

普通高中教科书



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ENGLISH

英语

必修

第一册

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河北教育出版社



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出版者的话

亲爱的同学们：

欢迎使用冀教版高中英语教科书。这套教材由国内外富有英语教育经验的学者、科研人员及一线教师根据 2017 版《普通高中英语课程标准》编写。

本套教材必修阶段共 3 册，满足高中毕业基本要求；选择性必修阶段有 4 册，满足高考升学要求；提高类阶段有 3 册，满足有意继续提高英语能力的发展需求。

让我们了解一下教材的结构。每册教材有 5 个单元，每个单元包括 4 个板块。第 1 板块（Reading for Meaning）为同学们提供了地道、优美的语篇，文章体裁丰富多样、内容有趣且富有时代特色；第 2 板块（Learning through Practice）提供了有意义的语言探究和语言实践活动，同学们通过完成任务可以体验语言并归纳知识，提高语言运用能力；第 3 板块（Using English in Context）设计有专题调查、访问纪实、讨论汇总、活动设计等多种形式的项目活动，帮助同学们发展听、说、读、看、写等语言技能，为真实语言交际打下基础。第 4 板块（Expanding Our Horizons）为同学们提供了更多与单元主题相关的经典、有趣的文章。

另外，教材中的评价部分（Evaluate yourself）可以帮助同学们积极反思学习过程，及时调整学习策略，提高学习效率；单元反思（Unit Reflection）帮助同学们对整个单元进行回顾；链接部分（More Connection）便于同学们拓展相关主题知识。

本套教材内容涉及人文、社会、自然、科学等多个领域，注重中外文化的介绍与比较。通过学习本套教材，同学们会在提高语言能力的同时，增强对中华优秀传统文化和社会主义先进文化的认识，成长为新时代有文明素养和社会责任感的人。

同学们，中学时代是人生美好的一段时光，相信在使用这套教材的过程中，你们通过自己不懈的努力和老师的正确引导，能够顺利完成教科书中的学习任务，为终身学习打下良好基础。

愿同学们在英语学海中徜徉，感受英语学习带给你们的新奇、充实与快乐。

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UNIT 1 BEING A TEENAGER



Good to begin well, better to end well.

– English proverb

Study invites study, idleness produces idleness.

– Roman proverb

The important thing is not to stop questioning.

– Albert Einstein, German-born physicist



First Day of High School

BEFORE YOU READ

- 1 How did you feel on your first day of high school?
- 2 What do you expect of your high school life?
- 3 What do you expect to read when you see the title “First Day of High School”?

September 2 Monday Sunny

Today was my first day of high school. It was the most exciting day of my life. When I walked into the school, I became nervous and **anxious**. It was so big that I was afraid I might get lost. I didn't know anyone, and I felt lonely.

I know that **teenagers** should wear the right clothes to be popular. But I'm not sure which are the right clothes and which are the wrong clothes. I saw a girl in the hall who looked very cool, and she was talking to a group of kids. She was wearing the same **jeans** as I was, which made me feel good about my clothes. I felt more confident. I looked at my timetable to see what my first class was.



QUICK CHECK!

In a school, a **timetable** is a chart that shows the times in a week at which particular subjects are taught.





My first class was math. I really like math. I went into the classroom and sat down at a desk in the second row right near the door. The girl named Pat, who was sitting behind me, left a deep **impression** on me. She was very friendly. She was also very forgetful. She forgot her pen, so she borrowed mine. She forgot her paper, so I gave her a **sheet** of paper. The one thing she didn't forget was my name. We felt like friends already!

I left math class and began looking for the science classroom, Room 211. I looked and looked, but I couldn't find the **stairs**. I was worried that I would be late for class. It would be terrible to be late for my first science class. I hurried down the hall and finally saw the stairs. I ran quickly up the stairs.

Suddenly, I tripped and my binder fell from my hands and all of my papers went flying. I was so embarrassed. Just then, Pat came up the stairs with two of her friends. She saw me and said, "Hi Jenny." They helped me pick up all of my papers.

"Thank you!" I said.

"No problem," they answered.

I was so impressed. They were so kind to me. I didn't have to feel **awkward** anymore.



DO YOU KNOW?

Repetition is a strong way to express feelings. How many "forget"s does the writer use in the third paragraph?



QUICK CHECK!

If you **trip** when you are walking, you knock your foot against something, and fall or nearly fall.



POEM

Who Am I?

I am an angel
I am a dream
I am love
I am a need.

I am intelligence
I am strength
I am hope
I am a wish
I am a wonder
I am a myth.

I am a mountain
I am the sea
I am beautiful
I am me.



You know, it can be hard to be a teenager. When I was a child, life was easier. I just played and had fun with my friends. I didn't have to worry about anything. But now I am a teenager, and I have more things to think about. I must study hard and get good marks. I must get used to my new school, new teachers, and new classmates. I want to make new friends. I want to **figure** out what I want to do when I become an **adult**. It's a hard decision to make. I have such a **broad range** of interests, maybe I will be a **professional** engineer or a **chief** information officer, but I will try to make the best decision.

It's time for bed now, and I feel happy. I like my school. I know where the stairs are now, and I made a new friend named Pat. I wonder what tomorrow will bring.

Jenny

AFTER YOU READ



Reading Comprehension

- 1 Who is Pat? How did Jenny meet Pat?
- 2 What happened when Jenny went to the science classroom?
- 3 What does Jenny mean when she writes "I was so impressed" in the last paragraph on Page 3?
- 4 How did Jenny feel on her first day of high school?
- 5 What does a teenager have to think about according to Jenny's diary?
- 6 Jenny writes, "... it can be hard to be a teenager." What do you think of "being a teenager"?

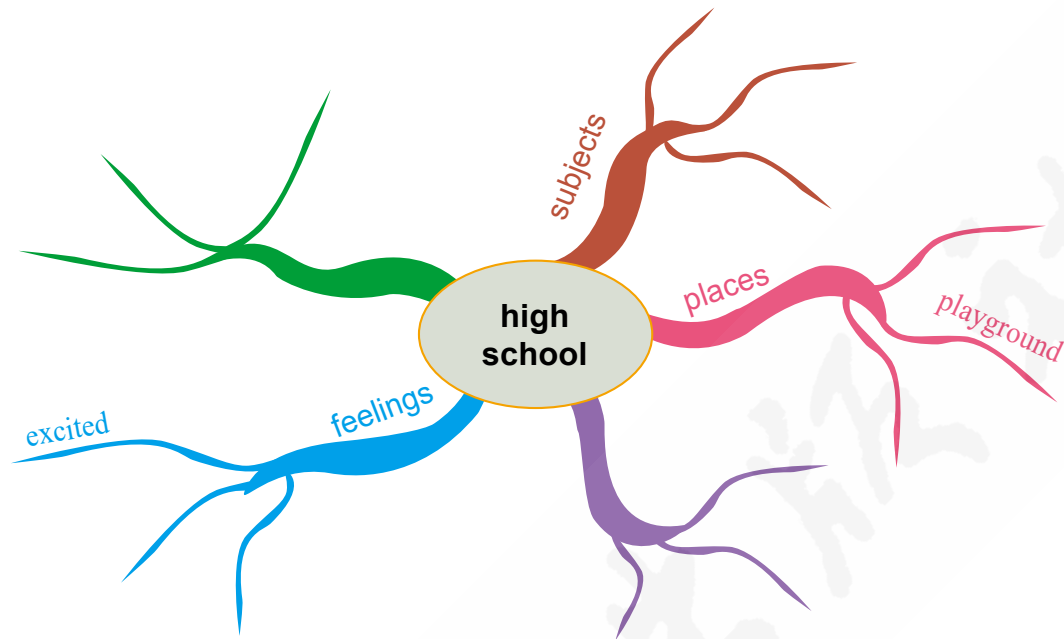


Post-reading Activities

- 1 Discuss with your classmates the major differences between life in senior high school and life in junior high school. How do you think you will adapt to these changes?
- 2 Does Jenny's first day of high school remind you of something you have read before? Something in your life? Something you have seen in movies or TV series? What is it? Work in groups and share whatever this text has brought to you.
- 3 How can you make your high school life fruitful and fun? Share your ideas with your group members.



- 4 Develop the mind map on the topic of “high school”.



SONG

A Time to Think

Verse 1

Life is a lot of decisions
 Life is a lot of choices.
 Accepting other people's visions
 Listening to your inner voices.

Chorus

I will be a person who makes a plan
 I will be a person who understands.
 It's better to swim than to sink
 Being a teenager is a time to think.

Verse 2

Nothing goes like you plan
 A boy is a long way from a man.
 A teenaged girl has plans to make
 For her future and her sake.

Repeat Chorus



SECTION 2

LEARNING THROUGH PRACTICE



Task One Designing an “About Me Card”

You are going to make a card about yourself. This card will help you and your classmates learn more about each other.

»Step 1 Pre-task Resources


Use the sample below as a guide to help you design your own “About Me Card”.

About Me Card

Name: Sara **Age:** 16 **Sex:** female
Hometown: London, U.K.
Personality: quiet, kind-hearted

Junior High school: Harrow School
Friends: Cindy, Wendy, Chuck
Hobbies: playing Rubik’s cube, playing tennis
Favourite subjects: science, math, PE

High school: Downe House School
Types of friends: outgoing, sharing the same interests with me
Clubs/Activities: tennis club, chess club
Dreams: to be a professional tennis player, a scientist



»Step 2 Task Cycle

- Add more items that interest you besides the ones above.
- Complete your card with some nouns and adjectives.
- Decorate your card to make it beautiful.
- Use your “About Me Card” to introduce yourself to your group.
- Put your card up on the wall after class.



About Me Card

Name: _____ Age: _____ Sex: _____

Hometown: _____ Personality: _____

_____ :

_____ :

_____ :

_____ :

_____ :

_____ :

_____ :

_____ :

Step 3 Language Focus

We can put English words into basic types called “parts of speech” or “word classes”. It’s quite important to recognize parts of speech. This helps to analyze sentences and understand them. It also helps to construct correct sentences.

Nouns and adjectives are two important parts of speech. They usually name or describe a person or thing. They tell us who/what somebody/something is or is like. In Sara’s “About Me Card”, she uses *London*, *U.K.* to tell her hometown and *quiet*, *kind-hearted* to show her personality.

Here are some examples from the text in Section 1. Look and learn. Search your “About Me Card” and write down more words of the same type.

Nouns

timetable teenager classroom

Adjectives

lonely nervous confident



Task Two Describing Your Expectations of High School

In this task, you and your classmates will discuss your expectations of high school life and then present your thoughts to the class.

»Step 1 Pre-task Resources

Here are two passages written by high school students. They describe their expectations and dreams as well as their challenges and problems in high school.

»»» Passage 1

Going to a new school can be a new start for kids. Some students might enjoy the change and find it to be a good thing, but I was a little **frightened**. I didn't like the idea of having to start over. That was **absolutely** challenging to me, but when I stood in front of my new classmates, I was comforted by their smiles. It wasn't what I had expected it to be. I started to feel like I could get used to this new school life and make lots of new friends.

»»» Passage 2

Being a student with tasks, events, projects, laboratory exercises, paperwork and some friend issues is truly difficult, but if you have **goals** in life and you really want to achieve them, you'll do all the things you can even if there are difficulties. Each of us wants to become academically successful.

People say that there's a part of our life in which we learn things and at the same time we have fun. That is the high school life. In this stage, we're learning about friendships and relationships, building up our own **personalities** and discovering who we really are. We're preparing ourselves to go out to discover more things in the real world.



»Step 2 Exploring the Language

Here are two types of expressions from the passages in Step 1. Can you find anything in common?

- *a good thing*
friend issues
- *absolutely challenging*
academically successful

Learning tips

- *A noun phrase may be constructed in various ways, such as with modifiers before or after the noun.*
- *An adjective phrase is a phrase whose head word is an adjective.*

“A good thing” and “friend issues” are noun phrases and “absolutely challenging” and “academically successful” are adjective phrases.

A phrase refers to a group of words in a sentence used as a noun, verb, adjective, etc. We can use a phrase to give more specific information. Phrases have different structures. They may combine to form clauses and clauses can make sentences. Can you analyze the following sentence?

- *People say that there's a part of our life in which we learn things and at the same time we have fun.*

Find more phrases in the text of Section 1 and then share your analysis in groups.

noun phrases _____

adjective phrases _____

»Step 3 Task Cycle

Now it's your turn to talk about your expectations. When talking, you will use phrases of different kinds to form clauses. Take a pause at the end of each phrase or clause.

SECTION 3

USING ENGLISH IN CONTEXT



Project Making a Speech on How Teenagers Face Their Challenges

Teenagers face a lot of challenges these days. It's important and helpful to discuss how one might face these challenges. In this project, you will learn how to successfully develop a speech on this topic.

»Step 1 Read, Summarize and Learn

Below is a collection of messages taken from an online forum posted by some teenagers about their challenges in life. Read the messages and complete the table.

Chen Mei

Being a teenager is a strange and yet exciting part of life. We are faced with **tough** decisions each and every day – decisions that will affect our futures. Life is an **adventure** that is full of **challenges**, and I will work hard to go through each new challenge with joy.

Ashley

Me? I feel excited! Being the only child in my family, my parents say that my future is the future of the family! Neither of my parents had the chance to go to university, and they have worked hard to give me that **opportunity**. I really don't want to let my parents down, and I'll study hard and try my best to get into university, and make my parents proud.

Zhang Yuesi

What we learn in high school is not easy! We are studying different subjects all at the same time. There are many assignments and tests to worry about. If I don't do well, I don't know how I'll face my teachers and parents.



Julia

When I was in junior high, I was such a cheerful kid with lots of good friends. I got good marks, and my family was happy with me. But since I became a teenager, things have changed. In fact, my whole life has changed. My relationship with my family and friends isn't the same and my grades are not as good. I even started worrying more about the way I look.

Name	Challenge	Attitude
Chen Mei	tough decisions	work hard to go through
Ashley		
Zhang Yuesi		
Julia		

Step 2 Listen, Fill in Blanks and Match

- Listen to four pieces of advice from Miss Knowing and fill in the blanks.

Advice (I)

- If I were you, I would _____ my parents about this problem.
- _____ a suitable goal for yourself.
- Show your _____ to your future.

Advice (II)

- It's best to _____ your parents about your worries.
- _____ your confidence to the changes you are facing.
- _____ the solutions to the problems.

**Advice
(III)**

- Don't be afraid to _____.
- Why don't you _____ your parents or teachers _____?

**Advice
(IV)**

- Don't be afraid to _____.
- You'd better _____ good learning habits and methods.
- The best way is to _____ by doing tasks and _____ a good preparation for tests.

2 Match the four pieces of advice with the four students in Step 1.

**Advice
(I)****Advice
(II)****Advice
(III)****Advice
(IV)**

Julia

Ashley

Zhang Yuesi

Chen Mei

»Step 3 Reflect, Discuss and Write

Reflect on what you have learned and your challenges, and share with your group members. List your common challenges and discuss how you would face them. Based on your reflection and group discussion, write down the major points for your speech.

The common challenges

Attitudes



Giving advice

- Don't be afraid to...
- We'd better...
- Why don't you...
- If I were you, I would...
- Don't hesitate to...
- It's best to...
- Let's...
- Show your kindness/
confidence to...



Step 4 Prepare, Practice and Present

Prepare your speech early, practice it beforehand and present it with confidence.

Remember that an excellent speech requires:

- confident and enthusiastic greeting
- a catchy title
- an interesting opening (a statement or a challenging question)
- a clear body part
- a short and powerful ending

My fellow students,

The title of my speech is...

Teenage life is a difficult but colourful period of time. Teenagers are young and active but...

Based on the survey I did just now, some of the students in our class are facing...

With the challenges, I hope...

Thank you for...



Evaluate yourself!

Can you get the key points when listening to people giving advice?
Can you make a speech on "students' challenges" in a logical way?

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

	Excellent	Very Good	Good	Needs Improvement
Retelling Jenny's first day of high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating my own mind map about school life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a positive attitude to group cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 4

EXPANDING OUR HORIZONS



If the Dream Is Big Enough

I used to watch her from my kitchen window; she seemed so small as she muscled her way through the **crowd** of boys on the playground. The school was across the street from my house and I would often watch the kids as they played after class. A sea of children, and yet to me, she stood out from them all.

I remember the first time I saw her playing basketball. I watched in wonder as she ran circles around the other kids. She managed to **shoot** jump shots just over their heads and into the net. The boys always tried to stop her but none of them could. I began to notice her at other times, basketball in hand, playing alone. She would practice shooting over and over again, sometimes until dark.

One day I asked her why she practiced so much. She looked directly in my eyes and without a **moment** of hesitation she said, “I want to go to college. The only way I can go is to get a scholarship. I like basketball. I decided that if I were good enough, I would get a scholarship. I am going to play college basketball. I want to be the best! My daddy told me, ‘If the dream is big enough, the facts don’t count.’”

Then she smiled and ran towards the **court** to continue her practice that I had seen over and over again. Well, I had to give it to her – she was determined. I watched her through those junior high years and into high school. Every week, she led her team to victory.



QUICK CHECK!

If you are **determined** to do something, you have made a firm decision to do it and will not let anything stop you.



One day in her **senior** year, I saw her sitting on the grass with her head in her arms. I walked across the street and sat down on the cool grass beside her. Quietly I asked what was wrong. “Oh, nothing,” came a soft reply. “I am just too short.” The coach told her that at 5’5” she would probably never get to play for a top ranked team – much less offered a scholarship – so she should stop dreaming about college. She was heartbroken. I asked her if she had talked to her dad about it yet.

She lifted her head from her hands and told me that her father said those coaches were wrong. They just did not understand the power of a dream. He told her that if she really wanted to play for a good college, if she truly wanted a scholarship, nothing could stop her except one thing – her own **attitude**. He told her again, “If the dream is big enough, the facts don’t count.”

The next year, she and her team went to the Northern California Championship game. People were so impressed with her skills and she was offered a full ride scholarship. She was going to get the college education that she had dreamed of and worked towards for all those years. It’s true: If the dream is big enough, the facts don’t count!

POST-READING QUESTIONS



- 1 What is the girl’s dream?
- 2 What challenge stands in the way of the girl achieving her dream?
- 3 What’s the meaning of the sentence “If the dream is big enough, the facts don’t count”?

Cultural Differences of Teenagers

Knowing the cultural differences between yourself and others of your age can help you understand friends who are of a different race or culture. With this understanding, you won’t run the risk of being disrespectful. You’ll also know if you are misunderstanding your friend’s **behaviour** when it seems like he/she is being rude. The major differences between Asian and American teenagers lie in the following **aspects**:

Family

Family comes first in the Asian culture. Teenagers stay close to home and have a stronger commitment to their parents than many American teens do. While Asian families have a greater dependence on each other, American families encourage their children and teenagers to be **independent**.



Friendship

Some Asian teens generally **prefer** having a small group of life-long friends. They are committed and loyal to their friends. Americans often prefer a larger group of friends. There might be less commitment to keeping friends for life because of their bigger pool of possible friendships.

Working Relationships

If you are working on a group project with teens from China or other Asian countries, they might **focus** on developing a good relationship with you. However, American teens **tend** to first focus on the task and getting the work done. Developing relationships with their group members might come second.

Body Language

In China and many other Asian countries, making direct eye **contact** is considered rude and disrespectful. However, in America and some European countries, it is not only seen as appropriate but also necessary because it means the person is paying attention. In Asian culture people are usually more comfortable with less personal space than Americans are. A touch on the shoulder or an arm is common for Asians even if you don't know one another.

It's important to keep in mind that when learning about cultural differences, you should not generalize those differences. The key to understanding cultural differences with your friends is to ask them for advice. All cultures value kindness and **respect**.

POST-READING QUESTIONS



- 1 What are the benefits of knowing about the cultural differences among teenagers?
- 2 What different attitudes do Asian and American teens have towards family?
- 3 What does eye contact mean in American culture?



How to Get along Well with Your Parents

Being a teenager is a challenge. You **frequently** disobey the rules that your parents set for you. So parents often do not know what to expect. Many of them often find it difficult to understand what you need while you are growing. They don't know whether what you are doing is an act of independence or rebellion. Some adults would **describe** adolescence as a period of disagreement, change, and problems. For you it's a time of school **pressures** and planning for your future. It's easy to understand why so many people find this to be a difficult time. But once it's over, you will realize that most of your parents' troubling behaviour is motivated by feelings of love and **concern**. However, if you communicate with your parents, and try to understand each other, this period will be less trying and more fun for all of you.



QUICK CHECK!

Adolescence is the period of your life in which you develop from being a child into being an adult.

Below are a few **tips** for improving communication between you and your parents:

- Be honest with your feelings. Your parents want to help you, but they won't know what's going on in your life if you don't tell them.
- If your parents drive you crazy, don't immediately take defensive actions. Make sure you talk to your parents when you **calm** down. If you start shouting or crying, you won't be able to express your feelings clearly.
- Listen to what your parents have to say. If your parents give you a chance to say what's on your mind, it's only fair to give them the same opportunity. If you listen to what they have to say, then you may learn that you've been misunderstanding their feelings.





- If your parents say something that you disagree with, don't immediately overreact. Give them a chance to express their feelings and then, with a calm attitude, explain why you may disagree with them. Try to identify what you need from them and tell them if they may not know.

Following the advice above will make your time as a teenager a lot easier and more enjoyable.

POST-READING QUESTIONS



- 1 How would some adults describe the period of adolescence?
- 2 What are the tips about improving communication with your parents?
- 3 According to the author, why should you listen to your parents?

Unit Reflection

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

- 1 What have you learned in this unit about forming or developing learning/living habits? What are your plans about making friends, doing well in your studies, getting involved in the school community, etc.?
- 2 What is your attitude towards your teenage challenges?
- 3 What have you learned about the structure and function of phrases and clauses in an English sentence?

More Connections

- If you want to learn more about the preparation of high school, try to surf the Internet. Here are some key words for your reference: teenagers, first day, high school, and plan.
- The following two books are recommended for tips on facing new challenges. You may refer to dictionaries when reading the two books.
The Art of Being a Brilliant Teenager by Andy Cope
It's Not Easy Being a Teenager by Patricia Wayant

UNIT 2 FRIENDSHIP



A friend is a gift you give yourself.

– Robert Louis Stevenson, Scottish novelist

Friends come in all different shapes and sizes.

– Cecelia Ahern, Irish writer

As one fence needs three stakes, a good guy needs three fellows.

– Chinese proverb



I've Got New Friends!

BEFORE YOU READ

- 1 Who is your best friend? How long have you known each other?
- 2 Have you made new friends in your high school? Who are they?
- 3 How do you choose friends? With what kind of person would you like to make friends?

Hello Jenny,

How are things? I'd like to **apologize** for not writing to you for so long. I have been so busy. I can't believe it's been almost a month since school started. I really like being in high school. It's exciting, isn't it? There are so many new things to do and so many new people to meet.

I have a great new group of friends. Among us, there is very little **gap** on everything. We're in the same class. We all like to study together after school because we can help each other. I'm pretty good at English, so many **guys** ask me for help in English class. After school we usually go to play sports for a little while or listen to the songs of our favourite **bands**. Sometimes we take a walk by the river or visit some bookstores. We have to be back for evening class at 7:00 **p.m.**

Among this group, I like Dazhi most. I met him on the sports ground one afternoon when he was sitting alone, deep in thought. I went up to him and introduced myself. I learned from our talk that he is from the countryside about two hundred kilometres away from Shijiazhuang. Dazhi has had an interesting life – a very different life from mine. As time goes on and I get to know him better, I'm finding that we both have a broad range of interests. Many are similar. We even have the same hobby of cooking. I think I can learn a lot from



him. Being friends means learning from each other. Don't you think so?

I have invited Dazhi to come to my home for dinner this Sunday. We will cook together. I think we will have a good time. We always have lots of things to talk about. I am quite happy with this growing friendship. It has opened a door to many new experiences.

I've got to go back to class now.

Talk soon.

Your friend,
Li Ming



DO YOU KNOW?

friendship=friend+ship

bookstore=book+store

kilometre=kilo+metre



Hi Li Ming,

Thank you for your email. Like you, I really enjoy being in high school. You're right! There are so many new people to meet and so many new things to do and learn.



Pat is my best friend at school, but we don't have all of our classes together. We have **gym** class together every day. I like the fact that Pat is very active in all of our school activities. She doesn't like the students who are **passive** and just do what they are told to do. We eat lunch together in the dining room every day and we talk and laugh a lot.



Pat and I want to try out for the basketball team this year. Playing sports is a lot of fun and a great way to make new friends. Last year, my friend Kara and I played on the same team. It was hard at the beginning. **Fortunately** I had Kara, who was always there to encourage me every time I had a bad game. She would always find a way to help me stop feeling bad about myself and **remind** me that playing basketball was supposed to be fun. She's really funny too, and she's so good at making people laugh. It's really great having her as a friend. It's important to have friends that can share the good times with you as well as the bad times.



This Friday, Pat is having a birthday party at her house. I can hardly wait! We will listen to our favourite bands, watch our favourite movies and have a comfortable **chat**. We will talk and talk all night long. I think the most important thing for me is to have good friends to talk to. I like to talk to them about everything – everyday things, funny things, difficult things, and important things. We even tell each other secrets. Friends are special, aren't they?

With best wishes.

Your friend,
Jenny

AFTER YOU READ



Reading Comprehension

- 1 In what ways is Li Ming's high school life exciting?
- 2 What does Li Ming do together with his friends?
- 3 Why does Li Ming consider Dazhi his best friend?
- 4 Why do you think Li Ming finds Dazhi's life interesting?
- 5 What kind of friend is Kara to Jenny?
- 6 What are the differences between Li Ming's and Jenny's understanding of friendship in high school?



Post-reading Activities

- 1 Jenny writes, "Playing sports is a lot of fun and a great way to make new friends." In groups, brainstorm and discuss other possible ways of making new friends.
- 2 In language, we sometimes try to understand something better by comparing it to something else. When we do this we are using a simile or a metaphor. Read and try writing your own simile or metaphor about friends and friendship.

A simile compares two different things using the word "like" or "as".

For example, "Friends are like stars. You can't always see them, but you know they are there."

- A friend is like _____.

(Use "like" or "as".)

A metaphor compares two different things by using "be".

For example, "Friends are flowers in the garden of life."

- Friendship is _____.

(Use "be", not "like" or "as".)

- 3 Going to school every day also means that you get to see your school friends every day. Do you think it is necessary for school friends to chat on social media like QQ and WeChat after school? Share your opinion in your group and give reasons to support your view.
- 4 In groups, discuss what you will do or what advice you will give to a friend when...

he/she did something wrong or got into trouble, and is too afraid to tell his/her teacher or parents about it.

he/she is feeling sad or bad about something.

he/she argued with his/her friend because of a misunderstanding.

SECTION 2

LEARNING THROUGH PRACTICE



Task One Telling Stories of Friendship

In this task, you will read three passages about friendship, and then tell your story of friendship in groups.

»Step 1 Pre-task Resources

Read and learn how to describe the events for developing friendship.

1

I grew up in a family that didn't show affection. I knew I was loved, but it was rarely expressed, either in words or with a **hug**. Then, at the age of 40, I met Judy. I quickly noticed how often she told her kids she loved them and how she hugged everyone hello and goodbye. As with most habits, I picked it up, and the more I did so, the easier it became for me. Now I never fail to hug friends or family members, and it has completely changed how I relate to them. It's an awesome feeling! Oh, I love you, Judy!

2

Taking care of two young children, one of whom required medical attention, meant that I was always tired and behind on my housework. One day, we came home from yet another doctor's visit to find the front door **slightly** open. I went into the house, only to find the floor cleaned, the dishes dried, and the dirty clothes washed. The beds were made, and there were even flowers beside my bed. It turned out that my friend Joy was driving by my home and noticed my car was gone, so she took the opportunity to help me out. I learned an important lesson that day about friendship. And this friendship was sealed for life!



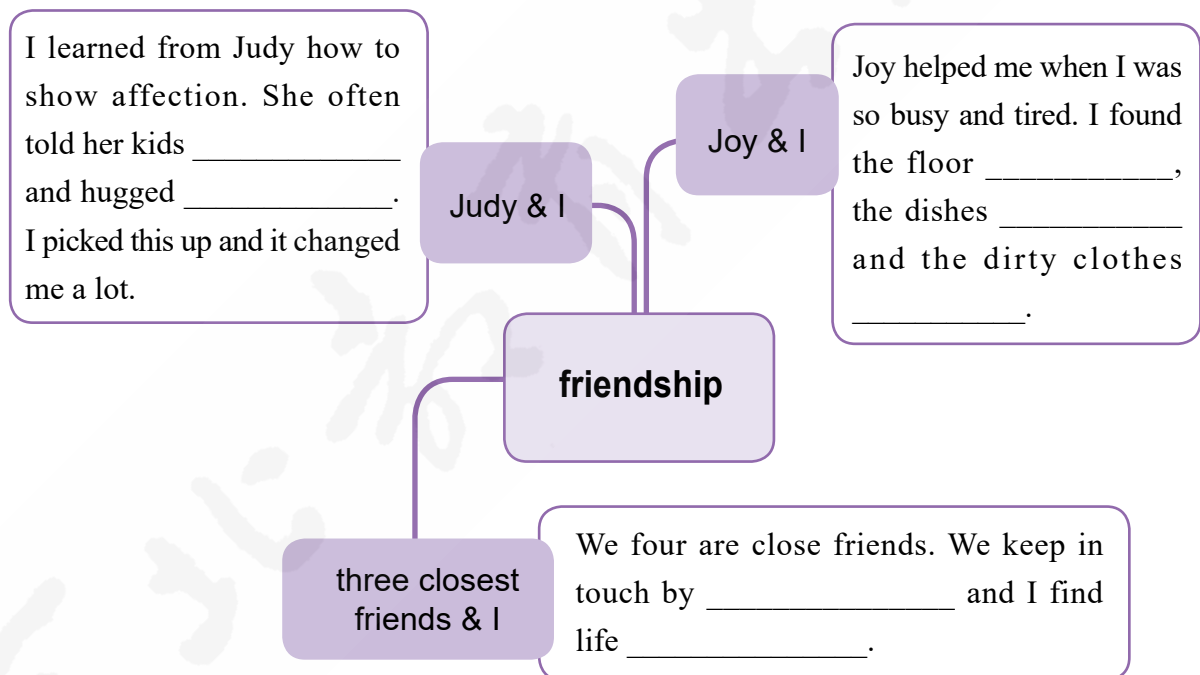


3

Because we are spread all over the country, my three closest friends (Miranda, Rachel, and Joanna) and I keep in touch by group texting. We share daily **struggles**, successes, and, most of all, laughs. These special ladies love me for who I am. They never **judge** me or take advantage of my weaknesses. I am lucky to have them in my life when times are good and when times are tough. Having such kind of friends has taught me that life is more fun and meaningful when I share myself with others.

»Step 2 Exploring the Language

Complete the chart and understand the friendship between the author and her friends.



»Step 3 Task Cycle

- Decide on a story about friendship that you would like to share with your group. It can be a story about you and your friends, a story about people you know or one that you might have read somewhere.
- Write down some keywords or an outline of your story.
- Work in groups and take turns telling your stories. What do you find interesting or inspirational about other people's stories? Share, discuss and take notes.
- Review your notes and think about how much better you understand friendship.



Task Two Writing an Email to a Junior High School Friend

In this task, you're going to write an email to your best friend in junior high school. Think about what you used to do together and what plans and promises you made. Set a date to meet each other again.

»Step 1 Pre-task Resources

Read an email from Tom to his friend Mathew. Focus on how to describe a plan in the past.

Dear Mathew,

How is everything going? Life in high school is exciting. There are so many new things to **explore** and I have already made a few new friends. However, I still can't help thinking about the good times we had in junior high school.

You often said we were sure to be best friends. Upon graduation, you told me you would miss me because we were going to different high schools and that meant we wouldn't see each other every day anymore. We made a promise that we would meet regularly in senior high school and we would always make time to catch up with each other.

Next weekend I am having a party with some old friends in the **café bar** near my home. It will be a lot of fun, and I hope you can come.

Looking **forward** to seeing you again!

Your friend,
Tom

»Step 2 Task Cycle

- 1 To make new friends and to keep old ones are equally important. If you look back on your junior high school days, you're sure to miss the good times you had with your friends. Brainstorm the plans and promises you made with your friend.





- 2 Write an email to your friend to recall the unforgettable past and introduce your present life.

	Greetings in English emails	Saying goodbye in English emails
	<ul style="list-style-type: none"> • Hello/Hi Jenny, • Dear Mathew, • Thank you for your email. • How is everything going? • I am writing about... 	<ul style="list-style-type: none"> • Talk soon. • Talk to you soon. • With best wishes. • Looking forward to seeing you again.

Step 3 Language Focus

Compare the two sentences used in Tom's email. Pay attention to the expressions in orange.

- Upon graduation, you told me you **would miss** me because we **were going to** different high schools and that meant we **wouldn't see** each other every day anymore.
- Next weekend I **am having** a party with some old friends in the café bar near my home. It **will be** a lot of fun, and I hope you can come.

In the first sentence, the past future tense is used while in the second sentence the simple future tense is used. The past future tense is used to express the idea that in the past we thought something would happen in the future. The past future tense follows the same basic rules as the simple future tense.

Jane has borrowed many books, so she **will stay** at home to read them this summer.



future from now

Jane borrowed many books and decided that she **would stay** at home this summer.



future from a past point

Learning tips

"Would" is usually used when volunteering or promising, and "was/were going to", "was/were to" or "was/were v-ing" is usually used to express a plan.

SECTION 3

USING ENGLISH IN CONTEXT



Project Exploring What Friendship Means

Many people will walk in and out of our life, but only true friends will leave footprints in our hearts. Friends come in all colours, shapes and sizes, and make our life meaningful and colourful. In this project you will first explore what friendship means, and then write an essay about your view of friendship.

»Step 1 Read, Recognize and Match

Read the passage below and choose a title for each kind of friends from the “Heading List”.

Heading List

- A. The Fun One B. The “Mom” C. The Intellectual
D. The “Younger Sister” E. The “Dad”

We all have friends. Oftentimes, we have friends that join us at different times in our lives. We have best friends that stick with us, but more often than not they all serve different purposes. Friends give us meaning in our lives – no matter what role they play.

1

He or she **presses** you to think about the world around you. He or she helps you think about work, life, children, education, love, and how all of those things work together. He or she motivates you to study, read and be **original**.

2

This kind of friend brings out the little kid in you and never fails to make you smile. He or she wants you to relax, have a good time and forget about the **stress** in your life.

3

This friend is your role model. She is overprotective, but it’s only because she really cares about you. She is the one you text when you’re having a bad day. She can tell



you need a hug without you saying a word. She forces you to think through all your decisions. She knows you best and is **generous** with her time. She never fails to offer her **congratulations** on your achievements, small or big.

4

This friend is protective, hard-working and supportive. He may not always understand you or seem like he's on your side, but he supports you more than anyone else.

5

You love this friend more than anything. She's one of your closest friends, and you tend to protect her. She asks for your advice, but at the end of the day you tend to think that you learn more about yourself from her than she does from you.

Step 2 Listen, Fill in Blanks and Discuss



Here is a story about how two girls helped their friend after she failed a test. Listen carefully, fill in the blanks and have a discussion with your group members.

A teenage girl walked into school one day. She was dressed as usual in her blue jeans and _____ shirt. However, it was her face that gave her away. It was normally full of _____, but that day she looked _____. Her friends noticed it and asked her, "Are you all right? What's wrong?" She tried to make them believe that there was nothing wrong. But her friends knew her too well.

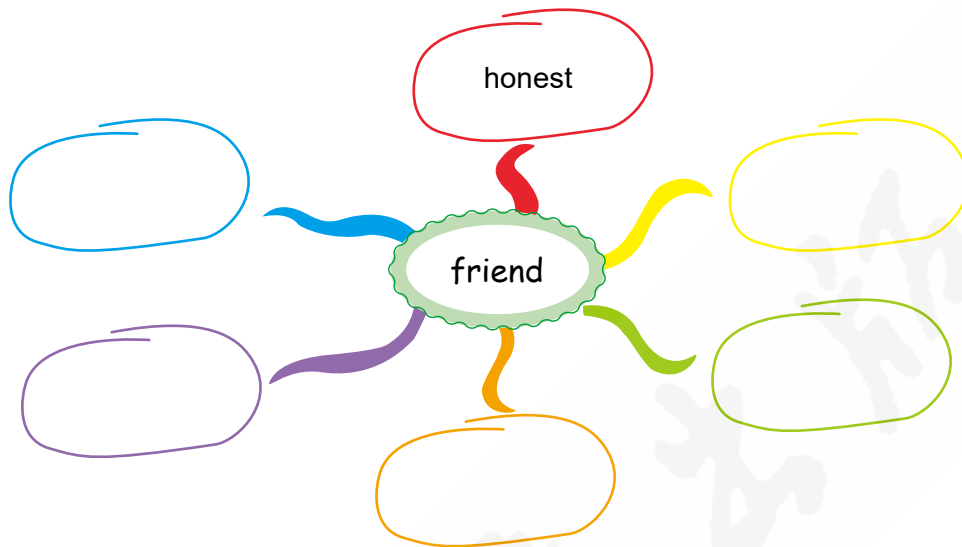
Finally she told her friends that she _____ her English test and that her parents would be _____ at her. Her friends understood and calmed her down. They **eventually** made her realize that she should tell her parents _____. So she did. Her parents were not as angry as she had originally thought they would be. She felt grateful that her friends were there for her. She was _____ that her friends knew her so well.

- 1 What will you do when you find a friend is in low spirits?
- 2 How can you comfort a friend who is sad about poor examination results?



»Step 3 Brainstorm and Share

Make a list of some adjectives that can be used to describe a true friend. Share your list with your group. Then complete the mind map below.



»Step 4 Discuss, Take Notes and Learn

In groups, discuss how friends might share their good times and bad times. Take notes and keep separate lists for “good times” and “bad times”. Learn about the qualities of friendship from your discussion.



Good Times

-
-
-
-
-
-
-
-
-
-



Bad Times

-
-
-
-
-
-
-
-
-
-



» Step 5 Reflect and Write Your First Draft

Based on your discussion, reflect on the major qualities of friendship and then write an essay entitled “Friendship” to express your opinions on what friendship means.



Learning tips

When writing this essay, you should state your general point of view first and then present your ideas on the subject from several different aspects with evidence and analyses. In the last paragraph of your essay, you sum up your ideas and come to your conclusion.



Evaluate yourself!

Can you guess the meaning of some new words based on the context?

Can you make a list of words and expressions about friendship?

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

	Excellent	Very Good	Good	Needs Improvement
Using what I know about the future tense when learning about the past future tense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the major meaning of friendship when reading the text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking an active part in classroom activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Three Types of Friendship

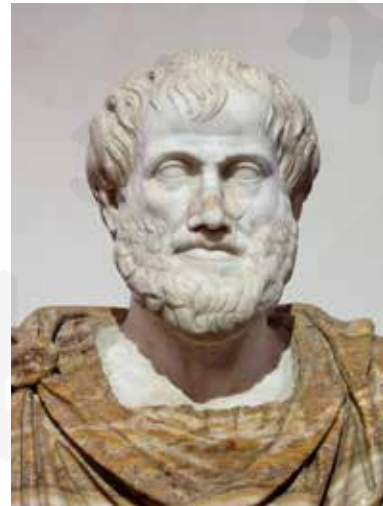
Aristotle makes reference to three **types** of friendship in one of his books.

The first is friendship **based** on usefulness, where both people get some **benefit** from each other. Therefore, in a friendship of usefulness, “the friend is not loved for his own sake, but for the sake of some benefit received by the other”. Aristotle notes that these friendships don’t last long, because if the benefit ends, so will the friendship. He states, “Hence when the motive of the friendship has passed away, the friendship itself is dissolved, having **existed** merely as a means to that end.”

The second is friendship based on pleasure, where both people are drawn to the other’s wit, good looks, or other pleasant **qualities**. In the friendship of pleasure people love their friend not for the sake of the friend, but for the sake of the pleasure received. As with usefulness, friendships of pleasure are weak as they can change or end as quickly as the pleasure received can change or end.

These two types of friendship are only accidental, because in these **cases** friends are motivated by their own benefit and pleasure, not by anything important to the nature of the friend. Both of these types of friendship are short-lived because one’s needs and pleasures are **likely** to change over time.

The third is friendship based on goodness, where both people **admire** the other’s goodness and help one another go for goodness. Friendships based on goodness tend to be long lasting. This friendship includes the other two, as good friends are useful to one another and please one



DO YOU KNOW?

Aristotle was an ancient Greek philosopher and scientist. Along with Plato, Aristotle is considered the “Father of Western Philosophy”.



QUICK CHECK!

When something is **accidental**, it happens by chance, not planned.



another. Such friendship is rare and takes time to develop, but it is the best. Bad people can be friends for reasons of pleasure or benefit, but only good people can be friends for each other's sake.

POST-READING QUESTIONS



- 1 According to Aristotle, what is the best friendship? Please explain it in your own words.
- 2 Why did Aristotle conclude that the first two types of friendship are short-lived? Do you agree with him?
- 3 Think of all your friends and friendship you have developed. What types of friendship do you have according to Aristotle's point of view?

Friendship in Different Cultures

Friendship is universal. That's why all cultures in the world value it in very similar ways. One common belief in ancient China concerning friendship is that friends see the world in the same or similar way. They have the same goal, or follow a similar path and true friends understand each other in a way others cannot. Closely related is the idea that "If you do not know a man, look at his friends".

There is also an old saying in Russia, "Instead of having 100 rubles, better have 100 friends", which means friendship can't be **measured by cash**. At the same time, American **literature** is also full of stories about friendship. Readers can feel what friendship means while reading, for example, Hemingway's **memories** of Paris in *A Moveable Feast*, "When you cannot make friends anymore in your head is the worst." In China, there is a popular saying that goes, "Life is a bosom friend."





Cultures also have similar ideas when it comes to the importance of telling true friends from false ones. The Chinese would say, “Hard times test friendship.” The Western saying “A friend in need is a friend **indeed**” is similar to the Russian proverb “A friend is known in a trouble” and the words of Kazakh writer Abai, “You can tell a good friend from a bad one. Bad friends are like a shadow. On a sunny day you cannot get rid of them. When it is cloudy you cannot find them, no matter how much **effort** you make.”

A strong friendship has a **positive effect** on our health. So good friendships make people both healthier and happier. If you are studying, working or travelling to another country, you will find that friendship exists everywhere.

POST-READING QUESTIONS



- 1 According to the text, how can people tell true friends from false ones?
- 2 Why do you think the Russians say it is better to have 100 friends than 100 rubles?
- 3 Why does the writer Abai say that bad friends are like a shadow? Is Abai using a metaphor or a simile?

The Power of Friendship

Dogs and elephants, just like lions and tigers, or cats and mice, traditionally have been “natural enemies”. Dogs bark at elephants because they are afraid of the large animals. Elephants get angry at the barking dogs and chase them. Read to see what happened in the following story.

Once upon a time, there was a well-fed **male** elephant, which **belonged** to the king. Living **nearby** was a poorly-fed dog. The dog was **attracted** by the smell of the rich sweet rice being fed to the elephant. He began to eat the rice that fell from the elephant’s mouth. While enjoying his food, the mighty elephant didn’t notice the tiny, shy dog.

The dog grew bigger and stronger, and became very handsome. The elephant began to enjoy the dog’s **company**. The dog got used to being around the elephant. When they played, the dog would hold on the elephant’s heavy trunk with his tail moving happily and the elephant would rock him back and forth, from side to side, up and down, and even in circles! They became “best friends”, and never wanted to be separated.

Then one day, a man from a far-away village passed by the elephant. He saw the beautiful dog



and bought him from the mahout. He took the dog back to his home village. Nobody knew where the village was.

Soon, the elephant became very sad. He missed his best friend, the dog. He didn't want to do anything, not even eat or drink. So the mahout had to report this to the king, but he said nothing about selling the friendly dog.

It just so happened that the king had an **intelligent** minister who was known for his understanding of animals. The king ordered the minister to go and find the reason for the elephant's condition.

The wise minister saw at once that the elephant was sad. Then he said to the guards, "I have found no physical sickness. He seems to be heartbroken **due to** the **loss** of a friend. Do you know if this elephant had a close friendship with anyone?"

They told him about the friendship between the elephant and the dog. The minister returned to the king and said, "Your Majesty, I am happy to say your elephant is not sick. As strange as it may sound, he became best friend with a dog! Since the dog has been taken away, the elephant is heartbroken and does not feel like eating or drinking or bathing."



QUICK CHECK!

A **mahout** is an elephant-driver.
Mahouts take care of elephants.





The king said, “Friendship is one of life’s most wonderful things, isn’t it? But how can we bring back my elephant’s friend and make him happy again?”

“Quite true,” replied the minister. “I suggest you make an **official** notice. Whoever has the dog will be fined.”

This was done. When the villager heard of it, he set free the dog from his house. The dog ran as fast as he could straight back to his best friend, the elephant.

POST-READING QUESTIONS



- 1 How did the dog and the elephant become friends? Why did the elephant become heartbroken?
- 2 What was the king’s decision? How did the dog return to the elephant?
- 3 What is the moral of this story? What does the writer want to tell us through this story?

Unit Reflection

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

- 1 Does this unit broaden your understanding of friendship? What have you learned about friendship and friends? Do you agree that friends come in all different shapes and sizes?
- 2 What are the three types of friendship according to Aristotle? What types of friendship do you have? How can we develop and keep a good friendship?
- 3 What is the past future tense? What does it mean? Can you use it to talk about your past plans, or the future in the past?

More Connections

- In your opinion, what is the best song to celebrate friendship? In English-speaking countries, it is *Auld Lang Syne*. It’s a Scots poem written by Robert Burns in 1788 and set to the tune of a traditional folk song. It is well known in many countries, especially in the English-speaking world.
- Do you want to have a better understanding of friendship? You can look at what great people think about it by searching the Internet for their ideas. The key words “quotes of friendship” are recommended to help you.

UNIT

3 DANCING WITH WORDS



Words are like eggs: when they are hatched, they have wings.

– Madagascan proverb

He who knows the tongues is at home everywhere.

– Dutch proverb

Without grammar very little can be conveyed; without vocabulary nothing can be conveyed.

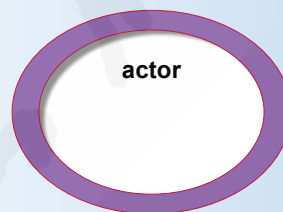
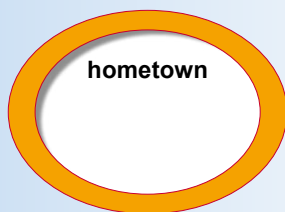
– D.A. Wilkins, British linguist



Snowstorms and Sundogs

BEFORE YOU READ

- 1 How do you understand the title of this unit “Dancing with Words”? What would you expect to read in the text?
- 2 There are many ways to form words in a language. Each word has one or more meanings and the combination of different words can form new ones. Tell how the following English words are formed.



- 3 Look through the text below and see if you can find the words with similar structures.

Sophie’s dad is an international pilot. When he is away, he sends postcards to his family. These little postcards with pictures of London, New York and Toronto bring the world right into Sophie’s home.

Sophie’s dad collects new words like some people collect stamps, **china** or pictures of basketball players. Whenever he hears a word for the first time, he’ll act like a child with a new toy. When he has a stopover on a long **flight**, the first place he goes to is the airport bookstore for books, **journals**, puzzles and newspapers.

During most of this year, Sophie’s dad was a pilot on an airplane that flew over the Polar Cap. “What an interesting expression,” he wrote on a postcard to Sophie. “It sounds as if the North **Pole** had a cap on its head because the weather is so cold. Imagine the North Pole saying, ‘I’d better put on my cap so I don’t freeze my ears.’”



QUICK CHECK!

A **stopover** is a short stay in a particular place between parts of a long journey.





At school, Sophie's class had started to study northern environments. Her task was to write a report on how people describe the weather in cold places. "I could look in the encyclopedia," she said to herself, "but my dad has visited these places. He is a flying encyclopedia."

Sophie had three weeks to finish her project. "That's easy," her dad said. He was about to leave for two weeks. One of his flights would take him from Moscow to Montreal. "I'll buy some postcards in Moscow and a book about the weather in Montreal. I'll send you weather **descriptions** from Canada. I'll mail the postcards at the same time."

When the postcards began to arrive, Sophie could not help but laugh. On one side, the postcards showed pictures of Russian palaces and gardens, art treasures from famous Russian museums and beautiful **ports** on the Black Sea. On the other side, her dad described the snowstorms of the world's far northern countries.



DO YOU KNOW?

An **encyclopedia** (also spelled **encyclopaedia**) is a book or CD, or a set of these, containing facts about many different subjects, or containing detailed facts about one subject.

POSTCARD

The coldest temperature ever recorded in North America was in the Canadian Arctic. Snag, Yukon, Feb. 3, 1947. Minus 63 degrees centigrade! Only three other places in the world have recorded such low temperatures. The coldest was minus 89.2 degrees centigrade! Your flesh could freeze in less than a minute! When the weather gets to be so cold, keeping yourself warm is very important!



In the last postcard he sent, Sophie's father described an interesting scene. He wrote, "Here, in the most northern parts of the world, the extreme cold temperatures can cause some interesting things to happen. For example, when sunlight hits ice crystals in the air in a certain way,



you can see strange shapes on both sides of the sun. The people who live here call this shape a sundog. I love that. I think that's my new favourite word."

Laughing at the **odd** word, Sophie wondered whether sundogs chased mooncats. "I'm learning to speak a whole new language," she told her teacher excitedly. "The language of snow. Different words about snow are being used in my report."

"That's good. The more words you know, the better you can express yourself and your experiences," her teacher **commented**. "Language helps us understand the world we live in and communicate and share our understanding with others. A greater knowledge of any subject, from space travel to music, will come with new words and new understandings. Words are doors. When you learn new words, it's like opening a door to a new place."



sundog — a northern scene

AFTER YOU READ



Reading Comprehension



- 1 Why does Sophie's dad like sending postcards to his family?
- 2 What is Sophie's task and why does she turn to her dad for help?
- 3 What is a sundog? Can you explain its meaning in English? What does Sophie think about this word?
- 4 What does the statement "When you learn new words, it's like opening a door to a new place" mean to you?
- 5 What is the main idea of this text? What is the relationship between language and life experiences?
- 6 The text has nine paragraphs, which can be grouped into three parts according to their content. Write a sentence to summarize the main idea of each part.

Part	Paragraph	Main idea
I	Paragraph(s) _____	
II	Paragraph(s) _____	
III	Paragraph(s) _____	



Post-reading Activities

- 1 Observe and examine the use of compound words in the text: postcard, basketball, stopover and newspaper. What other English words can you see within these words? Search the text for more compound words, choose THREE of them and make as many new compound words as you can.

Example



- 2 A dialect is a form of a language spoken by a particular group of people, especially those living in one area. It has different pronunciation, words, and even grammar rules from other forms of the language. Make a list of words, expressions and sayings that are not present in standard Putonghua and share your list with your classmates.
- 3 In recent years, it has become popular to use the transliteration (sound translation) of English words instead of the actual Chinese word equivalents. For example, it is more common for people to use *katong* vs. *donghua* for *cartoon*, and *leishe* vs. *jiguang* for *laser*. Think about other words like this that you know and make a list. Share and discuss your list with your classmates.
- 4 Most languages are made up of words. Discuss with your classmates what “knowing a word” means. How do you learn new words? Share your tips and strategies with your classmates.



SONG

Language

Language is a tricky thing,
So study it with pride.
With each new word we master
A door is opened wide.

So first learn how to say each word
And how to spell it too.
Then study where it came from.
You'll be surprised what this will do!

A word is like a new friend.
You're nervous that first day,
But as you get to know him,
Your fears will go away.



SECTION 2

LEARNING THROUGH PRACTICE



Task One Describing the Cold Winter

In this task, you will learn some new words that describe cold weather and build a word bank related to the winter season. You will then practice using the new words that you learn from the passages below to describe a picture.

»Step 1 Pre-task Resources

Read the following passages and guess the meanings of the words in blue.

Cold Weather

In my hometown, the chilly days of autumn soon change to the cold days of winter. The first **frosts**⁽¹⁾ arrive and the roads become icy. Rain becomes **sleet**⁽²⁾ and then snow, which at first turns to **slush**⁽³⁾ in the streets, but soon **settles**. With severe **blizzards**⁽⁴⁾ and **snowdrifts**⁽⁵⁾, freezing weather often continues in the far north until May or even June, until the ground starts to **thaw**⁽⁶⁾ and the ice **melts**⁽⁷⁾ again.

Winter in Canada

My first experience of real winter weather was when I went to northern Canada. I was used to the snow that falls in my hometown, which quickly turns into brown **slush** when all the people walk on it. In fact, I would say that we never experienced real snow in my hometown. It was mostly **sleet**. What's more, winters in my hometown meant a bit of white **frost** on our garden and having to drive very carefully on icy roads early in the morning. I had never experienced the **blizzards** and **snowdrifts** that can make a city unable to **function** in less than an hour and close roads completely. However, when the earth finally **thaws** and all the snow **melts** away in spring, everything comes to life again and looks more beautiful than ever.

Learning tips

Many words can be learned in context. You can guess the meanings of new words by understanding the context.





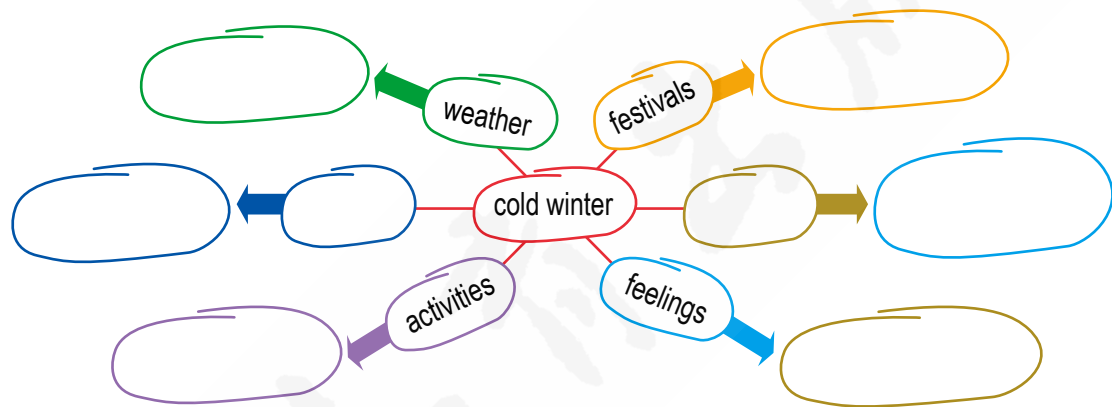
Step 2 Exploring the Language

1 Match the words with their explanations.

- (1) frost
- (2) sleet
- (3) slush
- (4) blizzard
- (5) snowdrift
- (6) thaw
- (7) melt

- a. rain and snow mixed
- b. snow blown by high winds
- c. thin white coat of ice on everything
- d. deep banks of snow against walls, etc.
- e. dirty, brownish, half-snow, half-water
- f. change from solid to liquid under heat
- g. change from hard, frozen state to normal

2 Build a word bank about cold winter.



Step 3 Task Cycle

Using some of the words you learned about winter and cold weather, write five sentences to describe the picture below.





Task Two Expressing Opinions on Saving Dialects

We all love our dialects for different reasons. We learned them when we were young, and we use them often later on. However, some languages and dialects are endangered. In this task, read some passages about this problem and share your opinions on saving dialects.

»Step 1 Pre-task Resources

Read the following three passages about languages and dialects.

1

The world's almost 7,000 known languages are disappearing fast, with a different tongue dying about every two weeks. Methods are now being used by researchers to find the primary threat to language diversity. The study shows that it is a **global** phenomenon – economic development. Many people know about the threatened polar bear, but few people know that there are endangered languages and even some have disappeared. For example, the last speaker of the Eyak language in Alaska died in 2008, and the last speaker of the Ubykh language in Turkey died in 1992. It's becoming more widely understood that some languages are being wiped out by economic growth.

2

It's impossible to "save" a language unless it has a community of speakers. Professor Austin started recording Kamilaroi, a language spoken in northern New South Wales, in 1972. He prepared a dictionary in 1992 and co-wrote a Web dictionary in 1996. "The language is being taught in schools in northern NSW now and is being relearned by a whole new **generation** of Kamilaroi people," says Professor Austin.

3

Dialects have their place in our culture. A dialect gives a taste of home, **identity** and **variety**. Though it is important for every child in China to learn to speak Putonghua, it does not have to come at the cost of losing Chinese dialects. The dialect can give us more understanding of local cultures that exist within China and around the world.



»Step 2 Task Cycle

- 1 Discuss with your classmates:
 - What point or argument is the author making in Passage 1?
 - How would you feel if your mother tongue were endangered?
 - Do you have a local dialect? When and with whom do you speak your local dialect?
- 2 According to the information in Passage 2, how can we save a language that is endangered?
- 3 In groups, discuss whether we should work to save and protect our dialects when we are encouraged to use Putonghua. Make sure you use examples to support your argument.

»Step 3 Language Focus

Look at the sentences that use the present continuous passive voice.

- *Different words about snow **are being used** in my report.*
- *It's becoming more widely understood that some languages **are being wiped out** by economic growth.*
- *The language **is being taught** in schools in northern NSW now and **is being relearned** by a whole new generation of Kamilaroi people.*

When we describe things happening right now, we use the present continuous tense.

- *Some workers **are painting** the wall.*
- *He **is repairing** the broken car engines.*



If the object of the verb in an active sentence becomes the subject, we use the present continuous passive voice.

- *The wall **is being painted** by some workers.*
- *The broken car engines **are being repaired** by him.*



The structure of the present continuous passive voice is as follows:

subject + be + being + done (+ by...)

SECTION 3

USING ENGLISH IN CONTEXT



Project Exploring Loanwords in Chinese and English

Loanwords refer to words borrowed into one language from another. In this project, you will read the passage introducing loanwords in English and then explore loanwords in Chinese. Report your findings in your presentation.

»Step 1 Read, View and Search

Read this passage about loanwords in English.

Loanwords in English

English is an open language and has been borrowing words from other languages since its birth.

The **major sources** of loanwords in English are Latin and Greek. For example, some English words that were borrowed from Latin include **agriculture**, museum and society. Some examples of words borrowed from Greek are: astronaut, chemistry, and **electricity**. Much of the English vocabulary also comes from French, for example, cartoon, cinema, coach and **affair**. Italian is another language that has influenced the growth of the English vocabulary, for example, **ballet**, concert, **piano** and **opera**.

Do you know that there are many loanwords in English that come from the Chinese language? For example, in the *Oxford English Dictionary*, you can find words like *yin* and *yang*, *feng shui*, *kung fu*, *lychee*, *pinyin* and many others. China has been interacting with the European countries since the Silk Road time. With the development of China's economy and technology around the 21st century, more and more Chinese words have made their way into the English language. Interestingly, the word *taikonaut* shows a blend of Chinese *tai kong* (outer space) and English *astronaut*.

ballet



piano



kung fu



lychee





- 1 From which languages are the English loanwords mentioned in this passage borrowed? Give examples to each language.

Languages	Examples from each language
Latin	

- 2 Make a list of some other English loanwords you know that do not appear in this passage.

Step 2 Listen and Make Choices

Listen to an introduction to loanwords in Chinese and choose the correct answers.

- Standard Chinese is by far the world's _____ speech community.
 - A youngest
 - B largest
 - C oldest
 - D smallest
- Loanwords from English have entered _____ Chinese in different forms.
 - A listening and reading
 - B written and spoken
 - C listening and spoken
 - D reading and written
- How many major types of English loanwords are there in Chinese?
 - A One.
 - B Two.
 - C Three.
 - D Four.
- Which of the following is an example of loan blends?
 - A 拷贝 for copy
 - B IC卡
 - C IT (information technology)
 - D bye-bye
- Which of the following is an example of loan translations?
 - A 沙拉 for salad
 - B E时代
 - C AA制
 - D GDP



»Step 3 Collect, Classify and Investigate

- 1 Look through books, newspapers, signs, advertisements, instructions and posters to collect and make a list of English loanwords in Chinese.

Loanword	Loan blend	Loan translation
WTO	G20 峰会	卡通 (cartoon)

- 2 Select some commonly used loanwords from your list and show them to your friends, family members or neighbours. Ask five people if they know the meaning of these loanwords, whether they use these words, and how they like them.
- 3 In groups, share your loanwords and your findings of people's attitudes towards using loanwords. Then, discuss why you think loanwords are used. Examine the advantages and disadvantages of using loanwords.

»Step 4 Put Things Together, Prepare and Present

With the development of globalization, there are more and more English loanwords borrowed into the Chinese language. However, some people enjoy using these loanwords while some people think these foreign words "damage" the purity of the Chinese language. Based on your investigation, prepare a five-minute presentation and report your findings on people's attitudes towards using loanwords.

Learning tips

Giving a presentation is an opportunity for you to share knowledge, information and opinions with your classmates.





In your presentation, consider:

- what kinds of loanwords people are using (include examples);
- the reasons why people use loanwords;
- people's attitudes towards using loanwords.



Evaluate yourself!

Are you able to scan for specific information while reading the passage?
Can you learn and memorize new words using word classification method?

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

	Excellent	Very Good	Good	Needs Improvement
Being aware of accumulating loanwords in Chinese and English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using loanwords in a specific context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing and summarizing regularly what I have learned from English classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 4

EXPANDING OUR HORIZONS

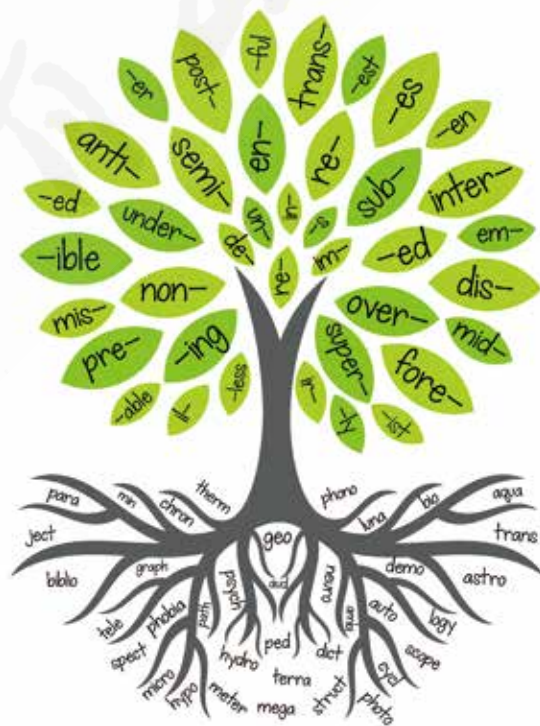


“Rooting” for Words

A tree has roots. So does a flower. People have roots too. If you get to the root of a problem, you get to its source. You understand where it came from. It’s the same thing with words. Dig deeply into a big, unfamiliar word and you will often arrive at its source. Know its root, and you will understand its origin.

As readers, especially those reading in a second language, we need to **approach** the text as if we were detectives **seeking** clues to unlock the unknown. It’s like using a word flashlight to shine light where no light has shone before! As with any good detective arriving on the crime **scene**, the first thing to do when meeting a new and difficult word is to judge the situation, to look at everything that is known and see if it helps us to understand what it **represents**.

As you know, prefixes and suffixes can be added to the beginning or end of words to change the meaning. Know the basic prefixes and suffixes and you will be well on the way to word building power. But root words are the key. One of the best ways to help us to detect meaning is to find the root word **contained** in the larger, difficult word. Take time to learn a few of these, **file** them in your memory, and you will become a **master** word detective, an **expert** in your field.



Let’s take a look at two common root words used in English.

Alter from the Latin word means “other”. When you meet this root word, you know that the bigger word has something to do with “other”. Examine the word “alternate”. Can you find the Latin root in it? If you and your friend like to go



out for lunch and you take turns paying for the meal, you are alternating paying. First one person pays, then the other person pays. If you go to the movies on alternate Saturdays, you go on one Saturday and then pass over the next Saturday. You go to the movies one week, but not the other week. If you have no alternative, you have no other choice.

Sen from the Latin word means “old”. Think of words like “senior” and “senate”. Can you see the Latin root in there? Can you detect the meaning using this knowledge? A senior is an old person. You usually find old and wise people sitting in the Senate.



To learn a language well, you need to use many **strategies** along the way. Learn as many of the root words as you can in the language you are studying. Then **apply** your “rooting for words” skills. When you **recognize** a root word in a new vocabulary word, don’t be afraid to guess its meaning based on your understanding of the root. As with any new skill, practice and hard work are always paid back.



QUICK CHECK!

If you **apply** something such as a rule, system, or skill, you use it in a situation or activity.

POST-READING QUESTIONS



- 1 Why does the author compare readers to detectives?
- 2 What strategies have you learned to build your word power?
- 3 Explore the following words and give more examples.

Prefix/Suffix	Meaning	Example	More words
inter-	between	international	
pre-	before	preview	
-er/or	one who...	teacher	
-ful	full of	handful	



Language Learning beyond Words

Traditionally, language is **viewed** as a code. It's made up of words and a **series** of rules that connect words together. However, language is not a thing to be studied but a way of seeing, understanding and communicating about the world.

Story of Panic

When we speak of ancestors, we are talking about all the people in our family who came before us – our parents, grandparents, great grandparents, and so on. Most words have ancestors too. Here is a story that may be of interest to you.

The word “panic” is a word that comes from the Greek language. Pan was a Greek god who liked to hunt and play music. He went through the woods playing his special kind of flute. He often frightened people because of his odd appearance – half-man, half-beast. When people met him, they were so filled with fear that they did not know what to do. They were in a panic. This is the origin of the word “panic”. A person in a panic is frightened and at a loss about what to do. Often people in a panic do foolish things.



Meanings of Chinese Characters

Each Chinese **character** usually has one or more meanings and the combinations of different Chinese characters can form Chinese words with their own meanings. A great number of the Chinese characters formed the **basis** of the fascinating Chinese world and the Chinese culture.

The Chinese characters used today were developed from the oracle **bone** script with a history of over 3,000 years. The Chinese characters are known as logograms or symbols. The basic building blocks for the Chinese characters are called Chinese radicals.



DO YOU KNOW?

Oracle bone script is the set of incised (or, rarely, brush-written) ancient Chinese characters found on oracle bones, which were animal bones or turtle shells used in divination in Bronze Age China.



Man combined the sun and the moon to produce an ideograph for the meaning of being bright, brilliant or enlightened. This is called “ming”. Do you know how “mei” is formed and what it means?

Pants and Trousers

Understanding the nature of the relationship between language and culture is central to the **process** of learning another language. In actual language use, it is not the forms of language that convey meaning but the language in its cultural **context** that creates meaning. So, it's important to understand a language deeper **beyond** words.

Sometimes, even in the same language, certain words have different meanings in different countries. See how these differences lead to misunderstanding or sometimes embarrassment.

When I was little, we moved to the Solomon Islands. On the eighteen-hour flight, I coloured and read joke books to keep myself busy.

After we arrived and moved into our new home, I started school. I wanted to impress the other children and to make friends, so I offered to tell the class a joke. The teacher invited me to stand in the front of the classroom. I asked, “Why did the man throw his pants out the window?”

The class looked on in silence. No one **responded**. I waited to give my punchline and then finished the



QUICK CHECK!

The **punchline** of a joke or funny story is its last sentence or phrase, which gives it its humour.



joke, “Because he heard the newsboy shouting ‘Free Press’.”

No one laughed, or even smiled. I explained, “‘Free Press’, get it? He was talking about the newspaper, and the man thought he meant he could get his pants pressed.”

The students looked at me silently. Finally, the teacher stepped in and asked, “Pants? Do you mean trousers?”

“Yeah, sure, I guess.” It wasn’t a word that I had ever used.

“Because we usually mean ‘underpants’ when we say ‘pants’.”

POST-READING QUESTIONS



- 1 Why do people use the word “panic” to express the feeling of fear?
- 2 Why didn’t the class laugh when the author told the “Pants” joke?
- 3 How do you understand “learn a language beyond words”?

Unit Reflection

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

- 1 What are the major methods people use to develop and create new words?
- 2 What can we gain when we have a deeper insight into the language and culture of a foreign country?
- 3 How do you understand the present continuous passive voice? What is its structure? Can you use it properly?

More Connections

- International Mother Language Day is a worldwide annual observance held on February 21. On that day, the UN agencies participate in events that promote linguistic and cultural diversity. Search the Web for “International Mother Language Day” to learn more about it.
- As one of the oldest surviving systems of writing, Chinese characters are recognized throughout East Asia despite the numerous variations in spoken language. More than simply written symbols, each Chinese character is an expression of philosophy and art. Want to explore Chinese written language in English? Refer to the book *Chinese Characters: Their Art and Wisdom*.
- View the video about preserving endangered languages, in which Barry Mosses tells a story about language, culture, and people.



UNIT 4 CULTURE AND CULTURAL DIVERSITY



A single flower does not make a spring.

– Chinese proverb

*We are all different, which is great because we are all unique.
Without diversity, life would be very boring.*

– Catherine Pulsifer, English teacher

*Difference is of the essence of humanity. The answer to
difference is to respect it.*

– John Hume, Irish politician



What Does Cultural Diversity Mean to You?

BEFORE YOU READ

- 1 What is cultural diversity to you? What would you expect to read in the text?
- 2 How do you like cultural diversity? What do you think of going to study abroad?
- 3 What is it like to communicate with people from a different culture?

Cultural diversity is being practiced by people and **organizations** all over the world. What does cultural diversity mean to you? Let's read these different **opinions** from people around the world.

Li Hua, a Chinese high school student

China has its own **unique** cultural diversity. In our country, we have 56 different **nationalities**, so there is plenty of variety and diversity. However, many **traditions** and attitudes towards life are shared by all the nationalities. We are all more similar than we are different. Under all the differences, there is an understanding that **balance** is very important in life. In other countries around the world, this is not the case. There are often dramatic differences among cultures because the cultures come from every corner of the Earth. I think this is exciting. I would like to travel abroad and see other cultures so that I can learn more about what makes us the same and what makes us unique. I would love to attend an international **conference** to interact with people of many different nationalities at once.



QUICK CHECK!

balance: a situation in which different things exist in equal, correct or good amounts





Ms. Peters, a school librarian in the U.S.

I enjoy working in my high school. We have at least ten international students coming to study here every year, and of course we have students of many different nationalities who were born or have moved here. I have really appreciated learning about other cultures and their traditions. Even our teachers are multicultural. One of our math teachers is from India. When his daughter got married, he invited all of us to the **wedding**. It was a fantastic experience to toast the bride and bridegroom! It was the first time that I had been invited to a foreign wedding ceremony. I think it is good when we can learn about other **customs** and attitudes. That way, we understand and appreciate other cultures better.

Dong Qian, a Chinese student studying in Canada

I was very surprised when I arrived in Canada to study. On **campus**, I saw so many Chinese students. It seemed that there were as many Asians as there were Canadians. I also noticed many other races and nationalities all studying at this university. It was amazing. I felt the world was very small! This situation caused a little bit of a problem for me, though. Even though I was new to this university and nervous about my English, many people **assumed** I was Chinese-Canadian. I did not seem unusual to them. Once



QUICK CHECK!

assume: to think or accept that sth. is true but without having proof of it



my classmates found out that I was a foreign student, they were very friendly and helpful. Much to my **relief**, now I am treated like just another international student. A **merry** expression returned to my face.

With the increase in business, cultural differences between **nations** can complicate international interactions. Cultural diversity is a driving force of development, not only with respect to economic growth, but also when it comes to leading a more fulfilling and spiritual life.



AFTER YOU READ



Reading Comprehension

- 1 According to Li Hua, what makes the Chinese people the same behind cultural diversity?
- 2 How did Ms. Peters feel when she attended the wedding?
- 3 What problem did Dong Qian face in Canada?
- 4 What attitudes do Li Hua, Ms. Peters and Dong Qian have in common?
- 5 Why is the text organized by different people's experiences and ideas?
- 6 What have you learned from the text about adapting to a different culture?

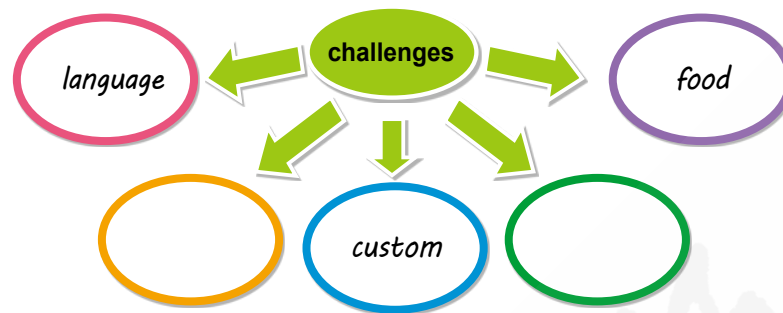


Post-reading Activities

- 1 Culture shock is the difficulty people have adjusting to a new culture that differs greatly from their own. Anyone who has lived, studied, or even travelled in another country or place has lived through some level of culture shock. Talk about your experiences or feelings.



- 2 With the benefits of cultural diversity also come some challenges. Discuss and list the possible challenges of meeting people from a different culture.



- 3 How do you understand the sentence “We are all more similar than we are different”? Surf the Internet for more information to enrich your ideas.
- 4 “In order to learn about and appreciate other cultures, we should start by becoming more aware of our own culture.” How do you understand this viewpoint? Share your ideas with your classmates.



SONG

Culture and Cultural Diversity

Verse

If you feel different deep inside
Let that feeling grow.
You are a star shining in the sky
So let everybody know.

When I see the colour of your skin,
I see it is different than mine.
It comes from a different place,
But our cultures get along just fine.

Chorus

You are part of a rainbow
Part of the magic that is us.
You are part of the same glow
That shines inside of us.

You may see things from a different angle,
And I appreciate your point of view.
And sometimes you learn from me,
As much as I can learn from you.

Repeat Chorus



SECTION 2


LEARNING THROUGH PRACTICE



Task One Introducing a Minority in China

In this task, you will prepare a class presentation to introduce a minority in China. You will practice surfing the Internet and use words and expressions related to cultural diversity.

»Step 1 Pre-task Resources

- 1 View the video of an introduction to the Water-Splashing Festival and learn about Dai Minority. 
- 2 Read the following passage and find more information about the culture of Dai Minority.

Dai Minority

The Dai, also sometimes spelled Tai, are among the 55 officially listed Chinese ethnic minorities. They live primarily in the southwestern part of China and have their own customs and languages.

As with most people in southern China, the Dai prefer rice. They eat many meats, including fish, chicken, duck, pork and beef, but they avoid lamb. Dai food favours spicy and sour flavours.

Traditional Dai houses are square or rectangular and have two floors. The top floor acts as a family **living** space while the bottom floor is for livestock and food storage.

The Dai calendar starts with the Water-Splashing Festival, which **occurs** during the New Year of the Dai. This is the first Buddhist festival of the year as well as the most important Dai festival. Several tours allow tourists to see this interesting **event**, which lasts for three days.





» Step 2 Task Cycle

- 1 Read the passage above and summarize the main idea of each paragraph.

Paragraph	Main idea
1	
2	
3	
4	

- 2 Select a Chinese ethnic minority that interests you. Search for more detailed information about this minority by reading books or journals, or by surfing the Internet.
- 3 Organize your information in four or more slides and practice in English.
- 4 Share your presentation with your group or class.

» Step 3 Language Focus

A lexical chunk is a group of words that are commonly found together. These groups of words operate as single units and have a different meaning than the words themselves. It's believed that native speakers usually master hundreds of thousands of chunks to produce fluent and accurate speech.

- *at home and abroad*
- *cultural diversity* *feel good*
- *It was amazing.*
- *grow up* *find out*
- *I would like to...* *It is the first time that...*

The examples listed above are taken from the text in Section 1. Now try to collect more lexical chunks from the passage in Step 1.



Task Two Relating Chinese Calligraphy to Your Chinese Handwriting

In this task, you will read a passage introducing Chinese calligraphy. You will discuss the charm of Chinese calligraphy and ways to improve your Chinese handwriting in your group.

»Step 1 Pre-task Resources

Read a passage about a unique art form, Chinese calligraphy.

About Chinese Calligraphy

Over thousands of years, the writing of Chinese characters has developed into a highly regarded art form, which is often called Chinese calligraphy. Chinese calligraphy has been widely practiced in China and generally highly appreciated in the Chinese culture. It is a means of expressing a person's inner world. Calligraphy conveys the feelings and character of the calligrapher. Appreciators of calligraphy can even tell the personality, temper or the change of the calligrapher's social situation by appreciating his/her work.



To practice calligraphy requires the basic tools of “Four Treasures of Study” (writing brush, ink stick, paper, and ink slab), which have been used by artists throughout China's history, from ancient to modern times. Today, although various changes have been made in Chinese calligraphy, people still love the ancient form and practice it as a hobby. Believe it or not, its unique charm has long been admired by people all over the world.

»Step 2 Exploring the Language

Here are some examples from the passage we have read.

- Chinese calligraphy *has been widely practiced* in China.
- ... various changes *have been made* in Chinese calligraphy,...





Similar to the present perfect in the active voice, the present perfect passive voice expresses and emphasizes a previous action or event that began in the past and continued up to the present and whose consequences have implications for the present. By using the passive voice, a speaker can emphasize an object from an active sentence.

- The children *have eaten* all the cookies.
 ➔ All the cookies *have been eaten* by the children.



Find more sentences using the present perfect passive voice.

» Step 3 Task Cycle

1

Reread the passage in Step 1 and make sure you understand every word in it. You can look up new words in your dictionary and write them down.

2

Discuss the following statements with your partner. Do you agree or not? Explain why.

- *Calligraphy conveys the feelings and character of the calligrapher.*
- *Appreciators of calligraphy can even tell the personality, temper or the change of the calligrapher's social situation by appreciating his/her work.*

3

Appreciate the charm of Chinese calligraphy and relate it to your own Chinese handwriting. Are you satisfied with your Chinese handwriting? Examine your writing of Chinese characters and ask yourself "Is my handwriting good?" "What does it say about me?"

4

Discuss and share your thoughts about ways to improve your handwriting.

SECTION 3

USING ENGLISH IN CONTEXT



Project Making a Poster for the Comparison between Chinese and Western Festivals

In this project, you will investigate cultural diversity by comparing Western and Chinese festivals. Present your posters in class to share what you have learned.

»Step 1 Read and Discuss

Read the passage and answer the following questions.

Thanksgiving Day

Thanksgiving is a national holiday widely celebrated in North America. In the United States, it is celebrated every year on the fourth Thursday in the month of November.

Thanksgiving has a very interesting history. Its origin can be traced back to the 17th century. In 1620, the Pilgrims arrived in the New World from England; they were faced with terrible weather and difficult living conditions. Luckily, they received huge help from the native Americans and were able to have a good harvest the following year. In the autumn of 1621, they held a big celebration to which 90 people, including the Natives, were invited. This dinner is popularly known as “The First Thanksgiving Feast”.

These days in the U.S., Thanksgiving is a time for family reunion. And family members usually gather on Thanksgiving **Eve**. Thanksgiving emphasizes family and harvests. Usually people have a four-day weekend so it is a popular time for trips to visit family and friends.

Since Thanksgiving started as a harvest celebration, it's no wonder that food plays an important part. It's said that more food is eaten during Thanksgiving than Christmas. Dinner typically includes a **turkey**. Sweet potatoes, **pudding**, **yoghurt**, **wine** and





cornbread often go with the meal. Desserts – primarily apple, pumpkin and sweet potato pies – follow the dinner. Thanksgiving Day is a time for many people to give thanks for what they have.

While families dine privately, Thanksgiving contains public ceremonies and traditions, too. The Macy's Thanksgiving Day Parade, for example, takes place every year in New York City.

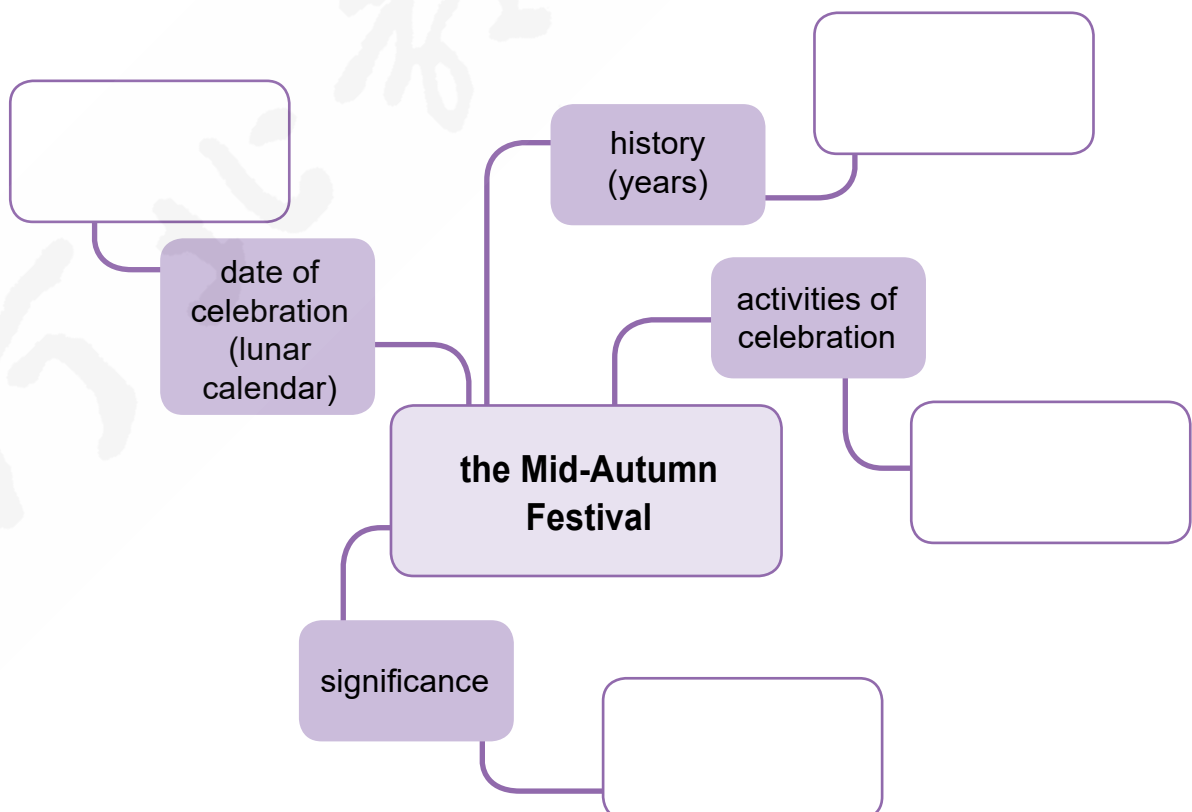
Additionally, the president of the United States traditionally "pardons" one lucky turkey each year just before the Thanksgiving holiday. The chosen one is spared from the oven and is free to enjoy the rest of its life in the wild.



- 1 Do you think Thanksgiving Day is a family holiday? Why?
- 2 How do people celebrate Thanksgiving Day in the U.S.?

»Step 2 Listen and Fill in Blanks

Listen and fill in the chart below.





»Step 3 Read and Discuss

In groups, examine the cultural diversity of festivals by comparing Thanksgiving Day and the Mid-Autumn Festival.

1

When is Thanksgiving Day? When is the Mid-Autumn Festival? Compare and contrast how the time of festivals is selected.

2

What food is associated with Thanksgiving Day? What food is associated with the Mid-Autumn Festival? Are there any similarities or differences in the significance of the food?



3

How do people celebrate the Mid-Autumn Festival in China? How do people celebrate Thanksgiving Day in the U.S.? Do you see any similarities or differences?

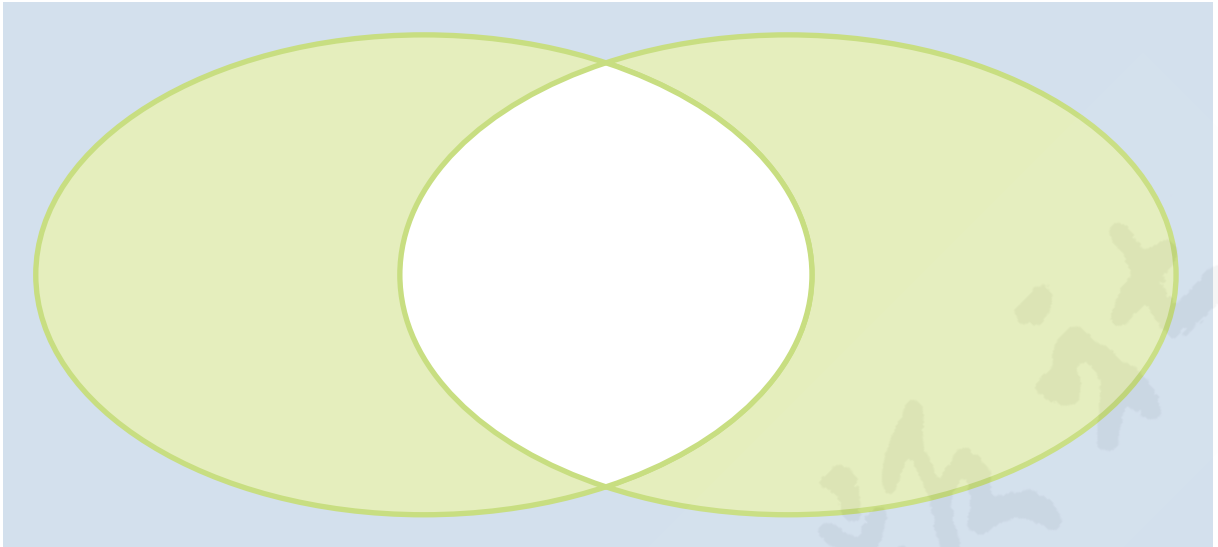


»Step 4 Search and Compare

Look in the library and surf the Internet for one more Western festival and one more Chinese festival. Design a chart to compare when and how these festivals are celebrated as well as what food is served.

»Step 5 Make a Poster and Present

Compare the two festivals. Make a poster with your group members and then present it.



Learning tips

Posters are a great way to present information in a visual format to attract attention and get an idea across quickly. Here are some tips for making a good poster.

- *Simplicity is the key: simple words, simple message, and simple design.*
- *The topic should be clear at a quick glance and appealing.*
- *Include pictures or charts to help explain the project work.*
- *Check the spelling to avoid misspelled words.*



Evaluate yourself!

Can you search and find more information about cultural diversity on the Internet?
Can you briefly introduce Chinese calligraphy in English?

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

	Excellent	Very Good	Good	Needs Improvement
Making critical judgment when reading the text about cultural diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comparing festivals from different cultures using diagrams or tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having confidence in communicating with people from a different culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION 4

EXPANDING OUR HORIZONS



Cultural Diversity

Cultural diversity is important because it affects everyone. Cultural diversity includes age, sex, race, socio-economic class, national origin, region and appearance. These **factors** influence the cultural experiences and backgrounds of both **individuals** and groups.

Cultural influences shape people's view of the world. Culture is an important guiding force in people's lives, shaping not only their opinions, but also their relationships with others and the world around them. Cultural groups share behavioural **patterns**, symbols, values and other characteristics that separate them from other groups. It is important to note that individuals can be members of different groups at the same time.

Understanding cultural diversity helps people gain a better understanding of the ways that cultural background influences one's values, thinking habits and relationships. The process of learning about cultural diversity includes moving from a monocultural point of view to a multicultural one.

Every culture has basic standards for social interaction, such as personal space, eye contact, **amount** of body language shown in public and communication **style**. In America, people stand about 18 inches away from each other when having a normal conversation; they prefer very direct eye contact; they use strong body language; and they talk very directly, always asking the other party for their "bottom



QUICK CHECK!

multicultural: for or including people of several different races, religions, languages and traditions



line”. In other cultures people may prefer to stand closer or farther away, and they may view direct eye contact as rude. They may be more or less open to using body language and they communicate more indirectly.

Cultural diversity makes the world a much more interesting place for all of us. If we all thought alike, imagine how boring the world would be!

POST-READING QUESTIONS



- 1 Why is cultural diversity important?
- 2 What are the characteristics of cultural groups?
- 3 In your opinion, what effects does cultural diversity have on Chinese society and your own life?

Attitude towards Cultural Diversity

Is cultural diversity a good thing?

Cultural diversity is important because our country, workplaces and schools consist of various cultural groups. We can learn from one another, which helps us understand different perspectives within the world in which we live.





In **addition**, cultural diversity helps us better understand that people from different cultures have different ways of doing things.

Furthermore, this diversity makes the world a more interesting place to live in, as people from different cultures contribute more language skills, new ways of thinking, new knowledge and different experiences.



How can we support cultural diversity?

- Increase our understanding of other cultures by interacting with people outside of our own culture – meaningful relationships may never develop simply due to misunderstanding.
- Avoid forcing other people to accept your cultural values.
- Be active in listening, accepting, and welcoming people and ideas that are different from our own.

Cultural diversity supports the idea that every person can make a unique and positive **contribution** to the larger society because of, rather than in spite of, their differences. Imagine a place where diversity is recognized and respected; various cultural ideas are valued; contributions from all groups are encouraged; people are empowered to achieve their full potential; and differences are celebrated.



QUICK CHECK!

contribution: an action or a service that helps to cause or increase sth.

POST-READING QUESTIONS



- 1 How do you understand “cultural diversity”?
- 2 Do you agree with the opinion that “cultural diversity is a good thing”? Why?
- 3 As a student, what can you do to support cultural diversity?



What's Wrong?

*Many corporations want to establish themselves in an international market. However, even those big transnational corporations made **errors** and run into trouble because of language and cultural differences. Here are some examples.*

When Coca-Cola was first introduced in China, the name in Chinese was very strange. One of these translations of names for “Coca-Cola” sounded like “**bite** the wax tadpole”.

Unfortunately, the company did not discover this until after thousands of signs had been printed. It then researched 40,000 Chinese characters and found a close phonetic equivalent, *ke-kou-ke-le*, which can be loosely translated as “tasty and enjoyable”.

Also, in Chinese, the Kentucky Fried Chicken slogan “finger-lickin’ good” came out as “eat your fingers off”.

When General Motors introduced the Chevy Nova in South America, it did not know that *no va* means “it won’t go”. After the company figured out why it wasn’t selling any cars, it renamed the **vehicle** in its Spanish markets to the Caribe.

When Parker Pen Company marketed a ballpoint pen in Mexico, its ads were supposed to say “It won’t leak in your pocket and embarrass you”. However, the company mistakenly thought the Spanish word *embarazar* meant embarrass. Instead, the ads said that “It won’t leak in your pocket and make you pregnant”.



The cake is finger-licking good!



QUICK CHECK!

vehicle: a thing that is used for transporting people or goods from one place to another, such as a car or lorry/truck



POST-READING QUESTIONS



- 1 What does “finger-lickin’ good” mean?
- 2 What attitude does the author convey by using the word “Unfortunately” at the very beginning in the first sentence of the second paragraph?
- 3 Have you seen any errors and mistakes in English translations of Chinese names, titles, signs, ads, etc.? How can we improve?

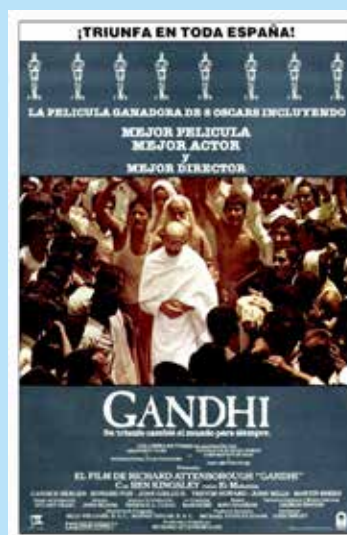
Unit Reflection

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

- 1 What did you learn about culture and cultural diversity?
- 2 What is a lexical chunk? How do lexical chunks help in learning and using English?
- 3 With the development of globalization, what are the values of cultural diversity?

More Connections

- For more knowledge about cultural diversity, you can read *Cultural Diversity Fieldbook*, by George F. Simons, Bob Abramms, L. Ann Horkins & Diane J. Johnson.
- The film *Gandhi* (1982) won eight Academy Awards, including Best Picture, Best Actor, and Best Director. It begins in the early part of the 20th century, when Mohandas K. Gandhi, a British-trained lawyer, forsakes all worldly possessions to take up the cause of Indian independence. Faced with armed resistance from the British government, Gandhi adopts a policy of “passive resistance”, endeavoring to win freedom for his people without resorting to bloodshed.



UNIT 5 NATURAL DISASTERS



Assist men in their extremities and bring relief to men when in danger.

– Chinese proverb

Better safe than sorry.

– English proverb

After great droughts come great rains.

– Dutch proverb



Earthquakes

BEFORE YOU READ

- 1 Do you know any of the natural disasters below? Match the pictures with the words and then describe one of them to your class.



A



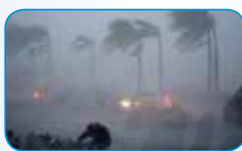
B



C



D



E



F

flood ()
tsunami ()

earthquake ()
drought ()

typhoon ()
volcanic eruption ()

- 2 View the video of the earthquake in Indonesia and write down the key words.



- 3 Skim the whole text, looking closely at the heading and sub-headings.
Predict what the main points are going to be.

You hear a low loud sound. The ground begins to shake.
It's an earthquake!

Earthquakes can be **extremely** deadly and **horrible**. Many last a minute or less, but that is more than enough time to create damage and **scare** anyone. In those few seconds, an entire **region** can be destroyed. Buildings and bridges break down. People are caught, unable to move. Millions die in earthquakes. Even after an earthquake ends, the damage continues. Fires break out, creating even more damage than the earthquake itself.

Why do earthquakes happen? The top layer of our planet seems solid to us. In fact it's made up of huge pieces. These pieces are called **plates**, which are always moving



QUICK CHECK!

plate: (1) a flat, usually round, dish that you put food on (2) one of the very large pieces of rock that form the Earth's surface



very slowly. Sometimes plates **slide** past each other. Sometimes they push against each other. In some places, plates pull away from each other. All these **movements** create pressure underground. The pressure builds up, causing large rocks to break. A huge amount of energy is given off, some of which travels through the ground and reaches the surface. This can cause terrible damage. Sometimes, the movements underground can also create a **volcano**. If a volcano were to **erupt** in a **downtown** area of any city, you can imagine the horrible damage it could cause.

Big earthquakes can lift large stones off the ground. The ground can shake so much that buildings fall down like a house of cards. Highways break. Cars may be buried. It's impossible to stand or run during a bad earthquake. People become helpless. Earthquakes are one of the deadliest natural **disasters** that the world has ever experienced.

Earthquake Records in China

The Chinese had a written language long before most others and recorded many things, including earthquakes. Many of these records were lost, while some **survived**. The earliest recorded earthquake happened in China in 1831 BCE. That's almost 4,000 years ago! It was written in Sima Qian's *Records of the Grand Historian* that in 780 BCE, an earthquake was powerful enough to change the courses of three rivers. In 1976, an earthquake hit near Tangshan, causing 242,769 **deaths**. In 2008, a big earthquake broke out at Wenchuan, Sichuan Province. It was the most serious earthquake in China after the 1976 Tangshan earthquake.





Preventing Disaster

We can't stop earthquakes. But we can sometimes foretell them. Scientists know several warning signs that an earthquake is about to happen. One of these is a change in underground water levels. Sometimes rocks move around just before an earthquake. This causes water underground to move, too.

In early February 1975, a radio program warned the people of Haicheng to leave immediately. Scientists had noticed that water levels in wells were changing, followed by small shaking movements of the Earth. On February 4, there was a powerful earthquake that measured 7.5 on the Richter scale. Thousands of buildings broke down. Some people died. But it could have been much deadlier without the warning.

Disaster Prevention & Reduction Day in China

China is one of the countries in the world that suffer the most natural disasters. Along with global climate changes as well as its own economic takeoff and progress, China is experiencing increasing pressure on **resources** and environment. The prevention of and **response** to natural disasters have become more serious.

In the wake of the Wenchuan earthquake, the Chinese government decided to make May 12 “Disaster Prevention & Reduction Day”, starting in 2009. An official **document** has been written to mark the first anniversary of the Wenchuan earthquake and China's first “Disaster Prevention & Reduction Day”. Educational **brochures** and **posters** were given to millions of homes to help people learn what to do when an earthquake happens.



DO YOU KNOW?

The Richter scale is a scale of numbers used to measure the size of earthquakes. Charles Richter developed the Richter scale in 1935.



On May 12, the national Disaster Prevention & Reduction Day, various disaster emergency drills are carried out in different places in China.



AFTER YOU READ



Reading Comprehension

- 1 Why does the author begin the text with the second personal pronoun “you”?
- 2 What is the topic sentence in Paragraph 2?
- 3 In Paragraph 3, how is the word “seems” in the second sentence related to the expression “In fact” in the third sentence?
- 4 How many people lost their lives in the Tangshan earthquake?
- 5 Sometimes earthquakes can be foretold. Against which earthquake were people warned in advance? How were they warned?
- 6 Complete the outline of the text, using the proper word in the box.

earthquake example deadly records 1976 reaction results
1831 BCE reasons 2008



Post-reading Activities

- 1 Do you know any story in which someone survived an earthquake? Share the story in your group.
- 2 Use the Internet and/or the library to find an article, podcast or video clip about the Tangshan earthquake. Discuss in groups and record the main points using an appropriate graphic organizer.
- 3 Severe earthquakes are horrible natural disasters. Make a list of the ten most destructive earthquakes in human history. You may visit some trustworthy websites to get the right information.
- 4 In a group discussion with your classmates, share your thoughts about how to protect ourselves in an earthquake.

SECTION 2

LEARNING THROUGH PRACTICE



Task One Designing a Bug-out Bag

We cannot stop a natural disaster, but we can do something to reduce the damage caused by it. In this task, you will design a bug-out bag and explain how to use it.

»Step 1 Pre-task Resources

Read the passage and get an idea about a bug-out bag.

Build a Bug-out Bag

The bug-out bag is simply a way to carry the things you will need to survive while on the move. To some, the bug-out bag is **designed** to see you through the first three days of a disaster, until you can reach a safe place. To others, it is designed to get you through extreme disasters. They have to survive long term with the tools and **supplies**. You can prepare the **contents** of your own bug-out bag. The bug-out bag is the central place to put all your tools – a **package** that you can quickly catch and easily move with. You should have one bag for every member of your family that is old enough or able to carry at least some of their own tools.



Your bug-out bag may include the following items:

- the bag itself and the clothing you will be wearing
- additional clothing
- shelter-making tools and sleeping system
- fire-making tools and **materials**
- water supply
- food supply
- first **aid** box
- means of self-defense and family protection



Step 2 Task Cycle

- 1 Discuss with your partner.
 - What is a bug-out bag?
 - What should be put into a bug-out bag?
- 2 View the pictures in the box. Design your own bug-out bag and fill in the blanks.



My Bug-out Bag		
Category	Items	Function
Water	water bottle	Water is the most important thing to ensure our survival because it is basic daily supply. We can use the bottle for water drinking.
Food		
Clothing		
Light		
First aid		
Tools		
...		



»Step 3 Language Focus

When you know about vocabulary learning strategies, your vocabulary will be surely enlarged. Can you use the following two strategies to learn new words in Section 1? Explain your way with some examples.

Pictures

New words can be learned by studying them with the pictures of their meaning instead of definition, for example, *volcano*, *brochure* and *poster*. I have learned some words with the help of their pictures, such as

_____.

Grouping

Words belonging to each meaning category are organized into groups naturally, which is an important way to aid recall, for example, *earthquake*, *volcano* and *hurricane*.

I have learned some words by grouping them, such as

_____.

Task Two Listing Some Tips for Pre-disaster Preparedness

The need to get well-prepared before natural disasters cannot be ignored. In this task, you will understand the significance of pre-disaster preparedness and list some tips for it.

»Step 1 Pre-task Resources

Read the passage and pay attention to the attributive clauses.

All of us prepare in many ways, for many reasons, and for different needs. Even though preparing for tough times that natural disasters bring isn't common, it still makes a great deal of sense. As we all know, tough times happen. There isn't a place on the Earth that's free from Mother Nature's worst. You can't stop a disaster, but you can do your best to lower the harm it brings.

Preparedness is a way of life that recognizes bad things do happen. For example, your car may run out of gas 25 miles away from the nearest town at **midnight**. Being prepared calls for you to pay attention to the smaller things that contribute to the larger potential problems after a disaster.

To some, survival planning is done by people who worry too much. Actually, preparedness isn't about the end of the world. It's about every day. It's about the



neighbourhood that's regrouping after the storm and the small town after the tornado. Those who are best prepared continually develop knowledge and new **techniques** that allow them to make the best use of what's at hand.



»Step 2 Exploring the Language

Here are some attributive clauses from the passage above:

- ... *tough times* **that natural disasters bring**...
- ... *the neighbourhood* **that's regrouping**...



Can you see the rules now? Here they are:

- We usually put an attributive clause after the modified noun or pronoun.
- "That" and "which" are relative pronouns, which introduce attributive clauses.
- They replace either the subjects or the objects of these clauses.



Find more attributive clauses from the texts in Section 1 & 2:

»Step 3 Task Cycle

Make a good plan and your family will be prepared in the event of an emergency or disaster. Brainstorm some disaster preparedness tips with your partner and later share them in groups. Remember to use attributive clauses to convey more specific information.

- Know what kind of disaster we'll face.
- Know how we'll reconnect with people who matter.
- Have a box...
- Keep in mind people...
- Learn emergency skills...
- ...

SECTION 3

USING ENGLISH IN CONTEXT



Project Creating a Brochure of Survival Tips

Suppose in a couple of days, you and your classmates will take part in a public event to let more people know how to survive during a disaster. You need to make a brochure to publicize some survival tips. Your brochure may focus on one disaster or many disasters.

»Step 1 View, Read and Discuss

Below is a brochure aimed at warning people of the wildfire in California. View the material carefully and answer the following questions.

REMEMBER THE SIX “Ps” **KEEP THESE SIX “Ps” READY IN CASE** **IMMEDIATE EVACUATION IS REQUIRED:**

- **People and pets**
- **Papers, phone numbers & important documents**
- **Prescriptions and eyeglasses**
- **Pictures and irreplaceable objects**
- **Personal computer hard drive and disks**
- **“Plastic” (credit cards, ATM cards) and cash**

- 1 Why is the background of the document red? What does the red colour mean here?
- 2 Why are the six “Ps” repeated in the second line?
- 3 You already know the word “place”. Can you find any rules about the word “irreplaceable” based on your word building knowledge?
- 4 Discuss with your partner. Is there anything interesting about the first item “People and pets”? Will it make a difference if we change it to “People and animals”?

»Step 2 View and Summarize

Below is a brochure about extreme heat. Read this material carefully and summarize the specific content with your partner.



BEAT THE HEAT: Extreme Heat

Heat-related deaths are preventable

WHAT:

Extreme heat or heat waves occur when the temperature reaches extremely high levels or when the combination of heat and humidity causes the air to become oppressive.

WHO:



Children

More males than females are affected



Older adults



Outside workers



People with disabilities

WHERE:



Houses with little to no AC



Construction sites



Cars



Stay hydrated with water, avoid sugary beverages



Stay cool in an air conditioned area

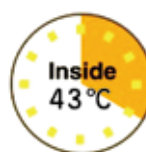


Wear lightweight, light-coloured, loose-fitting clothes



During extreme heat the temperature in your car could be deadly!

Outside Temperature 27°C



Time Elapsed:
20 minutes



Time Elapsed:
40 minutes



Time Elapsed:
60 minutes



»Step 3 Listen, Fill in Blanks and Match

Here are two short passages about how to keep safe. Listen to them carefully and complete the tasks as required.

- 1 Sometimes people are fortunate to move out before a disaster occurs. Sometimes not. Below are some survival tips for when people are caught in a flash flood. Listen to the first passage and fill in the blanks.



Situations	Instructions
In fast-moving water	<ul style="list-style-type: none"> • Don't _____. Remain calm. • Don't try to _____ of it. You will get extremely tired. • Float on the water on your _____. • Keep your _____ up to watch for objects. • Look for eddies that can give you enough _____.
In slower-moving water	<ul style="list-style-type: none"> • Roll onto your _____. • Swim upstream at a _____ -degree angle towards your target. • _____ and swim early.

- 2 When you are safe and sound, you may want to offer help to those who badly need it. Listen to the second passage and match what you should do to different situations.

(1) If you have rescued the person from the water, you should

a. call 120 for help.

(2) If the person is fully conscious, you can

b. help him lie down on a coat with his head lower than the rest of the body.

(3) Even if the person appears to recover fully, you should

c. give him a warm drink.



Step 4 Work Together and Make Your Group Brochure

Choose a topic for the brochure with your group members. And then design and make the brochure together, including the important information and words and expressions you have learned from the previous tasks.

 **Useful expressions**

*Life is precious;
A flood can cause many deaths;
Put the safety of people first;
Put people before property;
Don't walk or drive through floodwater;
Don't walk on riverbanks;
Bear in mind that bridges may be dangerous;
Wash hands thoroughly;
Remember to remain calm;
Don't panic;
Gather essential items;
Turn off gas, electricity and water;
Call 120 for help.*



Evaluate yourself!

Can you predict the main idea of the text according to its title?
Can you briefly introduce a disaster by using some connectives?

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

	Excellent	Very Good	Good	Needs Improvement
Using attributive clauses to create my brochure of survival tips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the meaning of the titles and illustrations of the text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding more information about preventing disasters by referring to relevant books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Zhang Heng and the Seismograph

It was not known over 2,000 years ago that earthquakes were caused by the movement of plates. However, did you know that the exhibition hall of National Museum of China in Beijing contains a model of the first seismograph? The inventor was said to be Zhang Heng, a famous scientist in the Eastern Han Dynasty (25 – 220 AD).

Zhang Heng (78 – 139 AD) was from Nanyang in Henan Province. He worked very hard and was especially fond of calendars and mathematics.

In 132 AD, in the then national capital of Luoyang, Zhang Heng made the ancient seismograph to **determine** the direction of an earthquake. It was made of fine copper and looked like a big cup. The instrument had eight **dragons** on the surface (whose heads pointed in eight directions – east, south, west, north, southeast, northeast, southwest, and northwest), and each dragon had a copper ball in its mouth. On the ground below the dragons, there were eight copper toads raising their heads and opening their mouths opposite the dragons' mouths. The inner side of the seismograph was creatively constructed: when an earthquake occurred, the dragon facing that direction would open its mouth, and the ball would fall into the toad's mouth, showing the direction of the earthquake. One day in 138 AD, the dragon in the west expelled its ball. As expected, an earthquake occurred that day in Longxi (present-day western Gansu Province) 1,000 kilometres away. It is believed by many that was the first time for humans to use an instrument to detect an earthquake. It was over 1,700 years later that a similar instrument was invented in Europe.



DO YOU KNOW?

National Museum of China is located on the eastern side of Tian'anmen Square in Beijing, China. The museum's mission is to educate about the arts and history of China. It is one of the largest museums in the world.





People think highly of Zhang Heng, a great scientist who lived more than 1,800 years ago, and they often hold activities to show respect for him. A ring of hills on the moon was named after him.

POST-READING QUESTIONS



- 1 What do you know about Zhang Heng and his contributions?
- 2 What does the word “expel” in Paragraph 3 mean?
- 3 What do people do to honour Zhang Heng according to the last paragraph of the text?

Typhoon Season in Japan

The Japanese islands are often strongly affected by the Pacific Typhoon Season from May to October each year. August and September are the typhoon season in Japan. “Typhoon” is the standard international term to describe **hurricanes** that occur in the northern Pacific. On **average**, the Pacific experiences 25 tropical cyclones, with 11 of these occurring close to Japan and 3 directly hitting the country. In recent years, typhoon seasons have become much





stronger, with 30 or more storms. Some have even become “**super typhoons**” with winds greater than 240 km/h.

In Japan, heavy rain from typhoons can cause landslides that take out entire communities. Sometimes the government issues warnings against a heavy rain. Typhoon waves aren’t fit for **surfing**. It’s a bad idea to go anywhere near a shoreline during a big typhoon. Deaths often result from **curious** people heading to the beach to take a look at the waves. At these times, it’s best to stay indoors. Immediately after a typhoon, broken glass and other dangerous items may be lying around.

Once the typhoon ends, good weather comes. The air often seems very fresh and the sky unusually clear. The storm seems to clear away the dirty things in the air. If you’re a surfer, you will feel happy about it, as waves are often large after a typhoon.



QUICK CHECK!

surf: (1) to take part in the sport of riding on waves on a surfboard (2) to use the Internet

POST-READING QUESTIONS



- 1 How long does the Pacific Typhoon Season usually last?
- 2 What are the most common dangers of typhoons?
- 3 Why is Japan often stricken by typhoons?

Cultural Influences on Disaster Management

Probably now more than ever, there is an increasing need for international cooperation in disaster management. What problems arise if people of different cultures interact in a disaster situation? Here is a story from the Mt. Pinatubo eruption management in the Philippines.





The Mt. Pinatubo eruption in 1991 is one of the largest and most damaging natural disasters in Philippine history. About 550 people lost their lives. There were serious damages to houses, farmland, fishponds and bridges. The Mt. Pinatubo eruption was the true test of disaster management in the Philippines. Experts from the Philippines with their American counterparts, people of totally different cultures, had to work together in solving problems.

One day, an American and a team of scientists were **marching** to an air base. It would take ten minutes if they could cross a river before reaching the base, or two hours if they had to take the long way around. The bridge was blocked by the police, headed by a **military** official from the Philippines, a country with values of high power distance. The American asked the Philippine military official if he and his team could cross the bridge. He **argued** that there was an emergency. Unfortunately, his **request** was turned down. When the American continued arguing, the Philippine military official turned and walked away.

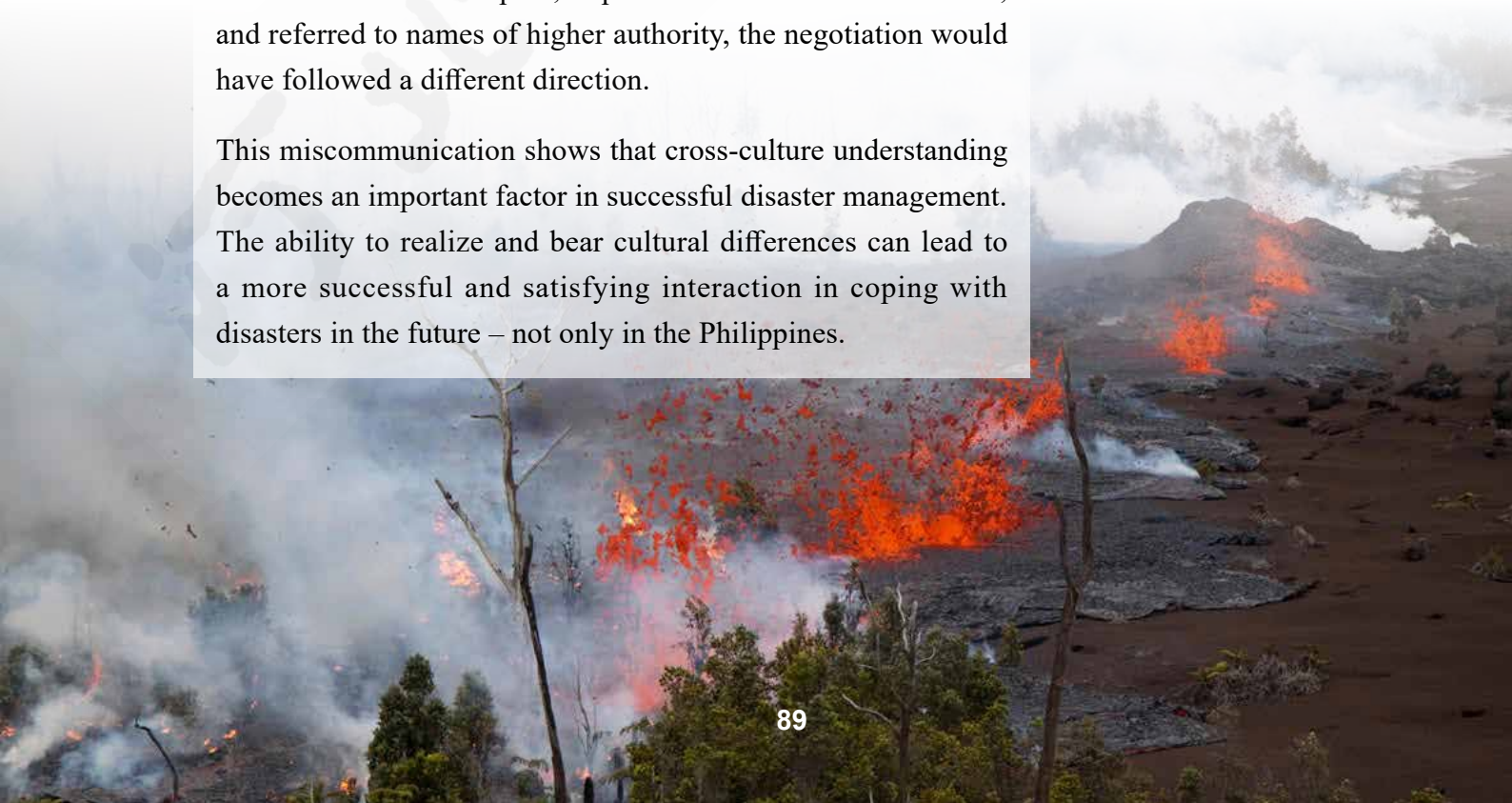
With his American values of low power distance, the American thought that problems should be solved in a direct way. But, this was not a good way to negotiate in the Philippines, especially with a person of **authority**. If the American had treated the official with more respect, explained his task in more detail, and referred to names of higher authority, the negotiation would have followed a different direction.

This miscommunication shows that cross-culture understanding becomes an important factor in successful disaster management. The ability to realize and bear cultural differences can lead to a more successful and satisfying interaction in coping with disasters in the future – not only in the Philippines.



DO YOU KNOW?

Power distance refers to the amount of respect between a person of higher rank and that of lower rank.





POST-READING QUESTIONS



- 1 How is the U.S. different from the Philippines in power distance?
- 2 Where did the story take place?
- 3 Why didn't the Philippine military official permit the American to cross the river?

Unit Reflection

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

- 1 Some people believe that disasters make us stronger. What have you learned in this unit about protecting yourself and other people in the event of a natural disaster?
- 2 Do you think there is a link between human activities and natural disasters over the past few years? If yes, then what should we do to reduce the risk of disasters of this kind?
- 3 What is an attributive clause? What have you learned about the structure and use of attributive clauses in this unit?

More Connections

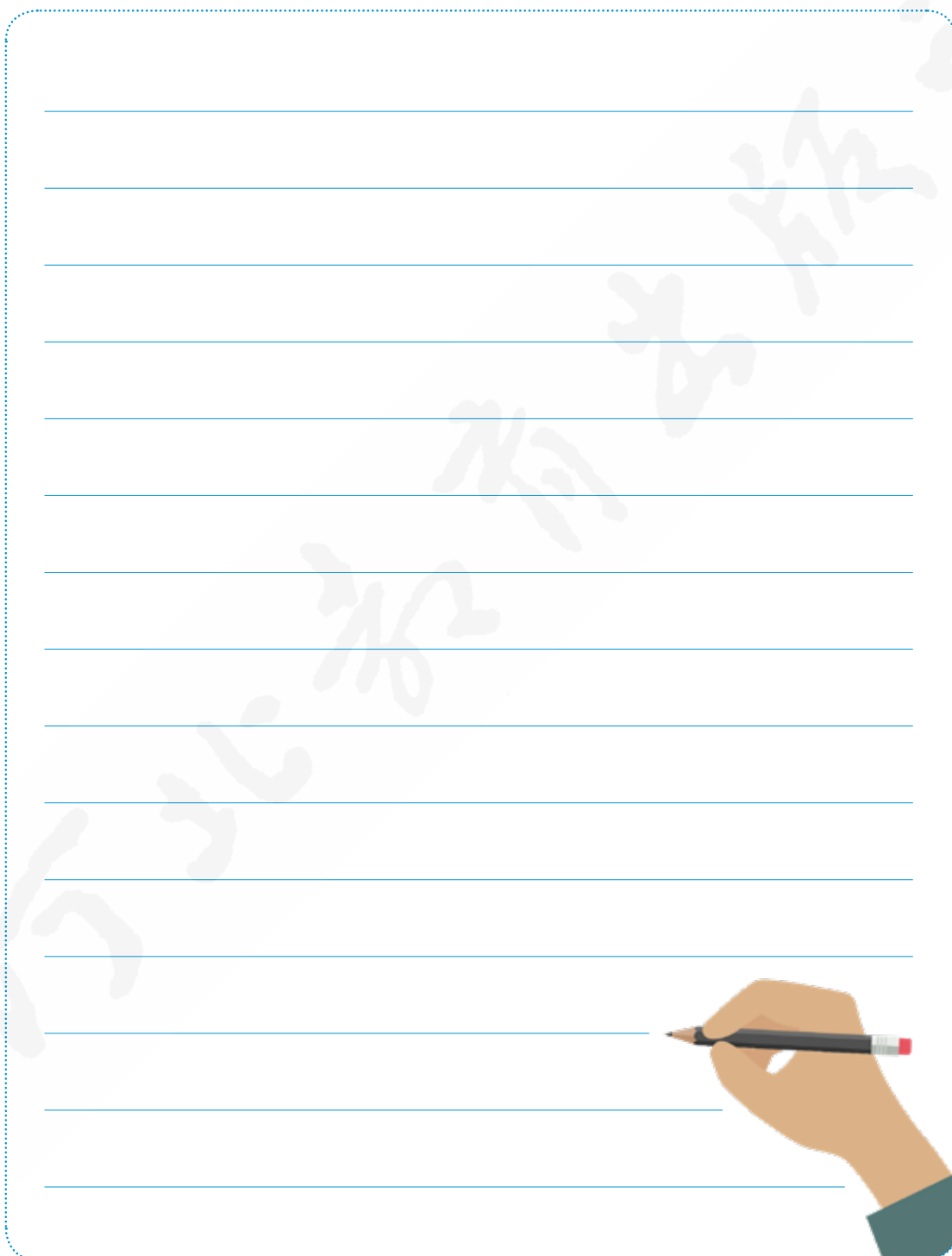
- Losing a loved one in a natural disaster is a traumatic experience for anyone. It is especially true for children. If you want to learn more about the pains that children suffer from natural disasters, try to find useful information online. Here are some key words for your reference: child trauma, trauma types, frightening event, young children, sense of safety.
- The year 2016 is the 40th anniversary of the Tangshan earthquake. What happened at that time? If you want to know more about it, try to read *China Daily* online. First, find the official website of *China Daily* and type the phrase “Tangshan earthquake” in the search box. Many relevant results will show up and you will learn more tales of survival in the Tangshan earthquake.



APPENDICES



My Notes





WRAP IT UP!

UNIT 1 BEING A TEENAGER

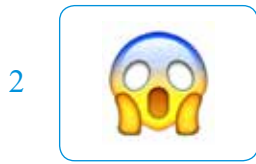


Build Your Vocabulary

A Describe each emoji with a proper word.



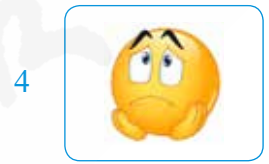
c _ _ _ _ _ t



fr _ _ _ _ _ d



c _ _ m



a _ _ _ _ _ s

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

- 1 Have you changed the **thin cloth on your bed**? ()
- 2 The child ran down the **steps between two floors**. ()
- 3 A plane **moved quickly in one direction** across the sky. ()
- 4 I don't have much **communication** with my uncle. ()
- 5 The book aims to cover all **parts or features** of city life. ()
- 6 He is the director of the finance **department**. ()
- 7 The **most important** problem we face now is pollution. ()

C Fill in the blanks with the proper words. The first letter is given.

The winter holiday is coming. Next week, all the junior and ⁽¹⁾s _ _ _ _ _ high school students will have an exam. Li Ming feels ⁽²⁾c _ _ _ _ _ and has no pressure because he is well prepared. However, his classmate and best friend Wang Fei feels ⁽³⁾a _ _ _ _ _ . Wang Fei doesn't dare to face the ⁽⁴⁾c _ _ _ _ _ because his attitude towards his studies is not right. As a matter of fact, he ⁽⁵⁾p _ _ _ _ _ s to play basketball and he wants to become a ⁽⁶⁾p _ _ _ _ _ basketball player. It's really hard to ⁽⁷⁾d _ _ _ _ _ how he is feeling now.



Grammar Makes Sense

A Read the following answers and then provide their questions.

- 1 His uniform made him handsome to me.

- 2 The gardener looked after his garden with great care.

- 3 The little girl was very proud of her new school.

- 4 Living a colourful life is a great dream of my life.

- 5 You need to be very kind to make friends easily.

B Complete the sentences with the proper phrases in the box.

a teenager a group of kids near the door at all quite upset about

- 1 The kid was not shy _____ with adults around.
- 2 Just now, _____ with their teacher walked by me.
- 3 For _____, friends play a big part in daily life.
- 4 He says he understands many people are _____ losing their jobs and businesses.
- 5 She could see her grandmother standing _____ of the farm house.

C Complete the passage with the proper phrases in the box.

listening to her every day a gentle hand a little old on the first day of school
such a YOUNG age a couple of kids

(1) _____, our teacher introduced himself and asked us to get to know someone. I stood up to look around when (2) _____ touched my shoulder. I turned around to find (3) _____ lady with a warm smile. She said, "Hi, handsome. My name is Rose. I'm eighty-seven years old." "Why are you in school at (4) _____?" I asked. She answered, "I'm here to meet a rich husband, get married, have (5) _____, and then retire and travel." I knew she was joking. "I always dreamed of having a university education and now I'm getting one!" she told me. We became friends. (6) _____ we talked nonstop after class. I always enjoyed (7) _____ as she shared her wisdom and experience with me. And Rose easily made friends wherever she went.



UNIT 2 FRIENDSHIP



Build Your Vocabulary

A Match the words with their explanations.

- | | |
|------------------|--|
| 1 press | a. money in the form of bills or coins |
| 2 original | b. to cause something to approach or prevent it from moving away |
| 3 congratulation | c. to apply pressure or force to or upon |
| 4 cash | d. not far away |
| 5 effort | e. an expression of pleasure at the success or good fortune of another |
| 6 nearby | f. being as first made or performed |
| 7 attract | g. something that is lost |
| 8 loss | h. use of physical or mental energy |

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

- 1 Leave a g between your car and the next.
- 2 The three friends formed a rock b, which turned out to be a great success.
- 3 Learning should be a process of active exploration instead of p acceptance.
- 4 If he refuses to a for what he did, I will not forgive him.
- 5 Please r me of the meeting, in case I forget.
- 6 I find it quite boring to c with those who are lacking in humour.
- 7 H your kids and tell them you love them.
- 8 The twins look s different or almost the same.

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

stress fortunate positive struggle gym intelligent effect
memory explore generous

When I was nine, I had a friend named Joy. We first met at the school ⁽¹⁾ . We became friends because she was always ⁽²⁾ about my abilities which others doubted. I didn't like reading. It made me feel ⁽³⁾ . However hard I ⁽⁴⁾ , I was just unable to make any difference. ⁽⁵⁾ I had Joy, who would hold my hand down a sandy dirt road in southeastern New Mexico, talking to me about the latest Nancy



Drew book. Gradually, her story-telling took ⁽⁶⁾ _____ on me. I became interested in what she was reading and she was so ⁽⁷⁾ _____ that she lent me some Nancy Drew books. Today as a student in an Ivy League university, I am often referred to as an ⁽⁸⁾ _____ student. However, I am well aware that it was my dear childhood friend, Joy, who gave me the joy of reading and opened the door to learning and ⁽⁹⁾ _____ the world for me in the first place. Those childhood times will always be the most valuable ⁽¹⁰⁾ _____ to me.



Grammar Makes Sense

A Complete the sentences according to the clues given in brackets using correct tenses.

- Mr. Zhang didn't want to buy the house because he _____.
(start a business with the money)
- I don't think Joseph told me the truth so I _____. (find it out myself)
- The football match was put off until the next day when _____.
(the weather be fine)
- As Lynn has put a lot of effort into the project, her teacher is sure she _____.
(make it)
- Jane decided that she _____ for the weekend. (stay at home)
- Susan _____ her friend who she had not seen for years. (pay a visit to)

B Read the passage and decide whether the simple future tense and the past future tense are used correctly. Tick (✓) the right ones and correct the wrong ones.

One day, three years ago, a friend of mine came to say goodbye to me as he ⁽¹⁾ will move to Shanghai the next week. We chatted for the whole afternoon about the good times we had and our plans for the future. He said he ⁽²⁾ was going to settle down in Pudong where his girlfriend worked and they ⁽³⁾ would get married soon. I offered my congratulations and promised that I ⁽⁴⁾ will attend his wedding.

Half a year passed, I still didn't get any news from him. So I texted him asking about his marriage. He called back saying he ⁽⁵⁾ is not going to get married because his girlfriend had gone abroad for her postgraduate education.

Last week, I got an email from my friend inviting me to attend his wedding ceremony. It ⁽⁶⁾ was going to be held in New York. Of course, I will be there as I have promised.



UNIT 3 DANCING WITH WORDS

Build Your Vocabulary

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

1		2		3		4	
	c _ _ _		f _ _ _		_ _ r _		_ _ _ e _
5		6		7		8	
	_ _ _ _ o		el _ _ _ _ i _		a _ _ _ _ t _		_ _ _ e

B Complete the sentences with the correct forms of the words in brackets.

- Mr. Smith made some _____ (comment) about Judy's vocabulary test.
- Language _____ (contain) so many things besides vocabulary learning.
- We have learned a _____ (vary) of loanwords in English.
- With the deadline _____ (approach), I have to work hard on my project.
- This is a general introduction to what the book is all about – it is not just a _____ (describe) of the contents of each section.

C Fill in the blanks with the correct forms of the words in the box. There are two words you do not need.

base master context process represent strategy apply

Many students complain that it's difficult to ⁽¹⁾ _____ a foreign language. In the ⁽²⁾ _____ of learning, various methods may be used to complete learning tasks. These methods are called learning ⁽³⁾ _____, which can be divided into two categories – some are ⁽⁴⁾ _____ on one's own thinking while others are more determined by the specific nature of the task and the resources. Students who reflect on their learning are able to acquire and ⁽⁵⁾ _____ new information and skills.

**Grammar Makes Sense****A Tick the correct choice for each sentence.**

- 1 Chinese (is learning/is being learned) in many countries.
- 2 My sister (gave/was given) an electronic dictionary as a birthday gift.
- 3 Our school (is building/is being built) a new library. We hope it can be finished soon.
- 4 – Have you moved into the new house?
– Not yet, the rooms (are being painted/have been painted).

B Match the three parts of the sentences. Then write the sentences with the present continuous passive voice.

Dialects	kill	in the library
Antelopes	do	in our country
The files	show	in the cinema now
Good things	keep	to save the local environment
The film	protect	for the wool beneath their stomachs

1 Dialects are being protected in our country.

2

3

4

5

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

Chinese ⁽¹⁾ is being learned (learn) by over 40 million foreigners all over the world and there's a huge jump in recent years.

In Japan, the most popular foreign language after English is Chinese. One million students ⁽²⁾ _____ (teach) Chinese in schools in Korea. France has more people studying Chinese than anywhere else in Europe. How do you feel when you hear fluent Chinese spoken by foreigners? Some tests for Chinese are being taken in 35 countries and 330,000 foreigners have taken the tests. Thus, millions of Chinese teachers ⁽³⁾ _____ (send) abroad as volunteers every year.

Why is Chinese so popular nowadays? First, rapid progress ⁽⁴⁾ _____ (make) in China and more businessmen are being attracted to this eastern country. Second, the rich culture and long history have long been drawing the attention of people in other countries. At last, China is playing an increasingly important role on the world stage and more miracles ⁽⁵⁾ _____ (perform) by Chinese people.



UNIT 4 CULTURE AND CULTURAL DIVERSITY



Build Your Vocabulary

A Match the words with their explanations.

- | | |
|--------------|--|
| 1 opinion | a. cars, buses or trucks |
| 2 conference | b. to like... better |
| 3 unique | c. to happen |
| 4 merry | d. feelings or thoughts about sb./sth. |
| 5 assume | e. formal meeting |
| 6 occur | f. unusual and special |
| 7 prefer | g. happy |
| 8 vehicle | h. to guess and think |

B Fill in the blanks with the correct forms of the words in the box. There is one word you don't need.

addition individual contribution living acquire highly

China is a large country. About 1.4 billion people live in China, including 56 ethnic groups. In ⁽¹⁾ _____ to Han people, there are the Tibetans, the Mongols, the Manchus and so on. Like people in different countries, cultures in China are ⁽²⁾ _____ influenced by geography and history. ⁽³⁾ _____ within communities have created their own cultures, which ⁽⁴⁾ _____ to the cultural diversity in China. Some customs have been ⁽⁵⁾ _____ more than one thousand years and still observed by the Chinese, but some of them are slightly different from the north to the south.

C Read the passage and complete the missing word with one letter on each line. The first letter is given.

The Lantern Festival in China is a u _ _ _ _ _ event, which is on the 15th of the first lunar month. Celebrations and t _ _ _ _ _ s on this day date back to the Western Han Dynasty. Hanging and looking at lanterns, guessing lantern riddles and eating sweet dumplings are the three main activities to observe the festival. While people admire the lanterns and guess lantern riddles, they can get mini lanterns as presents and even a small a _ _ _ _ _ of money. In my o _ _ _ _ _ , making sweet dumplings with various fillings is a merry experience for a family reunion.



Grammar Makes Sense

A Xinxin and Jackie wrote down some sentences with the present perfect tense and the present perfect passive voice. Which sentences are correct? Tick or cross.

Xinxin

- 1 The bridge has been built to support very heavy loads. ☐
- 2 Global warming has been happened at various times in the past two million years. ☐
- 3 Has the patient's temperature been taken? ☐
- 4 Nearly one third of the Great Wall has disappeared without trace. ☐

Jackie

- 1 In some parts of the world, traditional festivals and celebrations have been disappeared. ☐
- 2 Some new books have been delivered to the school. ☐
- 3 The seat near the window has taken already. ☐
- 4 This baby has been given a lot of love and care by its mother. ☐

Now help them correct the mistakes and sort out the verbs into the boxes below. Add some if you can think of more.

Transitive verbs	Intransitive verbs
build	happen

B Complete the passage with the correct forms of the words in brackets.

Peking Opera is a form of Chinese opera which combines music, vocal performance, mime, dance and acrobatics. It ⁽¹⁾ _____ (perform) for almost 200 years. Over time, Peking Opera ⁽²⁾ _____ (experience) periods of full bloom, diminishing popularity and near extinction. But in the end, it has still been passed down from generation to generation. In recent years, numerous reforms ⁽³⁾ _____ (attempt) in response to audience's reaction. These reforms, which include improving performance quality, adapting new performance elements and performing new and original plays, ⁽⁴⁾ _____ (meet) with mixed success. The form ⁽⁵⁾ _____ (regard) as one of the cultural treasures of China. It ⁽⁶⁾ _____ (spread) to many other countries.



UNIT 5 NATURAL DISASTERS



Build Your Vocabulary

A Circle the correct answers.

- 1 Some _____ crimes were committed by teenagers.
A bad B original C horrible D political
- 2 It _____ him to realize how close he had come to losing his life.
A scared B worried C excited D interested
- 3 If there is no way out, _____ action may be one choice.
A professional B quick C military D civil
- 4 The guest of the hotel had _____ that the door to her room be left open.
A ordered B requested C said D complained
- 5 They have different opinions. They are _____ over foreign policy.
A talking B arguing C speaking D telling
- 6 Then, without warning, she _____ into laughter.
A falls B erupts C goes D moves

B Complete the news report with the correct forms of the words or phrases in the box.

strike break out collapse flood downtown death authority survive

A strong earthquake struck Christchurch, New Zealand, on Tuesday, according to the United States Geological Survey. Buildings ⁽¹⁾ _____ and buried vehicles. ⁽²⁾ _____ said the earthquake caused many ⁽³⁾ _____. Most people were lucky and ⁽⁴⁾ _____.

Damage was extensive and people were trapped inside buildings, the Associated Press reported. Video from the scene showed damage to the ⁽⁵⁾ _____ area as well as people running through the streets to safety. One person called it “the most frightening thing of my entire life”.

The earthquake hit Christchurch, on the country’s South Island, just before 1 p.m. It was the latest in a series of large earthquakes to ⁽⁶⁾ _____ the area in recent months. The New Zealand Herald reported that phone lines were down, that broken water mains had ⁽⁷⁾ _____ city streets and that fires had ⁽⁸⁾ _____.



Grammar Makes Sense

A Put brackets around the italicized relative pronoun if it can be omitted.

- 1 We talked about the earthquake *which* claimed many people's lives.
- 2 The paintings *which* Mr. Wang had lost in the flood were worth around 100,000 yuan.
- 3 Let's go through the main points *that* Professor Zhao made in her lecture about natural disasters.
- 4 He received a low mark for his essay *which* had been finished in a hurry and had many spelling mistakes.
- 5 David is a friend *whom* we would like to turn to if we meet some troubles in India.
- 6 The couple *who* live next to us have a pet dog and they love it very much.
- 7 Kate is unwilling to make any specific plan for the holiday *that* she longs for.
- 8 The villagers offered a lot of help to the foreigners *who* were caught in a flash flood.

B Tick (✓) the right sentences and correct the wrong ones.

- 1 There is something that I should tell you. ()
- 2 I will never forget the days when we spent together. ()
- 3 Air, without that man can't live, is really important. ()
- 4 It may be the most important decision that you will ever make. ()
- 5 I heard many different accents what I could not identify. ()
- 6 There isn't much can go wrong with the machine. ()

C Your friend is writing a formal letter to his teacher to express thanks. Help him find the grammatical mistakes in the italicized part and correct them.

...

You teach me how to think in a careful way. You are like a scientist ⁽¹⁾*whom is concerned with many problems*. Besides, you are so knowledgeable. You opened my eyes and made me see the world ⁽²⁾*that I had never imagined*.

I still remember one lesson ⁽³⁾*in that you told us about your hopes for your future* when you were our age. I was greatly moved at that time and I made up my mind to work harder and become a top student ⁽⁴⁾*when you really wanted me to be*.

You taught me the importance of hard work in life ⁽⁵⁾*what I'll carry throughout my life with me*. I will never forget it.

...



PRONUNCIATION

元音字母和元音字母组合读音规则 (reading rules of vowels and vowel combinations)

a	Stressed Syllable	/eɪ/	name	eraser	cake
		/æ/	am	and	cat
	Unstressed Syllable	/ɑ:/	glass	banana	father
		/ɒ/	what	want	watch
		/e/	many	any	
e	Stressed Syllable	/i:/	she	he	we
		/e/	pen	desk	yes
	Unstressed Syllable	/ɪ/	English	pretty	
		/ə/	children	open	different
i	Stressed Syllable	/aɪ/	I	like	hi
		/ɪ/	sit	is	it
	Unstressed Syllable	/i:/	machine	policeman	
		/ɪ/	English	difficult	
o	Stressed Syllable	/əʊ/	no	go	close
		/ɒ/	on	box	not
	Unstressed Syllable	/ʌ/	some	stomach	Monday
		/u:/	do	to	whose
		/ʊ/	woman		
u	Stressed Syllable	/ju:/	unit	Tuesday	excuse
		/ʌ/	us	up	uncle
	Unstressed Syllable	/u:/	blue	ruler	
		/ʊ/	put	full	
y	Stressed Syllable	/aɪ/	my	bye	fly
	Unstressed Syllable	/i/	very	many	twenty
ai	Stressed Syllable	/eɪ/	chain	waiter	waitress
	Unstressed Syllable	/aɪ/	day	may	okay
ea	Stressed Syllable	/i:/	eat	meat	tea
	Unstressed Syllable	/e/	bread	head	breakfast
ee	Stressed Syllable	/i:/	meet	see	three
	Unstressed Syllable	/eɪ/	eight	eighteen	eighty
oo	Stressed Syllable	/u:/	boot	food	zoo
	Unstressed Syllable	/ʊ/	book	look	good
ou	Stressed Syllable	/aʊ/	house	mouth	our
	Unstressed Syllable	/aʊ/	brown	down	now
ow	Stressed Syllable	/əʊ/	borrow	show	yellow
	Unstressed Syllable	/ɑ:/	hard	car	farm
er	Stressed Syllable	/ɜ:/	her	hers	certainly
	Unstressed Syllable	/ə/	finger	letter	later
ir	Stressed Syllable	/ɜ:/	girl	skirt	shirt
	Unstressed Syllable	/ɔ:/	for	or	short
ur	Stressed Syllable	/ɜ:/	hurt	purple	turn
	Unstressed Syllable	/eə/	chair	hair	pair
ing	Stressed Syllable	/ɪŋ/	evening	feeling	sing
	Unstressed Syllable	/ɪŋ/	evening	feeling	sing



辅音字母和辅音字母组合读音规则 (reading rules of consonants and consonant combinations)

b	/b/ 不发音	bed climb	boy lamb	big doubt	ch	/tʃ/ /k/ /ʃ/	teacher chemistry machine	lunch headache	child school
c	/s/ /ʃ/ /k/	centre social class	city special capital	decide magic	ck	/k/	back	black	luck
d	/d/	date	cold	ready	dr	/dr/	drink	draw	
f	/f/ /v/	five of	flower	free	ds	/dz/	birds	friends	kids
g	/g/ /dʒ/	girl large	finger gym	bag orange	gh	/f/ 不发音	laugh eight	daughter	right
h	/h/ 不发音	hard honest	hotel hour	hurt	gn	/n/	sign	foreign	
j	/dʒ/	joke	enjoy	join	gu	/g/	guess		
k	/k/	kite	key	look	kn	/n/	know	knife	
l	/l/ 不发音	last half	little talk	pool	mn	/m/	autumn		
m	/m/	may	member	middle	ng	/ŋ/ /ŋg/	sing hungry	king English	bring
n	/n/ /ŋ/	name uncle	nine thank	rain finger	nk	/ŋk/	thank	think	
p	/p/	paint	pink	plan	ph	/f/	ele phant	photo	
r	/r/	red	cam er a	rabbit	qu	/kw/	question	quick	
s	/s/ /z/ /ʃ/ /ʒ/	sunny rea son su re usu al	delicious always su gar plea s ure	sea treas ure	sh	/ʃ/	she	shirt	fish
t	/t/	seat	tea	return	sion	/ʒn/	dec ision	tele vision	
v	/v/	visit	love		ssion	/ʃn/	exp ression		
w	/w/	wait	winter	week	tch	/tʃ/	watch	catch	
x	/ks/ /gz/	si x ex am	exc use ex am ple		th	/θ/ /ð/	north that	thing other	thank with
y	/j/	yes	yesterday	your	tle	/tl/	gentle		
z	/z/	zoo	size	zero	tr	/tr/	trip	try	
					tion	/ʃn/	na tion	in formation	
					ts	/ts/	its	shorts	hats
					ture	/tʃə/	future	picture	
					wh	/w/ /h/	what who	why whom	when whose
					wr	/r/	write	wrong	



VOCABULARY (I)

说明: 本表收录各单元四个板块语篇中所包含的生词, 不收录指示语、讲解文字中所包含的生词。
白体词为课程标准规定之外的词汇。单词音标以 *Oxford Advanced Learner's Dictionary* (Eighth Edition) 为依据。

Unit 1

anxious /ˈæŋkʃəs/ <i>adj.</i> 焦虑; 忧虑	2	frightened /ˈfraɪnd/ <i>adj.</i> 惊吓的; 受惊的; 害怕的	8
teenager /ˈtiːneɪdʒə(r)/ <i>n.</i> 青少年	2	absolutely /ˈæbsəluːtli/ <i>adv.</i> 极其; 绝对地	8
jeans /dʒiːnz/ <i>n.</i> 牛仔褲	2	goal /gəʊl/ <i>n.</i> 目标; 目的	8
confident /ˈkɒnfɪdənt/ <i>adj.</i> 自信的	2	academically /ˌækəˈdemɪkəli/ <i>adv.</i> 学业地; 学术地	8
timetable /ˈtaɪmteɪbl/ <i>n.</i> 时间表; 时刻表	2	personality /ˌpɜːsəˈnæləti/ <i>n.</i> 性格; 个性; 特色	8
impression /ɪmˈpreʃn/ <i>n.</i> 印象; 感想	3	tough /tʌf/ <i>adj.</i> 艰难的; 棘手的	10
sheet /ʃiːt/ <i>n.</i> 一张(纸); 床单	3	affect /əˈfekt/ <i>v.</i> 影响	10
stair /steə(r)/ <i>n.</i> 楼梯	3	adventure /ədˈventʃə(r)/ <i>n.</i> 冒险; 冒险经历	10
binder /ˈbaɪndə/ <i>n.</i> 活页夹	3	challenge /ˈtʃælɪndʒ/ <i>n. & v.</i> 挑战	10
embarrassed /ɪmˈbærəst/ <i>adj.</i> 窘迫的; 尴尬的	3	opportunity /ˌɒpəˈtjuːnəti/ <i>n.</i> 机会	10
awkward /ˈɔːkwəd/ <i>adj.</i> 令人尴尬的; 使人难堪的	3	crowd /kraʊd/ <i>n.</i> 人群	14
figure /ˈfɪɡə(r)/ <i>v.</i> 认为; 认定(某事) 将发生或属实 <i>n.</i> 人物	4	shoot /ʃuːt/ <i>v.</i> (使朝某方向)冲、奔、 扑、射、飞驰	14
adult /ˈædʌlt/ <i>n.</i> 成年人	4	moment /ˈməʊmənt/ <i>n.</i> 瞬间; 时光	14
broad /brɔːd/ <i>adj.</i> 广泛的; 宽广的	4	scholarship /ˈskɒləʃɪp/ <i>n.</i> 奖学金	14
range /reɪndʒ/ <i>n.</i> 范围; 界限	4	court /kɔːt/ <i>n.</i> 球场; 法庭; 法院	14
professional /prəˈfeʃənl/ <i>adj.</i> 专业的; 职业的	4	determined /dɪˈtɜːmɪnd/ <i>adj.</i> 坚定的	14
chief /tʃiːf/ <i>adj.</i> 最高级别的; 首席的 <i>n.</i> 首领; 头目	4	senior /ˈsiːnjə(r)/ <i>adj.</i> 中等的; 中学的; (级别)高的	15
sex /seks/ <i>n.</i> 性别	6	attitude /ˈætɪtjuːd/ <i>n.</i> 态度; 看法	15
junior /ˈdʒuːniə(r)/ <i>adj.</i> 青少年的; 地位(或职位、级别)低下的	6	behaviour /bɪˈheɪvjə(r)/ <i>n.</i> 行为; 举止	15
		aspect /ˈæspekt/ <i>n.</i> 方面; 层面	15
		commitment /kəˈmɪtmənt/ <i>n.</i> 承诺; 许诺; 献身; 奉献	15



independent /ˌɪndɪˈpendənt/ <i>adj.</i>		
自主的; 自食其力的	15	
prefer /prɪˈfɜ:(r)/ <i>v.</i> 较喜欢;		
喜欢…多于…	16	
focus /ˈfəʊkəs/ <i>v.</i> 集中(注意力、精力)		
<i>n.</i> 中心点; 关注	16	
tend /tend/ <i>v.</i> 趋向; 往往会	16	
contact /ˈkɒntækt/ <i>n.</i> 接触; 联系		
<i>v.</i> 联系; 联络	16	
respect /rɪsˈpekt/ <i>n. & v.</i> 尊重	16	
frequently /ˈfri:kwəntli/ <i>adv.</i> 经常地;		
频繁地	17	
describe /dɪˈskraɪb/ <i>v.</i> 描述; 形容	17	
adolescence /ˌædəˈlesns/ <i>n.</i> 青春期	17	
pressure /ˈpreʃə(r)/ <i>n.</i> 压力; 紧张	17	
motivate /ˈməʊtɪveɪt/ <i>v.</i> 成为…的动机;		
激励; 激发	17	
concern /kənˈsɜ:n/ <i>n.</i> 担心; 忧虑		
<i>v.</i> 与…有关	17	
tip /tɪp/ <i>n.</i> 实用的提示; 小费	17	
calm /kɑ:m/ <i>v.</i> (使)镇静(下来)		
<i>adj.</i> 镇静的; 沉着的	17	
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p.m. /pi:ˈem/ <i>abbr.</i> 下午; 午后	20	
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说明: 本表收录各单元四个板块语篇中所包含的生词, 不收录指示语、讲解文字中所包含的生词。
白体词为课程标准规定之外的词汇。单词音标以 *Oxford Advanced Learner's Dictionary* (Eighth Edition) 为依据。

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过去将来时

the past future tense

一、概念

过去将来时表示“从过去某一时间点看，将要发生的动作或存在的状态”。

二、构成

过去将来时 {
would do
was/were going to do
was/were to do
was/were doing

三、用法

- 1 表示从过去某一时间点看，将要发生的动作或存在的状态。例如：

She hoped that they **would meet** again someday.

They said it **would be** fine the next day.

- 2 表示过去的打算和意图或过去“势必”要发生某种事态。例如：

He **was going to start** work the following week.

Dark clouds were gathering; it **was going to rain**.

- 3 表示过去的计划、安排或注定要发生的事情。例如：

He said he **was to meet** his friend at the station at 4 p.m.

At that time he did not know that quitting the job **was to become** the turning point in his life.

- 4 go、come、leave、start、have、take等动词一般用过去进行时表示过去将来时。例如：

I didn't know you **were coming**.

He hurried into the carriage. The train **was leaving** in a few minutes.

现在进行时的被动语态

the present continuous passive voice

一、概念

现在进行时表示“说话时，正在进行的动作或正在发生的事情”。当其中的主要动词是被动结构时，即为现在进行时的被动语态，表示“说话时正在进行的被动动作”。



二、构成

I am
 He/She/It is
 You/We/They are

} being done

三、用法

- 1 表示此刻正在进行的被动动作。例如：

My car **is being repaired** now.

The project **is being discussed** at the meeting.

- 2 表示现阶段正在进行的被动动作，但此动作不一定在此时此刻发生。例如：

A new library **is being built** in our school.

That plan **is being carried out** these days.

- 3 表示经常的被动行为，常与always、often、constantly等词连用，表示某种感情色彩。例如：

He **is always being praised** by his grandpa.

现在完成时的被动语态

the present perfect passive voice

一、概念

现在完成时的主要动词为被动结构时，即为现在完成时的被动语态。它通常表示过去发生的一个被动动作对现在产生了影响。

二、构成

I have
 He/She/It has
 You/We/They have

} been done

三、用法

- 1 表示被动的动作发生在说话之前，强调对现在造成的影响和结果。例如：

The door **has been locked**.

Two windows **have been broken**.

- 2 表示一个被动的动作或状态开始于过去，持续到现在，并可能持续下去，常与for或since引导的时间状语连用。例如：

How long **has** the machine **been used**?

These English songs **have been taught** many times on the radio.

- 3 相当于及物动词的动词短语，也可以用于现在完成时的被动语态。例如：

Has the doctor **been sent for**?

Such a case **has never been heard of** before.



定语从句 attributive clauses

一、概念

英语中，用作定语修饰名词（或代词）的从句称为定语从句，被修饰的词称为先行词。定语从句一般放在先行词的后面。

引导定语从句的关系词分为关系代词和关系副词。常见的关系代词包括that、which、who（宾格whom，所有格whose）等，关系副词包括where、when、why等。关系代词和关系副词在先行词及定语从句之间起连接作用，同时又在定语从句中担任重要成分。

二、用法

1 that可以指“人”或者“物”，在从句中作主语或宾语，作主语时不可省略，作宾语时可以省略。例如：

The man **that lives next door** is a teacher.（作主语）

The letter **(that) I received yesterday** was from my sister.（作宾语）

2 which用于指“物”，在从句中作主语或宾语，作主语时不可省略，作宾语时可以省略。例如：

The book **which has a red cover** belongs to Mary.（作主语）

The film **(which) we saw last night** was wonderful.（作宾语）



注意

定语从句常用that不用which引导的情况：

1 当先行词是all、little、few、much、something、everything、anything、nothing、none等不定代词时。例如：

Everything **that happened then** was like a nightmare.

2 当先行词被only、any、few、little、no、all、just、very等词修饰时。例如：

The only thing **that we could do** was to wait.

3 当先行词是序数词、形容词最高级或先行词被序数词或形容词最高级修饰时。例如：

This is the best novel **that I have ever read**.

4 先行词中同时包括人和物时。例如：

We talked about the people and the villages **that we remembered**.



IRREGULAR VERBS

Irregular verbs 不规则动词

Infinitive

arise
awake
be (am/is/are)
beat
become
begin
bend
bet
bite
blow
break
bring
build
burn
buy
can
cast
catch
choose
come
cost
cut
deal
dig
do
draw

Past tense

arose
awoke
was/were
beat
became
began
bent
bet
bit
blew
broke
brought
built
burnt/burned
bought
could
cast
caught
chose
came
cost
cut
dealt
dug
did
drew

Past participle

arisen
awoken
been
beaten
become
begun
bent
bet
bitten
blown
broken
brought
built
burnt/burned
bought
cast
caught
chosen
come
cost
cut
dealt
dug
done
drawn



Infinitive

Past tense

Past participle

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
forbid	forbade	forbidden
foresee	foresaw	foreseen
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung/hanged	hung/hanged
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



Infinitive	Past tense	Past participle
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
may	might	
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
misunderstand	misunderstood	misunderstood
pay	paid	paid
prove	proved	proved/proven
put	put	put
quit	quit/quitted	quit/quitted
read	read	read
rebuild	rebuilt	rebuilt
retell	retold	retold
rid	rid	rid
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed



Infinitive

Past tense

Past participle

shake	shook	shaken
shall	should	
shine	shone/shined	shone/shined
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt/smelled	smelt/smelled
sow	sowed	sown/sowed
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spin	spun	spun
spit	spat/spit	spat/spit
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck/stricken
sweep	swept	swept
swell	swelled	swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn



Infinitive

tell

think

throw

understand

wake

wear

weave

will

win

write

Past tense

told

thought

threw

understood

woke

wore

wove

would

won

wrote

Past participle

told

thought

thrown

understood

woken

worn

woven

won

written

