

普通高中教科书

英语

ENGLISH

必修

第二册

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前言

《普通高中教科书 英语》是为了适应新时代的发展需要，依据《普通高中英语课程标准（2017年版）》的精神，充分征求广大师生的反馈意见，在《普通高中课程标准实验教科书 英语》的基础上精心修订而成。此次教材修订的主要目的是：全面落实立德树人根本任务，培育社会主义核心价值观，弘扬中华优秀传统文化，充分体现英语课程工具性和人文性的统一，发展学生的语言能力、文化意识、思维品质和学习能力等英语学科核心素养，充分体现英语学科特殊的育人价值，培养具有中国情怀、国际视野和跨文化沟通能力的社会主义建设者和接班人。

修订后的教材主要具有以下特点：

注重思想引领 教材融入了社会主义核心价值观的基本内容和要求，注重培养学生良好的政治素质、道德品质和健全人格，弘扬中华优秀传统文化，增强文化自信，引导学生形成正确的世界观、人生观和价值观。

反映时代要求 教材充分反映当代社会发展新变化、科技进步新成果，展示新时代中国特色社会主义新成就，将先进的教育思想和理念融入到教材之中，同时紧密结合学生的学习和生活实际，关注信息化环境下学生的发展需求。

强调语言实践 教材以英语学习活动观为指导，以主题为引领，以语篇为依托，通过板块式设计将语言知识与听、说、读、看、写等技能有机整合，强调学习过程和学习策略，突出活动目标，让学生用语言做事情，在实践中培养语言运用能力和创新思维。

突出文化意识 教材通过展示多姿多彩的中外文化来培养学生对中华文化的认同和传承，加深对人类优秀文化的学习和鉴赏；通过让学生分析中外文化异同，发展其多元思维和批判性思维，增强学生跨文化理解和跨文化沟通能力，构建人类命运共同体意识。

激发学习动机 教材以真实性、趣味性、规范性和经典性作为内容选编原则，主题覆盖面广，语篇题材和体裁丰富，活动呈现形式多样，版式设计生动活泼且富有美感，力求激发学生的学习兴趣 and 动机，引发他们积极思考、主动参与语言实践活动，提升英语学习效率。

满足不同需求 教材编排内容和活动设计既充分考虑学生的共同基础，又兼顾学生不同的能力水平和学习需求，提供了拓展性的教学内容，为教师灵活使用教材进行教学提供了便利，也切实促进学生的个性发展。

本套教材为高中英语教学提供了丰富的教学资源。希望教材能够帮助同学们打下坚实的语言基础，提高英语水平，获得全面发展；同时也希望老师们能够充分利用教材，在实践中不断完善教学，取得良好的教学效果。

编者

2019年4月

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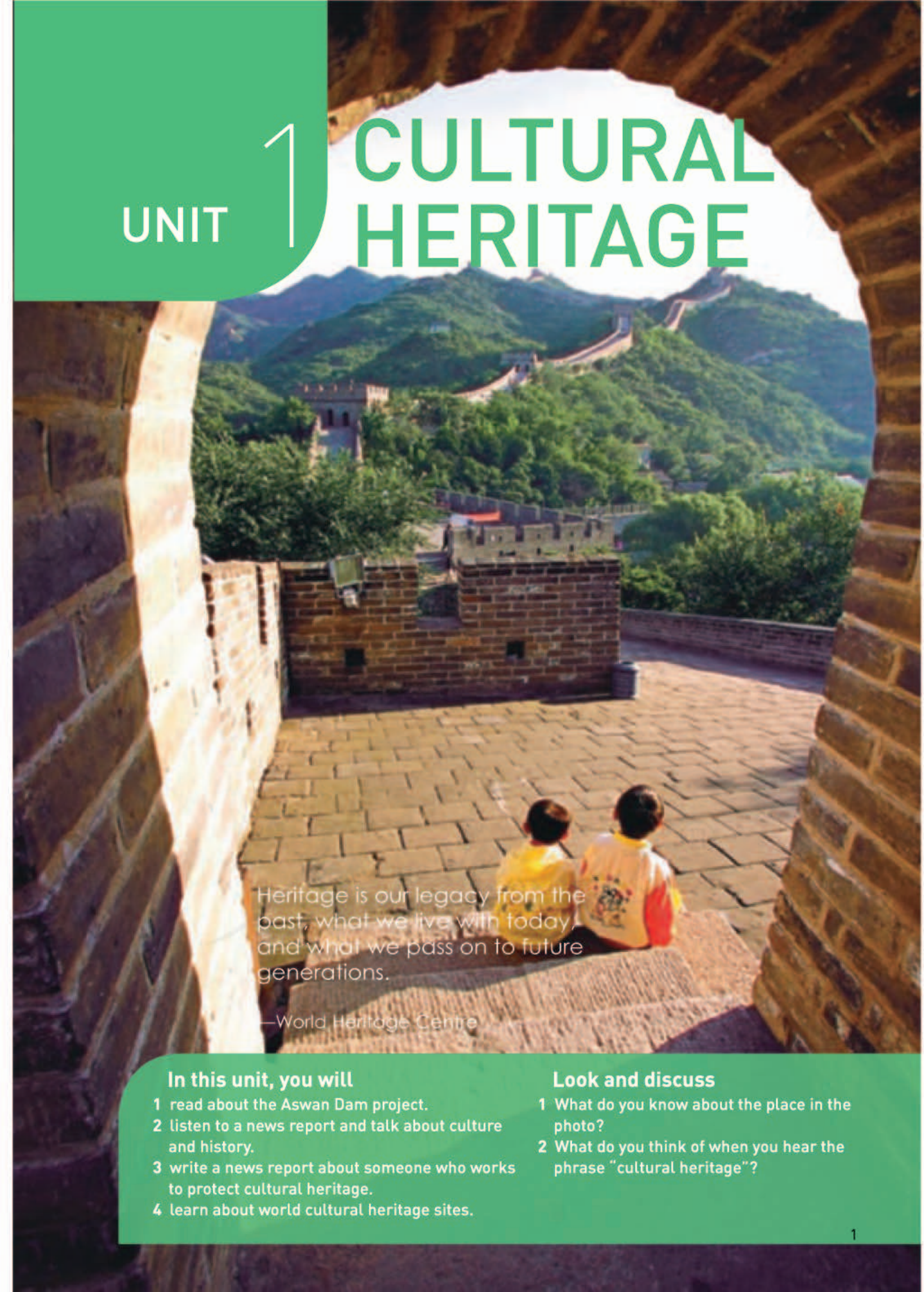
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UNIT

1

CULTURAL HERITAGE



Heritage is our legacy from the past, what we live with today, and what we pass on to future generations.

—World Heritage Centre

In this unit, you will

- 1 read about the Aswan Dam project.
- 2 listen to a news report and talk about culture and history.
- 3 write a news report about someone who works to protect cultural heritage.
- 4 learn about world cultural heritage sites.

Look and discuss

- 1 What do you know about the place in the photo?
- 2 What do you think of when you hear the phrase “cultural heritage”?

Listening and Speaking

Take part in a youth project

1 Before you listen, look at the pictures below. What are the students doing?



2 Listen to the conversation and choose the main idea.

- A Students from different countries are working creatively to protect a **temple** in China.
- B Youths from seven countries are working together to protect cultural relics on **Mount Tai**.
- C Doing a project on cultural heritage protection in China is interesting and exciting.

3 Listen again and help the reporter to complete the interview notes.

International youth project, _____ high school students from 7 countries
Mount Tai, one of the most _____ mountains in China
It has been _____ for more than 3,000 years.
22 temples, around 1,800 _____ with writing on them
Dai Temple on _____; over 6,000 _____

4 Practise using context clues to guess the meaning of new words. Look at the example and fill in the blank.

EXAMPLE

The palace was destroyed years ago. By studying old photos of the former palace, they have made the new one look exactly like the old one.

Clues: destroyed years ago; studying old photos; made the new palace like the old one

Guess: The former palace means "the palace that _____".



Use context to guess words

To guess the meaning of new words, look at the other words and use what you know about the topic.

- 5 Listen to the conversation again and use the context to guess the meaning of the words below. Tick the reason why you were able to guess the words.

Reason	Preserve	Promote	Cypress
The word is an example of a group/type I know.			
The word is explained by the speaker.			
The word means the opposite of a word I know.			
The word means the same as a word I know.			
I know the general meaning of the word.			
The speaker gives an example of the word.			

- 6 Help the reporter to complete the news report based on what you hear and the interview notes.

International Youth Camp Members Create Mount Tai App

Tai'an, 18 June 2019. A group of high school students who are taking part in an international youth camp at Mount Tai are creating a(n) _____ about China's most famous mountain. The purpose of the camp is to _____ Mount Tai by introducing it to young people in a fun and easy way. The students are making an app about Mount Tai and taking photos of the _____ and stones. The volunteers also visit middle schools in the area in order to talk to local teenagers. Liu Bin, a member of the camp, says that he is _____ to help Mount Tai as people have done for more than 3,000 years.



- 7 Work in pairs and discuss the questions.

- 1 Would you like to take part in a project like this? Why or why not?
- 2 Could you think of more ways to protect the cultural heritage? Write them down.

Pronunciation

- 1 Listen and tick the word that you hear.

- 1 present / pleasant 2 crew / grew 3 scream / cream
 4 exist / exists 5 twelve / twelfth 6 confident / confused

Check your answers with a partner. Then listen again and repeat.

- 2 Read the sentences and pay attention to the underlined words.

- 1 Yuanmingyuan? Just across the street. / Yuanmingyuan? Just cross the street.
 2 Bruce referred to the guidebook. / Bruce preferred the guidebook.
 3 The dragon followed its tail. / The dragon followed its trail.
 4 It is a different context. / It is a different contest.
 5 The trays were dark green. / The trains were dark green.

- 3 Listen and repeat.

Understand how a problem was solved

- 1 Read the title and look at the photos. What do you think the text is about?
- 2 Scan the text for numbers. Circle the numbers and guess what they mean.

FROM PROBLEMS TO SOLUTIONS

Economic development is necessary if we want to improve society. There comes a time when the old must give way to the new, and it is not possible to preserve everything from our past as we move towards the future. Finding and keeping the right **balance** between progress and the protection of cultural sites can be a big challenge.

Big challenges, however, can sometimes lead to great solutions. In the 1950s, the Egyptian government wanted to build a new dam across the Nile in order to control floods, produce electricity, and supply water to more farmers in the area. But the **proposal** led to **protests**. Water from the dam would **likely** damage a number of temples and destroy cultural relics that were an important part of Egypt's cultural heritage. After listening to the scientists who had studied the problem, and citizens who lived near the dam, the government turned to the United Nations for help in 1959.

A **committee** was **established** to **limit** damage to the Egyptian buildings and **prevent** the **loss** of cultural relics. The group asked for **contributions** from different **departments** and raised **funds within** the international community. Experts **investigated** the **issue**, **conducted** several tests, and then made a proposal for how the buildings could be saved. Finally, a **document** was signed, and the work began in 1960.

The project brought together governments and environmentalists from around the world.

Temples and other cultural sites were taken down piece by piece, and then moved and put back together again in a place where they were safe from the water. In 1961, German engineers moved the first temple. Over the next 20 years, thousands of engineers and workers rescued 22 temples and countless cultural relics. Fifty countries **donated** nearly \$80 million to the project.

When the project ended in 1980, it was considered a great success. Not only had the countries found a path to the future that did not run over the relics of the past, but they had also learnt that it was possible for countries to work together to build a better tomorrow.

The spirit of the Aswan Dam project is still alive today. Perhaps the best example is shown by UNESCO, which runs a programme that prevents world cultural heritage sites around the world from **disappearing**. If a problem seems too difficult for a single nation, the global community can sometimes provide a solution.



3 Read the text again and answer the questions.

- 1 Why did the Egyptian government want to **attempt** the building of the dam?
- 2 How were the temples and other cultural sites saved?
- 3 How long did it take to complete the project?

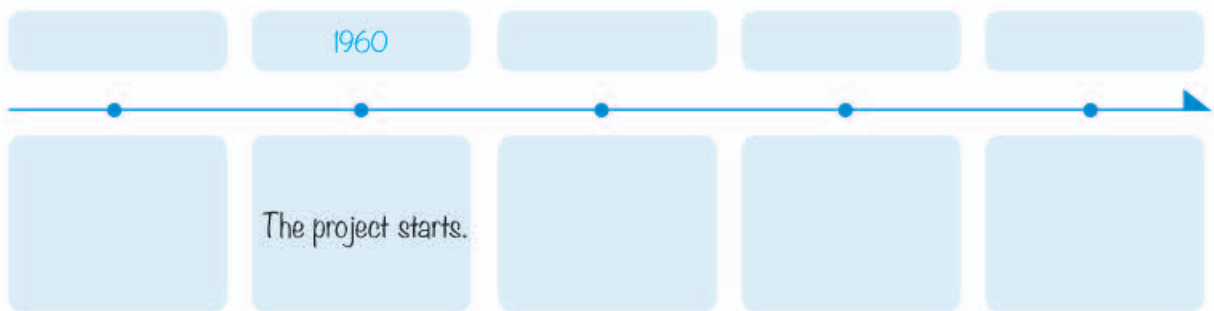


Make a timeline

Making a timeline that shows when different events happened can help you understand how the events are connected to each other.

4 Complete the timeline with the information from the text.

The project starts. The temples and cultural relics are being rescued.
 The project is completed. The first temple is moved. The government asks the UN for help.



5 Complete the news report with the correct forms of the words in the box. Then suggest a suitable title.

development progress proposal preserve
 temple damage heritage establish prevent

Cairo, 16 March, 1956

In a speech today, a scientist gave her view on the new _____. She said that _____ is important and our area needs economic _____ as well. But she added, "We should not accept the project if it puts our cultural _____ in danger. We must protect the _____ and make sure that no _____ is done." Before she ended her speech, the scientist suggested that we need to _____ a committee of experts to _____ the cultural heritage and _____ it from being harmed.

6 Discuss one or more of the questions below in groups.

- 1 What were the solutions to the problem of building the Aswan Dam?
- 2 A lot of money was spent to protect the temples. Do you think it was **worthwhile**? Why or why not?
- 3 Why do you think so many countries contributed funds and offered help to the Egyptian project?

Discovering Useful Structures

Describe people or things in greater detail

1 Look at the sentences below and underline the relative pronouns and adverbs.

After listening to the scientists who had studied the problem, and citizens who lived near the dam, the government turned to the United Nations for help.

Temples and other cultural sites were taken down piece by piece, and then moved and put back together again in a place where they were safe from the water.

Find more sentences containing relative clauses from the text on page 4, and discuss briefly with a partner the major functions of them. Then make a short summary in a table or mind map.

2 Rewrite the sentences using relative clauses.

EXAMPLE

I have **downloaded** that free app, but it doesn't work well.→

The free app (which/that) I have downloaded doesn't work well.

1 He showed me a photo in his room. It was a photo of a famous cultural relic in Egypt.→

The photo _____.

2 The project team helped protect the national parks in the United **Republic** of Tanzania. It was formed by members from fifteen countries.→

The project team _____.

3 This temple was first built during the Qin Dynasty.→

The time _____.

4 We met a **professional** archaeologist at the **entrance** to the Great Pyramid. He explained to us the **process** of building such a difficult structure.→

The professional archaeologist _____.

5 The documents about the cultural relics from **overseas** are under the desk. I found them yesterday.→

The place _____.

6 Scientists worked together day and night to rescue the temple because they wanted to preserve it for the next generation.→

The reason _____.

Discuss with a partner: Which relative pronouns can be deleted in your sentences? When can you go without the relative pronouns like this?

3 Work in pairs and play a game of definitions. One asks the questions below and the other answers them with relative clauses. Work out two more questions of your own.

EXAMPLE

A: What is an **exit**?

B: An exit is the door *where / through which* you can leave a building.

1 What's a library? (from/in which; where) 2 What's a good friend? (to whom; who)

3 What's a vacation? (during which; when) 4 What's a football coach? (from whom; who)

Listening and Talking

Talk about history and culture

1 Listen to the conversation and choose the correct answers.

- 1 Where are the speakers? **A** On a street. **B** On a plane. **C** On a bus.
2 What are they doing? **A** Drawing a map. **B** Sightseeing. **C** Studying culture.

2 What do you know about the Kremlin and Red Square? Listen again and complete the fact sheet.

World Cultural Heritage Site Fact Sheet THE KREMLIN AND RED SQUARE, MOSCOW

- Built between the _____ and _____ centuries
- The palace where _____ lives
- The Saint Basil's Cathedral looks like _____.
- The _____ part of Moscow
- Place for parades, concerts, and even _____



3 Work in groups. Choose a cultural site that you like and role-play a conversation between some tourists and their tour guide. Take turns to play the different roles.

EXAMPLE

Tourist A: I beg your pardon, but is this the Xuanyuan **Mirror**?
Could you please tell me about it?

Tour guide: Yes, it is. It is said that it's a mirror that can tell right from wrong!
... I see that you're looking at that carving on the **roof**. Did you know that it's called *chiwen*—one of the nine sons of the Chinese **dragon**?

Tourist B: No, I didn't. That's so interesting!



Starting a conversation

I beg your pardon, but ...

Forgive me for asking, but ...

Excuse me, but what is ...?

Excuse me. Could you please tell me about ...?

Do/Did you know ...?

I see that you are ...



The Forbidden City

Write a news report

- 1 Read the news report and answer the questions.



PROMOTING CULTURE THROUGH DIGITAL IMAGES

Lanzhou, 9 August 2017. A group of researchers and scientists from China and other countries are working together to help increase knowledge and appreciation of China's ancient cultural heritage. They are recording and collecting digital images of cultural relics from the Mogao **Caves**, which were a key stop along the Silk Road **throughout** China's ancient history. Nearly 500,000 high-**quality** digital photographs have been produced since the international project started in 1994.

The Mogao Caves have long been a meeting point for different cultures and are part of the history of many countries. Today, the caves are just as international as they were at the time when people travelled the Silk Road. Tourists from all over the world visit Dunhuang to see the caves, and the Getty Museum in Los Angeles has even reproduced a copy of the caves and paintings for people to admire in America.

By sharing so many digital photos over the Internet, the group hopes to promote even wider interest around the world in China's ancient history, culture, and **traditions**. They also hope to **further** educate people about the importance of safeguarding **historic** and cultural relics for future generations to understand and appreciate. As one researcher who is working on the project explains, "Appreciating one's own cultural heritage is very important for understanding oneself. Appreciating the cultural heritage of other countries is very important for international communication and understanding."



- 1 What are the researchers and scientists trying to do?
What modern technology are they using?
- 2 Why are so many people interested in the Mogao Caves?
- 3 What do you think of the researcher's **opinion** in the last paragraph?

2 Study the organisation and language features.

- 1 Read the news report again and find these parts.
A Lead sentence B Direct quote C Paraphrase
D Background information E Reporting verbs F Words to show comparison and/or contrast
- 2 Underline the relative clauses that the writer uses to **identify** the following.
A things B people C time

3 Write a news report about a person or group who works to protect our cultural heritage. You can use the interview notes below or write about a person or group that you know of.

1 Read the interview notes.

<p>Chen Lei, Wuhan</p> <ul style="list-style-type: none"> • senior teacher • takes photos of old buildings • wants to preserve cultural heritage • interviews old people • writes about the buildings • visits schools to tell students about ... 	<p>Protectors of the Past, Wuhu</p> <ul style="list-style-type: none"> • protect old houses • help repair buildings • look for cultural relics • show cultural relics to the public • raise money • repair temples and cultural relics
--	---

2 Draft a news report in which you explain what the person or group does.

<p>Headline Lead sentence</p>	<ul style="list-style-type: none"> • Write a title to get the readers' attention. • Tell the readers who, what, where, and why. 	<p>A PICTURE IS WORTH A THOUSAND WORDS Chen Lei is a senior teacher who takes photos of old buildings in Wuhan in order to preserve the city's cultural heritage.</p>
<p>Body Tell the reader the facts, details, examples, etc.</p>	<ul style="list-style-type: none"> • Explain what the person or group does. • Use relative clauses. • Use quotes and paraphrases. 	<p>Every day, Chen Lei takes his camera and ...</p>
<p>Ending</p>	<ul style="list-style-type: none"> • End with a short summary to help the readers remember the main idea. 	<p>Neither people nor buildings last forever, but Chen Lei's photos can help us remember them.</p>

3 Exchange drafts with a partner. Use the checklist to help each other revise the drafts.

- ✓ Is there a title?
- ✓ Does the lead sentence tell the reader about the situation?
- ✓ Has the writer included details and explanations?
- ✓ Are there quotes and paraphrases?
- ✓ Does the writer use relative clauses to identify people, places, things, times, etc.?
- ✓ Does the writer end with a short summary?
- ✓ Are there any grammar or spelling mistakes?

4 Put up your news report in the classroom.

Assessing Your Progress

- 1 How can you take part in cultural heritage protection? Read the passage. Then complete the phrases below and use them to finish the passage.

	in	to	from	a balance	sure
be proud _____			keep _____		prevent _____
donate sth _____			lead _____		take part _____
make _____			turn _____		

Getting young people to _____ activities to protect their national heritage is a good way to introduce them to their country's history. As they learn more about where they come from, they will hopefully _____ tell others about their country and culture. Of course, teachers must _____ between teaching the good and bad parts of a country's history. Learning only the good parts can _____ narrow thinking. Learning the bad parts may help _____ those kinds of things _____ happening again. Students who know their history and culture are more likely to _____ that their cultural heritage is protected, and teachers can motivate students by asking them to come up with their own ideas and make proposals for ways to protect this. One possible idea is for students to raise or _____ money _____ an organisation or group that protects their country's cultural heritage. Teachers may also _____ their local museums or historical societies for help in getting students more interested in this important field.

- 2 Read the conversation and learn about intangible cultural heritage (ICH). Then complete it with the correct relative pronouns or adverbs.

- A: My teacher just gave us a task _____ I really don't know how to do. I have to take part in an organisation _____ protects our cultural heritage.
- B: Oh, that sounds interesting! Where are you planning to go? I'm sure there are all kinds of historic sites _____ cultural relics need to be protected.
- A: Yes, but I'm not one of those people _____ love museums. I think they're kind of boring. I like going on field trips _____ I can experience and do things to protect cultural relics.
- B: Cultural heritage is a lot more than just relics, you know. For example, our country has many nationalities _____ dances, crafts, and other traditions are also very important. If we don't protect those traditions, there may come a time _____ they disappear.

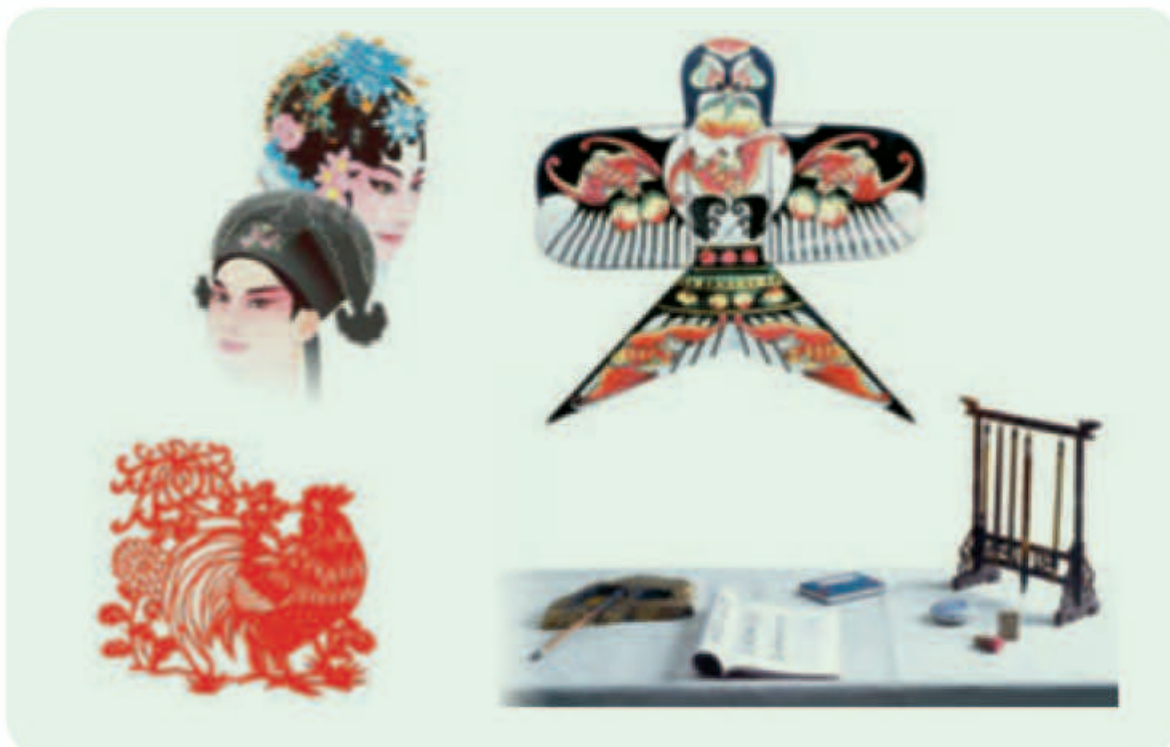
REFLECTING

- Did you find it easy or difficult to talk about culture and history? Why or why not?
_____.
- What was the most interesting part of this unit and why?
_____.
- How does learning about cultural heritage affect your opinion about your role in protecting your culture? _____.
- Overall, I thought this unit was good useful so-so difficult.

*Project: Learn about intangible cultural heritage

A country's cultural heritage includes not only temples, palaces, and other cultural relics, but also its traditions, customs, and knowledge, such as dances, arts, and crafts. Learn more about intangible cultural heritage and prepare a class presentation.

1 Work in pairs. Look at the examples of Chinese ICH and discuss the questions.



- Are you familiar with any of these examples of Chinese ICH? Tell your partner what you know about them.
- Have you ever observed or taken part in any of them? If so, when and where? Share your experiences with your partner.
- What other kinds of ICH do you know about? Share what you know with your partner.

2 Work in groups. Choose something that represents ICH. Use the library or the Internet to do research. You can refer to the questions below as a guide.

- | | |
|-----------------------------|--------------------------------------|
| ✓ What is it? | ✓ What are its characteristics? |
| ✓ What does it look like? | ✓ How is it used/done/made? |
| ✓ Who uses/does it? | ✓ Does it have any symbolic meaning? |
| ✓ Why should we protect it? | ✓ How can we protect it? |

3 Make a presentation to the class about the ICH that you have chosen.



The Great Wall

The Great Wall of China is the largest structure ever made and one of the great wonders of the world. This makes it an important cultural heritage site not just for China, but for all people around the world.

BEFORE YOU WATCH

Match the phrases below with the pictures from the video.

- A surveyors and archaeologists studying the Great Wall B weeds speeding up its collapse
C volunteers taking care of the Great Wall D sections fallen into ruins



WHILE YOU WATCH

1 Read the statements and decide whether they are true (T) or false (F).

- 1 Every part of the Great Wall is easy to find and see. T F
- 2 The Great Wall took 2,300 years to build. T F
- 3 Some of the Great Wall has been lost. T F
- 4 The length of the Great Wall is the same as the distance between the North and South Poles. T F

2 Complete the sentences below with the words you hear in the video.

- 1 We are _____ and we usually come here once a month.
- 2 But when we are not busy with school, we come here _____.
- 3 We hope more people will protect our _____.
- 4 We need to protect the Great Wall, so we can present it to the future generations and let our cultural imprint _____.

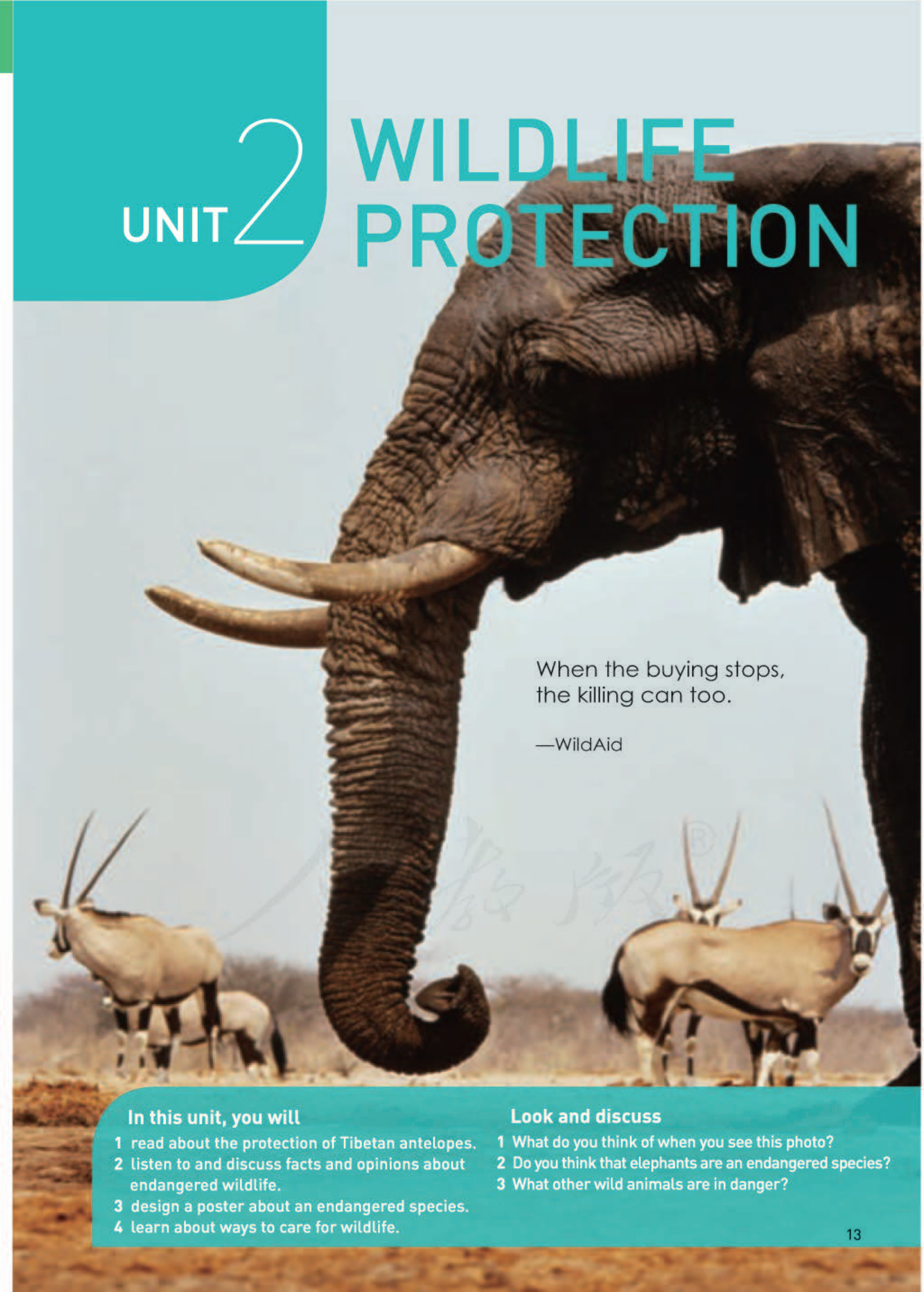
AFTER YOU WATCH

Discuss the questions in pairs.

- 1 Why is it important to protect cultural heritage sites like the Great Wall?
- 2 Are there any important cultural heritage sites in your area?
What can you do to help protect and take care of them?

UNIT 2

WILDLIFE PROTECTION



When the buying stops,
the killing can too.

—WildAid

In this unit, you will

- 1 read about the protection of Tibetan antelopes.
- 2 listen to and discuss facts and opinions about endangered wildlife.
- 3 design a poster about an endangered species.
- 4 learn about ways to care for wildlife.

Look and discuss

- 1 What do you think of when you see this photo?
- 2 Do you think that elephants are an endangered species?
- 3 What other wild animals are in danger?

Listening and Speaking

Talk about saving endangered wildlife

1 Before you listen, discuss these questions in pairs.

- 1 What message do these **posters** share?
- 2 Which one moves you the most? Why?



Use visuals to predict content

Before you listen, look at pictures, charts, videos, and other visuals to help you predict what you will hear.



2 Listen to the first part and fill in the blanks.

Our planet's _____ is dying out at an alarming **rate**. Between 150 and 200 species are becoming extinct every day. This **mass extinction** is caused by hunting, **habitat** _____, and pollution. We must make people **aware** of the problem and help _____ the endangered wildlife before it's too late!

What on Earth Are We Doing to Our Planet?

3 Listen to the second part and answer the questions.

- 1 How many elephants are killed on **average** every day? _____
- 2 What did Prince William say about China?
 - A China has made a lot of progress.
 - B China can become a global leader in wildlife protection.
 - C China preserves its natural habitats well.

4 Discuss the question in groups.

What does "Change begins with you" mean?

5 In pairs, discuss the questions, role-play the example, and then talk about one of the animals in the photos below.

- 1 What do you know about the animals in the photos?
- 2 What is being done to help them?

EXAMPLE

A: I'm **concerned** about the African elephants. What do you know about them?

B: Well, I know that they're being hunted and their habitat is getting smaller, so they're in danger of extinction. Elephants need large **living** spaces, so it's difficult for them to **adapt** to the changes.

A: That's terrible. What **measures** are being taken to help them?

B: The **authorities** are under **pressure** to build elephant parks and tell people not to buy elephant products.



blue whale



panda



African elephants

Pronunciation

1 Work in pairs. Read the words aloud to each other, and put them into the correct groups. ○ and ○ stand for stressed syllables (○ for primary stress, and ○ for secondary stress), and ○ for unstressed syllable.

alarming	announcement	authority	architecture	civilisation
competition	contribution	electricity	investigate	literary
recommend	responsibility	vocabulary	volunteer	refrigerator

EXAMPLE ○○○ habitat ○○ downstairs

○○○ _____ ○○○ _____

○○○○ _____ ○○○○ _____

○○○○○ _____ ○○○○○ _____

○○○○○ ○○○○○ ○○○○○○ ○○○○○○

- 2 Check your answers with another pair. Then listen and repeat.
- 3 Listen to the conversation in Activity 5, paying attention to the stress patterns of the polysyllabic words and repeat them.

Learn about protecting endangered animals

1 Before you read, discuss these questions in pairs.

- 1 Look at the pictures below. What do you think the text is about?
- 2 What do you know about the Tibetan antelope and the Changtang National Nature Reserve?

A DAY IN THE CLOUDS

The air is thin and we have to rest several times on the short hike from camp. To our left, snow-covered mountains disappear into clouds that seem almost close enough to touch. On the **plain** in front of us, we can just make out a herd of graceful animals. This is why we're here—to **observe** Tibetan antelopes.



Tibetan antelopes live on the plains of Tibet, Xinjiang, and Qinghai. Watching them move slowly across the green grass, I'm struck by their **beauty**. I'm also **reminded** of the danger they are in. They are being hunted, illegally, for their valuable fur.

My guide is Zhaxi, a villager from Changtang. He works at the Changtang National Nature Reserve. The reserve is a shelter for the animals and plants of northwestern Tibet. To Zhaxi, the land is sacred and protecting the wildlife is a way of life. "We're not trying to save the animals," he says. "Actually, we're trying to save ourselves."

The 1980s and 1990s were bad times for the Tibetan antelope. The population dropped by more than 50 percent. Hunters were **shooting** antelopes to make **profits**. Their habitats were becoming smaller as new roads and railways were built.

In order to save this species from extinction, the Chinese government placed it under national protection. Zhaxi and other volunteers watched over the antelopes day and night to keep them safe from **attacks**. Bridges and gates were added to let the antelopes move easily and keep them safe from cars and trains.

The measures were effective. The antelope population has **recovered** and in June 2015, the Tibetan antelope was **removed** from the endangered species list. The government, however, does not **intend** to stop the protection programmes, since the **threats** to the Tibetan antelope have not yet disappeared.

In the evening, I drink a cup of tea and watch the stars. I think about the antelopes and what Zhaxi told me. Much is being done to protect wildlife, but if we really want to save the planet, we must change our way of life. Only when we learn to **exist** in **harmony** with nature can we stop being a threat to wildlife and to our planet.



2 Read the text and answer the questions.

- 1 Why did the writer visit Tibet?
- 2 What happened to the Tibetan antelope in the 1980s and 1990s?
- 3 What did people do to help protect the Tibetan antelope?
- 4 What does "national protection" mean? Can you list more examples?
- 5 How does the writer feel about modern life? How do you know?

3 Read the sentences below, and decide if each idea is the literal meaning (L) of the text or only implied (I) by the text.

EXAMPLE

I The Tibetan antelope lives high above sea level.

(This is implied by "The air is thin".)

___ When they first saw the antelopes, they were very far away.

___ We should not buy **goods** made from endangered animals.

___ Human activities are **threatening** animals and plants.

___ The Tibetan antelope is not an endangered species now.



Identify literal and implied meaning

Literal meaning is the usual, basic meaning of the words, i.e. exactly what the words say. Implied meaning is suggested but not directly expressed, i.e. you guess the meaning based on what you know.

4 Learn about elephants by reading and completing the passage with the correct forms of the words.

hunter	illegally	reserve	attack
exist	plain	harmony	threat

Herds of elephants used to live on the _____ of Africa and in the forests of Asia. But today, they face a serious _____ from _____. These large animals are being killed _____ for their body parts that are considered valuable. In order to save them, some countries have created _____ where they can live in peace and safety. However, the _____ on them will continue as long as interest in buying elephant products _____. To achieve _____ between humans and animals, the world must protect these beautiful **creatures**.



5 Discuss the questions below in pairs.

The writer says that we must change our way of life and learn to live in harmony with nature in order to save our planet. Do you agree? What do you think we should do or change?

Report an ongoing event

1 Underline the present continuous passive voice in the sentences and discuss its function.

- African elephants are being hunted.
- What is being done to help them?
- What measures are being taken to help them?

Find more sentences with the same verb form in this unit.

2 Choose the suitable verb forms to complete the sentences.

- 1 I'm (working / being worked) at home today because my office is (painted / being painted).
- 2 The alarming report is (written / being written). It will be finished soon.
- 3 What part of the city is (attacked / being attacked) now?
- 4 Right now, the **deer** are (watched / being watched) over by many volunteers.
- 5 Who is (hunting / being hunted) the **kangaroos**? Where are they (hunted / being hunted)?
- 6 It is reported that living spaces for wildlife are (**reduced** / being reduced) **due** to the cutting of trees.

3 Liu Tao would like to express his concern over the wetland in his hometown. Help him finish the passage with the present continuous passive voice of the verbs in brackets.

In the wetland of my hometown, there are many different kinds of animals, including wild birds, fish, snakes, **insects** and so on. When I was in primary school, I often went there with my friends to watch the birds and study them. That was an interesting place for all of us. But things have begun to change in recent years. Small birds _____ (catch) with **nets**. Wild ducks _____ (sell) at food markets. Fish and snakes _____ (kill) for food in restaurants. And even worse, the wetland _____ (destroy). Some parts _____ (cover) with new houses. You can see rubbish everywhere. The wetland _____ (pollute) seriously every day. I am very worried about it. What can we do?

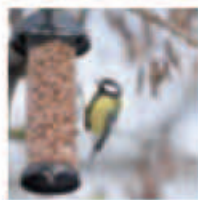
* 4 In groups, discuss the questions below. Prepare to give a presentation of your ideas to the class.

What do you know is being done in your **neighbourhood** to protect animals and plants?
What suggestions do you have?

Listening and Talking

Help the wildlife in your neighbourhood

1 Match the words with the pictures.



A



B



C

- 1 binoculars _____
- 2 bird feeder _____
- 3 bird field guide _____

2 Choose the right ending for each sentence.

- 1 Binoculars _____.
 - 2 Build bird feeders _____.
 - 3 Use a bird field guide _____.
 - 4 Put paper cut-outs on windows _____.
- A **in order to** identify birds
B **so that** birds do not crash into them
C **to make sure** that birds have enough food
D **are used for** watching birds from far away

Expressing purposes

This is used for ...

I did it to / in order to / so as to ...

He has done it so that / in order that ...

3 Listen and answer the questions.

- 1 Who are the teenagers?
- 2 Where are they?
- 3 What are they doing?
- 4 Why are they doing it?

4 Listen again and use the phrases you hear to fill in the blanks.

- 1 They got up early _____ search for wild birds.
- 2 I've brought a field guide _____ we can look up the birds we see.
- 3 My dad gave me the binoculars _____ we can see the birds better.
- 4 Birdwatching clubs clean up habitats, build bird feeders, and put paper cut-outs on windows _____ protect birds.

5 Think of other wildlife in your neighbourhood and their needs. What can you do to care for them? Discuss their needs and solutions in groups.

EXAMPLE

A: I often see wild cats in our neighbourhood. Maybe we should do something to care for them.

B: Should we put out bowls of food for them?

C: Sure, and I think we could also put out boxes or other things for them, so that they can find shelter when it's cold or wet outside.

Make an effective poster

1 Look at the posters below. Which emotions do the photos communicate?

● funny ● surprising ● frightening ● sad ● ...

	poster on the left	poster on the right
I think it's ...		

2 Read the posters and write a one-sentence summary for each.



Give Ugly a Chance!

When it comes to wildlife protection, all species—the good, the bad, and the ugly—should be treated equally. Pandas, **dolphins**, and other cute wildlife are important, but we must pay attention to less cute animals, too. The world needs all kinds—without variety, our planet cannot survive. So if you want the future to be beautiful, you have to give ugly a chance.



Don't Make Paper with My Home!

Billions of trees are being cut down every year to make paper for humans. Every tree that is cut down is a part of the habitat of animals such as these koalas. In this way a lot of animal homes are being destroyed! Is it right to make animals homeless so that humans can have more paper?

3 Look at the posters again. Discuss the questions in groups.

- 1 What does each poster use to stir up **emotions**?
- 2 Who do you think is the intended audience for each poster? Why do you think so?
- 3 What does each poster want people to do? How do you know?
- 4 In your opinion, which poster is more effective? Why?

4 Work in pairs. Make a poster about an endangered animal.

- 1 Choose one of the animals below or one of your own. Do some research to add to the animal fact sheet.



South China Tiger

Why is it endangered? Hunted for its **skin** and fur

Population: 0 in the wild; 30—80 still living

What is being done? A plan is being carried out to increase the number of wild tigers.

What can we do? Do not buy fur or other tiger products!



Yangtze River Dolphin

Why is it endangered? Habitat loss and pollution

Population: 1,000—1,800

What is being done? The dolphins are being moved to a clean and safe habitat.

What can we do? Clean up the rivers!

- 2 Follow these steps to organise your poster.

1

Write a title that is simple, interesting, and **unusual**, and then collect the information you need.

2

Write the name of the species and why it is endangered.

3

Use a powerful image to attract the readers' attention to the facts and problems.

4

Tell the readers what you want them to think and do.

5 Exchange posters with another pair. Use this checklist to give them helpful feedback.

- ✓ Does the poster include key information about the animal?
- ✓ Does the poster explain why it is endangered?
- ✓ Does the poster support its information with facts?
- ✓ Is the message of the poster clear, i.e. can you tell clearly what the designer wants the reader to think or do?
- ✓ Is the image on the poster effective?

6 Put up the poster in your classroom or in a public place.

Assessing Your Progress

1 Complete the phrases and use them to finish the passage.

	about	for	of	out	to	up
adapt _____		die _____		be concerned _____		
search _____		put _____		be aware _____		



The World Wide Fund For Nature (WWF) _____ the many species of plants and animals that _____ around the world. The WWF wants more people to _____ the problem, so they will stop hurting wildlife and _____ solutions. Very few people in modern society actually intend to harm animals. Most people do not realise that many animal species cannot _____ the changes brought about by modern civilisation. It is for this reason that the WWF constantly _____ information to stir up public interest in the welfare of the planet.

Think about what the WWF does to protect wildlife.

2 Read and complete the passage with the present continuous passive voice of the verbs in brackets.

It may seem that protecting wildlife is something far from the life of a high school student, but in fact, a lot _____ (do) by young people around the world. In Washington State, USA, wolverines (貂熊) _____ (study) by scientists in an effort to learn how to preserve the population. However, during the winter, it is difficult to attract the animals to cameras hidden in snowy forests. A group of students heard about the problem and created a special device which _____ (test) deep in a snowy forest now. Their invention _____ (use) to send out a certain smell near the cameras. The shy animals are attracted by the smell and coming around the cameras. They _____ (observe) by a conservation researcher.

What do you think of the invention?

REFLECTING

- In this unit, I was especially moved by _____ because _____.
- I thought the most helpful part of the unit was _____ because _____.
- I thought the most difficult part of the unit was _____ because _____.
- Overall, I thought this unit was wonderful good so-so too hard.

*Project: Plan an animal rescue centre

Endangered animals are not the only animals that need help and protection. All animals need help at times, such as pets that are left homeless when their owners move or wounded birds that fall to the ground. They can be kept in an animal rescue centre for some time until they recover.

- 1 Here is part of a report about an animal rescue centre. Read the passage and then tell your partner about it. The questions may help you.



SMALL FRIENDS PET SHELTER

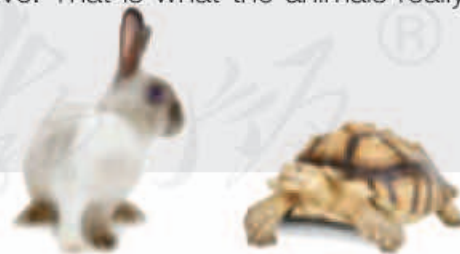
The Small Friends Pet Shelter was started by a group of high school students and their parents when they started to see many pets that were left behind after their families moved away.

Today, there are about 70 cats, 50 dogs, three rabbits, and a few turtles living at the shelter. The young people who run the shelter work hard to keep the place clean, take care of the animals, and advertise the animals so that they can be adopted.

They have already helped to find homes for nearly 200 animals. It is hard work, but the young people working at the shelter think it is worth it.

So if you find a pet that is lost, call the young people at Small Friends Pet Shelter! And if you want to help out, go and volunteer your time and love. That is what the animals really need most.

- 1 What is the rescue centre called?
- 2 Who started it?
- 3 What animals were rescued?
- 4 What help does the centre need?



- 2 Think about animals that need help. Plan an animal rescue centre for them. Discuss the questions in groups.

- ✓ What will it be called?
- ✓ What can we do to help the animals?
- ✓ What skills or equipment do we need?
- ✓ Where should the centre be built?
- ✓ What help could people offer?

- 3 Make a poster in which you describe your animal rescue centre and ask for help. Put up the poster on the classroom wall.



The Elephant Whisperers

The elephant whisperers are the elephant keepers who work for a programme in Kenya. The organisation aims to rescue and raise orphan elephants, and then return them to the wild. So far, it has helped hundreds of baby elephants.

BEFORE YOU WATCH

Look at the title, introduction, and picture. Then guess whether the statements are true (T) or false (F).

- | | | |
|---|----------------------------|----------------------------|
| 1 The elephants' mothers left them alone. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2 The baby elephants all come from different areas of Kenya. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 3 The native environment of the elephants is the forest. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 4 The keepers have to feed the elephants every four hours, day and night. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 5 The keepers have to sleep with the elephants. | T <input type="checkbox"/> | F <input type="checkbox"/> |

WHILE YOU WATCH

1 Check your answers in Before You Watch.

2 Arrange the following items in the order you see them in the video. Write the numbers 1–7 on the lines.

- | | |
|--|-------|
| A Two elephants make friends. | _____ |
| B The elephant keepers lead the elephants into the forest. | _____ |
| C A keeper sings to the elephants. | _____ |
| D The elephants play football. | _____ |
| E An elephant keeper feeds an elephant some leaves. | _____ |
| F The keepers put the elephants to bed. | _____ |
| G The keepers feed the elephants milk using bottles. | _____ |

3 Answer the questions using information from the video.

- 1 According to the elephant keeper, in what way are elephants like people?
- 2 What is the most important thing elephants must learn at the centre?

AFTER YOU WATCH

Discuss the questions in groups.

- 1 Why is this programme important for elephants and for the world?
- 2 Have you ever taken care of a baby animal? In what ways is it similar to or different from taking care of a human baby?

UNIT 3

THE INTERNET



The Internet is becoming the town square for the global village of tomorrow.

—Bill Gates

In this unit, you will

- 1 read about online communities.
- 2 listen to people describe their online habits, and talk about your own.
- 3 write a blog post about online safety.
- 4 learn about online education.

Look and discuss

- 1 What do you usually do online?
- 2 How can you use the Internet to learn English?
- 3 Have you ever helped others to use the Internet? How?

Listening and Speaking

Ask about online habits

- 1 Look at the online activities in the box and match them with the pictures. Then tick the pictures of the activities that you like to do when you are online.

_____ write a blog post _____ use a search engine
 _____ chat online _____ stream movies and music



- 2 Sam is doing a survey on online habits. He is now talking to his schoolmates Anna, Paul, and Joe. Listen to the conversation and complete the table.

Name	Time spent online every day	Online activities	Reasons for using the Internet
Anna			
Paul			
Joe			

- 3 Listen again and fill in the blanks to complete the sentences.

- 1 A *blog* _____ an online diary where you write about something you're interested in. _____, I like basketball, so I write a lot on my blog about my favourite team.
- 2 I *stream* videos and music. _____, I watch videos and listen to music online.
- 3 A *search engine* _____ that helps you find what you're looking for.

4 Look at Activity 3 again. How are the words in italics defined? Write them in the correct brackets.

- A Use simpler words. ()
- B Use an example. ()
- C Compare to something. ()



Listen for definitions

When you hear a word you don't know, pay attention to the next sentence or two to see if there is a definition. Definitions often begin with words like "it's like", "that is", or "for example".

5 Take turns to ask each other about your online habits.

EXAMPLE

A: How much time do you spend online every day?

B: Oh, it's hard to say. Sometimes I'm too busy to go online. Sometimes I spend more than four hours online. How about you?

A: It depends. I'd say from half an hour to three hours.

B: What do you usually do online?

A: I listen to music, stream videos, or look up information. And you?

B: Lots of things. I especially like to chat with my friends and family. By the way, what's your favourite app?

A: Well, ...

Pronunciation

1 Most sentences have two basic types of words: content words and function words. Content words are usually stressed. Read the sentence and notice which words are stressed.

EXAMPLE

The **Internet** is **becoming** the **town square** for the **global village** of **tomorrow**.

2 Read the poem about online safety and mark the words that should be stressed.

Cyber Sense

I always keep things secret when I go online.
I never share the things that should be only mine.
My email and my home address, my phone number and name—
These are things only I should know on websites or in games.

And so I use a nonsense name for my net **identity**.
When folks online ask who I am, I say, "I'm Cyber Me."
And if I ever think that someone online isn't all that bad,
I never ever meet them without telling Mum or Dad.



3 Listen to the poem and see if you got the stressed words right.

Start an online community

1 Before you read, look at the title and discuss these questions in pairs.

- 1 What do you think the text will say?
- 2 How do you think the writer feels about the topic?



Read headlines

Headlines usually include only key ideas or information from the text. They often do not follow strict grammar rules, because writers use as few words as possible to catch the attention of the readers.

STRONGER TOGETHER: HOW WE HAVE BEEN CHANGED BY THE INTERNET

Much has been written about the wonders of the World Wide Web. There are countless articles telling us how the Internet has made our lives more **convenient**. We no longer have to wait in line or carry **cash** around when we go shopping. We can get the most **updated** information from large **databases**. We can download **software**, documents, and images whenever we need them. But the Internet has done much more for people than simply make life more convenient. People's lives have been changed by online communities and social **networks**.

Jan Tchamani, an English teacher in Birmingham, UK, suddenly developed a serious illness and had to quit her job. At age 50, she found herself out of work and stuck at home with only her computer to keep her company. After a while, she discovered that **surfing** the Internet could help her feel less lonely and bored. She could listen to music, watch films, play games, and explore the world. She also joined an online group where she could talk about her problems and get support and advice from others. She realised that one of the greatest **benefits** of the Internet was its ability to remove the **distance** that usually exists between people.

She was so **inspired** by the people she met online that she decided to start an IT club to teach older people how to use computers and the Internet. She and her friends now organise events and collect money to pay for private teachers. Many people have been helped by the club. A 59-year-old man learnt how to apply for work online and found a great job. Now that he works and can take care of himself, his daughter has time to study at university. A 61-year-old woman who was living alone has started a small online company together with two friends. She no longer feels lonely, and her company has become quite successful.

Jan has started taking online classes to learn more about how to use the Internet to make society better. She believes that it is highly important to bridge the digital divide and make sure that everyone has **access** to the Internet and knows how to use new technology. Her next goal is to start a **charity** website to raise money for children in poor countries.

Jan's life has been greatly improved by the Internet. "When you go through **tough** times, you meet others who are facing similar challenges," Jan says. "Thinking about other people's situations inspired me to offer help."



2 Read the text and answer the questions.

- 1 Why did Jan quit her job?
- 2 How did the people in the online community help her?
- 3 Why did she start the IT club?
- 4 What is the “digital divide”?
- 5 What’s Jan’s next goal?
- 6 What can we learn from her experiences?

3 List the ways in which the text says that the Internet has changed people’s lives. Try to add more examples.

Examples from the text

More examples you know

4 Complete the passage about Wuzhen with the correct forms of the words in the box.

access convenient surf inspire distance
network download cash update benefit

The Internet has brought great _____ to Wuzhen, a small waterside town in Zhejiang **Province**. For the past few years, Wuzhen has hosted the World Internet **Conference** (WIC), which makes life in this ancient town much more _____ than it has been. **Residents** here can _____ online as easily as in large modern cities. **Plus** they can _____ movies and music at high speeds. The Internet has even changed Wuzhen’s transport! For short _____, both residents and tourists can use the public bike system. Bikes can be rented by using online apps—no need for paperwork or _____ payment. In 2016, the parking system for Wuzhen’s WIC centre was _____ to be fully Internet-based. Wuzhen’s entering the world of the Internet should _____ other small towns around the world. No matter how small a town is, everyone should be able to join the global _____ and _____ the world of the Internet!



5 Discuss the questions below in pairs.

- 1 Do you think your life has been changed by the Internet? If so, how?
- 2 The writer mentions many advantages of using the Internet. Do you think there are any disadvantages? If so, what are they?

Discovering Useful Structures

Talk about something that has been done

1 Read the pairs of sentences. Underline and compare the different verb forms.

Jan's life has been greatly improved by the Internet.

Much has been written about the wonders of the World Wide Web.

The Internet has greatly improved Jan's life.

People have written much about the wonders of the World Wide Web.

How do we form the present perfect passive voice? Fill in the blank.

Verb form

Active

have/has + v-ed

Passive

2 Change the sentences into the present perfect passive voice.

EXAMPLE

They've built a kind of new PC with more **functions**. →

A kind of new PC has been built with more functions.

- 1 I have downloaded the software to help my phone **battery** last longer.
- 2 Someone has lost an identity card.
- 3 Have you **confirmed** the **Wi-Fi** password?
- 4 Have you **pressed** the **button** yet to copy the **file**?
- 5 Has anyone made a comment about the online database?

Find out the differences in meaning and function between the active and passive forms.

3 Read the poem. Then think of your own situation and write a similar poem.

Look at the way your face has been washed
Look at the way your teeth have been brushed
Look at the way your shoes have been cleaned
You'd better do them again.

Look at the way the flowers have been planted
Look at the way the grass has been cut
Look at the way the paths have been swept
I hope that you'll come here again.

Choose the best app

- 1 Laura and Xiao Bo are talking about apps. Listen to their conversation and find out what apps they want.

Xiao Bo is looking for a(n) _____ app to help him get in shape.

Laura would like an app for getting _____ and another that will make her _____ better.

- 2 Listen again. Are the sentences true (T) or false (F)?

- Both of Xiao Bo's apps keep track of the steps he takes.
- Xiao Bo's second app can help him make a fitness plan.
- Laura needs an app that will help her get **discounts**.
- Laura needs an app that will add money to her bank **account**.



- 3 Listen once more and tick the sentences you hear. Underline the words used to express predictions, guesses, and beliefs.

Predictions, guesses, and beliefs

- It might help me walk more.
- My guess is that it wouldn't work.
- I imagine this app would help me get fit faster.
- I suppose that would be good.
- I guess you could save a little with this app.
- I suppose there would be some problems, too.
- I believe this app could help me get thinner.

- 4 Look at the descriptions of some apps. Then role-play the conversation. Which app do you think would be more popular or useful?



Hear It First

This app keeps you updated on all your favourite topics. You can also choose to receive updates on the news or even lessons that you're interested in. You get a message whenever there has been an update.



TV Me


TV Me lets you stream your favourite TV programmes and see your face on the screen together with the actors.

A: I imagine that TV Me would be more popular. Everyone watches TV and I think lots of people imagine themselves as actors in the TV shows, so putting the two together would be great. What do you think?

B: My guess would be Hear It First because it's both interesting and useful. You could find out more about the stories you like and make sure that you don't miss anything important. I believe both the young and old would like it.

Write a blog post

1 Read the blog post and answer the questions.


Search this blog 

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Today I thought I'd blog about a question that has been asked many times—how do you stay safe online and avoid bad experiences on the Internet? I'm not an expert, but many years as a blogger have taught me a thing or two.


First of all, there's the golden rule of the Internet: If you see or read something that makes you feel uncomfortable, leave the site immediately. Don't post comments or **click** on anything. Second, protect your privacy. Don't give out your address or phone number. Someone might use the information to steal your identity. Identity **theft** is a common and serious problem. Third, be polite. Being online is no excuse for being **rude**, and you don't want to become a **target** for a troll or cyberbully. A troll is a person who posts comments or questions in order to stir up trouble online. Trolls often use several **false** names so that they can stay on a site. A cyberbully uses the Internet to be mean to others. Like a troll, a cyberbully will also write something mean but it is usually directed at **particular** people. He or she may also post embarrassing photos and information about those people. However, the more polite you are, the less likely it is you will be attacked.

Have you had any bad experiences online, or do you have some good advice for staying safe? Post your comments below!



Boy579

Last year, we were having problems in our chat room. Mean comments were being posted by someone we didn't know. I think he or she was only trying to make trouble.



Amy

A girl at my school had a very bad experience online. A photo of her had been posted online and she was being made fun of. It seemed like a joke at first, but the girl was very **upset**.

- 1 What's the main idea of the blog post? Write a title for it.
- 2 What **guidelines** does the **author** provide for staying safe online?
- 3 Who are the online troublemakers the blog post mentions?
- 4 Do you have any more **tips** for how to surf the Internet safely? Share your ideas with a partner.

2 Study the organisation and language features.

- 1 Tick what the writer tells the reader in Paragraph 1.

<input type="radio"/> definition of online safety	<input type="radio"/> the writer's knowledge
<input type="radio"/> background information	<input type="radio"/> the topic of the post

- 2 What words and phrases does the writer use to organise the information in the second paragraph?
- 3 What new words are explained in the text, and how?
- 4 How does the writer end the post?

3 Use what you have learnt to write a blog post about online safety.

- 1 Choose one of the topics below and use the notes to draft your blog post.

Online shopping sites

- Use a website you are **familiar** with.
- Use strong passwords.
- Don't use public computers.


Social networking apps

- Don't post personal information.
- Don't believe everything you read.
- Be polite.

Online chat rooms

- Don't give out too much information.
- Never meet someone you met online alone.

- 2 Organise your draft.

Introduction	Tell the reader about yourself and what you know about the topic.	
Body	Tell the reader what they should do or keep in mind. Define new words or key terms.	
Ending	End by asking the readers to write comments.	

4 Exchange drafts with a partner. Use the checklist to help your partner revise his/her draft.

- ✓ Does the writer tell the reader what he/she knows about the topic?
- ✓ Are the tips and suggestions well organised?
- ✓ Has the writer defined the new words?
- ✓ Does the author include examples, comparisons, or explanations?
- ✓ Does the writer end by asking readers to leave comments and/or suggestions?
- ✓ Can you find any grammar or spelling mistakes?

5 Put up your revised draft in the classroom or read it to your class.

Assessing Your Progress

- 1 The words in the box can be used as both nouns and verbs. Fill in the blanks below with the correct forms of the words in the box.

function target blog comment click chat

- I have a _____ about environmental issues in my city.
I often _____ about how my classmates and I help to clean up the environment in my city.
- Grandma and I had a nice _____ about the Internet just now.
Grandma and I often _____ about the Internet.
- Visit our site today! We're just a _____ away!
Visit our site today! Just _____ on this link.
- He made a positive _____ on the design of our school website, so I think he really liked it!
He _____ positively on the design of our school website, so I think he really liked it!
- This **case** has two _____. It's my wallet and my mobile phone case.
This _____ both as my wallet and as my mobile phone case.
- People who behave foolishly online often become _____ of cyberbullies.
Cyberbullies often _____ people who behave foolishly online.

- 2 The Internet is bringing great changes to modern life. Complete the text with the correct forms of the words in brackets.

The world _____ (turn upside down) since the invention of the Internet and the introduction of personal computers into nearly every home. The twin inventions of the personal computer and the Internet _____ (consider) to be among the two most important events of the last century. Shopping _____ (completely change). Rather than going out to stores weekly or even daily, more and more people order things from clothes to toys to foods online and have them delivered directly to their homes. Social communication _____ (take over) by the Internet. In the past, letters, phone calls, and face-to-face meetings were necessary to build up relationships, but now online communication is often the only social interaction that some people have all day! Games, music, movies and so on _____ (heavily influence) by the Internet. New kinds of crimes are happening on the Internet, too, so cyber security has to be constantly updated.

Do you agree with the writer? Give your reasons.

REFLECTING

- In this unit, I thought the section about _____ was the most useful because _____.
- I thought the part about _____ was not very useful because _____.
- My favourite part of the unit was _____ because _____.
- Overall, I thought this unit was very useful a bit helpful so-so difficult.

*Project: Compare English learning websites/apps

Work in pairs. Use what you have learnt in this unit to compare different English learning websites/apps and present your findings to the class.

- 1 What English learning websites and/or apps do you use? Choose one that you like best, and compare it with your partner's. Use the questions below.

	Mine	My partner's
Website/App name?		
Who is it for?		
What is it for?		
Who made it? (i.e. a big, famous company or a small, not-so-famous one)		
Is it easy to read and easy to use?		
Is it updated often?		
Does it provide a list of sources to show where its information came from?		
Is it full of ads?		
Is the information clear and easy to understand?		
Does it teach you all that you want to learn?		
What do you like best about it?		

- 2 Use the results to do one of the tasks.

- 1 Prepare a short presentation to compare the websites or apps.
- 2 Write a blog post comparing the websites or apps.



Social Media and Teen Health

Blackburn College is in the city of Blackburn in the northwest of England. Some researchers are worried that students in England are spending too much time on social media.

BEFORE YOU WATCH

Complete the sentences below with the expressions in the box.

selfies

social media profile

24/7

- 1 Jill is concerned about having a good _____, so she always posts things that will make other people smile.
- 2 Everyone was excited to see photos from Andy's trip, but they were disappointed when they saw that he had only posted _____.
- 3 It seems that Nancy is online _____. She posts all the time, no matter what hour it is in the day or the night.

WHILE YOU WATCH

1 Choose the best answers according to the video.

- 1 What is NOT a negative effect of using social media 24/7?
 - A It can hurt your confidence in yourself.
 - B It can hurt your ability to make friends in the real world.
 - C It causes a lack of sleep, and that can harm your health.
- 2 How is Blackburn College dealing with social media?
 - A They make students turn off social media at certain times.
 - B They have decided to forbid social media use.
 - C They try to encourage students to use it responsibly.

2 Complete the quotes below with words you hear in the video.

- 1 "... it's very easy to become too invested in having to keep _____ and _____ pictures, and _____ to people online."
- 2 "They want to be online _____. And as that need _____, then we also saw that that had an impact on their _____."
- 3 "What we try to do here is to develop some self-regulation skills in young people so they understand when to _____, when to _____, ..."


AFTER YOU WATCH

Discuss the questions in groups.

- 1 What are some of the benefits and dangers of social media use?
- 2 What steps can you take to control your social media use?

UNIT 4

HISTORY AND TRADITIONS



A people without the knowledge of their past history, origin and culture is like a tree without roots.

—Marcus Garvey

In this unit, you will

- 1 read about the history and traditions of the UK.
- 2 listen to people talk about historic places and share your own experiences.
- 3 write about a place by describing different senses.
- 4 learn more about different tea cultures.

Look and discuss

- 1 What do you know about the buildings in the photo above?
- 2 What traditions of that city/country do you know about?
- 3 Why is it important to protect historic buildings and cultural traditions?

Share views on historic sites

- 1 Before you listen, look at some photos of Qufu. What can you say about these places?



Temple of Confucius



Kong Family Mansion



Cemetery of Confucius

- 2 Listen to a conversation between a British tourist and a Chinese student in Qufu, and then write down what they say about Confucius.

	Fact/Opinion about Confucius
William	1 Confucius is one of his favourite philosophers.
	2
	3
Xiao Kong	1
	2
	3

- 3 Listen again and decide whether these statements are true (T), false (F), or not mentioned (NM). Then answer the question.

- Confucius said that learning without understanding leads to confusion. T F NM
 - Xiao Kong is doing a research project on Confucius **philosophy**. T F NM
 - As one of Confucius' descendants, Xiao Kong's name is recorded in the family tree. T F NM
 - Dacheng Hall is the tallest building in Qufu. T F NM
- Why do you think William said his hometown was similar to Qufu?
- There are famous halls in his hometown.
 - There are no tall buildings in his hometown.
 - Both places have a famous person who was born there.
 - His hometown doesn't allow other buildings to be more noticeable than the historic buildings.



Understand idioms

An idiom is an expression which means something different from the meaning of the **individual** words. Some idioms present an idea or paint a picture that gives a hint as to the meaning. Other idioms can only be understood from the context in which they appear.

- 4 Write down the English idioms that are used in the conversation. Explain their meanings and think about some Chinese equivalents.

English idiom	Meaning	Chinese equivalent
Achilles' heel		
pull one's leg		
fish out of water		

- 5 Discuss the questions in groups.

- 1 What do you know about Confucius' ideas on education? Think of two or three examples. What else do you know about Confucius and his philosophy?
- 2 Think about a historic site that you have visited, and give an introduction to its history and importance.

Pronunciation

- 1 Read this part of the poem "If—" written by British poet Rudyard Kipling. Notice the linking sounds. Then mark the linking sounds after the model.

If you can make one heap of all your winnings
 And risk it on one turn of pitch-and-toss,
 And lose, and start again at your beginnings
 And never breathe a word about your loss;
 If you can force your heart and nerve and sinew
 To serve your turn long after they are gone,
 And so hold on when there is nothing in you
 Except the Will which says to them: "Hold on!"

- 2 Repeat the poem after the recording.

Learn about a country through its history

1 Before you read, discuss the questions in pairs.

Look at the map below. What does it show? What is it used for?

2 Read the text and answer the questions.

- 1 What are the four countries of the United Kingdom? Which two were the first to be joined together?
- 2 According to the text, what are two **chief** advantages of studying the history of a country?



Read a map

When you look at a map, think first about what the map shows and what the symbols mean.

WHAT'S IN A NAME?

The United Kingdom, Great Britain, Britain, England—many people are confused by what these different names mean. So what is the difference between them, if any? Getting to know a little bit about British history will help you solve this puzzle.

In the 16th century, the **nearby** country of Wales was joined to the Kingdom of England. Later, in the 18th century, the country Scotland was joined to create the Kingdom of Great Britain. In the 19th century, the Kingdom of Ireland was added to create the United Kingdom of Great Britain and Ireland. Finally, in the 20th century, the southern part of Ireland broke away from the UK, which resulted in the full name we have today: the United Kingdom of Great Britain and Northern Ireland. Most people just use the shortened name: “the United Kingdom” or “the UK”. People from the UK are called “British”, which means the UK is also often referred to as Britain or Great Britain.

The four countries that **belong** to the United Kingdom work together in some areas. They use the same flag, known as the Union Jack, as well as share the same currency and **military defence**. However, they also have some differences. For example, England, Wales, Scotland, and Northern Ireland all have different education systems and **legal** systems. They also have their own traditions, like their own national days and national dishes. And they even have their own football teams for competitions like the World Cup!

The United Kingdom has a long and interesting history to explore, which can help you understand much more about the country and its traditions. Almost everywhere you go in the UK, you will be **surrounded** by **evidence** of four different groups of people who took over at different times throughout history. The first group, the Romans, came in the first century. Some of their great **achievements** included building towns and roads. Next, the Anglo-Saxons arrived in the fifth century. They introduced the beginnings of the English



language, and changed the way people built houses. The Vikings came in the eighth century, left behind lots of new vocabulary, and also the names of many **locations** across the UK. The last group were the Normans. They conquered England after the well-known **Battle** of Hastings in the 11th century. They had castles built all around England, and made changes to the legal system. The Normans were French, so many French words slowly entered into the English language.

There is so much more to learn about the interesting history and culture of the United Kingdom. Studying the history of the country will make your visit much more enjoyable. The capital city London is a great place to start, as it is an ancient **port** city that has a history dating all the way back to Roman times. There are countless historic sites to explore, and lots of museums with ancient relics from all over the UK. The UK is a fascinating mix of history and modern culture, with both new and old traditions. If you keep your eyes open, you will be surprised to find that you can see both its past and its present.

3 Read again and sort out the information according to the timeline.

When?	What happened?	What changed?
_____	Romans arrived	_____
_____	Anglo-Saxons came	_____
_____	Vikings came	_____
11th century	_____	_____
16th century	_____	_____
18th century	_____	_____
19th century	_____	_____
20th century	_____	_____

4 Complete the conversation about the UK using the phrases in their correct forms.

as well as belong to add to join to break away keep your eyes open

A: I can never remember what the UK means! There's England, Britain, _____ Great Britain!

B: Well, it helps if you remember that there are four countries that _____ the UK. That's why it's called the United Kingdom.

A: Four countries? I must have been asleep in that part of our history class! So the first country was England, and the others were _____ that?

B: Yes, right. First England, then Wales, then Scotland. The last country was Ireland, but later the southern half didn't want to be _____ the United Kingdom.

A: Oh, I remember now! The southern part _____ from Northern Ireland, right?

B: Yes, you got it well remembered! But _____ in history class next time!

5 Discuss the questions in groups.

- 1 Why is it important to study the history and culture of a country before visiting it?
- 2 What important things should visitors know about before they come to China?

Express feelings and describe situations

1 Look at the sentences and underline the past participles. In pairs, discuss their functions. Then find more sentences with the *-ed* form in the text.

- 1 Most people just use the shortened name: "the United Kingdom" or "the UK".
- 2 They use the same flag, known as the Union Jack, ...
- 3 They had castles built all around England, ...

When the past participle is used as the object complement, it is often formed with the "have/get/feel/find/... + object + *-ed* form".

2 Complete the phrases in the right column by using the past participles in the left column. Compare the meaning of each pair of phrases. Then make sentences with the phrases.

Past Participles as the Attribute (1)

tired visitors
a well-organised trip
beautifully dressed stars

Past Participles as the Attribute (2)

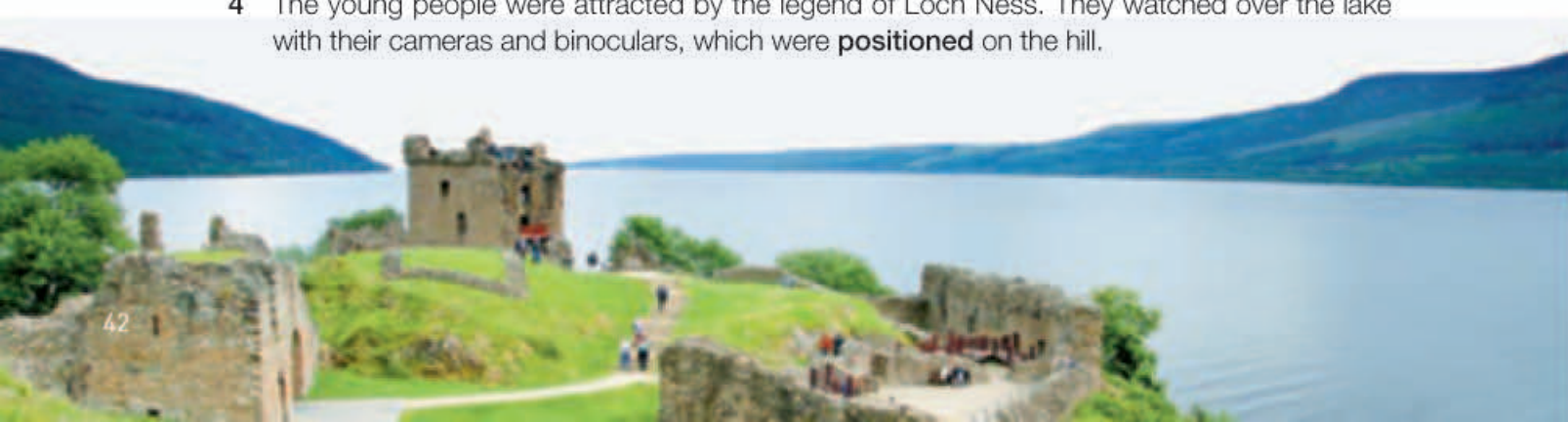
visitors _____ of the long wait/...
a trip _____ well by my workplace/...
stars _____ beautifully at the event/...

3 Read the sentences and underline the *-ed* form as the object complement.

- 1 Judy and I had our car parked in an underground car park near Trafalgar Square, where we could get our car battery **charged**.
- 2 When we finally reached the service desk to ask for audio guides, we heard it **announced** that there were no audio guides left.
- 3 We found ourselves very surprised by the large number of visitors and the **amount** of noise at the entrance of the National **Gallery**.
- 4 Judy had her eyes fixed on Van Gogh's *Sunflowers*. It was hard to **approach** the painting as there were so many people around.
- 5 She had a copy of the painting boxed to **ensure** that it was delivered safely.

4 Rewrite the sentences with past participles as the attribute, and then see whether you can write a little story with them.

- 1 Loch Ness was surrounded by beautiful natural **landscape**, which made it look amazing.
- 2 Carl and his friends stayed with a **generous** family who offered them bread with **butter** and **honey** that was homemade.
- 3 The family's **ancestors** once attended to soldiers who were wounded in the First World War.
- 4 The young people were attracted by the legend of Loch Ness. They watched over the lake with their cameras and binoculars, which were **positioned** on the hill.



Talk about a visit to a historic tourist destination

- 1 Backpacker Paul is talking to a receptionist at an international youth hostel in Pingyao, China. Listen to the conversation and tick the places mentioned.

- | | | |
|--|--|--|
| <input type="checkbox"/> Ming-Qing Street | <input type="checkbox"/> Ancient Government Office | <input type="checkbox"/> Qiao Family Courtyard |
| <input type="checkbox"/> Wang Family Courtyard | <input type="checkbox"/> Rishengchang Bank | <input type="checkbox"/> Mount Mian |
| <input type="checkbox"/> the city wall | <input type="checkbox"/> Zhengguosi Temple | <input type="checkbox"/> Shuanglin Temple |

- 2 Listen once more. Complete the sentences to describe how the speakers felt.

I had expected something different.	Paul sounded _____.
It was like walking into history.	Paul sounded _____.
It wasn't as big as I had expected.	Paul sounded _____.
Some of the snacks there are amazing.	Xiao Yan sounded _____.
I had no idea there would be so many tourists.	Paul sounded _____.
Wow, I can't believe you didn't see the wall.	Xiao Yan sounded _____.

- 3 Imagine one of you has just visited Pingyao. Work in pairs and role-play the conversation below. Then continue the conversation using the expressions in the box.

Expressing excitement, surprise, and disappointment

I had no idea ... I didn't know ...
 I was **eager/surprised** to see/learn/hear that ...
 It was so much fun! It was a little disappointing.
 It wasn't as good/interesting/fun as I'd expected.

EXAMPLE

- A: Wow, I've just come back from Pingyao. It was amazing!
 B: Oh, I loved Pingyao! So did you see the Ming-Qing Street?
 A: Of course, but I didn't expect to see so many tourists.
 B: Yeah, I know what you mean, but there are some great snacks there. How about the ...?

- 4 Take turns telling each other about a historic place that you have been to.

Describe a place that you like

- 1 Read the text and discuss the questions in pairs.

BEAUTIFUL IRELAND AND ITS TRADITIONS

Ireland's beautiful countryside has always had a great influence on its people and traditions. The country has a long history of producing great writers and **poets**. Its beautiful countryside excites and inspires all, offering something for each of the senses. The peaceful landscape of the "Emerald Isle" and its many green **counties** is a true feast for the eyes, with its **rolling** green hills dotted with sheep and **cattle**. And down by the sea, the roar of the **ocean** waves and cries of the seabirds make up the music of the coast. On a quiet morning in the mountains, feel the sun on your skin, and breathe in the sweet scent of fresh flowers while birds **greet** the new day with their morning song. With all this beauty, it is not surprising that Ireland has developed strong traditions that include music, dancing, and dining. To have a chance of experiencing this, stop by a village **pub** and relax with a glass of **wine** or a local **beer**. Better yet, enjoy a delicious traditional Irish Beef Stew. If you're lucky, you might be able to enjoy some traditional music and dancing, too. And if you introduce yourself to a friendly face, you are more than likely to experience local culture and customs first-hand.



- 1 What makes the Irish countryside exciting and inspiring?
- 2 What are the best ways to experience some Irish traditions and culture?
- 3 What is the meaning of "breathe in the sweet scent of fresh flowers while birds greet the new day with their morning song"?
- 4 What are the best ways to experience Chinese traditions and **customs**?

2 Analyse the descriptive paragraph.

- 1 Identify and underline the paragraph's introductory sentence(s) and the ending sentence(s).
- 2 The paragraph talks about different senses in different places. Write the senses and places in the order that they appear.

Senses:	1 _____	Places:	1 _____
	2 _____		2 _____
	3 _____		3 _____
	4 _____		4 _____

- 3 What words does the writer use to describe sensory details?

● sight

● smell

● taste

● hearing

● touch

3 Use what you have learnt in this unit to describe an interesting, exciting, or surprising place.

- 1 Work in pairs. Choose one of your favourite places and tell a partner why you think it is interesting, exciting, or surprising.
- 2 Use the questions below to describe the place you have chosen.
 - What can you see?
 - How does the place feel?
 - What can you taste there?
 - What can you hear?
 - What can you smell?
 - What does the place make you think or feel?
- 3 Use your answers to draft a passage about the place.

Introduction	<p>Make the reader eager to read your writing</p> <p>A striking image Something surprising A quote or question</p>	<i>In my village, every day starts with a "fire"! The houses turn red as the sun rises above the mountains.</i>
Body	<p>Transitions</p> <p>Help the reader follow your ideas</p> <p>Details and examples</p> <p>Use sensory details Do not use general words Give examples</p>	<p><i>In the morning/afternoon/evening</i> <i>First, second, etc.</i> <i>In the north ... In the east ...</i></p> <p><i>What can you see, hear, smell, etc.?</i> <i>I learnt a lot. → What did you learn?</i> <i>There were many things... → What?</i> <i>Some people... → Who?</i></p>
Ending	<p>Let the reader know that the passage ends</p> <p>Help the reader remember your writing</p>	<i>At night, the stars come out to tell us that all is well and my village grows quiet. For now we'll sleep, and tomorrow the sun will set us on fire again for a new day!</i>

4 Exchange drafts with a partner.

- 1 Use the checklist to help you evaluate his/her draft.
 - ✓ Does the writer start with an image, quote, or question?
 - ✓ Is the description well-organised and easy to read?
 - ✓ Has the writer included sensory details?
 - ✓ Does the writer use specific words and give examples?
 - ✓ Is the ending effective?
 - ✓ Can you find any grammar or spelling mistakes?

- 2 Give your comments to your partner and ask him/her to revise the draft.

5 Put up your passage in the classroom or make a class book about your favourite places.

Assessing Your Progress

- 1 Combine the words with the endings to form words that you learnt in this unit. Then use them to complete the sentences below.

Words			Endings		
achieve	locate	king	-ce	-ive	-ic
defend	negate	specify	-dom	-ment	
describe	refer		-ence	-tion	

- 1 Professor Grange made several _____ to the relationship between the two countries, and gave a lot of background information to explain the _____ situation they are facing.
- 2 For your homework this week, please do some research on the major _____ of Isaac Newton and give a full _____ of one of these in class.
- 3 After the war, the _____ was left in ruins, with all of its _____ completely destroyed.
- 4 That Shanghai restaurant has three different _____, so if you let me know where your hotel is, I'll give you _____ directions to the closest one.

- 2 Combine each pair of sentences into one using the past participle of the verb in the second sentence.

- 1 I heard the trip was to visit our sister school in Boston. That excited me.

- 2 I heard you had been chosen to join a cultural camp in Greece. That pleased me.

- 3 Dave could not find a seat in the room. It was very **crowded**.

- 4 The photo won the first prize in the competition. It was taken at Cardiff Castle.

- 5 On the lab table, he found a lot of bottles. They were marked "caution".

REFLECTING

- Do you think the idioms you learnt are useful to know? Why or why not?

- How would you explain why there are many different names for the UK to someone else? _____

- Why is describing different senses useful when you write a text?

- Overall, I thought this unit was interesting useful so-so difficult.

*Project: Introduce the traditions of a country/city/village

1 Work in groups. Choose a country/city/village and prepare a presentation using a poster. Consider these traditions:

- festivals
- food and drink
- dances, music, or art
- clothing/items
- activities
- ...

You should include:

- a poster with photos or drawings showing the traditions
- a demonstration—like a dance, song, object, or local food/drink
- ...



2 Divide the work among your group members. Some of you should research traditions, providing photos and detailed descriptions. The others can create the poster. Decide on the roles each of you will play in the presentation.

3 Present your poster to the class. Try to answer any questions asked. You may take the poster about Mexican traditions as an example.

4 As a group, record and evaluate the other groups' presentations by filling in the form below.

	Group 1	Group 2	Group 3	Group 4	Group ...
Place					
Tradition 1					
Tradition 2					
Tradition 3					
Demonstration					
Rating (%)					

5 Find out the winners and put up your posters in the classroom.



An Introduction to Historic London

London sits upon the River Thames in the southeast of England. It is the capital of the United Kingdom, and—with almost nine million people—Europe's largest city.

BEFORE YOU WATCH

Match the place names below with the photos from the video.

- | | | | |
|--------------------|---------------------|------------------------|---------------------|
| A Big Ben | B Buckingham Palace | C Houses of Parliament | D Tower of London |
| E National Gallery | F Trafalgar Square | G Tower Bridge | H Westminster Abbey |



WHILE YOU WATCH

1 Complete the sentences below by writing 1–7 on the lines.

- | | | |
|----------------------------|-------|--|
| 1 The Tower Bridge | _____ | A is a symbol of the city of London. |
| 2 Westminster Abbey | _____ | B is also called the Palace of Westminster. |
| 3 Buckingham Palace | _____ | C is where the king or queen lives. |
| 4 The National Gallery | _____ | D is where all royal funerals and most coronations take place. |
| 5 Trafalgar Square | _____ | E is in fact the name of the bell in the tower. |
| 6 The Houses of Parliament | _____ | F is a traditional place for public meetings. |
| 7 Big Ben | _____ | G contains a great art collection. |

2 Answer the questions using information from the video.

What did Samuel Johnson say about London? What makes London a great city to walk in?

AFTER YOU WATCH

Discuss the questions in groups.

- 1 What historic places in London would you like to visit? Why?
- 2 What historic places in your local city would visitors probably like to see most? What could you tell visitors about those places and the traditions of your local city?

UNIT 5

MUSIC

Music is the universal language of mankind.

—Henry Wadsworth Longfellow

In this unit, you will

- 1 read about the virtual choir.
- 2 listen to people talk about their music preferences, and share your own.
- 3 write a speech about how music has helped you or someone you know.
- 4 learn about musical scores in films.

Look and discuss

- 1 What do you think the performers are doing on the stage?
- 2 What can you say about the place where they are giving the performance?

Talk about music preferences

1 Before you listen, discuss the question in groups.

What are the people doing in the pictures below?

2 Match the pictures with the correct types of music.

A Chinese traditional

B classical

C country music

D hip-hop



1 _____

2 _____

3 _____

4 _____

3 A reporter from the school newspaper is interviewing students about music. Listen to the interviews. Draw lines between the words to make complete sentences. Some words will not be used.

- | | | |
|-------------------------------|-----------|----------------------------|
| 1 The first student likes to | dance to | Chinese traditional songs. |
| 2 The second student likes to | listen to | classical music. |
| 3 The third student likes to | play | hip-hop music. |
| | sing | country music. |

4 The reporter paraphrased some of the answers the students gave him. Listen to the interviews again and complete the sentences with the words you hear.

- A: Country music touches my heart.
B: So you like music that's _____ of _____?
- A: When I listen to hip-hop, I just have to move!
B: So it makes you want to _____?
- A: Classical music makes me feel like I'm sitting beside a quiet stream and enjoying nature.
B: So to you, it's _____ and _____?



Paraphrase

When you want to explain something difficult to somebody, it is helpful to use easier words with the same meaning. This will help you make it easier to understand.

5 Discuss these questions with your classmates.

- 1 Do these types of music make you feel the same as the students? Why or why not?
- 2 What type of music do you not like, and how does it make you feel?

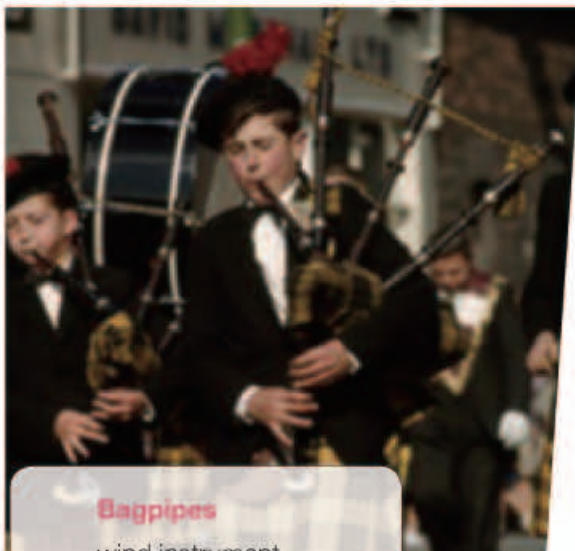
6 Talk in pairs. Interview each other about music. Use the pictures below for ideas.

EXAMPLE

- A: What kind of music do you like?
B: I like techno music.
A: What makes it so special to you?
B: I like to listen to it when I exercise.
It gives me **energy**.

Reasons for liking music

touches my heart/**soul**
makes me happy/want to dance
gives me energy/hope
helps me exercise/study
sounds peaceful/beautiful
reminds me of home/people I love



Bagpipes
wind instrument



Pipa
stringed instrument

o Pronunciation

1 Read the lyrics below from "Blowin' in the Wind" by Bob Dylan. Notice how the plosives are pronounced.

How many roads must a man wal(k) down
Before you call him a man?

How many seas must a whi(te) dove sail
Before she sleeps in the sand?

Yes, and how many times mus(t) the cannon balls fly
Before they're forever banned?

The answer, my friend, is blowin' in the wind
The answer is blowin' in the wind.

Yes, and how many years can a mountain exist
Before it's wash(ed) to the sea?

Yes, and how many years can some people exist
Before they're allow(ed) to be free?

Yes, and how many times can a man turn his head
Pretending he jus(t) doesn'(t) see?

The answer, my friend, is blowin' in the wind
The answer is blowin' in the wind.

2 Repeat after the recording.

Learn about experiencing music online

1 Before you read, discuss the question in groups.

How can computers and the Internet help us experience music differently?

2 Scan and circle the information in the text.

- 1 The man who came up with the idea for a **virtual** choir.
- 2 The place where he studied musical **composition**.
- 3 The name of his song.



Scan

Scan a text to find important information such as dates, numbers, and names.

THE VIRTUAL CHOIR

Imagine having the **opportunity** to sing together with hundreds of other people while you are at home alone. You can do this in a virtual choir. Virtual choir members record themselves while they perform alone on video. These videos are uploaded **onto** the Internet, and then they are put together into one video that you can see online—a virtual choir. Anyone can take part in a virtual choir from anywhere—all you need is a video camera and an Internet connection. You do not even need a **studio**. A virtual choir helps connect **ordinary** people together. Many people do not have close friends or contacts who have the same interest in music. Many others do not have the chance to join a local choir. A virtual choir **enables** them to add their voices to those of other individuals and become part of the global community. It has **proved** to be a positive influence on the lives of many people. As one virtual choir member said, “Music helps me to ... forget my problems. With music, I become someone else.”

The virtual choir was the idea of **award**-winning composer and conductor Eric Whitacre. Born in the USA on 2 January 1970, Whitacre began studying music at the University of Nevada in 1988. He fell in love with Mozart’s classical music when he sang for the university choir. Moved by this music, he said, “It was like seeing color for the first time.” He graduated from university in 1995, and then received a master’s degree in musical composition from the Juilliard School in New York in 1997. Over the next 10 years, Whitacre’s **original** compositions began to become quite popular among choirs and singers. This led to the creation of the virtual choir.

In 2009, Whitacre received a video of a girl who was singing one of his works. Inspired, he asked his fans to make videos, which he then joined together into one **performance**. His first virtual choir, “Lux Aurumque”, had 185 singers from 12 different countries. It has received millions of views on the Internet. Since then, the virtual choir has become a worldwide **phenomenon**. Whitacre’s next effort was the Virtual Youth Choir for UNICEF, which was first seen on **stage** on 23 July 2014 in the UK. **Altogether**, 2,292 young people from 80 countries joined in to sing Whitacre’s song “What If”.

The virtual choir is a wonderful way for people around the world to sing with one voice and **thus** make the world a better place.



3 Read the text again and answer the questions.

- 1 How is a virtual choir different from other choirs? Who can take part in it?
- 2 What caused Eric Whitacre to fall in love with classical music? What gave him the inspiration to make his first virtual choir?

4 Find the numbers and dates to fill in the timeline.

2 January 19__	Eric Whitacre was born.
19__ -1995	Whitacre attended the University of Nevada, Las Vegas.
19__	Whitacre got a master's degree from the Juilliard School in New York.
2009	Whitacre first got the idea for the virtual choir. His first virtual choir used _____ singers from _____ different countries; received _____ views on the Internet.
__ July 2014	Whitacre formed the Virtual Youth Choir for UNICEF. _____ young people from _____ countries sang "What If".

5 Learn more about music by completing the sentences with the correct forms of the words and phrase. Then make a mind map about what music means to you.

ordinary remind perform award effort individual fall in love
enable stage studio original prove onto opportunity

- 1 Last night I went to see my friend's new rock **band** _____ on _____ at a small local music festival.
- 2 This new pop song _____ me of an old song that was _____ sung by Billy White but later made popular by another singer.
- 3 I'm so happy! My favourite singer just won a music _____. This _____ that all the _____ she put into her work was worth it.
- 4 I _____ with rap music when I was a teenager. Listening to it _____ me to relax and forget about my problems.
- 5 Five years ago, he was finally given a(n) _____ to record his song at a(n) _____. Ever since, his success has shown the world that even _____ people can become famous.
- 6 **Nowadays** millions of musical performances are uploaded _____ the Internet every day by different _____ who may or may not be professional musicians or singers.

6 Discuss the questions in groups.

- 1 What are the advantages and disadvantages of being a member of a virtual choir?
- 2 Does a virtual choir really bring people together? Why or why not?

Express feelings and describe situations

1 Look at the following sentences and underline the past participles. Find more of them in the text. In pairs, discuss their functions.

- 1 Born in the USA on 2 January 1970, Whitacre began studying music at the University of Nevada in 1988.
- 2 Moved by this music, he said, "It was like seeing color for the first time."

2 Rewrite the story using past participles as the adverbial.

EXAMPLE

The Silver Hall is usually used for singing performances and is full of cheers and energy. →

Usually used for singing performances, the Silver Hall is full of cheers and energy.

- 1 Henry was highly interested in music and began to write original compositions when he was in high school.
- 2 They were pleased with his music and songs and finally invited him to perform in the Silver Hall.
- 3 Though he was affected by gradual blindness soon after the performance, Henry was still **capable** of writing compositions and he found that creating music was a **relief** and **cure** for his illness.
- 4 When he got absorbed in his world of music, he felt as if he could "see" the beauty of the world around him, like he had in his **previous** life.

Find out the differences in meaning and function between the newly written sentences and the original ones.

3 Match the sentence halves and rewrite each sentence beginning with a past participle.

- 1 The room had been painted in dark colours
- 2 Dave was unemployed
- 3 The girl was moved by his **romantic** words
- 4 He was corrected by his teacher from time to time
- 5 The album was recorded in a new way
- 6 He was invited to perform on the stage

- A so he had time to consider what job he really wanted.
- B so he felt nervous and excited.
- C so it was expected to be popular with techno fans.
- D so she accepted his gift.
- E so it needed some bright lights.
- F so he lost interest in singing.

4 Complete the passage with the words in brackets in their correct forms.

Well known as a successful band, the **Impact** members show quite a few striking qualities. They never ever give up. When _____ (question) by the media, they are not _____ (discourage) and practise even harder. They are improving themselves by attending several master training classes. They are united. _____ (fill with) team spirit, they act as a whole, always **aiming** for glory.

Plan a music festival

- 1 Listen to an announcement about a school music festival. Tick the kinds of volunteers the festival needs.



- people to give music lessons
- choir members
- people to run food stands
- people to sell festival tickets
- people to sell music CDs
- people to set up **equipment**
- musical performers

- 2 Listen to the announcement again and answer the questions.

- 1 What kind of songs will Grace Davis sing at the festival?
- 2 Who can try out as a performer?
- 3 What can those who think they do not have musical **talent** do?
- 4 How can students volunteer to take part?

Talking about preferences

Would you prefer doing ...?
What would you prefer to do?
Would you rather do ... or ...?
What would you rather do?
I'd prefer ... to ...
I'd rather have ... than ...

- 3 Work in groups. Role-play the conversation or make a new one.

Debbie: Where have you been? You missed the announcement about the music festival.

John: I was at the doctor's office. Music festival?

Frank: Yes, it's going to be next month on the school sports field. John, you can play the **piano**. How about playing it at the festival?

John: Well, I'd rather play the violin. I can play *Liang Zhu*.

Frank: Wow! Sounds good. What about you, Debbie?

Debbie: Actually, I don't have much musical ability. I'd prefer just to help out with the crowds.

Frank: You can sell tickets or work at a food stand.

John: So can I **assume** that the aim of the festival is to raise money?

Debbie: Yes. All of the money will go to charity.

John: Well, if it's for a good cause, everyone should take part!

- 4 In pairs, talk about what you would do at the music festival.

- 1 Would you like to sing or play a musical instrument? How else could you help in **addition** to what has already been mentioned?
- 2 Whom would you invite? What other activities could you do at the music festival?

Write a speech

1 Read the speech below and answer the questions.

Good morning! My name is Sarah Williams. It's an honour to be here and to share with you the story of how music has had an impact on my life.



(A) Have you ever faced a time when things looked dark and you had no hope at all? Two years ago, I was told I had a serious **disease** which was difficult to cure. My body **ached** all the time and thus I thought I didn't have much longer to live. I was very afraid and I felt so alone and discouraged. Then one day, I had to go through a two-hour medical **treatment**. The doctor wanted me to relax, so he had me listen to some music, and one of the songs was "Happy". The song made me feel so much better that from then on I began to listen to music all the time. **(B)** John A. Logan said, "Music is the medicine of the mind." And it's true. Music helped me recover.

(C) Music gave me happiness. When I listened to music, **(D)** it made my spirits fly like a kite in the wind. **(E)** Music gave me strength and brought me relief. **(F)** It was the rock I leant on to become strong and to get through those hard times. **Moreover**, **(G)** music gave me hope and a sense of **satisfaction**. **(H)** It became my best friend. It spoke words of encouragement to the deepest part of my **being**.

Of course, I hope none of you have to go through the same kind of suffering that I did. At the same time, we all go through **various** periods when we feel sad or alone. During those times, music can help you in the same way that it helped me. I hope all of you will **somehow** begin to treasure music and make it a part of your life.

Thank you!

- 1 What was Sarah's problem?
- 2 How did music help her during her difficult time?
- 3 What is her advice to others?

2 Study the language features.

- 1 Match the names of rhetorical devices to the lettered sentences in the speech.

metaphor _____	personification _____
quote _____	repetition _____
rhetorical question _____	simile _____
- 2 What expressions does Sarah use to talk about how music can make us feel? Circle the phrases in the speech.

3 Use what you have learnt to write a speech about how music can change a person's life.

1 Work in groups. Think of ways that people experience music, and how music can help people.

Ways people experience music

singing,

How music can help people

give encouragement,



2 Now think about your experience with music and how it has changed your life, or think about how the life of someone you know has been changed by his/her experience with music.

3 Fill in the blanks below with some of the rhetorical devices you hope to use in your speech.

- Metaphor: _____
- Personification: _____
- Quote: _____ said, " _____ "
- Repetition: Music makes/gives/helps me/him/her ...
1 _____ 2 _____ 3 _____
- Rhetorical question: Have you ever _____ ?
- Simile (*verb + like*): _____

Complete the **outline** and use it along with rhetorical devices to draft your speech.

- Introduce yourself.
- Give the topic of your speech.
- Write about your experience with music, or the experience of someone you know.
- Write about how music made you/him/her feel.
- Relate your/his/her experience to the audience.
- Close the speech.

Hello, my name is _____, and I'm here to talk about _____
_____ years ago, _____.

4 Exchange drafts with a partner. Use this checklist to help you revise the draft.

- ✓ Does the writer explain how music has changed his/her/someone else's life?
- ✓ Are some of the rhetorical devices included and used properly?
- ✓ Does the writer talk about how music makes him/her/someone feel?
- ✓ Is the first word in each sentence capitalised?
- ✓ Does the writer use correct punctuation?

5 Put up your speech in the classroom or deliver it to your class.

Assessing Your Progress

1 Complete each sentence with a word or phrase from the box.

aim impact peaceful phenomenon somehow souls trying out (for) various

- 1 Rachel is listening to _____ music to help her concentrate on her studying.
- 2 Sad love songs often touch the _____ of those who listen to them.
- 3 Tony is _____ a band that is looking for a guitar player.
- 4 This new variety of music is a _____ that is spreading around the world.
- 5 The _____ of this music festival is to bring people of different cultures together.
- 6 The CD my dad gave me for my birthday contains _____ styles of music.
- 7 Jazz music had a big _____ on his life because it was the only thing he listened to while growing up.
- 8 She _____ learnt how to play the piano on her own when she was very young.

2 Read the story and underline the past participles.

I never thought I was very talented at anything to do with music, but my parents wanted me to learn to play the piano at the age of six. To be a good daughter, I agreed to learn even though I wasn't interested in it at all. Experienced in reading her students' minds, my piano teacher could tell after a couple of lessons that my heart was not in it. However, after learning for about six months, I was asked to perform something at the year-end concert arranged by my teacher. Surprised and terrified at the same time, I could only

agree. Given my inexperience, I chose a fairly simple composition. In order to perform well, I practised the same composition for an hour a day for the next two months. On the day of the concert, I was so nervous that I woke up with butterflies in my stomach. As it turned out, there was no need to be nervous because all my hard work paid off and I played perfectly. Encouraged by this first performance and the positive **reaction** of the audience, I have continued to play the piano and enjoy it more every day.

Work in pairs and reflect on the functions of the past participles. What do you think of the girl's experience in learning music?

REFLECTING

- What new music types did you learn in this unit?

- What useful vocabulary or structures did you learn in this unit?

- Could you talk with your friends about music, musicians, and/or their influence on your life after doing this unit?

- What aspect of music would you like to learn more about, and why?

- Overall, I thought this unit was interesting useful so-so difficult.

*Project: Explore interesting aspects about music

In this project, you are going to make a presentation using a poster or presentation file about one of these topics:

- a musical composition
- a musical play or film
- a musical instrument
- a musical artist (singer, composer, etc.)
- a concert/a musical performance

1 In groups, discuss these questions.

- 1 What will be the topic of your presentation?
- 2 What information do you need to collect? Where can you find this information?
- 3 What tasks will need to be done so that you can complete this project? (research, writing, making the poster, artwork, etc.)
- 4 Who in the group will do each of the tasks?

2 Now prepare your presentation, and the poster or presentation file to go with it. Refer to the biography below for main points to include.

Ludwig van Beethoven



Ludwig van Beethoven (1770–1827) was born in Germany. He started his musical training when he was five years old, and his teachers worked him so hard that he often cried. He started writing music when he was nineteen, and two years later he moved to Vienna to study music and perform. Beethoven first became famous as a pianist. However, by 1800, his musical works were so popular that he was thought of by many as the most important composer of his generation. During this same period, he slowly became deaf. Even though he could not hear with his ears, he could still write music because he could hear music in his head. Most of his greatest musical works were completed after he became deaf. In the later part of his life, he had many health and money issues. He was also lonely because the woman he loved and wanted to marry had left him. His friends tried to help him through his dark times, but his life became marked by sadness. He died after a long illness in 1827.

Famous works

Symphony No. 3 (*Eroica*) 《英雄交响曲》

Symphony No. 5 (*Fate*) 《命运交响曲》

Symphony No. 6 (*Pastoral*) 《田园交响曲》

Symphony No. 9 (*The Choral, Ode to Joy*) 《欢乐颂》

Violin Sonata No. 9 (*Kreutzer*) 《克莱采奏鸣曲》

Piano Sonata No. 14 (*Moonlight*) 《月光奏鸣曲》

Piano Sonata No. 8 (*Pathétique*) 《悲怆奏鸣曲》

Bagatelle No. 25 (*Für Elise*) 《致爱丽丝》

3 Now give your presentation to the class. Each member should take turns to explain or show one part of the presentation.

4 After listening to the presentations, decide on the best ones and give tips for improving them.



World Music

WOMAD is an international festival that celebrates world music, arts, and dance. It is held in different places around the world, including the UK.

BEFORE YOU WATCH

Complete the sentences with the words in the box.

bands performances folk rock co-founded stunning

- 1 A singer-songwriter _____ WOMAD in the 1980s.
- 2 _____ from all over the world come to perform at WOMAD.
- 3 All the different _____ celebrate world music and cultures.
- 4 The band's music is inspired by _____ and the music of two kinds of traditional Italian dances.
- 5 The band's music was _____ and people at the festival enjoyed it a lot.

WHILE YOU WATCH

- 1 Check your answers in Before You Watch.
- 2 Read the statements and decide whether they are true (T) or false (F).

- 1 WOMAD stands for "world of music, arts, and dance". T F
- 2 Marcello Collasurdo is the co-founder of WOMAD. T F
- 3 Marcello is from Spaccanapoli. T F
- 4 There are eight different instruments used in Marcello's band. T F
- 5 Marcello's father taught him to dance the tamurriata when he was young. T F
- 6 The streets of Naples are like a stage to Marcello. T F

AFTER YOU WATCH

Discuss the questions in groups.

- 1 Would you like to go to the WOMAD festival? Why or why not?
- 2 Why is it important to celebrate music, arts, and world cultures?

Using Words and Expressions

- 1 Find seven words with *p* as the first letter in the puzzle and circle them. Check their meanings and complete the sentences below with the correct forms of the words from the puzzle.

E	R	U	P	T	P	M	C	R	A	C	K	P
P	R	E	S	E	R	V	E	A	P	H	X	R
S	S	E	N	O	E	W	A	S	A	V	D	E
B	N	O	S	T	C	E	T	O	R	P	I	V
S	U	I	P	R	O	T	E	S	T	S	Y	E
K	E	E	V	A	N	H	O	F	N	V	L	N
F	L	A	S	O	P	O	R	P	E	C	E	T
H	I	P	R	O	M	O	T	E	R	K	H	T

(Words are hidden horizontally, vertically, or back to front.)

- The local government tries to find a balance between economic development and heritage _____.
 - The issue whether they should _____ the old buildings in the town gets a lot of attention these days.
 - The new assistant impressed the boss with his creative _____ for solving the company's problems.
 - The department held a meeting to discuss how to _____ the new product.
 - The organisers did their best to _____ the situation from getting worse.
 - Write down your answer and exchange it with your _____.
 - The decision of pulling down the temple led to an immediate _____.
- 2 Use the verbs in the box to make phrases. Then complete the sentences with the correct forms of the phrases.

make	establish	keep	raise
run	investigate	conduct	sign

- _____ a proposal
- _____ the issue
- _____ a programme
- _____ hundreds of tests
- _____ funds
- _____ a document
- _____ a balance
- _____ a committee

- The purpose of the concert is to _____ for cultural heritage protection in Tongli.
- _____ between work and family can be a big challenge for many parents.
- If the power company _____, they will take on the responsibility to protect the Semmering Railway (塞默灵铁路).
- The scientists _____ and finally proved that the medicine helps improve people's health.
- The museum _____ which helps visitors realise the importance of cultural heritage protection.
- UNESCO _____ that lists and protects world cultural heritage sites all over the world.
- He _____ that we each donate 100 yuan to help preserve the town's intangible cultural heritage.
- The situation was once again becoming so serious that the officials were asked to _____ immediately.

3 Summarise the text on page 4 by completing the passage. The first letter of each word has been given.

How to balance economic development and cultural heritage p_____ can be a complex problem. In Egypt the p_____ of building the Aswan Dam met with p_____ for fear of d_____ the temples and cultural relics. The government t_____ to the UN for help and e_____ a committee to prevent the l_____ of cultural heritage and raise f_____ internationally. Thanks to the hard work of the g_____ community, the project was completed successfully with the country's cultural heritage preserved.

4 Translate the sentences into English using the words and phrases in brackets.

- 1 每年泰山都会吸引世界各地的游客来观赏它的美景。(all over the world)
- 2 把钱花在购买高质量的产品上是值得的。(worthwhile, quality)
- 3 许多国家参与了这项工程, 并为保护尼罗河沿岸的文化遗产捐款。(take part in, donate ... to ...)
- 4 这位父亲非常自豪地把儿子介绍给一位职业运动员。(be proud to, professional athlete)
- 5 你一定要在上下文当中去理解这些数字, 否则它们就没有任何意义。(make sure, in context)
- 6 你知道从故宫入口到九龙壁有多远吗?(Nine Dragon Wall, entrance)
- 7 朱迪非常熟悉海外学习项目的申请过程。(overseas study programme, application process)
- 8 南非, 正式名称为南非共和国, 地处非洲大陆的南端。(republic, the southern tip)

*** 5 For each sentence below, write a new sentence as similar as possible in meaning using the phrases given.**

- 1 Some people believe that compared to economic development, cultural heritage protection is less important. (give way to)
- 2 He made a proposal at the meeting but received a lot of different responses. (lead to)
- 3 People there are still suffering, though a lot of supplies have been provided by the global community. (prevent ... from ...)
- 4 I trust him a lot and know he will always be there for me if I am in trouble. (turn to)
- 5 Volunteers did all they could to raise funds to help the children go back to school. (contribute ... to ...)

Using Structures

1 Choose the correct words to fill in the blanks.

who	whom	whose	that
which	when	where	why

- 1 That is the site _____ they discovered caves full of Buddha statues.
- 2 Does anybody know the reason _____ he refused to sign the document?
- 3 Sue is the person to _____ I sent the text message yesterday.
- 4 My brother works in a café _____ top-quality Italian food is served.
- 5 This is the archaeologist _____ discovered the Inca ruins.
- 6 On the way home, he helped a young man _____ car had broken down.
- 7 Tasmania is the most unforgettable place _____ I have ever been to.
- 8 In European countries, the weekend is usually a time _____ nobody goes to work.

- 9 This is the story in _____ the valuable blue and white porcelain vase from the Ming Dynasty was finally returned to its owner.

2 Join the two sentences using relative clauses. Then translate them into Chinese.

- 1 Last winter we saw the well-preserved temple for the first time. I will remember it forever.
- 2 I met a German scientist at the party last week. He is likely to be working in our city.
- 3 This is the bookshop. I found a book about Liang Sicheng's contribution to protecting China's cultural heritage in it.
- 4 The boy's proposal was helpful and practical. Most of the students agreed with him.
- 5 He does not identify happiness with money. That is the reason.
- 6 The committee was established last year. It plays an important role in environmental protection.

3 Rewrite the sentences by replacing prep + which/whom with when/how/where/why.

- 1 This is the month during which we'd like to travel around.
- 2 She gave a lecture in the hall in which we interviewed a famous Beijing opera actor last week.
- 3 Lillian works in a government office in which there are many different departments.
- 4 Finding a job as a history teacher in another school was the reason for which I moved.
- 5 Summer is the season in which it is best to practise outside with your team.

- 6 The Longmen Grottoes were the place in which I met the famous artist who showed me many of his paintings and digital photos.
- 7 I relied on my car until it broke down at the place at which the three roads met.
- 8 It is a time at which the sun begins to set and the moon begins to rise. He likes to take photos from the roof of his house.

4 The large stone statues on Easter Island remain a mystery to us. Read about their history and correct the mistakes in the text.

- 1 No one knows for certain how the islanders transported the statues, they were extremely large and heavy.
- 2 People doubt that they were dragged (牵引) over the land, that is so rough.
- 3 Some people think that the islanders used large tools that is made of strong wood.
- 4 The wood for making the tools probably came from big trees, it did not exist on the island.
- 5 Some people claim that unknown beings from space moved the statues, they are so heavy.
- 6 According to the islanders, the finished statues were moved by those had magic powers.
- 7 It is said that the statues were carved during the sixteenth and seventeenth centuries, when the island was ruled by a mysterious society then.
- 8 The Dutch visited the island in 1722 the time the society that had made the statues had disappeared.
- 9 The Dutch wanted to get supplies on this island where there were only four thousand people on it.



Reading and Writing

1 Discuss the questions in pairs. Then read the text.

- 1 Do you know of any famous archaeological discoveries?
- 2 What can we learn by studying cultural relics?

NEW DISCOVERIES FROM THE PAST

Few discoveries are as dramatic as finding the *Titanic* at the bottom of the Atlantic or Machu Picchu in the mountains of Peru. But that does not mean that studying history and cultural relics is boring or slow. In fact, exciting new discoveries from the past are made every year. Read the news reports below to learn more about a few recent finds.

Relics from Ancient Greek Ship Rescued

Athens, 8 October 2014. Relics on a Greek ship that sank more than 2,000 years ago have been rescued by an international team of archaeologists and divers. Several artefacts, including a large bronze spear, were found. The ship, which rests 55 metres below the surface, was first discovered in 1900 by local divers. Because the water is so deep, it has been very difficult to examine the ship. Earlier this year, scientists were able to use a robot to photograph and make a map of the wreck. The cultural relics which were then rescued by the international team are among the most important to date and will help answer some of the questions about the history of the ship. "A lot of work has to be done at this site to uncover its secrets," said the leader of the team.



Han Dynasty Treasures to Visit the Capital

Beijing, 25 February 2016. Beijing's Capital Museum will host some 400 rare cultural relics from the Han Dynasty that have been found in Jiangxi Province during the last five years. The relics were chosen from more than 20,000 pieces and include objects made of gold and other metals. Visitors will have a chance to see beautiful works of art as well as pottery and horse chariots (四轮马车). The relics were found in the tomb of Haihunhou, where experts have been digging since 2011. According to one of the experts, the find is very unusual, and special measures will be taken to safeguard the objects: "We will make sure they are not damaged." The exhibition will open in March and last for three months.

2 Work in pairs. Use what you have learnt in this unit or from newspapers to write a news report.



1 Complete the following with examples from the news reports in the text.

Headline—This should get the reader’s attention.
Example: _____

Lead sentence—This should tell the reader what the whole news report is about.
Example: _____

Reporting verbs—These let the reader know who said what.
 Circle the reporting verbs in the news reports and write one example below.
Example: _____

2 Use the notes below to write a news report about the *Nanhai No. 1*.

Southern Song Dynasty (1127–1279)	<i>Nanhai No. 1</i> (NN1) built, 22 metres long, 10 metres wide NN1 sailed along Maritime Silk Road NN1 sank in South China Sea	
1987	British divers discovered NN1 when looking for another ship	
2000	Chinese archaeologists mapped the site	
2007	Chinese divers and scientists began rescuing cultural relics	
2008	NN1 placed at Guangdong Maritime Silk Road Museum in Yangjiang	
2016	Archaeologists completed examination of some 50,000 cultural relics recovered from NN1	

* Expanding Your World



WORLD CULTURAL HERITAGE SITES

In 1972, UNESCO started a programme to protect the world's cultural and natural heritage. Since then, more than 800 cultural sites that are thought to be of special importance to human history and culture have been added to the World Cultural Heritage Site List. The Taj Mahal (泰姬陵) in India and the Imperial Tombs of the Qing and Ming Dynasties in China are two of the best known examples.

The Taj Mahal, which was built between 1631 and 1648, is a masterpiece of architecture. It took more than 20,000 workers and 1,000 elephants to complete the project, and the stones came from as far away as China.

Building the Taj Mahal was a labour of love. In the early 17th century, India was ruled by an emperor named Shah Jahan who was married to a woman named Mumtaz. The emperor loved his wife so much that when she died, he built the Taj Mahal in her memory. The beautiful mausoleum was designed to look like what the emperor hoped would be Mumtaz's home in the afterlife. The colour of the buildings appears to change with the light of day. Shah Jahan was later buried next to Mumtaz, and the couple now rest together forever.

If the Taj Mahal is a celebration of the heart, then the Imperial Tombs of the Ming and Qing Dynasties are a monument to the mind and spirit. Visitors who walk among the buildings can feel both the weight of history and a wonderful sense of peace.

What makes the Qing and Ming Tombs unique even among amazing buildings such as the Taj Mahal, Angkor Wat (吴哥窟), and the Cologne Cathedral (科隆大教堂) is that they bring together architecture and philosophy. Built by several emperors between 1368 and 1915 in Beijing, Hubei, Hebei, and Liaoning, the Imperial Tombs represent Chinese cultural and historical values that have been handed down from generation to generation for thousands of years.

Human life lasts only a short time but art and culture last forever. The UNESCO World Cultural Heritage Sites programme attempts to protect and preserve the best of human history. Masterpieces such as the Taj Mahal and the Imperial Tombs of the Ming and Qing Dynasties remind us of what we can achieve at our finest, and inspire us to live up to our great past in the future.

Using Words and Expressions

1 Look at the underlined word(s) in each sentence and choose the most similar meaning.

- 1 Mass extinction is caused by hunting, habitat loss, and pollution.
A huge
B most
C common
- 2 Our planet's wildlife is dying out at an alarming rate.
A price
B speed
C interest
- 3 What measures are being taken to help them?
A efforts
B amounts
C signs
- 4 The authorities are under pressure to build elephant parks ...
A organisations
B experts
C government departments
- 5 This is why we're here—to observe Tibetan antelopes.
A notice
B follow
C carefully watch
- 6 The antelope population has recovered.
A returned to its earlier level
B become well again
C got back money
- 7 The government does not intend to stop the protection programmes.
A pretend
B try
C plan
- 8 Without variety, our planet cannot survive.
A numbers
B differences
C shows

2 Rewrite each sentence with a phrase containing the word in brackets.

EXAMPLE

Some rare animals are dying out at an alarming speed. (rate)→
Some rare animals are dying out at an alarming rate.

- 1 The shepherds took care of their sheep. (watch)→

- 2 I couldn't understand what he was saying. (make)→

- 3 We are worried about endangered animals. (concern)→

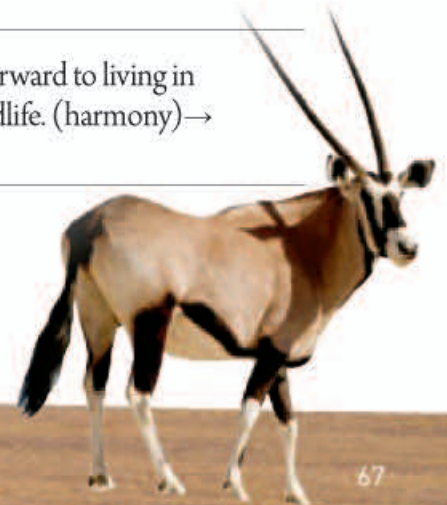
- 4 This poster makes me realise the importance of protecting wildlife. (remind)→

- 5 Everyone understands the animals' serious situation. (aware)→

- 6 Several bird species are in danger of extinction. (die)→

- 7 The zoo provides shelter for a lot of different animals. (variety)→

- 8 We are looking forward to living in peace with all wildlife. (harmony)→



3 Complete the speech about wildlife protection by translating the Chinese in brackets into English. Then read it to a partner.

As we know, so many wild animals and plants are dying out every day. Someone has to speak up for _____ (濒危野生生物). I'd like to do that. Their lives _____ (正遭受威胁). Time is ticking away and more animals are dying out. Some _____ (有效的措施) must therefore be taken immediately. The most important thing for the authorities is to _____ (建造更多的自然保护区). Besides, it is high time to stop the people who _____ (非法捕猎). There are also other things we can do to help. For example, here I _____

 _____ (设计了一个海报, 让更多的人意识到保护野生生物的重要性). I will never wear fur clothes, eat shark fin soup, or buy other products made from wild animals in the future. I hope you'll agree with me and follow my example.

4 Fill the boxes with as many words and phrases as you can think of.

Wildlife protection

Endangered species

South China tiger

Habitats

forest

Situations

die out

Protection

reserve



Using Structures

1 Complete the sentences with the correct forms of the given verbs.

- 1 A new library _____ (build) in our school. It will open next year.
- 2 Conservation programmes for wild animals _____ (discuss) in Australia now.
- 3 What _____ (do) in your town to protect local wildlife?
- 4 Don't worry. Measures _____ (take) to stop such a thing from happening again.
- 5 I _____ (tell) that my ID and password are not working. What should I do now?
- 6 Mum, my computer _____ (fix). Can I use yours for a while?
- 7 It is believed that many plant species _____ (threaten) with extinction.

2 Rewrite the sentences using the present continuous passive voice.

- 1 The zoo is opening a new area for the two baby elephants.
- 2 The doctors are not examining the patient.
- 3 They are raising more funds for research into wildlife protection.
- 4 The city is setting up a new nature reserve for endangered animals.
- 5 Today we are completing our writing task online.

3 Read each sentence. If you find a mistake, underline it and write the correct form on the line. If the sentence is right, put a tick on the line.

- 1 Nowadays more and more functions are adding to mobile phones. _____
- 2 Don't call Mary. She is interviewed right now. _____
- 3 Are the right decisions being made? We have to wait and see. _____
- 4 Our speech is preparing. It will be ready in one or two hours. _____
- 5 Highway traffic is slowing down by the accident. _____
- 6 You can find online what new clothes are selling. _____
- 7 The park which is rebuilt will be open to tourists next month. _____
- 8 Where is the experiment being carried out by the students? _____

4 Read and complete the passage about wildlife protection with the correct verb forms in brackets.

The balance of nature on our planet _____ (threaten) as a large number of species _____ (drive) to extinction. Some scientists predict that half of all our plants and animals will be extinct by 2100. The question is why these species _____ (endanger). One of the main reasons is loss of habitat. Animal habitats _____ (destroy) as humans search for more natural resources to consume (消费). More land _____ (also use) for growing crops or keeping livestock (家畜). In addition, massive amounts of waste _____

(produce) by humans, which are polluting animal habitats. Harmful chemicals _____ (create) by human activities are being released into the air, water, and soil. The whole of nature _____ (affect) by human beings.

However, much has been done and _____ (still do) to save endangered species. Many programmes _____ (design) to preserve the populations of endangered species. In my opinion, there is still hope that humans can live in harmony with all things on the earth.

5 Complete the speech with the correct sentences or clauses. Then discuss possible solutions in groups.

Hello, everyone! I've just come back from a wonderful trip to Tibet. It was so beautiful there that _____. The scenery was so impressive and the air was so fresh and clean. _____ However, _____. Cans, _____ as they pass through Tibet. I worry about the effect this will have on the local wildlife. _____ We should all think about this.

- A** Visitors are being told to pay more attention to protecting the environment.
- B** this beautiful countryside is being spoiled by careless visitors
- C** paper and plastic bags are still being thrown away by many tour groups
- D** How can we make visitors more aware of the damage that is being done to the environment?
- E** I felt I was in a fairyland (仙境)

Reading and Writing

- 1 Tell a partner what you know about the milu deer. Then read the text.

THE STRANGE TALE OF THE MILU DEER



The milu deer, one of China's most beloved animals, is also one of its strangest. How else could you describe a creature that has the face of a horse, the hoofs of a cow, the antlers of a red deer, and the tail of a donkey?

The history of the species is nearly as strange as its body. The milu deer used to be common in China long ago. Like other deer, they lived together and ate grass as well as the soft parts of trees, such as small branches.

However, milu deer were often hunted for food or sport in the past. The Ming and Qing dynasties did not protect them and many were killed. In 1900, the milu deer disappeared from China.

However, before all the deer were killed in China, some were taken to Europe. The Duke of Bedford from Britain collected all the milu deer from Europe and put them in his deer park. The deer liked the cool, wet weather in England, and their numbers increased year by year. In 1985, 20 milu deer were reintroduced from Britain to China and placed in the Beijing Nanhaizi Milu Park in southern Beijing. The next year another herd of 39 arrived from the UK to the Dafeng Milu Nature Reserve in Jiangsu Province.

The milu deer certainly seemed happy to be back in China because their numbers started to grow steadily. There were soon so many of them that 64 milu deer were sent to a newly opened reserve in Shishou, Hubei Province from Beijing in the 1990s. They can move freely in the reserve, feed entirely on wild plants, and continue to safely thrive.

At the moment, the milu deer are still living in reserves where they are being protected and cared for. As a result, their population is now recovering fast. Soon a new chapter will be added to the strange tale of these special animals. The deer are being trained to survive outside the park so that they can one day all return to the wild. The rescue of the milu deer is already a success story. Now it is up to us to make sure that the deer live happily ever after.



* Expanding Your World

U R B A N W I L D L I F E

Cities are diverse ecosystems. In addition to visitors from the wild, such as coyotes (丛林狼) in Los Angeles or boars (野猪) in Berlin, a large number of species share our urban areas. As our cities spread, we need to think about what it is like for other species to have human neighbours.

Because cities are built for humans, they do not always provide suitable habitats for wildlife. For example, most city parks are kept neat and tidy so that humans will find them beautiful. But when we cut grass or plant flowers, we destroy natural habitats.

Our actions sometimes help other species. When a bridge in Austin, Texas was repaired, engineers added small gaps running along the length of its bottom. This made a good home for bats, and soon the bridge was the home of thousands of bats. At first, people were afraid of the bats and tried to get rid of them. Now, they have come to value their winged neighbours. The bats are a tourist attraction, and they eat lots of bugs every night.



There are also structures built with the objective of bringing wildlife into the city. The Beijing Olympic Forest Park is a good example. The park used native plants and created open, natural spaces for wildlife. The result is a zone in Beijing with over 160 species of birds. In many ways, the park is the opposite of a zoo. Instead of being kept in cages, wildlife can move about freely.



Another example is a 2011 proposal for a tall "Birdscraper" building in New York. The building is intended to protect birds and fight pollution at the same time. It would be in the middle

of a lake, birds would sit on it, and their droppings would fall into the water. The droppings would feed water plants which would then create oxygen through photosynthesis (光合作用).

If we learn to share our space, we can become better neighbours to the wildlife around us. If we do not, more species will become extinct and our own future will be endangered.



Using Words and Expressions

1 Learn more about the benefits and drawbacks of the Internet. Complete the conversations with the correct forms of the words below.

update	false	theft
access	upset	account
benefit	download	database

Conversation 1

- A: What is your favourite way to get information?
 B: Through the Internet, of course.
 A: But what about books?
 B: You're kidding, right? The Internet is much more _____. My studies have really _____ a lot from it.
 A: But the information on the Internet may be _____. You should be careful.

Conversation 2

- A: Why do you look so _____?
 B: All my money has been stolen from my bank _____. I never thought online identity _____ could happen to me.
 A: Oh, I'm so sorry to hear that! Have you reported it to the police and the bank? Maybe you can get all your money back if you're lucky enough.
 B: Yes, I've done that already. Let's hope it's just a bank error!

Conversation 3

- A: Do you have any bicycle rental apps?
 B: No, though I've heard about them. How do you use them?
 A: Just _____ an app on your smartphone. You can find the nearest bike in the app. Just enter the bike number in the app and then you can ride it.
 B: That's cool, isn't it? They must have to constantly _____ their _____.

2 Make collocations and then complete the sentences with them.

of with by on to

- A familiar _____
 B comment _____
 C keep track _____
 D inspired _____
 E get discounts _____

- The Internet of Things (IoT) will make it possible for airplane engineers to _____ the condition of airplane parts.
- They are _____ famous musicians, and share their projects on a charity website where artists find supporters and raise money.
- An increasing number of people like shopping online because they can often _____ many goods.
- All the people invited to the meeting _____ the new bus app.
- People are always more relaxed in places which are _____ them.

3 Translate the sentences into English using the words and phrases in brackets.

- 用网络和朋友保持联系是很方便的。(convenient, keep in touch with)
- 我想介绍两款你们两个都不熟悉的应用程序。(app, be familiar with)
- 没有人陪伴, 她开始在网上聊天来打发时间。(keep somebody company, chat online)
- 在别人哭泣的时候永远不要嘲笑, 因为你可能永远不能充分了解他们经历过多么艰难的时刻。(make fun of, go through, tough times)

- 5 要记住, 你的个人信息一定要保密。(keep in mind, keep ... private)
- 6 坚持锻炼三个月后, 他的状态更好了。(in good shape)

4 Read and complete the passage about online communication using the discourse markers in the box.

although then rather	for example to begin with as long as	however such as
----------------------------	--	--------------------

Connect Online to Meet Offline

In our information technology society, we often have more communications online than offline. _____, just compare the number of people to whom you have sent online messages with that of the people you've actually met in the past two weeks.

_____, there are now mobile apps which allow you to connect with strangers online and then meet them in person, and I'm not talking about dating apps! _____, I'm referring to apps which help to connect people with similar interests who live in the same city. _____, get online and find a group that interests you. _____, simply join the group. _____ you're in a group with like-minded people, you will be able to enjoy doing the same activities together. You can do this for free, _____ some apps will ask you to pay if you want to create an interest group.

There is a wide variety of interest groups out there, _____ those for hiking, football, photography, board games, poetry, or dog owners. You name it, they've got it! This is really a great way to network, meet people if you're new to a city, or simply to make new friends.

Using Structures

1 Complete the sentences with the present perfect passive voice of the given verbs.

- 1 **A:** Why can't I access my account?
B: _____ your personal information _____ (update)?
- 2 Both learning sites _____ (visit) by over 10,000 people since last year.
- 3 This keyboard _____ (not use) for a long time.
- 4 Can you tell me what _____ (do) to bridge the digital divide?
- 5 In the past year I _____ (inspire) to buy e-books instead of paper books.
- 6 **A:** Where can I read those comments?
B: Online. They _____ (post) already.
- 7 It seems that more health problems _____ (cause) by mobile phones.
- 8 That app _____ (delete) from my smartphone already.

2 Find and correct the mistake in each sentence.

EXAMPLE

This app ~~was used~~ several times since I ~~downloaded~~ it.
has been

- 1 How much money has spent on the earthquake recovery?
- 2 The girl is really upset because her new bicycle has stolen.
- 3 These old houses have been built in the 18th century.
- 4 It's a pity that the letter has never sent to his father.
- 5 Little had been seen of them since they moved into the house down the street.

3 Read the newspaper headlines. Change them into complete sentences as the example.

EXAMPLE

E-library on School Website—for Students
 → *An e-library for students has been set up on the school website.*

- 1 Boy's Video Streamed over Two Million Times
- 2 5 Records Broken Today
- 3 Intelligent Search Engine Designed for Teenagers
- 4 Theft of Large Amount of Cash from Small Bank
- 5 STUDENTS: 30% Discount on Smartphones
- 6 Government Done Much to Stop Cyberbullies

4 Complete the notice with the correct forms of the verbs in brackets.

Notice to parents

Dear Parents,

We hope you will welcome this news. Almost 100 computers _____ (give) to us by a local computer company since the end of last year. A decision _____ (make) to begin a computer teaching experiment at our school. Our plan _____ (support) with technical equipment and advice which _____ (provide) by the City Information Technology Centre. Every teacher _____ (provide) with a laptop since the beginning of this term.

More recently, most of our courses _____ (teach) using computers. We _____ (help) in our teaching by a lot of information from the Internet. Also, a new computer

room _____ (set up) in our school. We hope you will be happy with this exciting new development in our school.

No. 8 Senior High School

5 Think about what you have done this week. Write as many things as you can. Then share with a partner.

EXAMPLES

What has been finished

*My room has been cleaned.
 The flowers in my room have been watered.*

What has not been finished

*My learning diary has not been written.
 The plan for this weekend has not been made.*

6 The present perfect passive voice is often used in formal situations such as articles or speeches. Below, a headmaster is making a speech. Help him complete it.

Name	Prize for
Wang Xiaoding	best in science
Wu Lei	top scores all year
Li Li	excellent class monitor
Zhang Hong	most well-behaved student in the class

Hi, everyone!
 The prizes this year have been awarded (奖励) to four students for their outstanding work. It _____ (decide) that the Best in Science prize will go to Wang Xiaoding. Wu Lei _____ (award) the prize for getting the highest scores in the tests all year. She deserves this prize for all her hard work. Li Li _____ (name) ...

Reading and Writing

1 Read the blog post and complete the tasks.

 Search this blog


HOME

PAGES

CATEGORIES

GALLERY

CONTACT

MY DAY ONLINE



Many people agree that our lives have been changed by the Internet, but I have recently realised that I live nearly my entire life online!

In the morning, I wake up and immediately check my messages. I usually have messages from friends or family, and I always reply right away. Then I open my favourite online radio station and listen to music while I get ready for school.

While I'm eating breakfast, I often read news articles online. Sometimes I read news out loud for my mum while she cooks breakfast. She doesn't have much time to read, so she enjoys hearing me read aloud to her.

On my way to school, I usually wear my earphones so I can listen to an English podcast (播客) with interesting talks about many different topics. It's a good way to improve my English listening, especially on days when English is the first lesson.

At lunch, I like to check some online forums (论坛) about topics I'm interested in, such as pop music and TV shows. I read the updated posts from other forum members and post my own thoughts when I think they will be helpful to other people. I think it's a good way to connect with others who share the same interests as me.

On the way home from school, I almost always play with one of the many learning apps on my phone. I have an app that helps me practise maths, an app to practise English grammar, and another one to help me memorise new vocabulary. It's a fun way to keep on learning even after all my classes are over.

After dinner, I start my homework, and that often means going online to do research. My history teacher, my Chinese literature teacher, and my English teacher all often give homework assignments that require me to go online and look up information. So I'm nearly always online in the evening, reading online resources for my homework.

If I finish my homework before 9:00 p.m., my parents will let me play half an hour of video games, which are almost always online games! I like online games because I can play with my friends even when we're not in the same place.

My final thing to do every day is to listen to an audio book online before I go to sleep! Sometimes I like to read an online book, but I don't like to look at a screen just before bedtime, so audio books are the perfect thing for me. It's a great way to drift off to sleep.

- 1 Fill in the table with the online activities that the student does throughout the day. Then mark each activity as entertainment (E), social use (S), or learning (L).
- 2 Ask yourself the following questions for each activity. Note down a few words in the table.
 - Do I do it, too?
 - Is it a good/bad activity? Why?
 - Is there anything better or just as good to recommend?

Time of day	Online activity	Activity type	I do or not	Good or bad	Why	Recommendation
Morning	<i>check for messages and reply</i>	S	no	not so good	a waste of time	listen to English radio programme
Noon						
Afternoon						
Evening						

- 3 Do you think it is a good idea to spend so much time online? Why or why not?

2 Write a comment about the blog post.

- 1 There are a number of ways to organise your ideas. How would you like to organise your ideas? Choose one way from the list below and explain why.
 - A By the time of day when the activities happen.
 - B By the type of activity (entertainment, social, learning).
 - C By opinion: good versus bad.
 - D By the ones I do versus the ones I don't do.
- 2 Be sure to start with an introduction and end with a conclusion.

I think your daily online activities are very surprising/shocking/interesting/normal. ...

...

To sum up, I think that your online activities are ...



* Expanding Your World



E-LEARNING

Courses that are taught via the Internet, or online courses, have become popular in many countries. There are different kinds of online courses, but most show a video of a teacher and students in a classroom. Students watch the video online and take part in online activities. Some courses are free and open to anyone, giving students anywhere the chance to study at any time. Of course, watching students and teachers on a computer screen is not the same as taking part in a real class.

Other kinds of e-learning are being tested around the world. In Singapore, eight schools have been chosen to try new ways of using technology in the classroom. The schools have tablets and touchscreens instead of books and blackboards in the classrooms. There are also social media platforms to help the students work together on projects, and online “worlds” where the students can interact with each other and the digital environment while completing different learning tasks.

In South Korea, some students have been taught English by teachers in the Philippines and other countries since 2011. The teachers are in their home countries and are connected to the Korean classrooms via the Internet. Instead of looking at a screen, the students interact with a robot in the classroom. The robot is controlled by the teacher and can move around the classroom and talk with the students. It is unlikely that robot teachers will replace real teachers, but like online learning environments, they can be useful tools.

These important examples show us that e-learning can be successful. Thanks to technology, more and more ways of teaching and learning are being developed. Nobody knows what the classroom of the future will look like, but one thing is for sure—there has never been a more interesting time to be a student.

Using Words and Expressions

1 Study the words in bold. Circle the odd one out in each group.

Group A

- 1 In 1801, the "United **Kingdom** of Great Britain and Ireland" was formed.
- 2 The United Kingdom consists of four **countries**.
- 3 Ireland has 26 **counties**.
- 4 The ship spent four days in **port**.

Group B

- 1 Does the writer use **specific** words and give examples?
- 2 Try to adopt a **positive** attitude towards life.
- 3 Never hold a **negative** attitude towards people.
- 4 I don't mean to be **rude**, but I'd rather be alone.

Group C

- 1 Shall we go to the **pub** for a drink?
- 2 No, thanks. I'm not old enough for **beer**.
- 3 I don't drink **wine**, only spirits.
- 4 Bob hasn't lost his strong Irish **accent**.

2 Complete each sentence with the correct form of a word or phrase in the box.

chief battle join to
 ensure aspect former
 formal position generous
 ancestor belong to military defence

- 1 The three airport terminals are _____ each other by a small train.
- 2 The four countries _____ the United Kingdom.

- 3 A huge amount of government money is spent on _____.
- 4 The Normans ruled England after the _____ of Hastings.
- 5 It is important to know the differences between _____ and informal English.
- 6 Each generation will reap (收获) what the _____ generation has sown (播种).
- 7 CEO means _____ Executive Officer.
- 8 Is DNA testing a dependable way to learn more about one's _____?
- 9 While taking pictures, _____ that the camera is _____ at the eye level of the subject.
- 10 Being _____ without expecting something in return is an important _____ of being a good person.

3 Add one word to make each sentence correct.

- 1 I need to go to the bookshop as well the bank this afternoon.
- 2 Far away our village the train whistles sounded.
- 3 The Irish countryside offers a feast our eyes.
- 4 Keep eyes open for the unique landscape.
- 5 And above, keep your mind open as well while travelling.

4 Read and complete an interview with a detective novelist, using the correct forms of the words in the box.

legal greet gallery

(J: Journalist A: Arthur)

- J: Congratulations, Mr Rogers! I've been told that loud cheers _____ the news that your new detective novel would come out soon.

A: Thank you.

J: It was reported in the *Annual Review* that you did a lot of research into the English Channel Tunnel and the National _____ before you started to write. Why did you do that?

A: In order to avoid _____ complications, I wanted to collect some truthful information.

J: Would you please tell us the structure of your novel?

A: Sorry, it's a secret.

J: Oh, I see. Anyway, thank you for speaking with us, Mr Rogers. And congratulations again on your new book.

5 Read and complete the passage with the correct forms of the words below.

roll description deer
landscape surround

Behind a small cottage just outside the village lies the beautiful Twinflower Pond, whose name is a reference to a special wild flower in Scotland. It's a favourite with both locals and visitors. The pond is part of a rich natural _____ which is home to quite a few wild plants and animals. The area provides an ideal habitat and plenty of food for _____, wildcats, and various species of birds, such as blackbirds and coots. Moreover, two miles away and _____ by _____ hills, there is a lake where otters and kingfishers (水獭和翠鸟) can often be seen. All in all, the appeal of this small quiet village is beyond _____.

Using Structures

1 Complete the sentences using the past participles of the verbs or phrase as the object complement.

receive please add
impress charge take care of

- 1 His gaining admission to Peking University made his parents very _____.
- 2 The Harry Potter films were well _____ because of their highly imaginative storylines.
- 3 If you want to make the food tastier, you could have more spices _____ to the dishes.
- 4 She found herself _____ by the beauty of the landscape in Australia.
- 5 Getting back from her business trip, Judy was happy to see her puppies well _____ by her friend.
- 6 Remember to get your battery _____ before setting off from the camping ground.

2 Complete the sentences using the past participles of the verbs as the attribute.

reserve design pack
pollute drive complete

- 1 The first engine _____ by steam was invented by James Watt, an inventor, engineer, and chemist.
- 2 It is dangerous for the villagers to drink from wells _____ with poisonous chemicals.
- 3 Rosemary shares her _____ lunch with two friends every day.
- 4 Westminster Abbey is a typical Gothic church, _____ in the 10th century.
- 5 These are English textbooks specially _____ for primary school students.
- 6 In the car park of the National Museum there are parking spaces _____ for people with disabilities.

3 Complete the sentences using the past participles of the verbs as the attribute or the object complement.

break cut lose raise open
position prepare style surround

- 1 What a pity! That beautiful vase in the National Museum Collection got _____ during the move.
- 2 The director got the actors _____ so that everyone could fit into the picture.
- 3 Do you know how long a(n) _____ jar of peanut butter can stay fresh?
- 4 This is a well-written book which lists the things to do if one gets _____ on a hike.
- 5 Claire went to the hairdresser's and had her hair _____ and _____ before the piano performance.
- 6 At the foot of the hill was a mysterious little hut _____ by tall pine trees.
- 7 Mr Clark put the honey _____ for the picnic into his basket.
- 8 These are the cattle _____ on a special diet which can produce high-quality milk.

4 Complete the conversations with the past participles of the verbs as the attribute or the object complement.

base connect addict
hide write trap

- 1 **A:** What do you think of the weather?
B: It drives me crazy sometimes! The continuous heavy rain had me _____ at home last week.
- 2 **A:** Do you like that new TV series?
B: Yes, it really has me _____.
- 3 **A:** What's your travel plan for this weekend?
B: I'm so interested in the plays _____ by Shakespeare that I'm going to Stratford-upon-Avon this weekend.
- 4 **A:** Why do you like this park so much?
B: We like to look for the birds _____ in the trees.

- 5 **A:** What was the decision _____ on?
B: There wasn't enough money to start the project.
- 6 **A:** Excuse me. Is there a problem?
B: Yes. I'm trying to use the Wi-Fi, but I can't get _____.

5 Read and complete the passage about Annie and the royal ball by translating the words in brackets into English.

Annie was _____ (兴奋的) to find her name on the list of people _____ (邀请) to the royal ball at Windsor Castle. She took out a dress _____ (做) long ago for this special day. She turned around and around, enjoying her look in the mirror. The next day at the ball, she really found herself well _____ (接待). She danced with a few polite young men _____ (介绍) to her. All in all, she found Windsor Castle to be a place which would never leave anyone _____ (感到无聊).

6 Read and complete the passage about travelling in Paris with the past participles of the verbs as the attribute or the object complement.

end advance preserve
spend impress

I still remember my time _____ travelling in Paris. Almost everything there left me _____. I was surprised to find old buildings such as the Palace of Versailles and the Louvre Museum quite well _____. At the same time, many futuristic buildings with _____ high-tech facilities could be found all over. I felt it a pity to have my trip _____ so soon.

Reading and Writing

1 Discuss the questions below in pairs. Then read the texts.

- 1 Would you prefer to visit a modern city or a historic city? Why?
- 2 Tell a partner about a historic city you have visited or would like to visit.
- 3 What are some similarities and differences between your local city and the cities shown in the photos?

✖
●
●

🏠
✉
🔍
🔍

From:

To:

Hi Mum and Dad!

Well, here we are in Cairo at last. We managed to find a cheap hostel just a stone's throw away from the famous River Nile. The Egyptian Museum is nearby, too. We saw lots of ancient mummies and also Tutankhamun's mask—made of pure gold! We took a tour to the Pyramids yesterday. They let us ride up to the pyramids on camels—it felt just like a movie! This morning, we explored an old market area. It was very atmospheric and filled with lots of interesting things. I bought a beautiful necklace for you, Mum—it looks just like one that Queen Cleopatra would have worn! Anyway, we're going out to eat some more of Egypt's national dish now. It's made with rice, so you'd really like it, Dad! Visiting Cairo has been an unforgettable experience, even with the terrible heat! See ya!

Love, Cleo

Hi from Athens, John! There is just so much ancient history to explore here. My first stop was the Acropolis. What a place—I never realised the columns would be so big! The old quarter of Plaka (普拉卡) is just like a painting—little streets of houses on hills, all painted white and blue. I go there every night and find a little restaurant to try some traditional Greek food. After my meal, I always order a lovely Greek coffee and just soak up the atmosphere. Tomorrow, I'm going to see the changing of the guard. I can't wait to take a selfie with them—and their funny shoes! Take care!

Sally



Greek guards



Cairo market



Tutankhamun's mask



Old quarter of Plaka

2 Read the texts again and underline any words or phrases that relate to history or tradition, and then answer the questions below.

- 1 What sort of writing is the text?
- 2 What things impressed Cleo about Cairo?
- 3 What was the Athens old quarter of Plaka like, and what did Sally do each night?
- 4 What do you think the two cities have in common? Which would you like to visit more, and why? What cities in China do you think are similar to Cairo or Athens?

3 Your Australian friend Adam is coming to China next month for a short visit. He really likes Chinese history and traditions. What city would you recommend to him? Choose a historic city to write about, and draw a map of the city to accompany your writing.

- 1 Consider which historic and traditional features you should include.
- 2 Draw a simple map of the city. Add icons and legends to the map to help others understand it. Also include some reference photos, if possible.



 park  street
 underground station  railway



4 Write one paragraph to describe the historic city and another paragraph to say why you recommend Adam visit it.

Hi there, Adam!

* Expanding Your World

A speech contest is being held at an international school. The topic is “My family treasure and traditions”. This speech is from a Russian student.

Samovar—the Special Teapot

○ Hello, my speech today is
○ about a very special teapot—
○ the samovar! It’s a traditional
○ Russian water boiler that can
○ also brew tea. It played a big
○ part in Russian history and was
○ a central part of Russian family
○ life for a very long time. I know
○ this because there is a very old
○ samovar in my home that we
○ treasure dearly. It belonged
○ to my great-grandmother’s
○ great-grandmother, and the story
○ of how she bought it has been
○ passed down from generation to
○ generation along with the
○ samovar. So let me tell you how
○ this samovar became part of our
○ family.



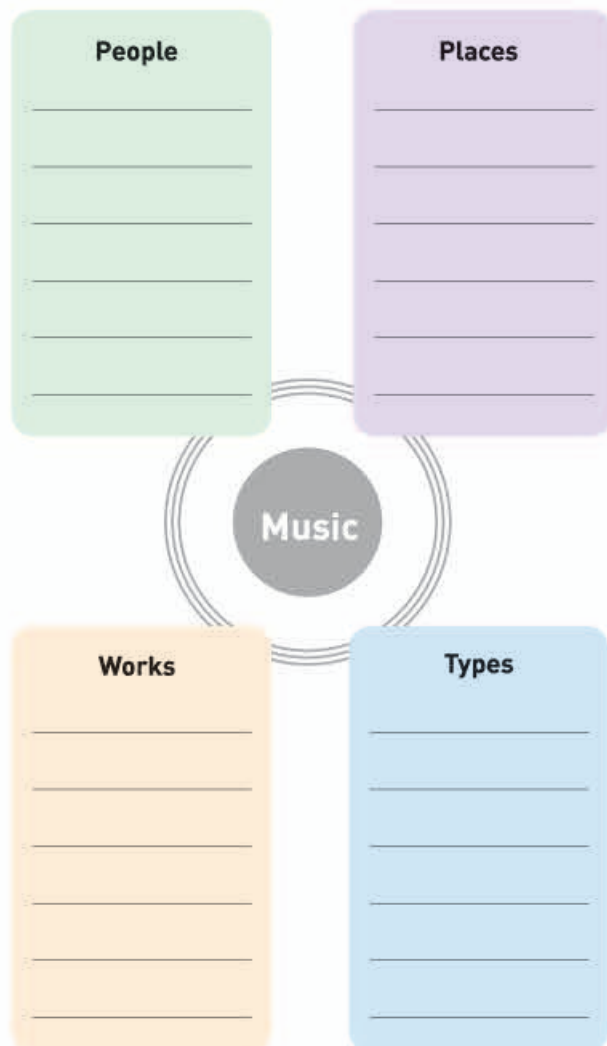
○ Almost 200 years ago, my great-grandmother’s
○ great-grandmother was trying to survive
○ yet another freezing Russian winter when she
○ heard about a new invention called a
○ “samovar”, which means “self-boiler” in
○ Russian. In her family, they could only
○ boil water on their big stove. The new
○ samovar could make hot water much
○ easier and could be transported
○ anywhere, not to mention that it
○ required much less fuel. Although they
○ were poor, they decided to use their
○ savings to invest in a samovar. So
○ early one cold winter morning, she
○ set out to a distant town. After four
○ hours of struggling through snow, she
○ found the town and quickly bundled
○ her new samovar into her sack and
○ hurried home. The samovar was then
○ proudly placed in her main room and
○ has been in use by my family ever
○ since.

○ The samovar tea-making process is quite
○ special and has two stages. First, a
○ teapot containing lots of tea leaves
○ and a little water is placed on top
○ of the samovar. As the samovar
○ heats up, the teapot begins to
○ produce a strong tea concentrate.
○ Next, the tea concentrate is poured
○ into cups, after which water from
○ inside the samovar is added by
○ using the tap. In contrast to special
○ tea ceremonies that can be found in
○ countries like China, the samovar
○ is much less reserved and is
○ traditionally enjoyed with a few
○ sweet snacks. This is a little
○ similar to the British tradition of
○ an informal cup of tea served with
○ snacks. However, with the samovar,
○ tea is usually taken without milk,
○ and sugar is not placed in the cup
○ but rather in the drinker’s mouth,
○ to be slowly melted away by the
○ warm tea.

○ In closing, in my opinion, regardless of
○ how it is made, one thing is for
○ sure: Tea makes the world go
○ round! Invented in China, it
○ breaks through cultural barriers
○ and provides great relief after a
○ hard day’s work. Every time we
○ have a special occasion in my
○ family, out comes the family
○ samovar. The samovar symbolises
○ happiness, and that’s one thing
○ that I want to keep in my family
○ forever!

Using Words and Expressions

1 Fill in the blanks with words related to music.



2 Rewrite the sentences using words and phrases from the box to replace the parts in italics.

aim	from then on	talent
ordinary	opportunity	various
impact	in addition	

- I put the letter into *a plain* envelope.
- Thank you for giving me the *chance* to try out for the famous musical.
- The musician developed a serious disease in 2007 and has suffered stomachaches *since then*.

- The poster has been produced with the *purpose* of increasing sales of the singer's new album.
- Classical music seems to have *an important influence* on keeping one's soul at peace.
- Different* kinds of people turned up at the music festival.
- Her *gift* for music showed at an early age.
- The flute is a nice musical instrument; *moreover*, it is not expensive.

3 Complete the sentences using the correct forms of the verbs in the box.

remind	enable	prove	recover
go through	set up	fall in love with	
previous	romantic	(be) capable of	

- This peaceful music _____ the novelist to focus all her attention on the writing.
- The concert _____ to be very successful in the end.
- This lively song _____ me of my years in Kenya.
- Instead of helping out with the crowds, he volunteered to _____ equipment for the music festival.
- Music helped him _____ from the shock of this terrible accident.
- She _____ hip-hop music the first time she watched it performed on stage.
- The musician bravely _____ a one-year medical treatment for the serious disease.
- You should volunteer. You _____ performing at music festivals.
- Many styles of music start as a reaction to a _____ one by changing it somehow in one way or another.
- 10 Music in the _____ Period is usually considered to be more expressive and emotional.

4 Read and complete the interview with a singer using the correct forms of the words below.

moreover award altogether
individual somehow being

- A: Congratulations on winning the Best Singer _____!
- B: Thank you.
- A: Do you feel that your songs are popular with people of all ages?
- B: I'm not sure. Tastes in music depend on the _____ involved, you know.
- A: Then who is your main target audience?
- B: Teenagers, actually.
- A: Until now, you have produced three albums _____, and they have all sold very well. Do you have any effective marketing strategies?
- B: No, I don't. _____, I don't think I need one. I focus my attention on writing and singing songs. I hope that fans will _____ find something in my songs that touches a part of their _____.
- A: It's said that you are making efforts to prepare for a classical music performance. Is it true?
- B: Shh ... It is a secret.

5 Are you interested in starting a small band? Read and complete the passage using the words below in their correct forms.

outline band opportunity studio
original in addition composition

Almost every teenager dreams of having the _____ to sing in public or even becoming famous as a singer. Actually, you do not have to sing in a _____. Nor do you need a _____ to make records. You can just start with your friends. Get your musical instruments ready and begin

practising singing now. _____, it is highly recommended that you write your own _____ compositions, which will help develop your identity in music. First, write a(n) _____ of what the song is about. Then use it and other linguistic devices (语言手段) to write something like a poem. After that, try singing the poem out loud using different melodies and note them down. Practise again and again. This is a great way to create your own _____.

Using Structures

1 Join the sentences by using past participles.

- I am given the opportunity to perform alone on video. I will enjoy the experience.
- He was presented with the Player of the Year Award. Sam completed the final year of his career with great satisfaction.
- Whitacre was inspired by his fans. He continued with his original compositions.
- These videos were uploaded onto the Internet. They soon became popular.
- They were invited to be volunteers at the music festival. They are learning a lot from this opportunity.
- They are connected by virtual music. They often perform and write musical compositions together online.

2 Complete these sentences with the correct forms of the verbs.

- _____ (give) some advice by a famous musician, the young singer was not _____ (worry) about his performance any more.
- Thousands of _____ (excite) fans welcomed the _____ (respect) songwriter.
- The _____ (alarm) passengers rushed to help the _____ (injure) woman.

- 4 _____ (move) by the peaceful music, he decided to study classical music in university.
- 5 _____ (form) by some teenagers, the band soon became popular among students _____ (interest) in hip-hop.
- 6 The top of the mountain is _____ (cover) with snow for most of the year.
- 7 Those good old days are _____ (go) forever!

3 Complete these sentences with the correct forms of the words in italics.

- 1 It is important to speak English as much as possible, but it *frightens* many students.
_____ to speak in front of so many people, they miss a lot of chances for improvement.
- 2 Great people are strongly *influential* (有影响力的).
_____ by their beliefs and qualities, we are trying to make a difference.
- 3 It was a long, *tiring* climb.
Very _____, I slid into bed and fell fast asleep that night.
- 4 Thank you for *sharing* your new song with us.
Once _____ with the public, it proved to be wonderful.
- 5 They came from all over the world for one *performance*.
_____ by so many top musicians, the song sounded different this time.

4 Translate the sentences into English using the words and phrases in brackets.

- 1 这个现象令科学家吃惊，他们立即对其展开调查研究。(phenomenon)
- 2 看到儿子的重病被医生治好了，这位妈妈脸上露出了释然的微笑。(cure, relief)

- 3 父母应该让孩子的内心平静而充实。(soul)
- 4 信不信由你！伟大音乐家创作的美好音乐，可以让一个人内心平静，从而更容易度过一段艰难时期。(get through)

5 Read and complete the conversation about a music festival with the correct forms of the verbs in brackets.

- Linda:** Hi George! How was the music festival?
- George:** It was interesting. We were _____ (amaze) to hear so many types of music!
- Linda:** Did it take you long to get to the festival?
- George:** No, it was OK. We were _____ (worry) about heavy traffic, so we left a little earlier, and the roads were clear.
- Linda:** What did you enjoy most at the festival?
- George:** Definitely the performance _____ (give) by my favourite hip-hop artist! _____ (attract) by the chance to see him perform live, I went to the music festival even though it was still exam season!
- Linda:** He must be great.
- George:** Yes. He's a very _____ (talent) musician. _____ (influence) by his grandmother who was an opera singer, his music is really something different.
- Linda:** Cool, I should check out his music sometime!



Reading and Writing

1 Read the song lyrics and music reviews. Then answer the questions.

CAT'S IN THE CRADLE

by Harry and Sandy Chapin



VERSE 1

My child arrived just the other day.
He came to the world in the usual way,
But there were planes to catch and bills to pay.
He learned to walk while I was away,
And he was talking 'fore I knew it, and as he grew,
He'd say, "I'm gonna be like you, Dad,
You know I'm gonna be like you."

CHORUS

And the cat's in the cradle and the silver spoon,
Little boy blue and the man on the moon.
"When you coming home, Dad?"
"I don't know when, but we'll get together then.
You know we'll have a good time then."

VERSE 2

My son turned ten just the other day.
He said, "Thanks for the ball, Dad, come on let's play.
Can you teach me to throw?"
I said, "Not today, I got a lot to do."
He said, "That's okay."
And he walked away but his smile never dimmed;
And said, "I'm gonna be like him, yeah.
You know I'm gonna be like him." (Chorus)

VERSE 3

Well, he came from college just the other day,
So much like a man, I just had to say.
"Son, I'm proud of you. Can you sit for a while?"

He shook his head, and said with a smile,
"What I'd really like, Dad, is to borrow the car keys.
See you later; can I have them please?"

CHORUS

And the cat's in the cradle and the silver spoon,
Little boy blue and the man on the moon.
"When you coming home, son?"
"I don't know when, but we'll get together then, Dad.
You know we'll have a good time then."

VERSE 4

I've long since retired, my son's moved away.
I called him up just the other day.
I said, "I'd like to see you, if you don't mind."
He said, "I'd love to, Dad, if I can find the time.
You see my new job's a hassle and the kids have the flu,
But it's sure nice talking to you, Dad.
It's been sure nice talking to you."
And as I hung up the phone, it occurred to me.
He'd grown up just like me,
My boy was just like me.

CHORUS

And the cat's in the cradle and the silver spoon,
Little boy blue and the man on the moon.
"When you coming home, son?"
"I don't know when, but we'll get together then, Dad.
We're gonna have a good time then."



“Cat’s in the Cradle” is about a father who is too busy to be with his son. Then after his son grows up, his son is too busy to be with him. As the song notes: “My boy was just like me.” The song made me think of my relationship with my own father. He’s often busy with work because he wants to take care of me. I love my father very much, but I wish we had more time together. The song made me want to work harder to find chances to be with my father.

—Jill



“Cat’s in the Cradle” is about the idea that you get what you give. A father ignores his son for years, and then when he is older his son ignores him. While I feel sad for the man in the song, I had trouble relating to him, because I have a very good relationship with my father. We often do things together and he works hard to be with me. I’m sure that when I am older we will still be good friends.

—Dennis

- 1 In Verse 1, why is the father away so much?
- 2 In the chorus, do you think the father and son are talking face to face or over the phone? Why?
- 3 In Verse 2, what is a possible reason why the father gives his son a ball?
- 4 In Verse 2, how does the son feel about his father?
- 5 In Verse 3, why do you think the son wants to borrow the car keys?
- 6 In Verse 4, do you think the son will have time for his father? Why?
- 7 Why do Jill and Dennis have different feelings about the song?

2 Arrange the items according to their order in the song reviews.

- the title of the song
- how the reviewer related the song to his/her life
- a quote from the song
- a summary of the song
- how the song made the reviewer feel

3 Write your own comments on a song or a piece of music.

- 1 In pairs, decide which song or piece of music you want to write about.
- 2 Discuss how it makes you feel and why.
- 3 Discuss how you can relate it to your own life.
- 4 Here are some other things that you can consider including:

- ✓ the background of the song or piece of music
- ✓ a description of the song or music
- ✓ whether the song or music is good or bad, and why
- ✓ what musical instruments were used
- ✓ who wrote it
- ✓ for whom it was written

- 5 Write your comments. Remember to include the title and a short summary of the song or a piece of music, and use complete sentences.

* Expanding Your World

MUSIC SCORES IN FILMS

In today's blog post, I'd like to look at the role of musical scores in films.

Most people recognise the music John Williams wrote for the film *Jaws*. As soon as you hear it, you begin thinking that a shark will attack. And that is exactly what you are meant to think. On the big screen, *Jaws* is a scary film. However, if you watch it without the music, it becomes boring. The music tells you to be frightened about what you are seeing. Good film scores always signal how to feel about what is happening on the screen. This is even clearer with Williams' next score, for *Star Wars*. When Luke Skywalker appears on the screen, the music becomes heroic because he is the hero. Darth Vader is the bad guy, so his music is quite dark. Would you think that Luke Skywalker was still a hero without the music? Probably. However, the music makes him seem even more heroic.

No one can talk about film scores without talking about Hans Zimmer. He did the music for many films, such as *The Dark Knight*, *Inception*, *Pirates of the Caribbean*, *Gladiator*, and *The Lion King*. Zimmer and Williams have very different styles and ideas for film scores. There are people who do not like Williams' scores for the Harry Potter films because they stand out too much, while some people do not like Zimmer's scores because they sometimes do not stand out enough. Of course, in many ways, that is not the point. When you leave a film, you should not be saying, "Wow! Great music!" Instead, you should be saying, "Wow! Great film!"

A third, very different kind of film composer is Tan Dun, who has a classical music background, unlike many film composers. Tan started out as a musician for the Peking Opera. However, he fell in love with Western classical music, and started writing classical Western operas that show a strong touch of Chinese music. Like his operas, the scores for *Crouching Tiger, Hidden Dragon*, and *Hero* use Chinese musical instruments and styles in a Western classical music score. The music follows all of the rules of most film scores—the purpose is to tell you how to feel about the action in the film, and to help tell the story. However, perhaps because of Tan's background in classical music, his scores can stand alone as works of art without needing a film to support them.

Film scores are almost always a form of classical music. However, unlike most classical music, they have never been considered high art. Perhaps with Tan Dun, this will begin to change.



Notes 注释

Unit 1

- 1 There comes a time when the old must give way to the new, and it is not possible to preserve everything from our past as we move towards the future.** 新旧更替的时代已经到来，在走向未来的过程中，我们不可能将过去的一切都保存下来。

There comes a time when ... 这个句子中包含了由 when 引导的限制性定语从句，修饰的是先行词 a time。如：

This is a time when people can get a lot of information from the Internet. 这是一个可以从互联网上获得大量信息的时代。

give way to sth 顺从；让步

The company finally gave way to the customer's complaints. 面对顾客的投诉，公司最终还是让步了。

【思考】动词 give 的常见搭配有很多，你还知道哪些并能用它们造句吗？

2 the Nile 尼罗河

又称 Nile River, 是世界上最长的河流，自南向北穿过撒哈拉沙漠，流贯非洲东北部，注入地中海。在第一瀑布处修建的阿斯旺大坝，有灌溉、防洪、发电、运输等作用。尼罗河对沿岸各国的经济生活具有重要意义，其下游谷地和三角洲是世界古文明发祥地之一。

3 the United Nations 联合国

联合国是第二次世界大战之后为维护和平与安全而建立的国际组织，成立于1945年10月24日，总部设在纽约。《联合国宪章》规定，联合国作为协调各国行动的中心，宗旨是维护国际和平与安全，发展各国之间的友好关系，促进国际合作。联合国的主要机构有6个：联合国大会、安全理事会、联合国经济及社会理事会、托管理事会、国际法院和秘书处。在国际事务中，联合国发挥着非常重要的作用。

- 4 Not only had the countries found a path to the future that did not run over the relics of the past, but they had also learnt that it was possible for countries to work together to build a better tomorrow.** 这些国家不仅找到了一条不以牺牲古迹为代价的未来发展之路，而且明白了多个国家合作创造美好未来的可能性。

这是一个由 not only ... but also ... 所连接的复合句。not only ... but also ... 表示“不仅……而且……”，既可以用来连接两个名词、代词或短语，也可以用来连接两个句子。本句中连接的就是两个句子。第一个句子以词组 not only 开始，助动词 had 被提到了主语 the countries 之前，形成了倒装句。此句也可写成：The countries had not only found a path ..., but had also learnt that ...

短语动词 run over 原本有“(车辆)撞倒并碾轧”之意。如：

It was so sad that the little puppy was run over and killed. 那只小狗被撞倒轧死了，这真让人难过。

run over 还有“翻阅；快速阅读”的意思。如：

The teacher ran over his teaching notes before giving his lesson. 老师上课前很快看了一遍教案。这个短语动词在上述例句中形象地表示“损毁”“遗忘”(古迹)的意思。

5 UNESCO 联合国教科文组织

英文全称 United Nations Educational, Scientific and Cultural Organization (联合国教育、科学及文化组织)，是联合国系统的专门机构之一，成立于1945年，总部设在法国巴黎。中国是该组织的创始国。

之一。其宗旨是推动各国在教育、科学和文化方面的交流与合作，促进各国人民之间的相互了解和维护世界的和平与稳定。

6 the Kremlin and Red Square, Moscow 莫斯科的克里姆林宫和红场

Moscow 莫斯科，俄罗斯首都。俄罗斯政治、经济、交通和文化中心。莫斯科有800多年历史，是俄罗斯最古老的城市之一。

the Kremlin 这里指克里姆林宫，英文全称 the Moscow Kremlin。始建于12世纪，至15世纪莫斯科大公伊凡三世初具规模，以后逐渐扩大。16世纪中叶起成为沙皇的宫堡，17世纪逐渐失去城堡的性质成为莫斯科的市中心建筑群。

Red Square 莫斯科红场，莫斯科市中心的广场，与克里姆林宫相毗连。17世纪中叶起称红场，俄语意为“美丽的广场”。十月革命后，红场成为人民举行庆祝活动、集会和阅兵的广场。红场是莫斯科最古老的广场，是莫斯科重大历史事件的见证场所。

克里姆林宫的钟塔群与红场周围的圣瓦西里大教堂及其他历史建筑，被视为莫斯科的标志和象征。

7 the Mogao Caves 莫高窟

莫高窟，又称“千佛洞”，中国佛教石窟，位于甘肃敦煌，与云冈石窟、龙门石窟并称为中国三大石窟，开凿在鸣沙山东麓的断崖上。前秦建元二年（公元366年）创凿，持续至元代，前后延续约1,000年，这在中国石窟中绝无仅有。壁画和雕塑作品反映了中国从公元5世纪到14世纪的部分社会生活及历代造型艺术的发展情况。窟内大批敦煌遗书和文物先后被外国“探险队”捆载而去，壁画和塑像也遭掠夺与破坏。1944年设立敦煌艺术研究所，对莫高窟进行修复、保管和研究工作，1961年被列为全国重点文物保护单位，1987年被列入《世界遗产名录》。莫高窟曾是古代“丝绸之路”的重镇和必经之处。

8 By sharing so many digital photos over the Internet, the group hopes to promote even wider interest around the world in China's ancient history, culture, and traditions. 这些科学家和研究者在网络上分享了大量（有关莫高窟的）电子照片，希望在世界范围内促使人们对中国古代历史和文化习俗产生更广泛的兴趣。

promote 促进；鼓励、提倡。如：

Enough sunlight and water can promote rapid growth in plants. 充足的阳光和水分能够促进植物的快速生长。

Unit 2

1 Changtang National Nature Reserve 羌塘国家级自然保护区

羌塘国家级自然保护区位于西藏自治区北部，是藏羚羊的主要生活区之一。

2 On the plain in front of us, we can just make out a herd of graceful animals. 放眼平原，我们隐约看到一群体形优美的动物。

make out (勉强) 看出；辨认出；听出。如：

They asked us to make out a shape on the page. 他们要求我们辨认出页面上的一个形状来。

Can you make out what they are saying? 你能听得清他们在说什么吗？

3 They are being hunted, illegally, for their valuable fur. 因其珍贵的羊毛，它们（藏羚羊）正遭受非法猎杀。

are being hunted 为现在进行时的被动语态，表示“正在被猎杀”，其结构为 am/is/are being done。如：

Air tickets are being booked for the tourists. 为旅客们准备的机票正在订购中。

New houses are being built for the poor in this city. 这座城市给穷人居住的新房正在建造中。

【思考】你能将以上两个句子改为主动语态吗？现在进行时的被动语态和主动语态在形式、结构和意义上有什么不同？

4 The government, however, does not intend to stop the protection programmes, since the threats to the Tibetan antelope have not yet disappeared. 然而，政府并没有打算停止这些保护项目，因为对藏羚羊的威胁依然存在。

since 因为，既然。since 引导原因状语从句，语气比 because 引导的从句要弱一些。如：

You should have a talk with Michael about how to learn English better since he is really an expert. 你应该和麦克聊一聊如何把英语学得更好，因为他在这方面真的是专家。

Since I will be on holiday with my family next weekend, I shall not be able to go shopping with you. 因为下周末我要陪家人度假，也就无法陪你去购物了。

5 Only when we learn to exist in harmony with nature can we stop being a threat to wildlife and to our planet. 只有学会和大自然和谐共处，我们才不会成为野生生物和地球的威胁。

当 only 位于句首时，如果后面跟副词、介词短语或从句等状语，则要用部分倒装结构。如：

Only then did she realise her mistake. 只是在那时，她才意识到自己的错误。（如果谓语没有助动词或情态动词，则需添加助动词 do、does 或 did，并将其置于主语之前。）

Only by practising more can we learn English well. 只有多练习，我们才能学好英语。

Only when the project was completed was he able to get back home. 只有当工程完成时，他才能回家。（主句部分倒装，was 置于主语 he 之前；句首的状语从句不倒装。）

6 Should we put out bowls of food for them? 我们该给它们（野猫）准备几碗食物吗？

put out 在此处意思是“把……摆好；预备好（物品）”。

【思考】put out 还可表达许多意思，你能说出来并造句吗？

7 WWF 世界自然基金会

世界自然基金会是一个独立性非政府环境保护组织。其前身是1961年创立的 World Wildlife Fund (世界野生动植物基金会，缩写为 WWF)，1986年改名为 World Wide Fund For Nature (世界自然基金会)。起初的缩写 WWF 仍然沿用。

WWF 致力于保护世界生物多样性及生物的生存环境，减少人类对生物及其生存环境的影响，遏止地球自然环境的恶化，创造人类与自然和谐相处的美好未来。

WWF 于1980年在中国开展大熊猫及其栖息地的保护工作，并于1996年正式成立北京办事处。

Unit 3

1 At age 50, she found herself out of work and stuck at home with only her computer to keep her company. 50岁时，她发觉自己失业了，困在家里，只有电脑相伴。

此句结构为“find + 宾语 + 宾补”，out of work 和 stuck at home 是句子的宾语补足语，说明宾语 herself 的处境。with only her computer to keep her company 是“with + 名词 + to do”结构，在句中做 stuck 的伴随状语。

find oneself ... 不知不觉间发现自己……。如:

I walked and walked along the street, and about 30 minutes later, I found myself at the school gate. 我在街上走啊走啊, 大约半小时之后我发现自己来到了学校大门口。

When she woke up, she found herself lying in a hospital bed. 当她醒来的时候, 她发现自己躺在一家医院的病床上。

【思考】你能再举出几个“find + 宾语 + 宾补”的例句吗?

2 She realised that one of the greatest benefits of the Internet was its ability to remove the distance that usually exists between people. 她意识到互联网的最大好处之一就是能够消除通常存在于人和人之间的距离感。

这是一个复合句, realised 之后由 that 引导了一个宾语从句, 宾语从句中 one of the greatest benefits of the Internet 是主语, its ability 是表语, 被动词不定式短语 to remove the distance that usually exists between people 所修饰, 动词不定式短语中又包含了由 that 引起的定语从句, 修饰 the distance。

【思考】你能在本单元中找出更多从句中包含从句的例句吗?

3 She was so inspired by the people she met online that she decided to start an IT club to teach older people how to use computers and the Internet. 她受到网友的启发, 决定成立一个 IT 俱乐部来教年长一些的人们学习使用电脑和互联网。

句中的 she met online 是一个省略了关系代词的定语从句, 修饰前面的名词 the people。

so ... that ... 如此……以至于……。如:

She was so worried about the safety of her son that she couldn't fall asleep the whole night. 她如此担心儿子安危以至于整宿没睡着觉。

4 She believes that it is highly important to bridge the digital divide and make sure that everyone has access to the Internet and knows how to use new technology. 她认为, 消除数字鸿沟、确保每人都能使用互联网并且知晓如何运用新技术, 是非常重要的。

本句中的 bridge、divide 和 access 既可以用作名词又可以用作动词。bridge 一般用作名词, 本句中作动词, 意思是“架起桥梁、消除(隔阂)”。如:

Cultural exchanges are building bridges between different areas and countries. 文化交流正在不同地区和国家之间建立纽带。(用作名词)

She is trying her best to bridge the generation gap with her mother. 她在努力消除和妈妈之间的代沟。(用作动词)

divide 多用作动词, 此处用作名词, 意思是“差异; 分歧”。如:

There is clear divide between the two countries on that issue. 在那个问题上两个国家存在明显的分歧。

access 在句中作名词, 意思是“(使用的)机会或权利”。如:

People in big cities usually have a better access to good resources. 大城市的人们通常有更多机会使用好的资源。

5 A cyberbully uses the Internet to be mean to others. 网络恶霸使用互联网来欺负别人。

mean 此处为形容词, 意思是“刻薄的; 吝啬小气的”。如:

Don't be so mean to him! 不要对他那么刻薄!

It is mean of you not to invite her to your birthday party! 你真够小气的, 生日聚会没邀请她!

Unit 4

1 They use the same flag, known as the Union Jack, as well as share the same currency and military defence. 像拥有同样的货币和国防一样，他们也使用同一面国旗。

the Union Jack 英国国旗，由英格兰、苏格兰和爱尔兰的旗帜组成。known as the Union Jack, 过去分词短语作后置定语，修饰前面的名词flag，相当于非限制性定语从句which is known as the Union Jack。如：

Yang Liwei, known as the first Chinese astronaut to go into space, is regarded as an astronaut hero. = Yang Liwei, who is known as the first Chinese astronaut to go into space, is regarded as an astronaut hero. 作为第一个进入太空的中国宇航员，杨利伟被称为航天英雄。

单个的过去分词一般用作前置定语。如：

He became one of the well-known actors of his day. 他成为那个时代著名的演员之一。

currency 货币。英国的货币是英镑 (pound)，符号是£。如：

You will need some local currency when going abroad, and of course you can also use your credit card. 出国时你需要准备一些当地的货币，当然你也可以使用信用卡。

【思考】1. 你知道如何用英语表达我国的人民币和其他国家的货币单位吗？

2. 你能想出更多的过去分词作前置和后置定语的例子吗？

2 the Romans 古罗马人

公元前8世纪，古罗马人建立了强大的中央集权国家。公元前58年以后的几年间，罗马统帅恺撒率领大军征服了外高卢（今法国、比利时等）后，又占领了不列颠岛北部。此后，古罗马的文明传入了不列颠。

3 the Anglo-Saxons 盎格鲁—撒克逊人

欧洲古代日耳曼人的一支。由盎格鲁和撒克逊人融合而成。公元9世纪，西撒克逊国打败诸国，建立统一的英格兰王国。此后，不列颠岛上的部落逐渐发生融合，形成盎格鲁—撒克逊人，成为后来英格兰人的主要部族。

4 the Vikings 北欧海盗

维京人，斯堪的纳维亚人的一支。大约8世纪入侵不列颠，来自北欧的挪威和丹麦。

5 the Normans 诺曼人

诺曼人来自欧洲西北部，1066年诺曼底公爵威廉入侵英国并实现了诺曼王朝对英国的统治。

6 The peaceful landscape of the “Emerald Isle” and its many green counties is a true feast for the eyes, with its rolling green hills dotted with sheep and cattle. “绿宝石（爱尔兰）岛”风光宁静秀美，郡县草木葱茏，青山连绵起伏，牛羊点缀其中，堪称一场名副其实的视觉盛宴。

a feast for the eyes 视觉盛宴，赏心悦目的事物。如：

We went to a painting exhibition yesterday, which was really a feast for the eyes. 我们昨天去看画展，那真是一场视觉盛宴。

Unit 5

1 Henry Wadsworth Longfellow 亨利·沃兹沃斯·朗费罗（1807-1882）

亨利·沃兹沃斯·朗费罗是美国诗人。曾就读于博多因学院。1836年开始在哈佛大学任教，致力于评介欧洲浪漫主义文学，成为新英格兰文化中心的重要人物。主要作品包括《伊凡吉林》《海华沙之歌》和《迈尔斯·斯坦狄什的求婚》三首叙事长诗。

2 Different types of music 不同类型的音乐

根据体裁类型不同,常见的音乐可分为古典音乐(classical music)、流行乐(pop music)、摇滚乐(rock music)等。

classical music 古典音乐,泛指过去时代具有典范意义或代表性的音乐(不包括民间音乐)。有时专指欧洲19世纪初以前的专业音乐创作。

pop (popular) music 流行音乐是相对于严肃音乐、古典音乐而言的一种结构短小、内容通俗、形式活泼,并受大众喜爱的歌曲。其题材大多取自现实生活,表现手法自由,旋律易记易唱,节奏强烈清晰。

country music 乡村音乐有时被称为(美国的)乡村与西部音乐,是一种美国流行音乐,常与美国的乡村文化、南方地区联系在一起,兼具英国民间音乐、美国南方乡村的布鲁斯、19世纪晚期的流行音乐和宗教音乐等元素。

jazz 爵士乐是一种流行音乐,19世纪后期起源于美国,融合了美国黑人音乐、布鲁斯、欧洲曲调及传统和声等而逐步发展起来。即兴演奏是爵士乐的关键元素之一。

rock music 摇滚乐是发源于20世纪50年代的美国通俗音乐形式,由美国黑人音乐、美国乡村音乐和西方古典音乐发展而来。

hip-hop music 嘻哈乐是综合说唱乐、涂鸦、街舞等当今流行元素而创作的一种音乐。

3 Moved by this music, he said, "It was like seeing color for the first time." 他被这段音乐打动了,他说:"那种(兴奋的)感觉就如同是第一次看见色彩一样。"

moved by this music 是过去分词短语,在句中作状语,用于说明原因,相当于As Eric was moved by this music,它对主句动作起到修饰作用,表明主语是在被音乐打动后发出了感慨。

【思考】文中还有哪些句子使用了动词过去分词作状语?

4 He graduated from university in 1995, and then received a master's degree in musical composition from the Juilliard School in New York in 1997. 他1995年大学毕业,随后于1997年获纽约茱莉亚音乐学院音乐创作硕士学位。

Juilliard School 茱莉亚音乐学院,建于1905年,原名为音乐艺术学院,是美国一所培养音乐艺术人才的高等学府。

5 Whitacre's next effort was the Virtual Youth Choir for UNICEF, which was first seen on stage on 23 July 2014 in the UK. 惠塔克的第二个壮举是打造联合国儿童基金会“虚拟青年合唱团”,该团于2014年7月23日在英国首次登台演出。

UNICEF全称为United Nations International Children's Emergency Fund(联合国儿童基金会),成立于1946年12月,总部在纽约,旨在为二战中遭受严重破坏的国家儿童提供紧急的食物和医疗救援。1950年其职责延伸至关注和解决发展中国家妇女和儿童面临的长期问题,1953年成为联合国常设机构之一,并将名称中的international和emergency两个单词去掉,从而简化为United Nations Children's Fund,但仍保留了原首字母缩写形式。

6 Altogether, 2,292 young people from 80 countries joined in to sing Whitacre's song "What If". 总共有来自 80 个国家的 2,292 名青年参与演唱惠塔克的歌曲《假如》。

altogether 总共，共计。如：

Altogether there are 360 artists coming to the World Music Festival. 总共有 360 位艺术家来到了这届世界音乐节。

join in (sth/doing sth) 或 join in (with sb/sth) 参加，加入（活动）。如：

He wanted his son to join in with the other children. 他希望儿子能和别的孩子一块儿玩。

7 It's an honour to be here and to share with you the story of how music has had an impact on my life. 非常荣幸来到这里与大家分享音乐是如何影响了我的人生的。

impact 作用，影响。一般与 on 搭配。如：

The climate change is having a great impact on the environment. 气候变化正在给环境带来巨大影响。

8 It spoke words of encouragement to the deepest part of my being. 它（音乐）使我的内心深受鼓舞。

being 在这里指“身心，思想感情”。如：

The woman loved her dancing career with her whole being. 那个女子全身心地热爱着自己的舞蹈事业。

The whole of his being had been taken over by fear. 他的身心充满恐惧。

9 rhetorical devices 修辞手法

simile 明喻：比喻的一种。用 like 或者 as 将某物与另一物作比较。如：

Her eyes twinkled like stars. 她的眼睛像星星一样一眨一眨的。

metaphor 隐喻：比喻的一种。其本体和喻体的关系，比明喻更为紧密。明喻在形式上只是相类关系，隐喻在形式上却是相合的关系。如：

All the world's a stage. —Shakespeare

整个世界就是一座舞台。——莎士比亚

quote 引用：话语或文章中运用现成的语句或典故来表达意思，一般在所引用的原文部分用双引号来标示。如：

As an old saying goes, "A friend in need is a friend indeed." 正如一句俗语所言：“患难朋友才是真朋友。”

personification 拟人：把事物进行人格化。如：

A lie can travel half way around the world while the truth is putting on his shoes. —Mark Twain

当真理刚刚穿上鞋子，谎言就已经走了半个世界。——马克·吐温

【思考】你能用明喻、隐喻和拟人各写一个英文句子吗？

Grammar 语法

I Restrictive Relative Clauses 限制性定语从句 (3)

第一册介绍了定语从句的定义、功能、关系代词和关系副词的种类和用法以及“介词+关系代词”的用法。

根据定语从句与先行词的关系紧密程度不同,可将定语从句分为限制性定语从句和非限制性定语从句。一般说来,限制性定语从句在意义上是先行词不可缺少的定语,如果省略,所修饰的先行词往往不明确,这种定语从句前面一般不用逗号;而非限制性定语从句往往是对先行词的附加说明,为先行词提供补充信息,即使去掉,也不会影响先行词的明确性,它与主句之间通常用逗号隔开。如:

We knew the scientist who had studied the problem. 我们了解那个研究过该问题的科学家。(若把从句去掉,则不明白是哪位科学家)

We knew the physical scientist Hawkins, who had studied the problem. 我们了解物理学家霍金斯,他研究过该问题。(若把从句去掉,仍然知道是哪位科学家)

非限制性定语从句会在后面的册次详细介绍,本册进一步介绍有关限制性定语从句的知识。

- 1 在 much 或 all 后用 that, 不用 which, 作定语从句的宾语时可以省略。例如:

There was not much (that) we could do when it was raining.

That is all that works.

- 2 关系代词作动词的间接宾语时,用 to 或 for。例如:

✓ Who is the girl that he gave the flower to?

× Who is the girl that he gave the flower?

无关系代词时,也要用 to 或 for。例如:

The lady I wrote the poem for was my sister.

- 3 正式英语中,介词可置于从句之首,whom 或 which 之前。例如:

This is the great writer to whom our teacher was referring.

He asked a question to which there was no answer.

注意,介词不可置于 who 或 that 之前。

- 4 定语从句的谓语如果是介词结尾的短语动词,则不可把介词移至从句之首。例如:

He received the email he was looking forward to.

II The Passive Voice 被动语态

大家在初中阶段已经学习了被动语态的构成和用法、一般现在时、一般过去时以及含有情态动词的被动语态,本册继续学习有关被动语态的知识。

- 1 现在进行时的被动语态 (the present continuous passive voice) 的构成 (以动词 ask 为例)

肯定式	否定式	疑问式
I am He/She/It is We are You are They are } being asked ...	I am He/She/It is We are You are They are } not being asked ...	Am I Is he/she/it Are we Are you Are they } being asked ...?

2 现在完成时的被动语态 (the present perfect passive voice) 的构成 (以动词 ask 为例)

肯定式	否定式	疑问式
I have He/She/It has We have You have They have } been asked ...	I have He/She/It has We have You have They have } not been asked ...	Have I Has he/she/it Have we Have you Have they } been asked ...?

3 短语动词的被动语态

短语动词是一种固定的词组，由“动词 + 副词”或“动词 + 副词 + 介词”构成，其作用相当于一个动词。

“及物动词 + 副词”“及物动词 + 介词”以及“及物动词 + 副词 + 介词”构成的短语动词可用于被动结构。

例如：

At last they put out the fire. → At last the fire was put out.

Have you sent for a doctor? → Has the doctor been sent for?

My classmates caught up with me in this exam. → I was caught up with by my classmates in this exam.

许多“不及物动词 + 介词”以及“不及物动词 + 副词 + 介词”构成的短语动词相当于及物动词，也可以有宾语，也可用于被动结构。例如：

The boys laughed at him for the foolish mistake. → He was laughed at for the foolish mistake.

They looked down on peasants in the old days. → Peasants were looked down on in the old days.

注意：短语动词是一个不可分割的整体，在变为被动语态时，不可丢掉构成短语动词的介词或副词。

4 带有双宾语的句子在变为被动结构时，这两个宾语的任何一個都可作被动句的主语。例如：

The teacher gave the student a new book. →

The student was given a new book (by the teacher). 主动句的间接宾语成了被动句的主语，直接宾语仍位于动词之后。

A new book was given to the student (by the teacher). 主动句的直接宾语成了被动句的主语，间接宾语可位于 to 或 for 之后。

5 带有复合宾语的句子变为被动结构时，宾语补足语要相应变为主语补足语。例如：

Everybody called her Big Sister. → She was called Big Sister (by everybody).

People last saw the lost girl playing near the river. → The lost girl was last seen playing near the river.

要注意，主动语态中作宾语补足语的不带 to 的不定式，在变为被动语态时必须带 to。例如：

The engineer made the robot clean the windows of the tall building. →

The robot was made to clean the windows of the tall building.

III Past Participles 过去分词 (1) (2)

非谓语动词主要指动词不定式 (Infinitives)、动词 -ing 形式 (The -ing form) 和过去分词 (Past participles) 三种动词形式。初中阶段已介绍过动词不定式和 -ing 形式的部分用法。高中阶段除了继续介绍这两种非谓语动词形式的用法，还要介绍动词的过去分词的用法。

规则动词的过去分词由动词原形加 -ed 构成。不规则动词的过去分词没有统一的构成规则。过去分词一般表示完成的和被动的动作。过去分词在句子中一般可以用作定语 (the attribute)、宾语补足语 (the object complement)、表语 (the predicative) 和状语 (the adverbial)，但不能单独构成谓语。

用法	例句
定语 过去分词如果单用，一般放在名词的前面；如果是分词短语，一般放在名词的后面。	Before the show, hundreds of excited visitors waited in their seats eagerly. The Normans ruled England after the well-known Battle of Hastings in the 11th century. ... and the oldest castle built by the Norman rulers in Windsor nearby. Come and read the poem written by an eight-year-old boy!
宾语补足语	I felt myself often confused at first. She had her painting boxed so it was delivered safely. We found ourselves shocked by the large number of visitors.
表语	I never thought I was talented at anything to do with music. The audience were amazed by the beautiful music the six-year-old pianist played. My cousin is very interested in painting.
状语	Born in the USA on 2 January 1970, Whitacre began studying music at the University of Nevada in 1988. Moved by this music, he said, "It was like seeing color for the first time." Well known as a successful band, the Impact members show quite a few striking abilities.

人教版®

Words and Expressions in Each Unit

各单元生词和习惯用语

注：黑体部分为课标词和短语；白体部分为非课标词；专有名词在每单元词表后面单独列出。

Unit 1

heritage /'herɪtɪdʒ/ *n.* 遗产 (指国家或社会长期形成的历史、传统和特色)

creatively /kri:'eɪtvli/

adv. 创造性地；有创造力地

creative /kri:'eɪtv/

adj. 创造性的；有创造力的；有创意的

temple /'tempəl/ *n.* 庙；寺

relic /'reɪlɪk/ *n.* 遗物；遗迹

mount /maʊnt/ *n.* 山峰

vt. 爬上；骑上

vi. 爬；登上

former /'fɔ:mə(r)/

adj. 以前的；(两者中)前者的

clue /klu:/ *n.* 线索；提示

preserve /prɪ'zɜ:v/ *vt.* 保存；保护；维持

n. 保护区

promote /prə'məʊt/

vt. 促进；提升；推销；晋级

cypress /'saɪprəs/ *n.* 柏树

app /æp/ *n.* 应用程序；应用软件

(application 的缩略形式)

application /æplɪ'keɪʃn/ *n.* 申请(表)；用途；

运用；应用(程序)

take part in 参与(某事)；参加(某活动)

give way to 让步；屈服

balance /'bæləns/ *n.* 平衡；均匀

vt. 使平衡

keep balance 保持平衡

lead to 导致

dam /dæm/ *n.* 水坝；拦河坝

proposal /prə'pəʊzəl/ *n.* 提议；建议

make a proposal 提出建议

protest /'prəʊtest/ *n.* 抗议

/prə'test/ *vi.* & *vt.* (公开)反对；抗议

likely /'laɪkli/ *adj.* 可能的

adv. 可能地

turn to 向……求助

committee /kə'mɪti/ *n.* 委员会

establish /ɪ'stæblɪʃ/ *vt.* 建立；创立

limit /'lɪmɪt/ *n.* 限度；限制

vt. 限制；限定

prevent /prɪ'vent/ *vt.* 阻止；阻碍；阻挠

prevent ... from ... 阻止；不准

loss /lɒs/ *n.* 丧失；损失

contribution /,kɒntrɪ'bju:ʃn/

n. 捐款；贡献；捐赠

contribute /kən'trɪbjʊ:t/ *vi.* & *vt.* 捐献；捐助

department /dɪ'pɑ:tmənt/ *n.* 部；司；科

fund /fʌnd/ *n.* 基金；专款

within /wɪ'dɪn/ *prep.* & *adv.*

在(某段时间、距离或范围)之内

investigate /ɪn'vestɪgeɪt/ *vi.* & *vt.* 调查；研究

issue /'ɪʃu:; BrE also 'ɪsju:/ *n.* 重要议题；争论的问题

vt. 宣布；公布

conduct /'kɒndʌkt/ *n.* 行为；举止；管理方法

/kən'dʌkt/ *vt.* 组织；安排；带领

document /'dɒkjʊmənt/

n. 文件；公文；(计算机)文档

vt. 记录；记载(详情)

donate /dəʊ'neɪt/

vt. (尤指向慈善机构)捐赠；赠送；献(血)

donate ... to ... 向……捐赠……

disappear /dɪ'sə'piə(r)/ *vi.* 消失；灭绝；消亡

attempt /ə'tempt/ *n.* & *vt.* 企图；试图；尝试

make sure 确保；设法保证

worthwhile /,wɜ:(r)θ'waɪl/

adj. 值得做的；值得花时间的

download /,daʊn'ləʊd/ *vt.* 下载

n. 下载；已下载的数据资料

republic /rɪ'pʌblɪk/ *n.* 共和国

professional /prə'feʃənl/

adj. 专业的；职业的

n. 专业人员；职业选手

archaeologist /ˌɑːkiˈɒlədʒɪst/ *n.* 考古学家
 entrance /ˈentrəns/ *n.* 入口; 进入
 pyramid /ˈpɪrəˌmɪd/ *n.* (古埃及的) 金字塔; 棱锥体
 process /ˈprəʊses/ *n.* 过程; 进程; 步骤
 /prəˈses/ *vt.* 处理; 加工
 overseas /ˌəʊvə(r)ˈsiːz/ *adj.* 海外的
 adv. 在海外
 exit /ˈeksɪt/ *n.* 出口; 通道
 vi. & vt. 出去; 离去
 sheet /ʃiːt/ *n.* 一张(纸); 床单; 被单
 parade /pəˈreɪd/ *n.* 游行; 检阅
 vi. 游行庆祝; 游行示威
 mirror /ˈmɪrə/ *n.* 镜子
 roof /ruːf/ *n.* 顶部; 屋顶
 chiwen /ˈtʃɪwən/ 鸱吻
 dragon /ˈdræɡən/ *n.* 龙
 forgive /fəˈɡɪv/
 vt. & vi. (forgave, forgiven) 原谅; 宽恕
 vt. 对不起; 请原谅
 digital /ˈdɪdʒɪtl/ *adj.* 数码的; 数字显示的
 image /ˈɪmɪdʒ/ *n.* 形象; 印象
 cave /keɪv/ *n.* 山洞; 洞穴
 throughout /θruːˈaʊt/ *prep.* 各处; 遍及; 自始至终
 quality /ˈkwɒləti/
 n. 质量; 品质; 素质; 特征
 adj. 优质的; 高质量的
 all over the world 在世界各地
 tradition /trəˈdɪʃn/
 n. 传统; 传统的信仰或风俗
 further /ˈfɜːðə(r)/ *adv.* (far 的比较级) 更远; 进一步
 historic /hɪˈstɒrɪk/
 adj. 历史上著名(或重要)的; 有史时期的
 opinion /əˈpɪnjən/ *n.* 意见; 想法; 看法
 quote /kwəʊt/ *vt.* 引用
 paraphrase /ˈpærəˌfreɪz/
 n., vi. & vt. (用更容易理解的文字) 解释
 comparison /kəmˈpærɪsn/ *n.* 比较; 相比
 contrast /ˈkɒntrɑːst/ *n.* 对比; 对照
 /kənˈtrɑːst/ *vt.* 对比; 对照
 identify /aɪˈdentɪfaɪ/ *vt.* 确认; 认出; 找到
 forever /fəˈevə(r)/ *adv.* 永远; 长久地
 Aswan /ˈɑːswɒn/ Dam 阿斯旺大坝
 the Nile /ˈnaɪl/ 尼罗河
 Egypt /ˈiːdʒɪpt/ 埃及(国家名)
 Egyptian /iˈdʒɪpʃn/ *adj.* 埃及的

UNESCO /juːˈneskəʊ/ *abbr.* United Nations
 Educational, Scientific and Cultural Organization
 联合国教科文组织
 Cairo /ˈkaɪrəʊ/ 开罗(埃及首都)
 Tanzania /ˌtænzəˈniːə/ 坦桑尼亚(国家名)
 the Kremlin /ˈkremlɪn/ 克里姆林(宫)
 Moscow /ˈmɒskəʊ/ 莫斯科(俄罗斯首都)
 Saint Basil's Cathedral /ˈsənt ˌbæzɪl kəˈθiːdrəl/
 圣瓦希里大教堂
 the Forbidden /fəˈbɪdn/ City 紫禁城
 Los Angeles /ˌlɒs ˈændʒələz/ 洛杉矶(美国城市)

Unit 2

poster /ˈpəʊstə(r)/ *n.* 海报
 illegal /ɪˈliːɡl/ *adj.* 不合法的; 非法的
 illegally /ɪˈliːɡəli/ *adv.* 不合法地; 非法地
 hunt /hʌnt/ *vt. & vi.* 打猎; 搜寻; 追捕
 hunter /ˈhʌntə/ *n.* 猎人
 immediately /ɪˈmiːdiətli/ *adv.* 立刻
 species /ˈspiːʃiːz/ *n.* 物种
 shark /ʃɑːk/ *n.* 鲨鱼
 fin /fɪn/ *n.* (鱼的) 鳍
 on earth (放在疑问词之后表示强调) 究竟; 到底
 die out 灭亡; 逐渐消失
 alarming /əˈlɑːmɪŋ/ *adj.* 惊人的; 使人惊恐的
 alarm /əˈlɑːm/ *vt.* 使惊恐; 使害怕; 使担心
 n. 恐慌; 警报; 警报器
 rate /reɪt/ *n.* 速度; (比)率
 vt. 划分等级
 rating /ˈreɪtɪŋ/ *n.* 等级; 级别
 extinct /ɪkˈstɪŋkt/ *adj.* 已灭绝的
 extinction /ɪkˈstɪŋkʃn/ *n.* 灭绝
 mass /mæs/ *adj.* 大量的; 广泛的
 n. 大量; 堆; 群
 habitat /ˈhæbɪtæt/ *n.* (动植物的) 生活环境; 栖息地
 aware /əˈweə(r)/ *adj.* 知道; 发觉; 有……意识的
 aware of 意识到; 知道
 endanger /ɪnˈdeɪndʒə(r)/ *vt.* 使遭受危险; 危害
 average /ˈævərɪdʒ/ *n.* 平均数; 平均水平
 adj. 平均的; 正常的; 普通的
 on average 平均
 prince /prɪns/ *n.* 王子; 王孙; 亲王
 make progress 取得进步
 concern /kənˈsɜːn/ *vt.* 涉及; 让……担忧
 concerned /kənˈsɜːnd/ *adj.* 担心的; 关切的
 concerned about 对……关切的; 为……担忧的

living /'lɪvɪŋ/ *adj.* 居住的; 活的; 在用的
n. 生活; 生计

adapt /ə'dæpt/ *vi.* 适应
vt. 使适应; 使适合

adapt to 适应

measure /'meɪʒə(r)/ *n.* 措施; 方法
vt. 测量; 度量; 估量

authority /ɔ:'θɒrəti/ *n.* 官方; 当权; 权威

pressure /'preʃə(r)/ *n.* 压力; 要求

under pressure 在压力下; 承受压力

whale /weɪl/ *n.* 鲸

antelope /'æntɪləp/ *n.* 羚; 羚类动物

Tibetan antelope 藏羚羊

reserve /rɪ'zɜ:v/ *n.* (动植物) 保护区; 储藏(量)
vt. 预订; 预留; 保留

plain /pleɪn/ *n.* 平原
adj. 简单明了的; 直率的; 平凡的

make out 看清; 听清; 分清

herd /hɜ:d/ *n.* 牧群; 兽群

observe /əb'zɜ:v/ *vt.* 观察(到); 注视; 遵守

beauty /'bju:ti/ *n.* 美; 美人; 美好的东西

remind /rɪ'maɪnd/ *vt.* 提醒; 使想起

remind sb of sb/sth

使某人想起(类似的人或物)

fur /fɜ:/ *n.* 毛(皮); 毛皮衣服

sacred /'seɪkrɪd/ *adj.* 神圣的; 受尊敬的

shoot /ʃu:t/

vt. & vi. (shot, shot) 射杀; 射伤; 发射

profit /'prɒfɪt/ *n.* 利润; 利益

watch over 保护; 照管; 监督

day and night 日日夜夜; 夜以继日

attack /ə'tæk/ *n., vi. & vt.* 攻击; 抨击

effective /ɪ'fektɪv/ *adj.* 有效的; 生效的

recover /rɪ'kʌvə(r)/ *vi.* 恢复; 康复

vt. 找回; 寻回

remove /rɪ'mu:v/ *vt.* 去除; 移开; 脱去

intend /m'tend/ *vi. & vt.* 打算; 计划; 想要

threat /θret/ *n.* 威胁

threaten /'θretn/ *vt.* 威胁; 危及

exist /ɪg'zɪst/ *vi.* 存在; 生存

harmony /'hɑ:məni/ *n.* 和谐; 融洽

goods /gudz/ *n.* 商品; 货物

creature /'kri:tʃə(r)/ *n.* 生物; 动物

deer /diə(r)/ *n.* 鹿

kangaroo /kæŋgə'ru:/ *n.* 袋鼠

reduce /rɪ'dju:s/ *vt.* 减少

due /dju:/ *adj.* 由于; 因为

due to 由于; 因为

insect /'ɪnsekt/ *n.* 昆虫

net /net/ *n.* = Internet; 网
adj. 净得的; 纯的

neighbourhood /'neɪbəhʊd/

n. 临近的地方; 街区

binoculars /bɪ'nɒkjələz/ *n.* 双筒望远镜

bird field guide 鸟类图鉴

search for 搜索; 查找

dolphin /'dɒlfɪn/ *n.* 海豚

Yangtze River dolphin 白鳍豚

koala /kəʊ'a:lə/ *n.* 树袋熊; 考拉

stir /stɜ:/ *vt.* 激发; 搅动

stir up 激起

emotion /ɪ'məʊʃn/ *n.* 感情; 情感; 情绪

skin /skɪn/ *n.* 皮; 皮肤

unusual /ʌn'ju:ʒuəl/ *adj.* 特别的; 不寻常的

Tibetan /tɪ'betn/

adj. 西藏的; 藏语的; 藏族(人)的

n. 西藏人; 藏族人; 藏语

Tibet /tɪ'bet/ *n.* 西藏

Unit 3

blog /blɒg/ *n.* 博客
vi. 写博客

blog post 博文; 博客帖子

blogger /'blɒgə(r)/ *n.* 博客作者; 博主

engine /'endʒɪn/ *n.* 引擎; 发动机; 火车头

search engine (互联网上的) 搜索引擎

chat /tʃæt/ *vi.* 聊天; 闲聊

stream /stri:m/

vt. 流播(不用下载直接在互联网上播放音视频); 流出

vi. 流动

n. 小河; 溪流

identity /aɪ'dentəti/ *n.* 身份; 个性

identity card 身份证

convenient /kən'vi:niənt/ *adj.* 方便的; 近便的

cash /kæʃ/ *n.* 现金; 金钱

update /'ʌp'deɪt/ *vt.* 更新; 向……提供最新信息
n. 更新; 最新消息

database /'deɪtəbeɪs/ *n.* 数据库; 资料库

software /'sɒftweə(r)/ *n.* 软件

network /'netwɜ:(r)k/

n. (互联)网络; 网状系统; 人际网

vt. 将……连接成网络; 联播

vi. 建立工作关系

stuck /stʌk/ *adj.* 卡住; 陷(入); 困(于)

keep sb company 陪伴某人
surf /sɜ:(r)f/ *vt. & vi.* 浏览; 冲浪
benefit /'benɪfɪt/ *n.* 益处
vt. 使受益
vi. 得益于
distance /'dɪstəns/ *n.* 距离
inspire /ɪn'spaɪə(r)/ *vt.* 鼓舞; 激励; 启发思考
now that 既然; 由于
access /'ækses/
n. 通道; (使用、查阅、接近或面见的) 机会
vt. 进入; 使用; 获取
charity /'tʃærəti/ *n.* 慈善; 慈善机构 (或组织)
go through 经历; 度过; 通读
tough /tʌf/ *adj.* 艰难的; 严厉的
province /'prɒvɪns/ *n.* 省
conference /'kɒnfərəns/
n. 会议; 研讨会; 正式会谈
resident /'rezɪdənt/ *n.* 居民; (美国的) 住院医师
adj. (在某地) 居住的
plus /plʌs/ *conj.* 而且; 此外
n. 加号; 优势
prep. 加; 另加
function /'fʌŋkʃn/ *n.* 功能; 作用; 机能
vi. 起作用; 正常工作; 运转
battery /'bætri/ *n.* 电池
confirm /kən'fɜ:(r)m/ *vt.* 确认; 使确信
Wi-Fi /'waɪ faɪ/ *n.* 无线保真 (用无线电波而非网线在
 计算机网络传输数据的系统)
press /pres/ *vt.* 按, 压; 敦促
button /'bʌtn/ *n.* 按钮; 纽扣
file /faɪl/ *n.* 文件; 文件夹; 档案
in shape 状况良好
keep track of 掌握……的最新消息;
 了解……的动态
discount /'dɪskaʊnt/ *n.* 折扣
vt. 打折
account /ə'kaʊnt/ *n.* 账户; 描述
click /klɪk/ *vt. & vi.* 点击
privacy /'prɪvəsi; NAmE 'praɪv-/ *n.* 隐私; 私密
theft /θeft/ *n.* 偷 (窃); 盗窃罪
rude /ru:d/ *adj.* 粗鲁的; 无礼的
target /'tɑ:ɡɪt/ *n.* 目标; 对象; 靶子
vt. 把……作为攻击目标
troll /trɒl; trəʊl/
n. 发挑衅帖子的人; 恶意挑衅的帖子
cyberbully /'saɪbəbʊli/ *n.* 网霸
vt. & vi. 网络欺凌

false /fə:ls/ *adj.* 假的; 错误的
particular /pə'tɪkjələ(r)/
adj. 特定的; 特别的; 讲究的
embarrassing /ɪm'bærəsɪŋ/
adj. 让人难堪 (尴尬; 害羞) 的
make fun of 取笑; 戏弄
upset /ʌp'set/
adj. 心烦的; 苦恼的; 沮丧的
vt. (upset, upset) 使烦恼; 使生气; 搅乱
guideline /'ɡaɪdlaɪn/ *n.* 准则; 指导原则
author /'ɔ:θə(r)/ *n.* 作者; 作家
tip /tɪp/ *n.* 忠告; 诀窍; 实用的提示
familiar /fə'mɪliə(r)/ *adj.* 熟悉; 熟知
keep (...) in mind 牢记
define /dɪ'faɪn/ *vt.* 给……下定义; 界定; 解释
case /keɪs/ *n.* 盒; 箱; 情况; 案件
the World Wide Web *abbr.* WWW
 万维网; 环球信息网
Jan /dʒæn/ **Tchamani** /tʃæ'mæni/ 简·夏曼尼
Birmingham /'bɜ:mɪŋəm; NAmE 'bɜ:rmɪŋhæm/
 伯明翰 (英国城市)

Unit 4

Confucius /kən'fju:ʃəs/ *n.* 孔子
mansion /'mænjən/ *n.* 公馆; 宅第
cemetery /'semətəri/ *n.* 墓地; 公墓
philosophy /fə'lɒsəfi/ *n.* 哲学
descendant /dɪ'sendənt/ *n.* 后裔; 后代; 子孙
individual /,ɪndɪ'vɪdʒʊəl/ *adj.* 单独的; 个别的
n. 个人
heel /hi:/ *n.* 足跟; (脚、袜子、鞋等的) 后跟
Achilles' /ə'kɪli:z/ **heel** (喻) (希腊神话)
 阿喀琉斯的脚跟, 致命的弱点
kingdom /'kɪŋdəm/ *n.* 王国; 领域
chief /tʃi:f/ *adj.* 最重要的; 最高级别的
n. (公司或机构的) 首领; 酋长
puzzle /'pʌzl/ *n.* 谜; 智力游戏; 疑问
vt. 迷惑; 使困惑
nearby /,nɪə'baɪ/ *adj.* 附近的; 邻近的
adv. 在附近
join ... to ... 把……和……连接或联结起来
break away (from sb/sth)
 脱离; 背叛; 逃脱
belong /brɪ'lɒŋ/ *vi.* 应在 (某处); 适应
belong to 属于

as well as 同(一样也); 和; 还
currency /'kʌrənsi/ *n.* 通货; 货币
military /'mɪlətri/ *adj.* 军事的; 军用的
defence /dɪ'fens/ *n.* 防御; 保卫
legal /'li:gl/ *adj.* 法律的; 合法的
surround /sə'raʊnd/ *vt.* 围绕; 包围
evidence /'evidəns/ *n.* 证据; 证明
achievement /ə'tʃi:vmənt/
n. 成就; 成绩; 达到
location /ləʊ'keɪʃn/ *n.* 地方; 地点; 位置
conquer /'kɒŋkə(r)/ *vt.* 占领; 征服; 控制
battle /'bætl/ *n.* 战役; 搏斗
vi. & vt. 搏斗; 奋斗
port /pɔ:t/ *n.* 港口(城市)
fascinating /'fæsmɛɪtɪŋ/ *adj.* 极有吸引力的; 迷人的
keep your eyes open (for) 留心; 留意
charge /tʃɑ:dʒ/ *n.* 收费; 指控; 主管
vt. 收费; 控告; 充电
announce /ə'naʊns/ *vt.* 宣布; 通知; 声称
amount /ə'maʊnt/ *n.* 金额; 数量
gallery /'gæləri/
n. (艺术作品的) 展览馆; 画廊
approach /ə'prəʊtʃ/ *n.* 方法; 途径; 接近
vt. 接近; 接洽; 着手处理
vi. 靠近
ensure /ɪn'ʃʊə(r)/ *vt.* 保证; 确保; 担保
landscape /'lændskeɪp/
n. (陆上, 尤指乡村的) 风景
generous /'dʒenərəs/
adj. 慷慨的; 大方的; 丰富的
butter /'bʌtə(r)/ *n.* 黄油; 奶油
vt. 涂黄油于
honey /'hʌni/ *n.* 蜂蜜
ancestor /'ænsəstə(r)/ *n.* 祖宗; 祖先
position /pə'zɪʃn/ *n.* 位置; 姿态; 职位
courtyard /'kɔ:tjɑ:d/ *n.* 庭院; 院子
snack /snæk/ *n.* 点心; 小吃
eager /'i:gə(r)/ *adj.* 热切的; 渴望的
poet /'pəʊɪt/ *n.* 诗人
county /'kaʊnti/
n. (英国、爱尔兰的) 郡; (美国的) 县
feast /fi:st/ *n.* 盛宴; 宴会; 节日
roll /rəʊl/ *vi. & vt.* (使) 翻滚; (使) 滚动
n. 卷(轴); 翻滚
dot /dɒt/ *n.* 点; 小(圆)点 *vt.* 加点; 遍布
cattle /'kætl/ *n.* 牛
roar /rɔ:(r)/ *vi. & n.* 吼叫; 咆哮

ocean /'əʊʃn/ *n.* 大海; 海洋
scent /sent/ *n.* 气味; 气息
greet /'gri:t/ *vt.* 问候; 迎接
pub /pʌb/ *n.* 酒吧; 酒馆
wine /waɪn/ *n.* 葡萄酒; 果酒
beer /biə(r)/ *n.* (一杯) 啤酒
stew /stju:/ *n.* 炖菜(有肉和蔬菜)
vt. & vi. 炖; 煨
custom /'kʌstəm/ *n.* 风俗; 习俗; 习惯
sensory /'sensəri/ *adj.* 感觉的; 感官的
striking /'straɪkɪŋ/ *adj.* 引人注目的; 显著的
transition /træn'zɪʃn; -'sɪʃn/
n. 过渡; 转变; 变迁
crowd /'kraʊd/ *n.* 人群; 一群人; 民众
vt. 挤满; 使……拥挤

Wales /weɪlz/ 威尔士(英国)
Scotland /'skɒt.lənd/ 苏格兰(英国)
Northern Ireland /'nɔ:ðn 'aɪələnd/
 北爱尔兰(英国)
Anglo-Saxon /,æŋgləʊ'sæksn/ 盎格鲁—撒克逊人
Viking /'vaɪkɪŋ/ *n.* 维京人; 北欧海盗
Norman /'nɔ:mən/ *adj.* 诺曼式的; 诺曼人的
the Normans 诺曼人
Battle of Hastings /'heɪstɪŋz/ 黑斯廷斯战役
Roman /'rəʊmən/ *adj.* 古罗马的; 罗马的
n. 古罗马人; 罗马市民
Van Gogh /væn 'gɒf/ 梵高(荷兰画家)
the Emerald Isle /'emərəld ,aɪl/
 绿宝石岛(爱尔兰的别称)
Irish /'aɪrɪʃ/ *adj.* 爱尔兰的; 爱尔兰人(或语)的

Unit 5

classical /'klæsɪkl/ *adj.* 古典的; 经典的
hip-hop /'hɪphɒp/ *n.* 嘻哈音乐; 嘻哈文化
techno /'teknəʊ/
n. 泰克诺音乐(一种节奏快、通常无歌声相伴的音乐)
energy /'enədʒi/ *n.* 能源; 能量; 精力
soul /səʊl/ *n.* 灵魂; 心灵
bagpipes /'bægpɪps/ *n.* [pl.] 风笛
stringed /strɪŋd/ *adj.* 有弦的
stringed instrument 弦乐器
virtual /'vɜ:tʃʊəl/ *adj.* 很接近的; 事实上的; 虚拟的
virtual choir /'kwɔɪə(r)/ 虚拟合唱团
composition /,kɒmpə'zɪʃn/
n. 成分; (音乐、艺术、诗歌的) 作品

opportunity /ˌɒpə'tju:nəti/ *n.* 机会; 时机
perform /pə'fɔ:(r)m/ *vi. & vt.* 表演; 履行; 执行
performance /pə'fɔ:(r)məns/ *n.* 表演; 演技; 表现
performer /pə'fɔ:(r)mə(r)/ *n.* 表演者; 演员
onto /'ɒntə/ *prep.* (朝) 向
studio /'stju:diəʊ/
n. 演播室; (音乐的) 录音棚; 工作室
ordinary /'ɔ:dnri/ *adj.* 普通的; 平凡的
enable /i'neɪbl/ *vt.* 使能够; 使可能
prove /pru:v/ *vt.* 证明; 展现
award /ə'wɔ:d/ *vt.* 授予
n. 奖品
composer /kəm'pəʊzə(r)/ *n.* 作曲者; 作曲家
conductor /kən'dʌktə(r)/ *n.*
(乐队、合唱团等的) 指挥; (公共汽车的) 售票员
fall in love with 爱上
original /ə'ri:dʒənəl/ *adj.* 原来的; 独创的; 原作的
n. 原件; 原作
phenomenon /fə'nɒmɪnən/
(*pl.* phenomena /-ɪnə/) *n.* 现象
stage /steɪdʒ/ *n.* (发展或进展的) 时期; 阶段;
(多指剧场中的) 舞台
altogether /ˌɔ:ltə'geðə(r)/
adv. (用以强调) 全部; 总共
thus /ðʌs/ *adv.* 如此; 因此
band /bænd/ *n.* 乐队; 带子
rap /ræp/ *n.* 快速敲击; 说唱音乐
vi. & vt. 敲击; (说唱歌中的) 念白
nowadays /'naʊədeɪz/ *adv.* 现在; 目前
gradual /'grædʒuəl/ *adj.* 逐渐的; 渐进的
capable /'keɪpəbl/ *adj.* 有能力的; 有才能的
relief /rɪ'li:f/ *n.* (焦虑、痛苦的) 减轻或消除;
(不快过后的) 宽慰、轻松或解脱
cure /kjʊə(r)/
vt. 治愈; 治好(疾病); 解决(问题)
n. 药物; 治疗; (解决问题、改善糟糕情况的) 措施
absorbed /əb'sɔ:bd/ **in sth/sb**
被……吸引住; 专心致志
previous /'pri:vɪəs/ *adj.* 先前的; 以往的
unemployed /ˌʌnɪm'plɔɪd/ *adj.* 失业的; 待业的
romantic /rəʊ'mæntɪk/ *adj.* 浪漫的
n. 浪漫的人
album /'ælbəm/ *n.* 相册; 集邮簿; 音乐专辑
impact /'ɪmpækt/ *n.* 巨大影响; 强大作用; 冲击力

aim /eɪm/ *n.* 目的; 目标
vi. & vt. 力求达到; 力争做到; 瞄准
vt. 目的是; 旨在
set sth up 安装好(设备或机器)
equipment /'ɪkwɪpmənt/ *n.* 设备; 装备
try out 参加……选拔(或试演)
talent /'tælənt/ *n.* 天才; 天资; 天赋
piano /pi'æniəʊ/ *n.* 钢琴
assume /ə'sju:m/ *vt.* 以为; 假设
addition *n.* 添加; 加法; 增加物
in addition (to sb/sth) 除……以外(还)
disease /dɪ'zi:z/ *n.* (疾) 病
ache /eɪk/ *vi. & n.* 疼痛
treatment /'tri:tmənt/ *n.* 治疗; 对待; 处理
from (then) on 从(那)时起
lean /li:n/
vt. (leant/leaned, leant/leaned) 依靠; 倾斜
get through (设法) 处理; 完成
moreover /mɔ:ə'əʊvə(r)/ *adv.* 而且; 此外
satisfaction /ˌsætɪs'fækʃn/ *n.* 满足; 满意; 欣慰
being /'bi:ɪŋ/ *n.* 身心; 存在; 生物
various /'veəriəs/ *adj.* 各种不同的; 各种各样的
somehow /'sʌmhəʊ/
adv. 以某种方式(或方法); 不知怎么地
rhetorical /rɪ'tɒrɪkl/ *adj.* 修辞的
metaphor /'metəfə(r)/ *n.* 暗喻; 隐喻
personification /pə'sɒnɪfɪ'keɪʃn/
n. 拟人; 人格化; 化身
repetition /ˌrepə'tɪʃn/ *n.* 重复; 重做
simile /'sɪməli/ *n.* 明喻
outline /'aʊtlam/ *n. & vt.* 概述; 概要
reaction /rɪ'ækʃn/ *n.* 反应; 回应
Eric Whitacre /'erɪk 'wɪtəkə(r)/ 埃里克·惠塔克
Nevada /nə'vɑ:də/ 内华达州(美国)
Mozart /'mɔ:zɑ:(r)t/ 莫扎特
Lux Aurumque /lʌks 'ɔ:rʌmk/
《金色光芒》(歌曲名)
UNICEF /'ju:nɪsef/ *abbr.* United Nations Children's
Fund 联合国儿童基金会
Las Vegas /læs 'veɪgəs; NAmE ˌlɑ:s-/
拉斯维加斯(美国城市)
John A. Logan /'lɒʊgən/ 约翰·洛根

Vocabulary

词汇表

注：黑体部分为课标词和短语；白体部分为非课标词；带△符号的词汇为专有名词。

A

absorbed /əb'sɔ:bd/ **in sth/sb**

被……吸引住；专心致志

access /'ækses/

n. 通道；（使用、查阅、接近或面见的）机会

vt. 进入；使用；获取

account /ə'kaunt/ *n.* 账户；描述

ache /eɪk/ *vi.* & *n.* 疼痛

achievement /ə'tʃi:vmənt/

n. 成就；成绩；达到

adapt /ə'dæpt/ *vi.* 适应

vt. 使适应；使适合

adapt to 适应

addition *n.* 添加；加法；增加物

in addition (to sb/sth) 除……以外（还）

aim /eɪm/ *n.* 目的；目标

vi. & *vt.* 力求达到；力争做到；瞄准

vt. 目的是；旨在

alarm /ə'lɑ:m/ *vt.* 使惊恐；使害怕；使担心

n. 恐慌；警报；警报器

alarming /ə'lɑ:mɪŋ/ *adj.* 惊人的；使人惊恐的

album /'ælbəm/ *n.* 相册；集邮簿；音乐专辑

all over the world 在世界各地

altogether /,ɔ:l'tə'geðə(r)/

adv.（用以强调）全部；总共

amount /ə'maunt/ *n.* 金额；数量

ancestor /'ænsəstə(r)/ *n.* 祖宗；祖先

△ **Anglo-Saxon** /,æŋgləʊ'sæksn/

盎格鲁—撒克逊人

announce /ə'naʊns/ *vt.* 宣布；通知；声称

antelope /'æntɪləʊp/ *n.* 羚；羚类动物

Tibetan antelope 藏羚羊

app /æp/ *n.* 应用程序；应用软件

（application 的缩略形式）

application /,æplɪ'keɪʃn/

n. 申请（表）；用途；运用；应用（程序）

approach /ə'prəʊtʃ/ *n.* 方法；途径；接近

vt. 接近；接洽；着手处理

vi. 靠近 (4)

(5) **archaeologist** /,ɑ:kɪ'ɒlədʒɪst/ *n.* 考古学家 (1)

as well as 同（一样也）；和；还 (4)

assume /ə'sju:m/ *vt.* 以为；假设 (5)

(3) △ **Aswan / Dam** 阿斯旺大坝 (1)

(3) **attack** /ə'tæk/ *n., vi.* & *vt.* 攻击；抨击 (2)

(5) **attempt** /ə'tempt/ *n.* & *vt.* 企图；试图；尝试 (1)

author /'ɔ:θə(r)/ *n.* 作者；作家 (3)

(4) **authority** /ɔ:'θɒrəti/ *n.* 官方；当权；权威 (2)

average /'ævərɪdʒ/ *n.* 平均数；平均水平

(2) *adj.* 平均的；正常的；普通的 (2)

(2) **on average** 平均 (2)

(5) **award** /ə'wɔ:d/ *vt.* 授予 (5)

n. 奖品 (5)

aware /ə'weə(r)/ *adj.* 知道；发觉；有……意识的 (2)

aware of 意识到；知道 (2)

B

bagpipes /'bægpaɪps/ *n.* [pl.] 风笛 (5)

balance /'bæləns/ *n.* 平衡；均匀

vt. 使平衡 (1)

keep balance 保持平衡 (1)

(4) **band** /bænd/ *n.* 乐队；带子 (5)

(4) **battery** /'bætri/ *n.* 电池 (3)

battle /'bætl/ *n.* 战役；搏斗

(4) *vi.* & *vt.* 搏斗；奋斗 (4)

△ **Battle of Hastings** /'heɪstɪŋz/

黑斯廷斯战役 (4)

(2) **beauty** /'bjʊti/ *n.* 美；美人；美好的东西 (2)

beer /bɪə(r)/ *n.*（一杯）啤酒 (4)

being /'bi:ɪŋ/ *n.* 身心；存在；生物 (5)

belong /bɪ'lɒŋ/ *vi.* 应在（某处）；适应 (4)

belong to 属于 (4)

- benefit** /'benɪfɪt/ *n.* 益处
vt. 使受益
vi. 得益于 (3)
- binoculars** /bɪ'nɒkjələz/ *n.* 双筒望远镜 (2)
- bird field guide** 鸟类图鉴 (2)
- △ **Birmingham** /'bɜ:mɪŋəm; NAmE 'bɜ:rmɪŋhəm/
 伯明翰 (英国城市) (3)
- blog** /blɒg/ *n.* 博客
vi. 写博客 (3)
- blog post** 博文; 博客帖子 (3)
- blogger** /'blɒgə(r)/ *n.* 博客作者; 博主 (3)
- break away (from sb/sth)**
 脱离; 背叛; 逃脱 (4)
- butter** /'bʌtə(r)/ *n.* 黄油; 奶油
vt. 涂黄油于 (4)
- button** /'bʌtn/ *n.* 按钮; 纽扣 (3)
- C**
- △ **Cairo** /'kaɪərəʊ/ 开罗 (埃及首都) (1)
- capable** /'keɪpəbl/ *adj.* 有能力的; 有才能的 (5)
- case** /keɪs/ *n.* 盒; 箱; 情况; 案件 (3)
- cash** /kæʃ/ *n.* 现金; 金钱 (3)
- cattle** /'kætl/ *n.* 牛 (4)
- cave** /keɪv/ *n.* 山洞; 洞穴 (1)
- cemetery** /'semətəri/ *n.* 墓地; 公墓 (4)
- charge** /tʃɑ:dʒ/ *n.* 收费; 指控; 主管
vt. 收费; 控告; 充电 (4)
- charity** /'tʃærəti/ *n.* 慈善; 慈善机构 (或组织) (3)
- chat** /tʃæt/ *vi.* 聊天; 闲聊 (3)
- chief** /tʃi:f/ *adj.* 最重要的; 最高级别的
n. (公司或机构的) 首领; 酋长 (4)
- chiwen** /'tʃəwən/ 鸱吻 (1)
- classical** /'klæsɪkl/ *adj.* 古典的; 经典的 (5)
- click** /klɪk/ *vt. & vi.* 点击 (3)
- clue** /klu:/ *n.* 线索; 提示 (1)
- committee** /kə'mɪti/ *n.* 委员会 (1)
- comparison** /kəm'pærɪsn/ *n.* 比较; 相比 (1)
- composer** /kəm'pəʊzə(r)/ *n.* 作曲者; 作曲家 (5)
- composition** /kəm'pəzɪʃn/
n. 成分; (音乐、艺术、诗歌的) 作品 (5)
- concern** /kən'sɜ:n/ *vt.* 涉及; 让……担忧 (2)
- concerned** /kən'sɜ:nd/ *adj.* 担心的; 关切的 (2)
- concerned about** 对……关切的;
 为……担忧的 (2)
- conduct** /'kɒndʌkt/ *n.* 行为; 举止; 管理方法
 /kən'dʌkt/ *vt.* 组织; 安排; 带领 (1)
- conductor** /kən'dʌktə(r)/ *n.*
 (乐队、合唱团等的) 指挥; (公共汽车的) 售票员 (5)
- conference** /'kɒnfərəns/
n. 会议; 研讨会; 正式会谈 (3)
- confirm** /kən'fɜ:(r)m/ *vt.* 确认; 使确信 (3)
- Confucius** /kən'fju:ʃəs/ *n.* 孔子 (4)
- conquer** /'kɒŋkə(r)/ *vt.* 占领; 征服; 控制 (4)
- contrast** /'kɒntrɑ:st/ *n.* 对比; 对照
 /kən'trɑ:st/ *vt.* 对比; 对照 (1)
- contribute** /kən'trɪbjʊ:t/ *vi. & vt.* 捐献; 捐助 (1)
- contribution** /kən'trɪ'bju:ʃn/
n. 捐款; 贡献; 捐赠 (1)
- convenient** /kən'vi:niənt/ *adj.* 方便的; 近便的 (3)
- county** /'kaunti/
n. (英国、爱尔兰的) 郡; (美国的) 县 (4)
- courtyard** /'kɔ:tjɑ:d/ *n.* 庭院; 院子 (4)
- creative** /kri:'eɪtɪv/
adj. 创造性的; 有创造力的; 有创意的 (1)
- creatively** /kri:'eɪtɪvli/
adv. 创造性地; 有创造力地 (1)
- creature** /'kri:tʃə(r)/ *n.* 生物; 动物 (2)
- crowd** /'kraʊd/ *n.* 人群; 一群人; 民众
vt. 挤满; 使……拥挤 (4)
- cure** /kjʊə(r)/
vt. 治愈; 治好 (疾病); 解决 (问题)
n. 药物; 治疗;
 (解决问题、改善糟糕情况的) 措施 (5)
- currency** /'kʌrənsɪ/ *n.* 通货; 货币 (4)
- custom** /'kʌstəm/ *n.* 风俗; 习俗; 习惯 (4)
- cyberbully** /'saɪbəbʊli/ *n.* 网霸
vt. & vi. 网络欺凌 (3)
- cypress** /'saɪprəs/ *n.* 柏树 (1)
- D**
- dam** /dæm/ *n.* 水坝; 拦河坝 (1)
- △ **Aswan Dam** /'ɑ:swɒn/ 阿斯旺大坝 (1)
- database** /'deɪtəbeɪs/ *n.* 数据库; 资料库 (3)
- day and night** 日日夜夜; 夜以继日 (2)
- deer** /dɪə(r)/ *n.* 鹿 (2)
- defence** /dɪ'fens/ *n.* 防御; 保卫 (4)
- define** /dɪ'faɪn/ *vt.* 给……下定义; 界定; 解释 (3)
- department** /dɪ'pɑ:tmənt/ *n.* 部; 司; 科 (1)
- descendant** /dɪ'sendənt/ *n.* 后裔; 后代; 子孙 (4)
- die out** 灭亡; 逐渐消失 (2)

- digital** /'dɪdʒɪtl/ *adj.* 数码的; 数字显示的 (1)
- disappear** /,dɪsə'piə(r)/ *vi.* 消失; 灭绝; 消亡 (1)
- discount** /'dɪskaʊnt/ *n.* 折扣
vt. 打折 (3)
- disease** /dɪ'zi:z/ *n.* (疾) 病 (5)
- distance** /'dɪstəns/ *n.* 距离 (3)
- document** /'dɒkjumənt/
n. 文件; 公文; (计算机) 文档
vt. 记录; 记载 (详情) (1)
- dolphin** /'dɒlfin/ *n.* 海豚 (2)
- Yangtze River dolphin 白鳍豚 (2)
- donate** /dəʊ'neɪt/
vt. (尤指向慈善机构) 捐赠; 赠送; 献(血) (1)
- donate ... to ...** 向……捐赠…… (1)
- dot** /dɒt/ *n.* 点; 小(圆)点 *vt.* 加点; 遍布 (4)
- download** /,daʊn'ləʊd/ *vt.* 下载
n. 下载; 已下载的数据资料 (1)
- dragon** /'dræɡən/ *n.* 龙 (1)
- due** /dju:/ *adj.* 由于; 因为 (2)
- due to** 由于; 因为 (2)
- ## E
- eager** /'i:ɡə(r)/ *adj.* 热切的; 渴望的 (4)
- effective** /ɪ'fektɪv/ *adj.* 有效的; 生效的 (2)
- △ **Egypt** /'i:dʒɪpt/ 埃及(国家名) (1)
- Egyptian** /'i:dʒɪpɪn/ *adj.* 埃及的 (1)
- embarrassing** /ɪm'bærəsɪŋ/
adj. 让人难堪(尴尬; 害羞)的 (3)
- emotion** /ɪ'məʊʃn/ *n.* 感情; 情感; 情绪 (2)
- enable** /ɪ'neɪbl/ *vt.* 使能够; 使可能 (5)
- endanger** /ɪn'deɪndʒə(r)/ *vt.* 使遭受危险; 危害 (2)
- energy** /'enədʒi/ *n.* 能源; 能量; 精力 (5)
- engine** /'endʒɪn/ *n.* 引擎; 发动机; 火车头 (3)
- search engine** (互联网上的) 搜索引擎 (3)
- ensure** /ɪn'ʃʊə(r)/ *vt.* 保证; 确保; 担保 (4)
- entrance** /'entrəns/ *n.* 入口; 进入 (1)
- △ **Eric Whitacre** /'erɪk 'wɪtəkə(r)/
埃里克·惠塔克 (5)
- equipment** /ɪ'kwɪpmənt/ *n.* 设备; 装备 (5)
- establish** /ɪ'stæblɪʃ/ *vt.* 建立; 创立 (1)
- evidence** /'eɪdɪns/ *n.* 证据; 证明 (4)
- exist** /ɪɡ'zɪst/ *vi.* 存在; 生存 (2)
- exit** /'eksɪt/ *n.* 出口; 通道
vi. & vt. 出去; 离去 (1)
- extinct** /ɪk'stɪŋkt/ *adj.* 已灭绝的 (2)
- extinction** /ɪk'stɪŋkʃn/ *n.* 灭绝 (2)
- ## F
- fall in love with** 爱上 (5)
- false** /fɔ:ls/ *adj.* 假的; 错误的 (3)
- familiar** /fə'mɪliə(r)/ *adj.* 熟悉; 熟知 (3)
- fascinating** /'fæsɪneɪtɪŋ/
adj. 极有吸引力的; 迷人的 (4)
- feast** /fi:st/ *n.* 盛宴; 宴会; 节日 (4)
- file** /faɪl/ *n.* 文件; 文件夹; 档案 (3)
- fin** /fɪn/ *n.* (鱼的) 鳍 (2)
- forever** /fə'revə(r)/ *adv.* 永远; 长久地 (1)
- forgive** /fɔ'gɪv/
vt. & vi. (forgave, forgiven) 原谅; 宽恕
vt. 对不起; 请原谅 (1)
- former** /'fɔ:mə(r)/ *adj.* 以前的; (两者中) 前者的 (1)
- from (then) on** 从(那)时起 (5)
- function** /'fʌŋkʃn/ *n.* 功能; 作用; 机能
vi. 起作用; 正常工作; 运转 (3)
- fund** /fʌnd/ *n.* 基金; 专款 (1)
- fur** /fɜ:/ *n.* 毛(皮); 毛皮衣服 (2)
- further** /'fɜ:ðə(r)/
adv. (far 的比较级) 更远; 进一步 (1)
- ## G
- gallery** /'gæləri/ *n.* (艺术作品的) 展览馆; 画廊 (4)
- generous** /'dʒenərəs/ *adj.* 慷慨的; 大方的; 丰富的 (4)
- get through** (设法) 处理; 完成 (5)
- give way to** 让步; 屈服 (1)
- go through** 经历; 度过; 通读 (3)
- goods** /ɡʊdz/ *n.* 商品; 货物 (2)
- gradual** /'grædʒuəl/ *adj.* 逐渐的; 渐进的 (5)
- greet** /'gri:t/ *vt.* 问候; 迎接 (4)
- guideline** /'gaɪdlaɪn/ *n.* 准则; 指导原则 (3)
- ## H
- habitat** /'hæbɪtæt/ *n.* (动植物的) 生活环境; 栖息地 (2)
- harmony** /'hɑ:məni/ *n.* 和谐; 融洽 (2)
- heel** /hi:/ *n.* 足跟; (脚、袜子、鞋等的) 后跟 (4)
- Achilles' heel** (喻) (希腊神话)
阿喀琉斯的脚跟, 致命的弱点 (4)
- herd** /hɜ:d/ *n.* 牧群; 兽群 (2)

heritage /'herɪtɪdʒ/ *n.* 遗产 (指国家或社会长期形成的历史、传统和特色) (1)

hip-hop /'hɪphɒp/ *n.* 嘻哈音乐; 嘻哈文化 (5)

historic /hɪ'stɔrɪk/
adj. 历史上著名 (或重要) 的; 有史时期的 (1)

honey /'hʌni/ *n.* 蜂蜜 (4)

hunt /hʌnt/ *vt. & vi.* 打猎; 搜寻; 追捕 (2)

hunter /'hʌntə/ *n.* 猎人 (2)

I

identify /aɪ'dentɪfaɪ/ *vt.* 确认; 认出; 找到 (1)

identity /aɪ'dentɪtɪ/ *n.* 身份; 个性 (3)

identity card 身份证 (3)

illegal /ɪ'li:gl/ *adj.* 不合法的; 非法的 (2)

illegally /ɪ'li:gəli/ *adv.* 不合法地; 非法地 (2)

image /'ɪmɪdʒ/ *n.* 形象; 印象 (1)

immediately /ɪ'mi:diətli/ *adv.* 立刻 (2)

impact /'ɪmpækt/ *n.* 巨大影响; 强大作用; 冲击力 (5)

in shape 状况良好 (3)

individual /,ɪndɪ'vɪdʒəəl/ *adj.* 单独的; 个别的
n. 个人 (4)

insect /'ɪnsekt/ *n.* 昆虫 (2)

inspire /ɪn'spaɪə(r)/ *vt.* 鼓舞; 激励; 启发思考 (3)

intend /ɪn'tend/ *vi. & vt.* 打算; 计划; 想要 (2)

investigate /ɪn'vestɪgeɪt/ *vi. & vt.* 调查; 研究 (1)

△ **Irish** /'aɪrɪʃ/ *adj.* 爱尔兰的; 爱尔兰人 (或语) 的 (4)

issue /'ɪʃuː; BrE also 'ɪʃjuː/
n. 重要议题; 争论的问题
vt. 宣布; 公布 (1)

J

△ **Jan** /dʒæɪn/ **Tchamani** /tʃæ'mæni/ 简·夏曼尼 (3)

△ **John A. Logan** /'lɔʊgən/ 约翰·洛根 (5)

join ... to ... 把……和……连接或联结起来 (4)

K

kangaroo /,kæŋgə'ruː/ *n.* 袋鼠 (2)

keep (...) in mind 牢记 (3)

keep sb company 陪伴某人 (3)

keep track of 掌握……的最新消息;
了解……的动态 (3)

keep your eyes open (for) 留心; 留意 (4)

kingdom /'kɪŋdəm/ *n.* 王国; 领域 (4)

koala /kəʊ'ɑ:lə/ *n.* 树袋熊; 考拉 (2)

L

landscape /'lændskeɪp/
n. (陆上, 尤指乡村的) 风景 (4)

△ **Las Vegas** /,læs 'veɪgəs; NAmE 'lɑ:s-/
拉斯维加斯 (美国城市) (5)

lead to 导致 (1)

lean /li:n/
vt. (leant/leaned, leant/leaned) 依靠; 倾斜 (5)

legal /'li:gl/ *adj.* 法律的; 合法的 (4)

likely /'laɪkli/ *adj.* 可能的
adv. 可能地 (1)

limit /'lɪmɪt/ *n.* 限度; 限制
vt. 限制; 限定 (1)

living /'lɪvɪŋ/ *adj.* 居住的; 活的; 在用的
n. 生活; 生计 (2)

location /ləʊ'keɪʃn/ *n.* 地方; 地点; 位置 (4)

△ **Los Angeles** /,ləʊs 'ændʒələɪz/ 洛杉矶 (美国城市) (1)

loss /ləʊs/ *n.* 丧失; 损失 (1)

△ **Lux Aurumque** /lʌks 'ɔ:rʌmk/
《金色光芒》(歌曲名) (5)

M

make fun of 取笑; 戏弄 (3)

make out 看清; 听清; 分清 (2)

make progress 取得进步 (2)

make sure 确保; 设法保证 (1)

mansion /'mæɪnʃn/ *n.* 公馆; 宅第 (4)

mass /mæs/ *adj.* 大量的; 广泛的
n. 大量; 堆; 群 (2)

measure /'meʒə(r)/ *n.* 措施; 方法
vt. 测量; 度量; 估量 (2)

metaphor /'metəfə(r)/ *n.* 暗喻; 隐喻 (5)

military /'mɪlətri/ *adj.* 军事的; 军用的 (4)

mirror /'mɪrə/ *n.* 镜子 (1)

moreover /mɔːr'əʊvə(r)/ *adv.* 而且; 此外 (5)

△ **Moscow** /'mɒskəʊ/ 莫斯科 (俄罗斯首都) (1)

mount /maʊnt/ *n.* 山峰
vt. 爬上; 骑上 (1)

vt. 爬; 登上 (1)

△ **Mozart** /'mɔʊsə:(r)t/ 莫扎特 (5)

N

nearby /,nɪə'baɪ/ *adj.* 附近的; 邻近的
adv. 在附近 (4)

- neighbourhood** /ˈneɪbəhʊd/ *n.* 临近的地方; 街区 (2)
- net** /net/ *n.* = Internet; 网
adj. 净得的; 纯的 (3)
- network** /ˈnetwɜ:(r)k/
n. (互联) 网络; 网状系统; 人际网
vt. 将……连接成网络; 联播
vi. 建立工作关系 (3)
- △ **Nevada** /nəˈvɑ:də/ 内华达州 (美国) (5)
- △ **Norman** /ˈnɔ:mən/ *adj.* 诺曼式的; 诺曼人的 (4)
the Normans 诺曼人 (4)
- △ **Northern Ireland** /ˌnɔ:ðn ˈaɪələnd/
北爱尔兰 (英国) (4)
- now that** 既然; 由于 (3)
- nowadays** /ˈnaʊədəɪz/ *adv.* 现在; 目前 (5)
- O**
- observe** /əbˈzɜ:v/ *vt.* 观察 (到); 注视; 遵守 (2)
- ocean** /ˈəʊʃn/ *n.* 大海; 海洋 (4)
- on earth** (放在疑问词之后表示强调) 究竟; 到底 (2)
- onto** /ˈɒntə/ *prep.* (朝) 向 (5)
- opinion** /əˈpɪnjən/ *n.* 意见; 想法; 看法 (1)
- opportunity** /ˌɒpəˈtju:nəti/ *n.* 机会; 时机 (5)
- ordinary** /ˈɔ:dnri/ *adj.* 普通的; 平凡的 (5)
- original** /əˈrɪdʒənəl/ *adj.* 原来的; 独创的; 原作的
n. 原件; 原作 (5)
- outline** /ˈaʊtlam/ *n.* & *vt.* 概述; 概要 (5)
- overseas** /ˌəʊvə(r)ˈsi:z/ *adj.* 海外的
adv. 在海外 (1)
- P**
- parade** /pəˈreɪd/ *n.* 游行; 检阅
vi. 游行庆祝; 游行示威 (1)
- paraphrase** /ˈpærəfreɪz/
n., vi. & vt. (用更容易理解的文字) 解释 (1)
- particular** /pəˈtɪkjələ(r)/
adj. 特定的; 特别的; 讲究的 (3)
- perform** /pəˈfɔ:(r)m/
vi. & vt. 表演; 履行; 执行 (5)
- performance** /pəˈfɔ:(r)məns/
n. 表演; 演技; 表现 (5)
- performer** /pəˈfɔ:(r)mə(r)/ *n.* 表演者; 演员 (5)
- personification** /pəˌsɒnɪfɪˈkeɪʃn/
n. 拟人; 人格化; 化身 (5)
- phenomenon** /fəˈnɒmɪnən/
(*pl.* phenomena /-ɪnə/) *n.* 现象 (5)
- philosophy** /fəˈlɒsəfi/ *n.* 哲学 (4)
- piano** /piˈænoʊ/ *n.* 钢琴 (5)
- plain** /pleɪn/ *n.* 平原
adj. 简单明了的; 直率的; 平凡的 (2)
- plus** /plʌs/ *conj.* 而且; 此外
n. 加号; 优势
prep. 加; 另加 (3)
- poet** /ˈpəʊɪt/ *n.* 诗人 (4)
- port** /pɔ:t/ *n.* 港口 (城市) (4)
- position** /pəˈzɪʃn/ *n.* 位置; 姿态; 职位 (4)
- poster** /ˈpəʊstə(r)/ *n.* 海报 (2)
- preserve** /prɪˈzɜ:v/ *vt.* 保存; 保护; 维持
n. 保护区 (1)
- press** /pres/ *vt.* 按; 压; 敦促 (3)
- pressure** /ˈpreʃə(r)/ *n.* 压力; 要求 (2)
under pressure 在压力下; 承受压力 (2)
- prevent** /prɪˈvent/ *vt.* 阻止; 阻碍; 阻挠 (1)
prevent ... from ... 阻止; 不准 (1)
- previous** /ˈpri:vɪəs/ *adj.* 先前的; 以往的 (5)
- prince** /prɪns/ *n.* 王子; 王孙; 亲王 (2)
- privacy** /ˈprɪvəsi; NAmE ˈpraɪv-/ *n.* 隐私; 私密 (3)
- process** /ˈprəʊses/ *n.* 过程; 进程; 步骤
vt. 处理; 加工 (1)
- professional** /prəˈfeʃənəl/ *adj.* 专业的; 职业的
n. 专业人员; 职业选手 (1)
- profit** /ˈprɒfɪt/ *n.* 利润; 利益 (2)
- promote** /prəˈməʊt/ *vt.* 促进; 提升; 推销; 晋级 (1)
- proposal** /prəˈpəʊzəl/ *n.* 提议; 建议 (1)
make a proposal 提出建议 (1)
- protest** /ˈprəʊtest/ *n.* 抗议
vi. & vt. (公开) 反对; 抗议 (1)
- prove** /pru:v/ *vt.* 证明; 展现 (5)
- province** /ˈprɒvɪns/ *n.* 省 (3)
- pub** /pʌb/ *n.* 酒吧; 酒馆 (4)
- puzzle** /ˈpʌzl/ *n.* 谜; 智力游戏; 疑问
vt. 迷惑; 使困惑 (4)
- pyramid** /ˈpɪrəmɪd/ *n.* (古埃及的) 金字塔; 棱锥体 (1)
- Q**
- quality** /ˈkwɒləti/ *n.* 质量; 品质; 素质; 特征
adj. 优质的; 高质量的 (1)
- quote** /kwəʊt/ *vt.* 引用 (1)
- R**
- rap** /ræp/ *n.* 快速敲击; 说唱音乐
vi. & vt. 敲击; (说唱歌中的) 念白 (5)

- rate** /reit/ *n.* 速度; (比)率
vt. 划分等级 (2)
- rating** /'reitɪŋ/ *n.* 等级; 级别 (2)
- reaction** /ri'ækʃn/ *n.* 反应; 回应 (5)
- recover** /rɪ'kʌvə(r)/ *vi.* 恢复; 康复
vt. 找回; 寻回 (2)
- reduce** /rɪ'dju:s/ *vt.* 减少 (2)
- relic** /'reɪlɪk/ *n.* 遗物; 遗迹 (1)
- relief** /rɪ'li:f/ *n.* (焦虑、痛苦的)减轻或消除;
(不快过后的)宽慰、轻松或解脱 (5)
- remind** /rɪ'maɪnd/ *vt.* 提醒; 使想起 (2)
- remind sb of sb/sth**
使某人想起(类似的人或物) (2)
- remove** /rɪ'mu:v/ *vt.* 去除; 移开; 脱去 (2)
- repetition** /,repə'tɪʃn/ *n.* 重复; 重做 (5)
- republic** /rɪ'pʌblɪk/ *n.* 共和国 (1)
- reserve** /rɪ'zɜ:v/ *n.* (动植物)保护区; 储藏(量)
vt. 预订; 预留; 保留 (2)
- resident** /'rezɪdənt/ *n.* 居民; (美国的)住院医师
adj. (在某地)居住的 (3)
- rhetorical** /rɪ'tɔ:rɪkəl/ *adj.* 修辞的 (5)
- roar** /rɔ:(r)/ *vi. & n.* 吼叫; 咆哮 (4)
- roll** /rɔ:l/ *vi. & vt.* (使)翻滚; (使)滚动
n. 卷(轴); 翻滚 (4)
- △ **Roman** /'rəʊmən/ *adj.* 古罗马的; 罗马的
n. 古罗马人; 罗马市民 (4)
- romantic** /rəʊ'mæntɪk/ *adj.* 浪漫的
n. 浪漫的人 (5)
- roof** /ru:f/ *n.* 顶部; 屋顶 (1)
- rude** /ru:d/ *adj.* 粗鲁的; 无礼的 (3)
- S**
- sacred** /'seɪkrɪd/ *adj.* 神圣的; 受尊敬的 (2)
- △ **Saint Basil's Cathedral** /'sænt ,bæzɪlz kə'thi:drəl/
圣瓦希里大教堂 (1)
- satisfaction** /,sætɪs'fækʃn/ *n.* 满足; 满意; 欣慰 (5)
- scent** /sent/ *n.* 气味; 气息 (4)
- △ **Scotland** /'skɒt,lənd/ 苏格兰(英国) (4)
- search for** 搜索; 查找 (2)
- sensory** /'sensəri/ *adj.* 感觉的; 感官的 (4)
- set sth up** 安装好(设备或机器) (5)
- shark** /ʃɑ:k/ *n.* 鲨鱼 (2)
- sheet** /ʃi:t/ *n.* 一张(纸); 床单; 被单 (1)
- shoot** /ʃu:t/
vt. & vi. (shot, shot) 射杀; 射伤; 发射 (2)
- simile** /'sɪməli/ *n.* 明喻 (5)
- skin** /skɪn/ *n.* 皮; 皮肤 (2)
- snack** /snæk/ *n.* 点心; 小吃 (4)
- software** /'sɒftweə(r)/ *n.* 软件 (3)
- somehow** /'sʌmhəʊ/
adv. 以某种方式(或方法); 不知怎么地 (5)
- soul** /səʊl/ *n.* 灵魂; 心灵 (5)
- species** /'spi:ʃi:z/ *n.* 物种 (2)
- stage** /steɪdʒ/ *n.* (发展或进展的)时期; 阶段;
(多指剧场中的)舞台 (5)
- stew** /stju:/ *n.* 炖菜(有肉和蔬菜)
vt. & vi. 炖; 煨 (4)
- stir** /stɜ:/ *vt.* 激发; 搅动 (2)
- stir up** 激起 (2)
- stream** /stri:m/
vt. 流播(不用下载直接在互联网上播放音视频); 流出
vi. 流动
n. 小河; 溪流 (3)
- striking** /'straɪkɪŋ/ *adj.* 引人注目的; 显著的 (4)
- stringed** /strɪŋd/ *adj.* 有弦的 (5)
- stringed instrument** 弦乐器 (5)
- stuck** /stʌk/ *adj.* 卡住; 陷(入); 困(于) (3)
- studio** /'stju:diəʊ/
n. 演播室; (音乐的)录音棚; 工作室 (5)
- surf** /sɜ:(r)f/ *vt. & vi.* 浏览; 冲浪 (3)
- surround** /sə'raʊnd/ *vt.* 围绕; 包围 (4)
- T**
- take part in** 参与(某事); 参加(某活动) (1)
- talent** /'tælənt/ *n.* 天才; 天资; 天赋 (5)
- △ **Tanzania** /,tænzə'ni:ə/ 坦桑尼亚(国家名) (1)
- target** /'tɑ:ɡɪt/ *n.* 目标; 对象; 靶子
vt. 把……作为攻击目标 (3)
- △ **techno** /'teknəʊ/ *n.* 泰克诺音乐(一种节奏快、
通常无歌声相伴的音乐) (5)
- temple** /'tempəl/ *n.* 庙; 寺 (1)
- △ **the Emerald Isle** /'emərəld ,aɪl/
绿宝石岛(爱尔兰的别称) (4)
- △ **the Forbidden City** /fə'bɪdn/ 紫禁城 (1)
- △ **the Kremlin** /'kremlɪn/ 克里姆林(宫) (1)
- △ **the Nile** /'naɪl/ 尼罗河 (1)
- △ **the World Wide Web** *abbr.* WWW
万维网; 环球信息网 (3)

- theft** /θeft/ *n.* 偷(窃); 盗窃罪
- threat** /θret/ *n.* 威胁
- threaten** /'θretn/ *vt.* 威胁; 危及
- throughout** /θru:'aut/
prep. 各处; 遍及; 自始至终
- thus** /ðʌs/ *adv.* 如此; 因此
- △ **Tibet** /tɪ'bet/ *n.* 西藏
- Tibetan** /tɪ'betn/
adj. 西藏的; 藏语的; 藏族(人)的
n. 西藏人; 藏族人; 藏语
- tip** /tɪp/ *n.* 忠告; 诀窍; 实用的提示
- tough** /tʌf/ *adj.* 艰难的; 严厉的
- tradition** /trə'dɪʃn/
n. 传统; 传统的信仰或风俗
- transition** /træn'zɪʃn; -'sɪʃn/
n. 过渡; 转变; 变迁
- treatment** /'tri:tment/ *n.* 治疗; 对待; 处理
- troll** /trɒl; trəʊl/ *n.* 发挑衅帖子的人; 恶意指衅的帖子
- try out** 参加……选拔(或试演)
- turn to ...** 向……求助
- U**
- unemployed** /,ʌnɪm'plɔɪd/
adj. 失业的; 待业的
- △ **UNESCO** /ju:'neskəʊ/ *abbr.* United Nations Educational, Scientific and Cultural Organization
联合国教科文组织
- △ **UNICEF** /'ju:nɪsef/ *abbr.* United Nations Children's Fund 联合国儿童基金会
- (3) **unusual** /ʌn'ju:zʊəl/ *adj.* 特别的; 不寻常的 (2)
- (2) **update** /,ʌp'deɪt/ *vt.* 更新; 向……提供最新信息
n. 更新; 最新消息 (3)
- upset** /ʌp'set/
adj. 心烦的; 苦恼的; 沮丧的
vt. (upset, upset) 使烦恼; 使生气; 搅乱 (3)
- V**
- (2) △ **Van Gogh** /væn 'gɒf/ 梵高(荷兰画家) (4)
- (3) **various** /'veəriəs/ *adj.* 各种不同的; 各种各样的 (5)
- (3) △ **Viking** /'vaɪkɪŋ/ *n.* 维京人; 北欧海盗 (4)
- virtual** /'vɜ:tʃʊəl/ *adj.* 很接近的; 事实上的; 虚拟的 (5)
- (1) **virtual choir** /'kwaɪə(r)/ 虚拟合唱团 (5)
- W**
- △ **Wales** /weɪlz/ 威尔士(英国) (4)
- watch over** 保护; 照管; 监督 (2)
- whale** /weɪl/ *n.* 鲸 (2)
- Wi-Fi** /'waɪ faɪ/ *n.* 无线保真(用无线电波而非网线在计算机网络传输数据的系统) (3)
- wine** /waɪn/ *n.* 葡萄酒; 果酒 (4)
- within** /wɪ'dɪn/ *prep. & adv.*
在(某段时间、距离或范围)之内 (1)
- worthwhile** /,wɜ:(r)θ'waɪl/
adj. 值得做的; 值得花时间的 (1)

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Irregular Verbs 不规则动词

Verb	Past tense	Past participle
be (am, is, are)	was, were	been
bear	bore	born, borne
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do (does)	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven

Verb	Past tense	Past participle
get	got	got/gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have (has)	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
lean	leant/leaned	leant/leaned
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let
lie (躺)	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
overcome	overcame	overcome
oversleep	overslept	overslept
pay	paid	paid
put	put	put
quit	quit	quit

Verb	Past tense	Past participle
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
speed	sped/speeded	sped/speeded

Verb	Past tense	Past participle
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck/stricken
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
upset	upset	upset
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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后 记

本册教科书是人民教育出版社课程教材研究所英语课程教材研究开发中心与美国圣智学习集团合作，依据教育部《普通高中英语课程标准（2017年版）》编写的，经国家教材委员会2019年审查通过。

本册教科书的编写，集中反映了我国十余年来普通高中课程改革的成果，吸取了2004年版《普通高中课程标准实验教科书 英语》的编写经验，凝聚了参与课改实验的教育专家、学科专家、教材编写专家、教研人员和一线教师，以及教材设计装帧专家的集体智慧。本册教科书的执笔者还有 Sarah H. Miller、Jacqueline Eu、Edward Yoshioka、熊金霞、郭砚冰、贵丽萍。为本册书提供整体设计的是吕旻、胡白珂，绘制插图的是怡彩艺术设计。

我们感谢2004年版《普通高中课程标准实验教科书 英语》的副主编龚亚夫和编写人员 Rick Sjoquist、Dodie Brooks、辜翔宇等。我们感谢所有对教科书的编写、出版、试教等提供过帮助与支持的同仁和社会各界朋友。

本册教科书出版之前，我们通过多种渠道与教科书选用作品（包括照片、画作）的作者进行了联系，得到了他们的大力支持。对此，我们表示衷心的感谢！

我们真诚地希望广大教师、学生及家长在使用本册教科书的过程中提出宝贵意见。我们将集思广益，不断修订，使教科书趋于完善。

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谨向为本书提供照片的单位和人士致谢

东方IC图片网（P4 一张图，P7 两张图，P25 一张图，P29 一张图，P42 一张图，P50 两张图，P72 一张图，P78 一张图，P87 一张图）；

全景网（P7 两张图，P11 两张图，P16 一张图，P26 一张图，P38 一张图，P65 两张图）；

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