɪʃn/ *n.* 营养 3

**nutritious** /njuː'trɪʃəs/ *adj.* 有营养的；营养丰富的 3

## O

**observe** /ə'b'zɜːv/ *v.* ①观察；注视；监视 ②看到；注意到；观察到 2

**Olympic** /əʊ'lɪmpɪk/ *adj.* 与奥林匹克运动会比赛项目有关的 4

**organism** /'ɔːgənɪzəm/ *n.* 有机体；生物；（尤指）微生物 1

**overall** /'əʊvər'ɔːl/ *adv.* 一般来说；大致上；总体上 2

**overwhelming** /'əʊvər'welminɡ/ *adj.* 巨大的；压倒性的；无法抗拒的 3

## P

**paradise** /'pærədais/ *n.* 天堂，乐土，乐园（指美好的环境） 1

**particularly** /pə'tɪkjuːləlɪ/ *adv.* 特别；尤其 1

**pauper** /'poːpə/ *n.* 穷人；贫民；乞丐 1

**peck** /pek/ *v.* 啄 2

**penalty area** /'penəltɪ 'eəriə/ *n.* 罚球区；禁区 4

**penguin** /'pɛŋgwɪn/ *n.* 企鹅 2

**pep talk** /pep tɔːk/ *n.* 激励的话；鼓舞士气的话 4

**phase** /feɪz/ *n.* 阶段；时期 3

**phenomenon** /fɪ'nɒmɪnən/ *n.* 现象 3

**pitch** /pɪtʃ/ *n.* (体育比赛的) 场地；球场 4

**poo** /puː/ *n.* (儿童用语) 屁，屁屁 1

**portal** /'pɔːtl/ *n.* 壮观的大门；豪华的入口 3

**positive** /'pɒzɪtɪv/ *adj.* 积极乐观的；自信的 1

**precious** /'preʃəs/ *adj.* ①受珍爱的；被珍惜的 ②珍奇的；珍稀的 3

**preserve** /prɪ'zɜːv/ *v.* ①保护；维护；保留 ②保存，保养 1

**professional** /prə'feʃənəl/ *n.* ①职业运动员 ②专门人员；专业人士；专家 4

**pull-up** /'pʊl,ʌp/ *n.* 引体向上 (单杠运动) 4

**push-up** /'puʃ,ʌp/ *n.* 俯卧撑；伏地挺身；掌上压 4

## R

**rainforest** /'reɪn,fɔːrɪst/ *n.* (热带) 雨林 1

**rare** /reə/ *adj.* ①稀罕的；珍贵的 ②稀少的 1

**realistic** /riə'lɪstɪk/ *adj.* 现实的；实际的；实事求是的 4

**recall** /rɪ'kɔːl/ *v.* 记起；回忆起；回想起 2

**recipe** /'resɪpɪ/ *n.* ①烹饪法；食谱 ②方法；秘诀；诀窍 3

**reduction** /rɪ'dʌkʃən/ *n.* 减少；缩小；降低 1

**referee** /,refə'reɪ/ *n.* (某些体育比赛的) 裁判，裁判员 4

**release** /rɪ'liːs/ *v.* 释放；放出；放走 2

**relief** /rɪ'liːf/ *n.* (不快过后的) 宽慰；轻松；解脱 4

**relieve** /rɪ'liːv/ *v.* 解除；减轻；缓和 (不快或痛苦) 4

**remove** /rɪ'muːv/ *v.* ①移开；拿开；去掉；从……机构开除 ②排除 (污渍、不愉快的事物等)；使消失 2

**renew** /rɪ'njuː/ *v.* ①更新；更换 ②重新开始；中止后继续 1

**replace** /rɪ'pleɪs/ *v.* ①(用……) 替换；(以……) 接替 ②代替；取代 1

**replicate** /'replɪkeɪt/ *v.* 复制；(精确地) 仿制 2

**responsible** /rɪ'sponsəbl/ *adj.* ①作为原因；成为起因 ②有责任；负责；承担义务 1

**restore** /rɪ'stɔː/ *v.* ①使复原；使复位；使复职 ②恢复 (某种情况或感受) 1

**retire** /rɪ'taɪə/ *v.* (令) 退职；(使) 退休 2

**reunite** /,riːjuː'nait/ *v.* (使) 重逢，再次相聚 2

**reveal** /rɪ'veɪl/ *v.* 揭示；显示；透露 1

**reward** /rɪ'wɔːd/ *n.* 奖励；回报；报酬 *v.* 奖励；奖赏；给以报酬 1

**roar** /rəʊər/ *n.* 咆哮；吼叫 4

**roll** /rəʊl/ *v.* (使)翻滚，滚动 4

**romantic** /rəʊ'mæntɪk/ *adj.* 浪漫的；富有情调的；美妙的 1

**royal** /'rɔɪəl/ *adj.* 国王的；女王的；皇家的；王室的 1

## S

**safari** /sə'fə:rɪ/ *n.* (尤指在非洲东部或南部的) 观赏(或捕猎)野兽的旅行；游猎 2

**sardine** /sə:dɪ:n/ *n.* 沙丁鱼 2

**scratch** /skrætʃ/ *v.* ①划破，抓破，划伤，抓伤(皮肤) ②挠，搔(痒处) 2

**scream** /skri:m/ *v.* (因伤痛、害怕、激动等)尖叫 4

**seek** /si:k/ *v.* 寻找 3

**Serbian** /'sɜ:bɪən/ *adj.* 塞尔维亚的 4

**serving** /'sɜ:vɪŋ/ *n.* (供一个人吃的)一份食物 3

**severe** /sɪ'veɪə/ *adj.* ①严厉的；苛刻的 ②极为恶劣的；十分严重的 4

**shock** /ʃɒk/ *n.* ①震惊；惊愕；令人震惊的事 ②(由爆炸、地震等引起的)剧烈震动，剧烈震荡 3

**shoot** /ʃu:t/ *v.* ①(足球、曲棍球等)射门；投篮 ②开(枪或其他武器)；射击；发射 4

**shortcake** /'ʃɔ:t,keɪk/ *n.* 水果奶油酥饼；黄油甜酥饼干 3

**sit-up** /'sɪt,ʌp/ *n.* 仰卧起坐 4

**slice** /slais/ *n.* (切下的食物)薄片，片 *v.* 将某物切成薄片 3

**slightly** /'slaitli/ *adv.* 略微；稍微 2

**sneaker** /'snɪ:kə/ *n.* 运动鞋；便鞋 4

**solution** /sə'lju:ʃən/ *n.* 解决办法；处理手段 1

**sour** /'saʊə/ *adj.* 酸的；有酸味的 3

**species** /'spi:sɪ:z/ *n.* 种，物种(分类上小于属) 1

**spectator** /spek'teɪtə/ *n.* (尤指体育比赛的)观看者，观众 4

**spicy** /'spaɪsi/ *adj.* 加有香料的；用香料调味的 3

**splendour** /splendə/ *n.* 壮丽；雄伟；华丽 1

**spot** /spɒt/ *n.* 地点；场所；处所 4

**stadium** /'steɪdiəm/ *n.* 体育场；运动场 4

**stair** /steə/ *n.* 楼梯 2

**strategy** /'strætədʒɪ/ *n.* 策略；计策；行动计划 3

**strength** /streŋθ/ *n.* 体力；力气；力量 2

**stress** /stres/ *n.* 精神压力；心理负担；紧张 1

**stressed** /strest/ *adj.* 焦虑不安的；心力交瘁的 3

**style** /staɪl/ *n.* ①风格；体 ②方式；作风 3

**sunrise** /'sʌnraɪz/ *n.* 日出 1

**sunset** /'sʌnset/ *n.* 日落；傍晚 1

## T

**tank** /tæŋk/ *n.* (贮放液体或气体的)箱，槽，罐 2

**tend** /tend/ *v.* ①倾向；趋向；趋于 ②往往会；常常就 3

**theory** /'θɪəri/ *n.* ①学说；论；说 ②理论；原理；原则 1  
**threat** /θret/ *n.* ①构成威胁的人；形成威胁的事物 ②威胁；恐吓 2  
**timid** /'tɪmɪd/ *adj.* 羞怯的；胆怯的；缺乏勇气的 1  
**title** /'taɪtl/ *n.* ①(竞赛、体育比赛的)冠军 ②(书、诗歌、图画、乐曲等的)名称，标题，题目 4  
**tough** /tʌf/ *adj.* ①艰苦的；艰难的；棘手的 ②坚强的；健壮的；能吃苦耐劳的；坚韧不拔的 4  
**tragedy** /'trædʒədɪ/ *n.* 悲惨的事；不幸；灾难；惨案 1  
**trait** /treɪt/ *n.* (人的个性的)特征，特性，特点 3  
**transform** /træns'fɔ:m/ *v.* 使改变形态 1  
**trick** /trɪk/ *v.* 欺骗；欺诈 1  
**tropical** /'trɒpɪkəl/ *adj.* 热带的；来自热带的；产于热带的 2  
**type** /taɪp/ *n.* 类型；种类 3  
**typically** /'tɪpɪklɪ/ *adv.* 通常；一般 2

## U

**ultimate** /'ʌltɪmət/ *adj.* ①极端的；最好(或坏、伟大、重要等)的 ②最后的；最终的；终极的 4  
**unique** /ju:'ni:k/ *adj.* ①(某人、地或事物)独有的，特有的 ②唯一的；独一无二的 3  
**utensil** /jur'tensəl/ *n.* (家庭)用具，器皿；家伙 3

## V

**variety** /və'rائیٹی/ *n.* (同一事物的)不同种类，多种式样 3  
**varsity** /'værسٹی/ *n.* (尤指体育比赛中大中学校的)代表队，校队 4  
**visa** /'vi:zə/ *n.* (护照的)签证 4  
**vital** /'vaɪtl/ *adj.* 必不可少的；对……极重要的 3

## W

**welfare** /'welfeə/ *n.* (个体或群体的)幸福，福祉，安康 2  
**whisper** /'wɪspə/ *v.* 耳语；低语；私语；小声说 1  
**whistle** /'wɪsəl/ *n.* 哨子 4  
**wither** /'wɪðə/ *v.* (使)枯萎，凋谢 1  
**wonderland** /'wʌndə,lænd/ *n.* (童话中的)仙境，奇境 1  
**worm** /wɜ:m/ *n.* 蠕虫 1

## Y

**yell** /jel/ *v.* 叫喊；大喊；吼叫 4

## ▶ 后记

本套教材根据教育部颁布的《普通高中英语课程标准（2017年版2020年修订）》编写，后经国家教材委员会专家委员会审核通过。

本套教材编写过程中，我们得到了多方面的指导与支持。国内外多位语言教学专家，如梅德明、刘正光、程晓堂、Rod Ellis、Brian Tomlinson等，对我们的教材编制方案、教材初稿和教材修订工作提出了宝贵的意见和建议。

上海市英语特级教师何亚男、吴小英、汤青、陆跃勤等对我们的编制方案、选材、活动设计、编写体例等提出了富有建设性的意见。教材编写过程中，我们还多次听取了上海市各区高中教研员和优秀骨干教师的意见和建议。

此外，来自加拿大、德国、英国、美国等国家的多位外籍专家，如Marc Young, Stephanie Ashford, Catherine Watts等，对本套教材进行了审校，提出了许多有价值的修改意见。

上海市中小学（幼儿园）课程改革委员会、上海市教育委员会教学研究室、上海市英语教育教学研究基地（上海市高校“立德树人”人文社科重点研究基地）、基地所在单位上海外国语大学以及上海外语教育出版社对教材的编写提供了有力的支持。各册责任编辑全程参与了教材的编写工作，付出了辛勤的劳动。

我们在此一并表示衷心的感谢。

热忱欢迎广大专家、教师和同学们在使用过程中指出教材的不足之处或问题，以便我们尽快修订改正。如发现内容质量问题，请发邮件到邮箱 zhiliang@sflp.com，或拨打上海外语教育出版社质量服务热线4008-213-263。

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