

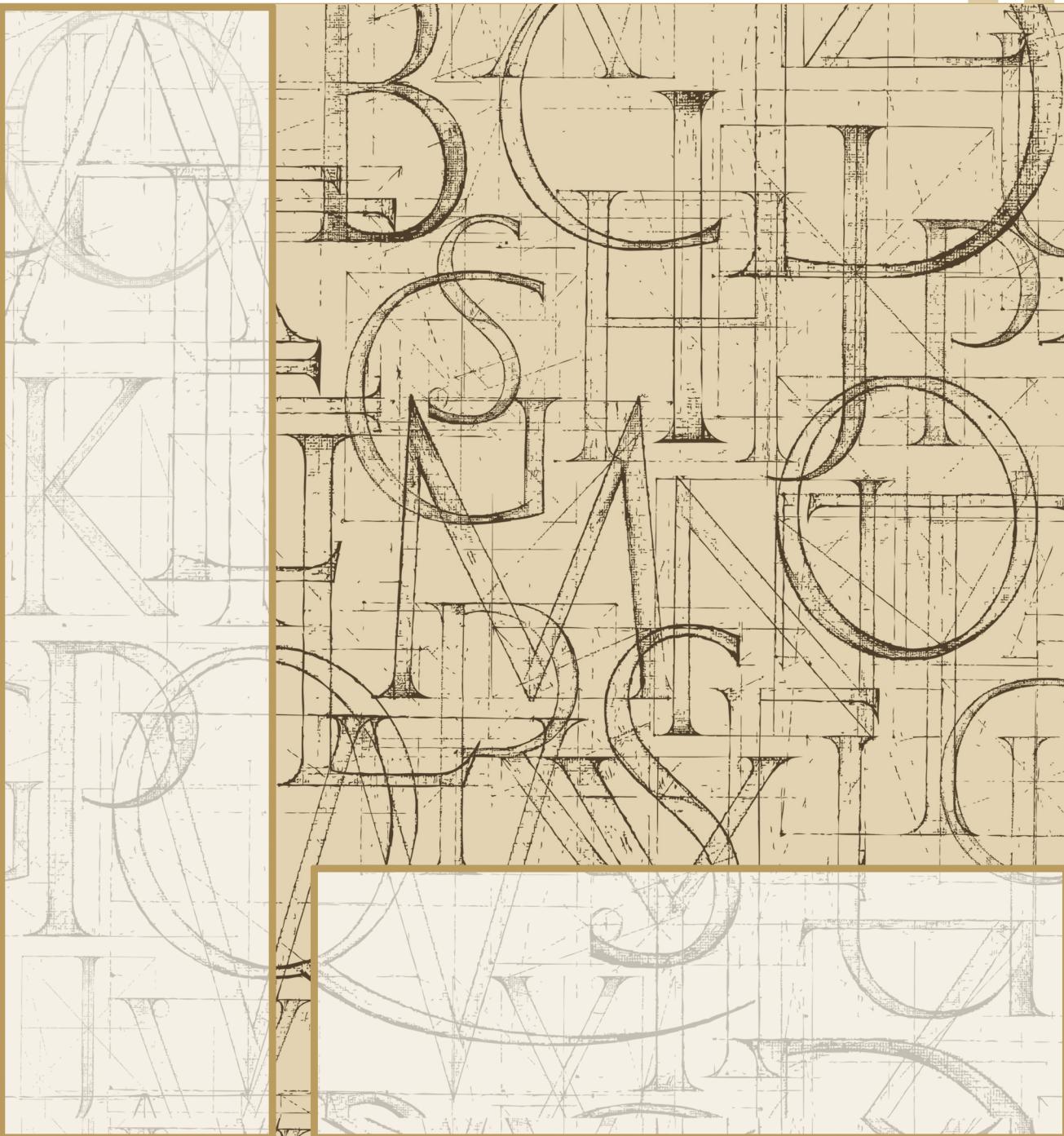
普通高中教科书

# 英语·练习部分

## 选择性必修 第一册

学校 \_\_\_\_\_ 班级 \_\_\_\_\_

姓名 \_\_\_\_\_ 学号 \_\_\_\_\_



普通高中教科书

# 英语·练习部分

## 选择性必修 第一册



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主 编：邹为诚

副 主 编：桑紫林

编写人员：朱雪艳 范 景 张建琴

责任编辑：吕 眯

特约编辑：陈峤琦

封面设计：赵志文

美术编辑：朱博韡

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上海市中小学(幼儿园)课程改革委员会组织编写

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# 致同学们

亲爱的同学们：

本册练习部分是高中《英语》（上教版）学生用书选择性必修一的配套教学参考资料，是学生用书的重要补充。该册练习部分由四个单元组成，每个单元有五个板块。各板块的具体内容和建议完成时间如下：

## Vocabulary

词汇板块帮助你们进一步训练本单元中出现的高频词汇和课标词汇，题型包括选词填空、多项选择、翻译等形式，由句子填空、篇章填空逐步过渡到汉译英。此外，该部分还包含一项开放性任务，供同学们进行探究学习。建议完成时间：45分钟。

## Grammar

语法板块题型包括填空、改写句子、多项选择等形式，由单句练习逐步过渡到篇章练习，并开始有控制的表达，帮助你们达到在情境中熟练运用语法知识的目标。建议完成时间：25分钟。

## Listening and speaking

听说板块的听力部分为你们提供了更多的听力素材，题型包括问答、判断正误、多项选择等形式，帮助你们提高听力技能和策略。口语活动在听力活动基础上开展，用于巩固口语交际技能。建议完成时间：40分钟。

## Reading

阅读板块选取了优质的阅读篇章，结合段落总结、选择填空、回答问题等常规题型，帮助你们训练和巩固综合性的语言知识和语言技能。建议完成时间：25分钟。

## Writing and viewing

写作与视听板块的写作部分为你们提供了真实的写作任务，以你们的日常生活和中国文化为主题，给予明确的写作指导，帮助你们提高书面表达能力。视听部分结合学生用书中的视频，设计了探究性任务，帮助大家巩固文化知识，拓展交际技能。建议完成时间：40分钟。

本册练习部分的内容安排紧扣学生用书，容量和难度适中。相信它会帮助你们在选择性必修一学习阶段拾级而上，取得进步。

华东师范大学高中《英语》编写组

2020年12月

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# Unit 1 Feeling good

## A Vocabulary

1 Match the words and phrases in columns A and B to make idioms. Then identify whether they describe happiness (H) or sadness (S).

A	B
down in	cloud nine
over	the dumps
feeling	the moon
on	the world
on top of	the mouth
down in	blue

- (1) \_\_\_\_\_ ( ) (4) \_\_\_\_\_ ( )  
(2) \_\_\_\_\_ ( ) (5) \_\_\_\_\_ ( )  
(3) \_\_\_\_\_ ( ) (6) \_\_\_\_\_ ( )

2 Fill in the blanks with the noun form of the adjectives below.

- generous      ■ lazy      ■ able      ■ tired
- necessary      ■ kind      ■ prosperous      ■ happy

- (1) You should be aware that \_\_\_\_\_ may be a sign of health problems or long-term stress.  
(2) The superhero in this comic has the \_\_\_\_\_ to change into anyone she wants to be.  
(3) Thank you for giving ¥1,000 towards our new sports centre. We really appreciate your \_\_\_\_\_.  
(4) My dad says he hates \_\_\_\_\_, but I think he just doesn't know how to relax and do nothing.  
(5) Money cannot buy \_\_\_\_\_, but it does make life easier.  
(6) To you, it was just a small act of \_\_\_\_\_, but it made a huge difference to the exchange students that you hosted.  
(7) The little mountain town owes its \_\_\_\_\_ to its wealth in natural resources and the local government's effort to develop the tourism industry.  
(8) While her university classmates had to take part-time jobs out of \_\_\_\_\_, she didn't need to worry about money since her family ran a successful furniture business.

### 3 Complete the report with the words below. There is one word that you do not need.

- ability
- necessity
- astonished
- cross
- devastated
- effects
- happiness
- solid
- kind
- depression

## Video games and happiness

Are you shocked by how violent many video games are? Do you worry about the (1) \_\_\_\_\_ they can have on people, from players getting slightly (2) \_\_\_\_\_ when the game isn't going well, to those who are absolutely (3) \_\_\_\_\_ when all their "lives" are lost and it's "game over"?

Recent studies have shown that video games do have the (4) \_\_\_\_\_ to produce a feeling of (5) \_\_\_\_\_ and many other positive emotions in players. In many games, co-operating with other players is a(n) (6) \_\_\_\_\_, and these games often teach the importance of being (7) \_\_\_\_\_ to others. Those who firmly believe that video games are depressing will be (8) \_\_\_\_\_ to hear that playing video games may in some cases be better than medication for people who suffer from (9) \_\_\_\_\_.



### 4 Match 1–8 to A–H to make complete sentences.

- (1) You need to speak more loudly
- (2) Maybe you should become a teacher,
- (3) Bananas are good for you
- (4) You need to have some sad times in life
- (5) People are eating more and more fast food;
- (6) We should all work
- (7) Mum's bought lots of ready-made meals
- (8) Since you've all eaten already,

- A. because they contain vitamin B6, potassium (钾) and fibre.
- B. so that we don't have to cook while she's away.
- C. as a result, weight problems are becoming more and more common.
- D. I'll just make myself a quick sandwich.
- E. so that everyone can hear you.
- F. in order to live, not live in order to work!
- G. since you're really good at dealing with children.
- H. in order to fully enjoy the happy times.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_ (6) \_\_\_\_\_ (7) \_\_\_\_\_ (8) \_\_\_\_\_

**5 Translate the sentences into English by using the words and phrases in brackets.**

(1) 我想知道是什么使这个年轻人在困境中仍然保持乐观。 (wonder)

---

(2) 在工作条件艰苦的山区年复一年地工作，他患上了严重的心脏病。 (suffer)

---

(3) 我们在日常生活的很多方面都依赖技术，比如交通与通讯。 (depend on)

---

(4) 由于行程短，我宁愿骑车也不开车。 (would rather ... than)

---

(5) 由于突如其来的一场大雨，足球比赛只进行了 15 分钟就被迫中止。 (abandon)

---

(6) 个人成功至关重要的不是超群的智力，而是不断的努力和坚定的信念。 (crucial)

---

(7) 学校功课太忙，我可没有心情看这个动画片。 (mood)

---

(8) 尽管父母亲觉得他的商业计划不会成功，他却对此颇为乐观。 (optimistic)

---

**6 According to the article on pages 6 and 7 in the Student's Book, there are three factors essential to one's happiness. Can you add a fourth factor to the list, which is relevant for high school students? Write a short article in about 120 words by following the guide.**

(1) Summarize the writer's ideas.

(2) Suggest a fourth factor and explain the reasons for including it.

This section provides a large, light-grey rectangular area for writing, designed to look like a page from a spiral-bound notebook. It features a faint, decorative illustration of a person sitting at a desk, surrounded by books and papers, in the background. On the left side, there are five small, white, circular spiral rings.

## B Grammar

1 Decide whether the sentences are correct or not. Correct the incorrect ones. The first one has been done as an example.

(1) He told me he has been to London twice.

He told me he had been to London twice.



(2) By last year, he has released three albums.



(3) Dylan and Lexie knew each other for a long time before they got married in 1998.



(4) By the end of 2019, three bridges have been built over the river.



(5) I had hoped to congratulate Lucy on her achievement, but she didn't come to the party.



(6) I had no sooner arrived home than it had begun to rain.



2 Complete the sentences with the correct form of the words and phrases below.

■ write	■ die	■ turn up	■ serve	■ see	■ decide
■ not send	■ wait	■ leave	■ learn	■ occupy	

(1) Though they \_\_\_\_\_ for three hours, the fans were still overjoyed when the movie star finally \_\_\_\_\_ at the airport.

(2) By the time he \_\_\_\_\_ of a heart attack in the summer of 1990, he \_\_\_\_\_ as principal of the high school for 35 years.

(3) Yesterday, I \_\_\_\_\_ to the seller asking why the goods \_\_\_\_\_.

(4) By the time Stella \_\_\_\_\_ high school, she \_\_\_\_\_ two foreign languages: English and Japanese. So, when she was at university, she \_\_\_\_\_ to learn French.

(5) The young mathematician \_\_\_\_\_ no hope of solving the problem that \_\_\_\_\_ his mind for a long time.

**3 Complete the passage with the correct form of the words in brackets.**

It was a special Sunday: it was mum's birthday, so Mike  
(1)\_\_\_\_\_ (told) his friends the night before that he couldn't play basketball with them. Earlier that week, he (2)\_\_\_\_\_ (decide) to bake a cake for her, so he needed time to prepare.

Mike (3)\_\_\_\_\_ (not begin) preparing the cake until he (4)\_\_\_\_\_ (be) sure that his mum (5)\_\_\_\_\_ (do) yoga upstairs. The preparations went well, and Mike put the cake in the oven and sat down to do his homework.

One hour later, there was a loud sound from the kitchen, and mum hurriedly (6)\_\_\_\_\_ (run) downstairs to see what (7)\_\_\_\_\_ (happen). The kitchen was full of smoke, and she realized to her surprise that Mike (8)\_\_\_\_\_ (bake) a cake ... and burnt it! In fact, it was the fire alarm that (9)\_\_\_\_\_ (make) such a big noise. However, she wasn't angry at Mike. She simply said, "It's the thought that counts!"



## C Listening and speaking

### 1 Listen to a talk and answer the question briefly.

What is the speaker talking about?

---

---

### 2 Listen to the talk again and answer the questions.

(1) When are people most at risk of sports injuries?

---

(2) What did the speaker say about the symptoms of chronic injuries?

---

(3) What is the use of ice for sports injuries?

---

(4) According to the speaker, what is essential to preventing sports injuries?

---



### 3 Listen to the talk again. Decide whether the statements below are true (T) or false (F).

Then correct the false ones. 

(1) We can predict when sports injuries might happen.

---

(2) Professional athletes rarely have injuries.

(3) The head is the part of the body that is most vulnerable (脆弱的) to sports injuries.

(4) Acute sports injuries have obvious symptoms.

(5) If we are aware of the risks, we can prevent sports injuries.

Take notes here!

**4 Conduct some online research into the prevention of sports injuries. Summarize your findings in a short oral presentation. You may record your oral work and send it to your teacher. Use the outline and the language guide below to help you.**

<b>Outline</b>	<b>Language guide</b>
Part 1  Introduce the purpose of the online research and your research questions.	<ul style="list-style-type: none"> <li>● The purpose of the online research was to find out ...</li> <li>● In order to better understand sports injuries, I ...</li> <li>● My research questions were:           <ul style="list-style-type: none"> <li>■ What are sports injuries?</li> <li>■ What are the factors that contribute to sports injuries?</li> <li>■ What are some typical examples of sports injuries?</li> <li>■ How can we prevent sports injuries?</li> </ul> </li> </ul>
Part 2  Present the key findings of the research.	<ul style="list-style-type: none"> <li>● The online research has revealed ... findings.</li> <li>● ... defines sports injuries as injuries that occur during athletic activities.</li> <li>● Sports injuries are mainly caused by inadequate warm-up, lack of regular physical activity, ...</li> <li>● Typical sports injuries include scratches, sprains, fractures, ..., etc.</li> <li>● In order to prevent sports injuries, we should warm up properly and adjust our training intensity to a suitable level. Furthermore, ...</li> </ul>
Part 3  Summarize the findings and present your conclusions.	<ul style="list-style-type: none"> <li>● Though sports injuries cannot be predicted, we need to be aware of the warning signs, which include ...</li> <li>● Moreover, there are things we can do to decrease the risk of sports injuries, such as ...</li> <li>● Though it may be scary to read about sports injuries such as ..., they are, as a matter of fact, mostly avoidable / preventable / ...</li> </ul>

## D Reading

Read the passage and complete the exercises.

### Cyberchondria: visiting “Dr Internet”



#### (1) Looking online

Have you ever visited “Dr Internet” when you’ve felt under the weather? Most of us have at some point, and we’ve all discovered the dangers of the **self-diagnosis** which can follow. You type in a few words like “painful headache” and “dizzy”, and suddenly you’re reading about ear **infections** and diabetes, and wondering if you have an awful illness!

#### (2) \_\_\_\_\_

Feeling anxiety about symptoms which may be imaginary is nothing new—the use of the term “hypochondria” to describe this behaviour became popular in the late nineteenth century. Hypochondria can grow as the sufferer finds more medical information, which is why serious hypochondriacs in the past loved to collect medical encyclopaedias and magazines. It’s also why some of the worst hypochondria has traditionally been found among medical students—in a recent study, three-quarters of first-year and second-year students at medical school said that they sometimes believed they were suffering from the illness they were studying. What’s new is that the Internet can now provide endless amounts of medical information, and this has turned us all into what is now known as “cyberchondriacs”.

#### (3) \_\_\_\_\_

Imagine this scenario: you’re feeling really unwell. You’ve got a headache again, but this time you’re also feeling dizzy, a bit sick and you’ve got a **stiff** neck. Now, if you tell someone how you’re feeling, they’ll probably suggest you’ve got flu. But put those four symptoms into your search engine and the possibility of flu has rapidly turned into the possibility of spinal meningitis (脊膜炎), cryptococcosis (隐球菌) and labyrinthitis (内耳炎)—and you don’t even need to understand what those mean to know that they’re something frightening! Flu has been forgotten, and the fear you now feel tells you that what you have is surely far more serious. And as you read about some of the other symptoms of these terrible illnesses, you begin to tell yourself, “Yes, it’s true, I have felt a bit numb sometimes recently ...” You might go to the doctor now, and he’ll tell you

that you've got flu, but what does he know? He hasn't read the whole Internet as you have! Or maybe he knows, but he just doesn't want to tell you the terrible truth yet ...

(4) \_\_\_\_\_

How does this happen to **sensible** people? Well, sensible people often think self-reliance is a good value to have, so they're the ones who avoid going to the doctor for as long as possible. Men are the worst for this, and teenagers are often especially embarrassed about telling someone their physical "secrets". But why do we get it so wrong when we do our own medical research on the web? The problem is that there aren't many documents on the Internet about **common** illnesses such as colds and flu, because medical researchers usually write about far more interesting and serious ones—the ones which might affect only 0.002% of the population. The Internet search engines don't know why we're asking the question, and choose its search results depending on how many web pages are **linked** to a topic. The serious illnesses appear at the top of our search results, and many people make the mistake of thinking this means they must be common reasons for our symptoms. And because we recognize the first two or three symptoms, it's easy to imagine that the other ones in the list are also true, or we even manage to produce those symptoms over the next few days.

(5) \_\_\_\_\_

This doesn't mean that the Internet is all bad for our medical education. Once you have found out what you're really suffering from, there are lots of forums where people discuss their illnesses and give each other useful advice. Some doctors say that the Internet has made their patients more interested in their health, and that it can only be a good thing. But not surprisingly, many of them feel a little **weary** when a patient walks into their room carrying a lot of **printouts** ...



**1 Read paragraphs 1–5, then match the first sentences in each paragraph to the paragraph summaries A–F. There is one summary that you do not need.**

First sentences	Paragraph summaries
(1) Have you ever visited "Dr Internet" when you've felt under the weather? (2) Feeling anxiety about symptoms which may be imaginary is nothing new. (3) Imagine this scenario: you're feeling really unwell. (4) How does this happen to sensible people? (5) This doesn't mean that the Internet is all bad for our medical education.	A. The reasons why we can all become cyberchondriacs. B. The advantages of reading about illnesses on the Internet. C. The disadvantages of cyberchondria. D. A history of hypochondria and cyberchondria. E. An introduction to the idea of cyberchondria. F. A story of cyberchondria.

(1) \_\_\_\_ (2) \_\_\_\_ (3) \_\_\_\_ (4) \_\_\_\_ (5) \_\_\_\_

**2 Match the subheadings A–E to paragraphs 2–5. There is one heading that you do not need.**

- A. A typical case
- B. The positives
- C. The reason for unreason
- D. An old habit
- E. Horrible illnesses

(2) \_\_\_\_ (3) \_\_\_\_ (4) \_\_\_\_ (5) \_\_\_\_

**3 Decide whether the statements below are true (T) or false (F). Then correct the false ones.**

(1) In the past, hypochondriacs had to get their medical information from doctors.

(2) A majority of medical students say that they sometimes suffer from hypochondria.

(3) Fear makes us believe that we are more ill than we really are.

(4) Teenagers avoid going to the doctor because they are self-reliant.

(5) The Internet chooses the most interesting pages when we do a search.

(6) If we have some of the symptoms of an illness, we think we also have the others.

(7) Internet forums can be a useful way to get some advice from other patients.

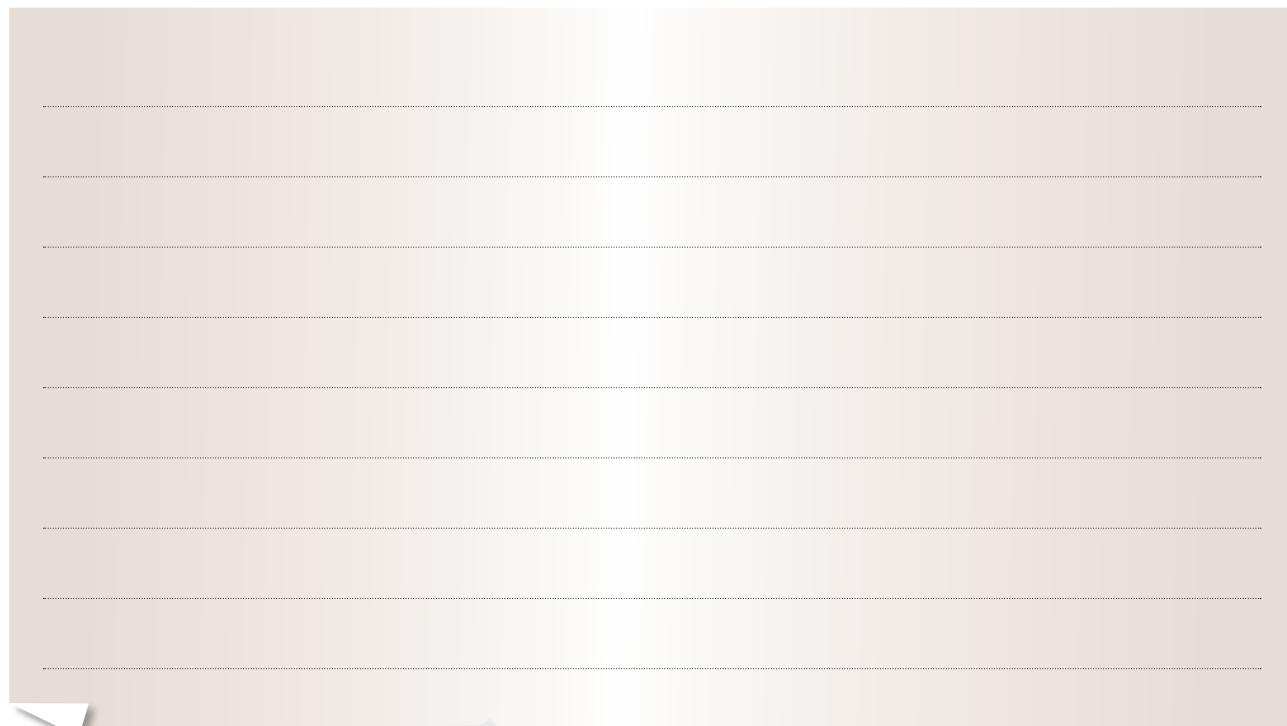
#### 4 Complete the sentences with the correct form of the words in bold in the passage.

- (1) It's very unlikely that you're suffering from angina (心绞痛)—it's not \_\_\_\_\_ in young people.
- (2) Since it's been raining for days, we're \_\_\_\_\_ of staying at home.
- (3) You should only take antibiotics if you are sure you have a(n) \_\_\_\_\_.
- (4) Yesterday's workout at the gym was my first for two months and my back feels really \_\_\_\_\_ today.
- (5) Have you ever thought your headaches might be \_\_\_\_\_ to the amount of coffee you drink?
- (6) Here are \_\_\_\_\_ of the scripts—make sure you remember your lines!
- (7) We hope you'll be \_\_\_\_\_ with these chocolates and not eat them all at once.
- (8) Don't rely on \_\_\_\_\_, go and see a doctor and find out what the problem is!

## E Writing and viewing

1 Have you experienced something fascinating or frustrating recently? Write a letter in about 120 words to someone whom you want to share the story with. You may refer to the guide given below.

<b>Content</b>	<ul style="list-style-type: none"><li>■ Who would you like to write to?</li><li>■ What did you experience?</li><li>■ How did you feel about this experience?</li><li>■ Do you expect any response from him / her?</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>■ Paragraph 1: Introduce the experience that frustrated or fascinated you.</li><li>■ Paragraph 2: Give details about the experience and explain the reasons for your frustration or fascination.</li><li>■ Paragraph 3: Summarize your reflections on the experience.</li></ul>
<b>Check</b>	<ul style="list-style-type: none"><li>■ Did you address the recipient in a suitable way? <input type="checkbox"/></li><li>■ Did you describe your experience with enough details? <input type="checkbox"/></li><li>■ Is the information complete and coherent? <input type="checkbox"/></li><li>■ Is the style of language appropriate for your purpose? <input type="checkbox"/></li><li>■ Have you checked the spelling, grammar and punctuation? <input type="checkbox"/></li></ul>



- 2 Watch the video “Live well, play well” again and take notes. Retell the story of Tim in about 3–5 minutes. Your narrative should focus on how he balanced study and tennis. Record your oral work and send it to your teacher.



*Take notes here!*

A large, light beige rectangular area with horizontal dotted lines for writing. At the bottom, there is a white footer bar with a slight curve on the left side.

# Unit 2 Making a difference

## A Vocabulary

### 1 Complete the words with the correct prefixes below.

■ re

■ inter

■ over (x2)

■ co

■ semi

- (1) I like travelling by rail, but unfortunately the trains are often \_\_\_\_ crowded.
- (2) I thought I'd lost my printer icon, and then it suddenly \_\_\_\_ appeared on my desktop!
- (3) Schools should show how important it is to \_\_\_\_ operate with people instead of always competing.
- (4) Home education has many advantages, but the children don't learn how to \_\_\_\_ act with other children.
- (5) This pasta is really soft—you've \_\_\_\_ cooked it!
- (6) We live in a(n) \_\_\_\_-detached house, so I have to practise my drums when the neighbours are out!

### 2 Complete the sentences by adding the correct prefix to the words in brackets.

- (1) I think nurses are \_\_\_\_\_ (paid)—they deserve more money for the difficult and important work they do.
- (2) The last paragraph of your essay needs to be \_\_\_\_\_ (written) so that it makes a better conclusion.
- (3) I think his films are \_\_\_\_\_ (rated). They're not as good as most people think they are.
- (4) I love the \_\_\_\_\_ (action) between Sherlock Holmes and Watson in the new TV series.
- (5) The problem with many young people today is that they are \_\_\_\_\_ (educated) but don't have any work experience.

### 3 Complete the passage with the words and phrases below.

■ epidemic disease  
■ climate change

■ urbanization  
■ rainstorm

■ droughts  
■ ecosystem

■ survive  
■ relocate

■ famine  
■ floods

In recent years, more and more (1)\_\_\_\_\_ have hit many parts of the world, covering the land with water and destroying people's houses, which forces them to (2)\_\_\_\_\_.

At the same time, other areas suffer terrible (3)\_\_\_\_\_ because they are now getting a lot less rainfall throughout the year. The local agriculture is severely affected by this. Day after day, people suffer the great heat under the burning sun, and they cannot grow crops or raise animals because the land is too dry. These people there are threatened with (4)\_\_\_\_\_.

What is the problem with our weather then? Many scientists believe that the rising number of such natural disasters are caused by (5)\_\_\_\_\_.

They point out that our world is becoming hotter because of the increased amounts of CO<sub>2</sub> in the atmosphere. The reasons for this include growing populations and increasing (6)\_\_\_\_\_: people around the world are building more houses, roads and factories, and are cutting down trees to grow crops on the land.

However, some people say that even though we are facing a great environmental challenge, humans can always find a way to (7)\_\_\_\_\_. They argue that as the global economy develops, we will have more and more resources to help us solve these problems.

Other people don't think so. They see climate change as a threat to the survival of humanity. These changes will not only affect the global (8)\_\_\_\_\_, which we depend on for food, but will also be harmful to our health. For example, after a natural disaster, such as a flood caused by a heavy (9)\_\_\_\_\_, there is often an outbreak of (10)\_\_\_\_\_.

**4 Complete the passage with the words and phrases below. There is one word or phrase you do not need.**

- wash away
- destroy
- pollute
- survive
- link
- die out
- spread
- preserve
- relocate

### Blue gold

Did you know that 97% of all the world's water is salt water? That means 3% is drinkable, but we can only use 1% of this because the rest is trapped in glaciers or deep underground. The bad news is this percentage is getting smaller because of overpopulation, pollution and climate change. It's a scary situation: rising sea levels (1)\_\_\_\_\_ homes and sometimes whole islands in some parts of the world. Floods and high tides (2)\_\_\_\_\_ fresh water and (3)\_\_\_\_\_ disease. Governments are forced to move communities from danger zones and (4)\_\_\_\_\_ them to higher ground. But, in other parts of the world, droughts (5)\_\_\_\_\_ crops and kill farm animals. And as people move to other areas in search of food, their traditions and cultures (6)\_\_\_\_\_.

It's a man-made problem, so what's the solution? We have to learn to (7)\_\_\_\_\_ this valuable resource. In 2030, almost 50% of the world's population will probably experience water shortages, and experts predict the first water wars. Who will be the winners and losers? Will we (8)\_\_\_\_\_ the battle for blue gold?

**5 Translate the sentences into English by using the words in brackets.**

(1) 该地区所有人都成了这场大型自然灾害的受害者。(victim)

---

(2) 他制作的电影几乎每部都获得了奥斯卡金像奖提名，令人惊叹。(nominate)

---

(3) 突如其来的森林大火严重威胁到当地居民的生命和财产安全。(threaten)

---

(4) 每种职业都有其难处，因此你必须勇敢面对挑战。(frustration)

---

(5) 这部电影保留了原著小说的许多重要特点。(preserve)

---

(6) 很多成功人士虽然历经苦难，但他们从不轻言放弃。(suffer)

---

(7) 他的新工作主要是为公司收集和分析数据。(involve)

---

(8) 在濒危语言消亡前，政府应该采取积极措施加以拯救。(die out)

---

**6 Imagine you have just interviewed John Sailike about his life on the island and his views on the coming relocation. Rewrite part of the reading passage into an interview transcript in about 120 words, with at least three questions asked by the interviewer, and John's answers in response.**

This section provides a template for writing an interview transcript. It features a vertical column of dashed lines for notes or questions, followed by a large area for the interview transcript itself, which includes a landscape illustration of a beach and ocean.

## B Grammar

### 1 Circle the correct form to complete the sentences.

- (1) Because of the urgent assignment their manager gave them, they (will be working / will work) at eight o'clock tomorrow morning.
- (2) Word came that the Brazilian football team (played / will be playing) several friendly matches in Asia next summer.
- (3) Though he has a busy schedule, he still (skips / will be skipping) rope every day in order to prepare for the competition next month.
- (4) Since you got caught in the rain, please drink some hot ginger soup and you (will be feeling / feel) better soon.
- (5) I wish I could go with you. By the way, when (will we be meeting / do we meet) Jeremy tomorrow?
- (6) According to the schedule, the children (will pick / will be picking) flowers in the garden tomorrow.
- (7) If Mary can't go herself, I (will have / will be having) to go to the Shanghai Library tonight to attend the lecture.
- (8) The truck normally (goes / will be going) at a speed of 60 kilometres per hour, but the driver accelerated to about 100 kilometres per hour in order to reach the construction site on time.
- (9) I won't be able to watch the talk show this evening because I (will do / will be doing) homework at that time.
- (10) At 12 o'clock tomorrow, the children in the kindergarten (will be eating / eat) lunch in the canteen accompanied by teachers.

### 2 Complete Zoe's social media post with the correct future form of the words and phrases in brackets.

 view previous comments

Hi friends!

As some of you know already, a few of us (1) \_\_\_\_\_ (get) together next Sunday to talk about the recycling club we (2) \_\_\_\_\_ (start). The intention isn't to recycle rubbish; it (3) \_\_\_\_\_ (be) for anything that you think you (4) \_\_\_\_\_ (not use) in the future but is too good to throw away—gadgets, furniture, tools, bikes, etc. We're going to set up a new page on this site which you can all link to, and hopefully it (5) \_\_\_\_\_ (be) an easy way to post details of anything you don't need but think someone else might find a use for. We (6) \_\_\_\_\_ (meet) in Giovanni's café at 10 a.m., but don't forget that the clocks are changing next Saturday night! The weather forecast says it (7) \_\_\_\_\_ (be) sunny and unusually warm, so I think we (8) \_\_\_\_\_ (be able to) sit outside.

Zoe

Write a comment...

Report

### 3 Match the answers in exercise 2 to the ways of expressing the future below.

- (1) uncertain prediction: \_\_\_\_\_
- (2) hope: \_\_\_\_\_
- (3) intention: \_\_\_\_\_
- (4) arrangement: \_\_\_\_\_
- (5) prediction based on evidence: \_\_\_\_\_

### 4 Complete the dialogue with the correct future form of the verbs below.

■ realize    ■ take    ■ close    ■ come    ■ explain    ■ understand    ■ play

A: (1) \_\_\_\_\_ you \_\_\_\_\_ to the flashmob event we're organizing on the city square on Saturday? We're meeting there at 9 a.m.

B: I'm not sure now. I (2) \_\_\_\_\_ probably \_\_\_\_\_ tennis with my dad at that time. What exactly are you going to do there?

A: We (3) \_\_\_\_\_ books there and sit around reading them.

B: And what are you hoping that people (4) \_\_\_\_\_ by that?

A: Well, if anyone asks us about it, we (5) \_\_\_\_\_ that people now spend too much time looking at their phones. They are gradually losing the habit of reading, and bookstores are also losing business. I've been told that the largest bookstore in the city (6) \_\_\_\_\_ next month. So we hope that more people (7) \_\_\_\_\_ that this is a problem—in short, we want to encourage them to read more.

B: That's cool!



## C Listening and speaking

### 1 Listen to a dialogue between Jerry and Diane and answer the question.

What is the dialogue about?

---

### 2 Listen to the dialogue again and answer the questions.

(1) What is Jerry doing?

---

(2) What does Diane think of the file-sharing websites being closed down?

---

(3) What does Jerry think file-sharing sites do?

---

(4) What does Jerry think of the pay actors and musicians receive from film and music companies?

---

(5) According to Diane, what would be the result of digital piracy?

---

(6) Will Jerry agree to upload the design of his home page for free downloading?

---

### 3 Listen to the dialogue again and complete the sentences below. For each sentence, decide whether it is an opinion (O), a fact (F) or speculation (S).

(1) \_\_\_\_\_ they just don't want to know. ( )

(2) Well, \_\_\_\_\_ when people stop making so many films. ( )

(3) I read that the countries with \_\_\_\_\_ now have the fewest new artists appearing on the music scene. ( )

(4) \_\_\_\_\_ it's fantastic. ( )

(5) There are lots of people working in those industries who \_\_\_\_\_. ( )

(6) \_\_\_\_\_ it's a problem. ( )

### 4 Put phrases 1–10 into the correct category A–C.

(1) If you ask me, it's a good thing.

(2) What was your view on copying MP3s for a friend, then?

(3) Well, to tell you the truth, that was probably the wrong thing to do, too.

(4) It's not the file-sharing sites' problem in my opinion.

- (5) I'm not so sure about that!
- (6) Well, as far as I'm concerned, it doesn't do any harm.
- (7) I see what you're saying, but I really don't think it's a problem.
- (8) OK, OK! I take your point!
- (9) What do you reckon?
- (10) I agree with you about that.

A. Asking for opinions: \_\_\_\_\_

B. Expressing opinions: \_\_\_\_\_

C. Reacting to opinions and suggestions: \_\_\_\_\_

**5 Conduct a survey on the facilities at your school. Ask at least 10 classmates what they think about facilities such as the library, the cafeteria and the computer lab. Summarize your findings in a one-minute oral presentation. You may record your oral work and send it to your teacher. Use the outline and the language guide below to help you.**

Outline	Language guide
Part 1  Introduce the purpose of the survey and the questions that were included.	<ul style="list-style-type: none"> <li>● The purpose of the survey was to find out ...</li> <li>● My survey questions were:           <ul style="list-style-type: none"> <li>■ What do you think of the facilities at our school?</li> <li>■ Why do you think so?</li> <li>■ Which facilities are you satisfied / unsatisfied with?</li> <li>■ What measures can be taken to make our school facilities better?</li> </ul> </li> </ul>
Part 2  Present your classmates' opinions on the facilities.	<ul style="list-style-type: none"> <li>● Opinions on school facilities vary from person to person.</li> <li>● Most students deem them convenient and ... while a few still find them unsatisfactory and ...</li> <li>● Those who speak highly of the school facilities tend to ...</li> <li>● However, complaints mainly focus on ...</li> <li>● Most students expect the school to provide ..., while others believe the school should ...</li> </ul>
Part 3  Summarize the findings and present your conclusion.	<ul style="list-style-type: none"> <li>● All in all, the survey results turned out to be useful / ...</li> <li>● They reveal what students really think about our school facilities, ...</li> <li>● Through this survey, I have learned that ...</li> <li>● To summarize, while a few students thought ..., most students believed that ...</li> <li>● Likewise, I've found that students hope these facilities can be improved by ... or through ...</li> </ul>

## D Reading

Read the blog post on the topic of population control by a British writer and complete the exercises.

### Global thoughts

#### Only room for one?

I've been discussing the issues behind our continuing economic problems and the increase in extreme weather events in some of my recent blogs. Thanks for all your comments.

Today I'm going to write about an issue which isn't often addressed, and has become a bit of a taboo in the Western world—population control. We passed the 7 billion mark for global population not long ago, which raised some awareness of the issue. Some people were saying that we needn't worry because the rate of population growth has actually been going down since 1970.

That's true, but to say we shouldn't worry shows a misunderstanding of the maths of population growth. (1)\_\_\_\_\_ It's doubled since then to more than 7 billion, so even though the percentage growth rate is lower, we're now adding eighty million people to the planet every year. (2)\_\_\_\_\_

We behave as if we had two or three Earths to live on, not just the one, and this idea of endless growth is a fantasy. It's a popular one because modern humans don't like the idea of having limits. Economists in particular rely on the idea of growth. Kenneth Boulding once said that anyone who believed that growth can go on forever in a world with limited resources is either crazy, or an economist—and he was an economist! We have to think about limiting our population. (3)\_\_\_\_\_

Now, it seems it's OK to talk about overpopulation as long as it's in the developing world, but the idea that we should control the size of families in developed countries is rarely discussed. (4)\_\_\_\_\_ And anyway, what about our freedom to choose? Most people in the West are demanding less government control over their private lives, so any family planning policies would be very unpopular.

Nevertheless, people in developed countries do need to have fewer children. That's because the biggest global problem isn't so much overpopulation, but overconsumption: to put it simply, we are draining the planet's precious resources. Here's an amazing fact: if all the developing countries reached the same levels of consumption as the developed countries, that would be the same as the global population increasing to 72 billion! (5)\_\_\_\_\_

In the fight for limited resources, we won't be able to carry on taking the lion's share, so we'll need to limit both the amount we consume and our numbers.

The British charity Population Matters is campaigning to get the UK government only to give support to families with two children, and no more. But what about the idea of one child per family? If all the families in the world were limited to one child, the world's population would fall to 1.6 billion by 2100, which is what it was in 1900. Would that make it a happier world? Let me know your thoughts.



**1 Decide if sentences A–E are opinion (O), fact (F), or speculation (S). Then match sentences A–E to gaps 1–5 in the passage.**

- A. I mean, there's no point worrying about destroying the environment and then putting a few more billion people in it! \_\_\_\_\_
- B. The planet clearly couldn't cope with that. \_\_\_\_\_
- C. Surely it's not necessary when we have smaller families already? \_\_\_\_\_
- D. In 1970, there were 3.5 billion people on the Earth. \_\_\_\_\_
- E. By 2050, the population will have grown by a further 50%, to 10.5 billion. \_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

## 2 Choose the correct answers.

- (1) Some people say that overpopulation isn't a problem because \_\_\_\_\_.  
A. the global population is getting smaller  
B. it's a taboo subject  
C. the population is growing less quickly than in the past  
D. people aren't worried about it
- (2) The global population is a problem because \_\_\_\_\_.  
A. it's more than seven billion      B. it's less than double what it was in 1970  
C. the growth rate is getting higher      D. it's still increasing by a huge amount every year
- (3) Endless growth is impossible because \_\_\_\_\_.  
A. the Earth cannot support it      B. it's not something you can rely on  
C. we can't accept limits      D. only economists believe in it
- (4) The population is growing most quickly in \_\_\_\_\_.  
A. Britain      B. America  
C. developing countries      D. developed countries
- (5) The author thinks that people in developed countries \_\_\_\_\_.  
A. need to have smaller families so that they can consume more  
B. consume too much and need to have fewer children  
C. must have two children in order to receive government support  
D. will be the largest part of the world's population in 2100

## 3 Complete the sentences with the words and phrases below.

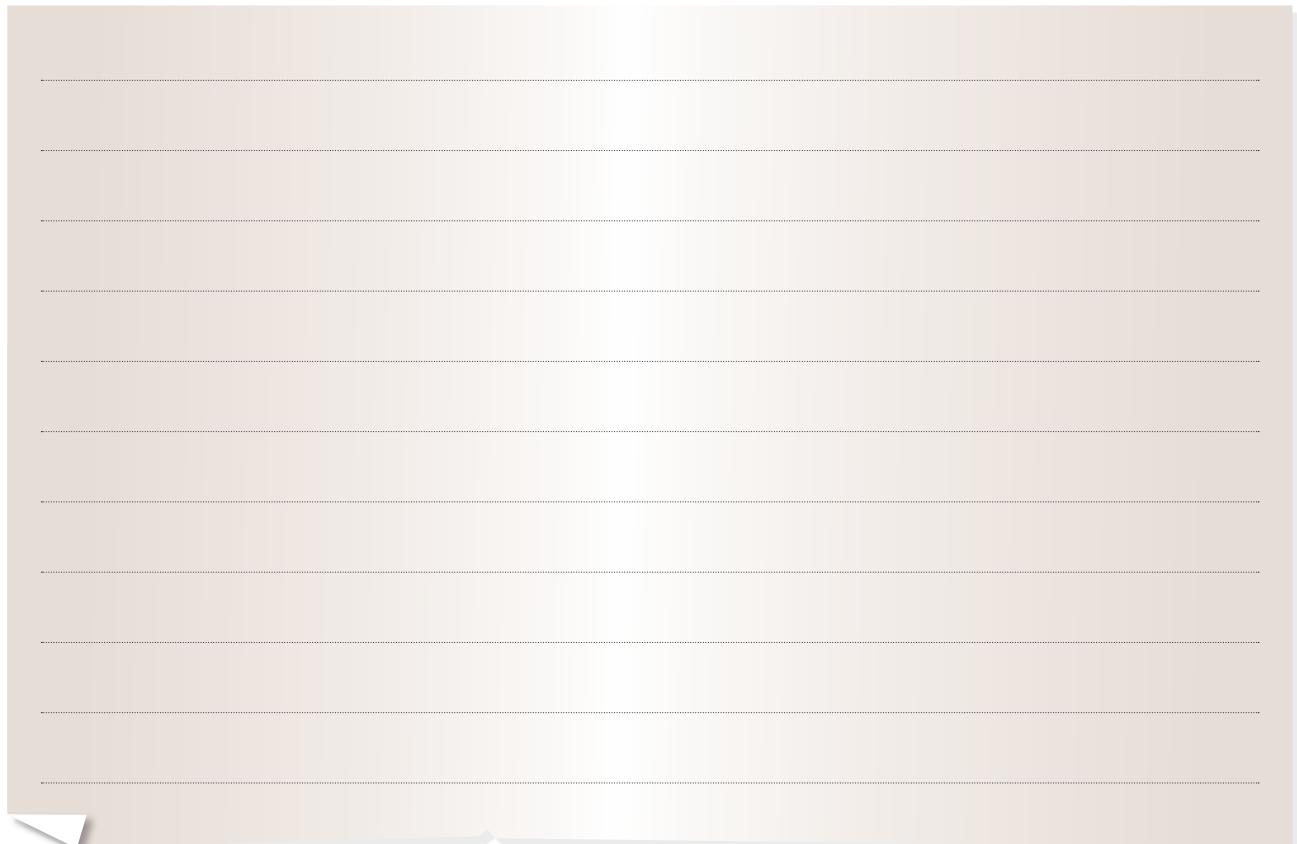
■ extreme weather events	■ the lion's share	■ doubled	■ rate
■ overconsumption	■ resources	■ taboo	

- (1) Africa is the world's poorest continent, yet it is very rich in natural \_\_\_\_\_.  
(2) You shouldn't ask people in Britain how much they earn—it's a bit of a(n) \_\_\_\_\_.  
(3) The \_\_\_\_\_ at which cities have grown in China is incredible: 26% of the population lived in cities in 1990, and it's now more than \_\_\_\_\_. Today, over 60% live in urban areas.  
(4) These days, \_\_\_\_\_ are becoming so common. There always seem to be severe floods somewhere in the world.  
(5) We're all guilty of \_\_\_\_\_ in the modern world—we buy so many things that we don't need.  
(6) We all helped, but Jason did \_\_\_\_\_ of the work, so you should thank him.

## E Writing and viewing

1 The newspaper *City Life* is now calling for articles that provide suggestions on urban development. Write an opinion essay on the topic in about 120 words. You may refer to the guide given below.

<b>Content</b>	<ul style="list-style-type: none"><li>■ What is the most important problem that the city is facing?</li><li>■ What suggestions would you like to make?</li><li>■ What are your reasons?</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>■ Paragraph 1: Write about the problem.</li><li>■ Paragraph 2: Provide your suggestions.</li><li>■ Paragraph 3: Explain your reasons for addressing this problem.</li></ul>
<b>Check</b>	<ul style="list-style-type: none"><li>■ Have you included all the information asked for in the task? <input type="checkbox"/></li><li>■ Have you used suitable language and correct format? <input type="checkbox"/></li><li>■ Have you checked spelling, grammar and punctuation? <input type="checkbox"/></li></ul>



- 2 Watch the video “The Blue Cross” again and take notes. Select two or three details that impressed you most. Write a short passage describing the selected details and explain why they impressed you in about 120 words. You may read your writing aloud and record it, and then send it to your teacher.

Take notes here!

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# Unit 3 Paying the price

## A Vocabulary

1 Complete the sentences with the correct form of the verbs below.

■ trick   ■ launch   ■ research   ■ target   ■ promote   ■ display

- (1) In the last few years, this electric car company has \_\_\_\_\_ several new car models on the market, and the number is still increasing.
- (2) These years a lot of old people are \_\_\_\_\_ into believing that a simple device can keep them healthy and protect them from chronic diseases such as diabetes and high blood pressure.
- (3) This new model of laptop computer is \_\_\_\_\_ at young people who are looking for fancy design and outstanding performance.
- (4) In order to \_\_\_\_\_ the sale of its products, the company invited a film star to feature in its advertising.
- (5) Believe it or not, goods are not \_\_\_\_\_ at random in supermarkets. For example, they usually put the chocolate just before the checkout.
- (6) This mobile phone producer has achieved tremendous success in some African countries because it \_\_\_\_\_ the needs and habits of the local people before entering the market.

2 Match the words in column A to the words in column B to make collocations about advertising. Then complete the sentences with the collocations.

A	B
special	campaign
fashion	image
marketing	samples
brand	offer
free	knowledge
insider	magazines

- (1) I got this app for only ¥2.50—it was on \_\_\_\_\_.
- (2) I hate sitting in the dentist's waiting room, but I do like looking at all the \_\_\_\_\_.

- (3) Every major new smartphone is launched with a huge \_\_\_\_\_.
- (4) If luxury goods are sold too cheaply, it can be bad for the \_\_\_\_\_.
- (5) Let's go and look at the chocolate counter—they're giving out \_\_\_\_\_.
- (6) She has worked in the fashion industry for over 30 years, and shares her \_\_\_\_\_ in her new book.

**3 Study the words and phrases below with the help of a dictionary. Complete the passage with the correct form of the words and phrases.**

- |                      |               |             |          |
|----------------------|---------------|-------------|----------|
| ■ marketing campaign | ■ brand image | ■ billboard | ■ jingle |
| ■ classified ad      | ■ persuade    | ■ display   | ■ flyer  |
| ■ luxury goods       | ■ slogan      |             |          |



*Bubbles* by John  
Everett Millais

(1)\_\_\_\_\_ for jobs appeared with the first newspapers in the 1600s, but until industrial production began in the 1800s, most producers knew their customers and didn't need to (2)\_\_\_\_\_ them to buy things. They simply (3)\_\_\_\_\_ their goods in the shop window, and if people needed something, they bought it! The first company to run a big (4)\_\_\_\_\_ was Pears Soap. Their new soap was one of the first modern (5)\_\_\_\_\_ and was very expensive. They got doctors to write endorsements (名人宣传, 代言) of their soap and distributed them as (6)\_\_\_\_\_ in the street. Then in 1886, they were the first to develop an international (7)\_\_\_\_\_ using adverts showing a painting by the popular artist Millais, called *Bubbles*. Suddenly, people all around the world knew the name Pears, and the (8)\_\_\_\_\_ they used: "Good morning! Have you used Pears Soap?" The pictures went in magazines and on huge (9)\_\_\_\_\_ in the new railway stations. Later, with radio came (10)\_\_\_\_\_, and today the soap appears in TV adverts in India, where it is still very popular.

**4 Rewrite the sentences using the correct words and phrases in brackets.**

- (1) Your shop offers a 10% discount for regular customers. The clerk at the checkout refused to give me any discount. (however / in addition)
- 
-

- (2) The trousers you sent me are not the size I ordered. They are the wrong colour. (however / besides this)
- 

- (3) The player was charged for eight hours, as recommended in the instructions. The battery only lasted for half an hour. (although / what's more)
- 

- (4) The food in your restaurant was rather tasteless. It was cold. (while / to make matters worse)
- 

- (5) This is an international bestseller popular with young readers. Print copies are not yet available in the bookstores in Shanghai. (furthermore / however)
- 

- (6) When you shop online, you can't touch the products. You can't try anything on. (what's more / however)
- 

## 5 Translate the sentences into English by using the words in brackets.

- (1) 购买这些奢侈品纯属浪费钱。 (purchase)
- 

- (2) 上周，他骗我借给他一大笔钱。 (trick v.)
- 

- (3) 几个学生上交的考试文章几乎一模一样，老师立马就知道他们作弊了。 (identical)
- 

- (4) 你能看出这两幅油画之间的细微差别吗？ (spot)
- 

- (5) 这份主要针对青少年的杂志获得了评论家们的好评。 (target v.)
- 

- (6) 中国美术馆正在展出大量令人赞叹的中国画。 (display v.)
- 

- (7) 如果你不能得到退款，为什么不当面向销售经理投诉呢？ (complain)
- 

- (8) 为了推广节能汽车，这家初创企业 (start-up) 将发起一场全国性的营销活动。 (launch)
-

- 6** Think about the advertisements that you commonly see in your daily life and choose one or two types of ads that impress you the most. Write a description in about 120–150 words.

## B Grammar

### 1 Choose the correct answers.

- (1) In Holland, meat \_\_\_\_ in laboratories.  
A. is being growing      B. is being grown      C. is been grown
- (2) Electric current \_\_\_\_ by Alessandro Volta.  
A. is discovered      B. has been discovered      C. was discovered
- (3) The international language Esperanto (世界语) \_\_\_\_ by a Polish doctor called Zamenhof.  
A. was being invented      B. was invented      C. is invented
- (4) Wine \_\_\_\_ in England since Roman times.  
A. is being made      B. was made      C. has been made
- (5) The word “gadget” \_\_\_\_ in the 1850s, by sailors.  
A. was already being used      B. used already      C. has already been used
- (6) Fair-trade products \_\_\_\_ in over seventy countries around the world.  
A. selling      B. are sold      C. sold

### 2 Rewrite the active sentences using the passive. Only use an agent if it is important.

(1) Polish farms grow most of Europe's apples nowadays.

---

(2) People are not promoting fair trade enough around the world.

---

(3) They've made over twenty James Bond films since 1962.

---

(4) A nineteen-year-old girl called Mary Shelley wrote *Frankenstein*.

---

(5) We will only give refunds with a receipt.

---

(6) They were still using small children to clean chimneys in the 1860s.

---

(7) The big companies weren't paying the farmers a decent wage.

---

**3 Complete the passage about jeans with the correct passive form of the verbs in brackets.**

Right now, millions of jeans (1) \_\_\_\_\_ (manufacture). Every year, over 450 million pairs (2) \_\_\_\_\_ (purchase) in the USA alone. Fashions come and go, but it seems jeans (3) \_\_\_\_\_ (not forget) anytime soon. The first jeans (4) \_\_\_\_\_ (produce) in the USA in the late 19th century. In the early 20th century, they (5) \_\_\_\_\_ (see) mainly as cheap work clothes, but in the 1950s, they (6) \_\_\_\_\_ (buy) by rebellious (叛逆的) teenagers and quickly caught on. Now jeans (7) \_\_\_\_\_ (wear) by everyone. It's hard to think of a celebrity who (8) \_\_\_\_\_ (not photograph) in a pair of jeans.

**4 Complete the passage with the correct passive or active form of the verbs in brackets.**

## Child labour

People now are keen to buy fair-trade products, and are horrified to hear of child workers (1) \_\_\_\_\_ (use) in some developing countries. However, let's remember that before 1940, many children aged between five and fourteen (2) \_\_\_\_\_ (work) in Europe and the US. Child labour (3) \_\_\_\_\_ (use) widely in Britain during the Industrial Revolution, when children as young as four (4) \_\_\_\_\_ (employ) in factories. Most workers (5) \_\_\_\_\_ (pay) according to how much they produced, and a child's working day often (6) \_\_\_\_\_ (last) sixteen hours.

In 1833, children under the age of nine (7) \_\_\_\_\_ (not permit) to work any longer, and in 1870, the Education Act (8) \_\_\_\_\_ (bring) huge changes. By the late nineteenth century, children's lives (9) \_\_\_\_\_ (transform) completely—children were studying instead of working, and (10) \_\_\_\_\_ (see) as children instead of "little adults".

Today, the highest rates of child labour (11) \_\_\_\_\_ (find) in some African nations, with 25% of children aged five to fourteen working. The International Labour Organization hopes that the worst forms of child labour (12) \_\_\_\_\_ (abolish) in the near future.

## C Listening and speaking

- 1 Listen to Helen and Edward talking about the bicycles. Which bike (A or B) would each person choose? 

A.



B.



Helen: \_\_\_\_\_

Edward: \_\_\_\_\_

- 2 Listen again. Decide whether the statements below are true (T) or false (F). Then correct the false ones. 

(1) None of Helen's friends are serious cyclists.

(2) Helen doesn't think that bike B is good for long distances.

(3) Helen could use bike B to go to school.

(4) Edward thinks that bike A's design is interesting.

(5) Edward likes the colour of bike A.

Take notes here!

**3 Describe photos A, B and C and make comparisons. Imagine that today is the last day of your holiday. Decide where you are going to buy your souvenirs: place A, B or C? Share your opinions and explain your reasons. Use the outline and the language guide below to help you.**



local market



duty-free shop



souvenir store

Outline	Language guide
Part 1 Describe the three places and make comparisons.	<ul style="list-style-type: none"> <li>● The three places are all very different.</li> <li>● The local market has the following advantages: it ...</li> <li>● Compared with ..., the duty-free shop is more ...</li> <li>● Unlike ..., the souvenir store boasts ...</li> <li>● It is notable that .... By contrast, ...</li> </ul>
Part 2 State your opinion clearly.	<ul style="list-style-type: none"> <li>● Undoubtedly, ... is an ideal place to buy souvenirs.</li> <li>● Personally, I would choose to buy souvenirs from the ... without the slightest hesitation.</li> <li>● Out of the three places, I would definitely choose ... for souvenir shopping.</li> </ul>
Part 3 Explain your reasons.	<ul style="list-style-type: none"> <li>● ... distinguishes itself from others in the following respects</li> <li>● ...</li> <li>● ... is another major concern.</li> <li>● In terms of ..., ... stands out with its ..., whereas the others ...</li> </ul>

## D Reading

Read the passage and complete the exercises.

### False friends—marketing enemies

People learning a foreign language often recognize words that are similar to words in their own language. Sometimes these are helpful “friends”—a Dutch, German or Flemish speaker learning English can relax when it comes to learning *hand*—it’s exactly the same in their language. When Germans see the English word *handy*, they might think they’ve found another friend, but this is a “false friend”—the English adjective *handy* means “convenient”, whereas the German noun *Handy* is a word they use for “mobile phone”!

(1) \_\_\_\_\_

The German *Handy* is a good example of words being borrowed from another language in order to make something sound cool. In countries around the world, marketing and advertising executives often reach for the English dictionary, not because they really need to borrow a word, but because they want to borrow some of the status of English as the language of international communication. The message is: “Hey, look, I’m using English, I’m part of the modern global community.” So, when it comes to British, Australian and American companies selling their products abroad, you might think that they only have to keep the English names and everyone will be happy. Unfortunately it’s not as simple as that, and if English-speaking marketing departments don’t do enough research into what their product names and slogans mean in other cultures, false friends can turn into costly enemies!

(2) \_\_\_\_\_

Car names are a good example of the problem. Ford’s *Fiera* wasn’t as popular with Spanish speakers as the company had hoped, possibly because *fiera* can mean “ugly” in Spanish. It’s said that the well-known story that their *Nova* car suffered for a similar reason (*No va* in Spanish would mean “doesn’t go”) is not actually true, but it appears nevertheless in many books about marketing. Rolls-Royce fortunately realized that their *Silver Mist* needed a name change before being launched in Germany (in German *Mist* means “manure”, the waste that comes out after a horse or cow has eaten!), where it became the *Silver Shadow*. The German marketing people seemed to do well with *Handy*, but the English

term they borrowed for a certain type of rucksack—which is actually a German word!—wasn't such a good idea. *Body bags* are actually what dead bodies are put in when they are moved from the scene of a crime.

(3) \_\_\_\_\_

Having names and slogans translated into other languages isn't always an effective solution, especially with languages that are very different to English. In the rush to enter the growing Chinese market, the slogan "Come alive with the Pepsi Generation" was translated into Chinese as "Pepsi brings your ancestors back from the dead"! Kentucky Fried Chicken also had to do some more work on their idiomatic slogan "finger-lickin' Good", which was first translated to mean "eat your fingers off"!

(4) \_\_\_\_\_

Most problems can be avoided by checking product names and translations with enough local people in the target market. However, it's unusual for the result to be a perfect translation of the original marketing concept. "The concept will never translate perfectly into another culture," warns one marketing expert. It seems that the most embarrassing mistakes have been made by marketing teams who refuse to accept this. If a campaign has been very successful in one market, they will try their hardest to reuse it in a very different one, often failing to listen to what the locals say.



**1 Match subheadings A–E to paragraphs 2–5. There is one heading that you do not need.**

- A. Errors in the East
- B. Foreign is fashionable
- C. Ask around
- D. Successful slogans
- E. Failures on four wheels

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_

## **2 Answer the questions.**

(1) Why are English words often seen as cool?

---

(2) How can it be costly for English companies not to know other languages?

---

(3) Was the Rolls-Royce car name a disaster in Germany? Why or why not?

---

(4) Why is it strange that Germans used a new English word for “rucksack”?

---

(5) Which languages cause the biggest problems for English translators?

---

(6) What do marketing people need to accept?

---

(7) When do marketing teams want to reuse advertising campaigns?

---

## **3 Complete the sentences with the words and the phrase below.**

■ executive  
■ abroad

■ costly  
■ concept

■ in a rush  
■ embarrassing

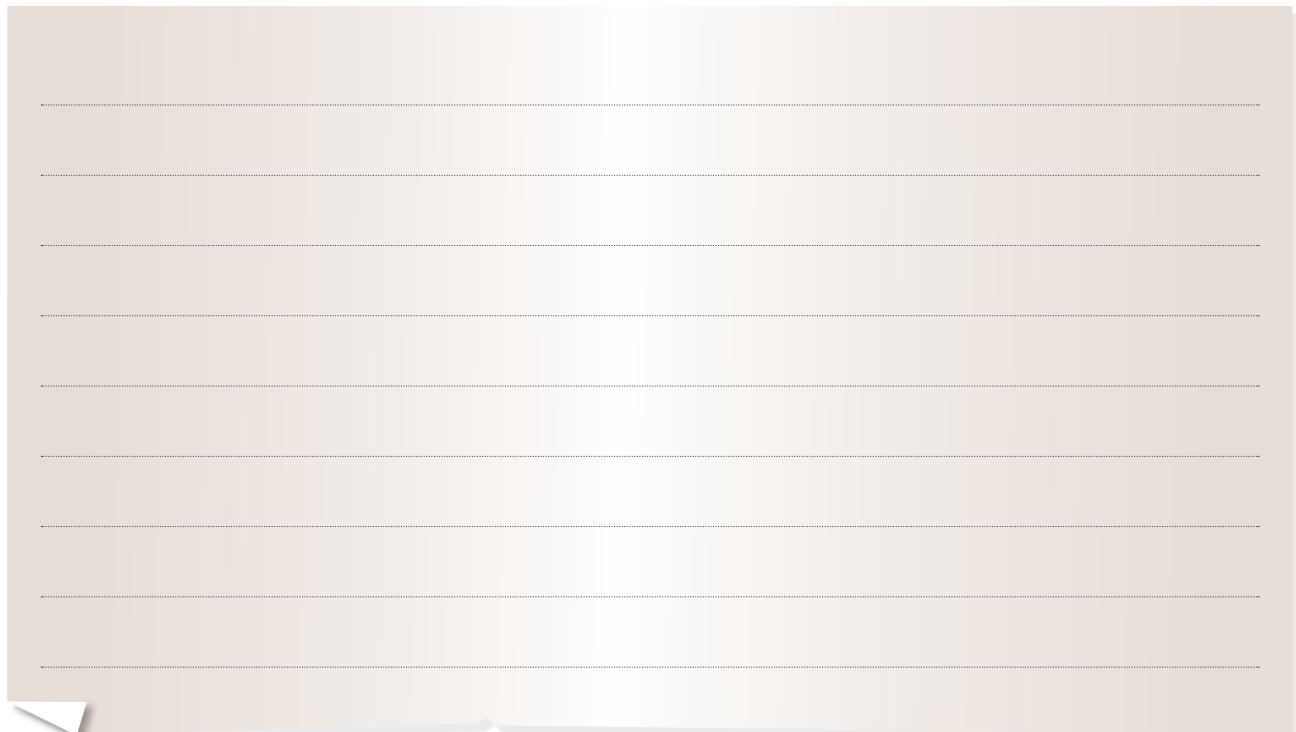
■ lick

- (1) Three-quarters of British people say they would like to live \_\_\_\_\_. The majority would choose English-speaking countries.
- (2) The phrase “more haste, less speed” means that when you’re \_\_\_\_\_, you make mistakes and end up taking longer to do things.
- (3) He is a top \_\_\_\_\_ of an international company and earns more than a million dollars a year.
- (4) Scientists still cannot find an explanation for why people’s faces turn red when they do something \_\_\_\_\_.
- (5) Buying college textbooks can be \_\_\_\_\_, so look for used copies in second-hand bookshops.
- (6) Saving for the future is a strange \_\_\_\_\_ for many teenagers—money is for spending!
- (7) Dogs often \_\_\_\_\_ their wounds, but bacteria from their tongues can cause infections.

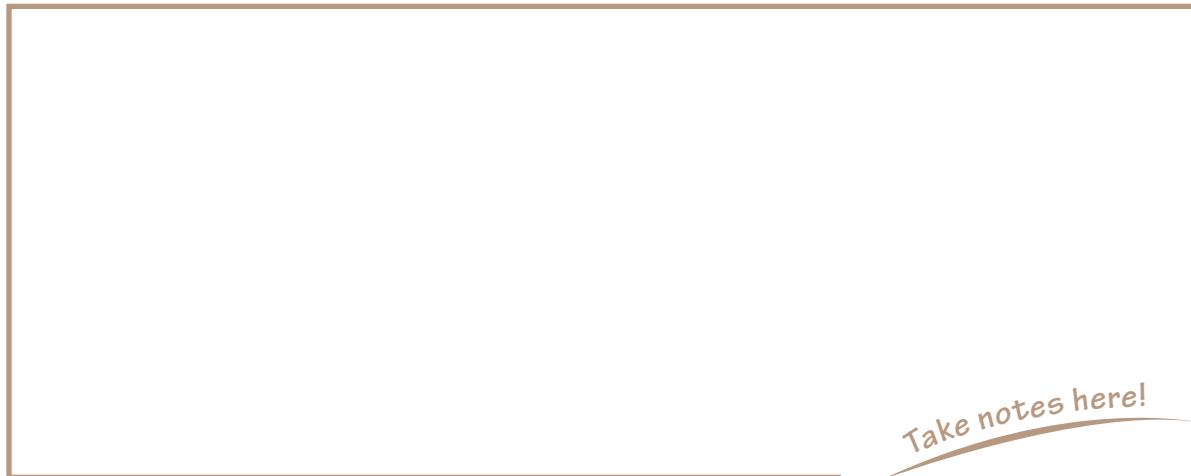
## E Writing and viewing

1 Write a formal letter of complaint about a product and / or a service that you're dissatisfied with in about 120 words. You may refer to the guide given below.

<b>Content</b>	<ul style="list-style-type: none"><li>■ What are the problems with the product and / or service?</li><li>■ Have you already contacted the store by phone or in person to complain? If so, how did they respond?</li><li>■ What do you want the recipient of your letter to do?</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>■ Paragraph 1: Explain briefly why you are complaining.</li><li>■ Paragraph 2: Describe the problems with the product and / or service.</li><li>■ Paragraph 3: Say why you are unhappy with the company's response to your complaints so far.</li><li>■ Paragraph 4: State clearly what you expect the company to do about it, and what you will do if they don't do this.</li></ul>
<b>Check</b>	<ul style="list-style-type: none"><li>■ Have you included all the necessary information? <input type="checkbox"/></li><li>■ Have you used formal language? <input type="checkbox"/></li><li>■ Have you checked spelling, grammar and punctuation? <input type="checkbox"/></li></ul>



- 2 Watch the video “Does smell sell?” again and take notes. Imagine that you were one of the customers in the video. Describe your shopping experience at this Brooklyn supermarket and share your opinions on the use of smell in marketing. Record your oral work and send it to your teacher.



Take notes here!

A large, light-colored rectangular area with horizontal ruling lines, intended for students to write their responses. The bottom-left corner of this area is decorated with a white, torn-paper effect.

# Unit 4 The senses

## A Vocabulary

### 1 Choose the correct words to complete the sentences.

- (1) I've only just \_\_\_\_ that the name for the video game comes from a Greek word.  
A. detected      B. distinguished      C. realized
- (2) Arab speakers of English find it difficult to \_\_\_\_ between the sounds "p" and "b".  
A. distinguish      B. notice      C. detect
- (3) Many British people \_\_\_\_ their country as being separate from Europe.  
A. notice      B. realize      C. view
- (4) I'd never \_\_\_\_ that funny key next to "1" on the keyboard. What do you use it for?  
A. detected      B. viewed      C. noticed
- (5) First of all, we must \_\_\_\_ the most urgent issue.  
A. differentiate      B. identify      C. distinguish
- (6) People who are completely colour-blind find it most difficult to \_\_\_\_ between red and green, which makes traffic lights a challenge.  
A. differentiate      B. realize      C. notice
- (7) Certain mistakes, such as unusual ways of using plural forms, are hard for Chinese learners to \_\_\_\_.  
A. realize      B. detect      C. consider
- (8) I \_\_\_\_ a change in her attitude.  
A. perceived      B. distinguished      C. realized

### 2 Complete the sentences with the adjectives below.

- |             |             |              |              |
|-------------|-------------|--------------|--------------|
| ■ tasteless | ■ convinced | ■ accepted   | ■ unpleasant |
| ■ difficult | ■ available | ■ beneficial | ■ careful    |

- (1) I'm exceptionally \_\_\_\_\_ about what I post on social media—I don't want future employers to know too much about me!
- (2) Peanut butter is highly \_\_\_\_\_ to your health—it can stop you getting diabetes.
- (3) Mobile phones became widely \_\_\_\_\_ in the late 1990s.
- (4) A: Say my name and I disappear. What am I?

B: Oh, I always find riddles extremely \_\_\_\_\_! What is it?

A: Silence!

(5) When you have a cold, most things you eat seem fairly \_\_\_\_\_.

(6) It's now widely \_\_\_\_\_ that climate change is really happening.

(7) I don't understand how people can eat blue cheese. I find it utterly \_\_\_\_\_.

(8) A: I think Jed's telling the truth about where he was last night.

B: Mmm. I'm not entirely \_\_\_\_\_.

### 3 Complete the recipe with the words and collocations below.

- |                         |            |         |          |           |
|-------------------------|------------|---------|----------|-----------|
| ■ exceptionally careful | ■ creamy   | ■ thick | ■ notice | ■ smooth  |
| ■ highly beneficial     | ■ consider | ■ runny | ■ oily   | ■ realize |
| ■ widely available      |            |         |          |           |

## Home-made mayonnaise (蛋黃醬)

People stopped making mayonnaise when it became

(1)\_\_\_\_\_ in shops, but you should

(2)\_\_\_\_\_ making your own. Everyone will

(3)\_\_\_\_\_ the difference! You might be

surprised when you (4)\_\_\_\_\_ just how much

oil there is in mayonnaise, because it doesn't seem (5)\_\_\_\_\_, but if

you use good olive oil, at least that is (6)\_\_\_\_\_ to your health. And not  
many things are as deliciously (7)\_\_\_\_\_ as mayonnaise without using  
any cream!



### Ingredients

2 egg yolks, 340ml olive oil, 1 tablespoon lemon juice, 1 teaspoon mustard, salt and pepper

Mix the egg yolks, lemon juice and mustard in a bowl, until the mixture is

(8)\_\_\_\_\_. Now add the oil. You have to be (9)\_\_\_\_\_

when you do this, mixing in a small amount of oil before adding more. If the

mayonnaise is too (10)\_\_\_\_\_, you can add some hot water, but be  
careful not to make it too (11)\_\_\_\_\_. Add salt and pepper to taste.

- 4 Match the words and phrases in column A to the ones in column B to describe the percentages in brackets. Some words and phrases can be matched in more than one way. The first one has been done as an example.**

A	B
well over	half
just under	a quarter
around	two-thirds
nearly	three-quarters
just over	all

- (1) Just over half / Around half of students have registered for the summer camp. (54%)
- (2) \_\_\_\_\_ of students sometimes ask their parents about homework. (81%)
- (3) \_\_\_\_\_ of students do their homework while listening to music. (67%)
- (4) \_\_\_\_\_ students look for information online when doing their homework. (99%)
- (5) \_\_\_\_\_ of students do their homework before eating dinner. (24%)
- (6) \_\_\_\_\_ of students work in their bedrooms. (46%)

- 5 Translate the sentences into English by using the words and phrases in brackets.**

(1) 他坚称没有收到通知。 (insist)

---

(2) 这个报警器可以探测煤气泄露。 (detect)

---

(3) 对当地文化不了解的话，要理解这个词会有点困难。 (somewhat difficult)

---

(4) 与二十年前不同，如今超市里的加工食品种类多样，应有尽有。 (widely available)

---

(5) 研究表明，每天吃些水果和蔬菜对健康很有好处。 (highly beneficial)

---

(6) 她声称去过那个地方，但没几个人相信。 (claim)

---

(7) 一些汉语方言的使用者很难分清“f”和“h”，因为他们的方言对这两个音没有区分。 (distinguish)

---

(8) 这位年轻的教授嘴上说欢迎各种意见，但事实上他对别人的批评很敏感。 (sensitive)

---

- 6 Choose a claim from the Mini-project and write a short paragraph describing your experiment design in about 120 words. Your writing should include the following aspects: the research question, the participants in your experiment, the steps of the experiment and what results you think are possible.**

A faint, sepia-toned photograph of a person's hands holding a white bowl. The bowl is filled with numerous dumplings, likely wontons, arranged in a circular pattern. The background is blurred, suggesting a kitchen or restaurant setting.

## B Grammar

### 1 Complete the newspaper article with the words and the phrase below.

■ fear

■ fact

■ good news

■ point

■ problem

#### Dolphins save surfer from shark attack

A New Zealand teenager, Dan Sibley, owes his life to a group of dolphins after being attacked by a shark. He had only been in the water for a few minutes when something hit his board. It was a shark! Dan tried to get away, but the (1)\_\_\_\_\_ was that the shark was faster than him and managed to bite him on the arm.



Dan was very frightened: "My biggest (2)\_\_\_\_\_ was that the blood would attract more sharks." However, a group of dolphins had sensed the danger and came to his rescue, and they stayed with him until he was safe. The teenager was rushed to hospital for emergency surgery, and we interviewed him the next day. While Dan has to stay in the hospital for another week, the (3)\_\_\_\_\_ is that he is expected to make a full recovery.

We asked Dan the question that is on everyone's mind: is it safe to go out in the water?

Dan told us that there is no need to worry: "The (4)\_\_\_\_\_ is that I was extremely unlucky. Shark attacks are extremely rare." He added that this shouldn't prevent anyone from going out on the water. "My (5)\_\_\_\_\_ is that people tend to worry a lot about shark attacks, but it's actually more likely to be struck by lightning."

### 2 Use the words below to complete the predicative clauses.

■ that

■ as if

■ whether

■ when

■ why

■ because

(1) Now the question is \_\_\_\_\_ he would show up in time.

(2) It seems \_\_\_\_\_ it is going to rain.

- (3) Her concern is \_\_\_\_\_ the treatment may have severe side effects.
- (4) Nick didn't come to work today. That is \_\_\_\_\_ he had to take his daughter to see the doctor.
- (5) Alice lost her mobile phone. That is \_\_\_\_\_ she looked upset all day.
- (6) The remaining question is \_\_\_\_\_ we should set off.

### 3 Combine the sentences using predicative clauses.

(1) All 12 boys and their coach were rescued successfully. It is a miracle.

---

(2) None of them had any diving experience. It was a fact.

---

(3) To get out of the cave, they had to swim under water for some time. This was the bad news.

---

(4) Some of the boys couldn't swim. This was the problem.

---

(5) They might run out of oxygen. It was the fear.

---

### 4 Paraphrase what Lili said, using predicative clauses and the words in brackets.

(1) "I believe that reading is a good way to broaden our horizons."

Lili's \_\_\_\_\_  
(belief)

(2) "But as a matter of fact, few students have time to read books they like."

\_\_\_\_\_  
(fact)

(3) "I am afraid that students will become more and more test-oriented."

Lili's \_\_\_\_\_  
(fear)

(4) "I am worried that students won't be able to learn from great books."

Lili's \_\_\_\_\_  
(concern)

(5) "I think students should be encouraged to read books in their free time."

Lili's \_\_\_\_\_  
(suggestion)

## C Listening and speaking

### 1 Listen to an interview and answer the question briefly.

What is special about Sophie?

---

### 2 Listen to the interview again and complete Sophie's personal profile.

**Name:** Sophie (1) \_\_\_\_\_

**Age:** (2) \_\_\_\_\_

**Length of piano playing:** (3) almost \_\_\_\_\_

**Organization:** (4) \_\_\_\_\_ Orchestra

**Cities for concert performances:** Liverpool, Manchester,  
London, Edinburgh



### 3 Listen to the interview again. Decide whether the statements below are true (T) or false (F). Then correct the false ones.

(1) The interviewer can use sign language to communicate with Sophie.

(2) Sophie was able to touch musical instruments as a young child because her parents are both musicians.

(3) Sophie can sense the vibrations of the notes because she can actually hear some of the melodies.

(4) The only reason Sophie joined the orchestra was to make friends with other young people like her.

(5) The conductor communicates with Sophie through sign language.

- 4 Interview your classmates, friends and family for suggestions on how to help people with disabilities and how to make their lives easier. Summarize your findings and make an oral presentation. You may record your oral work and send it to your teacher. Use the outline and the language guide below to help you.**

Outline	Language guide
Part 1  Introduce the purpose of the interviews, the interviewees and the questions that were asked.	<ul style="list-style-type: none"> <li>● To get a better understanding of what we can do to help ..., I interviewed ... (number) people from different walks of life, including ...</li> <li>● I asked the following questions: <ul style="list-style-type: none"> <li>■ What difficulties do you think people with disabilities might encounter in public spaces?</li> <li>■ What could be done to improve their daily lives?</li> <li>■ How should we treat people with disabilities?</li> </ul> </li> </ul>
Part 2  Present the key findings from the interviews.	<ul style="list-style-type: none"> <li>● Most of the people interviewed think that the main difficulties include ...</li> <li>● According to them, people with disabilities may have trouble ... in public places.</li> <li>● The interviewees have made the following suggestions to ...</li> <li>● The following measures should be taken to make public places more accessible to ...</li> <li>● We can install ramps ( 坡道 ) or elevators for wheelchair users.</li> <li>● It is also important to provide enough space so that people in wheelchairs can ...</li> <li>● We should allow guide dogs on ...</li> <li>● We should also be respectful and treat ... equally.</li> <li>● We need to ask before trying to help ...</li> <li>● We also need to remember to talk directly to people with disabilities instead of their carers.</li> <li>● We should try to use social media to spread awareness of ...</li> </ul>
Part 3  Summarize the findings and conclude your presentation.	<ul style="list-style-type: none"> <li>● To sum up, most interviewees agree that a lot can be done to ...</li> <li>● Both the physical and emotional needs of ... should be considered.</li> <li>● In the meantime, we need to raise people's awareness of ...</li> </ul>

## D Reading

Read the passage and complete the exercises.



# An amazing mind-reader?

Do you believe that some people have a “sixth sense”, an ability to know things which can’t be explained scientifically? Most people say they don’t think that mind-reading is really possible. Nevertheless, if you asked the same people whether they wanted to be involved in a mind-reading experiment, and find out what a complete stranger could tell them about themselves, the answer would probably be, “Oh, go on then!”

(1) \_\_\_\_\_

That’s what happened in Brussels, Belgium, on a sunny day in 2012. Researchers stopped **passers-by** in the street, and asked them whether they would mind taking part in an experiment with a mind-reader. The researchers explained that it was for a TV programme about a man who claimed to have amazing **extrasensory** abilities. **Curiosity** sent queues of people to a huge tent in the city centre, where they waited to meet the man and see what he could tell them about themselves.

(2) \_\_\_\_\_

Dave certainly gave the impression of being an unusual man. Dressed in a white Indian-style outfit, with long wavy grey hair and **intense** blue eyes, he waved his arms around and jumped up and down as each person took their seat rather nervously. Dave then sat down opposite them and stared into their eyes, or stood behind them, with his hands on their shoulders, clearly feeling their “vibrations”.

(3) \_\_\_\_\_

Dave told the first girl that she went to a school in Antwerp. “Yes,” she replied, only a little surprised. A good guess, maybe. He told the second girl that he was “seeing” insects on her back, and asked if that was possible. “Yes,” she said, amazed, and explained that she’d had two butterflies tattooed on her back. He told a young man that he had an orange motorbike. “**Spot on!**” said the man.

(4) \_\_\_\_\_

The participants began to look a little worried as Dave went on to show that he could “read” even the deepest secrets of total strangers. He told the next girl that she had a crush on someone. “I see a very handsome young man,” he said mysteriously. The girl **blushed**, and admitted that it was true, and pointed out that not a lot of people knew that. When he told another girl that she had spent €300 on clothes the previous month, she was so shocked that she couldn’t speak. Dave told the next man that he was selling his house, and added, “for €795,000.” “Scary,” said the man.

(5) \_\_\_\_\_

So, was this proof that mind-reading is for real? That’s certainly what most of the participants were thinking, when suddenly the wall of the tent fell to the floor, **revealing** four masked men sitting at computers. When the people watched, they realized that the men were finding ways to log into the social networking sites and email accounts of all the people in the queue, and a large screen showed the posts, photos and emails that they had found while the people had been waiting outside. Dave was receiving all this information through a tiny speaker inside his ear.

(6) \_\_\_\_\_

The experiment had been set up by a Belgian banking organization to show people the dangers of putting too much of their information online. The experiment was shown in an advert, and the conclusion was clear: “Your **entire** life is online. And it might be used against you. Be **vigilant**.” On their website, the organization tells people not to write any of their bank details in an email to anyone, and to make sure that they have up-to-date antivirus protection.

## 1 Match subheadings A–F to paragraphs 2–7.

- A. The truth
- B. Even more amazing
- C. Lessons to learn
- D. The Brussels experiment
- E. Amazing
- F. Dave, the mind-reader

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_ (6) \_\_\_\_\_

## **2 Answer the questions.**

(1) Why did the people decide to take part in the experiment?

---

(2) Why was the information about the girl's school not so amazing?

---

(3) Was the girl amazed that Dave knew about her tattoos?

---

(4) Why was one girl so shocked that she couldn't say anything?

---

(5) Why was it useful that the people had to wait in a queue?

---

(6) What was the purpose of the experiment?

---

## **3 Choose the correct meaning for each word and phrase in bold in the passage.**

(1) go on then

- A. OK                      B. no way

(2) passers-by

- A. shoppers                B. people walking past

(3) extrasensory

- A. beyond normal senses    B. unusually sensible

(4) curiosity

- A. wanting to know        B. strangeness

(5) intense

- A. looking closely          B. strong or extreme

(6) spot on

- A. nearly correct          B. exactly correct

(7) blushed

- A. looked amazed          B. went red

(8) revealing

- A. showing                  B. hiding

(9) entire

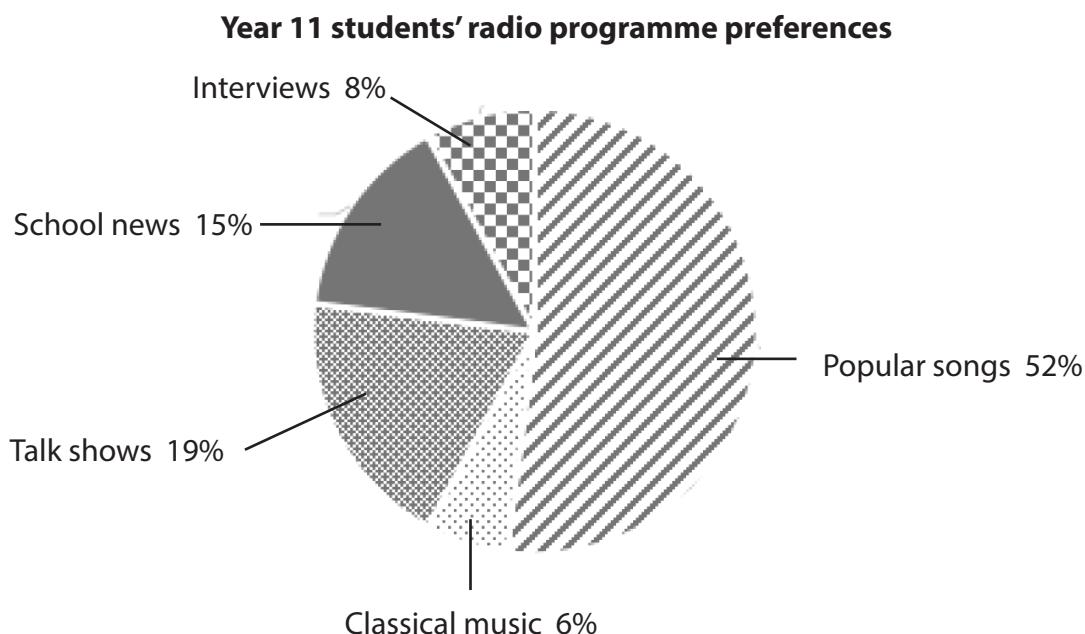
- A. complete                B. personal

(10) vigilant

- A. thoughtful              B. careful

## E Writing and viewing

- 1 Your team has finished a survey on Year 11 students' listening preferences—the types of programmes on the school radio station they like. Write a survey report in about 150 words. You may refer to the guide given below.



<b>Content</b>	<ul style="list-style-type: none"><li>■ Why did you conduct the survey?</li><li>■ Who were the respondents in the survey?</li><li>■ What did the survey reveal?</li><li>■ What do you suggest based on the findings?</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>■ Paragraph 1: Write about the purpose of the survey and provide background information.</li><li>■ Paragraph 2: Report the results of the survey.</li><li>■ Paragraph 3: Summarize your findings and make suggestions.</li></ul>
<b>Check</b>	<ul style="list-style-type: none"><li>■ Have you explained the purpose of the survey? <input type="checkbox"/></li><li>■ Have you grouped similar ideas together in the same paragraph? <input type="checkbox"/></li><li>■ Have you used a variety of phrases to help your writing flow? <input type="checkbox"/></li><li>■ Have you used approximations and fractions? <input type="checkbox"/></li><li>■ Have you written a conclusion and made recommendations? <input type="checkbox"/></li><li>■ Have you checked spelling, grammar and punctuation? <input type="checkbox"/></li></ul>



- 2 Watch the video “Spider science” again and take notes. Use your own words to describe the special features of a spider’s web and write a short passage in about 120 words. You may read your writing aloud and record it, and then send it to your teacher.

Take notes here!

## 后记

本练习部分是为高中《英语》(上教版)学生用书编写的配套教学参考资料，经上海市中小学教材审查委员会审查通过，准予使用。

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# 致 谢

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