



普通高中教科书

ENGLISH

英语

选择性必修

第三册



上海外语教育出版社

普通高中教科书

ENGLISH

英语

选择性必修

第三册

主编：束定芳

此页不可用于印刷
(请在印刷前替换正确的扉页)

上海外语教育出版社

主 编：束定芳

副 主 编：王蓓蕾

分册主编：赵美娟

编 者：杨红燕 安 琳 励哲蔚

责任编辑：李 欣

美术设计：戴玉倩

普通高中教科书 英语 选择性必修第三册

上海市中小学（幼儿园）课程改革委员会组织编写

出版发行 上海外语教育出版社（上海市大连西路 558 号）

印 刷 上海盛通时代印刷有限公司

版 次 2022 年 1 月第 1 版

印 次 2022 年 1 月第 1 次

开 本 890 毫米 × 1240 毫米 1/16

印 张 6

字 数 190 千字

书 号 ISBN 978-7-5446-6641-1

定 价 20.70 元

版权所有 · 未经许可不得采用任何方式擅自复制或使用本产品任何部分 · 违者必究

如发现内容质量问题，请拨打电话 4008-213-263。

如发现印、装质量问题，影响阅读，请与上海外语教育出版社联系。 电话：021-65609540

全国物价举报电话：12315

声明：按照《中华人民共和国著作权法》第二十五条有关规定，我们已尽量寻找著作权人支付报酬。著作
权人如有关于支付报酬事宜可及时与出版社联系。

Unit	Understanding	Discovering	
	Reading, Listening and Viewing	Vocabulary Focus	Grammar in Use
Unit 1 Fighting Stress P2	Reading A: Stress (Explanation)	Expressions related to dealing with stress	Infinitives 2 – used as subjects and predicatives
	Reading B: Anxiety and Teens (Explanation) Culture Link: <i>Taijiquan for Stress Relief</i>		
	Listening: Dealing with School Stress (Radio programme)		
	Viewing: How to Make Stress Your Friend (Talk)		
Unit 2 Cherishing Friendship P18	Reading A: With One Small Gesture (Short story)	Expressions related to friendship	Complex infinitives
	Reading B: The Last Leaf (Short story)		
	Listening: Interview on Friendship (Interview)		
	Viewing: Peas and Carrots (Film clip)		
Unit 3 Exploring the Unknown P34	Reading A: Stonehenge (Introductory text) Culture Link: UNESCO World Heritage List (China)	Expressions related to mysteries and wonders	Appositive clauses
	Reading B: The Most Unknown and Mysterious Places on Earth (Introductory text)		
	Listening: Living in the Land of the Giants (Podcast) Listening strategy: Note-taking: recording numbers		
	Viewing: China's Chang'e-4 Probe Makes Historic Landing on Moon's Far Side (News report)		
Unit 4 Protecting the Environment P50	Reading A: The Villain in the Atmosphere (Explanation) Reading strategy: Understanding the chain of cause and effect	Expressions related to environmental protection	Emphatic structures
	Reading B: Together for Our Ocean (Explanation)		
	Listening: Interview with a Young Environmentalist (Interview)		
	Viewing: Saving the World (Vodcast)		

Map of the Book

Producing		Extending	
Speaking	Writing	Critical Thinking	Further Exploration
Giving a presentation on ways to relax Speaking strategy: Presenting with effective visuals	Writing a letter of advice on how to deal with a problem	Creating a solution to a problem	Designing a teen stress questionnaire
Conducting an interview on friendship Speaking strategy: Checking comprehension by paraphrasing	Writing a thank-you letter to express gratitude to your friends Culture Link: International Friendship Day	Building and justifying links between stories and their values	Introducing classical Chinese poems to foreign friends
Conducting an interview on teenagers' curiosity about the moon	Writing a survey report on how people view different theories of a mystery	Forming hypotheses and giving possible explanations	Raising doubts about existing explanations of a mystery
Giving a presentation on how to reduce carbon footprint Culture Link: Carbon Footprint	Writing a proposal letter for the Green Club	Evaluating solutions with criteria	Conducting a survey on solutions to environmental problems

致同学们

亲爱的同学们：

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

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

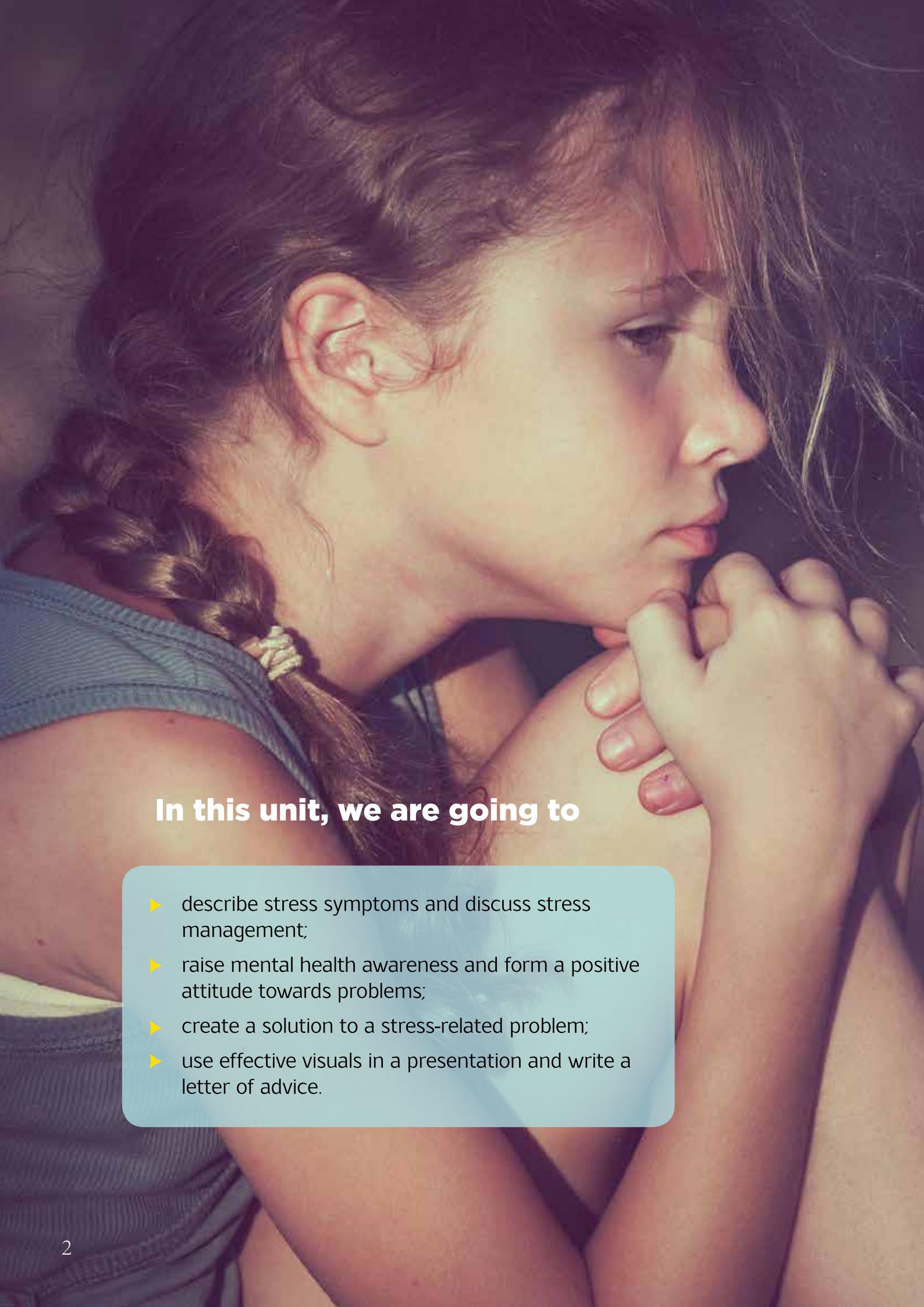
同学们，高中阶段英语学习的主要目的是全面提升语言能力。同时，通过英语学习获取更多的中外优秀文化知识，挖掘其承载的文化价值，提升跨文化交际意识和交流能力，训练思维的逻辑性、批判性和创造性。

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

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

编者

2020年5月



In this unit, we are going to

- ▶ describe stress symptoms and discuss stress management;
- ▶ raise mental health awareness and form a positive attitude towards problems;
- ▶ create a solution to a stress-related problem;
- ▶ use effective visuals in a presentation and write a letter of advice.

Unit 1

Fighting Stress

The greatest weapon against stress is our ability to choose one thought over another.

—William James

Getting Started

-  1. People have worries from time to time. What do you often worry about? Circle your worries from the lists below.

 Family	 School	 Friends
Quarrels	School rules	Fitting in
Sick family member(s)	Presentations	Making friends
Financial problems	Tests or grades	Being teased or bullied

2. Circle the symptom(s) of worry that you have experienced:



READING A

What do you know about stress? Is it good or bad? Read the text and find out more about stress.



Have you ever felt sick to your stomach during a test? Have you had days when you were so loaded down with homework that you had trouble sleeping? Have you ever been so worried about something that you ended up with a terrible headache?

If so, you know what it's like to feel stressed. You've probably heard people say, "Wow, I'm really stressed out" or "This is making me totally stressed." Maybe you hear adults talk like that all the time. But teenagers have lots of things going on in their lives that can cause stress, too.

What is stress?

Stress is what you feel when you

are worried or uncomfortable about something. This worry in your mind can make you physically feel bad. You may feel angry, frustrated, scared, or afraid — which can give you a stomachache or a headache.

When you're stressed, you may not feel like sleeping or eating, or you may sleep or eat too much. You may also have trouble paying attention at school or remembering things at home.

What causes stress?

Plenty of things can cause stress, and there are such things as good stress and bad stress. Good or normal stress might show up when you're called on in class or when you have

- 35** to give a report. Have you ever had butterflies in your stomach or sweaty hands? These can be signs of good stress — the kind of stress that can help you get things done. For example, **40** you may do a better job on your book report if the anxiety inspires you to prepare well before reading it to the class.

45 But bad stress can happen if the stressful feelings last for a long time. You may not feel well if a family member is sick, if you're having problems at school, or if you're going through anything else that makes you **50** upset every day. That kind of stress isn't going to help you. It can actually make you sick.

What to do when feeling stressed?

55 Once you recognise that you're feeling stressed, there are several things you can do. You can try talking about what's bothering you with an adult you trust, like a parent or a teacher. Bring up what's been on **60** your mind and how it makes you feel. An adult may have ideas about how to solve whatever is worrying you or troubling you.

To have a balanced life is the best way to avoid stress. That means making good decisions about how to spend your time. If you're only dealing with school stuff and have no time to play, you can get stressed. Make sure **70** you keep your SELF in mind: Sleep, Exercise, Leisure and Food. Getting enough sleep and eating healthy food are two great ways to help handle stress. You can also turn to relaxation **75** exercises to get rid of stress. The easiest one is to breathe in slowly and deeply through your nose, and then breathe out slowly through your mouth. You can do exercises like this **80** anytime, without anyone noticing.

If you take care of yourself and get enough sleep and food, and if you exercise and leave time for fun stuff, you'll probably be less stressed out!



● Personal Touch



Have you ever consulted an adult about something bothering you? If yes, what advice did you get?

Digging In

• Comprehension

I. Complete the chart with information from the text.

Introduction	Thesis statement: _____ _____ (Para. ____)
Body	<ul style="list-style-type: none">• Definition of stress: (Para. ____)• Causes of stress: , , , (Paras. ____)• Ways to cope with stress: , (Paras. 7–8)
Conclusion	Closing statement: _____ _____ (Para. ____)

II. Answer the questions.

1. How does the author introduce the topic?
2. What's the author's purpose in writing this essay? To inform, entertain, or convince?
3. What are the common signs of stress?
4. How many types of stress are mentioned in the passage? Give an example of each type.
5. What does "a balanced life" mean and how can we keep our life balanced?

III. Define "good stress" and "bad stress," and discuss the possible causes of each type. You may refer to the cues in the box.

Causes of stress

- suffering from a serious disease
- playing competitive sports
- taking tests
- adapting to new routines and cultures
- facing the death of a loved one
- losing one's job

Good stress

Definition: _____

Bad stress

Definition: _____

● Vocabulary Focus

I. Key Vocabulary

1. Match the words and expressions in Column A to the meanings in Column B.

—A—

1. inspire
2. handle
3. call on
4. upset
5. scared
6. trust
7. bother
8. load down with
9. leisure
10. feel like

—B—

- a. to annoy
- b. to make ... worried
- c. to fill sb with the urge to do sth
- d. to give sb/sth a lot of heavy things to carry
- e. to demand ... to do sth
- f. time when one is not working
- g. to want to have or do sth
- h. frightened
- i. to manage (a problem)
- j. to have confidence in sb

2. Complete the passage with the appropriate forms of the words and expressions in Exercise 1.

When I was 16, I was diagnosed with severe anxiety disorder. You don't truly know what anxiety **1** _____ unless you've experienced it yourself. It's something that tears you apart. There is always a lot on your mind. I was **2** _____ homework and was **3** _____ about exams coming up. Fortunately, I met someone I could **4** _____ —my counsellor. She **5** _____ me to stay positive and taught me how to **6** _____ my fears.

II. Topic-Related Expressions

Complete the passage with the appropriate forms of the given expressions. Note that there are two more options than you need.

stress out	life or death	end up with	keep sb alert
run away from one's problems	react to an emergency	key to survival	
turn on stress response	keep worries away	handle a problem	

Stress is the unpleasant feeling you get when you're worried, scared, angry, frustrated, or overwhelmed. Even though stress is unpleasant, it's not always a bad thing. It is an important survival tool and can **1** _____ and focused. Ages ago, when people lived in the jungle — where a tiger might leap out at any moment — the emergency nervous system was **2** _____. A lot of stress changes our bodies quickly and helps us **3** _____. In the modern world, our biggest worries aren't usually about **4** _____. We don't really have to **5** _____, but we all have problems and worries that **6** _____, like that panicky feeling you

sometimes get when you're studying for a big test. If you feel **7** _____, you can practise some relaxation techniques. Do breathing exercise, listen to music, write in a journal, play with a pet, go for a walk or a bike ride, or do whatever helps **8** _____.

● Grammar in Use

Infinitives 2— used as subjects and predicatives

I. Read the sentences and answer the questions below.

- A. To have a balanced life is the best way to keep stress away.
 - B. It is still necessary to share your feelings with others.
 - C. Your heart seems to stop, knees become weak, and you begin to sweat.
 - D. What they did was (to) collect data and analyse the problem.
1. Which infinitive clause in the above sentences is a subject? And which is a predicative?
2. What is the function of “it” in Sentence B?

Grammar Highlights

Infinitives as Subjects

- In everyday speech, it is common to use **it** as the formal subject and the **to-**infinitive clause at the end of the sentence for balance.
e.g. *It is important to be honest with yourself at all times.*
- In dictionary definitions, quotes and poetic speech, the **to**-infinitive is usually placed at the beginning of a sentence.
e.g. *To know what it is that you know, and to know what it is that you do not know — that is understanding.* — Confucius

Infinitives as Predicatives

- The infinitive follows a linking verb to describe, identify or rename the subject.
e.g. *What is essential is to stick to a healthy diet.*
Our top priority is to ensure the safety and well-being of our employees.

An **infinitive clause** has a meaning that is more hypothetical than that of the **-ing clause**. It is commonly used to report intentions, desires, efforts and perceptions.

Compare:

The best way to predict the future is to create it.

My favorite pastime is reading books.



II. Make sentences with the same meaning by using ***it*** + infinitive. The first one has been done for you.

1. Playing tennis is fun. → *It is fun to play tennis.*
2. Doing physical exercise is important. →
3. Learning about other cultures is interesting. →
4. Visiting museums is educational. →
5. Going fishing with your friends is relaxing. →
6. Making new friends takes time. →

III. Choose the appropriate form to complete the sentences.

1. _____ (To eat, Eating) too much sugar is not healthy.
2. John's plan is _____ (to do, doing) some volunteer work next weekend.
3. _____ (To read, Reading) books took up much of my leisure time.
4. Part of the problem is not _____ (to know, knowing) proper ways to reduce stress.
5. The mission of the institution is _____ (to improve, improving) the well-being of the people in distress.
6. Their goal is _____ (to help, helping) those in trouble to develop a healthy mindset.

IV. Fill in the blanks with the appropriate forms of the verbs given in brackets.

Art therapy is one of the oldest effective forms of self care and healing, and it helps to develop personal awareness. It can also be used **1** _____ (treat) issues and illnesses such as anxiety, depression and stress disorder.

Art therapy is suitable for those who are interested in **2** _____ (express) themselves through art. It can be difficult

3 _____ (open) up to a complete stranger about one's deepest and darkest emotions. In art therapy, words are not always necessary. A simple act of a scribble on paper can be a release for a depressing thought and bring light to darkness.

We offer a wide variety of art therapy courses, including Chinese calligraphy and Chinese brush painting. It is our purpose **4** _____ (help) people engage the creative self in **5** _____ (build) mind and body health and wellness. The main objectives of our courses are **6** _____ (connect) individuals through art and creativity, **7** _____ (enhance) personality, and **8** _____ (develop) team building and interpersonal bonding.



Listening, Viewing and Speaking



Dealing with School Stress (Radio programme)

- I. Read the title of the recording. Brainstorm and list the words and expressions related to the topic.
- II. Listen and answer the questions.
 1. What is the recording mainly about?
 2. Why is it important to take breaks?
 3. How does Danielle relax?
- III. Listen again and complete the sentences.
 1. If a student has hours of homework to complete, taking several ____-minute breaks can reduce stress.
 2. Danielle is a ____-year-old student. She likes to _____ before she _____.
3. The APA survey finds that American students like to relax by:
 - listening to music;
 - _____;
 - going online;
 - spending time with _____ or friends;
 - exercising or _____.



How to Make Stress Your Friend (Talk)

- I. Work in pairs and discuss what “make stress your friend” means.
- II. Watch the video clip and identify the main idea of the talk.
- III. Watch the video clip again and complete the chart.

01 This study tracked _____ in the United States, and they _____.



02 They used public records for the next _____ years to find out who died.



03 Every major stressful life experience increased the risk of dying by ____%.
People who spent time _____ others showed zero stress-related increase in dying.



Giving a presentation on ways to relax

- Fill in the boxes with ways to relax and the reasons why they are effective. Give a presentation with effective visuals on how you'd like to relax.

Ways to Relax

Running

Reasons

Speaking Strategy

Presenting with effective visuals

People take in more visual information than textual information. To make your presentation more effective, you could:

- use visuals such as photos, charts, graphs and tables whenever possible;
- reduce the number of words or bullet points on your slides;
- use phrases or clauses instead of sentences unless you are showing a quotation.

Types of visual aids used in presentation

- Overhead projector
- PowerPoint presentations
- Blackboard or whiteboard
- Flip charts



Knowing how to relax is vital for our health and well-being. Here are some ways that I find effective to help me calm down and stay composed. Whenever I feel stressed out, I go for a run. Running takes my mind off problems ...

Effective ways to relax:

- Running: takes mind off problems

-
-



READING B

ANXIETY AND TEENS

While all teens feel anxious from time to time, some feel it more than others.

Say your best friend tells you she's going to the airport with her dad to learn to skydive. She's totally excited. But just thinking of skydiving causes you tremendous anxiety. Your stomach churns, your heart races, and you feel a lump in your throat when you try to swallow. You can't believe your friend is actually doing this, and you think about it all day long. When she calls that evening, she says she can't wait to skydive again — "It was thrilling!" While you and your friend are both thinking about skydiving, you perceive the situation in very different ways.

How much anxiety is too much?

Here are some of the signs of excess anxiety.

- You feel anxious, worried, or afraid for no reason at all. Normally, teens feel anxiety because of something specific — like taking a test or going out on a date. But if there's no obvious reason for your feelings, your anxiety level may be too high.

- You worry too much about everyday events or activities. Some worries are normal. But if you're



constantly worrying about things that are out of the ordinary, or if you worry so much about those events that you avoid them, your anxiety level is too high.

- You continually check whether you did something right. While it's normal to check something you did to make sure it's right, continuing to check it again and again is a sign that you have way too much anxiety.

- You're so panicky that you are unable to function in certain situations — like taking tests or socialising with friends.

How can teens cope with anxiety?

Many teens find ways to cope with the high anxiety they feel. It's important to recognise your emotions, to know what you're feeling and why you're feeling that way. It's also important to find healthy ways of coping with anxiety. Recognising the types of situations that cause your anxiety is helpful.

Sometimes just admitting that a situation is stressful and being

prepared to deal with it can reduce your anxiety. If you try these simple measures and still have too much anxiety, getting treatment from a health care professional or therapist is the next step.

65 Relaxation techniques can help reduce anxiety and negative thoughts and help you manage

stress. Common relaxation techniques include deep abdominal breathing, 70 meditation, listening to calming music, and activities like yoga and *Taijiquan*.

Some people find that chanting (even a single word) or singing or focusing their vision on an object also 75 helps them achieve a more relaxed state of mind.

● Comprehension Plus

I. Answer the questions.

1. What is the text mainly about?
2. What is the function of the first paragraph?

II. Tick the right answers based on what you have read.

1. Signs of excess anxiety:

- worrying about a test
- checking something again and again
- inability to socialise with friends
- feeling anxious for no reason
- worrying about speaking in public
- worrying about competing in sports

2. Ways to tackle anxiety:

- taking deep breaths
- admitting that a situation is stressful
- hitting the wall
- getting treatment
- drinking alcohol
- doing *Taijiquan*
- recognising the cause of anxiety
- consulting a professional
- trying not to think of the problem
- withdrawing from activities

III. Discuss with your partner:

What relaxation technique do you use most often? How effective is it?



Culture Link

Taijiquan for Stress Relief

Taijiquan, an ancient and distinctive Chinese form of exercise, is the application of the Taoist concept of *yin* and *yang* in the human body. It involves slow movement that requires a high level of concentration, which in turn allows a profound calm to take place. The consistent practice of *Taijiquan* results in a decrease in panic attacks, nervousness and other symptoms.

Critical Thinking

Creating a solution to
a problem

- I. The following is a PPT slide of a talk about stress. Explain each point and provide examples whenever possible. You may refer to the information you've learnt in this unit.

- Definition of stress
- Differences between good stress and bad stress
- Body's response to stress
- Emotions that stress may cause
- Unhealthy ways people try to handle their stress

- II. The next slide of the talk presents a case study. Read the stress signs that Andy shows, discuss in pairs and work out solutions to his problem.

Case Study

Andy, who is going to participate in an English speech contest, shows the following signs of stress:

- fatigue or loss of energy
- loss of appetite
- loss of social interest
- increased restlessness
- difficulty in sleeping
- difficulty in concentrating

Solutions: ?



Writing

Writing a letter of advice on how to deal with a problem

Tony, Sally, Mary, and Alan have worries over different issues. Write a letter of 110–130 words to one of them, giving advice on how to deal with his/her problem.



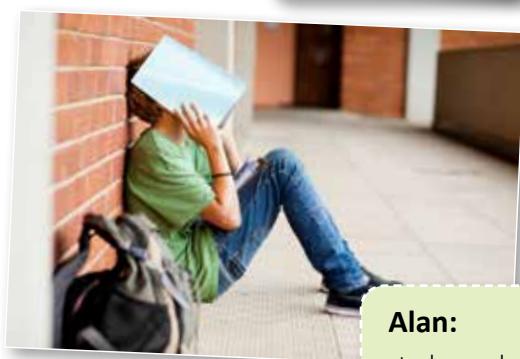
Tony:
relationship with classmates



Sally:
weight, appearance



Mary:
peer pressure



Alan:
study, grades

● Guided Writing

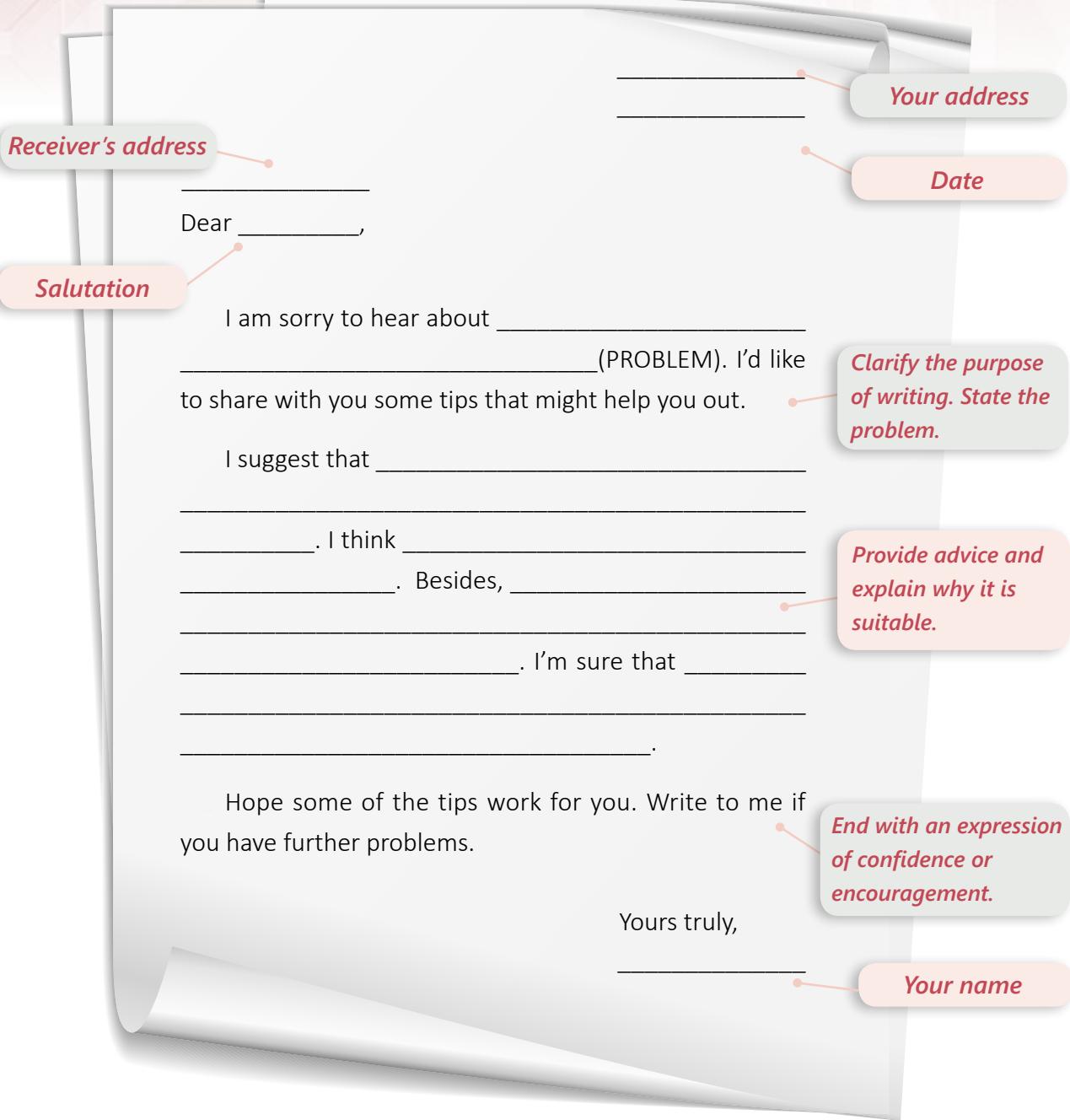
Step 1 Work in groups. Decide on one of the students to write to.

Step 2 Discuss and list ways to handle his/her problem.

Step 3 Write a letter of advice to him/her, using the letter format provided.

Writing Strategy Letter of advice: format, content and tone

- Follow the letter format:
 - Heading (Date, Salutation)
 - Opening (State the purpose of writing the letter)
 - Body (Give advice)
 - Closing
 - Signature
- Give advice relevant to the specific issue, keeping your writing concise and to the point.
- Write in a friendly tone. Do not criticise, and avoid discouraging language.



Useful Words and Expressions

- If you keep on ...
- You need to ...
- You could try ...
- I really hope this helps.
- You should ...
- I would consider ...
- Your next step is ...
- Good luck with everything.
- I think you need to ...
- Have you thought about ...
- Let me know how it goes.

► Further Exploration

Designing a teen stress questionnaire

The School Health Club is going to conduct a survey of teen stress in your school. You are invited to design a questionnaire for the club.

- Step 1** Work in groups. Discuss with your team members what information to collect. Decide what type(s) of questions to use. You may use multiple choice questions, rating scale questions, etc.



- Step 2** Write 10–15 questions that are relevant to teen stress. Make sure the questions are clear, concise and direct. Arrange the questions in a logical order. Start from easy, general to difficult, particular ones.

- Step 3** Test the questionnaire and revise it if needed.

- Step 4** Submit the questionnaire to the club.

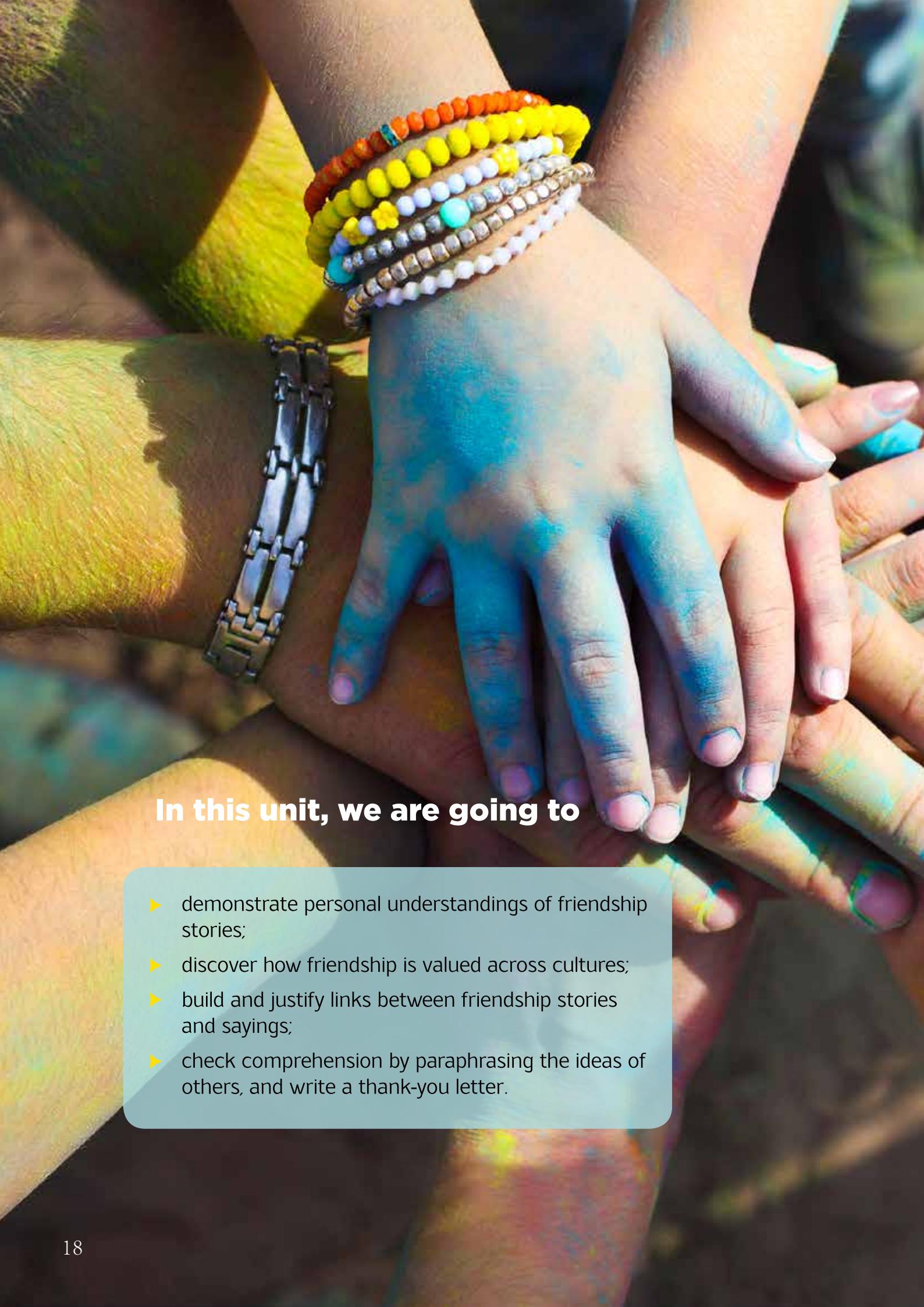
► Self-assessment

Look at the expected learning outcomes of this unit.

- A. Understanding causes and types of stress
- B. Talking about different views about stress and ways to relieve stress
- C. Identifying signs of excessive anxiety and proper ways to cope with stress across cultures
- D. Finding solutions to stress-related problems
- E. Using effective visuals in a presentation
- F. Writing a letter of advice about worries

Write a reflective note on the above items. You may include some or all of the following points:

- What you think you have done well and why
- One strategy that really has helped your learning
- One important thing you have learned about
- What you need to improve in the future
- What learning resources you find useful



In this unit, we are going to

- ▶ demonstrate personal understandings of friendship stories;
- ▶ discover how friendship is valued across cultures;
- ▶ build and justify links between friendship stories and sayings;
- ▶ check comprehension by paraphrasing the ideas of others, and write a thank-you letter.



Unit 2

Cherishing Friendship

.....
Be slow to fall into friendship; but when you are in, continue firm and constant.

— Socrates

Getting Started

 Read the following excerpt from a poem on friendship. Do you agree with the poet? What is your understanding of friendship?

Your friend is your needs answered.
He is your field which you sow with love and reap with thanksgiving.
And he is your board and your fireside.
For you come to him with your hunger, and you seek him for peace.

— *On Friendship* by Kahlil Gibran

READING A

? Do you remember the time when you first met one of your best friends? How did your friendship start? Read the text and find out how the author met his best friend.



WITH ONE SMALL GESTURE

One day, when I was a freshman in high school, I saw a kid from my class walking home from school. He seemed to be carrying all of his books.

5 His name was Kyle. I thought to myself, “Why would anyone bring home all his books on a Friday?” Then I saw a bunch of kids running toward him, knocking all his books out of his arms
10 and tripping him so he landed in the dirt. His glasses went flying, landing in the grass about ten feet from him. He looked up and I saw this terrible sadness in his eyes. I jogged over to him. As he crawled around looking for

his glasses, I saw a tear in his eye.

As I handed him his glasses, he looked at me and said, “Thanks!” There was a big smile on his face, 20 showing real gratitude. I helped him pick up his books and asked him where he lived. He turned out to live near me. We talked all the way home, and I carried his books. He was a pretty cool 25 kid and I asked him if he wanted to play football with me and my friends on Saturday. He said yes. We hung out all that weekend. The more I got to

know Kyle, the more I liked him. And my
30 friends thought the same of him.

Monday morning came, and there was Kyle with the huge stack of books again. I stopped him and said, "You are gonna really build some serious muscles
35 with this pile of books every day!" He just laughed. Over the next four years, Kyle and I became best friends. When we began to think about college, Kyle decided on Georgetown, and I was
40 going to Duke.

Graduation day came and Kyle was selected as the speaker at the graduation ceremony. I was so glad it was he who got up there and spoke. I
45 could see that he was nervous about his speech. So, I patted him on the back and said, "Hey, big guy, you'll be great!" He looked at me with one of his really grateful looks and smiled, "Thanks!"

50 When it came to his turn, he cleared

his throat and began. "Graduation is a time to thank those who helped you through those tough moments. Your parents, your teachers, your siblings...
55 but mostly your friends. I am going to tell you a story..." I just looked at my friend in disbelief as he told the story of the first day we met. He had planned to drop out of school because
60 of loneliness and sadness at the new place. He talked of how he had cleaned out his locker so he would never come back. He looked at me and gave me a little smile. "Thankfully, it was my friend
65 who helped me out." I heard the gasp go through the crowd as this handsome, popular boy told us all about his weakest moment.

I saw his mom and dad looking at
70 me and smiling that same grateful smile. Not until that moment did I realise its depth. Never underestimate the power of your actions. With one small gesture you can change a person's life.

● Personal Touch



If you saw one of your classmates being bullied, what would you do?

Digging In

● Comprehension

- I. Complete the events based on the text and number them to show the order in which they occurred. The first one has been done for you.

____ I saw Kyle bringing home all of his _____.
____ I handed Kyle his _____ and helped him pick up his _____.
1 Kyle planned to _____ out of school.
____ Kyle showed his _____ to me in his graduation speech.
____ Kyle and I played football together that weekend.
____ A bunch of kids _____ Kyle's books out of his arms and _____ him onto the ground.

II. Answer the questions.

1. Why did Kyle attract the narrator's attention that Friday?
2. How did Kyle feel after being tripped by a group of teenagers?
3. What did the narrator's friends think of Kyle after spending time with him?
4. What story did Kyle tell on graduation day?
5. How did Kyle show his gratitude each time the narrator helped him?
6. What is your understanding of the statement "With one small gesture you can change a person's life"?

III. Complete the paragraph in your own words to explain why Kyle decided not to drop out of school.

On a Sunday night, Kyle lay on his bed, having trouble falling asleep. He still felt hurt thinking back on those difficult, lonely days at the new school. That loneliness had almost made him decide to drop out. But now he couldn't help recalling the terrific weekend spent together with his new friends. _____

Then he decided to go to school the next morning and have a new beginning.

● Vocabulary Focus

I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the passage. Note that there are two more options than you need.

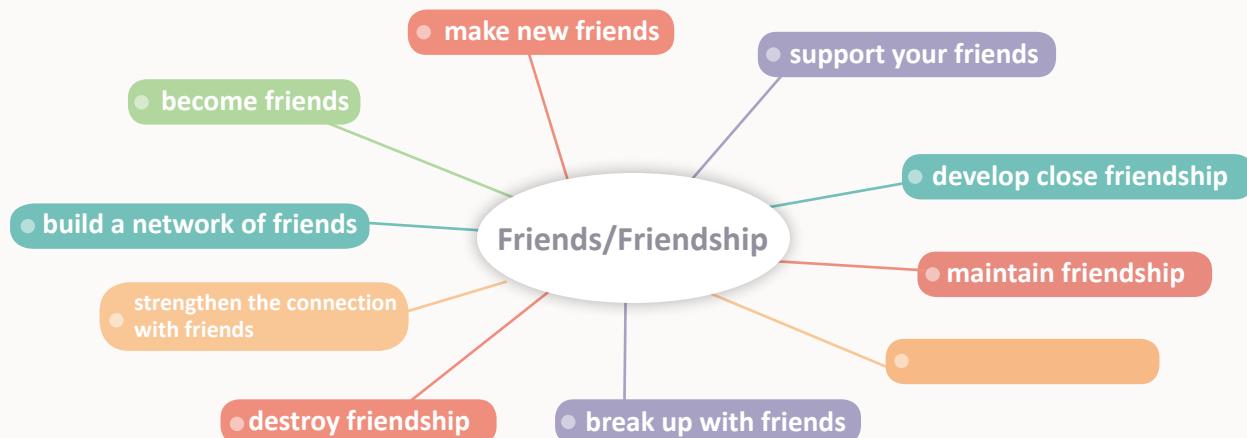
grateful	muscle	knock	clean out
help ... out	hang out	tough	think the same of
bunch	drop out	disbelief	come to one's turn

Hello, everyone! I'm Kyle. I have been thinking about what I should say when it **1** _____ to give a graduation speech. Now I just want to tell you a story. On a Friday afternoon, a sad freshman was carrying all his books back home from his new school. He had planned to **2** _____ of school because of the loneliness and sadness at the new place. He had **3** _____ his locker so he would never come back. And then, a(n) **4** _____ of kids ran towards him, **5** _____ all his books out of his arms and tripped him so he landed in the dirt. His glasses went flying. While he was crawling around looking for the glasses, a guy handed him the glasses. They had a talk and found they lived quite near to each other. They **6** _____ all that weekend. From then on, they became best friends.

Yes, the sad freshman is me and that guy is my best friend, who is now looking at me in **7** _____. Every time he helped me through my **8** _____ moments, I would look at him with a **9** _____ smile. However, I have never said "Thank you" to him. Today I finally get the chance to express my gratitude to him. It was you who **10** _____. Thank you, my dear friend. Thank you all.

II. Topic-Related Expressions

1. Read the expressions and add more expressions related to the topic of friendship.



2. Fill in the blanks with the appropriate forms of the given expressions in Exercise 1 to complete the passage.

A friend is someone you trust and with whom you share a deep level of understanding. Whatever your age or gender, it's never too late to **1** _____. Meanwhile, it's also important to keep in touch with old ones. **2** _____ can have a powerful impact on your physical health. Lack of close friendship may be as damaging as smoking or drinking too much. A recent study has found that, along with physical activity, **3** _____ can add significant years to your lifespan. Friends can also bring happiness into your life by reducing your stress and cheering you up. **4** _____ usually takes more time and effort than starting friendships. You need to do something to **5** _____ your friends. If you always **6** _____ when they need you, the friendships can be maintained for the long term even though you are unable to meet them regularly.

● Grammar in Use

Complex infinitives

- I. Replace the underlined clauses in the sentences with the appropriate forms of infinitives. The first one has been done for you.

1. It seemed that he was carrying all of his books.

He seemed to be carrying all of his books.

2. I am proud that I had completed this work by the first day of June.

3. I'm glad that I am sitting here.

4. It was reported that Vincent was staying in Paris at that time.

5. She was sorry that she had not met you.

6. I'm sorry that I kept you waiting for a long time last Friday.

7. I'm lucky that I have got my license.

8. They are not something that you should be ashamed of.

Grammar Highlights

An infinitive can be simple, continuous or perfect, active or passive, positive or negative. For example:

	Active	Passive
Positive	Simple (to) do	(to) be done _____
	Continuous (to) be doing	(to) have been done
	Perfect (to) have done	
Negative	Simple not (to) write	not (to) be written _____
	Continuous not (to) be writing	
	Perfect not (to) have written	not (to) have been written



We use the continuous infinitive for actions in progress and the perfect infinitive for earlier actions. We use the passive infinitive for actions happening to the subject.

EXAMPLES

I happened to be waiting for the bus when the accident happened.

He pretended to have forgiven his partner.

He decided not to go to the frontier.

The carpet in the living room needs to be washed.

II. Fill in the blanks with the appropriate forms of the verbs given in brackets.

- There are some people who always seem _____ (surround) by friends, and there are others who always seem _____ (stand) on the outside, looking in at the crowds of friends.
- I am truly glad _____ (meet) Jessie. We have a lot in common. We seem _____ (know) each other for a long time.
- Jimmy and Paul are thought _____ (become) close friends when they were in high school. They are known _____ (inspire) each other ever since.
- Tom looks so sad. I feel that something needs _____ (do). I don't want my best friend _____ (hurt).

III. Read the following short conversations and complete the table with the appropriate forms of infinitives.

1	Jim: Do you want to be a volunteer? Ellen: Sure. I hope they choose me.	→	Ellen hopes _____. _____.
2	Erik: Is the petrol price declining? Alice: The newspaper says so.	→	The petrol price is reported _____. _____.
3	Monica: Do you know who took these photos? Phil: I only know they were not taken by Danny.	→	These photos are said _____. _____.

Listening, Viewing and Speaking



Interview on Friendship (Interview)

- I. If you are going to interview somebody on friendship, what questions will you ask?
- II. Before you listen, read the interview questions and guess the missing word or words. Then listen and check.
 1. What is your concept of _____?
 2. Did you usually have _____ good friends or _____ close friends?
 3. Did you _____ with your close friends?
 4. Can you _____ to help your friends?
 5. If you were someone else, would you like to _____?
 6. Would you please _____ of FRIEND?

III. Listen again and answer the questions.

1. What's the interviewee's view on "true friendship"?
2. How does the interviewee understand the saying "A friend in need is a friend indeed"?
3. What does "FRIEND" stand for according to the interviewee?

Peas and Carrots (Film Clip)

- I. Guess what the phrase "peas and carrots" possibly means.
 - Two vegetables mixed together.
 - Two people who are quite different.
 - Two people getting along very well.

II. Watch the film clip and summarise its main idea with no more than 15 words.

The film clip is mainly about

III. Watch again and answer the questions.

1. What does Forrest Gump still remember?
2. What does Forrest teach Jenny?
3. What does Jenny teach Forrest?
4. What does Forrest's mother mean by saying "stupid is as stupid does"?



Conducting an interview on friendship

The students' union at your school is hosting a True Friends Project. Suppose you are one of the volunteers to collect teenagers' views on friendship. Complete the task by following the steps below.

- Step 1** Make a list of interview questions by rewriting the questions in Listening Exercise II or adding questions of your own.

e.g. *How do you usually spend your time with friends?*

- Step 2** Find some classmates and interview them, making sure that you have understood their views accurately by using the paraphrasing strategy.

- Step 3** Sum up your interviewees' views on friendship.

Speaking Strategy Checking comprehension by paraphrasing

During an interview, you can paraphrase what your interviewee has said to make sure that you have understood him or her accurately. You can repeat the ideas expressed by your interviewee by

- changing the order of the ideas or the words;
- changing the word form or the grammatical form;
- using synonyms for some words or expressions.

EXAMPLE

A: How do you usually spend time with your friends?

B: Sometimes we meet, talk and play together. I like to listen to my friends, but I don't like to give them advice because I don't want to change them.

A (paraphrasing): Do you mean that you are a good listener, and not bossy or controlling?

B: I think so.

Useful Expressions

Repeating others' opinions in different ways

- What you mean is ...
- Do you mean ... ?
- Let me put it in another way: ...
- Is this what you're trying to say?
- Let me explain what you've said again.
- In other words, ...



READING B

THE LAST LEAF



At the top of a three-storey building in Greenwich Village lived Sue and Johns. When they met for the first time, the two young women painters 5 discovered that they liked the same kind of art, the same kind of food, and the same kind of clothes. So they decided to live and work together.

Toward winter, a bad sickness — 10 pneumonia — visited the village and touched many people, including Johns. She lay on her bed almost without moving.

One morning the busy doctor 15 spoke to Sue alone, "She has a chance, if she wants to live. Yet your little lady has decided not to get well."

After the doctor had gone, Sue 20 went into the workroom to cry. Then she walked into Johns's room, smiling and singing.

Johns lay there, very thin and 25 quiet, with her face toward the window. Sue stopped singing, thinking that Johns was asleep.

Then she heard a low sound, again and again. She went quickly to the bedside. Johns was looking out the window and counting.

30 "Twelve," she said; and a little later, "Eleven"; and then, "Ten," and, "Nine"; and then, "Eight," and, "Seven," almost together.

Sue looked out the window. There 35 was only the side wall of the next house and an old tree against the wall.

"Six," said Johns in a lower voice. "There goes another one. There are only five now."

40 "Five what, dear?"

"Leaves. On the tree. When the last one falls, I must go, too. I've known

that for three days. Didn't the doctor tell you?"

45 "Oh, I never heard of such a thing," said Sue. "What have old ivy leaves to do with your getting well? The doctor told me this morning that you had very good chances. Try to eat a little now. 50 Then I will go back to work and sell my picture to buy you something good to eat to make you strong."

"There goes another," said Johns, still looking out the window. "No, I 55 don't want anything to eat. Now there are four. I want to see the last one fall before night. Then I'll go, too."

"Try to sleep," said Sue. "I must call Behrman up to be my model for the 60 picture. I'll not be gone a minute."

Old Behrman was a painter who lived on the ground floor beneath them. He was past sixty and had had no success as a painter. He had been always 65 about to paint a masterpiece, but had never begun it.

He earned a little by serving as a model to those young artists. And he believed that it was his duty to do 70 everything possible to help Sue and Johns.

Sue found him in his dark room, and told him about Johns and the leaves. Old Behrman shouted his anger 75 over such an idea.

Johns was sleeping when they went up. Sue covered the window, and took Behrman into the workroom. There they looked out the window 80 fearfully at the tree. A cold rain was falling, with a little snow in it too.

Sue began to paint and worked through most of the night after Behrman left.

85 In the morning, she went to Johnsby's bedside. With her eyes wide-open, Johnsby was looking toward the window. "I want to see," she told Sue.

90 Sue took the cover from the window.

But after the beating rain and the wild wind through the whole night, there yet stood out against the wall one ivy leaf.

95 "It is the last one," said Johnsby. "It will fall today, and I shall die at the same time."

The day wore away. As it grew dark, they could still see the leaf. And 100 then, as the night came, the north wind began to blow again. The rain still beat against the windows. The next morning, the leaf was still there.

Johnsby lay for a long time looking 105 at it. And then she called to Sue, "Something has made that last leaf stay there to show me how bad I was. It is wrong to want to die. I'll try to eat now."

110 The doctor came in the afternoon, and Sue had an excuse to go into the hallway as he left.

"Even chances," said the doctor.

"With good nursing you'll win."

115 The next day the doctor said to Sue, "She's out of danger. You've won. Nutrition and care now — that's all."

And that afternoon Sue came to Johnsby's bed and put one arm around 120 her.

"I have something to tell you," she said. "Mr Behrman died of pneumonia today. When people found him in his room, his shoes and his clothes were 125 wet and as cold as ice."

"And then they also found a lantern that he had taken outside and his materials for painting. And —

130 "Look out the window, dear, at the last leaf on the wall. Didn't you wonder why it never moved when the wind blew? It is Behrman's great masterpiece."

Note

The text is adapted from O. Henry's short story *The Last Leaf*, which was published in 1907. O. Henry is the pen name of William Sydney Porter (1862–1910), an American short story writer. His stories are well known for their surprise endings.

● Comprehension Plus

I. Fill in the blanks to complete the plot of *The Last Leaf*.

Sue's friend, Johnsby, got _____.

Johnsby learnt from _____ that she should not wait to die.

The doctor told Sue that Johnsby was _____.

Sue told their friend _____ that Johnsby thought she would _____ when the last leaf _____.

Sue told Johnsby Mr Behrman _____ the last leaf and died of pneumonia.

II. Answer the questions.

- How did Sue and Johnsby become roommates?
- What did the doctor recommend for Johnsby to recover?
- Who was Mr Behrman?
- Why did Sue go to find Mr Behrman?
- How did Sue support Johnsby during her recovery from her disease?
- What did Sue mean by telling Johnsby that the last leaf was Mr Behrman's masterpiece?

Critical Thinking

Building and justifying links
between stories and their values

- I. Match the sayings about friendship with the stories in different sections of this unit based on the common values they share. Each story can be matched with more than one saying.

Stories	Sayings
Reading A	A friend can change your life with a small gesture.
	A friend in need is a friend indeed.
	Good friends help you find the important things when you have lost them, your smile, your hope, and your courage.
Reading B	A real friend is one who walks in when the rest of the world walks out.
	A friend's eye is a good mirror.
Listening	Friendship is born at the moment when one says to another: What! You too? I thought I was the only one.
Viewing	A friend at hand is better than a relative at a distance.
	In hardship we see friendship.

- II. Explain why the sayings and the friendship stories share common values according to your understanding.

EXAMPLE

The saying, "A friend can change your life with a small gesture," suggests that a small help can have a big impact on others. In Reading A, the narrator helped Kyle with his glasses and books when he was tripped by a group of teenagers. Then they became good friends, which helped Kyle change his mind about dropping out of school and encouraged him to become an excellent student. If Kyle had left school, his life would have been different. Therefore, the author's small act of kindness had a big impact on Kyle.

Writing

Writing a thank-you letter to express gratitude to your friends

The following is a Friendship Day poster.

Hello, everyone! Friendship Day is coming soon. It is a perfect occasion to let your friends know how much they are needed and loved. This year let's celebrate the Friendship Day by sending your dear friends thank-you letters.



Culture Link

International Friendship Day

Friendship Day was first created by the greeting card industry in the 1920s. In 2011, the General Assembly of the United Nations declared 30 July as the official International Friendship Day to encourage governments, groups and organisations to host activities and events that promote dialogue, acceptance and understanding between people of different backgrounds. Yet celebrations occur on different dates in different countries.

Celebrate this year's Friendship Day by writing a thank-you letter to one of your friends.

Writing Strategy Writing a thank-you letter

A personal thank-you letter generally has

- the heading: the address, the date;
- the greeting: always ending with a comma;
- the body: expressing your gratitude and stating the reasons why you are grateful;
- the closing: appropriate respectful words or phrases;
- the signature line: signing your name.

● Guided Writing

Step 1 Introduce one of your friends and list one or two things between you and him/her that touch you most.

Step 2 Write in the following sample format a thank-you letter with 110–130 words.

Your address

Date

Your friend's address

Greetings

Formal	Informal
Dear Jane,	Hi Jane, Hello Jane,

Your gratitude and the reasons why you are thankful to your friend

Formal	Informal
I really appreciate ...	Thank you for ...

Closing

Formal	Informal
Best wishes, Best regards, Sincerely yours,	Love, Your friend, Yours,

► Further Exploration

Introducing classical Chinese poems to foreign friends

Some foreign friends are visiting your school. Introduce to them classical Chinese poems on friendship.

Step
1

Read the English translation of the lines from two classical Chinese poems on friendship and translate them back into Chinese.

English Translation	Back Translation into Chinese
<p><i>If you have a friend who knows your heart, distance cannot keep you two apart.</i></p> <p style="text-align: right;">— Wang Bo</p>	
<p><i>However deep the Lake of Peach Blossoms may be, it is not so deep, O Wang Lun, as your love for me.</i></p> <p style="text-align: right;">— Li Bai</p>	

Step
2

Find more classical Chinese poems on friendship and their English translation.
Write them down in the following table.

Chinese Poem	English Translation

Step
3

Introduce one of the poems
to the foreign friends.



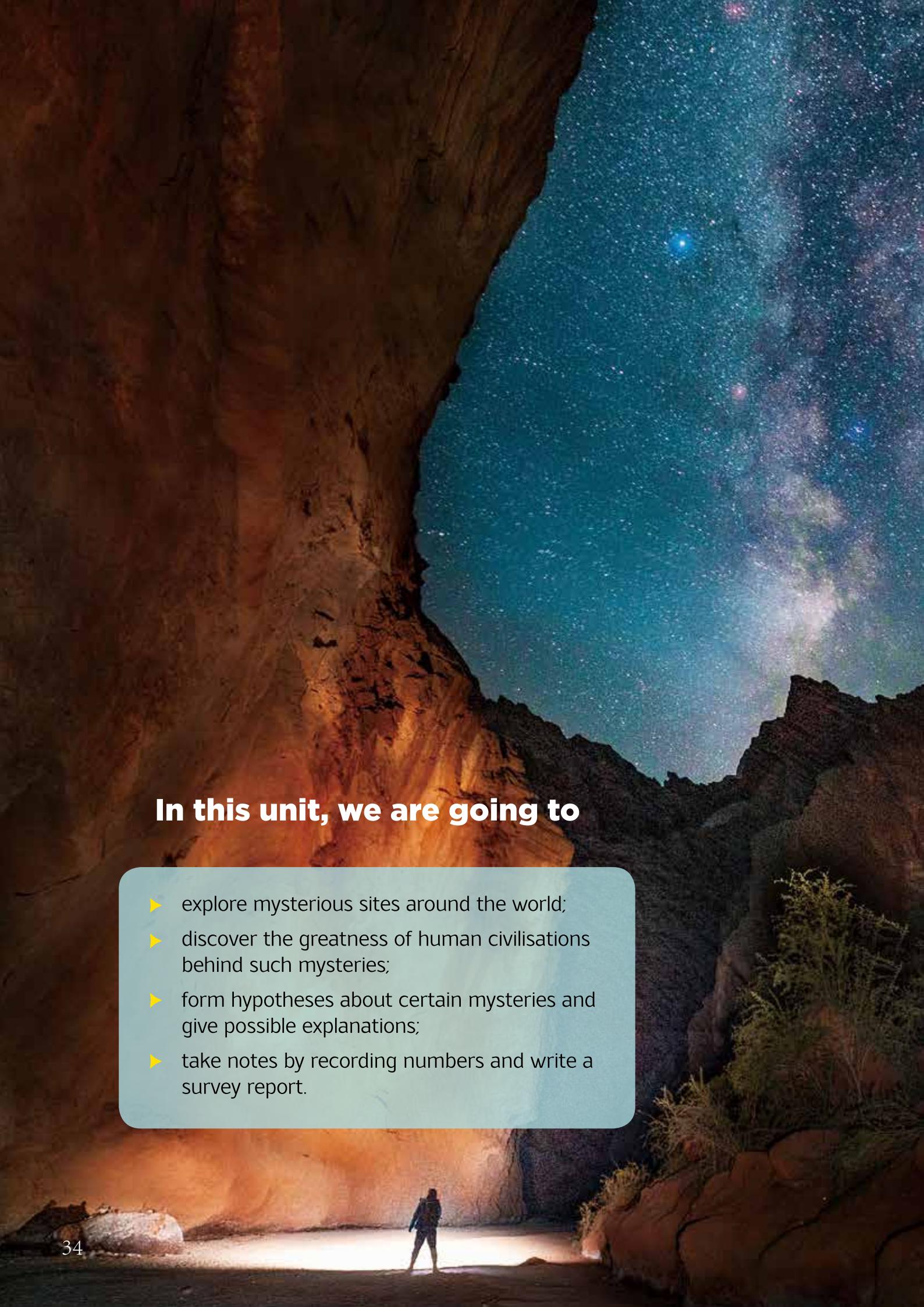
► Self-assessment

Look at the expected learning outcomes of this unit.

- A. Recognising the power of friendship from stories, interviews and poems
- B. Talking about how friendship may change a person
- C. Reporting and designing interview questions to find out people's understanding of friendship
- D. Introducing classical Chinese poems to foreign friends
- E. Building and justifying links between friendship stories and proverbs or idioms on friendship
- F. Checking comprehension by paraphrasing others' ideas in an interview
- G. Writing a thank-you letter to express gratitude

Write a reflective note on the above items. You may include some or all of the following points:

- ▶ What you think you have done well and why
- ▶ One strategy that really has helped your learning
- ▶ One important thing you have learned about
- ▶ What you need to improve in the future
- ▶ What learning resources you find useful



In this unit, we are going to

- ▶ explore mysterious sites around the world;
- ▶ discover the greatness of human civilisations behind such mysteries;
- ▶ form hypotheses about certain mysteries and give possible explanations;
- ▶ take notes by recording numbers and write a survey report.



Unit 3

Exploring the Unknown

The more you know, the more you know you don't know.

— Aristotle

Getting Started

e: Answer the questions.

1. Have you ever seen something in nature you couldn't understand or explain? What is it?
2. What mysterious place or phenomenon are you most curious about?

READING A

What do you think are the most mysterious places on Earth?
Read the text and find out what some scientists think.



STONEHENGE

One of prehistory's most amazing monuments is Stonehenge, on Salisbury Plain in Wiltshire, England. This huge monument is made of enormous blocks of stone, and their size is impressive — the largest stones weigh about 50 tons and measure more than 9 metres in length!

Thousands of years have passed since the first blocks of stone were brought to Salisbury Plain, but the origins and the meaning of Stonehenge remain a mystery. Through the centuries no one has ever been able to reveal the mysteries hidden in these gigantic blocks of stone.

How old is Stonehenge? For cen-

turies no one knew its exact age, but with the invention of radiocarbon dating, scientists were able to tell us that the oldest parts of Stonehenge were built around 5,000 years ago. This makes them older than the pyramids of Egypt.

Historians and archaeologists now think that Stonehenge was built in three main phases, between about 3,000 BCE and 1,100 BCE. They refer to these phases as Stonehenge I, II and III.

At the start of the first phase, in around 3,000 BCE, ancient people dug a large hole in the form of a circle. In the middle of the circle they made a

35 small hill with the earth from the hole. But why was Stonehenge built? Some historians think that it was used as a cemetery because human bones have been found there.

40 The second phase of Stonehenge began in around 2,100 BCE — before the wheel was invented. Stonehenge was rebuilt using around 80 blocks of stone, each weighing about 4 tons.

45 Archaeologists know that these stones (called “bluestones”) came from the mountains of South Wales, about 320 kilometres away. But how people transported the bluestones to Salisbury

50 Plain remains a mystery.

The third phase of Stonehenge began in around 2,000 BCE. For some mysterious reason, the early Bronze Age people decided to rearrange the bluestones to form the circle we see today. They added new, even larger stones to form structures called *trilithons* (two tall stones with a third across the top). The new stones 60 weighed an incredible 50 tons each, and they were pulled to Stonehenge from an area over 30 kilometres away. No one knows exactly how many people were involved in this incredible 65 journey, or how they built the trilithons.

70 Today about half of the original monument survives. Over the years some stones have fallen and others have been taken away and used for building.

Why did these ancient people devote so much time and energy to this huge monument? What took place at Stonehenge? There have been many theories over the centuries.

Today many experts believe that Stonehenge was built as an observatory or a calendar. The British astronomer Sir Norman Lockyer first suggested this in

80 1901, but many scholars did not agree with him. In 1963 another astronomer, Gerald Hawkins, discovered that the important stones point to different positions of the sun or the moon. He 85 concluded that Stonehenge was an observatory and also a kind of primitive computer. He said that it predicted eclipses and the summer and winter solstices.

90 But there are still many uncertainties. How did the ancient people who built Stonehenge know where to put the stones? How could they calculate the movements of the sun and 95 the moon without the knowledge we have today?

Some people even hold the belief that aliens from another world were involved in the construction of 100 Stonehenge.

Will anyone ever find the right answer to the mystery?

• Personal Touch



Which theory about the origin of Stonehenge do you think is most acceptable? Why?

Digging In

• Comprehension

I. Answer the questions.

1. What is the main idea of the text?
2. The original text has three subheadings. Can you put them back to the text?
 - A Prehistoric Monument (Before Para. 1)
 - The Construction (Before _____)
 - A Mystery Explained? (Before _____)

II. Below are the answers to some questions. Write the questions, as in the example below.

1. About fifty tons. *Q: How much do the largest stones weigh?*
2. On Salisbury Plain in Wiltshire.
3. Almost five thousand years old.
4. About 320 kilometres.
5. The early Bronze Age people.

III. Complete the table about the different phases of the construction of Stonehenge.

	Time	Construction work
Phase I	<i>Around 3,000 BCE</i>	
Phase II		<i>They rebuilt Stonehenge using about 80 blocks of stone.</i>
Phase III		

IV. The author employs many questions in the text. Underline and number them. Think about the functions of the questions and complete the table. The first one has been done for you.

Question	The answer is obvious to the reader.	The answer is given.	Function
Q1 (Line 17)	<input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No.	<input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No.	B

Functions of the questions:

- A. To illustrate a point.
- B. To give information.
- C. To set people thinking.
- D. To bring to a conclusion.
- E. Other(s): _____

● Vocabulary Focus

I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the passage. Note that there are two more options than you need.

enormous
incredible
theory

refer to
in the form of
for some reason

origin
calculate
construction

devote ... to
be involved (in)
take place

I really enjoyed my visit to Stonehenge last year. Our guide gave us some really interesting information about this historic site whose **1** _____ is still unknown to us. It is a UNESCO World Heritage Site, and it is frequently **2** _____ as a British cultural icon. Archaeologists believe that its **3** _____ began in around 3,000 BCE, and tremendous planning and organisation of labour **4** _____. It has been discovered that some rocks are from wales. Those ancient people got them all the way to Southern England. It's pretty **5** _____, since most stones are **6** _____ and weigh up to 50 tons. It is still unknown why they **7** _____ so much time and energy _____ this huge monument. **8** _____ about why Stonehenge was built range from it being a cemetery or a site of healing, to an observatory to mark the seasons. Stonehenge was found to be built **9** _____ a circle and in line with some star positions to help ancient people **10** _____ the movements of the sun and the moon with some long-lost wisdom. All in all, it's quite impressive.



Culture Link

UNESCO World Heritage List (China)

Over 50 sites in China are on the UNESCO World Heritage List. Among them are the Mausoleum of the First Qin Emperor (inscribed in 1987), Mogao Caves (1987), the Great Wall (1987), Peking Man Site at Zhoukoudian (1987), South China Karst (2007), China Danxia (2010) and Hubei Shennongjia (2016).

II. Topic-Related Expressions

Complete the sentences with reference to the expressions given in the box.

historic / historical / ancient monument
to trace / reveal / explain one's origin
solid / scientific / strong evidence

to give / offer / provide an explanation
to confirm / prove / establish a theory

- Some 4.5 billion years ago, Earth was a dry rock. So, where did water come from? Scientists think that it might have been “delivered” in the form of ice by an asteroid from outer space. But this _____ cannot yet be confirmed.
- The only way to truly cherish an ancient _____ is to leave it alone, avoid it and plan around it.
- Salt domes are found in Louisiana. Their origin can be _____ back to the early Gulf of Mexico, when the shallow ocean had high rates of evaporation.
- The 1960s saw the introduction of a new form of radiocarbon dating and suddenly archaeologists were confronted by strong _____ that Stonehenge was much older than previously thought.
- Since 1945 the Bermuda Triangle has attracted the attention of the entire world. Between 1947 and 1973 over 140 ships and planes, with more than 1,000 people aboard in total, vanished in this area. Many _____ were given; few people were convinced by them.

● Grammar in Use

Appositive clauses*

- Read the passage and discuss the functions of the underlined parts.

Does an ancient monster live in Scotland’s Loch Ness? For centuries, many people have argued that “Nessie,” the Loch Ness Monster, does exist. To date there have been over 3,000 recorded sightings of the monster but no one has come up with any solid evidence that it does exist.

Grammar Highlights

An appositive clause is a noun clause that sits next to a noun or a noun phrase to identify or rename it. For example:

Columbus had a firm belief that the world is round.

Appositive Clauses

- usually appear after abstract nouns: e.g., *belief, discovery, evidence, fact, idea, news, truth, suggestion, problem, question*, etc.
- follow the normal word order.

Appositive vs Relative Clauses

- The problem that air pollution is increasing seems quite serious.* (appositive clause)
- The problem that now arises seems quite serious.* (relative clause)

* 该语法点将在选修阶段继续修习。



II. Use the keywords in brackets to form appositive clauses in the sentences.

1. The Pyramids of Giza in Egypt are really something special. We still don't know exactly how the Egyptians built them some 5,000 years ago. These structures are claimed by some to possess the unexplained phenomenon of Pyramid Power. Despite such claims, there is no scientific evidence _____ (Pyramid Power; exist).
2. There's no doubt _____ (the story of Nessie; draw huge tourist interest; famed Loch Ness). While some people believe the monster is a living plesiosaur, *New Scientist* points out that such a creature could not physically lift its head up out of the water like the photos and anecdotes suggest.
3. More recently, scientists have put forward the idea _____
_____ (the Easter Islanders; travel to South America; make contact with the Native American people; long before; the first Europeans; arrive on the continent).

III. Combine the sentences with the words in brackets. The first one has been done for you.

1. An unknown animal exists in Loch Ness.
Scientists simply laugh it off in spite of many eye-witness stories and remarkable photographs. (idea)
In spite of many eye-witness stories and remarkable photographs, scientists simply laugh off the idea that an unknown animal exists in Loch Ness.
2. Nineteenth-century archaeologists uncovered evidence.
It shows that Troy existed and that the Trojan War was, at least in part, a real event. (evidence)
3. The classical Greeks were not sure whether Homer had ever actually seen Troy, but they had no doubt about the battles.
There is no doubt that the battles Homer described had taken place. (doubt)
4. Columbus believed that he'd found Paradise.
It in no way contradicted his claim to be en route to Asia. (belief)
5. The question has not yet been answered. Why did the ancient people build the monument? (question)

► Listening, Viewing and Speaking

Listening Strategy Living in the Land of the Giants (Podcast)

- I. Can you name some famous stone statues? For what reasons do people make stone statues?
- II. Listen and find out: What is most mysterious about the land of the giants?

Listening Strategy Note-taking: recording numbers

- III. Listen again and write down the numbers. Some of the sentences are paraphrased from the original.



1. Some European explorers found and named Easter Island on Easter Day _____.
2. They found _____ natives and around _____ giant stone statues on the island.
3. The heaviest stone statues weigh _____ tons and the tallest is over _____ metres.
4. It is said that a small group of Asians settled on Easter Island sometime between 400 and _____ CE.

Watching Strategy China's Chang'e-4 Probe Makes Historic Landing on Moon's Far Side (News report)

- I. Share with your classmates what you know about China's Chang'e-4 Mission with the help of the video title and the pictures.



1



2

- II. Watch the video and answer the question: Why is this landing "historic" according to the report?

III. Watch again. Choose from the items to complete the table. Note that there are three extra choices.

- | | |
|---|--|
| A. understanding the moon's orbit | F. sending humans to the moon |
| B. seeing the far side of the moon | G. studying samples from the moon |
| C. launching Queqiao in space | H. building a research station on the moon |
| D. landing Chang'e-3 on the moon | I. discovering life on the moon |
| E. finding Chang'e, the goddess of the moon | |

1. What is necessary for the success of this landing	
2. What we are aiming for	

Conducting an interview on teenagers' curiosity about the moon

Suppose you are reporters for a popular science magazine and you want to find out what fascinates teenagers about the moon. Prepare for your interview by following the steps below:

Step 1 Work with a partner. List some mysteries about the moon that make you curious.
e.g. *Is there water on the moon?*

Step 2 Think of the significance of knowing the answer(s) to the mysteries.
e.g. *Finding water on the moon would be good news for research teams who want to build future bases there because water is essential to human beings.*

Step 3 Brainstorm ways for us to find out the answer(s).
e.g. *We can probably bring soil samples from the moon to study.*

Step 4 Note down some questions you could ask in an interview.
e.g. *Would you like to share some of your ideas about the moon with me?
Why are you so curious about this?
What do you think we can do to figure it out?*

Step 5 Find a new partner and conduct the interview. Note down the answers that are relevant to your survey.

Useful Expressions for Talking about Possibility

- | | |
|-----------------|-----------------------------------|
| • I guess ... | • may / might / can / could |
| • I suppose ... | • will possibly / probably |
| • Imagine ... | • It's possible / likely that ... |

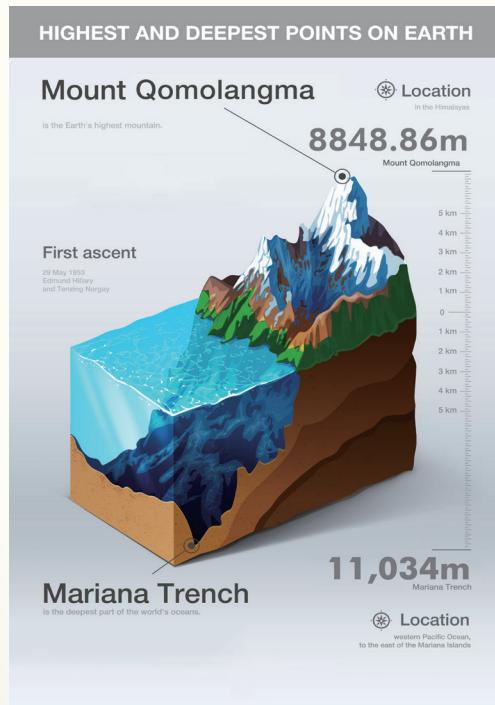
READING B

THE MOST UNKNOWN AND MYSTERIOUS PLACES ON EARTH

Humans are born explorers and adventurers. We have this “desire” to explore new places and to go beyond.

We have already climbed the highest mountain, explored the vastness of the Antarctica and the emptiness of Sahara. We have also reached outer space, stepped on the surface of our neighbour, the moon, and one day might even explore the vastness of our universe.

There seems to be no end to humanity’s appetite for exploring our surroundings and the unknown. However, there are still some places on Earth that have not yet been reached or fully explored. And these places are some of the most isolated and mysterious places on this planet.



20 **Mariana Trench, Pacific Ocean**

Located in the western part of the Pacific Ocean, the Mariana Trench is the deepest part of the world's oceans. The trench measures around 2,550 km long and 70 km wide on average, and reaches a depth of over 10,994 metres at one small part known as the Challenger Deep.

The Mariana Trench is considered one of the least explored parts of the world due to its extreme depth. At this depth, the water pressure can be very dangerous. Still, life can be found in this part of the ocean. Previous expeditions to the trench have revealed a number of organisms and sea creatures, living in the deep sea.

Vale do Javari, Brazil

With an area of about 85,444.82 km², Vale do Javari is one of the largest indigenous territories in Brazil. The rainforest was named after the vast Javari River, which is the most important river system in the region. It is one of the most isolated places on Earth and also one of the hardest places to reach.

The isolation of this remote place is largely due to the thick forest and extreme geographic location. In spite of its isolation, the tropical rainforest is home to a great number of indigenous



people or Indian tribes. Those tribes, believed to be as many as 200 to 55 3,300 people, were first discovered through satellite images of the vast rainforest.

Entering the region is prohibited by Brazilian law and the Vale do Javari 60 is especially well-protected from outsiders and explorers by a local organisation dedicated to maintaining its rich biodiversity and protecting the forest from exploitation.

65 **Tsingy de Bemaraha**

Located near the western coast of Madagascar, the Tsingy de Bemaraha has been on the list of UNESCO World Heritage Site since 1990 to protect its 70 unique geography and preserve the mangrove forests. The place is also home to huge numbers of animals and even new species.

Some of the biggest attractions in

75 this protected reserve are the incredibly needle-shaped limestone formations. However, those formations pose great dangers to explorers. In fact, the word “Tsingy” is derived from a local word, 80 which means “the place where one cannot walk barefoot.” The limestone formations are terribly sharp and can easily cut through flesh with deadly effect, which makes exploring them 85 extremely difficult and dangerous. Access to this nature reserve is limited, although tourists can reach the area either by road or plane.



● Comprehension Plus

I. Complete the table with information from the text.

Location	Difficulty with exploration	Inhabitants
Mariana Trench	its extreme depth	
Vale do Javari	in Brazil	
Tsingy de Bemaraha		huge numbers of animals and even new species

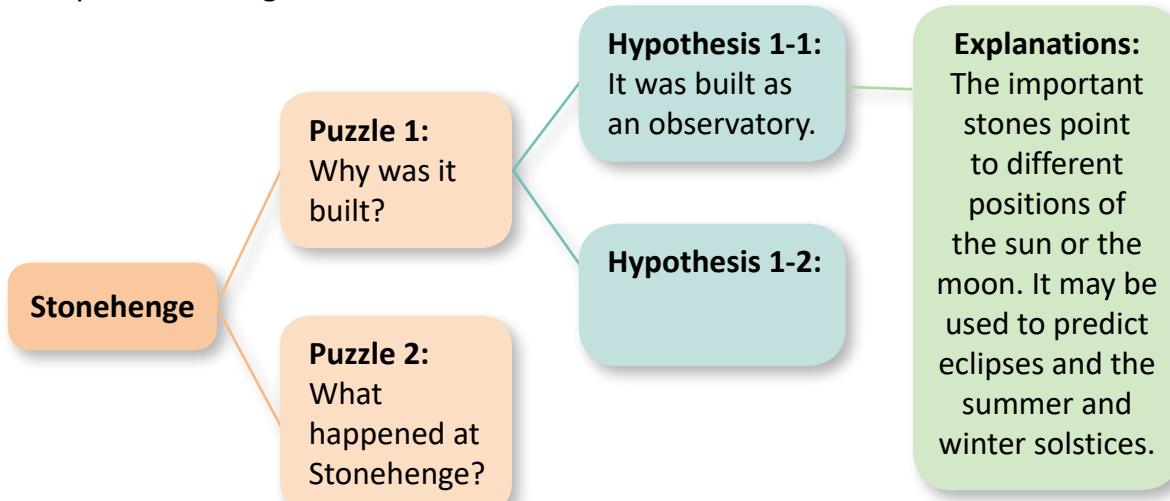
II. Answer the questions.

1. According to the text, which place is the most accessible among the three? Which is the least accessible? Why?
2. Suggest one or more superlatives to describe each of the three places.
3. Which of the three places do you want to explore most? Explain why.

Critical Thinking

Forming hypotheses and giving possible explanations

I. Reflect on the mysteries mentioned in this unit. What is still unknown about them? What hypotheses have been proposed to explain these mysteries? How do people explain these hypotheses? Use a diagram to analyse one of these mysteries. An example has been given.



II. Choose a mystery from this unit and state *your* hypotheses about it. Give possible explanations to support your hypotheses.

Writing

Writing a survey report on how people view different theories of a mystery

Your class is holding a read-and-share activity. Each student is to introduce a mystery he or she has read about and share what he or she has found about the existing theories and explanations of the mystery. You want to find out which theory has the largest number of supporters. Conduct a survey and write a report based on the results.

• Guided Writing

Step 1 Work in groups. Decide on a mystery and search for existing theories and explanations. Discuss and make a list.

e.g. *Mystery: How and why was Stonehenge built?*
Existing theory 1: ...

Step 2 Design some survey questions based on your discussion.

Survey

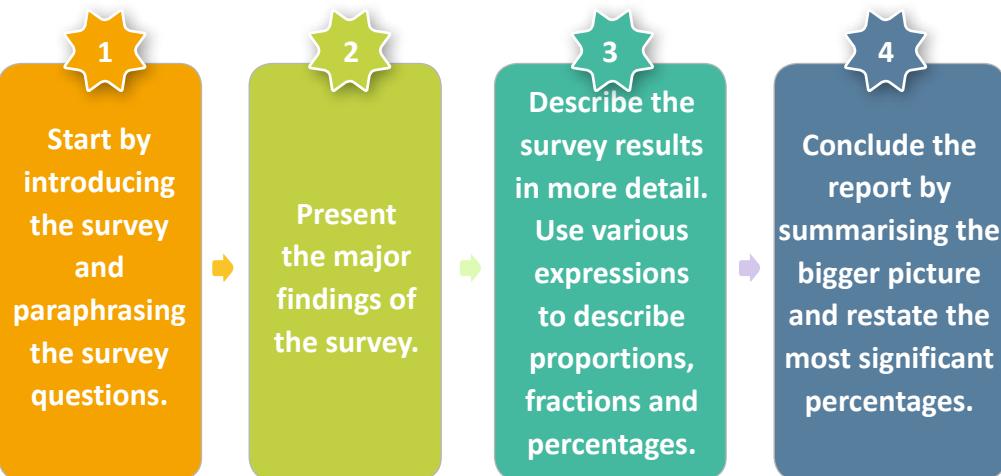
How and why was Stonehenge built? Select the theory you think is most plausible. (Tick only one theory.)

- Theory 1: Stonehenge was built with manual labour as an observatory by ancient people of wisdom.
- Theory 2: Stonehenge was built by aliens from another world to demonstrate their extraordinary powers.
- Theory 3: ...

Step 3 Share what your group has prepared with your classmates and conduct the survey to collect opinions.

Step 4 Analyse the survey results. Write a survey report of 110–130 words. Follow the tips below.

Writing Strategy Writing a survey report



A Survey Report

We conducted a survey to find out how opinions divide on the different theories of a mystery. A total of _____ students took part in this survey.

The result shows _____ (e.g., my classmates' views on different theories and explanations of the Stonehenge mystery: How and why was Stonehenge built?).

We find that _____ (e.g., over two-thirds support the third theory ...) Among the rest, _____ (e.g., about one fourth choose to believe the first theory ...) and only a few _____ (e.g., said they would believe in aliens demonstrating their extraordinary powers.)

In conclusion, it is evident that _____ (e.g., the majority of my classmates find the scientists' explanations more plausible.) However, _____ (e.g., some of them are still open to other possibilities.)

Useful Expressions

- It is clear that ...
- Overall, ...
- In particular, ...
- According to the survey, ...
- ... while / whereas / compared with ...
- Slightly under two thirds of the respondents said ...
- ... A accounts for / makes up X% of B.
- ... a greater percentage of A than B ...

► Further Exploration

Raising doubts about existing explanations of a mystery

Work in groups. Conduct research on a mystery (Refer to the **Critical Thinking** section) and its existing explanations. Raise your doubts about them and give an oral presentation to your class.

Step 1 Decide on a mystery and search for its existing theories and explanations.

Step 2 Make a list of questions for each of the explanations and raise doubts about them.

Step 3 Give an oral presentation to your class and share your analysis. A sample handout is given.

Mystery: Could Atlantis have existed? If so, where?

- Theory 1: Crete is a possible location.
- My doubts:
 - Crete is very much still there, and doesn't really fit Plato's description of Atlantis (that "violent earthquakes and floods" destroyed Atlantis).
 - It is also known that the Minoan civilisation (a Bronze Age civilisation based in Crete) survived for around two centuries after the eruption of Thera (a Greek volcano), and was well known to the Greeks of Plato's time.
 - The Minoans certainly did not date back to 9,000 BCE, so it would be safe to assume that Plato got the date wrong.

► Self-assessment

Look at the expected learning outcomes of this unit.

- A. Discovering the mysteries of a mysterious site and its explanations
- B. Discussing certain mysteries, their significance and possible ways to explain them
- C. Understanding human efforts to explore the unknown and appreciating the natural wonders in some mysterious and unexplored places on Earth
- D. Forming hypotheses about certain mysteries, giving possible explanations and raising doubts about existing explanations of a mystery
- E. Taking notes by recording important numbers while listening
- F. Writing a survey report on how people view different theories of a mystery

Write a reflective note on the above items. You may include some or all of the following points:

- What you think you have done well and why
- One strategy that really has helped your learning
- One important thing you have learned about
- What you need to improve in the future
- What learning resources you find useful



In this unit, we are going to

- ▶ describe environmental problems and their possible causes, and propose solutions accordingly;
- ▶ find out how individuals, organisations and governments take action to solve environmental problems;
- ▶ evaluate whether a solution to an environmental problem is practical or not;
- ▶ explore the chain of cause and effect in a text, and write a proposal letter.



Unit 4

Protecting the Environment

Heaven does not speak in words. It speaks through the rotation of four seasons and the growth of all living things.

— Confucius

Getting Started

e Look at the picture on the left and answer the questions.

1. What is the possible relationship between the two polar bears?
2. What might have separated them from each other?
3. What could humans do to help solve their problem?

READING A

What do you know about carbon dioxide (CO₂)? Is it harmful?
Read the text and learn about its impact on the environment.



THE VILLAIN IN THE ATMOSPHERE

The villain in the atmosphere is carbon dioxide.

It does not seem to be a villain. It is not very poisonous and it is present 5 in the atmosphere in so small a quantity — only 0.034 percent — that it does us no harm.

What's more, that small quantity 10 of carbon dioxide in the air is essential to life. Plants absorb carbon dioxide and convert it into their own tissue, which serves as the basic food supply for all of animal life (including human beings, of course). In the process 15 they release oxygen, which is also necessary for all animal life.

But here is what this apparently 20 harmless and certainly essential gas is

doing to us:

20 The sea level is rising very slowly from year to year. In all likelihood, it will continue to rise and do so at a greater rate in the course of the next hundred years. Eventually the 25 sea will reach two hundred feet above its present level, and will be splashing against the windows along the twentieth floors of Manhattan's skyscrapers. Naturally the Manhattan streets will be deep 30 under water. Florida, too, will be gone, as will much of the British Isles, the crowded Nile valley, and the low-lying areas of China, India, and Russia.

Many cities will be drowned, and

much of the most productive farming land of the world will be lost. As the food supply drops, starvation will be widespread.

And all because of carbon dioxide. But how does that come about? What is the connection?

It begins with sunlight. Sunlight travels through miles of the atmosphere to reach the earth's surface, where it is absorbed. In this way, the earth is warmed. At night, the earth cools by radiating heat into space in the form of infrared radiation. As the earth gains heat by day and loses it by night, it maintains a balance. However, carbon dioxide tends to block such radiation. This is called the "greenhouse effect" of carbon dioxide.

We can be thankful that carbon dioxide is keeping us comfortably warm, but the concentration of carbon dioxide in the atmosphere is going up steadily and that is where the villainy comes in. In 1958, when

the carbon dioxide of the atmosphere first began to be measured carefully, it made up only 0.0316 percent of the atmosphere. Each year since, the concentration has moved upwards and it now stands at 0.0340 percent. It is estimated that by 2020 the concentration will be about 0.0660 percent.

This means that in the coming decades, the earth's average temperature will go up slightly. Winters will grow a bit milder on the average and summers a bit hotter. Little by little, the glaciers will retreat, and the polar ice caps will begin to melt.

It is the melting of the ice caps that is the worst change and it is this that demonstrates the villainy of carbon dioxide. Something like 90 percent of the ice in the world is to be found in the huge Antarctica ice cap, and another 8 percent is in the Greenland ice cap. If these ice caps begin to melt, the sea level will rise, with the result that I have already described.

Note

This text is adapted from Isaac Asimov's essay "The Villain in the Atmosphere." It was written in 1986 and selected from *Isaac Asimov on the Past, Present and Future: 66 Essays* published by Barnes & Noble Books in 1992. Isaac Asimov (1920–1992), born in Russia, was an American author and biochemist. He wrote or edited about 500 books, of which the most famous are *The Foundation Trilogy*, *The Currents of Space*, and *I, Robot*.

• Personal Touch



What aspects of your daily life have been affected by the greenhouse effect?

Digging In

Comprehension

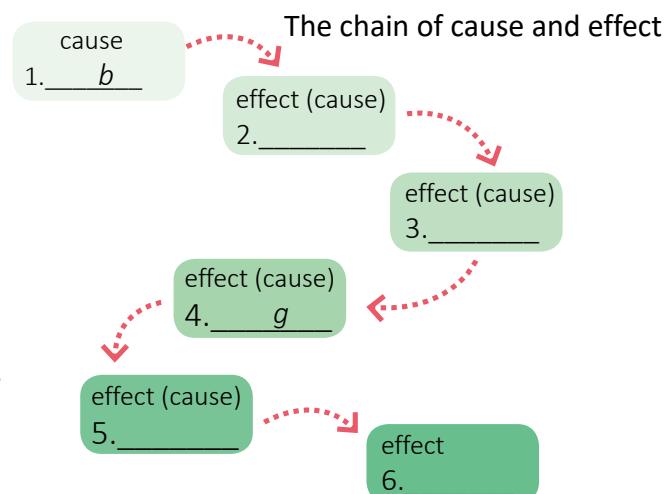
I. Answer the questions according to the text you have read.

1. Who is the “villain” in the atmosphere?
2. Why will Manhattan streets eventually be deep under water, according to the author?
3. There are some short paragraphs (e.g. Paras. 1, 4, and 7) in the text.
What functions do they serve?
4. What do you think is the author’s purpose in writing this passage?

Reading Strategy Understanding the chain of cause and effect

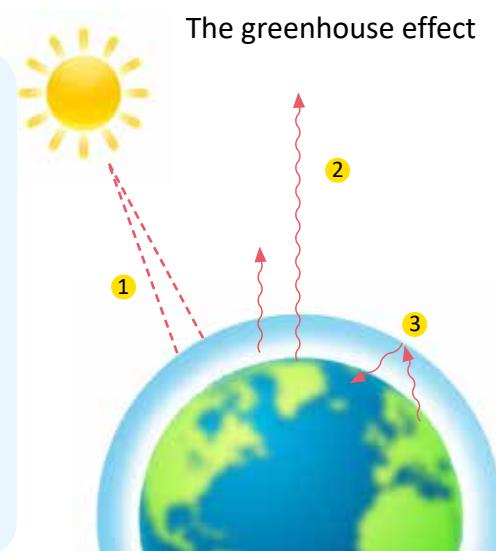
II. Tick what has been mentioned in the text, and then complete the chain of cause and effect.

- a. greenhouse effect
- b. carbon dioxide
- c. oxygen
- d. urban heat island effect
- e. the rising sea level
- f. increased temperature
- g. the melting of ice caps
- h. the flooding of low-lying areas
- i. changeable weather
- j. hydrogen



III. Complete the sentences corresponding to the diagram with one word for each blank.

1. In the daytime, _____ travels through miles of the _____ to warm the _____.
2. At night, _____ is sent into space, which cools the earth.
3. Because of the existing carbon dioxide in the atmosphere, the _____ tends to be blocked, and _____ is lost at night.



● Vocabulary Focus

I. Key Vocabulary

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

widespread atmosphere estimate quantity release
do harm to at a rate of come about absorb concentration

A: Do you know anything about carbon dioxide?

B: Carbon dioxide is a gas. We breathe in oxygen and breathe out carbon dioxide.
And plants 1 _____ carbon dioxide.

A: So carbon dioxide is not really harmful?

B: Well, carbon dioxide itself does not 2 _____ the environment, but the
3 _____ of it in the atmosphere causes the “greenhouse effect.”

A: What is the “greenhouse effect”?

B: It is the process by which radiation from the sun is blocked by the greenhouse
gases and not reflected back into space. The 4 _____ retains more heat
than necessary.

A: How does that 5 _____?

B: In the last few centuries, coal, oil and natural gas have been burned for energy
at a rapidly increasing rate. The carbon contained in these fuels is being
6 _____ in the form of carbon dioxide and poured into the atmosphere.

A: And the forests, once 7 _____, have been disappearing rapidly in the last
couple of centuries.

B: Exactly. It is 8 _____ that tropical forests are now disappearing 9 _____
about 13 million hectares per year.

A: I see. The burning of fuel adds more carbon dioxide to the atmosphere, and as
the forests disappear, less carbon dioxide is being removed by plants.

B: As a result, the 10 _____ of the carbon dioxide in the atmosphere is going
up year by year.

II. Topic-Related Expressions

1. Use one word from each of the following boxes to form verb or noun phrases.
e.g. absorb heat/carbon dioxide

absorb
climate
extreme
global
greenhouse
increased
radiate
release

carbon dioxide
change(s)
effect
gases
heat
temperature
warming
weather

2. Fill in each of the blanks with the appropriate form of a phrase from Exercise 1.

The globe is heating up. Both the land and oceans are warmer than before, and the earth's average temperature is going up steadily. The main driver of 1 _____ is the greenhouse effect. Simply put, solar radiation hits the earth's surface and warms the globe, while greenhouse gases such as carbon dioxide prevent the earth from 2 _____. The existence of the natural greenhouse effect is essential to life; however, too much of it can lead to 3 _____, harmful to creatures.

It is human activities that have resulted in too many 4 _____. Since the Industrial Revolution, the burning of fossil fuels like coal, oil and gasoline have 5 _____ and other greenhouse gases dramatically. Additionally, humans have cut down forests, leaving fewer trees to 6 _____.

If global warming continues, it will cause significant 7 _____. Perhaps the most visible effect so far is the melting of the ice caps. As a result, glaciers will retreat little by little and the sea level will rise bit by bit. Between the poles, many already-dry areas are expected to experience severe droughts for longer periods of time. Ultimately, the earth will suffer from 8 _____ more often, such as heat waves, cold spells and hurricanes.

● Grammar in Use

Emphatic structures

Grammar Highlights

We often emphasise a particular part of a sentence, perhaps to contradict what someone else has said or to achieve a dramatic effect.

- We can use the structure "**It is/was** + the emphasised part + **that** ..." to highlight what we would like to emphasise.
- When the emphasised part is a **person**, we can use "who" instead of "that."
- We can also use the auxiliary verb **do (did/does)** in front of the verb of a sentence to emphasise the action.



- I. Underline the sentences with emphatic structures in the dialogue. Explain why and how they are used.

A: Is carbon dioxide harmful?

B: No. It makes up a very small percentage of the gases in the world. In fact, carbon dioxide is essential for life. It is carbon dioxide that plants need to produce "food."

A: In that case, why not just increase the amount of carbon dioxide?

- B: Well, have you heard of the greenhouse effect?
- A: No. What does it mean?
- B: It means an increase in the concentration of carbon dioxide in the atmosphere that leads to an increase in the planet's average temperature.
- A: So, is the earth getting hotter?
- B: Yes. The increased temperature does change our world for the worse. The polar ice caps are melting, and our sea level is rising.
- A: How can we stop global warming?
- B: All nations across the world need to work together. It is all of us who should take the challenge.



II. Information Gap Activity

Pair work. The following paragraphs contain some inaccurate information (marked in blue) about the concept of “heaven-and-human oneness.”

Student A: Read the information for Student A. ①Ask your partner questions about the blue parts. ②Listen to your partner’s questions and use the information to make corrections. Use emphatic structures wherever possible.

Student B: Read the information for Student B. ①Listen to your partner’s questions and use the information to make corrections. Use emphatic structures wherever possible. ②Ask your partner questions about the blue parts.

Student A

The concept of “heaven-and-human oneness” came into shape in **the Han Dynasty**. Generally speaking, the concept was introduced by **Confucius**, and further developed by Dong Zhongshu. Today, against the background of increased eco-environmental pressures in China and the world over, some thinkers are proposing a new operation of heaven-and-human oneness for eco-environmental protection in terms of “sustainable development.”

Student B

The concept of “heaven-and-human oneness” came into shape in the pre-Qin period. Generally speaking, the concept was introduced by Mencius and Zhuangzi, and further developed by **Liu Xie**. Today, against the background of **increased population** in China and the world over, some thinkers are proposing a new operation of heaven-and-human oneness for eco-environmental protection in terms of “sustainable development.”

EXAMPLE

- A: Did the concept of “heaven-and-human oneness” come into shape in the Han Dynasty?
- B: No, it was in the pre-Qin period that it came into shape.

The concept of “heaven-and-human oneness” came into shape in **the Han Dynasty**.

pre-Qin period

Listening, Viewing and Speaking



Interview with a Young Environmentalist (Interview)

I. Make predictions about what you are going to listen to. Ask questions about the title.

e.g. Who is the young environmentalist?

II. Listen and answer.

What are they mainly talking about in the interview?

- A. The significance of setting up non-profit organisations.
- B. The importance of rainforests to the earth.
- C. The beauty of a country — Costa Rica.
- D. The volunteers and their honourable task.

III. Listen again and fill in the blanks with the information you hear.

• The number of volunteers in the organisation:	1. _____ at least.
• The name of the non-profit organisation:	2. _____ in Costa Rica.
• The reason for their decision to save the rainforest:	3. They saw people _____.
• What Janine has learned in the work:	4. _____.



Saving the World (Vodcast)

I. Watch the video clip in silent mode and guess what it is about.

II. Watch the entire video and check whether your prediction is correct. Answer the following questions.

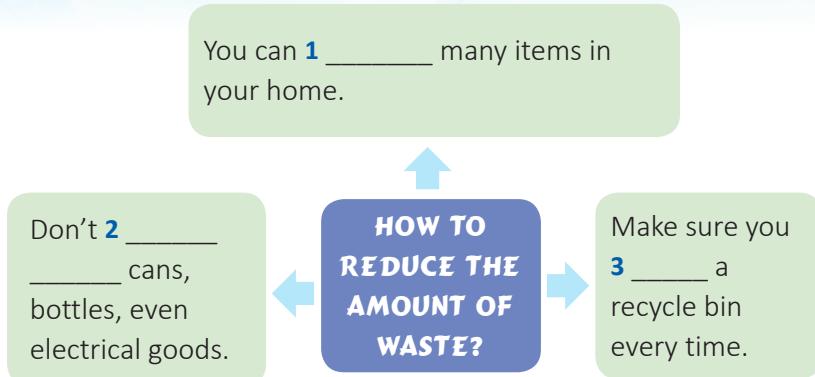
1. What is the main idea of the video?
2. What is the speaker's attitude towards saving the world: optimistic, pessimistic or neutral?
3. Which of the following is/are mentioned in the video?
 - A. The possible consequences of climate change.
 - B. The specific causes of climate change and the results.
 - C. The possibility of saving the world when people work together.
 - D. The reuse of many things in making other products.





Culture Link

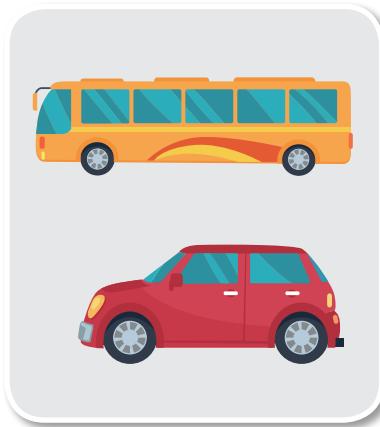
III. Watch the video again and fill in the blanks with a verb or verbal phrase.



Giving a presentation on how to reduce carbon footprint

Work in groups. Give a presentation on how to reduce your carbon footprint.

Step 1 Look at the pictures and think about what you would choose and why?



Step 2 Share your ideas with your group members on how to reduce your carbon footprint.

Step 3 Put your ideas together. Present them in class with the help of the useful expressions below. Your presentation may begin with:
e.g., *Good morning, ... I'm pleased to make a speech about ...*

Useful Words and Expressions

- I would like to talk about ... in terms of the following aspects.
- ... should be considered in terms of ...
- One good idea would be ...
- Don't you think it might be a good idea to ...?
- To be specific, you can achieve ... in the following ways.
- Prompt measures should be taken ...
- This goal cannot be achieved without ...
- garbage sorting
- green/clean energy
- public transport
- recycle
- local food
- shut off
- unplug electronics

TOGETHER FOR OUR OCEAN

Every year a huge amount of waste ends up in the world's oceans and causes problems for the animals living there. This is why many volunteers all over the 5 world take part in International Coastal Clean-up.

About 80% of all marine waste is plastic from bottles and packaging. This rubbish runs into rivers when it rains 10 and then flows into the sea. Most of the rubbish sinks to the bottom of the ocean but some stays on the surface and collects in large areas like the Great Pacific Garbage Patch. The rest ends up 15 on beaches. Rubbish causes problems for the animals living in the ocean. Some animals mistake rubbish for food. For example, some turtles living on jellyfish think that plastic bags are a type of food. 20 The plastic can block their stomachs so that they starve, or it may poison the turtles. A survey by the University of Queensland showed that 50% of green turtles eat rubbish, and that figure is 25 increasing. As six species of sea turtle are already threatened with extinction, this is a big problem.

With millions and millions of tons of waste entering the ocean every year, it 30 is clear that we need to do something to protect the animals living there. One



organisation that does this is Ocean Conservancy, an organisation that started in the USA. Since 1986, it has 35 organised International Coastal Clean-up. The event grows every year and now people are getting involved on over 6,000 beaches in more than 100 countries.

So why is it so important to clean up our oceans? Ocean Conservancy is clear about this. On their website you can read: "The ocean sustains us with the basic elements of life — it 40 produces half of the oxygen in the air we breathe, and it is an essential part of the water cycle, helping to provide the water we drink." By cleaning up 45 rubbish you are protecting the ocean environment and the animals that live 50 there.

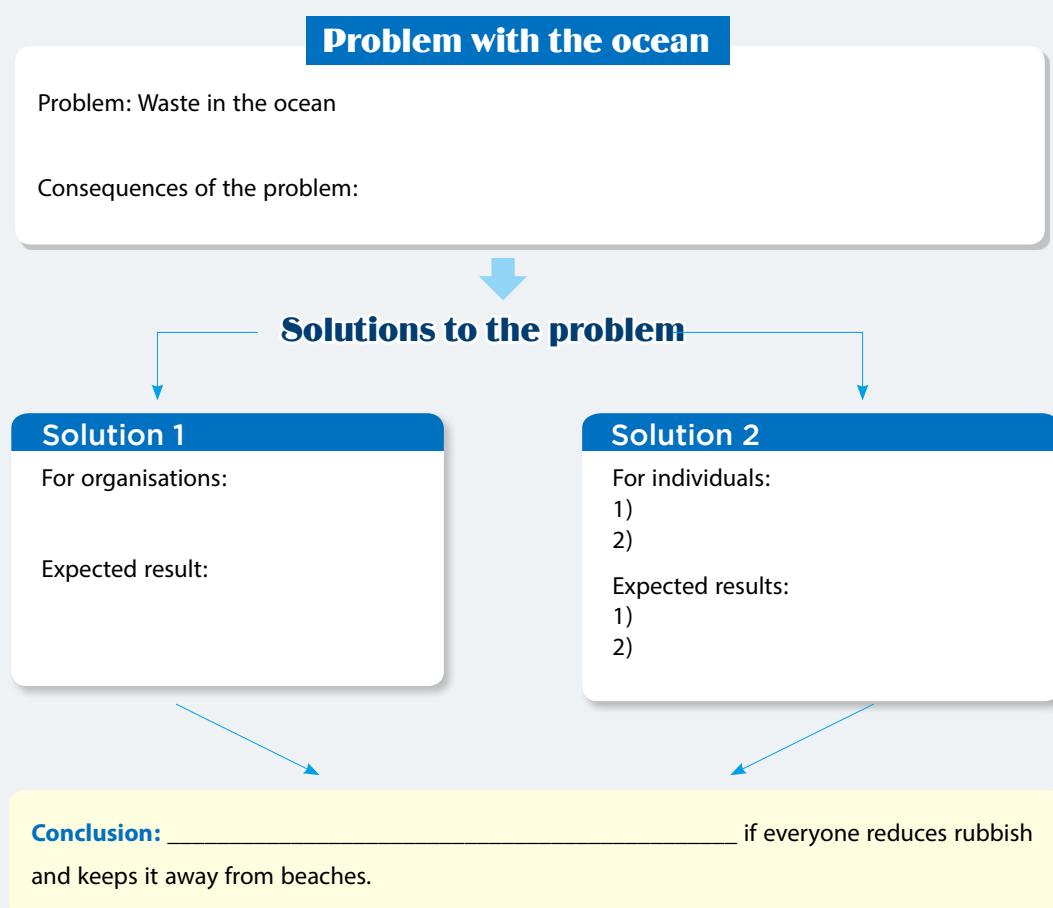
What can each and every one of us do about that rubbish in the oceans? Perhaps the most important 55 thing is that you can think about how much packaging is included with the products you buy, and where you throw away any rubbish you have. Less packaging and fewer products are a 60 step on the way to more sustainable

development. You can also take part in ocean clean-up day. If rubbish is picked up from the beach, it will not flow out to the ocean and cause problems for animals that eat it or become trapped in it.

Cleaning up the oceans seems like an impossible task, but if everybody reduces the amount of rubbish they produce, and keeps rubbish off the beaches, one day there may no longer be a need for ocean clean-up day.

● Comprehension Plus

- I. Read the text and complete the following diagram.



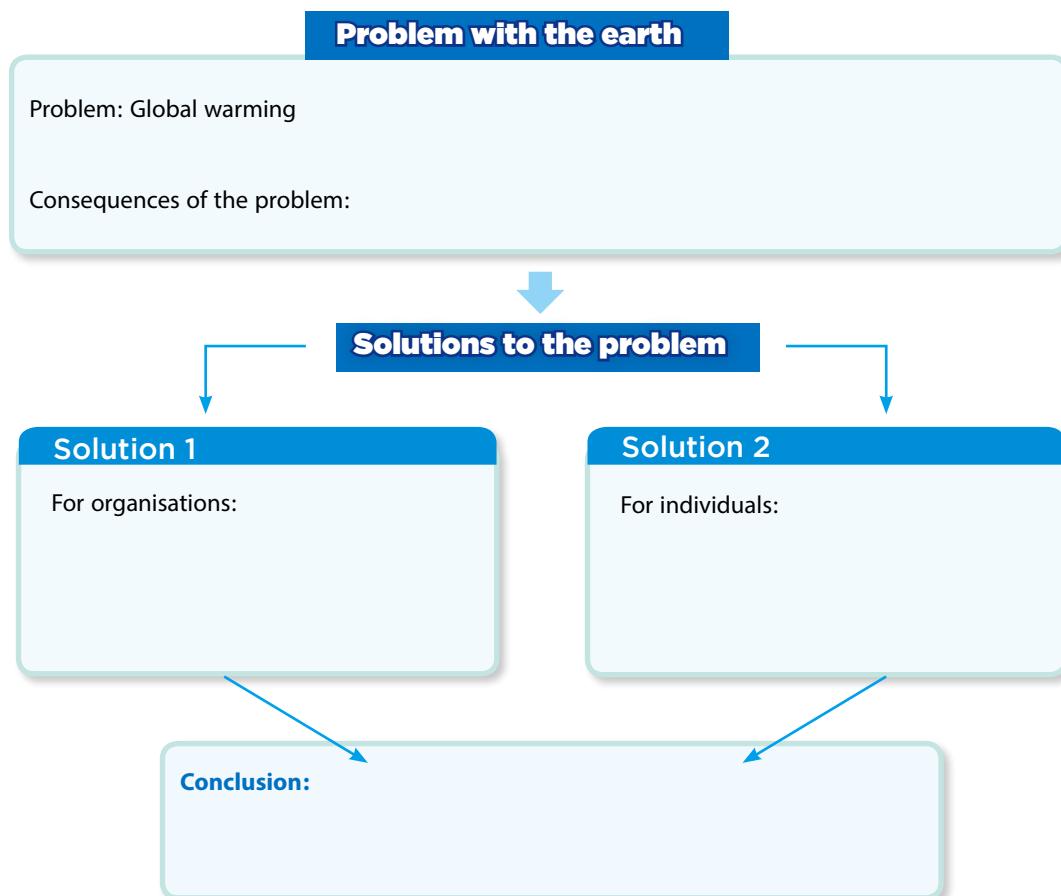
- II. Answer the questions.

1. Has the text made you more aware of how serious the problem is?
2. What other solutions can you think of to settle the issue?
3. Do you know other types of problems with the ocean?

Critical Thinking

Evaluating solutions with criteria

- I. Complete the diagram about the problem of global warming. You may refer to the diagram in Comprehension Plus.



- II. Discuss your solutions with your group members and evaluate which solutions are practical. Some sample questions are given below.



► Writing

Writing a proposal letter for the Green Club

After reading “Together for Our Ocean,” a student in Qingdao feels we must do something to protect the ocean. He writes the following proposal letter to call on everyone to work together for the ocean:

Dear teachers and fellow students,

Purpose

I’m writing to call for your help in becoming caretakers of the ocean.

Problem & consequence

Every year a large amount of waste ends up in the ocean and causes a lot of problems to the animals living there. For example, sea turtles die because they mistake plastic bags for jellyfish and eat them.

Solution 1 & expected result

To help fix these problems, our school can organise activities to clean up our beaches. This will contribute to clean water and healthy marine life.

Solution 2 & expected result

We students can also change our lifestyles. For example, we can reduce the amount of packaging we use and we can carry reusable shopping bags. We are the ones who should do something for our ocean. If we all play our part, there will be less rubbish and fewer problems for ocean animals.

Conclusion

I hope everyone will take action to protect our ocean, and our Earth.

Sincerely,
Zhang Ming

● Guided Writing

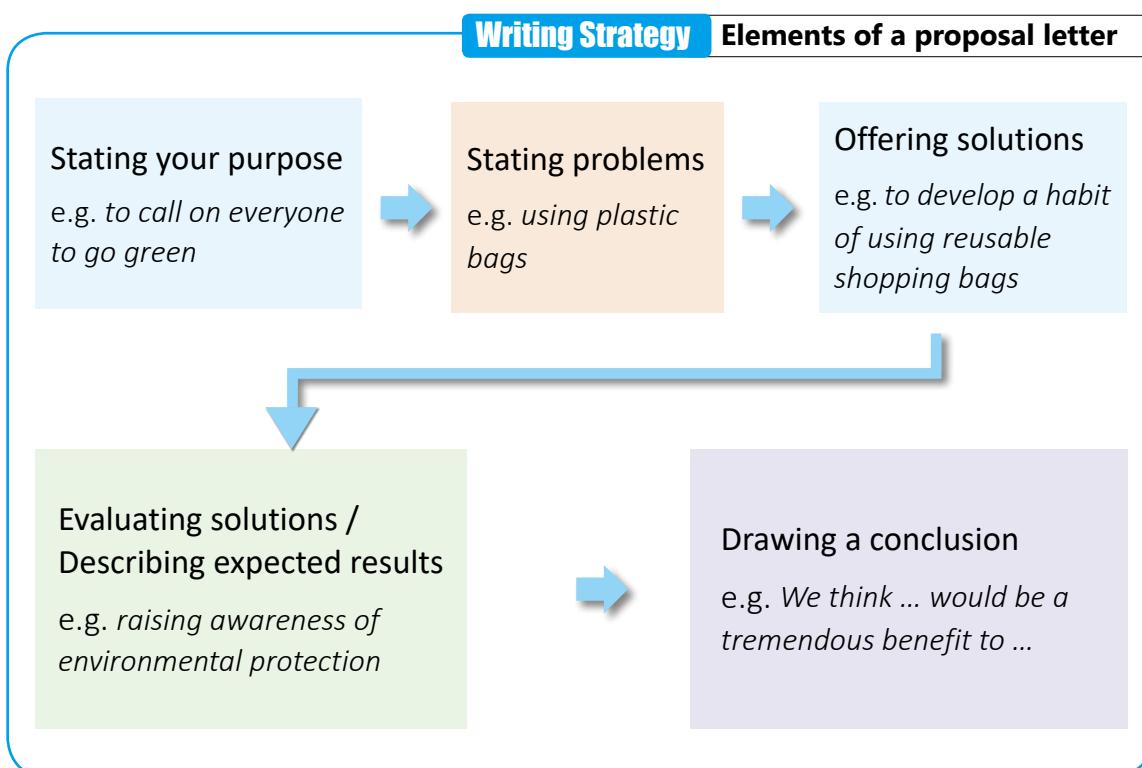
The Green Club in your school is to launch a “Going Green” activity. As a member of the club, you are expected to write a proposal letter to your schoolmates concerning environmental protection.

Step
1

Work in groups. List some environmental problems around you.
e.g. *using plastic bags, littering*

Step
2

Discuss the causes and consequences of these problems, and suggest possible solutions. Present them in a diagram, as in the example below.



Step
3

Write a proposal letter of 110–130 words to your schoolmates with the help of the sample letter and your diagram.

► Further Exploration

Conducting a survey on solutions to environmental problems

We are faced with many environmental problems such as garbage disposal, acid rain, air pollution, soil pollution, and plastic pollution. Conduct a survey on solutions to environmental problems.

Step 1 Work in groups. Choose one problem for your group and search the Internet to find out how different countries take measures to cope with different environmental problems.

Step 2 Put the information you have found in a table. An example is given below.

Environmental problem	Country	Solution
Garbage disposal	Japan	Garbage sorting
	China	
	...	

Step 3 Present your findings to the class.

► Self-assessment

Look at the expected learning outcomes of this unit.

- A. Identifying possible causes and effects of global warming and other environmental problems
- B. Describing environmental problems in our daily life and ways to protect the environment
- C. Appreciating the role of individuals and organisations in helping to solve environmental problems
- D. Evaluating solutions for environmental problems with some criteria
- E. Understanding the chain of cause and effect while reading
- F. Writing a proposal letter on environmental protection

Write a reflective note on the above items. You may include some or all of the following points:

- What you think you have done well and why
- One strategy that really has helped your learning
- One important thing you have learned about
- What you need to improve in the future
- What learning resources you find useful

If by Life You Were Deceived ...¹

Alexander Pushkin²

If by life you were deceived,
Don't be dismal, don't be wild!
In the day of grief, be mild
Merry days will come, believe.
Heart is living in tomorrow;
Present is dejected here;
In a moment, passes sorrow³;
That which passes⁴ will be dear.

(Translated by M. Kneller)



Notes:

1. *If by Life You Were Deceived ...* is an 8-line short poem which reveals the poet's optimistic attitude toward failures or misfortunes in life. There are many positive ideas expressed in plain, simple language. It encourages readers to be optimistic about life, and reveals the poet's indifference to misfortune, his ambition to pursue happiness in life, and his grit and determination.
2. Alexander Pushkin (1799–1837) was a Russian poet, novelist, dramatist, and short story writer. He is often considered to be the founder of modern Russian language and literature. Pushkin was a close observer of the Russian character, a poet whose insights

and sympathies toward the common people deeply influenced later writers, such as Nikolai Gogol and Leo Tolstoy. Because of his precise use of language, he had the ability to create vivid images with just two or three words in the reader's mind.

3. Inversion is used in this line. The regular word order should be: Sorrow passes in a moment.
4. The first word "that" in this line is a pronoun referring back to the noun "sorrow" in the previous line, so we can replace "that" with "sorrow": The sorrow which passes will be dear.

The Homecoming (XLVI)¹

Heinrich Heine²

Heart, my heart, let naught³ o'ercome⁴ you;
Bear your destiny and pain.
Spring will bring you back again
What the winter's taken from you.

And how much is left! The small things
And the whole of earth is fair!⁵
Heart, you never need despair;
You can love, not one, but all things!⁶

(Translated by Louis Untermeyer)



Notes:

1. *The Homecoming (XLVI)* is a poem from the lyric cycle *Die Heimkehr (The Homecoming)* in the *Buch der Lieder (Book of Songs)*. *The Homecoming* collection shows a development in the lyric form and frequently projects the simplicity and directness of the folk song and the folk ballad. Franz Schubert used six poems from *The Homecoming* section in his famous cycle *Schwanengesang (Swan Song)*.

2. Heinrich Heine (1797–1856) was a German-Jewish poet, journalist, essayist, and literary critic. He was well known for his early lyric poetry, which was set to music in the form of *Lieder* (art songs) by composers such as Robert Schumann and Franz Schubert. Heine's poetic reputation and international literary influence

were primarily established by *Book of Songs*. Travel was a significantly important experience for Heine, which provided material for his poems.

3. **naught:** nothing
4. **o'ercome:** (Scotland or poetic) alternative form of "overcome"
5. The original line in German is "Und wie schön ist noch die Welt!" which literally means "And how beautiful the world still is!"
6. The German version of the last two lines is "Und, mein Herz, was dir gefällt, Alles, alles darfst du lieben!" which can be literally translated as "And, my heart, you are allowed to love all that you are fond of!"

What I Have Lived for¹

Bertrand Russell²



Three passions, simple but overwhelmingly strong, have governed my life: the longing for love, the search for knowledge, and unbearable pity for the suffering of mankind. These passions, like great winds, have blown me hither and thither³, in a wayward course, over a great ocean of anguish, reaching to the very verge of despair.

I have sought love, first, because it brings ecstasy — ecstasy so great that I would often have sacrificed all the rest of life for a few hours of this joy. I have sought it, next, because it relieves loneliness — that terrible loneliness in which one shivering consciousness looks over the rim of the world into the cold unfathomable lifeless abyss. I have sought it, finally, because in the union of love I have seen, in a mystic⁴ miniature, the prefiguring vision of the heaven that saints and poets have imagined. This is what I sought, and though it might seem too good for human life, this is what — at last — I have found.

With equal passion I have sought knowledge. I have wished to understand the hearts of men. I have wished to know why the stars shine. And I have tried to apprehend the Pythagorean⁵ power by which number holds sway⁶ above the flux. A little of this, but not much, I have achieved.

Love and knowledge, so far as they were possible, led upward toward the heavens. But always pity brought me back to earth. Echoes of cries of pain reverberate in my heart. Children in famine, victims tortured by oppressors, helpless old people a hated burden to their sons, and the whole world of loneliness, poverty, and pain make a mockery of what human life should be. I long to alleviate this evil, but I cannot, and I too suffer.

This has been my life. I have found it worth living, and would gladly live it again if the chance were offered me.

Notes:

1. This short essay, written in 1956, is the prologue to *The Autobiography of Bertrand Russell*, which is regarded as one of the most important books of Russell's because of the vivid way in which he expresses his beliefs and ideas. In the prologue, the philosopher briefly and elegantly explains what matters most to him in life. The clear, logical and coherent structure of this text makes it a perfect model for academic essays.
2. Bertrand Russell (1872–1970) was an influential British philosopher, logician, mathematician, essayist and social critic. Over the course of a long career, Russell published more than 70 books and thousands of essays and letters addressing a wide variety of topics in both the humanities and the natural sciences, from which generations of readers have greatly benefited. In 1950, Russell was awarded the Nobel Prize for Literature.
3. **hither and thither:** in many different directions
4. **mystic:** another term for "mystical", which means "having spiritual powers or qualities that are difficult to understand or to explain"
5. **Pythagorean:** relating to Pythagoras, an ancient Greek philosopher and mathematician who believed that everything could be reduced to numbers, and that the whole universe had been built using mathematics
6. **hold sway:** have great power or influence over a particular person, place, domain, etc.

Reading

Unit 1

A

stress /stres/ *v.* to become or make sb become too anxious or tired to be able to relax (使) 焦虑不安, 疲惫不堪

△ **physically** /'fɪzɪkli/ *adv.* in a way that is connected with a person's body rather than their mind 身体上; 肉体上
scared /skeəd/ *adj.* frightened of sth or afraid that sth bad might happen 害怕; 恐惧; 畏惧; 担心

normal /'nɔ:ml/ *adj.* typical, usual or ordinary; what you would expect 典型的; 正常的; 一般的

sweaty /'swetɪ/ *adj.* covered or damp with sweat 满是汗的; 汗津津的; 汗水湿透的

inspire /ɪn'spaɪə/ *v.* to give sb the desire, confidence or enthusiasm to do sth well 激励; 鼓舞

bother /'bɒθə/ *v.* to annoy, worry or upset sb; to cause sb trouble or pain 使(某人)烦恼(或担忧、不安); 给(某人)造成麻烦(或痛苦)

stuff /stʌf/ *n. (informal)* used to refer in a general way to things that people do, say, think, etc. (泛指)活儿, 话, 念头, 东西

leisure /'leʒə/ *n.* time that is spent doing what you enjoy when you are not working or studying 闲暇; 空闲; 休闲

handle /'hændl/ *v.* to deal with a situation, a person, an area of work or a strong emotion 处理, 应付(局势、人、工作或感情)

load down with 给……加以重负

stressed out 焦虑不安; 心力交瘁

feel like (*informal*) 想要某物; 想做某事

call on 邀请, 要求(某人讲话等)

butterflies in one's stomach (做某事前)心慌, 紧张

bring up 提出(讨论等)

on one's mind 挂在心上; 惦念

keep ... in mind 将……记在心中; 记住; 考虑到

turn to 求助于; 求教于

get rid of 摆脱; 丢弃; 扔掉

breathe in 吸气

breathe out 呼气

take care of 照顾; 照料; 爱护

B

△ **skydive** /'skai,daiv/ *v.* to jump from an airplane and perform various manoeuvres before opening one's parachute 延缓张伞跳伞,(在打开降落伞前的自由坠落阶段利用空气动力)作特技跳伞动作

△ **tremendous** /tri'mendəs/ *adj.* very great 巨大的; 极大的

△ **churn** /tʃɜ:n/ *v.* if your stomach churns or if sth churns your stomach, you feel a strong, unpleasant feeling of worry, disgust or fear 反胃, 恶心(忧虑、厌恶或恐惧的强烈感觉)

△ **swallow** /'swɒləʊ/ *v.* to make food, drink, etc. go down your throat into your stomach 吞下; 咽下

△ **thrilling** /'θrɪlin/ *adj.* exciting and enjoyable 惊险的; 紧张的; 扣人心弦的; 令人兴奋不已的

perceive /pə'si:v/ *v.* to understand or think of sb/sth in a particular way 将……理解为; 将……视为; 认为 to notice or become aware of sth 注意

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

到；意识到；察觉到

- △ **obvious** /'ɒbviəs/ *adj.* easy to see or understand 明显的；显然的；易理解的
- △ **continually** /kən'tinjuəli/ *adv.* in a way that is repeated many times so that it is annoying 不住地；老是，一再
- panicky** /'pænɪkɪ/ *adj. (informal)* anxious about sth; feeling or showing panic 焦虑不安的；惊慌的
- function** /'fʌŋkʃən/ *v.* to work in the correct way 起作用；正常工作；运转
- emotion** /ɪ'meʊʃən/ *n.* a strong feeling such as love, fear or anger; the part of a person's character that consists of feelings 强烈的感情；激情；情感；情绪
- admit** /əd'mit/ *v.* to agree, often unwillingly, that sth is true (常指勉强) 承认
- △ **therapist** /'θerəpɪst/ *n.* a specialist who treats a particular type of illness or problem, or who uses a particular type of treatment (某治疗法的) 治疗专家
- negative** /'neɡətɪv/ *adj.* considering only the bad side of sth/sb; lacking enthusiasm or hope 消极的；负面的；缺乏热情的
- △ **abdominal** /æb'domɪnl/ *adj.*

(anatomy) relating to or connected with the abdomen (解) 腹部的；肚子的

- △ **meditation** /'medɪ'teɪʃən/ *n.* the practice of thinking deeply in silence, especially for religious reasons or in order to make your mind calm 冥想；沉思；深思

yoga /'jɔːgə/ *n.* a system of exercises for your body and for controlling your breathing, used by people who want to become fitter or to relax 瑜伽术（健体和控制呼吸的锻炼）

- △ **chant** /tʃa:nt/ *v.* to sing or shout the same words or phrases many times 反复唱；反复呼喊

vision /'vɪʒən/ *n.* the ability to see; the area that you can see from a particular position 视力；视野

feel a lump in your throat (因愤怒或情绪激动而) 感到喉咙哽住，哽咽

out of the ordinary 不寻常；特殊；超凡脱俗

state of mind 精神状态

Taijiquan 太极拳

Unit 2

A

- △ **cherish** /'tʃerɪʃ/ *v.* to love sb/sth very much and want to protect them or it 珍爱；钟爱；爱护
- △ **gesture** /'dʒestʃə/ *n.* something that you do or say to show a particular feeling or intention (表明感情或意图的) 姿态，表示
a movement that you make with your hands, your head or your face to show a particular meaning 手势；姿势；示意动作
- △ **freshman** /'frefmən/ *n. (NAmE)* a

first-year student at high school or junior high school 高中一年级学生；初中一年级学生

(especially NAmE) a first-year student at a university or college 大学一年级新生

bunch /bʌntʃ/ *n. (informal, especially NAmE)* a large amount of sth; a large number of things or people 大量；大批

a number of things of the same type which are growing or fastened together 串；束；扎

- △ **sadness** /'sædnɪs/ *n.* the feeling of

being sad 悲伤；悲痛；难过

△ **crawl** /krɔ:l/ v. to move forward on your hands and knees, with your body close to the ground 爬；爬行；匍匐行进

tear /tɪə/ n. a drop of liquid that comes out of your eye when you cry 眼泪；泪珠；泪水

△ **stack** /stæk/ n. a pile of sth, usually neatly arranged (通常指码放整齐的) 一叠，一摞，一堆

muscle /'mʌsəl/ n. a piece of body tissue that you contract and relax in order to move a particular part of the body; the tissue that forms the muscles of the body 肌肉；肌

graduation /grædʒu'eisən/ n. a ceremony at which degrees, etc. are officially given out 毕业典礼
the act of successfully completing a university degree, or studies at an American high school (大学或美国高中的) 毕业

pat /pæt/ v. to touch sb/sth gently several times with your hand flat, especially as a sign of affection (喜爱地) 轻拍

△ **sibling** /'sɪblɪŋ/ n. (formal or specialist) a brother or sister 兄；弟；姐；妹

disbelief /dɪs'bɪ'lɪ:f/ n. the feeling of not being able to believe sth 不信；怀疑

gasp /ga:sp/ n. to take a quick deep breath with your mouth open, especially because you are surprised or in pain (尤指由于惊讶或疼痛而) 喘气，喘息，倒抽气

depth /depθ/ n. the strength and power of feelings 深厚

underestimate /ʌndə'r'estimeɪt/ v. to think or guess that the amount, cost or size of sth is smaller than it really is 低估；对……估计不足

clear one's throat 清喉咙；清嗓子

drop out 退学；退出

clean out 把……打扫干净

help ... out 帮助……摆脱困境（或解

决问题）

Georgetown /'dʒɔ:dʒtaʊn/ 乔治城
(这里指乔治城大学 Georgetown University)

Duke /du:k/ 杜克 (这里指杜克大学 Duke University)

B

△ **storey** /'stɔ:ri/ n. a level of a building; a floor 楼层

△ **painter** /'peɪntə/ n. an artist who paints pictures 画家
a person whose job is painting buildings, walls, etc. 油漆匠

△ **pneumonia** /nju:'məʊniə/ n. a serious illness affecting one or both lungs that makes breathing difficult 肺炎

△ **including** /ɪn'klu:dn/ prep. having sth as part of a group or set 包括……在内

△ **workroom** /'wɜ:kru:m/ n. a room in which work is done, especially work that involves making things 工作室；工作间；作坊

△ **bedside** /'bedsaɪd/ n. the area beside a bed 床边

△ **ivy** /'aɪvɪ/ n. a climbing plant, especially one with dark green shiny leaves with five points 常春藤

anger /'æŋgə/ n. the strong feeling that you have when sth has happened that you think is bad and unfair 怒；怒火；怒气

△ **fearfully** /'fiəfəli/ adv. in a way that shows somebody is nervous or afraid 害怕地，担心地

△ **hallway** /'hɔ:lwei/ n. a space or passage inside the entrance or front door of a building 门厅；过道，走廊

lantern /'læntən/ n. a lamp in a transparent case, often a metal case with glass sides, that has a handle, so that you can carry it outside 灯笼；提灯

call ... up (给某人) 打电话

Greenwich Village /'grɪnɪdʒ 'vɪlɪdʒ/
格林尼治村(美国纽约市曼哈顿区的一部分,是作家、艺术家等聚居的地区,以其豪放不羁的波希米亚气氛著称)

Sue /su:/ 苏(人名)
Johnsy /'dʒɒnsi/ 琼西(人名)
Behrman /'beəmən/ 贝尔曼(人名)

Unit 3

A

- △ **prehistory** /pri:'hɪstəri/ *n.* the period of time in history before information was written down 史前时期; 远古时期
- △ **monument** /'mɒnjumənt/ *n.* a building that has special historical importance 历史遗迹; 有历史价值的建筑
- enormous** /ɪ'nɔːməs/ *adj.* extremely large 巨大的; 庞大的
- measure** /'meʒə/ *v.* to be a particular size, length, amount, etc. (指尺寸、长短、数量等) 量度为
to find the size, quantity, etc. of sth in standard units 测量; 度量
- length** /leŋθ/ *n.* the size or measurement of sth from one end to the other 长; 长度
- origin** /'ɔːrɪdʒɪn/ *n.* the point from which sth starts; the cause of sth 起源; 源头; 起因
- △ **mystery** /'mɪstəri/ *n.* something that is difficult to understand or to explain 神秘的事物; 不可理解之事; 奥秘
- △ **radiocarbon dating** /,reɪdiə'kaʊn'deɪtɪŋ/ *n.* a method of calculating the age of very old objects by measuring the amounts of different forms of carbon in them 碳定年法(根据测定古物不同形态的碳含量以计算年代)
- △ **pyramid** /'pɪrəmɪd/ *n.* a large building with a square or triangular base and sloping sides that meet in a point at the top. The ancient Egyptians built stone pyramids as places to bury their kings and queens. (古埃及的)金字塔
- △ **archaeologist** /ɑ:kɪ'ɒlədʒɪst/ *n.* a

person who studies archaeology 考古学家

- △ **cemetery** /'semɪtri/ *n.* an area of land used for burying dead people, especially one that is not beside a church (尤指不靠近教堂的) 墓地, 坟地, 公墓
- bone** /bəun/ *n.* any of the hard parts that form the skeleton of the body of a human or an animal 骨头; 骨
- transport** /'trænspɔ:t/ *v.* to take sth/sb from one place to another in a vehicle (用交通工具) 运输, 运送, 输送
- △ **trilithon** /'trɪlɪθɒn/ *n.* a prehistoric structure consisting of two large stones set upright to support a third on their tops 三石塔: 一种史前的建筑结构, 由两块竖立的巨石上架另一块巨石构成
- incredible** /ɪn'kredəbl/ *adj.* impossible or very difficult to believe 不能相信的; 难以置信的
- original** /ə'rɪdʒɪnəl/ *adj.* [only before noun] existing at the beginning of a particular period, process or activity 原来的; 起初的; 最早的
- △ **observatory** /ə'b'zɜ:vətəri/ *n.* a special building from which scientists watch the stars, the weather, etc. 天文台; 天文观测站; 气象台
- astronomer** /ə'strɒnəmə/ *n.* a scientist who studies astronomy 天文学家
- △ **scholar** /'skɒlə/ *n.* a person who knows a lot about a particular subject because they have studied it in detail 学者
- conclude** /kən'klu:d/ *v.* to decide or believe sth as a result of what you have heard or seen 断定; 推断出; 作

出结论

primitive /'prɪmətɪv/ *adj.* belonging to a very simple society with no industry, etc. 原始的；远古的

predict /pri'dikt/ *v.* to say that sth will happen in the future 预言；预告；预报

△ **eclipse** /'eklɪps/ *n.* an occasion when the moon passes between the earth and the sun so that you cannot see all or part of the sun for a time; an occasion when the earth passes between the moon and the sun so that you cannot see all or part of the moon for a time 日食；月食

△ **solstice** /'solstɪs/ *n.* either of the two times of the year at which the sun reaches its highest or lowest point in the sky at midday, marked by the longest and shortest days 至(点)；(夏或冬)至

△ **uncertainty** /ʌn'sɜːtnɪti/ *n.* something that you cannot be sure about; a situation that causes you to be or feel uncertain 拿不定的事；令人无把握的局面

calculate /'kælkjuleɪt/ *v.* to guess sth or form an opinion by using all the information available 预测；推测 to use numbers to find out a total number, amount, distance, etc. 计算；核算

refer to 描述；涉及；与……相关

devote ... to 献身；致力；专心

take place 尤指根据安排或计划发生，进行

Stonehenge /stəʊn'hendʒ/ 巨石阵
(英国南部索尔兹伯里附近的一处史前巨石建筑遗址)

Salisbury Plain /'sɔːlzberɪ pleɪn/ 索尔兹伯里平原

Wiltshire /'wɪltʃɪə/ 威尔特郡 [英国英格兰郡名]

England /'ɪŋglənd/ 英格兰 (在大不列颠岛南部及中部)

Egypt /'iːdʒɪpt/ 埃及 [东北非国家]

BCE before the Common Era 公元前
(表示日期时用法同 BC)

South Wales /sauθ weɪlz/ 南威尔士

Bronze Age /brɒnz eɪdʒ/ 青铜器时代
(石器时代后、铁器时代前的一个时代，也叫铜器时代)

Sir Norman Lockyer /sɜː 'nɔːmən 'lɒkjə/ 诺曼·洛克耶爵士 (英国天文学家)

Gerald Hawkins /'dʒerəld 'hɔːknz/ 杰拉尔德·霍金斯 (美国天文学家)

B

△ **unknown** /ʌn'nəʊn/ *adj.* not known or identified 未知的；不详的；未被确认的

desire /dɪ'zaɪə/ *n.* a strong wish to have or do sth 愿望；欲望；渴望

beyond /bɪ'jɒnd/ *adv.* on the other side; further on 在另一边；在(或向)更远处

universe /'juːnɪvɜːs/ *n.* the whole of space and everything in it, including the earth, the planets and the stars 宇宙；天地万物；万象

△ **humanity** /huː'juːmənɪti/ *n.* people in general (统称) 人；人类

surroundings /sə'raʊndɪŋz/ *n.* [pl.] everything that is around or near sb/sth 环境

△ **isolate** /'aɪsəleɪt/ *v.* to separate sb/sth physically or socially from other people or things (使)隔离，孤立，脱离

△ **trench** /trentʃ/ *n.* a long deep hole dug in the ground, for example for carrying away water 沟；渠

previous /'priːviəs/ *adj.* happening or existing before the event or object that you are talking about 先前的；以往的

△ **indigenous** /ɪn'dɪdʒənəs/ *adj.* (formal) belonging to a particular place rather than coming to it from somewhere else 本地的；当地的；土生土长的

territory /'terɪtɔːri/ *n.* land that is under the control of a particular country or ruler 领土；版图；领地

system /'sɪstəm/ *n.* a group of things, pieces of equipment, etc. that are connected or work together 系统

an organised set of ideas or theories or a particular way of doing sth (思想或理论) 体系；方法；制度；体制

△ **tribe** /'traɪb/ *n.* (*sometimes offensive*) (in developing countries) a group of people of the same race, and with the same customs, language, religion, etc., living in a particular area and often led by a chief 部落

satellite /'sætəlait/ *n.* an electronic device that is sent into space and moves around the earth or another planet 人造卫星

prohibit /prə'hɪbit/ *v.* [often passive] to stop sth from being done or used especially by law (尤指以法令) 禁止

△ **dedicate** /'dedɪkeɪt/ *v.* to give a lot of your time and effort to a particular activity or purpose because you think it is important 把……奉献给

△ **exploitation** /,eksplɔɪ'teɪʃn/ *n.* the use of land, oil, minerals, etc. 开发；开采；开拓
(disapproving) a situation in which sb treats sb else in an unfair way, especially in order to make money from their work 剥削；榨取

△ **mangrove** /'mæŋgrəʊv/ *n.* a tropical tree that grows in mud or at the edge of rivers and has roots that are above ground 红树林植物 (生长在淤泥或河边的热带树木，有支柱根暴露在空气中)

reserve /rɪ'zɜːv/ *n.* a piece of land that is a protected area for animals, plants, etc. (动植物) 保护区；自然保护区 a supply of sth that is available to be used in the future or when it is needed 储备 (量)；贮藏 (量)

needle /'ni:dл/ *n.* a small thin piece of steel that you use for sewing, with a point at one end and a hole for the thread at the other 针；缝衣针

△ **limestone** /'laɪmstəun/ *n.* a type of white stone that contains calcium, used in building and in making cement 石灰岩

pose /pəuz/ *v.* to create a threat, problem, etc. that has to be dealt with 造成 (威胁、问题等)；引起；产生

△ **derive** /dɪ'raɪv/ *v.* to come or develop from sth 从……衍生出；起源于；来自

△ **barefoot** /'beəfʊt/ *adv.* not wearing anything on your feet 赤着脚 (地)

sharp /ʃɑ:p/ *adj.* having a fine edge or point, especially of sth that can cut or make a hole in sth 锋利的；锐利的；尖的

△ **flesh** /fleʃ/ *n.* the soft substance between the skin and bones of animal or human bodies (动物或人的) 肉

in spite of 不管；尽管

pose dangers to 构成危险

in fact (补充细节) 确切地说

derive from 从……衍生出；起源于；来自

Sahara /sə'hɑ:rə/ 撒哈拉沙漠 [北非]
(世界最大沙漠，在阿特拉斯山脉同苏丹草原以及大西洋同红海沿岸之间)

Mariana Trench /,meəri'ænə trentʃ/
马里亚纳海沟 [西太平洋]

Challenger Deep /'tʃælɪndʒə di:p/
挑
战者深渊 (指太平洋马里亚纳海沟 [Mariana Trench] 的最深处，达 11034 米)

Vale do Javari /veil də ,ʒa:və'ri:/
查瓦利河谷

Javari River /,ʒa:və'ri: 'rɪvə/
查瓦利河

Tsingy de Bemaraha /'θɪŋgi də ,bemə'rɑ:hə/
磬吉德贝马拉哈 (马达加斯加岛)

Madagascar /,mædə'gæskə/
马达加斯加 [非洲岛国] (在印度洋西部，由马达加斯加岛及其沿岸的圣马里等小岛组成)

UNESCO /ju:nɛskəʊ/
United Nations Educational, Scientific and Cultural Organisation 联合国教育、科学及文化组织 (简称联合国教科文组织)

World Heritage Site /wɜ:ld 'herɪtɪdʒ saɪt/
世界遗产地 (由世界遗产大会 [the World Heritage Convention] 指定并受到保护的自然与文化遗迹)

A

- △ **villain** /'vɪlən/ *n.* a person who is morally bad or responsible for causing trouble or harm 恶棍；坏蛋
the main bad character in a story, play, etc. (小说、戏剧等中的) 主要反面人物，反派主角，坏人
- atmosphere** /'ætməsfɪə/ *n.* the mixture of gases that surrounds the earth (围绕地球的) 大气，大气层，大气圈
- carbon dioxide** /,kɑ:bən daɪ'ɒksaɪd/ *n.* (symb. CO₂) a gas breathed out by people and animals from the lungs or produced by burning carbon 二氧化碳
- poisonous** /'pɔɪzənəs/ *adj.* causing death or illness if swallowed or absorbed into the body 引起中毒的；有毒的
- harm** /ha:m/ *n.* damage or injury that is caused by a person or an event 伤害；损害
- absorb** /əb'sɔ:b/ *v.* to take in a liquid, gas or other substance from the surface or space around 吸收 (液体、气体等)
- △ **convert** /kən'vert/ *v.* to change or make sth change from one form, purpose, system, etc. to another (使) 转变，转换，转化
- tissue** /'tɪʃu:/ *n.* a collection of cells that form the different parts of humans, animals and plants (人、动植物细胞的) 组织
- being** /'bi:ɪŋ/ *n.* a living creature; existence 生物
- oxygen** /'ɒksɪdʒən/ *n.* a chemical element. Oxygen is a gas that is present in air and water and is necessary for people, animals and plants to live. 氧；氧气
- apparently** /ə'pærəntli/ *adv.* according to the way sth appears; according to what you have heard or read 看来；显然；据……所知
- likelihood** /'laɪklɪhood/ *n.* the chance of sth happening; how likely sth is to

happen 可能；可能性

- △ **splash** /splæʃ/ *v. (of liquid)* to fall noisily onto a surface (液体) 泼洒；哗啦哗啦地溅；劈里啪啦地落
- crowded** /'kraʊdɪd/ *adj.* having a lot of people or too many people 人(太)多的；拥挤的
- valley** /'væli/ *n.* an area of low land between hills or mountains, often with a river flowing through it; the land that a river flows through 谷；山谷；溪谷；流域
- △ **drown** /draʊn/ *v.* to make sth very wet; to completely cover sth in water or another liquid 浸透；淹没；浸泡
to die because you have been underwater too long and you cannot breathe; to kill sb in this way (使) 淹死，溺死
- △ **productive** /prə'dʌktɪv/ *adj.* making goods or growing crops, especially in large quantities 生产的；(尤指)多产的
- △ **infrared** /,ɪnf्र'red/ *adj. (physics)* having or using electromagnetic waves which are longer than those of red light in the spectrum, and which cannot be seen 红外线的；使用红外线的
- radiation** /,reɪdi'eɪʃən/ *n.* powerful and very dangerous rays that are sent out from radioactive substances 辐射；放射线
- greenhouse effect** /'grɪ:nhaʊs ɪ'fekt/ *n.* the problem of the gradual rise in temperature of the earth's atmosphere, caused by an increase of gases such as carbon dioxide in the air surrounding the earth, which trap the heat of the sun 温室效应
- concentration** /,kɒnsən'treɪʃən/ *n.* the amount of a substance in a liquid or in another substance 浓度；含量
the ability to direct all your effort and attention on one thing, without thinking of other things 专心；专注
- △ **steadily** /'stedəlɪ/ *adv.* gradually and

in an even and regular way 稳定地；稳固地；有规则地

△ **upwards** /'ʌpwədz/ *adv.* towards a higher amount or price (数量、价格) 上升，上涨，提高 towards a higher place or position 向上；向高处

decade /'dekeɪd/ *n.* a period of ten years, especially a continuous period, such as 1910–1919 or 2000–2009 十年，十年期（尤指一个年代）

mild /maɪld/ *adj.* (of weather) not very cold, and therefore pleasant (天气) 温和的；和煦的 not severe or strong 温和的；和善的；不严厉的

△ **glacier** /'glæsiə/ *n.* a large mass of ice, formed by snow on mountains, that moves very slowly down a valley 冰川

△ **retreat** /rɪ'tri:t/ *v.* to move away or back 离开；离去；退去；后退 to move away from a place or an enemy because you are in danger or because you have been defeated 退却；撤退 **polar** /'pəʊlə/ *adj.* connected with, or near the North or South Pole 极地的；近地极的；南极（或北极）的

demonstrate /'demənstreɪt/ *v.* to show sth clearly by giving proof or evidence 证明；证实；论证；说明

what's more 更有甚者；更为重要的是
serve as 可用作，可当……使（尤指别无选择时）

come about 发生

come in 在……中起作用；参与

make up 形成；构成

Manhattan /mæn'hætn/ 曼哈顿区 [美国纽约市行政区名] (由曼哈顿岛等构成)

Florida /'flɔːrɪdə/ 佛罗里达州 [美国州名]

British Isles /'brɪtɪʃ aɪlz/ 不列颠群岛 [西欧] (包括大不列颠和爱尔兰两个大岛以及附近的 5500 多个小岛；群岛上有英国和爱尔兰共和国两个国家)

Nile /naɪl/ 尼罗河 [非洲东北部] (世

界最大河流之一，流经坦桑尼亚、卢旺达、布隆迪、乌干达、埃塞俄比亚、苏丹和埃及等国)

Greenland /'grɪ:nlənd/ 格陵兰 (岛) [北美洲东北] (世界第一大岛，介于北冰洋同大西洋之间，属丹麦，1979 年实行内部自治)

B

△ **marine** /mə'reɪn/ *n.* connected with the sea and the creatures and plants that live there 海的；海产的；海生的

packaging /'pækɪdʒɪŋ/ *n.* materials used to wrap or protect goods that are sold in shops/stores 包装材料；外包装

garbage /'ga:bɪdʒ/ *n.* (especially NAmE) waste food, paper, etc. that you throw away (生活) 垃圾；废物

△ **turtle** /'tɜ:tʃl/ *n.* a large reptile with a hard round shell, that lives in the sea 海龟

△ **jellyfish** /'dʒelɪfiʃ/ *n.* a sea creature with a body like jelly and long thin parts called tentacles that can give a sharp sting 水母；海蜇

block /blɒk/ *v.* to stop sth from moving or flowing through a pipe, a passage, a road, etc. by putting sth in it or across it 堵塞；阻塞

poison /'pɔɪzən/ *v.* to harm or kill a person or an animal by giving them poison 毒死；毒害

△ **survey** /'sɜ:veɪ/ *n.* an investigation of the opinions, behaviour, etc. of a particular group of people, which is usually done by asking them questions 民意调查；民意测验

threaten /'θretn/ *v.* to be a danger to sth 危及；对……构成威胁

sustain /sə'steɪn/ *v.* to provide enough of what sb/sth needs in order to live or exist 维持（生命、生存）

element /'elɪmənt/ *n.* a necessary or typical part of sth 要素；基本部分；典型部分

cycle /'saɪkl/ *n.* the fact of a series of events being repeated many times,

always in the same order 循环
a bicycle or motorcycle 自行车；摩托车

trap /træp/ *v.* to keep sb in a dangerous place or bad situation that they want to get out of but cannot 使落入险境；使陷入困境

live on 仅以（一种食物）为主要食物
throw away 扔掉；丢弃；抛弃

take part in 参与某事

keep ... off 使……不接近(或不接触、远离) 某人／事物

International Coastal Clean-up
/ˌɪntə'næʃənəl 'kəʊstl 'kli:nʌp/ 国际海岸清理活动

Great Pacific Garbage Patch /greɪt pə'sɪfɪk 'gɑ:bɪdʒ pætʃ/ 大太平洋垃圾带

University of Queensland
/ju:nɪ'vɜ:sɪtɪ əv 'kwi:nzlænd/ 昆士兰大学（澳大利亚）

Ocean Conservancy /'əʊʃən kən'sɜ:vənsɪ/ 海洋保护协会

USA United States of America 美利坚合众国，美国

Listening and Viewing

Unit 1

track /træk/ *v.* to follow the progress or development of sb/sth 跟踪（进展情况）

APA American Psychological Association 美国心理学会

Unit 2

concept /'kɒnsept/ *n.* an idea or a principle that is connected with sth abstract 概念；观念

indeed /ɪn'di:d/ *adv.* used to emphasise a description, typically of a quality or condition [用于强调描述，尤指对品质或状况的描述] 真的，真是

Forrest Gump /fɔ:rist 'gʌmp/ 福雷斯特·甘普（阿甘）

Unit 3

native /'neɪtɪv/ *n.* a person who lives in a particular place, especially sb who has lived there a long time 本地人；当地人

statue /'stætʃu:/ *n.* a figure of a person or an animal in stone, metal, etc., usually the same size as in real life or larger 雕塑，雕像，塑像（大小通常等于或大于真人或实物）

settle /'setl/ *v.* to make a place your permanent home 定居
to put an end to an argument or a disagreement 结束（争论、争端等）；解决（分歧、纠纷等）

△ **probe** /prəʊb/ *n.* a spacecraft without people on board which obtains information and sends it back to earth (不载人) 航天探测器，宇宙探测

航天器

a thorough and careful investigation of sth 探究，详尽调查

orbit /'ɔ:bit/ *n.* a curved path followed by a planet or an object as it moves around another planet, star, moon, etc. (天体等运行的) 轨道

launch /lɔ:ntʃ/ *v.* to send sth such as a spacecraft, weapon, etc. into space, into the sky or through water 发射，把（航天器、武器等）发射上天，水中发射

△ **goddess** /'gɒdɪs/ *n.* a female god 女神

Easter Island /i:stə 'ailənd/ 复活节岛

Easter Day /'i:stə deɪ/ 复活节（在三月或四月的一个星期日）

Unit 4

△ **environmentalist** /ɪn'veɪrən'mentəlist/ *n.* a person who is concerned about the natural environment and wants to improve and protect it 环境保护论者

significance /sɪg'nɪfɪkəns/ *n.* the importance of sth, especially when this has an effect on what happens in the future (尤指对将来有影响的) 重要性，意义

profit /'prɒfit/ *n.* the money that you make in business or by selling things, especially after paying the costs involved 利润；收益；赢利

honourable /'ɒnərəbl/ *adj.* deserving respect and admiration 可敬的；值得钦佩的

optimistic /,ɒptɪ'mɪstɪk/ *adj.* expecting good things to happen or sth to be successful; showing this feeling 乐观的；抱乐观看法的

pessimistic /,pə'sɪmɪstɪk/ *adj.* expecting bad things to happen or sth not to be successful; showing this 悲观的；悲观主义的

△ **neutral** /'nju:tərəl/ *adj.* not supporting or helping either side in a disagreement, competition, etc. 中立的；持平的；无倾向性的

consequence /'kɔnsikwəns/ *n.* a result of sth that has happened 结果；后果

△ **bin** /bɪn/ *n.* a container that you put waste in 垃圾箱

Costa Rica /kɒstə 'ri:kə/ 哥斯达黎加 [拉丁美洲国家] (在中美洲南部)



Grammar Terms

Unit 1

infinitive 不定式

subject 主语

predicative 表语

Unit 2

complex infinitive 不定式的复杂形式

positive 肯定的

negative 否定的

active infinitive 不定式主动式

passive infinitive 不定式被动式

simple infinitive 不定式一般式

continuous infinitive 不定式进行式

perfect infinitive 不定式完成式

Unit 3

appositive clause 同位语从句

noun clause 名词性从句

relative clause 关系从句

Unit 4

emphatic structure 强调结构



Glossary

A

- abdominal** /æb'domɪnl/ *adj.* (解) 腹部的；肚子的 1
absorb /əb'sɔ:b/ *v.* 吸收 (液体、气体等) 4
admit /əd'mit/ *v.* (常指勉强) 承认 1
anger /'æŋgə/ *n.* 怒；怒火；怒气 2
apparently /ə'pærəntli/ *adv.* 看来；显然；据……所知 4
archaeologist /ɑ:kɪ'ɒlədʒɪst/ *n.* 考古学家 3
astronomer /ə'strɒnəmə/ *n.* 天文学家 3
atmosphere /'ætməsfɪə/ *n.* (围绕地球的) 大气，大气层，大气圈 4

B

- barefoot** /'beəfʊt/ *adv.* 赤着脚 (地) 3
bedside /'bedsaɪd/ *n.* 床边 2
being /'bi:iŋ/ *n.* 生物 4
beyond /bɪ'jɒnd/ *adv.* 在另一边；在 (或向) 更远处 3
bin /bɪn/ *n.* 垃圾箱 4
block /blɒk/ *v.* 堵塞；阻塞 4
bone /bəun/ *n.* 骨头；骨 3
bother /'bɒθə/ *v.* 使 (某人) 烦恼 (或担忧、不安)；给 (某人) 造成麻烦 (或痛苦) 1
bunch /bʌntʃ/ *n.* ①大量；大批 ②串；束；扎 2

C

- calculate** /'kælkjuleɪt/ *v.* ①预测；推测 ②计算；核算 3
carbon dioxide /,ka:rbən daɪ'ɒksaɪd/ *n.* 二氧化碳 4
cemetery /'semɪtri/ *n.* (尤指不靠近教堂的) 墓地，坟地，公墓 3
chant /tʃɑ:nt/ *v.* 反复唱；反复呼喊 1
cherish /'tʃerɪʃ/ *v.* 珍爱；钟爱；爱护 2
churn /tʃɜ:n/ *v.* 反胃，恶心 (忧虑、厌恶或恐惧的强烈感觉) 1
concentration /kɒnsən'treɪʃən/ *n.* ①浓度；含量 ②专心；专注 4
concept /'kɒnsept/ *n.* 概念；观念 2
conclude /kən'klu:d/ *v.* 断定；推断出；作出结论 3
consequence /'kɒnsɪkwəns/ *n.* 结果；后果 4
continually /kən'tɪnjuəli/ *adv.* 不住地；老是，一再 1
convert /kən'vert/ *v.* (使) 转变，转换，转化 4
crawl /krɔ:l/ *v.* 爬；爬行；匍匐行进 2
crowded /'kraʊdɪd/ *adj.* 人 (太) 多的；拥挤的 4
cycle /'saɪkl/ *n.* ①循环 ②自行车；摩托车 4

D

decade /'dekeɪd/ *n.* 十年，十年期（尤指一个年代） 4
dedicate /'dedɪkeɪt/ *v.* 把……奉献给 3
demonstrate /'demənstreɪt/ *v.* 证明；证实；论证；说明 4
depth /dəpθ/ *n.* 深厚 2
derive /dɪ'raɪv/ *v.* 从……衍生出；起源于；来自 3
desire /dɪ'zaɪə/ *n.* 愿望；欲望；渴望 3
disbelief /,dɪsbɪ'lɪf/ *n.* 不信；怀疑 2
drown /draʊn/ *v.* ①浸透；淹没；浸泡 ②（使）淹死，溺死 4

E

eclipse /'eklɪps/ *n.* 日食；月食 3
element /'elɪmənt/ *n.* 要素；基本部分；典型部分 4
emotion /'eməʊʃən/ *n.* 强烈的感情；激情；情感；情绪 1
enormous /'nɔːməs/ *adj.* 巨大的；庞大的 3
environmentalist /ɪn,vɔɪrən'mentəlist/ *n.* 环境保护论者 4
exploitation /,eksplɔɪ'teɪʃən/ *n.* ①开发；开采；开拓 ②剥削；榨取 3

F

fearfully /'fiːfəli/ *adv.* 害怕地，担心地 2
flesh /fleʃ/ *n.* （动物或人的）肉 3
freshman /'freʃmən/ *n.* ①高中一年级学生；初中一年级学生 ②大学一年级新生 2
function /'fʌŋkʃən/ *v.* 起作用；正常工作；运转 1

G

garbage /'ga:bɪdʒ/ *n.* （生活）垃圾；废物 4
gasp /gɑ:sp/ *n.* （尤指由于惊讶或疼痛而）喘气，喘息，倒抽气 2
gesture /'dʒestʃə/ *n.* ①（表明感情或意图的）姿态，表示 ②手势；姿势；示意动作 2
glacier /'glæsiə/ *n.* 冰川 4
goddess /'gədɪs/ *n.* 女神 3
graduation /'grædʒu'eɪʃən/ *n.* ①毕业典礼 ②（大学或美国高中的）毕业 2
greenhouse effect /'grɪ:nhaʊs ɪ'fekt/ *n.* 温室效应 4

H

hallway /'hɔ:lwei/ *n.* 门厅；过道，走廊 2
handle /'hændl/ *v.* 处理，应付（局势、人、工作或感情） 1
harm /hɑ:m/ *n.* 伤害；损害 4
honourable /'ɒnərəbl/ *adj.* 可敬的；值得钦佩的 4
humanity /hju:'mænɪti/ *n.* （统称）人；人类 3

I

including /ɪn'klu:dɪŋ/ *prep.* 包括……在内 2

incredible /ɪn'kredəbl/ *adj.* 不能相信的；难以置信的 3

indeed /ɪn'di:d/ *adv.* [用于强调描述，尤指对品质或状况的描述] 真的，真是 2

indigenous /ɪn'dɪdʒənəs/ *adj.* 本地的；当地的；土生土长的 3

infrared /ɪnfrə'red/ *adj.* 红外线的；使用红外线的 4

inspire /ɪn'spaɪə/ *v.* 激励；鼓舞 1

isolate /'aɪsəleɪt/ *v.* (使) 隔离，孤立，脱离 3

ivy /'aɪvɪ/ *n.* 常春藤 2

J

jellyfish /'dʒelɪfɪʃ/ *n.* 水母；海蛰 4

L

lantern /'læntən/ *n.* 灯笼；提灯 2

launch /lɔ:ntʃ/ *v.* 发射，把(航天器、武器等)发射上天，水中发射 3

leisure /'leʒə/ *n.* 闲暇；空闲；休闲 1

length /leŋθ/ *n.* 长；长度 3

likelihood /'laɪklɪhʊd/ *n.* 可能；可能性 4

limestone /'laɪmstəʊn/ *n.* 石灰岩 3

M

mangrove /'mæŋgrəʊv/ *n.* 红树林植物(生长在淤泥或河边的热带树木，有支柱根暴露在空气中) 3

marine /mə'ri:n/ *n.* 海的；海产的；海生的 4

measure /'meʒə/ *v.* ①(指尺寸、长短、数量等)量度为 ②测量；度量 3

meditation /'medɪ'teɪʃən/ *n.* 冥想；沉思；深思 1

mild /maɪld/ *adj.* ①(天气)温和的；和煦的 ②温和的；和善的；不严厉的 4

monument /'mɒnjumənt/ *n.* 历史遗迹；有历史价值的建筑 3

muscle /'mʌsəl/ *n.* 肌肉；肌 2

mystery /'mɪstəri/ *n.* 神秘的事物；不可理解之事；奥秘 3

N

native /'neɪtɪv/ *n.* 本地人；当地人 3

needle /'ni:dl/ *n.* 针；缝衣针 3

negative /'negətɪv/ *adj.* 消极的；负面的；缺乏热情的 1

neutral /'nju:t्रəl/ *adj.* 中立的；持平的；无倾向性的 4

normal /'nɔ:ml/ *adj.* 典型的；正常的；一般的 1

O

observatory /əb'zɜ:vətəri/ *n.* 天文台；天文观测站；气象台 3

obvious /'ɒbviəs/ *adj.* 明显的；显然的；易理解的 1
optimistic /,ɒptɪ'mɪstɪk/ *adj.* 乐观的；抱乐观看法的 4
orbit /'ɔ:bɪt/ *n.* (天体等运行的) 轨道 3
origin /'ɔ:rɪdʒɪn/ *n.* 起源；源头；起因 3
original /ə'rɪdʒɪnəl/ *adj.* 原来的；起初的；最早的 3
oxygen /'ɒksɪdʒən/ *n.* 氧；氧气 4

P

packaging /'pækɪdʒɪŋ/ *n.* 包装材料；外包装 4
painter /'peɪntə/ *n.* ①画家 ②油漆匠 2
panicky /'pænɪkɪ/ *adj.* 焦虑不安的；惊慌的 1
pat /pæt/ *v.* (喜爱地) 轻拍 2
perceive /pə'seɪv/ *v.* ①将……理解为；将……视为；认为 ②注意到；意识到；察觉到 1
pessimistic /,pɛsɪ'mɪstɪk/ *adj.* 悲观的；悲观主义的 4
physically /'fɪzɪklɪ/ *adv.* 身体上；肉体上 1
pneumonia /nu:'məʊniə/ *n.* 肺炎 2
poison /'pɔɪzən/ *v.* 毒死；毒害 4
poisonous /'pɔɪzənəs/ *adj.* 引起中毒的；有毒的 4
polar /'pəʊlə/ *adj.* 极地的；近地极的；南极(或北极)的 4
pose /pəʊz/ *v.* 造成(威胁、问题等)；引起；产生 3
predict /prɪ'dɪkt/ *v.* 预言；预告；预报 3
prehistory /pri:'hɪstəri/ *n.* 史前时期；远古时期 3
previous /'pri:vɪəs/ *adj.* 先前的；以往的 3
primitive /'prɪmətɪv/ *adj.* 原始的；远古的 3
probe /prəʊb/ *n.* ①(不载人)航天探测器，宇宙探测航天器 ②探究，详尽调查 3
productive /prə'dʌktɪv/ *adj.* 生产的；(尤指)多产的 4
profit /'prɒfɪt/ *n.* 利润；收益；赢利 4
prohibit /prə'hɪbɪt/ *v.* (尤指以法令)禁止 3
pyramid /'pɪrəmɪd/ *n.* (古埃及的)金字塔 3

R

radiation /,reɪdɪ'reɪʃən/ *n.* 辐射；放射线 4
radiocarbon dating /,reɪdi'kærəbən 'deɪtɪŋ/ *n.* 碳定年法(根据测定古物不同形态的碳含量以计算年代) 3
reserve /rɪ'zɜ:v/ *n.* ①(动植物)保护区；自然保护区 ②储备(量)；贮藏(量) 3
retreat /rɪ'tri:t/ *v.* ①离开；离去；退去；后退 ②退却；撤退 4

S

sadness /'sædnɪs/ *n.* 悲伤；悲痛；难过 2
satellite /'sætəlait/ *n.* 人造卫星 3
scared /skeəd/ *adj.* 害怕；恐惧；畏惧；担心 1
scholar /'skɒlə/ *n.* 学者 3

settle /'setl/ *v.* ①定居 ②结束（争论、争端等）；解决（分歧、纠纷等） 3
sharp /ʃɑ:p/ *adj.* 锋利的；锐利的；尖的 3
sibling /'sɪblɪŋ/ *n.* 兄；弟；姐；妹 2
significance /sɪg'nɪfɪkəns/ *n.*（尤指对将来有影响的）重要性，意义 4
skydive /'skai,daiv/ *v.* 延缓张伞跳伞，（在打开降落伞前的自由坠落阶段利用空气动力）作特技跳伞动作 1
solstice /'solstɪs/ *n.* 至（点）；（夏或冬）至 3
splash /splæʃ/ *v.*（液体）泼洒；哗啦哗啦地溅；劈里啪啦地落 4
stack /stæk/ *n.*（通常指码放整齐的）一叠，一摞，一堆 2
statue /'stætju:/ *n.* 雕塑，雕像，塑像（大小通常等于或大于真人或实物） 3
steadily /'stedəli/ *adv.* 稳定地；稳固地；有规则地 4
storey /'stɔ:ri/ *n.* 楼层 2
stress /stres/ *v.*（使）焦虑不安，疲惫不堪 1
stuff /stʌf/ *n.*（泛指）活儿，话，念头，东西 1
surroundings /sə'raʊndɪŋz/ *n.* 环境 3
survey /'sɜ:veɪ/ *n.* 民意调查；民意测验 4
sustain /sə'steɪn/ *v.* 维持（生命、生存） 4
swallow /'swɒləʊ/ *v.* 吞下；咽下 1
sweaty /'swetɪ/ *adj.* 满是汗的；汗津津的；汗水湿透的 1
system /'sistəm/ *n.* ①系统 ②（思想或理论）体系；方法；制度；体制 3

T

tear /tɪə/ *n.* 眼泪；泪珠；泪水 2
territory /'terɪtɔ:rɪ/ *n.* 领土；版图；领地 3
therapist /'θerəpɪst/ *n.*（某治疗法的）治疗专家 1
threaten /'θretn/ *v.* 危及；对……构成威胁 4
thrilling /'θrɪlin/ *adj.* 惊险的；紧张的；扣人心弦的；令人兴奋不已的 1
tissue /'tɪʃu:/ *n.*（人、动植物细胞的）组织 4
track /træk/ *v.* 跟踪（进展情况） 1
transport /'trænspɔ:t/ *v.*（用交通工具）运输，运送，输送 3
trap /træp/ *v.* 使落入险境；使陷入困境 4
tremendous /tri'mendəs/ *adj.* 巨大的；极大的 1
trench /trentʃ/ *n.* 沟；渠 3
tribe /traɪb/ *n.* 部落 3
trilithon /'trɪlɪθɒn/ *n.* 三石塔：一种史前的建筑结构，由两块竖立的巨石上架另一块巨石构成 3
turtle /'tɜ:tl/ *n.* 海龟 4

U

uncertainty /ʌn'sɜ:tntɪ/ *n.* 拿不定的事；令人无把握的局面 3
underestimate /ʌndər'estɪmeɪt/ *v.* 低估；对……估计不足 2
universe /'ju:nɪvɜ:s/ *n.* 宇宙；天地万物；万象 3

unknown /ʌn'neʊn/ *adj.* 未知的；不详的；未被确认的 3

upwards /'ʌpwədz/ *adv.* ①（数量、价格）上升，上涨，提高 ②向上；向高处 4

V

valley /'væli/ *n.* 谷；山谷；溪谷；流域 4

villain /'vɪlən/ *n.* ①恶棍；坏蛋 ②（小说、戏剧等中的）主要反面人物，反派主角，坏人 4

vision /'vɪʒən/ *n.* 视力；视野 1

W

workroom /'wɜ:kruːm/ *n.* 工作室；工作间；作坊 2

Y

yoga /'jəʊgə/ *n.* 瑜伽术（健体和控制呼吸的锻炼） 1

▶ 后记

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

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

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

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

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

我们在此一并表示衷心的感谢。

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

编者

2020年5月

