

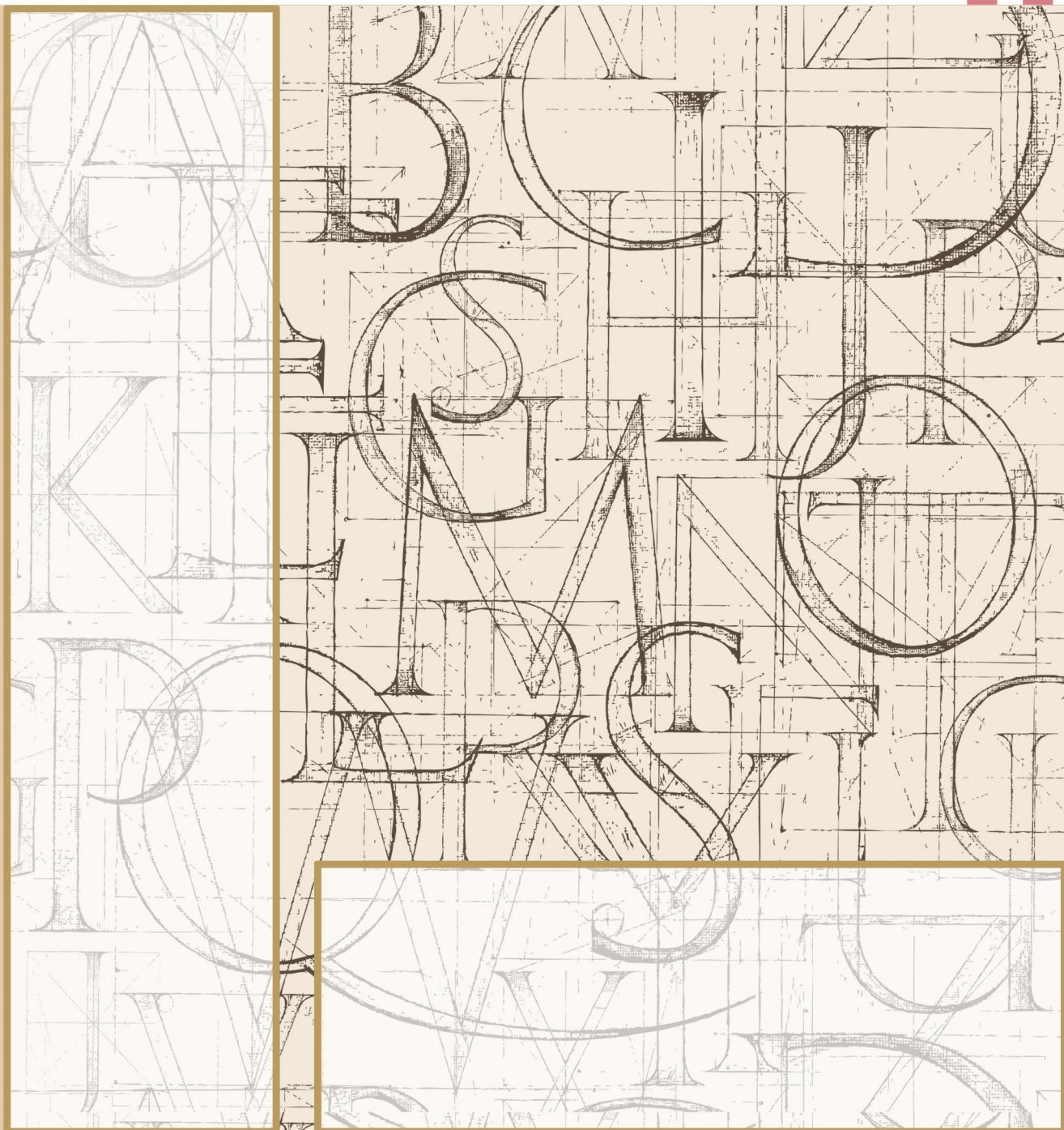


普通高中教科书

英语 • 选择性必修

English

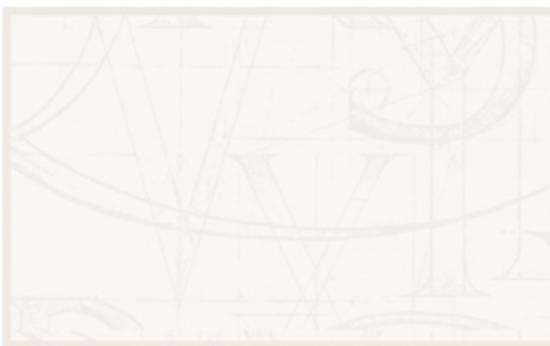
第一册



普通高中教科书

英语 • 选择性必修
English

第一册



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普通高中教科书 英语 选择性必修 第一册

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致同学们

亲爱的同学们：

本册为选择性必修第一册，共有四个核心主题（Feeling good、Making a difference、Paying the price、The senses）。同学们在这四个主题语境的引领下开展听说读写的活动。

本册教材共由四个单元组成，每个单元有五个板块，各板块的具体内容和学习方式如下：

- **Reading and interaction** 是单元的核心内容，其中的主课文搭建了一个活动丰富的学习平台，供同学们研读文章的思想内容和语言特点。同学们可以据此联系生活实际，开展听说读写的综合性交际活动，全面提高语言能力、思维品质，把握文化内涵，提升文化意识和学习能力。
- **Grammar activity** 是《普通高中英语课程标准（2017年版 2020年修订）》（以下简称《课程标准》）所规定的相关语法学习内容，其中的语法范例展示了语法知识的特点，随后的语法合作学习活动将帮助你们建立规范和得体的语法知识体系，发展有效的语法应用能力。
- **Listening and speaking** 分为听力活动和口语活动。听力活动之前有丰富的听前准备活动，同学们准备得越充分，听力学习的效果就越大；口语活动和听力活动紧密相依，为同学们创造了听说相结合的训练机会。
- **Writing** 为同学们提供了发展写作能力的机会。在教师的指导下，同学们可以首先根据问题提示研究范文在内容和语言方面的特点，然后开展独立的写作训练。
- **Cultural focus** 提供了丰富的优秀中华文化和世界其他国家及地区的文化内容。同学们通过学习这些内容，理解丰富多彩的文化现象和文化特点，提升文化意识和文化比较能力，加强对中国文化的自信，树立家国情怀，培养人类命运共同体的理念，将价值塑造、知识传授和能力培养三者融为一体。本板块还有一个视频学习项目，蕴含丰富的语言和文化内容，同学们通过视听学习，能够有效地提升“看英语”的能力。

本套教材还有以下特点：

- **丰富的学习活动助你改进学习方式**

《课程标准》提倡通过活动来提高语言学习效能。为此，本套教材含有大量的综合性语言交际活动，有助于同学们不断改进学习方式，主动、积极地参与到合作探究的学习活动中去。

- **“学习目标”和“自我评价”手段有助于提高“教学评”一体化程度**

明确的学习目标和准确的自我评价是保证“教学评”一体化的重要条件。本套教材为同学们提供了两个助学工具：(1) 单元开始时的“学习目标”提出了各个板块的学习内容和期望达成的学习结果；(2) 单元结束时的自我评价活动可以帮助同学们准确地评价自己的学习成果，并据此规划下一步的学习目标。

成功的英语学习需要建立在强有力的动机、合理的学习方式和持之以恒的努力之上。希望同学们在新的学习阶段中，积极参加各种交际活动，用耐心和恒心铺就成功之道。预祝同学们学习成功！

华东师范大学高中《英语》编写组

2020年6月

1

Feeling good

A Reading and interaction (p. 6)

Reading: Is chocolate the answer?

Mini-project: Giving suggestions on how to be happy

Focus on language: Noun suffixes: *-ness, -ity*

B Grammar activity (p. 12)

The past perfect

C Listening and speaking (p. 14)

Listening: Sporting values

Speaking: Signing up for a sport

D Writing (p. 16)

Writing a letter about a personal experience

E Cultural focus (p. 18)

Reading: Fat America

Video: Live well, play well

Self-assessment (p. 22)

2

Making a difference

A Reading and interaction (p. 24)

Reading: Island story

Mini-project: Describing the culture of your hometown

Focus on language: Prefixes: *semi-, under-, over-, re-, co-, inter-*

B Grammar activity (p. 30)

The future continuous

C Listening and speaking (p. 32)

Listening: How to make our community better?

Speaking: Presenting your opinions on school services

D Writing (p. 34)

Writing an opinion essay to support a charity

E Cultural focus (p. 36)

Reading: Good runners run for good

Video: The Blue Cross

Self-assessment (p. 40)

3 Paying the price

A Reading and interaction (p. 42)

Reading: The influencers

Mini-project: Finding out about stealth marketers

Focus on language: Collocations about advertising

B Grammar activity (p. 48)

The passive in the past continuous and the past perfect

C Listening and speaking (p. 50)

Listening: Teenagers' spending habits

Speaking: Doing a survey on spending habits

D Writing (p. 52)

Writing a letter of complaint about a purchase

E Cultural focus (p. 54)

Reading: Traditions for sale

Video: Does smell sell?

Self-assessment (p. 58)

4 The senses

A Reading and interaction (p. 60)

Reading: A question of taste

Mini-project: Designing experiments to test claims

Focus on language: Adverb-adjective collocations

B Grammar activity (p. 66)

The predicative clause

C Listening and speaking (p. 68)

Listening: Teenagers with sight and hearing impairments

Speaking: Discussing ways to help blind and deaf people

D Writing (p. 70)

Writing a survey report about students' opinions on the food in the school canteen

E Cultural focus (p. 72)

Reading: An excerpt from *A Walk in the Woods*

Video: Spider science

Self-assessment (p. 76)

Appendices

Vocabulary (p. 77)

Proper nouns (p. 87)

Glossary (p. 88)

Grammar reference (p. 89)



Objectives

A Reading and interaction

- Identify the factors behind a happy life as reflected in the reading passage

B Grammar activity

- Use the past perfect correctly in the given context

C Listening and speaking

- Compare sporting values of individual sports and team sports

D Writing

- Write a personal letter using appropriate language and format

E Cultural focus

- Evaluate the American way of life
- Understand the life of a boarding school student in the UK

Is chocolate the answer?

Pre-reading activity

1 Before you read, choose one of the things that you think makes people happy. Why do you think so?

- delicious food and sweets
- the latest gadget^①
- money
- good health
- loving relationships
- friendship
- others:

2 Read the title and answer the questions.

(1) Do you like chocolate? Why or why not?

.....

(2) What do you associate chocolate with?

.....

Have you ever wondered what makes people happy? Why are some people on cloud nine while others are always down in the dumps? What's the secret?

5 Is it pots of money, good health, loving relationships, owning the latest gadget or simply chocolate?

The latest World Happiness Report says that prosperity^② is not the main 10 reason for happiness. If you suffer real hardship, you are unlikely to be happy, but once your basic needs are met, money and material things become less of a necessity. Happiness depends more 15 on recognizing the things you have and appreciating them, rather than getting more things. Yes, money can buy you the latest smartphone, tablet or fashion item, and you might get a kick out of 20 owning these material objects, but this enjoyment is usually short-lived. Remember all those presents you got for your birthday when you were little? You

① gadget /'gædʒɪt/ n. 小器具；小装置

② prosperity /prə'sperəti/ n. 成功；繁荣

were over the moon when you opened them, but not for long. A month later, they
25 were lying abandoned at the bottom of a drawer. And have you forgotten those delicious chocolates that made you feel really happy when you were eating them, but ill after you'd finished them all?

It seems that deep, long-lasting happiness comes from intangible^① things, rather than things like chocolates and smartphones. One essential factor is human
30 relationships. People who have the support of family members and also have strong friendships are more likely to be happy. Feeling protected and respected and knowing you can trust in the people around you is vital. But happiness means you have to give and take. Performing acts of kindness and generosity on a regular basis, for example, listening to a friend in need or carrying a neighbour's
35 shopping, will make you feel on top of the world. Even a simple smile can work wonders. In fact, they say that one smile makes a person feel as good as eating 2,000 bars of chocolate (not all at once, of course!).

It's not surprising that health is another key contributor to happiness. Poor health will certainly make you feel down in the mouth. But being healthy and staying
40 healthy require some effort. A healthy diet is crucial and so is regular exercise. Laziness will not make you happy. Exercising for 20 to 30 minutes a day helps to reduce stress and anxiety and makes you feel more positive and optimistic because it releases endorphins^② (feel-good chemicals). So, if you've been feeling blue and worrying too much about your exams, get exercising. You'll also find that
45 you sleep better.

Talking of sleep, do you often wake up feeling miserable? If so, it's probably because you haven't had enough of it. Teenagers tend to go to bed too late and have to get up early, so many suffer from a lack of sleep. Tiredness will certainly affect your happiness levels and put you in a bad mood. It also affects your ability
50 to concentrate and may slow your growth. So if you want to be happy and do well at school, try to get at least eight hours of sleep a night. Now that you know the theory, it's time to put it all into practice. Smile, everyone!

① intangible /ɪn'tændʒəbl/ adj. 难以形容(或理解)的; 不易度量的 ② endorphin /en'dɔ:fɪn/ n. 内啡肽(内分泌激素, 有镇痛作用)

A Reading and interaction

Comprehension work

1 Read the passage and answer the questions.

(1) According to the passage, what are the three basic needs that are essential for happiness?

.....
(2) What kind of happiness do material objects provide?

.....
(3) What does the sentence "happiness means you have to give and take" imply?

.....
(4) What effect does regular exercise have on a person's mood?

.....
(5) According to the passage, what happens if you do not get enough sleep? Is this true in your experience?

.....
(6) Is there anything you would like to challenge the writer about? What is it?

2 Read the summary below and fill in each blank with a suitable word based on the language of the passage. You may change the form if necessary.

People often believe that the more¹ objects we own, the happier we would become. However, experts tell us we may get a² out of owning things like a new dress, a new smartphone or a new tablet, but this kind of happiness is often³

According to the latest World Happiness Report, what makes people happy is not material objects, but intangible things such as loving relationships, kindness,⁴ and good health.

Loving relationships are⁵ to our feelings of happiness. We need our family members and friends to⁶ and respect us in our everyday life. Good relationships are based on mutual understanding and⁷ In order to build love and trust, we should also perform acts of kindness and generosity on a⁸ basis.

Health is another important⁹ to happiness. We need to maintain a healthy diet and do regular exercise. Laziness or lack of sleep will often result in tiredness which may put us in a bad¹⁰



Deep reading

- 1 Idioms are expressions with meanings that are hard to understand if we simply look at their individual words. Read the passage again. Study the idioms in bold in pairs. Explain how the context helps you understand them.

| Sentences with idioms | My understanding |
|---|--|
| (1) Why are some people on cloud nine while others are always down in the dumps ? | The idioms “on cloud nine” and “down in the dumps” are connected by the linking word “while”, which signals a contrast. In English, “down” and “dump” both have a negative meaning, so “down in the dumps” probably means “feeling depressed or unhappy”. Therefore, “on cloud nine” must have the opposite meaning: “feeling incredibly happy”. |
| (2) You were over the moon when you opened them, but not for long. | |
| (3) Performing acts of kindness and generosity on a regular basis, for example, listening to a friend in need or carrying a neighbour’s shopping, will make you feel on top of the world . | |
| (4) Poor health will certainly make you feel down in the mouth . | |
| (5) So, if you’ve been feeling blue and worrying too much about your exams, get exercising. | |

A Reading and interaction

2 Work in groups.

Make a list of the factors mentioned in the passage that make us happy or sad. Then discuss in groups the order of importance of these factors and report the result to the class.

.....
.....
.....

Mini-project

Giving suggestions on how to be happy

Imagine that you are going to give a presentation on how to be happy.

- Work out a list of things that you will do to make yourself happy.
- Compare your list with your group members and decide on the top three things.
- Select one person to give a presentation on behalf of your group.



Tips for a happy life



- 1 Offer your time to help people in need. Generosity will make you feel good about yourself.
- 2 Try to get up early. You will feel more positive after an early start.
- 3 Control the urge to buy more things: owning stuff isn't the key to happiness. Learn to appreciate what you have and who you are.



Tips for a happy life



Focus on language

1 Read the passage again. Find some language points in the passage and list them in the blanks.

- (1) The suffix *-ness* used to make nouns from adjectives. (e.g. *happy / happiness*)

.....
.....
.....

- (2) The suffix *-ity* used to make nouns from adjectives. (e.g. *prosperous / prosperity*)

.....
.....
.....

2 Choose the correct expressions in brackets to complete the sentences.

- (1) There are many things that are more exciting than playing computer games: for example, lots of young people out of sports.

(get a kick / make a joke)

- (2) She took some painkillers for her toothache, which

(worked wonders / made achievements)

- (3) Follow the doctor's advice and take two with water before meals, and you will soon get well.

(bites / tablets)

- (4) There are plenty of people who want to find answers to the questions in life.

(optimistic / crucial)

- (5) There are tried and tested ways of dealing with your fears in order to build

(anxiety / confidence)

- (6) The company was forced to an overseas oil project due to a lack of funds.

(skip / abandon)

- (7) She was a very popular singer two decades ago, and her uplifting songs can always raise my spirits whenever I'm feeling

(bothered / depressed)

- (8) The parents said that their little girl often had her head in the , thinking about impossible things all the time.

(imaginings / clouds)

- (9) It has been announced that the new building programme will go ahead as soon as the government the funds.

(affects / releases)

- (10) With bright eyes and an engaging smile, the young man who had just returned to his hometown said songs were to his survival while he was lost in the woods.

(unforgettable / vital)

B Grammar activity

The past perfect

When we talk about the past, we can use the past perfect to refer to an even earlier point in time. The form is *had* + past participle.

I suddenly **realized** that I had left my mobile phone at home.

→ Grammar reference 1 (p. 89)

- 1 Read the passage. Study sentences 1–5 and complete grammar rules a and b.

A healthy mind in a healthy body



Good morning and welcome to *The Healthy Option*. Last week, we discussed the link between a balanced diet and good health; this week we're looking at the link between a healthy body and a healthy mind. More than 2,000 years ago in ancient Rome, the poet Juvenal said, "A healthy body produces a healthy mind."

¹For years, people had linked the two, but it was only in the 1960s that solid scientific evidence started appearing. ²In the decades that followed, study after study confirmed what the ancient poet had already known: keeping fit really does help the brain work better.

In the 2000s, a team of medical researchers found out that students who did exercise before or during classes performed better in their school work. They conducted an experiment where one group of students ran for 30 minutes on a treadmill^①, while another group didn't do anything in particular. The students were then given a problem-solving task. ³The students who had exercised did 10% better at solving the problem than those students who hadn't stepped on the treadmill. ⁴In another experiment, a different group of students did physical exercise for 40 minutes each day instead of 40 minutes a week, and their overall grades improved by 14%. As a result of this research, many schools across the US changed their timetables and even their classrooms to allow more time for physical activity. ⁵Students who had previously not been physically active during the school day now had a chance to exercise.

The past perfect is often used together with the simple past.

- a The past perfect verb shows what happened (before / after) the event or action in the simple past.
- b We don't need to use the past perfect form of the verb if the order is clear. In that case, we can use for both events.

① treadmill /'tredmɪl/n. 跑步机；走步机

2 Complete the interview about exercise and healthy eating with the correct form of the verbs and verb phrases.

- pay
- take part
- join
- sign up
- announce
- try
- learn
- exercise
- be

Li Mei: Our school ¹ in a programme that promotes healthy eating and exercise among high school students. I think it's a great initiative: it has helped me a lot.

Journalist: How has it helped you?

Li Mei: I used to be really lazy. Before our school ² the programme, I ³ for years. However, when the school ⁴ a 5-kilometre running race, where the first prize was a trip to Hainan, I immediately ⁵ The first running practice ⁶ terrible. Afterwards, my face was completely red and I was sweating a lot. However, the next few times were much better, and I actually came third in the race.

Journalist: Sounds great! What about healthy eating?

Li Mei: When the programme started, our school began organizing healthy cooking classes. Previously, I ⁷ much attention to nutrition. I ⁸ to cook some dishes, but those were mostly unhealthy. Nowadays, I often ⁹ out new healthy recipes at home. It's so much easier to concentrate at school now!

3 Describe three things that you had done before the school term started. Write your sentences on the lines. You may use the example below to help you.

I had written a composition before the school term started.

- (1)
- (2)
- (3)

Now ask three classmates about their descriptions. Select the most meaningful one and report to the class.

■ You may ask and respond like this:

A: What had you done before the school term started?

B: I had finished my oil painting and sent it to my uncle. How about you?

■ You may report like this: I think Lili's story is the most meaningful one. She said, "I had volunteered as a guide at a local museum before the school term started." It's incredible!

C Listening and speaking

- 1 An individual sport is a sport in which participants compete as individuals. In team sports, participants are organized into opposing teams and play against each other. Look at the sports listed below. Decide whether they are individual or team sports and complete the table.

■ football ■ basketball ■ golf ■ baseball
■ badminton ■ table tennis ■ weightlifting ■ wrestling
■ gymnastics ■ surfing ■ cycling ■ boxing

| Individual sports | Team sports |
|-------------------|-------------|
| | |

- 2 Listen to the interview. Decide which of the following benefits can be achieved by playing team sports / individual sports. 

Benefits of playing team sports:

Benefits of playing individual sports:

- (1) developing team spirit (5) learning about discipline
(2) cooperating with others (6) developing self-reliance
(3) improving one's self-esteem^① (7) learning about commitment
(4) learning about self-sacrifice

- 3 Listen again for details. Complete the table. 

| | Georgina | Carl |
|---------------|---|--|
| Sport | Type of sport: team sport Georgina's sport: (1) | Type of sport: individual sport Carl's sport: (6) |
| Advantages | You get to cooperate with people and develop team spirit. This is helpful in (2) You also (3) You get to learn about discipline and commitment, and (4) | You develop positive values such as self-reliance, which (7) |
| Disadvantages | You need to belong to a club to play in a team. It will be difficult (5) | These sports don't always (8) Some players become too focused on winning. It can also (9) |

① self-esteem /'self ɪ'stɪ:m/ n. 自尊(心)

- 4** Imagine that you are going to sign up for a sport for the upcoming summer vacation. You also want to invite your friend to join you. Work in pairs, choose a sport and try to persuade one another to sign up.

Student A

You want to sign up for an individual sport, but your friend doesn't like it. Give reasons for signing up and try to persuade him / her to join you.

Student B

You want to sign up for a team sport, but your friend doesn't like it. Give reasons for signing up and try to persuade him / her to join you.

Write your ideas here!

Language guide

You may persuade your friend like this:

- I believe there are more advantages of ... compared with ...
- One of the greatest benefits of being part of a team is ...
- Another advantage is that ...
- Playing ... helps you develop ...
- When you play ..., you learn to cooperate with ...
- If you play a competitive team sport, you will learn ...
- It really improves your ...
- One disadvantage of ... is that ...

D Writing

What's your news?

In our lives, we experience both happy and sad things. Sharing these experiences with others helps to build our relationships. Why not write a personal letter to share some important experiences with a friend or a family member?



1 Read the text above. You may prepare your writing by thinking about the questions.

(1) Who do you want to write to?

(2) What would you like to write about?

(3) What is the tone of a personal letter: formal or informal?

2 Read the two letters between Simon and Li Ping. Complete the table on page 17 before you write.

Hi Ping,

How are you? I'm sorry I haven't been in touch for a while. I can't believe summer is nearly here! How's the tennis going? I remember you had a big tournament in April. How did it go?

I've been studying hard for my exams and, to be honest, I'm getting pretty stressed out about the results. Felix suggested that I do something different so that I can relax and forget about everything, so I've taken up rock climbing! I'm not very sporty, so obviously, the thought of hanging off a rock face on the end of a rope was quite scary. But, surprisingly, I've been enjoying it and it's helped me take my mind off things. It was also an exciting experience, the scenery was beautiful and, luckily, I haven't hurt myself. I actually really like it!

Since everyone's got exam fever and all we do is study, I haven't got much else to write about. By the way, Felix says "hello". Sadly, he can't go to the lakes with us this summer. You are coming back to the lakes again with your parents, aren't you? I've got to go now because a revision class starts in ten minutes, but please write soon!

Take care,

Simon

Hi Simon,

Thanks for your letter. I'm really sorry that you're so worried about your results, but the rock climbing sounds great. I'd love to try it myself one day.

Guess what, I've decided to give up competitive tennis! I realized that I didn't want to make it my whole life; there are too many other things I want to do. Obviously, I was afraid of telling my parents, because I thought they'd be disappointed in me. But, to be honest, I knew I wasn't committed enough. Fortunately, they took the news very well. Frankly, I think my dad is relieved that he no longer has to wake up at 5:00 a.m. in order to drive me to tennis practice or to tournaments around the country!

Anyway, I'd better go now — I've got to get ready for a party! For years, I haven't had time to do anything except play tennis, so I'm enjoying my new social life! Luckily, I still have some friends left.

In answer to your question, of course we're coming to the lakes this year, but it's a shame I won't see Felix.

Please write soon!

Love,

Ping

| Aspects of writing | Guiding questions | My exploration |
|--------------------|--|----------------|
| Content | What is the purpose of each letter? | |
| | How does Simon start his letter? | |
| | What does Simon tell Li Ping about his life? How does Li Ping respond? | |
| Language | How do Simon and Li Ping address each other? | |
| | What adverbs do Simon and Li Ping use to show their attitudes or opinions? | |
| | Are the two writers friendly to each other? What words or expressions show that? | |

3 Now write your letter. Edit your writing properly.



E Cultural focus



Everyone wants to be happy. However, material wealth isn't necessarily the key to happiness—maintaining one's physical and mental health is often more important in the long run.

In this section, you will first read a passage about how the American way of life is affecting people's health. You will then watch a video about school life in the UK, and the busy schedule of a teenage tennis player.

1 Before you read the passage, work in groups and list five things that make people fat.

2 Read the passage and decide whether the following statements are true (T) or false (F). Correct the false ones.

(1) Nowadays, 25% of American teenagers are overweight.

(2) Car culture is one of the contributing factors behind the rise in obesity^① in America.

(3) American teenagers spend more time watching TV than exercising.

(4) Three quarters of meals are nowadays eaten outside the home.

(5) Teenagers now consume more calories than before.

Fat America

America is getting fatter. Back in the 1970s, only 10% of teens were overweight, but today, one in three teenagers (or more than 25 million) are overweight or obese. Let's take a look at the reasons why.



Car culture

In the 1940s, the population inside cities grew rapidly and American families started to move into the suburbs. Today, more than 50% of American teenagers live there. In the suburbs, houses are bigger, gardens are bigger, and teenagers are bigger too. It's easy to see why — they go everywhere in cars. Suburbs are a long way from shopping centres, schools and friends' houses. They often have no



sidewalks, making it 23 times more dangerous to walk or cycle than to drive. As a result, families spend an average of two hours a day in their cars. And, when they reach their destination, drive-through supermarkets, restaurants and banks keep them comfortably in their seats.

① obesity /əʊ'bɪ:səti/ n. 肥胖

"Screenagers"

A typical American family has three TVs and the average teenager, or "screenager", watches 22 hours of television every week. By the time they leave high school, most teenagers will have spent more time in front of a TV than in the classroom. But it's not just TV that makes kids extremely inactive. The average US home has 24 electronic gadgets, including smartphones, computers and games consoles. It's not surprising that only 12.2% of American teenagers actually exercise each week.

20 Fast food

Fast food is one of America's great success stories and Americans have been eating hamburgers for decades. The first burger bar opened in 1921, but it wasn't until the 1950s that fast food became incredibly successful. Women started to work, people were busy and fast food restaurants fed families quickly and cheaply. Today, 50% of meals are eaten outside the home and more than three quarters of American teenagers eat a fast food meal at least once a week. People have known about the problems of fast food for years, but they still eat it. Why? Probably because the salt, fat and sugar make it taste really good.

Supersizing

In the 1960s supersized popcorn went on sale in a movie theatre in Chicago. The manager wanted people to spend more, but he noticed that customers only bought one bag of popcorn because they didn't want to look greedy. However, they didn't mind buying a bigger-sized bag. The idea of supersize portions was born. In the 1970s, fast food restaurants adopted the same approach and introduced larger fries and sodas^①. Surprisingly, today's "small" fries are the same size as large fries in 1970. Similarly, the largest soda in 1955 was much smaller than today's child-size soda. Over the last three decades the average teenager's calorie consumption has risen by 25% to 2,700 a day. Worryingly, that's 700 calories more a day than they need.

So what does the future hold for America? Doctors fear that an epidemic^② of illnesses like heart disease and cancer may spread out. Many think this could be the first generation that doesn't outlive^③ its parents. But health centres for obese children are starting to make a difference. At the centres are children like 12-year-old Conchita. Conchita's tired today because she's been exercising. "It's hard work, but I'm feeling good," she says. How many times has she exercised this week? "Three," she replies, "and I've given up fast food too." "These kids want long lives and they want to do a lot of things," explains a doctor at the centre. "Clearly, that's not going to happen unless they change their lifestyle."



① soda /'səʊdə/ n. 苏打汽水 (加果味, 有时加入冰淇淋) ② epidemic /,epɪ'demɪk/ n. 流行病

③ outlive /,aʊt'lɪv/ v. 比……活得长

E Cultural focus

3 Work in groups. Read the passage again and complete the table below.

| Phenomenon | Detail | Contribution to obesity |
|---------------|---|--|
| Car culture | Families spend an average of two hours a day in their cars. | The convenience of driving means that people walk less, and this contributes to obesity. |
| "Screenagers" | | |
| Fast food | | |
| Supersizing | | |

4 Work in groups. Think about your lifestyle and how you can improve it. Make a list of five things you would like to change. Compare the list with your group members. Then work together to improve these ideas, and decide on a list that everyone in the group agrees with.

.....

.....

.....

Video Live well, play well

Start thinking

1 Answer the questions.

- (1) Which schools are famous in your city?
- (2) Why are they famous?
- (3) Would you like to go to one of these schools? Why or why not?

Comprehension check

2 Watch the video. Complete the sentences about Tim McClarty.

- (1) Tim's nationality is
- (2) He is the of the tennis team.
- (3) He wants to study at university in the future.
- (4) He's been at Millfield School since he was years old.
- (5) He started playing tennis at the age of
- (6) Before the interview today, Tim had a class.
- (7) He plays tennis for at least hours every day.
- (8) Next year, he's going to study in

Vocabulary

3 Complete the sentences with the correct form of the words in brackets.

- (1) His in yesterday's match wasn't as good as usual. (perform)
- (2) Paula wants to become a swimmer when she's older. (profession)
- (3) You need to be good at speaking in public if you want to be a (politics)
- (4) She's an excellent cook, but her is chocolate brownies. (special)
- (5) John got the best marks in the school, so he won a to go to university. (scholar)
- (6) Students who don't do any work get a reputation for (lazy)
- (7) Some experts say that children shouldn't play sports in school. (compete)
- (8) If his doesn't improve, he won't be able to play in the tournament. (fit)

Extension

4 Work in groups. You are going to discuss this statement: "Attending a boarding school is good for children." One group will be against the statement and the other group will be in favour of the statement.

- (1) Choose one person in your group to write. Think of as many arguments (for or against) as possible and write them down.
- (2) Now choose the five best arguments. Prepare a short speech presenting your arguments. Give examples where possible.
- (3) Your teacher or chairperson will start the debate. One person in your group will give a short speech, presenting the group's arguments. The person should talk for about three minutes.
- (4) When both groups have finished their speeches, you can respond to each other's arguments.
- (5) At the end of the debate, the teacher or chairperson will hold a vote. Decide if you are against or in favour of the statement, based on the arguments of each group. You don't have to agree with the opinion of the group that you are in.

Self-assessment

Use the checklist and reflective questions below to evaluate your study in this unit.

| Checklist* | 1 Me | 2 My teacher / classmate | 3 Action |
|---|---------|--------------------------------|-------------|
| A Reading and interaction <ul style="list-style-type: none">• I can summarize the factors contributing to happiness presented by the writer.• I can infer the meanings of the idioms about happiness and sadness from the context.• I can list and explain the things that would likely make a happy life. | | | |
| B Grammar activity <ul style="list-style-type: none">• I can recognize the past perfect in the passage.• I can use the past perfect correctly if the context is clear. | | | |
| C Listening and speaking <ul style="list-style-type: none">• I can explain the values of team sports and individual sports.• I can clearly explain the benefits of my chosen sport in order to persuade my friends. | | | |
| D Writing <ul style="list-style-type: none">• I can analyse the content and the features of language in the sample personal letters.• I can write a personal letter about my recent life using proper language and correct format. | | | |
| E Cultural focus <ul style="list-style-type: none">• I can analyse how the American way of life can cause obesity based on the information in the passage.• I can retell at least three facts about the UK boarding school student in the video. | | | |

Reflective questions

Do you think using too many idioms can be a problem for creativity in writing? Why?

* Ask your teacher or your classmate to assess what you can do. Use the four symbols (**✓✓**, **✓** and **!**, **!!**). In column 1 or 2, **✓✓**=I'm confident about this; **✓**=I'm OK, but not quite sure. In column 3, **!**=I must review this part; **!!**=I must seek help about this. The symbols can be applied to other **Self-assessment** sections in the book.

2

Making a difference



Objectives

A Reading and interaction

- Describe how climate change affects the people and culture of islands in the South Pacific

B Grammar activity

- Use the future continuous correctly in the given context

C Listening and speaking

- Make suggestions on improving school services

D Writing

- Write an opinion essay on supporting a charity using appropriate language and convincing arguments

E Cultural focus

- Interpret the social value of the Run for Charity event
- Appreciate the value of protecting animals



Pre-reading activity

1 Read the title of the passage. Answer the questions.

(1) What do you think the story is about?

.....

(2) What do you think life would be like on the island?

.....

.....

2 Read the first paragraph and answer the questions.

(1) Do you think the story is in line with your prediction?

.....

.....

(2) According to John Sailike, what is the story probably about?

.....

.....

.....

Island story

"When I was a little boy, I loved to go fishing in the sea with my spear," says John Sailike, sadly. "When I leave the island,
I'll lose the sea and the happiness of this
place. I'll miss the sound of the waves at
night ... I won't hear it any more."

John is a fisherman from the Carteret Islands in the South Pacific, a beautiful and peaceful semicircle^① of white sand, palm trees and crystal clear waters. Each day, he goes out in a small boat to catch fish for his family, while his wife looks after the children and grows vegetables in their garden. The family lives in a wood hut with sand floors and they don't use much electricity, so when the sun goes down, it is usually time for bed. This peaceful, underdeveloped place has a tiny population and only one contact with the outside world—a ship which brings supplies from Bougainville, a large island 86 km away. But all this is about to change, because John, along with 3,000 other people, is leaving his island home. The question is, why?

① semicircle /'semisɜːkl/ n. 半圆形

Take a closer look at the islands and the reason becomes clear. The Carterets are the victim
25 of global warming. High tides often flood across the villages and wash away people's homes. Salt water from the sea is overflowing into vegetable gardens and destroying fruit trees. It's polluting the fresh water supply too. Islanders are struggling to survive on coconut milk and fish, and children are suffering from malnutrition. The dying trees are home to mosquitoes that spread diseases, like malaria^①. John and his fellow islanders are facing great
30 challenges, and they know that life on the island is coming to an end.

Experts predict that the Carterets will be under water in the not-so-distant future. Before then, the islanders will relocate to places like Bougainville and rebuild their lives. This move will provide people with food and shelter, but what will happen to their culture? The islanders have songs for different everyday activities, and traditions and celebrations linked to the sea.
35 They also have their own language, called "Halia". If they coexist with other cultures, this may die out.

"We're losing our home, our identity, our whole life," says one islander. "We hope the world is listening." It is. In recent years, articles in international newspapers, online videos and an Oscar-nominated documentary film called *Sun Come Up* have talked about the Carteret
40 Islands. People have supported the islanders and as a result, they have turned their anger and frustration into action. People are also looking for ways to preserve the islanders' way of life and record their language and traditions for future generations.

Back on the island, John Sailike is getting into his boat for the last time. He's saying goodbye to his home and to his ancestors. He does not know what the future will bring; he does not
45 know if his culture will survive. He is the human face of climate change.

Fact file: Carteret Islands

Name: Carteret Islands

Location: South Pacific, off the north-east coast of Papua New Guinea

Population: 3,300

Total area: 0.6 km² (83 football fields)

Highest point: 1.2 metres above sea level

① malaria /mə'lærɪə/ n. 疟疾

A Reading and interaction

Comprehension work

1 Read the passage and answer the questions.

(1) Why is John Sailike sad?

.....

(2) What is life like on the Carteret Islands?

.....

(3) What first impression of the islands does the writer give?

.....

(4) What might happen when the islanders relocate?

.....

(5) How have people helped the islanders?

.....

(6) How would you respond to John Sailike's worries in the last paragraph?

.....

2 Read the summary below and fill in each blank with a suitable word based on the language of the passage. You may change the form if necessary.

The people of the Carteret Islands in the South Pacific are the¹ of global warming. The islands are badly affected. Sea water often² villages and pollutes the fresh water³ As global warming raises the sea levels, the lives of the islanders are threatened. They will have to⁴ to a neighbouring island for food and shelter in the⁵ future. Global warming is also threatening the⁶ of the islanders. Their folk songs, traditions, celebrations, language and⁷ may be lost forever. Fortunately, the mass media is making great efforts to inform the public of the threat to the Carteret Islands and the local culture. Thus, people are beginning to pay attention to the islanders, helping to turn their anger and⁸ into action, such as finding ways to⁹ their culture. Nevertheless, for the native fishermen, who are saying goodbye to their islands and¹⁰ , the future still seems uncertain.



Deep reading

- 1 The writer used descriptive language to help us understand the islanders' living conditions. Discuss the sentences in pairs. Identify the words that help you visualize the place, the people and the environment and explain your reasons. Complete the table.

| Sentences in the passage | My understanding |
|---|--|
| (1) ... a beautiful and peaceful semicircle of white sand, palm trees and crystal clear waters. | The sentence presents the unique landscape on the islands: "white sand", "palm trees" and "crystal clear waters". It describes a beautiful, peaceful and clean environment on the islands. |
| (2) Each day, he goes out in a small boat to catch fish for his family, while his wife looks after the children and grows vegetables in their garden. | |
| (3) The family lives in a wood hut with sand floors and they don't use much electricity, so when the sun goes down, it is usually time for bed. | |
| (4) Salt water from the sea is overflowing into vegetable gardens and destroying fruit trees. | |
| (5) The dying trees are home to mosquitoes that spread diseases, like malaria. | |

A Reading and interaction

2 Work in pairs and discuss the questions.

(1) What is your understanding of the last sentence in the passage?

.....

(2) In what ways does climate change influence your life? What can you do about it?

.....

Mini-project

Describing the culture of your hometown

Imagine that you are going to introduce the culture of your hometown to some foreign students.

- Decide on two or three aspects of the culture of your hometown to explore in groups. You may consider the aspects below.
 - language
 - performing arts
 - modern shopping centres
 - festivals and celebrations
 - visual arts and music
 - rural areas and urban skyline
 - family and work
 - antique shops
 - others:
 - food
 - famous restaurants and pubs
- Discuss and share ideas within your group.
- Select one person to report on behalf of your group.



The culture of an island



I live on a small island far from the city. We have a really simple and plain lifestyle here, and most people make a living by fishing. Women take more responsibility for looking after the house and taking care of the children. There aren't that many people in our village. People speak the local dialect, eat the local food, and the children all go to the same primary school. The rich and varied culture does make our island interesting. Our grandparents often sing old tunes and tell stories about our ancestors. My favourite tradition is our wedding celebrations by the sea: the brides and bridegrooms always look so beautiful against the blue ocean. We love our local culture, and our island has also been blessed with a wonderful environment. We hope to preserve it.



The culture of my hometown

Focus on language

1 Read the passage again. Find the words in the passage with the prefixes below. Then match their meanings to definitions a–f.

(1) Words with prefixes: *semi-, under-, over-, re-, co-, inter-*

.....
.....
.....
.....
.....
.....
.....

(2) Match the prefixes above to definitions a–f.

- | | |
|---------|---------------------|
| a | : again or back |
| b | : together |
| c | : between |
| d | : not enough, below |
| e | : half, partly |
| f | : too much |

2 Complete the sentences with the correct form of the phrases below. There is one phrase you don't need.

- overflow with
- threaten ... with
- take shelter from
- come to an end
- take a close look at

- preserve ... as
- wash away
- fall victim to
- die out

- (1) Many children feel that their holidays always too quickly.
- (2) With water covering the roads and thick curtains of rain all around us, we walked into a shop to the rain.
- (3) The time-honoured art of calligraphy will always be a crucial part of traditional Chinese culture.
- (4) Cash is unlikely to despite the quick rise of payment technologies.
- (5) The wonderful news has just been announced, and the room is joy.
- (6) This once-in-a-century flood, however, did not just hundreds of houses, but also took many lives.
- (7) It goes without saying that if the local people go on killing the elephants, these animals will soon be extinction.
- (8) Many young people believe that they can succeed without making any effort, but we should not that kind of wishful thinking.

B Grammar activity

The future continuous

The future continuous (*will be doing*) is one of the ways to talk about the future, used in the same way as the other three structures for the same meaning.

Li Ming will be finishing high school in June.

- (1) Li Ming finishes high school in June.
- (2) Li Ming is finishing high school in June.
- (3) Li Ming will finish high school in June.

→ Grammar reference 2 (p. 90)

1 Read the passage and match sentences 1–8 to uses a–g on page 31.

The flashmob^① phenomenon

Flashmobs are public performances given by groups of strangers who find out about events through social media, blogs and text messages.

Flashmobbers meet at a precise time and perform a short action together when a signal is given. The performance finishes suddenly, at an arranged time and the people then move away immediately. For some people, flashmobs are about having fun. But for others, they're a way of getting a group of people together to make an important point. We asked Joel to tell us about his next flashmob event.

Joel is a 19-year-old Canadian and he's a strong advocate of recycling. "On Saturday,¹ I'm organizing a flashmob event to promote recycling. ²It starts at ten in the morning. ³How will we organize the event? Probably through social media. According to the weather forecast, ⁴it's going to be sunny on Saturday, so ⁵I hope that lots of people will be there. ⁶We're going to leave some rubbish near a recycling bin and then wait in the park. I hope we'll look like ordinary people, enjoying a day out. But everyone's going to start clapping and cheering as soon as someone picks up the rubbish and puts it in the recycling bin. ⁷I'm sure more people will be joining them then. ⁸Some people may not understand what we're doing, but I think that it will be fun. Flashmobbing like ours is possible thanks to the widespread support for the environmental protection around the world. It's a new way of raising environmental awareness."

① flashmob /'flæʃmɒb/ n. 快闪族

Ways of expressing the future:

- a simple present for scheduled events, timetables
.....
- b present continuous for arrangements
.....
- c *will* for promises and hopes for the future (often with *hope, promise*)
.....
- d *will* for predictions about the future
(often with *think, probably* or continuous forms)
.....
- e *be going to* for intentions
.....
- f *be going to* for predictions based on evidence
.....
- g *may / might* for uncertain predictions about the future
.....

2 Complete the passage with *will*, *be going to* or *may / might* and the correct form of the verbs and verb phrase in brackets.

Li Jie, 21, lives in Shanghai. Tomorrow afternoon, he ¹ (take part) in a flashmob event. For tomorrow's event, lots of people ² (buy) food at a food store on Hunan Road between 2: 00 p.m. and 3: 00 p.m. In return, the store promises it ³ (spend) 50% of the hour's income on new energy-efficient lighting. "Four hundred people have promised to visit the store tomorrow", says Li Jie, "so it ⁴ (be) very busy! I really hope that my sister, Li Mei, ⁵ (join) me. She ⁶ (come), but it depends on whether she can change her appointment with her dentist. But, even if she's not there, I think that we ⁷ (have) a lot of fun tomorrow!"

3 Write down three things that you will definitely be doing on the day after the college entrance examination, and give reasons. Write your sentences on the lines. You may use the example below to help you.

I will be watching films for five hours on the day after the college entrance examination because I want to make up for my lack of free time during the three years of high school.

- (1)
- (2)
- (3)

Now ask three classmates about their plans. Select the most unusual one and report to the class.

- **You may ask questions like this:** What will you be doing on ...?
- **You may respond like this:** I will be watching films about ... What about you?
- **You may report like this:** I think Lili's plan is the most unusual one. She said, "I will be competing in a skip rope contest on the day after the college entrance examination. After studying so hard for the last couple of years, I need to do something completely different to clear my mind." I am really impressed by her great ideas!

C Listening and speaking

1 Imagine you are calling in to a local radio show about city life. What suggestions would you give to make your community a better place? You may talk about the following public facilities and services in your local area and how they could be improved.

- park
- street lighting
- sports facilities
- parking spaces
- library
- employment agency
- public barbecue area
- garbage treatment

2 Listen to the radio show and decide whether the following statements are true (T) or false (F). 

- (1) Three speakers are giving suggestions on how to create a better community.
- (2) People should not have picnics in the city centre.
- (3) A forest park should be built in the city to make the air cleaner.
- (4) Pavilions^① should be built in the park to improve the view.
- (5) A park should be built where people can do outdoor sports.
- (6) Public bicycles should be banned.
- (7) People should not be allowed to walk on the grass.

3 Listen again for details. Complete the table. 

| Caller | Problem | Suggested solutions |
|--------|---|--|
| Mary | There is no good place for families to have a picnic in the city centre. | <ul style="list-style-type: none">• The city needs to (1)• There should be (2) so that (3);.....;• There should be pavilions where people (4)• (5) |
| Kevin | Green spaces are not being properly looked after. • People (6) • People (7) | <ul style="list-style-type: none">• The city should (8) to prevent (9)• The city should (10) so that (11) |

① pavilion /pə'vɪlɪən/n. (公园中的)亭, 阁

- 4 Your school wants to provide more services for students and wants suggestions from you. Work in groups. Think of one service that you think is needed and discuss it with your group members. You may choose one of the services below.**



library services



access to the Internet



dormitory services

sports centre services

others:

Language guide

You may make suggestions like this:

- I suggest providing ...
- As for my proposal, I think it would be better to supply ...
- From my perspective, I'm afraid ... is in bad need of ...
- I think the school needs to / should ... so that ...
- There should / needs to be ...
- I think we need to ...

You may talk about reasons like this:

- I think ... we are using now is far from satisfactory.
- The service in ... is not good enough.
- There isn't any good ...
- The facilities in ... are not well taken care of.
- Providing ... can ensure ...
- Our school should add ... because ...

D Writing

UNICEF

UNICEF is an international charity which defends children's rights. It works with families, communities and governments in more than 190 countries and aims to protect children from exploitation^①, violence and poverty.

Friends of the Earth

Friends of the Earth is one of the largest environmental charities in the world. It fights for solutions to environmental problems, supports fair trade and campaigns against climate change and pollution.

- 1 Imagine that your school wants to donate 5,000 yuan to one of the two charities above. Find out more information about each charity and write an opinion essay. You may prepare your writing by thinking about the questions.**

(1) Which charity do you want to support?

(2) Why do you choose to support it?

- 2 Read Zhang Ming's essay in response to the advertisement below. Complete the table on page 35 before you write.**

Support a charity!

This year, our school will be organizing fundraising events throughout the school year. We want YOU to help us decide which of these two charities we will support with our funds this year.

WaterAid

WaterAid works in 26 of the world's poorest countries. It aims to improve access to safe, clean drinking water for hundreds of thousands of people.

Write an essay to tell us which charity you want to support and why.

World Wide Fund for Nature (WWF)

The World Wide Fund for Nature aims to protect endangered^② animals and plants by conserving their habitats and fighting against climate change and pollution.

Our school has asked the students to choose its main charity for the year. In my opinion, we should choose WaterAid, because access to safe, clean water is extremely important.

My first reason for choosing WaterAid is that in many parts of the world the poorest people don't have running water or even wells. Often their only source of water is dangerous because it's dirty and it's very far from their homes. In fact, 884 million people do not have access to safe, clean water and 5,000 children die each day from water-related diseases. I am convinced that by supporting WaterAid, we can help reduce these numbers.

① exploitation /ˌeksploɪ'teɪʃn/ n. 剥削 ② endangered /ɪn'deɪndʒəd/ adj. (动植物群落等) 濒临灭绝的, 濒危的

Another argument for donating our money to WaterAid is that it helps communities set up and maintain their own water and hygiene projects. By doing this, it educates people and encourages communities to look after their own needs. Better hygiene can reduce childhood deaths by 35%.

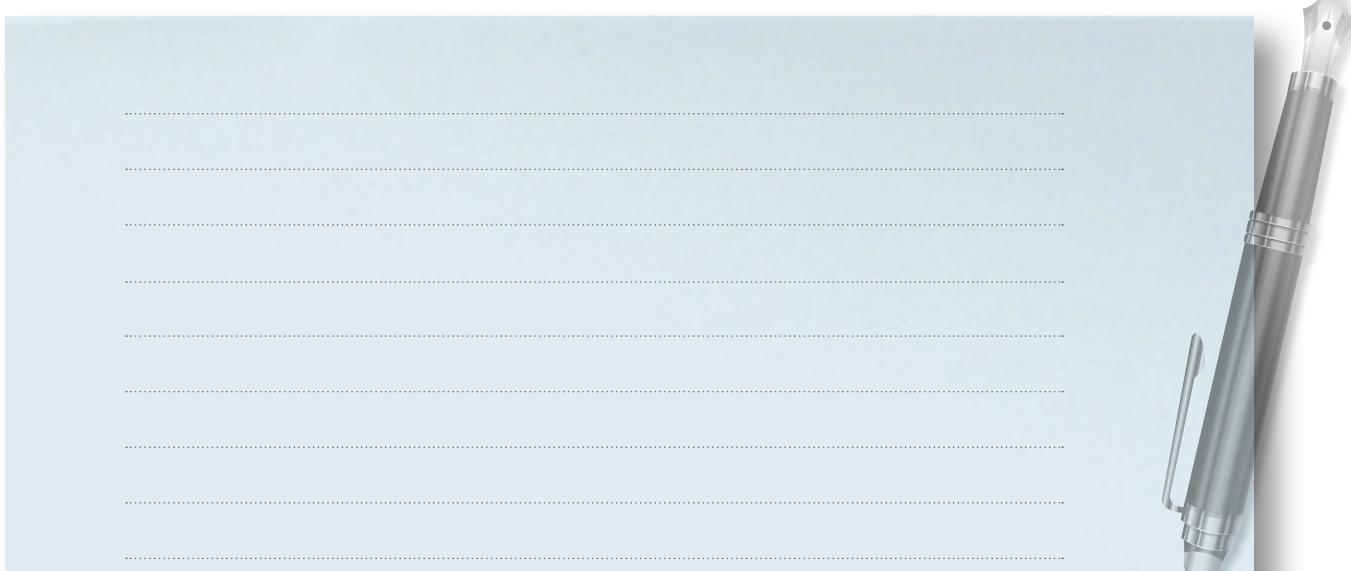
My final point is that many people might say that WaterAid is a much smaller charity than the World Wide Fund for Nature, so it can't make as much of a difference as WWF can. In fact, total annual donations to WWF are nearly ten times the donations to WaterAid. However, this is why I feel that WaterAid needs our money more.

To conclude, I believe that our school should choose WaterAid as its charity, because it helps the poorest people around the world, and they will really benefit from our donations.

Zhang Ming

| Aspects of writing | Guiding questions | My exploration |
|--------------------|---|----------------|
| Content | What is the purpose of the essay? What is the writer's choice? | |
| | What are the writer's arguments and reasons for choosing this charity? What is his argument in response to the opposing view? | |
| | How does the writer conclude the essay? | |
| Language | What language does the writer use to signal his opinion and arguments? | |
| | What tense and modal verbs does the writer use in his opinion and arguments? | |

3 Now write your opinion essay. Edit your writing properly.



E Cultural focus



Our actions make a difference. It is crucial that we live in harmony with nature and engage positively with the society we live in. As long as everyone does their best, we can make the world a better place.

In this section, you will first read a passage about Chinese marathon runners who do charity work. You will then watch a video about a UK charity that saves abandoned animals and finds them new homes.

1 Before you read the passage, discuss the questions in groups.

(1) Can you name some charity organizations?

.....
(2) Which sports do you know are related to charity events?

2 Read the passage and think about the two different meanings of *good* in the title. Which of the qualities below belong to meaning 1 and which belong to meaning 2?

- a being in good physical condition
- b being able to complete a marathon
- c having a sound heart
- d supporting a meaningful cause
- e going after fame and profits

- f having good character
- g inspiring others to meet challenges
- h being intelligent
- i raising money for charity
- j being good at organizing activities

| Meaning 1: <i>good</i> runners | Meaning 2: run for <i>good</i> |
|--------------------------------|--------------------------------|
| | |

Good runners run for good



Every October, thousands of runners gather in Beijing to take part in the annual marathon. In 2016, one of those runners was Teng Lijun, who not only ran the marathon but also volunteered her time and energy to the marathon's Run for Charity initiative. Such volunteers do more than just complete a marathon, they also help raise money for a good cause! In particular, Teng wanted to do something to help poor children in Gansu Province. The money that Teng collected from her sponsors helped provide warm jackets for children there whose families could not afford winter clothing.

Teng's contribution didn't end when she crossed the finish line: she got the chance to travel to Gansu and deliver the jackets in person, along with some of the other
10 charity runners. They also had a chance to share their enthusiasm for running.

Hopefully, their visit will help improve the children's lives and inspire them to have dreams for the future. For the runners, the most rewarding moment was seeing the joy in the children's eyes as they put on their new jackets.

For the 2016 Run for Charity event, 2,000 runners donated a total of 87,000 yuan to
15 the cause. These funds went to buy jackets and stationery^① for 590 children from 15 schools across four counties in Gansu Province.

However, the goal of this Run for Charity event was not only to address the material needs of poor children, it was also to transform their lives by showing them what is possible in the future. The runners showed the children a short video about the
20 Beijing Marathon and shared their experiences from the race. Some of the children imagined the length of a marathon by comparing it with how far they have to walk to school! Zhang Xin, a fourth grade student, regularly has to walk almost eight kilometres to school with his younger sister. That's not as far as a marathon, but it's an awfully long way for a child to walk.

25 The runners did more than just talk with the children of Gansu, though. Relay races with the children were organized as well. Before racing, the runners led the children in stretching exercises. And after all the children had run, Beijing Marathon medals were awarded to the winners. Everyone involved in the Run for Charity event hopes that the event will inspire the children to meet the challenges in their lives with the
30 same fighting spirit as marathon runners.

① stationery /'steɪʃənri/ n. 文具



E Cultural focus

- 3** Read the passage again and decide whether the following statements are true (T) or false (F). Correct the false ones.

(1) The volunteer runners taking part in the 2016 Run for Charity event made contributions to help the poor children as soon as they completed the marathon.

The only purpose of the 2016 Run for Charity was to offer material support to the poor kids.

(3) The volunteers were proud to see the poor children wear the new clothes sponsored by them.

(4) The children from rural China benefited from the 2016 Run for Charity event.

(5) The unique value of Run for Charity, when compared with other charities, is that it inspires the children to face challenges with the fighting spirit of a marathon runner. □

- 4** Work in groups. Discuss the most significant qualities that make a great athlete and decide on a list of top five qualities. Then report to the class.

Video The Blue Cross

Start thinking

1 Answer the questions.

- (1) Do people around you have pets? What types of animals are the most popular pets?
- (2) Have you ever had a pet? What was it?
- (3) Where do people usually get pets from?

Comprehension check

2 Watch the video and correct the factual errors in the sentences.

- (1) There are more than 40 million pets in the UK.
.....
- (2) Over a half of pet owners get their animals from charities or rescue centres.
.....
- (3) Some psychologists say that owning a pet is good for the environment.
.....
- (4) There are about 36,000 visually impaired people in the UK.
.....
- (5) The emergency services often use dogs because they are able to see better than us.
.....

Vocabulary

3 Complete the sentences with the verbs below.

- | | | |
|-----------|-------------|------------|
| ■ acquire | ■ encourage | ■ improve |
| ■ lead | ■ provide | ■ register |

- (1) If the weather doesn't , we won't be able to go out.
- (2) Can you tell me where I can some shampoo for my dog?
- (3) The staff at the pet shop useful advice on caring for the animals.
- (4) Please don't the cat to jump onto the table.
- (5) Dog owners must their pet with the appropriate authorities.
- (6) Guide dogs their owners to the shops along the safest route.

Extension

4 Work in groups. You are going to have a discussion about the best charity to donate money to.

- (1) Make a list of five different charities you know about.
- (2) Research one of the charities on the list. Bring your notes to the next class.
- (3) Share your information about the charity with your group. Discuss which two charities you would donate money to.
- (4) Join with another group. Tell each other your two charities and explain the reasons for your choices. Then discuss together with your new group which of the charities you would donate the most money to.
- (5) Explain the reasons for your choices to the class. Then vote on the best charity.

Self-assessment

Use the checklist and reflective questions below to evaluate your study in this unit.

| Checklist | 1 Me | 2 My teacher / classmate | 3 Action |
|--|---------|--------------------------------|-------------|
| A Reading and interaction <ul style="list-style-type: none">• I can retell the information about people's lives on the Carteret Islands.• I can explain the writer's use of words to describe the place, the people and the environment on the islands.• I can describe the way of life in my hometown in groups. | | | |
| B Grammar activity <ul style="list-style-type: none">• I can identify the future continuous in the passage.• I can use the future continuous correctly if the context is clear. | | | |
| C Listening and speaking <ul style="list-style-type: none">• I can retell the two speakers' proposals in the radio programme.• I can make suggestions about how to improve school services in groups. | | | |
| D Writing <ul style="list-style-type: none">• I can analyse the content and the features of language in the sample essay.• I can write an opinion essay on supporting a selected charity with convincing arguments in the correct format. | | | |
| E Cultural focus <ul style="list-style-type: none">• I can retell the story of the Run for Charity event in the passage.• I can understand the role of the Blue Cross in protecting animals in the UK. | | | |

Reflective questions

Did you notice that the writer vividly described the islanders' living conditions using very simple language? How does this help you in your English learning?

3

Paying the price



Objectives

A Reading and interaction

- Explain the way stealth marketing works with examples from real life

B Grammar activity

- Use the passive in the past continuous and the past perfect correctly in the given context

C Listening and speaking

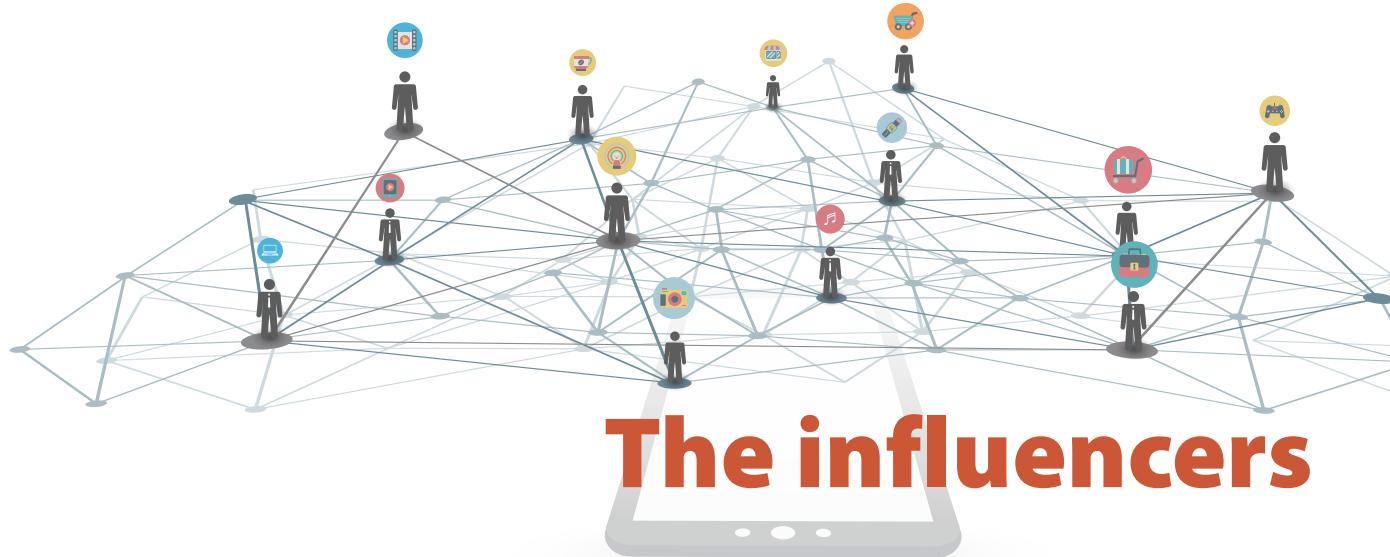
- Give a report on classmates' spending habits

D Writing

- Write a formal letter of complaint to a store owner using appropriate language and format

E Cultural focus

- Evaluate the impact of commercialization on traditional festivals
- Explain the use of smell in marketing



The influencers

Pre-reading activity

1 Which of these might influence you to buy a product? Put them in order from 1–6.

- a TV advertisement
- a celebrity
- a special offer
- a friend's recommendation
- a favourable online review
- genuine needs

2 Have you ever heard of stealth marketing? Study the dictionary entry and try to give an example.

stealth marketing

- a method of advertising your products without letting people realize you are trying to make them buy something

Imagine this: you are in a café when you hear a young man talking about a new computer game. He's explaining its amazing features to a girl, who then asks where she can buy it. Nothing unusual, you might say, until after 15 minutes, they move to another café and have an identical conversation. On your way home, a "tourist" in the street asks you to take a photo with their camera. You do and, afterwards, they tell you how they bought the camera recently and how it's **on special offer**. Welcome to the world of stealth marketing. You may say you haven't met a stealth marketer yet, but that's the point. Contrary to what you might expect, this practice is quite common.

Stealth or "word of mouth" marketing isn't like normal advertising. We can recognize advertisements on billboards^① or in **fashion magazines**, but it's difficult to spot stealth marketing—it just tricks us. Studies have shown that people are more likely to

① billboard /'bɪlbə:d/ n. 大幅广告牌

trust a person on the street, who they
25 think is giving free advice, rather than
an advertisement. In fact, in a recent
survey of young adults, only 5% believed
advertisements, compared with 52% who
trusted their friends.

30 More than \$500 billion a year is
spent on advertising worldwide, but
compared with conventional **advertising**
campaigns, stealth marketing is cheap
and effective. So how does it work?

35 Well, let's look at company X. Company
X wants to launch a new product for
20–25-year-olds. They need their product
to look "cool" and interesting, so they
decide to pay young people to talk about
40 it. These young marketers are carefully
selected—company X researches social
media and targets the most popular
people or "trendsetters". These people
sign contracts where they agree to
45 promote the company's products, for
instance by talking favourably about its
products on social media. Twenty-year-
old Tanya Fulham is one of them.

Tanya Fulham is beautiful, sporty and
50 clever. She's interested in fashion, loves
shopping, and listens to the latest pop
music. She has more than 15,000 followers
on social media and she often influences
their choices and opinions. She's been hired
55 by an undercover^① **marketing agency** to
promote brands in blogs and on social
media. "Products which are fashionable or
have a strong **brand image** are easy to sell,"

explains Tanya. "I can usually get people to
60 buy everything from make-up to **luxury**
goods, like designer jeans." Other young
marketers upload videos of themselves,
which describe recent shopping trips and
display their latest purchases. They show
65 people how a product works or what it
looks like up close.

"It's great to get **free samples** of cool,
new products that my friends haven't
heard about," adds Tanya. "It makes me
70 feel important because I have **insider**
knowledge." But do her friends know that
she is paid to promote them? "No, they
don't," she admits. "But I don't think it's
dishonest. If I find something I like, I talk
75 about it. It doesn't make any difference
whether I'm paid or not."

Perhaps Tanya is right. Anyhow, lots of
people tell others about the new book
they're reading, a new place they've
80 discovered or a cool gadget they've just
bought. We're also a 24/7 generation and
see more than 3,000 ads a day, so what
difference does it make? However, other
people are worried. "You think a person
85 is being helpful," says a psychologist, "but
that's very different from someone telling
us something because they are getting
paid for it. You don't know who to trust or
who to listen to anymore." Sometimes it's
90 hard to tell the difference between free
advice and paid advertisements. We have
already met the stealth marketers and
they are just like us.

① undercover /ʌndə'kʌvə(r)/ adj. 秘密工作的；暗中做的；私下进行的

A Reading and interaction

Comprehension work

1 Read the passage and answer the questions.

- (1) What examples of stealth marketing are given in the first paragraph?
.....
- (2) How is stealth marketing different from normal advertising?
.....
- (3) What kind of people are usually hired as stealth marketers? Why?
.....
- (4) How does stealth marketing work? List what companies and marketers do respectively.
.....
- (5) What is Tanya Fulham's attitude to stealth marketing? Why does she think so?
.....
- (6) What does the psychologist think of stealth marketing?
.....

2 Read the summary below and fill in each blank with a suitable word based on the language of the passage. You may change the form if necessary.

The passage discusses the issues of stealth marketing, including its definition, the way it¹ , as well as different attitudes towards it. Unlike normal advertising, which can be recognized on billboards or in fashion magazines, stealth marketing can be hard to² That is, we are usually unaware that we are being targeted—it³ us. Compared with⁴ marketing campaigns, stealth marketing is cheaper and more effective. Before⁵ their new products, companies target the most popular people on social media and⁶ them as stealth marketers. Because these marketers have a lot of followers, they can easily⁷ other people's choices and opinions.

People are divided in their opinions on stealth marketing. Marketers like Tanya are happy to get free⁸ of new products and insider knowledge. She doesn't think stealth marketing is⁹ However, other people are worried because it is hard to draw a borderline between free advice and marketing, and they are in the dark as to who to¹⁰ or listen to.



Deep reading

1 In the passage, the writer illustrates stealth marketing with a lot of examples and quotes. Study them and the guiding questions in pairs and discuss why the writer uses them.

- (1) Imagine this: you are in a café when you hear a young man talking about a new computer game ... On your way home, a "tourist" in the street asks you ...

Guiding question: Why does the writer start the article with these two examples?

My understanding

I think the use of the two examples is intended to stimulate the readers' interest in the topic and to show the meaning of this abstract concept. Besides, the two examples tell us that stealth marketing is all around us.

- (2) Well, let's look at company X. Company X wants to launch a new product for 20–25-year-olds. They need their product to look "cool" and ...

Guiding question: Why does the writer give the example of company X?

My understanding

- (3) Tanya Fulham is beautiful, sporty and clever ... She has more than 15,000 followers on social media ... She's been hired by an undercover marketing agency to promote brands in blogs and on social media ...

Guiding question: From the example of Tanya, what qualities should an ideal stealth marketer have?

My understanding

- (4) "It's great to get free samples ..." adds Tanya. ... "But I don't think it's dishonest ... It doesn't make any difference whether I'm paid or not."

Guiding question: Why does the writer quote Tanya's words?

My understanding

- (5) "You think a person is being helpful," says a psychologist, "but that's very different from someone telling us something because they are getting paid for it. You don't know who to trust or who to listen to anymore."

Guiding questions: What is the purpose of quoting the psychologist? What is the writer's attitude towards stealth marketing?

My understanding

A Reading and interaction

2 Work in pairs and discuss the questions.

(1) What do you think about stealth marketing? Is it dishonest?

.....
.....
.....

(2) Do you want to be a stealth marketer like Tanya? Why or why not?

.....
.....
.....

Mini-project

Finding out about stealth marketers

Think about the people and things around you, give an example of stealth marketing and describe the way it works.

■ Discuss the questions in groups.

Can you find examples of stealth marketing in these places? How does it influence you?

- in the supermarket
- in the cinema
- in the street
- in a TV show
- on social media
- other places:

■ Share an example of stealth marketing within your group.

■ Select one person to report on behalf of your group.



Our findings

We can often find fake reviews on social media and shopping websites. In some cases, a person may give five-star reviews and make some positive comments on their latest purchases. In exchange, they will get a discount, or even free products. I think it is a kind of stealth marketing because there is an element of deception^① in it.

Our findings

① deception /dr'sepʃn/ n. 欺骗

Focus on language

1 Read the passage again. Study the collocations about advertising in bold in the passage and match them to definitions 1–8.

- (1) products that are unnecessary and very expensive
(2) cheaper than usual
(3) a planned series of advertisements (e.g. in magazines or online)
(4) weekly or monthly fashion publications
(5) more information about something that other people may not know
(6) a company that comes up with ideas for advertisements
(7) examples of a product given to customers for free
(8) the image or story associated with the name of a brand

2 Complete the sentences with the correct form of the phrases below. There is one phrase you don't need.

- on the contrary
- be identical to
- on the spot
- make any difference
- on display

- sign a contract
- make a purchase
- conventional wisdom
- launch a campaign

- (1) Plenty of research has been devoted to figuring out whether class size to learners' academic performance.
- (2) Before , always be sure to read through it carefully. Otherwise, you may make a big mistake.
- (3) It is important to keep the receipt^① when you
- (4) We do not live to think— , we think in order to live well.
- (5) To succeed, sometimes you have to go against because it could be wrong in your case.
- (6) There are many new products at the trade show, and this is a sign of the rapid progress we have made.
- (7) The two girls each other in appearance and many people thought they were twins.
- (8) Last month, the local authorities to improve air quality.

① receipt /rɪ'seɪt/ n. 收据；收条

B Grammar activity

The passive in the past continuous and the past perfect

The form of the past continuous passive is *was / were + being + past participle*.

*My car **was being repaired** this time yesterday.*

The form of the past perfect passive is *had been + past participle*.

*The cottage **had been used** as a storehouse before the villagers turned it into a school in 1960.*

→ Grammar reference 3 (p. 91)

- 1 Read the passage. Match sentences 1–11 to grammar items a–g. Then write down the passive form of the verbs in the third column.

Fair trade

¹Cotton has been grown in Mali for hundreds of years and ²the crops have been harvested for generations. In the past, life on the cotton plantations was difficult and while ³big profits were being made by the major companies, ⁴the workers were badly paid and the living conditions were very poor. "In the past, children had to walk 10 km to the nearest school and we had no access to health care," explains a local farmer. "But then, in 2005, ⁵a cooperative fair-trade farm was established by the farmers in the village. When a farm becomes a fair-trade farm, there is a guarantee that ⁶all the farmers will be paid a fair price and ⁷part of the profit from selling their products is spent on improving their living conditions." In the local village, this meant that ⁸a hospital and a school were built for the workers and their families.

Although ⁹efforts to start fair trade had been made after the Second World War, the fair-trade movement really started in 1988. At first, fair-trade goods were available in specialist shops only, but by the 1990s, ¹⁰fair-trade products, like coffee, tea and bananas were being sold in major supermarkets. Now, ¹¹many such products and clothes are being produced and sold by multinational companies. This is all great news for people in Mali. "Fair trade has really changed the life of my community. I feel as though I have a future, which I didn't before," the farmer says.

| Grammar | Sentence | Passive verb form |
|---------------------------|----------|-------------------|
| a simple present | | |
| b simple past | | |
| c future with <i>will</i> | | |
| d present continuous | | |
| e past continuous | | |
| f present perfect | | |
| g past perfect | | |

- 2 Complete the passage with the correct passive form of the verbs in brackets.**



Ethical Fashion Show

With fair trade growing in popularity, this year's Ethical Fashion Show in Paris¹ (expect) to be a big success.

The show² (hold) every year in Paris since 2000, with the aim of promoting fair-trade clothing. The show³ (start) after increasing numbers of media reports about poor working conditions in some countries. People discovered that their clothes⁴ (make) by people who⁵ (not pay) fairly for working very long hours.

Since then, ethical working methods⁶ (introduce) slowly and only clothes that⁷ (make) according to fair-trade rules⁸ (use) at the show. At first, only a few designers were interested, but now fair-trade clothes⁹ (design) by some of the big names in the fashion world. Fair-trade groups hope that more ethical fashion shows¹⁰ (run) in other cities in the future.

- 3 Think of three things that were either being done this time yesterday or had been done before that. Make sentences using the correct passive form of the verbs. Write your sentences on the lines. You may use the examples below to help you.**

This time yesterday, the lunch was being prepared in the school kitchen.

The food had been checked by the head teacher before the students came to the canteen.

- (1)
(2)
(3)

Now ask three classmates about their sentences. Select the most interesting one and report to the class.

■ **You may ask and respond like this:**

A: What did you write about?

B: About my cat. This time yesterday, my cat was being punished for stealing the fish.

■ **You may report like this:** I think Linlin's description was the funniest one. She said, "My bedroom had been completely messed up by my little brother before I came home after school. He had treated my room as his science lab." The same thing has happened in my house too!

C Listening and speaking

1 Read the clues below and guess what is being described. Then listen to the radio programme to see if you have guessed correctly.

- It can be placed in your pockets, bags, or somewhere else.
- It can be given by your parents, or other family members.
- You can earn it by doing part-time jobs.
- Most teenagers think they don't get enough of it.

What is it?

2 Listen again and tick the things that teenagers in the UK mostly spend their money on, according to the speakers.

- | | | | |
|----------------------------------|---|---|---|
| <input type="checkbox"/> snacks | <input type="checkbox"/> computer games | <input type="checkbox"/> apps | <input type="checkbox"/> transportation |
| <input type="checkbox"/> clothes | <input type="checkbox"/> watching films | <input type="checkbox"/> going to cafés | <input type="checkbox"/> music |
| <input type="checkbox"/> gadgets | <input type="checkbox"/> technology | <input type="checkbox"/> phone bills | <input type="checkbox"/> trips |
| <input type="checkbox"/> books | <input type="checkbox"/> mobile games | | |

3 Listen again for details. Complete the table and compare Cindy's findings with Nina's and Julian's answers.

| | Cindy's findings | Nina's answer | Julian's answer |
|--------------------------------|------------------|---------------|-----------------|
| Monthly allowance ^① | | | |
| Sources of money | | | |
| What the money is spent on | | | |

① allowance /ə'lauəns/ n. 津贴；补贴；补助

4 Work in groups. Conduct a survey of your classmates' spending habits and present the findings to the rest of the class.

- Brainstorm and prepare a list of questions together.
- Each interviews three classmates and writes down their answers.
- Summarize your findings as a group and identify a big spender, a habitual saver and a wise money manager in your class.
- Select one person to report on behalf of your group.

| Your questions | Your classmates' answers | | |
|----------------|--------------------------|-----------|-----------|
| | Student A | Student B | Student C |
| | | | |

Language guide

You may interview your classmates like this:

- What is your main source of ...?
- Do you have the habit of ...?
- How do you spend your money?
- What else do you spend your money on?
- How much do you spend on ... each week / month?

You may answer the interview questions like this:

- I get ... a week / month for pocket money.
- I spend a lot of money on ...
- When I get the money from ..., I often ...

You may report your results like this:

- Here are our findings about ...
- We discovered that ...
- One of the classmates we spoke to receives ... a week / month for pocket money.
- One interesting fact is that ...
- For most of them, the top priority is ...

D Writing



You ordered a coat from an online clothes store last week. When the coat was delivered, you found that two buttons were missing and that the coat was not the size that you had ordered. You tried to contact the store by phone, but couldn't get through.

1 Read the paragraph above. Imagine that you are going to write a formal letter of complaint to the store owner. You may prepare your writing by thinking about the questions.

- (1) What are you going to complain about: a product, a service or both?
.....
- (2) What are the specific problems with the product and / or service?
.....
- (3) What do you expect the store owner to do? Select one or two options.
 give an explanation
 refund^① your money
 replace the faulty item with a new one
 make some improvement to customer service
 remove the false advertisement online

2 Study the sample letter and complete the table on page 53 before you write.

Dear Sir / Madam,

I am writing to complain about the smartwatch purchased from your online store last Thursday, 18 April.

Although the watch was charged for eight hours, as recommended in the instructions, the battery only lasted for half an hour. Besides, when the watch was connected to my phone, it was impossible to answer any calls or adjust the sound. A separate issue is that the wristband is far too loose, which means that the watch keeps falling off. I am extremely disappointed with this purchase. It was an expensive item which was advertised as a high-quality product, but in fact, it has failed to work properly.

In addition, when I called your helpline last Saturday to complain about this item, the helpline advisor was extremely unhelpful and, what is more, didn't even seem to understand how to operate the watch himself.

I would either like to speak to an advisor who can advise on how to operate the product properly or receive a full refund.

I look forward to hearing from you.

Yours faithfully,

Wang Li

① refund /rɪ'fʌnd/ v. 退还；退（款） /'ri:fʌnd/ n. 退款

| Aspects of writing | Guiding questions | My exploration |
|--------------------|--|----------------|
| Content | What's the purpose of this letter? | |
| | What problems does the writer have with the item? | |
| | What does the writer expect the store to do about the problem? | |
| Language | Which sentences are written in the passive forms? Why? | |
| | What linking words does the writer use to express contrast and provide additional information? | |
| | What phrases does the writer use to show her dissatisfaction? | |
| | How does the writer address the receiver and sign off the letter? | |

- 3 Now write a formal letter of complaint to the online clothes store. Edit your writing properly.



E Cultural focus



Our economy has developed rapidly in recent decades, and our spending habits and attitudes towards consumption have been greatly influenced by advertising.

In this section, you will first read a passage about the impact of commercialization on traditional festivals. You will then watch a video that explores how special scents are used in supermarkets to persuade customers to buy more things.

1 Work in groups and discuss the questions.

What festivals do you celebrate in your family? Which is your favourite and why?

- the Spring Festival ■ the Mid-Autumn Festival ■ the Dragon Boat Festival
- the Lantern Festival ■ Christmas ■ New Year's Day ■ Mother's / Father's Day

2 Skim the passage and predict what it is mainly about.

- a The origins of popular traditions
- b Whether our traditions will survive
- c Whether big business is good or bad for our traditions

Traditions for sale



Driven by profits, big businesses make use of festivals for marketing purposes. Festivals are not only cultural symbols, but also commercial events. Nowadays, people use them as an excuse to spend money, but shouldn't our traditional festivals be about spending time with family and loved ones instead?



The Spring Festival

It's early February, and Zhang Xiao is packing her suitcase for the Spring Festival. She's not alone; another 400 million Chinese will be on the move during the week-long break. The Lunar New Year is the biggest public holiday in China, with a history stretching back thousands of years. It is celebrated across the world, in cities from New York to London, from Sydney to Vancouver.

The words "Spring Festival" bring to mind a big harmonious family gathered around the dinner table raising a toast to the new year. In the past, families bought ingredients at traditional markets and spent a week preparing the New Year's feast^①. Nowadays, many people do their grocery shopping in

① feast /fi:st/ n. 盛宴；宴会

supermarkets or online. It's also common to have the family reunion dinner at a restaurant rather than at home. Some are worried that old cooking traditions will be lost because of this, but others welcome the change because they now have more time to relax and enjoy the holiday together.



Valentine's Day

Thirty-year-old James has been shopping in Paris. He's had his hair cut, he's bought a card with a heart-shaped design and he's got some chocolates for his girlfriend. Today is 14 February or 15 Valentine's Day—a day when romance and love is celebrated around the world.

Lovers originally celebrated this day by sending romantic messages to each other, but today, sending a card isn't enough. Businesses advertise flowers, perfume^①, jewellery and romantic dinners for two in the weeks before 14 February, and millions of gifts are produced. James may have only spent 12 euros^② on his chocolates, but globally, consumers spend 11 million euros every year!



Christmas

On 1 December in Trafalgar Square in London, hundreds of lights on a huge tree are lit. In high streets and homes across the world, lights on billions of other trees are lit by people too.

Christmas Day is not until 25 December, but in recent years, customers have started to shop weeks in advance. Because of this trend, people in the UK now start thinking of Christmas 25 presents about 11 weeks before the day! Christmas trees decorated for the holiday are typically shown in advertisements. This is because the tree plays an important role in traditional Christmas celebrations: it is the place where the family members gather and where the beautifully wrapped presents are left. Today, big businesses have turned Christmas into a global event, and Christmas products and decorations are made and sold all over the world. Some people think that 30 Christmas has become too commercialized, and that there is too much focus on shopping and advertising. However, people love giving each other presents, no matter what their culture or traditions are.

① perfume /'pɜːfjuːm/ n. 香水 ② euro /'jʊərəʊ/ n. 欧元（欧盟中某些国家的货币单位）

E Cultural focus

- 3 Read the passage and find out the changes brought about by commercialization to each festival. Then complete the table.

| Festivals | Traditions | Modern celebrations |
|---------------------|------------|---------------------|
| The Spring Festival | | |
| Valentine's Day | | |
| Christmas | | |

- 4 Work in groups and discuss the questions.

(1) Can you think of other changes brought about by commercialization to the Spring Festival?

(2) Do you prefer the old traditional way to celebrate the Spring Festival or the modern commercialized way? Why?

Video Does smell sell?

Start thinking

1 Answer the questions.

- (1) Have you ever bought anything just because it smells good?
- (2) Do you think smell can be used to promote products?

Comprehension check

2 Watch the video and answer the questions.

(1) How many scent air machines are there at this Brooklyn supermarket?

(2) What smells do these machines pipe out?

(3) What is the purpose of installing these machines?

(4) Why are these machines considered a good investment?

(5) Why is smell so important in food marketing?

Vocabulary

3 Complete the sentences with the correct form of the words below.

- | | | |
|-------------|-------------|---------------|
| ■ overwhelm | ■ pump | ■ scent |
| ■ work | ■ estimated | ■ unconscious |

- (1) In the US, consumers spend a(n) 500 billion dollars a year on food.
- (2) The of the freshly baked bread filled the whole room and made me feel hungry.
- (3) For the most part, we breathe in smells around us, totally of their presence.
- (4) These scent air machines because they improve customers' mood and make them reach into their pockets.
- (5) With so many products on the market, consumers find themselves by choices.
- (6) The air, out from the little black box, smells like a tropical fruit.

Extension

4 Work in groups. Research how smell can create a pleasant shopping experience.

- (1) Choose one or two places you are interested in (e.g. a supermarket, a cinema, a shopping mall).
- (2) Research how smell is used in these places to promote sales.
- (3) Present your findings to the class and vote on the most interesting one.

Self-assessment

Use the checklist and reflective questions below to evaluate your study in this unit.

| Checklist | 1 Me | 2 My teacher / classmate | 3 Action |
|---|---------|--------------------------------|-------------|
| A Reading and interaction <ul style="list-style-type: none">• I can explain what stealth marketing is, how it works and its advantages and potential problems.• I can explain the writer's intention of using examples and quotes in the passage.• I can state my attitude towards stealth marketing and give reasons. | | | |
| B Grammar activity <ul style="list-style-type: none">• I can recognize the passive in the past continuous and the past perfect in the passage.• I can use the passive correctly if the context is clear. | | | |
| C Listening and speaking <ul style="list-style-type: none">• I can summarize the information about teenagers' spending habits in the radio programme.• I can talk about my classmates' spending habits after doing a survey. | | | |
| D Writing <ul style="list-style-type: none">• I can analyse the content and the features of language in the sample letter of complaint.• I can write a letter of complaint by politely and clearly stating my purpose, problems and desired solutions. | | | |
| E Cultural focus <ul style="list-style-type: none">• I can explain how globalization and commercialization have changed the ways people celebrate the three traditional festivals.• I can explain how smell is used as a marketing tool to persuade customers to buy things. | | | |

Reflective questions

Are you concerned by the moral risks in stealth marketing like the one that may abuse the trust between friends? Why?



SIGHT



TOUCH

4

The senses



SMELL



HEARING



TASTE

Objectives

A Reading and interaction

- Explain an experiment with clear steps and sufficient details as described in the passage

B Grammar activity

- Use the predicative clause correctly in the given context

C Listening and speaking

- Make a proposal about helping people with sight and hearing impairments

D Writing

- Write a survey report using appropriate language and format

E Cultural focus

- Retell the story of two Americans who go on a hiking adventure
- Describe the special features of the spider's web

A Reading and interaction

Pre-reading activity

- 1 Look at the photo and answer the questions.

(1) What are the people doing?

.....

(2) Which senses are they using?

.....

(3) Which sense do you think is the most important?

.....



- 2 Work in pairs. Read the statements and guess which ones are true (T).

- (1) Our taste buds are fully developed when we are born.
- (2) We can only identify four tastes.
- (3) Boys like different flavours from girls.
- (4) Our noses can smell 10,000 different scents.
- (5) When hot food gets colder, it tastes better.
- (6) The look and feel of food can affect whether we like it or not.



They're often green, they can be crunchy^①, soft, cooked or raw and food experts insist they're highly beneficial to your health. What are they? Vegetables. If

you're not entirely convinced by what they say, don't worry. There's a good reason for this: according to scientists, young people's taste buds, the small points on your tongue that detect the taste of food, are not ready for the bitter taste of some vegetables. Our taste buds develop as we get older, meaning that we might view cabbage or onions more favourably, but until then young people's mouths prefer sweet food. In fact, it's not just young people that like sweet-tasting food. Most of us do, just like our prehistoric ancestors. They ate a lot of sweet, ripe fruit because it was widely available and easy to notice on trees, and it was a good source of energy. They also realized that they had to be exceptionally careful with plants that had a bitter taste, since they were often poisonous.

① crunchy /'krʌntʃi/ adj. 爽脆的

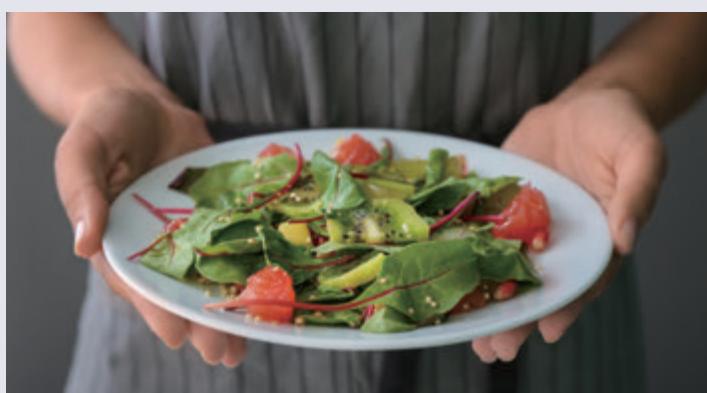
25 So, apart from bitter and sweet, what other tastes can we detect? You might be surprised to learn that our taste buds can only distinguish three more: salty, sour and umami^①. When we reach our early teens, we start to prefer sour things to sweet things. However, recent studies have shown that girls and boys experience taste in different ways. Girls have more sensitive taste buds and can differentiate flavours more easily, especially
30 sweet and sour, while boys prefer stronger, more extreme flavours.

For everyone, though, food has to be wet for it to be tasty. When we smell food, our mouths produce saliva^② and when we eat it, the saliva transports its taste to our taste buds. Without saliva, some food would have no taste at all. If you dry your tongue and then put some food on it, you'll find it fairly tasteless. Fortunately, our mouths produce
35 enough saliva every year to fill a bath, so it's unlikely this will ever happen!

We don't just taste with our mouths, we also use our noses! Our nose can detect 10,000 different smells and when food is cooked, it produces aromas^③ that make us hungry. When we put food in our mouths, our taste buds and noses work together to decide what flavour the food has. Have you ever noticed that food which has been cooked
40 doesn't taste as good when it goes cold? When the cooking smells disappear, so does some of the taste. You can do a simple experiment to test this. Close your eyes and pinch your nose between your fingers. Then ask someone to put a small piece of food in your mouth and try to identify it. Without any smell to help you, it's somewhat difficult!

Finally, the texture of food on our tongue is also important in our perception of its taste.
45 Some people consider thick or creamy foods extremely unpleasant, however it tastes. This is because our brain perceives the look or feel of something and sends a message to our tongue telling it not to like that food.

So, if you really don't have any appetite for those vegetables on your plate, you can now claim that there is a generally
50 accepted scientific explanation for this. However, don't tell your parents everything that you have read in this article because they might tell you to hold
55 your nose and dry your tongue before serving you a big plate of vegetables!



① umami /u:'ma:mi/ n. 鲜味 ② saliva /sə'laivə/ n. 唾液 ③ aroma /ə'rəʊmə/ n. 香味

A Reading and interaction

Comprehension work

1 Read the passage and answer the questions.

(1) Why do some young people dislike vegetables?

.....

(2) Where does our love of sweet things come from?

.....

(3) Why does cooked food not taste so good when it is cold?

.....

(4) How are smell and taste connected?

.....

(5) How does saliva help when we eat?

.....

(6) What does the title "A question of taste" mean?

.....

2 Read the summary below and fill in each blank with a suitable word based on the language of the passage. You may change the form if necessary.

Why children dislike vegetables has long been a riddle. However, scientists have discovered the reason for this: young people dislike eating vegetables because the taste buds on their ¹ are not yet fully developed. When they grow older, they will find the ² taste of some vegetables more acceptable. Boys and girls also differ in their perception of ³ With more ⁴ taste buds, girls can ⁵ flavours more easily. To perceive taste, the mouth, the nose and the eyes work together. Saliva plays an important role in our ⁶ of taste, and so does our sense of smell. We cannot fully taste the flavour of some foods when our tongue is dry or when our nose is ⁷ How the food looks or feels, that is, its ⁸ , will also influence people's attitudes towards it. Some people don't like thick or ⁹ foods because they find them extremely ¹⁰



Deep reading

- 1 Study the following statements about people's taste preferences and reactions. Find reasons in the passage to support each statement. Then complete the table.

| Statements | Reasons |
|---|--|
| (1) When people grow older, they sometimes start to like certain vegetables which they disliked before. | Young people's taste buds are not fully developed, so they find it hard to accept the bitter taste of some vegetables. When they grow older, they may find it easier to do so. |
| (2) Most people feel happy when eating dessert. | |
| (3) People naturally dislike bitter flavour. | |
| (4) Cooked food often tastes better than raw food. | |
| (5) Some people can't stand the thought of eating snails ^① . | |
| (6) People like beautifully displayed dishes because these dishes often look very appealing. | |

- 2 Work in pairs and discuss the questions.

(1) How do the mouth, the nose and the eyes work together to perceive taste?

.....

(2) What is the idea behind the Chinese idiom "quenching^② one's thirst by watching the plums^③"? Do you think that this saying is reasonable?

.....

.....

① snail /snεɪl/ n. 蜗牛 ② quench /kwentʃ/ v. 止(渴); 解(渴) ③ plum /plʌm/ n. 李子; 梅子

A Reading and interaction

Mini-project

Designing experiments to test claims

The passage gives some suggestions on the kind of experiment we can do to test certain claims. You are going to design some similar experiments to test claim 2 and claim 3 in the table below.

- Discuss in groups and answer the questions.
 - (1) What is your experiment design?
 - (2) Why did you design this experiment?
- Select one person to report on behalf of your group.

| | |
|------------|---|
| Claim 1 | Our taste buds and noses work together to decide what flavour the food has. |
| Experiment | <i>Close your eyes and pinch your nose between your fingers. Then ask someone to put a small piece of food in your mouth and try to identify it. Repeat the experiment several times. You will find it somewhat difficult to do that.</i> |
| Reason | <i>Flavour is a combination of many factors, including taste and smell. Without the smell, it can be hard to identify what food it is.</i> |
| Claim 2 | Girls and boys perceive taste differently. |
| Experiment | |
| Reason | |
| Claim 3 | The texture of food on our tongue is important in our perception of its taste. |
| Experiment | |
| Reason | |

Focus on language

1 Read the passage again. Find the adverb-adjective collocations in the passage (e.g. *widely available*) and write them in the blanks.

.....
.....

2 Match the two parts of the quotations in columns A and B. Then translate them into Chinese. Pay attention to the words in bold.

A

- (1) It is impossible to make people understand their ignorance^①,
- (2) Perhaps, after all, America never has been discovered.
- (3) It is better to declare oneself wrong than to **insist** on being right,
- (4) Take a music **bath** once or twice a week for a few seasons,
- (5) Concentration comes out of
- (6) A successful individual aims **somewhat** higher than his last achievement.
- (7) An **onion** can make people cry,

B

- a especially when one is right.
- b and you will find that it is to the soul what the water bath is to the body.
- c but there has never been a vegetable that can make them laugh.
- d for it requires knowledge to **perceive** it and therefore he that can perceive it has it not.
- e In this way he slowly raises his performance level.
- f I myself would say that it had only been **detected**.
- g a **combination** of confidence and hunger.

(1)

.....

(2)

(3)

(4)

.....

(5)

(6)

.....

(7)

① ignorance /'ignərəns/ n. 无知

B Grammar activity

The predicative clause

The predicative clause is a subject complement which modifies the subject. The form is subject + a linking verb (such as *be* or *seem*) + a clause with a linking word (such as *that* or a wh-word).

The strange thing is why none of them had discovered such an obvious mistake in the plan.

⇒ Grammar reference 4 (p. 91)

1 Read the passage and match sentences 1–7 to grammar rules a–c.



Dogs to the rescue

■ By Paul Wittens

Charles Smith, the experienced ski instructor who was buried under tons of snow for an hour after this morning's avalanche^①, is recovering from his injuries in hospital. He has been allowed to speak with reporters from his hospital bed, but he can't stand up on his own because of a broken ankle. He told the *Evening Post* about the accident, "People didn't think that this kind of thing would happen to an experienced skier. I have worked as a ski instructor in these areas for 15 years.¹ That is why everyone was surprised that it happened."

He said that the weather had been good all week, and there hadn't been any warnings about possible avalanches.² The problem was that Charles had gone out in an unprepared ski area. He explained, "It is true that there hadn't been any avalanche warnings, but³ the fact is that I put other people in danger by leading my group to that area. I shouldn't have done that."

While Charles was waiting for his group to arrive, he heard a loud noise. Seconds later,

he saw a wall of snow racing towards him. Charles had no time to react. Within seconds he was blinded, everything turned white, and then there was silence. As time passed, Charles started to panic.⁴ His fear was that he wouldn't be able to breathe. After what seemed like hours, he heard barking and realized that the specially trained mountain rescue dogs had found him using their incredible sense of smell. Since he was a ski instructor,⁵ the first thing he wanted to know was whether the others were safe. "When I got out,⁶ my biggest concern was that there were still other people buried under the snow. Luckily, I was the only one caught in the avalanche."

Charles said he was incredibly grateful to the dog and the rescue team. He also promised to thank them in person as soon as he was well enough to leave the hospital and he agreed that he was a very lucky man. Charles went on to stress that the frequency of avalanches has increased in recent years,⁷ The point is that we all need to be careful, even if we are experienced skiers."

- a Predicative clauses can be introduced by the linking word *that*.
- b Predicative clauses can be introduced by the linking word *whether*.
- c Predicative clauses can be introduced by a wh-word.

① avalanche /'ævələnʃ/ n. 雪崩

2 Join each pair of sentences using predicative clauses introduced by *that*, *whether* or *wh*-words.

(1) Today has been the worst day of Charles's life. It is the truth.
.....

(2) Charles was buried beneath the snow for an hour. It is a surprising fact.
.....

(3) There are only three dogs trained for this rescue work. It is a real problem.
.....

(4) What started the avalanche in the first place? It is a question.
.....

(5) The dogs and their trainer should receive an award for rescuing him. It is his suggestion.
.....

(6) Can they find him in time? It is a question.
.....

(7) He was extremely unlucky. It is the point.
.....

(8) He is expected to make a full recovery. It is the good news.
.....

3 Think about a current issue that you are concerned about. Express your views and ideas with the expressions given and write your sentences on the lines. You may use the example below to help you.

My biggest concern is that ...

Some people believe that ..., but the fact is that ...

My opinion is that ...

Some people are worried about mobile phone radiation but the fact is that such fears are unreasonable.

(1)

(2)

(3)

Now, ask your classmates about their views and ideas. Select the most important issue and report to the class.

■ **You may ask questions like this:** What is the topic you want to talk about?

■ **You may respond like this:** I chose the topic of air quality in our city. My main concern is that there will be more air pollution if there are more cars in this city.

■ **You may report like this:** I think the most important issue is the one Lili raised. Her concern is that students don't have a chance to explore different school subjects. Her argument is that students will discover what they are really interested in if there are more elective courses available. So the school should expand its curriculum.

C Listening and speaking

1 Imagine the challenges people with sight and hearing impairments usually experience in their lives. Look at the list below and discuss how their lives are different from ours.

- more difficult to move around
- being treated differently
- more challenging to perform everyday chores
- harder to enjoy films and TV programmes
- more difficult to make friends
- others:

2 Listen to the first part of a radio interview with two teenagers with sight and hearing impairments. Take notes and answer the questions. 

(1) What can blind people see?
.....

(2) What can deaf people hear?
.....

3 Listen to the rest of the interview. Complete the table. 

| | Emily | Nick |
|---|---|--|
| What are the problems they encounter in daily life? | People (1) talking to her. Friends (2) which means she can't (3) | Teachers (4) (5) but he doesn't need their help. |
| Are their other senses better than most people's? | No. (6) | Yes, (7) |
| What do they enjoy doing? | (8) | Listening to music. (9) |

- 4 You are invited to take part in a radio programme and discuss how to make life easier for people with sight or hearing impairments. Work in pairs. One of you will be the programme host and the other will be the guest. You may prepare the interview as follows.**

Programme host

You are going to interview a guest about how we can make life easier for people with sight and hearing impairments. Prepare questions that you can ask.

Guest

You are going to be interviewed on a radio programme. Think of the challenges that people with sight and hearing impairments may face. Then, suggest some ways to make life easier for them.

Write your ideas here!

Language guide

The host may introduce the topic and the guests like this:

- Today we are going to discuss ...
- Joining us today are ...
- Thanks for being with us ...

The guest may talk about the challenges like this:

- It is hard for them to ...
- They face many challenges, such as ...
- People don't usually realize that ...
- Friends often forget to ...
- The challenges I can anticipate for them are ...

The guest may make suggestions like this:

- I propose / suggest ...
- It will be helpful to ...
- Personally, I think it ...
- We should realize that ...
- We should remember to / shouldn't forget to ...
- We should / shouldn't treat them as ...
- We should construct buildings with more easily accessible facilities, such as ...
- People should try to remove barriers from the sidewalk ...

D Writing



Course project

Your group is working on a course project investigating students' taste preferences of food served in the school canteen. Imagine that you have finished the survey and that it's now time to write the survey report.

1 You may prepare your writing by thinking about the question.

What do you need to include in the survey report?

- the purpose of the survey
- respondents' information
- opinions from individual students
- principles for designing the survey
- suggestions and recommendations
- findings

2 Read the survey report on noise at school. Which points in the above question does it mention? Then complete the table on page 71 before you write.

A survey report on noise at school

The purpose of this report is to present the findings of a survey into students' views on noise at school due to recent complaints from some students. The survey was conducted among 60 students in Senior High Grade 1 and Grade 2.

The first question concerns the sound of the school bell. Nearly all the students said they disliked the loud ring and would prefer a different sound. Some of them said that they would like popular mobile phone ringtones instead of a bell. Only two students said they didn't notice the bell.

Moving on to the second question about the noise in the canteen, well over a quarter of the students thought it was too noisy and would like a separate quiet room. However, just over half of the students said they didn't mind the noise. The other students had no strong feelings on the matter.

With regard to music or silence in the library, well under half of the students said they would prefer background music in the library, while about a third of the students said they preferred to work in silence. The remaining students expressed no opinion at all on this question.

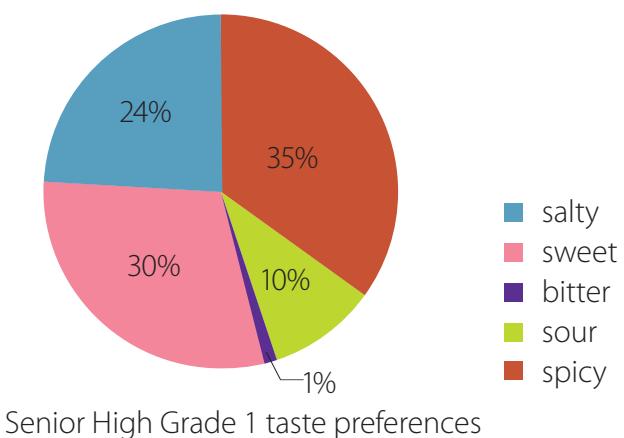
Regarding noise in the classroom, just under three quarters of the students agreed that they had no problems hearing what their teacher was saying, while about a quarter of the students admitted that they would prefer their teacher to use a microphone. Turning to the final question, well over three quarters of the students replied that they were not disturbed by noise from the playground and sports fields, but just under 20% of the students said it did bother them.

In conclusion, it appears that there are noise issues in the school. Most students complain about the sound of the school bell and I therefore suggest that the school should change it. Additionally, it is not clear whether students would prefer to have background music in the library, so I suggest we try it out for a period of one month.

| Aspects of writing | Guiding questions | My exploration |
|--------------------|--|----------------|
| Content | What is the purpose of this report? What background information is provided? | |
| | What is the central idea of each paragraph? | |
| | What are the writer's findings and suggestions? | |
| Language | What sentence patterns does the writer use to state the purpose and provide the basic information about the survey in the first paragraph? | |
| | What phrases does the writer use to introduce different points so as to maintain a smooth flow of writing? | |
| | How does the writer express quantities, such as fractions, percentages or approximations? | |

3 Now write your own survey report based on the information below. Edit your writing properly.

- Survey question: What taste do you prefer for the food in the canteen?
 (1) salty (2) sweet (3) bitter (4) sour (5) spicy
- Number of the respondents: 100
- Survey result:



E Cultural focus



We experience the world through our senses. Different people perceive the world differently; animals, meanwhile, can see, hear and smell things that human beings are unable to notice.

In this section, you will first read an excerpt where a famous writer describes a frightening experience during a hike, and how we perceive things differently when we are far out in the woods. You will then watch a video about how spiders build amazing webs with microscopic thread that humans can barely see.

1 Discuss in groups and answer the questions.

Have you ever gone camping? If so, where did you go? Did you have a good time?

2 Read the passage and decide whether the following statements are true (T) or false (F). Correct the false ones.

- (1) Bill usually slept very well when camping.
- (2) Everything sounded big in the woods because there were wild animals outside the tent.
- (3) Katz shouted at the animal in order to frighten it away.
- (4) Bill pulled his tent nearer to Katz's so that he could climb into his tent.
- (5) The battery in the torch^① was used up, so Bill had to use a miner's lamp.
- (6) In the end the animals left, but Bill was still very worried.

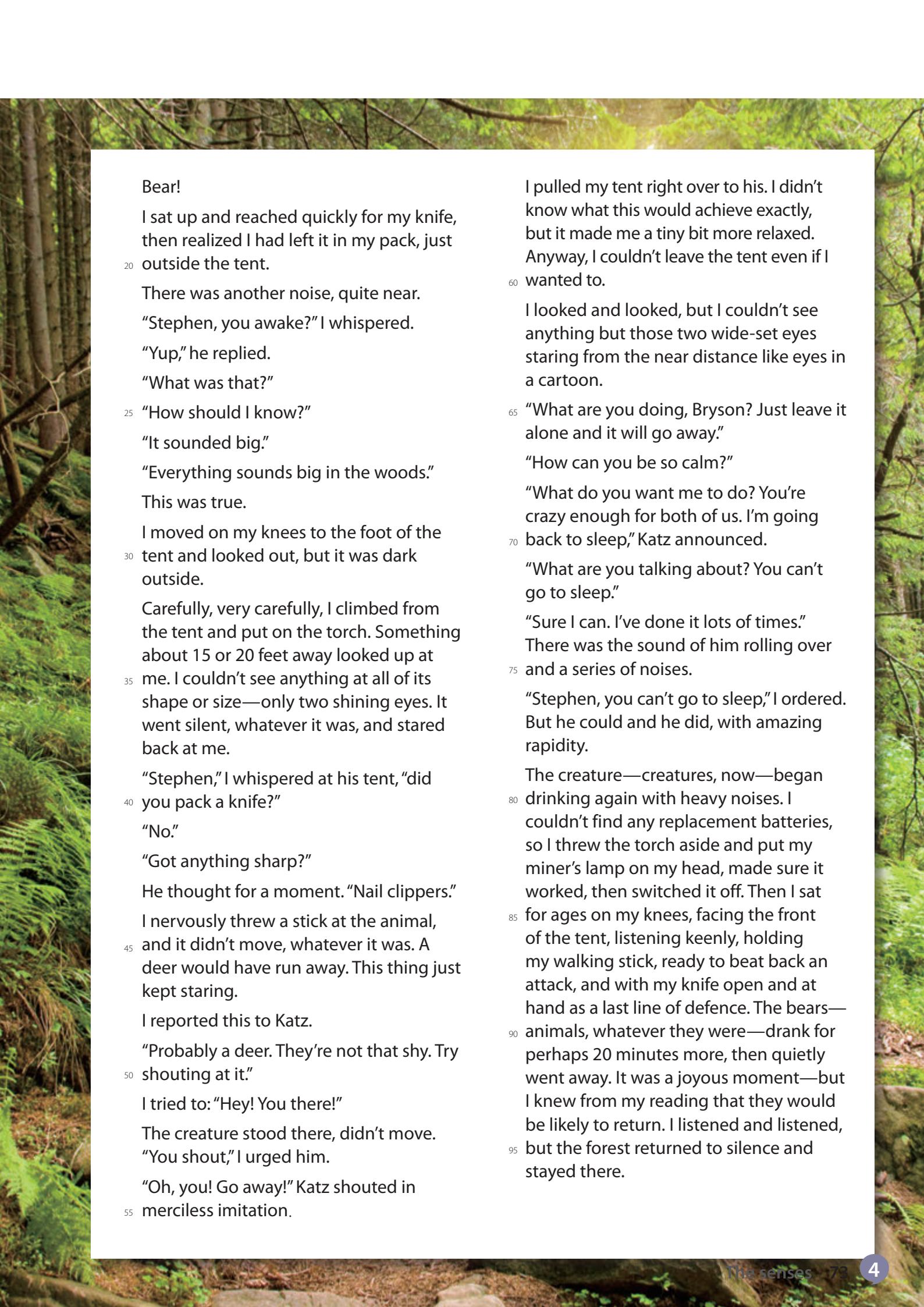
A Walk in the Woods

Bill Bryson is a famous American author. He has written books about life in the UK, the USA and Australia. This excerpt is from *A Walk in the Woods* and describes Bill's adventures with his friend Stephen Katz when they hiked along the Appalachian Trail. The trail is 3,540 km long and stretches along the east coast of the USA, passing through some of the most beautiful landscapes in the country. During their hike, they had lots of experiences, including incidents with wild animals and poisonous plants. In this excerpt, Bill describes what happened when he heard strange noises outside his tent one night.

It was perfect sleeping weather, cool enough to need a bag, but warm enough to sleep in your underwear^②, and I was looking forward to having a long night's rest, which is what I was doing when, at some point during the night, I heard a sound nearby that made my eyes fly open. Normally, I slept through everything—

through thunderstorms, and through Katz's snoring^③, so something loud enough to wake me was unusual. There was a sound of bushes being disturbed—a click of breaking branches, a weighty pushing through low leaves and branches—and then a kind of large, frightening noise.

① torch /tɔ:tʃ/ n. 手电筒 ② underwear /'ʌndəweə(r)/ n. 内衣 ③ snore /sno:(r)/ v. 打鼾；打呼噜



Bear!

I sat up and reached quickly for my knife, then realized I had left it in my pack, just outside the tent.

There was another noise, quite near.
"Stephen, you awake?" I whispered.
"Yup," he replied.
"What was that?"
"How should I know?"
"It sounded big."
"Everything sounds big in the woods."
This was true.

I moved on my knees to the foot of the tent and looked out, but it was dark outside.

Carefully, very carefully, I climbed from the tent and put on the torch. Something about 15 or 20 feet away looked up at me. I couldn't see anything at all of its shape or size—only two shining eyes. It went silent, whatever it was, and stared back at me.

"Stephen," I whispered at his tent, "did you pack a knife?"

"No."

"Got anything sharp?"

He thought for a moment. "Nail clippers."

I nervously threw a stick at the animal, and it didn't move, whatever it was. A deer would have run away. This thing just kept staring.

I reported this to Katz.

"Probably a deer. They're not that shy. Try shouting at it."

I tried to: "Hey! You there!"

The creature stood there, didn't move.
"You shout," I urged him.

"Oh, you! Go away!" Katz shouted in merciless imitation.

I pulled my tent right over to his. I didn't know what this would achieve exactly, but it made me a tiny bit more relaxed. Anyway, I couldn't leave the tent even if I wanted to.

I looked and looked, but I couldn't see anything but those two wide-set eyes staring from the near distance like eyes in a cartoon.

"What are you doing, Bryson? Just leave it alone and it will go away."

"How can you be so calm?"

"What do you want me to do? You're crazy enough for both of us. I'm going back to sleep," Katz announced.

"What are you talking about? You can't go to sleep."

"Sure I can. I've done it lots of times."

There was the sound of him rolling over and a series of noises.

"Stephen, you can't go to sleep," I ordered. But he could and he did, with amazing rapidity.

The creature—creatures, now—began drinking again with heavy noises. I couldn't find any replacement batteries, so I threw the torch aside and put my miner's lamp on my head, made sure it worked, then switched it off. Then I sat for ages on my knees, facing the front of the tent, listening keenly, holding my walking stick, ready to beat back an attack, and with my knife open and at hand as a last line of defence. The bears—animals, whatever they were—drank for perhaps 20 minutes more, then quietly went away. It was a joyous moment—but I knew from my reading that they would be likely to return. I listened and listened, but the forest returned to silence and stayed there.

E Cultural focus

- 3 Read the passage again. What happened to Bill and Stephen that night? What kind of personalities do they have? Find details in the passage that describe how Bill and Stephen reacted. Then complete the table and report the results to the class.

| | Bill | Stephen |
|------------------|------|---------|
| What did he do? | | |
| What did he say? | | |
| Personalities | | |

- 4 Use your imagination and write a paragraph starting with "Suddenly I heard another sound and it was very near..."

.....

.....

.....

.....

.....

Video Spider science

Start thinking

1 Answer the questions.

- (1) How do you think a spider catches its prey?
- (2) What is special about the spider's web?

Comprehension check

2 Watch the video and answer the questions.

- (1) How long is the Humber Bridge?

- (2) What is the similarity between the Humber Bridge and the spider's web?

- (3) How long have spiders lived on earth?

- (4) How long can a spider produce silk in one continuous thread?

- (5) What engineering tricks have we learnt from spiders?

Vocabulary

3 Complete the text with the words below.

- | | | |
|-------------|-----------|-----------|
| ■ junctions | ■ miracle | ■ stretch |
| ■ sticky | ■ secret | ■ curled |

A spider is a very capable engineer and the spider's web is truly an engineering

¹ First, a spider can produce silk in one continuous thread. Second, it can produce different types of silk, including ² sheets and an incredibly strong single thread. The ³ of the spider's web lies in the water droplets at the ⁴ , in which strands of web are tightly ⁵ When a fly hits the web, these strands will straighten out so that the web can ⁶ without breaking.

Extension

4 Work in groups. Research how animals have inspired people to design new equipment or improve existing technologies.

- (1) In your group, brainstorm a list of animals with special features which enable them to survive in nature.
- (2) Choose an animal with unique features. Research how this enables it to survive, and how it has inspired humans to develop new technologies.
- (3) Write a paragraph to describe your findings.
- (4) Present your findings to the class and vote on the most interesting presentation.

Self-assessment

Use the checklist and reflective questions below to evaluate your study in this unit.

| Checklist | 1 Me | 2 My teacher / classmate | 3 Action |
|---|---------|--------------------------------|-------------|
| A Reading and interaction <ul style="list-style-type: none">• I can explain the taste differences between adults and young people, boys and girls.• I can explain how the mouth, nose and eyes work together to perceive taste.• I can describe my experiment design in a group. | | | |
| B Grammar activity <ul style="list-style-type: none">• I can recognize the predicative clause in the passage.• I can use the predicative clause correctly if the context is clear. | | | |
| C Listening and speaking <ul style="list-style-type: none">• I can summarize the stories told by Nick and Emily about their sight and hearing impairments.• I can make suggestions on how to make life easier for people with sight and hearing impairments. | | | |
| D Writing <ul style="list-style-type: none">• I can analyse the content and the features of language in the sample report.• I can write a survey report on students' taste preferences logically with a clear structure. | | | |
| E Cultural focus <ul style="list-style-type: none">• I can retell the key details of the story about the encounter with a wild animal.• I can describe in simple words the special features of the spider's web. | | | |

Reflective questions

What wisdom have you gained from the famous quotations in the **Focus on language**? Do they inspire you to read more? Which one do you like best? Why?

Appendices

Vocabulary

词汇等级说明：

1. 不标星的词汇为高中英语选择性必修课程要求。
2. 标一颗星的词汇为课标以外高频词汇。

Words and phrases by unit

Unit 1

***associate** /ə'səʊʃeɪt/ *v.* to make a connection between people or things in your mind 联想；联系

tablet /'tæblət/ *n.* a small computer easy to carry, usually without a physical keyboard 平板电脑

a small solid piece of medicine 药片

fashion /'fæʃn/ *n.* a popular style of clothes, hair, etc. at a particular time or place 流行款式

item /'aɪtəm/ *n.* a single object 一件商品或物品

one thing on a list of things to buy or do 项目

abandon /ə'bændən/ *v.* to leave a thing or a place, especially because it's impossible or dangerous to stay 离弃；舍弃；丢弃

to leave somebody especially somebody you are responsible for, with no intention of returning 遗弃；抛弃

drawer /drɔ:(r)/ *n.* a part of a piece of furniture used for keeping things in 抽屉

essential /ɪ'senʃl/ *adj.* completely necessary; extremely important 完全必要的；极其重要的

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

crucial /'kru:ʃl/ *adj.* extremely important 至关重要的

anxiety /æŋ'zaiəti/ *n.* the state of feeling nervous or worried that something bad is going to happen 焦虑

optimistic /,ɒptɪ'mɪstɪk/ *adj.* expecting good things to happen or something to be successful 乐观的

release /rɪ'lɪ:s/ *v.* to let a substance flow out 排放；释放

to make something available to the public 公开；发行

chemical /'kemɪkl/ *n.* a substance used in a chemical process 化学品

adj. connected with chemistry 化学的

***miserable** /'mɪzrəbl/ *adj.* very unhappy or uncomfortable 痛苦的；非常难受的

lack /læk/ *n.* the state of having none or not enough of something 缺乏

v. to have none or not enough of something 缺乏；不足

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

affect /ə'fekt/ *v.* to produce a change in somebody / something 影响

to touch the feelings of somebody 深深打动；使悲伤

theory /'θɪəri/ *n.* a formal set of ideas that explain why something happens or exists 学说；理论

imply /ɪm'plɪ/ *v.* to suggest that something is true or that you feel or think something, without saying so directly 暗示；含有……的意思

***mutual** /'mju:tʃuəl/ *adj.* used to describe feelings that two or more people have for each other equally, or actions that affect two or more people equally 相互的；彼此的

contrast /'kontrə:st/ *n.* a difference between two or more people or things 对比；对照

depressed /dɪ'prest/ *adj.* very sad and without hope 忧郁的；沮丧的

incredibly /ɪn'kredəblɪ/ *adv.* extremely; in a way that is difficult to believe 极其地；令人难以置信地

presentation /,prez'n'teɪʃn/ *n.* a meeting at which something, especially a new product or idea, a piece of work, is shown to a group of people 展示会；介绍会；发布会

the act of showing something or of giving something to somebody 提交；授予；出示

urge /ɜ:dʒ/ *n.* a strong desire to do something 强烈的欲望；冲动

v. to advise or try hard to persuade somebody to do something 敦促；力劝

appreciate /ə'pri:fieɪt/ v. to recognize the good qualities of somebody / something 欣赏

to be grateful for something done 感激

poet /'poʊɪt/ *n.* a person who writes poems 诗人

solid /'sɒlid/ *adj.* that you can rely on; having a strong basis 可靠的；可信赖的；坚实的

hard or firm; not in the form of a liquid or gas 固体的；坚硬的

scientific /,saɪəntɪfɪk/ *adj.* involving science; connected with science 科学的；关于科学的

evidence /'evɪdəns/ *n.* the facts that make you believe that something is true 根据；证据

v. to prove or show something 证明；作为……的证据

decade /'dekeɪd/ *n.* a period of ten years 十年，十年期（尤指一个年代）

overall /,əʊvər'ɔ:l/ *adj.* including all the things or people that are involved in a particular situation; general 总体的；综合的

promote /prə'moʊt/ v. to help something happen or develop 促进

to help sell a product, service, etc. or make it more popular by offering it at a special price 促销；推销

journalist /'dʒɜ:nlɪst/ *n.* a person whose job is to collect and write news stories for newspapers, magazines or television 新闻记者

afterwards /'a:ftəwədz/ *adv.* at a later time 以后；后来

nutrition /nu'triʃn/ *n.* the process by which living things receive the food necessary for them to grow healthy 营养；滋养

mostly /'məʊstli/ *adv.* mainly, generally 通常；主要地；一般地

recipe /'resəpi/ *n.* the instructions that tell you how to cook something and the items of food you need for it 烹饪法；食谱

composition /,kɒmpə'zɪʃn/ *n.* a short text that is written as a school exercise; a short essay 作文；小论文

the different parts which something is made of 成分；构成

golf /gɔlf/ *n.* a game played over a large area of ground using specially shaped sticks to hit a small hard ball into a series of 9 or 18 holes 高尔夫球运动

wrestle /'resl/ v. to fight somebody by holding them and trying to force them to the ground 摔跤

cycle /'saɪkl/ v. to ride a bicycle 骑自行车

cooperate /kə'ɔ:pəreɪt/ v. to work together with somebody else to achieve something 合作；协作

***sacrifice** /'sækrifais/ *n.* the fact of giving up something important or valuable to you in order to get or do something that seems more important 牺牲；舍弃

v. to give up something important to you in order to do something that seems more important for yourself or for another person 牺牲；献出

discipline /'dɪsiplɪn/ *n.* the ability to control your behaviour or the way you live, work, etc. 自制力；遵守纪律

the practice of training people to obey rules and punishing them if they don't 纪律；训练

***self-reliance** /,self rɪ'læns/ *n.* the ability to do or decide things by yourself 自力更生；自立

commitment /kə'mɪtmənt/ *n.* a promise to do something or support somebody / something 承诺；保证

the willingness to work hard and give your energy to a job or an activity 奉献；投入
persuade /pə'sweɪd/ *v.* to make somebody do something by giving them good reasons for doing it 劝说；说服
tone /təʊn/ *n.* the quality of somebody's voice, especially expressing a particular emotion 语气；口气
tournament /'tuənəmənt/ *n.* a sports competition involving many teams or players who take part in different games 锦标赛
disappointed /,dɪsə'pɔɪntɪd/ *adj.* upset as something you hoped for hasn't happened or been as good, successful, etc. as you expected 失望的
committed /kə'mɪtɪd/ *adj.* willing to work hard and give your time and energy to something 尽心尽力的
consume /kən'sju:m/ *v.* to use something, especially fuel, energy or time 消耗；耗费（尤指燃料、能量或时间）
calorie /'kælərɪ/ *n.* a unit for measuring how much energy food will produce 大卡；千卡；卡路里
million /'mɪljən/ *number* 1,000,000 一百万
suburb /'sʌbɜ:b/ *n.* an area where people live that is outside the centre of a city 郊区
greedy /'grɪ:dɪ/ *adj.* wanting more money, power, food, etc. than you really need 贪婪的
***portion** /'pɔ:ʃn/ *n.* an amount of food that is large enough for one person (食物的) 一份，一客
 one part of something larger 部分
adopt /ə'dɒpt/ *v.* to start to use a particular method or show a particular attitude towards somebody / something 采用(某方法)；采取(某态度)
 to take somebody else's child as one's own and be its legal parent(s) 收养；领养
fry /fraɪ/ *n.* (usually fries [pl.]) a long thin piece of potato cooked in hot oil 炸薯条
 v. to cook something in hot oil 油炸
consumption /kən'sʌmpʃn/ *n.* the act of using energy, food or materials 消耗
 the act of buying and using products 消费
cancer /'kænsə(r)/ *n.* a serious disease in which growths of cells form in the body and kill normal body cells 癌症
phenomenon /fə'nəmɪnən/ *n.* (pl. phenomena) a fact or event in nature or society 现象

Phrases

pots of money a very large amount of money 大笔的金钱
get a kick out of get thrilled 获得极大的乐趣
games console a small electronic device for playing video games 游戏机操作手柄

Unit 2

wave /weɪv/ *n.* a raised line of water that moves across the surface of the sea, ocean, etc. 海浪
victim /'vɪktɪm/ *n.* a person who has been attacked, or killed as the result of a crime, disease, an accident, etc.
 受害者；牺牲品
***tide** /taɪd/ *n.* a regular rise and fall of the sea 潮汐；潮水
overflow /,əʊvə'fləʊ/ *v.* to be so full that the contents go over the sides 漫出；溢出
mosquito /mə'ski:təʊ/ *n.* a flying insect that bites humans and animals and sucks their blood 蚊子
fellow /'feləʊ/ *adj.* used to describe somebody who is the same as you in some way, or in the same situation 同伴的；同类的；同事的
n. a way of referring to a man or boy 男人；家伙
predict /prɪ'dɪkt/ *v.* to say that something will happen in the future 预言；预告
distant /'dɪstənt/ *adj.* far away in space or time 遥远的
shelter /'ʃeltə(r)/ *n.* the fact of having a place to live or stay, considered as a basic human need 居所；住处
***nominate** /'nəmɪneɪt/ *v.* to formally suggest that somebody should be chosen for an important role, prize, position, etc. 提名；推荐

anger /'æŋgə(r)/ *n.* the strong feeling that you have when you think something that happened is bad and unfair 怒火

***frustration** /frʌ'streɪʃn/ *n.* the feeling of being annoyed for failure 懊恼；沮丧；受挫

preserve /prɪ'zɜ:v/ *v.* to keep a particular quality, feature, etc. to make sure that something is kept 保护；保存

ancestor /'ænsestə(r)/ *n.* a person in your family who lived a long time ago 祖宗；祖先

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

to say that you will cause trouble, hurt somebody if you don't get what you want 威胁；恐吓

folk /fɔ:k/ *adj.* traditional and typical of the ordinary people of a country or community 传统民间的；民俗的
n. people in general 人们

forever /fɔ:r'eve(r)/ *adv.* used to say that a particular situation or state will always exist 永远

***inform** /ɪn'fɔ:m/ *v.* to tell somebody about something, especially in an official way 通知；通告

nevertheless /,nevəðə'les/ *adv.* despite something that you have just mentioned 尽管如此；然而

native /'neitɪv/ *adj.* connected with the place where you have always lived or lived for a long time 本地的；当地的
connected with the place where you were born and lived for the first years of your life 出生地的

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

visual /'vɪʒʊəl/ *adj.* connected with seeing or sight 视力的；视觉的

antique /æn'ti:k/ *n.* an object such as a piece of furniture that is old and often valuable 文物；古董

pub /pʌb/ *n.* a building where people go to drink and meet their friends 酒吧；酒馆

rural /'ruərəl/ *adj.* connected with or like the countryside 乡村的；农村的

urban /'ɜ:bən/ *adj.* connected with a town or city 城市的；都市的

plain /pleɪn/ *adj.* not decorated or complicated; simple 朴素的；简单的

responsibility /rɪ'spɒnsə'bɪləti/ *n.* a duty to deal with or take care of somebody / something, so that you may be blamed if something goes wrong 责任；负责

varied /'veərid/ *adj.* of many different types 各种各样的；形形色色的

tune /tju:n/ *n.* a series of musical notes that are sung or played in a particular order to form a piece of music 曲调；曲子

bride /braɪd/ *n.* a woman on her wedding day, or just before or just after it 新娘；即将(或刚刚)结婚的女子

bridegroom /'braɪdgru:m/ *n.* a man on his wedding day, or just before or just after it 新郎；即将(或刚刚)结婚的男子

bless /bles/ *v.* to have something good such as ability, great happiness, etc. 享有(幸福等)；赋有(能力等)

calligraphy /kə'ligrəfi/ *n.* beautiful handwriting done with a special pen or brush 书法

structure /'strʌktʃə(r)/ *n.* the way in which the parts of something are connected together, arranged or organized; a particular arrangement of parts 结构；构造

precise /prɪ'saɪs/ *adj.* clear and accurate 准确的；精确的

advocate /'ædvəkət/ *n.* a person who supports or speaks in favour of somebody or of a public plan or action 支持者
/'ædvəkeit/ *v.* to support something publicly 拥护；支持；提倡

recycle /'ri:saɪkl/ *v.* to treat things that have been used so that they can be used again 回收利用

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

widespread /'waɪdspred/ *adj.* existing or happening over a large area or among many people 分布广的；普遍的；广泛的

intention /ɪn'tenʃn/ *n.* what you intend or plan to do; your aim 打算；计划；意图；目的

energy-efficient /'enədʒi ɪ'fɪʃnt/ *adj.* doing something well thoroughly with no waste of energy 节能的

appointment /ə'pɔɪntmənt/ *n.* a formal arrangement to meet somebody at a particular time, especially for a reason

connected with their work 约会；预约；约定

dentist /'dentɪst/ *n.* a person whose job is to take care of people's teeth 牙科医生

skip /skɪp/ *v.* to jump over a rope which is held at both ends by yourself or by two other people 跳绳

contest /'kɒntest/ *n.* a competition in which people try to win something 比赛；竞赛

barbecue /'ba:bikju:/ *n.* an outdoor meal or party when food is cooked over an open fire 户外烧烤

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

ban /bæn/ *v.* to decide or say officially that something is not allowed 明令禁止；取缔

n. an official rule that says that something is not allowed 禁令

access /'ækses/ *n.* the opportunity or right to use something or to see somebody / something (使用或见到的)

机会，权利

a way of entering or reaching a place 通道；入径

dormitory /'dɔ:mətri/ *n.* a room for several people to sleep in, especially in a school or other institution 集体宿舍

***perspective** /pə'spektɪv/ *n.* a particular attitude towards something; a way of thinking about something 态度；观点；思考方法

defend /dɪ'fend/ *v.* to protect somebody / something from attack 保护；防御

violence /'vaɪələns/ *n.* violent behaviour that is intended to hurt or kill somebody 暴力；暴行

campaign /kæm'peɪn/ *v.* to take part in a series of planned activities, for example to win an election 参加运动

n. a series of planned activities that are intended to achieve a social or commercial aim 运动(为社会、商业等目的而进行的一系列有计划的活动)

***conserve** /kən'sɜ:v/ *v.* to use as little of something as possible so that it lasts a long time 节省；节约

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

essay /'esei/ *n.* a short piece of writing on a particular subject 文章；论说文

convinced /kən'veɪnst/ *adj.* completely sure about something 坚信的；深信的；确信的

opposing /ə'pəʊzɪŋ/ *adj.* (of attitudes, views, etc.) very different from each other 相反的；极不相同的

marathon /'mærəθən/ *n.* a long running race of about 42 kilometres 马拉松赛跑

sponsor /'spɒnsə(r)/ *n.* a person or company that pays for some events in return for advertising 赞助者；赞助商

v. to pay the costs of a particular event 赞助

enthusiasm /ɪn'θju:ziæzəm/ *n.* a strong feeling of excitement and interest in something and a desire to become involved in it 热情；热心

rewarding /rɪ'wɔ:dɪŋ/ *adj.* worth doing 值得做的

transform /træns'fɔ:m/ *v.* to completely change the appearance or character of somebody / something, especially so that it is better 使改观

to change the form of something 使改变形态

stretch /stretʃ/ *v.* to put your arms or legs out straight and tighten your muscles 伸展

to make something longer, wider or looser; to become longer 拉长；撑大

involve /ɪn'velv/ *v.* to make somebody take part in or experience something 加入；牵涉到

Phrases

palm tree a straight tree with a mass of long leaves at the top, growing in tropical countries 棕榈树

crystal clear completely clear and bright 清澈透明的；晶莹的

coconut milk the white juice of coconut 椰奶

the human face of a person who is involved in a subject, issue, etc. and makes it easier for ordinary people to understand and have sympathy with it (某主题、话题等的)标志性人物

weather forecast a description of what the weather will be like tomorrow or for the next few days 天气预报
relay race a race between teams in which each member of the team runs or swims one section of the race 接力赛

Unit 3

advertisement /əd'veɪtɪsmənt/ *n.* a notice, picture or film telling people about a product, job or service 广告；启事

celebrity /sə'lebrəti/ *n.* a famous person 名人；名流

genuine /'dʒenjuɪn/ *adj.* real; exactly what it appears to be; not artificial 真的

advertise /'ædvətaɪz/ *v.* to tell the public about a product or a service in order to encourage people to buy or to use it 做广告；登广告

unusual /ʌn'ju:ʒuəl/ *adj.* different from what is usual or normal 特别的；不寻常的；罕见的

identical /ɪd'entɪkl/ *adj.* similar in every detail 完全同样的；相同的

contrary /'kɒntrəri/ *adj.* different from something; against something 与之相异的；相对立的；相反的

spot /spɒt/ *v.* to see or notice a person or thing 看见；看出；注意到；发现

n. a small round area that has a different colour or feels different from the surface it is on 斑点
a particular area or place 地点；场所

trick /trɪk/ *v.* to make somebody believe something which is not true, especially in order to cheat them 欺骗；欺诈
n. something that you do to make somebody believe something which is not true, or to annoy somebody as a joke 谍计；花招；骗局；把戏

billion /'bɪljən/ *number* one thousand million 十亿

conventional /kən'venʃənl/ *adj.* tending to follow what is done or considered acceptable by society in general; normal and ordinary, and perhaps not very interesting 依照惯例的；遵循习俗的；墨守成规的；普通平凡的

launch /lɔ:ntʃ/ *v.* to make a product available to the public for the first time (首次) 上市，发行
to start an activity, especially an organized one 开始从事，发起，发动(尤指有组织的活动)

trendsetter /'trendsetə(r)/ *n.* a person who starts a new fashion or makes it popular 新潮倡导者

contract /'kɒntrækt/ *n.* an official written agreement 合同；合约；契约

/kən'trækt/ v. to make a legal agreement with somebody for them to work for you or provide you with a service 与……订立合同(或契约)

hire /'haɪə(r)/ *v.* to give somebody a job 聘用

to pay money to borrow something for a short time 租用

agency /'eɪdʒənsi/ *n.* a business or an organization that provides a particular service especially on behalf of other businesses or organizations 服务机构；(尤指)代理机构，经销机构

luxury /'lʌkʃəri/ *n.* a thing that is expensive and enjoyable but not essential 奢侈品

the enjoyment of special and expensive things 奢侈的享受；奢华

display /dɪ'splaɪ/ *v.* to show something to people 展出；展示

n. an arrangement of things in a public place to inform or entertain people or advertise something for sale 陈列；展览

purchase /'pɜ:tʃəs/ *n.* something that you have bought 购买的东西

the act or process of buying something 购买；采购

v. to buy something 买；购买；采购

sample /'sa:mpl/ *n.* a small amount or example of something that can be looked at or tried to see what it is like (作为标准或代表的) 样品，货样

a number of people or things taken from a larger group and used in tests to provide information about the group (抽查的) 样本，样品

anyhow /'enihaʊ/ *adv.* used when adding something to support an idea or argument 加之；反正

- psychologist** /'saɪkɒlədʒɪst/ *n.* a scientist who studies the mind and how it influences behaviour 心理学家
- respectively** /rɪ'spektɪvlɪ/ *adv.* in the same order as the people or things already mentioned 分别；各自；顺序为；依次为
- borderline** /'bɔːdəlæn/ *n.* the division between two qualities or conditions 两种品质(或状况)之间的分界线
- stimulate** /'stɪmjuleɪt/ *v.* to make something develop or become active; to encourage something 促进；激发；激励
- abstract** /'æbstrækt/ *adj.* based on general ideas and not on any particular real person, thing or situation 抽象的
- concept** /'kənsept/ *n.* an idea or a principle that is connected with something abstract 概念；观念
- ideal** /aɪ'dɪəl/ *adj.* perfect; most suitable 完美的；理想的；最合适的
- quote** /kwəʊt/ *v.* to repeat the exact words that another person has said or written 引用；引述
- n.* exact words 原话
- finding** /'faɪndɪŋ/ *n.* information that is discovered as the result of research into something 调查发现；调研结果
- *fake** /feɪk/ *adj.* not genuine; appearing to be something it is not 假的
- discount** /'dɪskənt/ *n.* an amount of money that is taken off the usual cost of something 扣扣
- weekly** /'wiːklɪ/ *adj.* happening, done or published once a week or every week 每周的
- monthly** /'mʌnθlɪ/ *adj.* happening once a month or every month 每月的；每月一次的
- *publication** /,pʌblɪ'keʃn/ *n.* the act of printing a book, a magazine, etc. and making it available to the public; a book, a magazine, etc. that has been published (书刊等的)出版，发行；出版物
- academic** /,ækə'demɪk/ *adj.* connected with education, especially studying in schools and universities 学业的；教学的；学术的
- cottage** /'kɒtɪdʒ/ *n.* a small house, especially in the country 小屋；(尤指)村舍，小别墅
- cotton** /'kɒtn/ *n.* a plant grown in warm countries for the soft white hairs around its seeds that are used to make cloth and thread 棉；棉花
- crop** /krɒp/ *n.* a plant that is grown in large quantities, especially as food 庄稼；作物
- harvest** /'haːvɪst/ *v.* to cut and gather a crop 收割(庄稼)
- n.* the time of year when the crops are gathered in on a farm, etc.; the act of cutting and gathering crops 收获季节；收割；收获
- guarantee** /,gærən'tiː/ *n.* a firm promise that you will do something or that something will happen 保证；担保
- v.* to promise to do something; to promise something will happen 保证；担保；保障
- available** /ə'veɪləbl/ *adj.* (of things) that you can get, buy or find 可获得的；可购得的；可找到的
- specialist** /'speʃəlist/ *adj.* concentrating on a limited field, market, or area of activity 专门的
- n.* a person who is an expert in a particular area of work or study 专家
- *ethical** /'eθɪkl/ *adj.* morally correct or acceptable 合乎道德的
- connected with beliefs and principles about what is right and wrong (有关)道德的，伦理的
- canteen** /kæn'tiːn/ *n.* a place in a school or a factory where food is provided 食堂；餐厅
- identify** /aɪ'dentɪfaɪ/ *v.* to recognize somebody / something and be able to say who or what they are 确认；认出
- priority** /prɪ'ɔːrɪti/ *n.* something that you think is more important than other things and should be dealt with first 优先事项；最重要的事
- faulty** /'fɔːlti/ *adj.* not perfect; not working or made correctly 不完美的；有错误的；有缺陷的
- complain** /kəm'plæn/ *v.* to say that you are annoyed, unhappy or not satisfied about somebody / something 抱怨；埋怨；投诉；发牢骚
- false** /fɔːls/ *adj.* wrong; not correct or true 错误的；不正确的；不真实的
- made to look real to cheat people 假的；伪造的
- madam** /'mædəm/ *n.* used when speaking or writing to a woman in a formal or business situation 夫人；女士

adjust /ə'dʒʌst/ *v.* to change something slightly to make it more suitable for a new set of conditions or to make it work better 调整；调节

loose /lu:s/ *adj.* not tightly packed together; not solid or hard 疏松的；不结实的

faithfully /'feɪθfəli/ *adv.* in a loyal way 忠实地；忠诚地
accurately; carefully 准确地；如实地；仔细地

origin /'ɔːrɪdʒɪn/ *n.* the point from which something starts; the cause of something 起源；源头；起因

pack /pæk/ *v.* to put clothes, etc. into a bag in preparation for a trip away from home 收拾（行李）；装（箱）

suitcase /'su:tkeɪs/ *n.* a case with flat sides and a handle, used for carrying clothes, etc. when you are travelling (旅行用的) 手提箱

lunar /'lu:nə(r)/ *adj.* connected with the moon 月球的；月亮的

harmonious /ha:'məʊniəs/ *adj.* friendly, peaceful and without any disagreement 友好和睦的；和谐的

toast /təʊst/ *n.* the act of a group of people wishing somebody happiness, success, etc. by drinking a glass of something, especially alcohol, at the same time 干杯；祝酒；敬酒

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

grocery /'grəʊsəri/ *n.* a shop that sells food and other things used in the home 食品杂货店

***jewellery** /'dʒu:əlri/ *n.* objects such as rings and necklaces that people wear as decoration 珠宝；首饰

trend /trend/ *n.* a general direction where a situation is developing 趋势；趋向

wrap /ræp/ *v.* to cover something completely in paper or other material, for example when you are giving it as a present 包，裹（礼物等）

commercialize /kə'mɜːʃəlائز/ *v.* to use something to try to make a profit, especially in a way that other people do not approve of (尤指不择手段地) 利用……牟利；商业化

Phrases

stealth marketing a method of advertising your products without letting people realize you are trying to make them buy something 隐形营销

Unit 4

flavour /'flævə(r)/ *n.* taste 味道；口味

scent /sent/ *n.* the pleasant smell that something has 香味

raw /rəʊ/ *adj.* not cooked 生的

insist /ɪn'sɪst/ *v.* to say firmly that something is true 坚持说

***tongue** /tʌŋ/ *n.* the soft part in the mouth that moves around, used for tasting, speaking, etc. 舌；舌头

detect /dɪ'tekt/ *v.* to discover or notice something 发现；查明

bitter /'bitə(r)/ *adj.* (of food etc.) having a strong unpleasant taste; not sweet (食物等) 苦的

cabbage /'kæbɪdʒ/ *n.* a kind of vegetable 卷心菜；洋白菜

onion /'ʌnjən/ *n.* a round vegetable with many layers inside each other and a brown, red or white skin 洋葱

ripe /raɪp/ *adj.* fully grown and ready to be eaten 成熟的

exceptionally /ɪk'sepʃənlɪ/ *adv.* used to emphasize how strong or unusual a quality is 特别；非常

distinguish /dɪ'stɪngwɪʃ/ *v.* to recognize or understand the difference between two or more things or people 辨别；分清

salty /'sɔ:lti/ *adj.* tasting of or containing salt 咸的；含盐的

sour /saʊə/ *adj.* having a taste like that of a lemon 酸的

sensitive /'sensətɪv/ *adj.* able to measure very small changes 灵敏的

- able to understand other people and their feelings 善解人意的
- bath** /ba:θ/ *n.* a large, long container that you put water in and then get into to wash your whole body 浴缸；浴盆
- ***pinch** /pintʃ/ *v.* to press something tightly between the fingers 捏
- somewhat** /'sʌmwɒt/ *adv.* to some degree 有点；有几分
- ***texture** /'tekstʃə(r)/ *n.* the way food or drink tastes or feels in your mouth 口感
- creamy** /'kri:mi/ *adj.* thick and smooth like cream, containing cream 像奶油的；含乳脂的
- unpleasant** /ʌn'pleznt/ *adj.* not pleasant or comfortable 令人不快的；不舒服的
- perceive** /pə'si:v/ *v.* to become aware of something 察觉到；洞察
- appetite** /'æptɪtɪt/ *n.* physical desire for food 食欲；胃口
- claim** /kleɪm/ *v.* to state that something is true 声称；断言；主张
n. a statement that something is true although it has not been proved 声明；宣称
- riddle** /'rɪdl/ *n.* a mysterious situation that you cannot explain 无法解释的情况
- differ** /'dɪfə(r)/ *v.* to be different from somebody / something 有区别；不同于
- dessert** /dɪ'zɜ:t/ *n.* sweet food eaten at the end of a meal 甜点；甜食
- combination** /,kɒmbɪ'nейʃn/ *n.* two or more things joined or mixed together to form a single unit 结合体；混合体
- rescue** /'reskju:/ *n.* the act of saving somebody / something from a dangerous or difficult situation 救援；营救
v. to save someone or something from a dangerous situation 营救，解救
- bury** /'beri/ *v.* to cover something with soil, rocks, etc. 覆盖
to place a dead body in a grave 埋葬；安葬
- injury** /'ɪndʒəri/ *n.* harm done to a person's or an animal's body (对身体的)伤害，损伤
- ankle** /'æŋkl/ *n.* the joint connecting the foot to the leg 踝；踝关节
- warning** /'wɔ:nɪŋ/ *n.* a statement or thing that tells somebody that something bad may happen 警告；警示
- react** /ri'ækt/ *v.* to behave in a certain way in response to something 作出反应；回应
- panic** /'pænɪk/ *v.* to suddenly feel frightened so that you cannot think clearly 惊慌失措
n. a sudden strong feeling of fear that makes you unable to think clearly or behave sensibly 恐慌
- bark** /ba:k/ *v.* (of dogs and other animals) to cry (狗)吠叫
- grateful** /'greɪtfəl/ *adj.* feeling thankful to somebody 感激的
- frequency** /'fri:kwənsi/ *n.* the rate at which something happens or is repeated 发生率
- radiation** /,reidi'eɪʃn/ *n.* powerful and very dangerous rays 辐射
- elective** /ɪ'lektɪv/ *adj.* (of a course or subject) that a student can choose 选修的
- expand** /ɪk'spænd/ *v.* to make something greater in number 增加
- encounter** /ɪn'kaʊntə(r)/ *v.* to experience something, especially something unpleasant or difficult 遭遇；遇到
- ***impairment** /ɪm'peəmənt/ *n.* the state that part of your body or brain does not work correctly 缺陷；障碍
- construct** /kən'strʌkt/ *v.* to build or make something such as a road, building or machine 修建；建造
- facility** /fə'siləti/ *n.* buildings, services, equipment, etc. that are provided for a particular purpose 设施；设备
- barrier** /'bærɪə(r)/ *n.* an object that prevents people from moving forward from one place to another 障碍物
- challenge** /'tʃælɪndʒ/ *n.* a new or difficult task that tests somebody's ability and skill 挑战；艰巨任务
- investigate** /ɪn'vestɪgeɪt/ *v.* to carefully examine the facts of a situation in order to find out the truth 调查；侦查
- preference** /'prefrəns/ *n.* a greater interest in or desire for somebody / something than somebody / something else 偏爱；喜爱
- principle** /'prɪnsəpl/ *n.* a law, a rule or a theory that something is based on 法则；原则
- complaint** /kəm'pléɪnt/ *n.* a statement that somebody makes saying that they are not satisfied 抱怨
- ringtone** /'rɪŋtəʊn/ *n.* the sound made by a telephone, especially a mobile phone, when somebody is calling you (尤指移动电话的)铃声

disturb /dɪ'stɜ:b/ *v.* to interrupt somebody when they are trying to work, sleep, etc. 打扰；干扰
bother /'bɒðə(r)/ *v.* to annoy, worry or upset somebody; to cause somebody trouble or pain 使(某人)烦恼(或担忧)
flow /fləʊ/ *n.* the way that words and ideas are linked together in speech or writing 连贯；流畅
quantity /'kwɒntəti/ *n.* an amount or a number of something 数量
***spicy** /'spaɪsi/ *adj.* having a strong taste because spices have been used to flavour it 用香料调味的
tent /tent/ *n.* a shelter made of cloth and supported by poles 帐篷
lamp /læmp/ *n.* a device that produces light 灯
hike /haɪk/ *v.* to go for a long walk in the country, especially for pleasure 去……远足；徒步旅行
 n. a long walk in the country 远足；徒步旅行
incident /'ɪnɪsɪdənt/ *n.* something that happens, especially something unusual 发生的事情(尤指不寻常的)
thunderstorm /'θʌndəstɔ:m/ *n.* a storm with thunder and lightning 雷雨；雷暴
whisper /'wɪspə(r)/ *v.* to speak or say something in a very low voice 耳语；低语；悄声说
stare /steə(r)/ *v.* to look at something or somebody for a long time 盯着看；凝视
creature /'kri:tʃə(r)/ *n.* anything that is living, such as an animal, a fish, or an insect 生物；动物
merciless /'mɜ:sɪləs/ *adj.* having or showing no kindness or pity 残忍的
switch /swɪtʃ/ *v.* to turn a light, machine, etc. off / on by pressing a button 关/开(电灯、机器等)
 n. a small device to turn the light on or off 开关

Phrases

taste bud part of the tongue that enables you to recognize the taste of food and drink 味蕾
in conclusion finally 最后
nail clippers a small tool to cut the nails on your fingers and toes 指甲刀；指甲钳

Proper nouns

说明:

专有名词表包括人名、地名、机构名、作品名和专有概念名。

Unit 1

Juvenal 尤维纳利斯

Georgina 乔治娜

Carl 卡尔

Conchita 肯奇塔

Paris 巴黎

Cindy 辛迪

Nina 尼娜

Julian 朱利安

the Lunar New Year 农历新年

Valentine's Day 情人节

Sydney 悉尼

Vancouver 温哥华

Trafalgar Square 特拉法尔加广场

Unit 2

John Sailike 约翰·萨雷克

Carteret Islands 卡特里特群岛

Halia 哈里亚语(巴布亚新几内亚的一种语言)

Oscar 奥斯卡

Papua New Guinea 巴布亚新几内亚

Joel 乔尔

Mary 玛丽

WaterAid 水援助组织

WWF 世界自然基金会(World Wide Fund for Nature)

Unit 4

Paul Wittens 保罗·威滕斯

Charles Smith 查尔斯·史密斯

Emily 艾米莉

Nick 尼克

Bill Bryson 比尔·布赖森

Stephen Katz 斯蒂芬·卡茨

Appalachian Trail 阿巴拉契亚山道

Unit 3

Tanya Fulham 塔尼娅·福勒姆

Mali 马里

Glossary

说明:

专业术语表按书中出现顺序排列，不分单元。

idiom 习语；惯用语

linking word 连接词

suffix 后缀

bold 粗体的；黑体的

prefix 前缀

past perfect 过去完成(结构)

future continuous 将来进行(结构)

passive in the past continuous 过去进行被动(结构)

passive in the past perfect 过去完成被动(结构)

proverb 谚语；格言

predicative clause 表语从句

subject complement 主语补足语

linking verb 连系动词

fraction 分数

approximation 近似值；粗略估算

present continuous 现在进行(结构)

Grammar reference

1 The past perfect

- 1 The past perfect is used when we refer to a past situation or event that occurred earlier than another past situation or event, or before a certain time in the past.

*When we arrived at the office, Tom wasn't there. He **had gone** home.*

*Linda didn't want to go to the theatre with us because she **had** already **seen** the opera.*

- 2 The past perfect is used to talk about something we wanted or planned (etc.) to do, but did not do in the past.

*I **had wanted** to visit you before I left the city, but I was too busy.*

*He **had meant** to help, but couldn't get there in time.*

Other verbs used in this way include *expect (to)*, *hope (to)*, *think (about + verb-ing)*, etc.

- 3 The past perfect is used in sentence patterns such as *Hardly ... when ...*, *No sooner ... than ...*, *It was the first (second, etc.) time (that) ...*, etc.

*Hardly **had** the professor **begun** to speak **when** a student interrupted him.*

*It was the fifth time that his father **had been** on a business trip to Africa that year.*

*He **had no sooner come** back home **than** he telephoned his best friend Tom. (= No sooner had he **come** back home **than** he telephoned his best friend Tom.)*

- 4 When the past perfect is used to describe a situation or activity that continued without changing in the past, we normally use an adverbial to indicate how long it continued.

*His parents **had lived** in China for 5 years **when** he was born.*

- 5 When the past perfect is used for an event or action that happened more than once before a certain time in the past, we usually use an adverbial of frequency to indicate how often it repeated.

*He **had always visited** us **before** he went to college.*

*I was told that you **had been** late for school **more than once**.*

The past perfect and the simple past

- 1 A time expression such as *after*, *as soon as*, *before*, *by the time (that)*, *when*, etc., can be used to indicate that one action happened after another. In this case, either the simple past or the past perfect can be used for the action that happened earlier, while the simple past is used to describe the action that happened later.

*After he (**had**) **finished** all the work, he **left** the office.*

*When she (**had**) **checked** everything, she **turned off** the lights.*

- 2 If there is *already* or *just* used for the earlier action, only the past perfect can be used.

*They **had already finished** lunch **when** I got home.*

*She **had just locked** the door **when** the telephone rang.*

- 3 The simple past is used for both actions if we want to emphasize that the later action is the result of the earlier one.

*He became famous in the city **after** he **took part in** the singing contest.*

*When Ms Smith entered the hall, all the people there **stopped** talking.*

2 The future continuous

- 1 The future continuous is used when we talk about an activity or event that will happen at a certain time or over a certain period in the future.

I will be having a class this time tomorrow.

Will you be using your computer this afternoon?

- 2 The future continuous is used when the future activity or event is the result of something decided or arranged previously.

He will be studying at a university this September. (the result of a previous decision)

They will be practising every day before the competition. (part of a previous arrangement)

- 3 The future continuous is used for a routine activity that will take place in the future.

They will be returning home again for Christmas. (They always return home for Christmas.)

I will be meeting her on Wednesday afternoon. (That's when we usually meet.)

- 4 The future continuous is used to talk about complete activities in the future.

I will be seeing Tom this evening. I will tell him to phone you.

We will be talking this over during next conference.

- 5 *Will you* (or *Shall we*) *be verb-ing ...?* is used when we ask about somebody's plans, especially when we expect them to do something.

Will you be working on your report this evening?

When shall we be meeting again?

The future continuous and *will*

When the future continuous is used, we often talk about arranged activities or events in the future. *Will* is used to refer to invitations, people's willingness to do something, decisions people have made, etc.

Will you be coming to the dinner tomorrow evening? (asking about a possible previous arrangement)

Will you come to the dinner tomorrow evening? (an invitation)

She will be helping me with the housework. (a previous arrangement)

She will help me with the housework. (She is willing to help.)

The future continuous and the present continuous for the future

- 1 Both the future continuous and the present continuous can be used when we refer to activities or events in the future which have been arranged previously.

They will be leaving / are leaving for Beijing at nine tomorrow morning.

The president will be giving / is giving a speech at the opening ceremony of the Olympics.

- 2 The present continuous is used instead of the future continuous when we talk about activities or events which are surprising or unexpected.

I have just heard the news. Tom is leaving! What a surprise! (rather than ... *will be leaving*)

3 The passive in the past continuous and past perfect

Past perfect passive shows that something had been done by someone before sometime in the past.

Past continuous passive shows that something was being done by someone at a point of time in the past.

| | Active | Passive |
|------------------------|---|---|
| Past continuous | <i>was / were + present participle</i> <i>I was painting the house.</i> <i>The workers were tearing down the buildings.</i> | <i>was / were + being + past participle</i> <i>The house was being painted.</i> <i>The buildings were being torn down (by the workers).</i> |
| Past perfect | <i>had + past participle</i> <i>I had painted the house.</i> <i>Someone had picked the flowers.</i> | <i>had + been + past participle</i> <i>The house had been painted.</i> <i>The flowers had been picked.</i> |

4 The predicative clause

The predicative clause is a clause used as a predicate in a sentence. It can be introduced by *that*, *whether* or by a question word such as *who*, *why*, *where*, *how* or *what*.

- 1 The predicative clause usually follows a linking verb such as *be*, *look*, *seem*, *sound*, *appear*, etc.

The interesting thing is that they have the same name and are from the same place.

It seems that she is quite familiar with this place.

The question is when they will arrive.

- 2 The predicative clause can follow *whether*, *as if* / *though*. *If* cannot be used to introduce the predicative clause.

My question is whether he will go (or not). (If cannot be used.)

It sounds as if it is raining outside.

- 3 The predicative clause can follow *because* or *why* to explain a reason or result.

She did not go to the concert last night. That is because she had to babysit her little brother. (That is because emphasizes the reason: She had to babysit her little brother.)

That's why I was angry with him. (That's why emphasizes the result: I was angry with him.)

- 4 When the predicative clause follows the nouns: *advice*, *order*, *request*, *suggestion*, etc., or is about things that need to be done or are desirable, the clause is usually a *that*-clause with *should* + bare infinitive. Note that *should* can be omitted.

My suggestion is that we (should) go there by train.

The doctor's advice was that the injured boy (should) be operated on immediately.



后记

本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)》编写并经国家教材委员会专家委员会审核通过。

1997年底，上海市教委和课改委决定在“二期课改”中引进牛津英语教材进行改编并试验用。2005年原教材编写组依据课标对教材作成套修订，送审通过后于2006年始在全市范围内试用。该套教材对上海市英语教育教学水平、教师专业发展、学生英语语言能力和交际能力的提高作出了较大贡献，在这些方面所积累的宝贵经验是此次修订的主要基础和重要参考。本次修订也是对上海市“二期课改”重要成果的传承和发展。

本次教材修订使用了牛津大学出版社语料库中的部分优秀素材，在修订过程中牛津大学出版社的外籍专家帮助修改语篇、润色语言，在此表示衷心感谢。

修订过程中，上海市中小学(幼儿园)课程改革委员会专家工作委员会，上海市教育委员会教学研究室，上海市课程方案教育教学研究基地、上海市心理教育教学研究基地、上海市基础教育教材建设研究基地、上海市英语教育教学研究基地(上海高校“立德树人”人文社会科学重点研究基地)及基地所在单位上海外国语大学，编写组所在单位华东师范大学等单位给予了大力支持。此外，全市数十位高中英语教师、教研员和专家给我们提供了良好的教学试验机会和有价值的意见。在此表示衷心的感谢！

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致 谢

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图虫网（第 5 页三张图，第 37 页一张图，第 54 页一张图，第 70 页一张图）；

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