

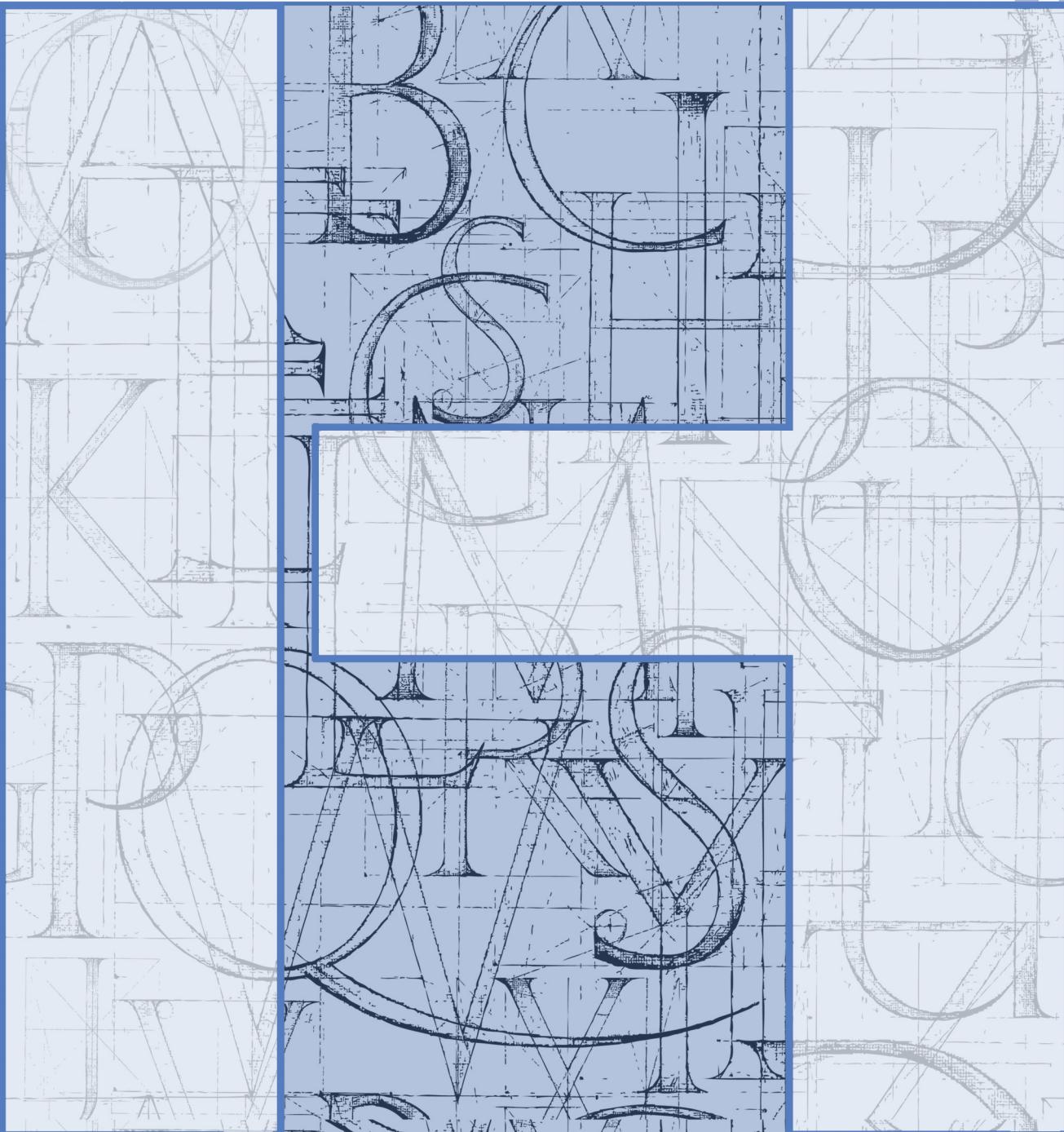
普通高中教科书

# 英语·练习部分

## 选择性必修 第四册

学校 \_\_\_\_\_ 班级 \_\_\_\_\_

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## 选择性必修 第四册



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# 致同学们

亲爱的同学们：

本册练习部分是高中《英语》（上教版）学生用书选择性必修四的配套教学参考资料，是学生用书的重要补充。该册练习部分由四个单元组成，每个单元有五个板块。各板块的具体内容和建议完成时间如下：

## Vocabulary

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

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本册练习部分的内容安排紧扣学生用书，容量和难度适中。相信它会帮助你们在选择性必修四学习阶段拾级而上，取得进步。

华东师范大学高中《英语》编写组  
2021年12月

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# Unit 1 The media and the message

## A Vocabulary

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

- online campaign
- upload
- search engine
- social media site
- expectation
- citizen journalist

- (1) You can use a(n) \_\_\_\_\_ to find information online.
- (2) The company launched a(n) \_\_\_\_\_ to raise money for disaster relief after the typhoon.
- (3) More and more \_\_\_\_\_ are reporting news from their local areas online.
- (4) You can \_\_\_\_\_ your song to this website so that people all over the world can listen to it.
- (5) Young Billy is determined to live up to his parents' \_\_\_\_\_.
- (6) This \_\_\_\_\_ is great for finding people who share your interests.

2 Match the words in column A to the words in column B to form phrases. Then complete the sentences with the correct form of the phrases.

A	B
report	the agenda
fall for	news
go	headlines
lack	the scam
trace	viral
set	sources
make	credibility

- (1) His claims were not reported by the media because they \_\_\_\_\_.
- (2) The video \_\_\_\_\_ with more than 2 million views on social media in just 24 hours.
- (3) The man who called you was lying: he wasn't from the bank. Don't \_\_\_\_\_.

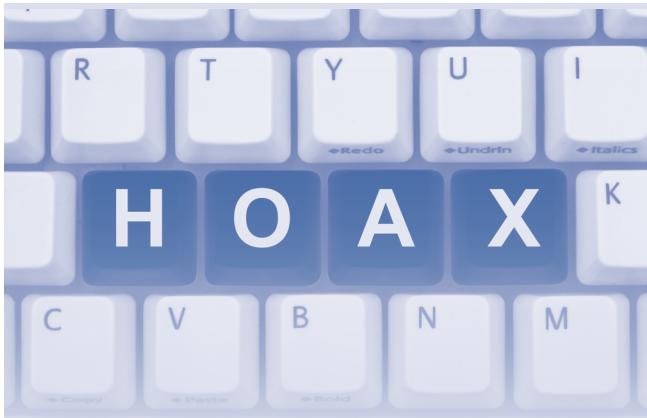
- (4) With more and more citizen journalists posting news online, professional news reporters are no longer the only ones that can \_\_\_\_\_.
- (5) Before they publish a story, news organizations check facts and \_\_\_\_\_ to make sure that everything is accurate.
- (6) I'm sure the news about the city's successful bid for the Olympic Games will \_\_\_\_\_ in newspapers all over the world tomorrow.
- (7) Equipped with a smartphone, anyone can \_\_\_\_\_ from wherever they are.

### 3 Choose the correct meaning of the word in bold in each sentence.

- (1) The film-makers shot hundreds of hours of **footage** to show the world the daily work of doctors and nurses.
- A. pictures  
B. part of a television programme or film showing a particular event
- (2) As a documentary film-maker, I need to have a sense of **accountability**: I need to be fair to everyone I interview.
- A. responsibility  
B. calculation
- (3) In some countries, people debate whether police officers should be **armed** at all times.
- A. carrying guns  
B. wearing wristbands
- (4) He gave me such a **compelling** offer that I could hardly say no.
- A. very violent  
B. very attractive
- (5) At the police station, the **eyewitnesses** were asked to describe the events of the evening in great detail.
- A. people who saw something happen  
B. people who are suspected of a crime
- (6) The policy has led to a **dramatic** increase in the country's urban population.
- A. interestingly performed  
B. surprisingly large

### 4 Complete the passage with the words and the phrase below. There is one option that you do not need.

- |          |                        |            |               |          |            |
|----------|------------------------|------------|---------------|----------|------------|
| ■ shared | ■ posted               | ■ reliable | ■ credibility | ■ scam   | ■ Internet |
| ■ expose | ■ social media website | ■ prove    | ■ everywhere  | ■ online |            |



## How to stop an online hoax

In 2012, Nolan Daniels posted a picture of himself on a(n) (1) \_\_\_\_\_ with a "winning" lottery ticket and offered \$1 million to one lucky person who (2) \_\_\_\_\_ his photo. He'd never (3) \_\_\_\_\_ a public status on the website before, but he wanted to see who would fall for the scam and share it. Two days later, his photo went viral as more than 2 million people shared his picture. It even made headlines in respected (4) \_\_\_\_\_ news outlets. Then an anti-hoax website exposed the story as a(n) (5) \_\_\_\_\_.

Unfortunately, misinformation and hoaxes are (6) \_\_\_\_\_ on the web. News stories can sometimes do good and (7) \_\_\_\_\_ wrongdoing, but at other times they can be inaccurate or false. So how can we deal with this misinformation?

- Don't spread rumours about people or post stories that aren't verified.
- If a story lacks (8) \_\_\_\_\_, don't share it. If you're not sure whether something is accurate, you can check one of the many websites that verify facts and trace sources.

As (9) \_\_\_\_\_ users, we set the agenda for the type of information that is spread. When we post or share a story on our timeline, we have a responsibility to make sure that these stories are accurate and (10) \_\_\_\_\_.

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

(1) 中国女排夺冠的消息一夜之间传遍了全国，每个中国人都被这场来之不易的胜利深深地鼓舞。(sweep)

---

(2) 你告诉我们的和别人说的完全不同。你如何向我们证明你的信息确实可靠？(reliable)

---

(3) 我们还无法确定是什么原因导致了这个结果，必须彻底核查证据后才能得出最终结论。(examine)

---

(4) 虽然这个事件是去年发生的，但最近媒体对它的报道很多，因此目前人们对此议论纷纷。(coverage)

---

(5) 河边有许多商店和饭馆。当我探寻周边区域时，我还发现了一家有趣的书店。(alongside)

---

(6) 我们已经认识 10 年了，我一直信任你，把你当做最好的朋友。你怎么能这样骗我呢？(cheat)

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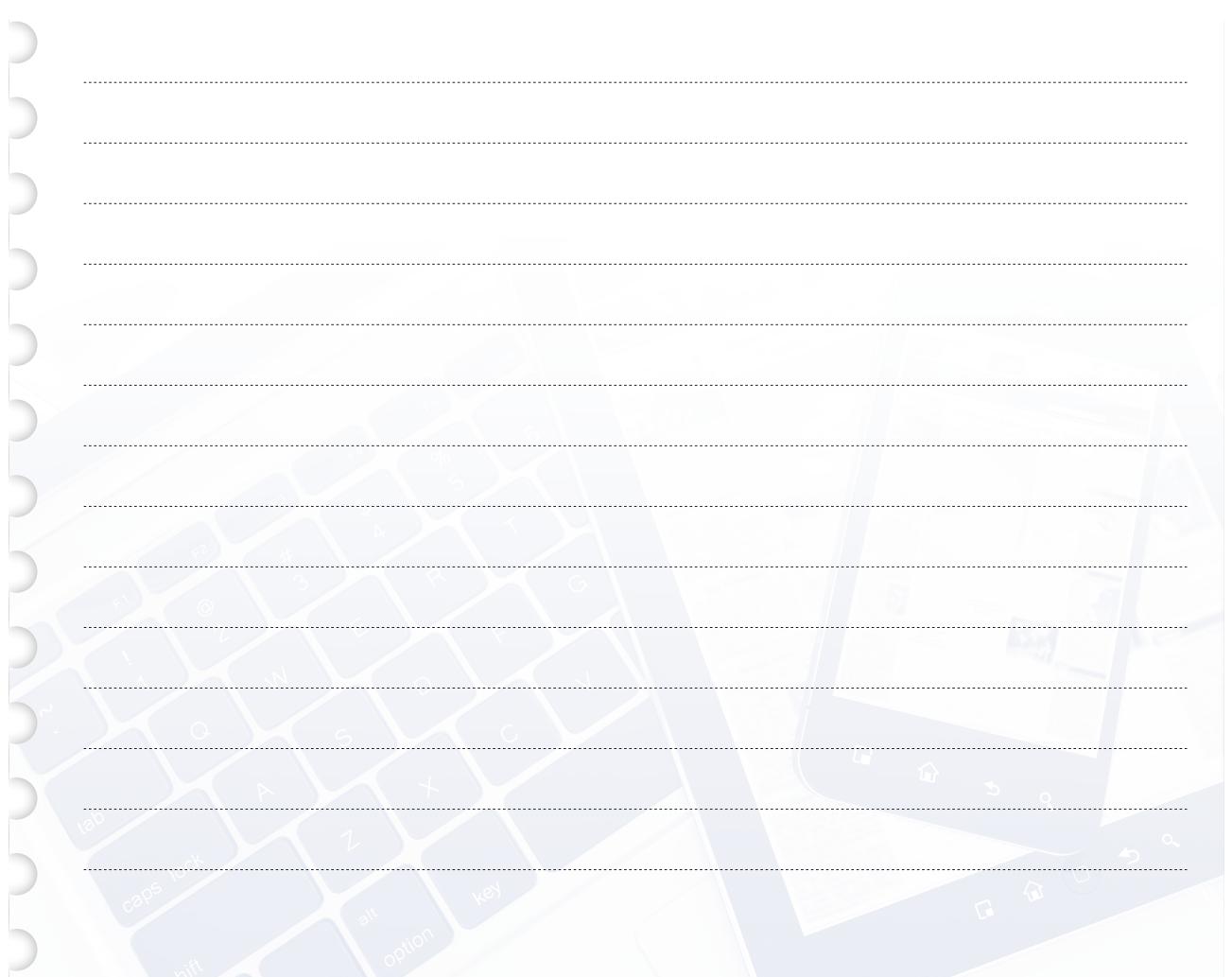
(7) 我正在为明天的期中考试复习，但太吵了，根本没法集中精力。你可以把电视的音量调低点吗？(lower)

---

(8) 即便在当今社会，有些人依然会在日常生活、学习和工作中遭遇偏见。(prejudice)

---

6 **The popularity of social media has made citizen journalism a widespread phenomenon. It has brought both benefits and challenges to society. Based on the problems revealed in the reading passage, write a passage in about 150 words. It should include at least three suggestions on how to deal with these problems.**



## B Grammar

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

- (1) The photographers \_\_\_\_\_ (must / may) be waiting for somebody important to appear. That much is certain.
- (2) I have no idea whom they're waiting for. It \_\_\_\_\_ (must / might) be a politician, I suppose.
- (3) The person they're waiting for \_\_\_\_\_ (must / could) have done something newsworthy. Otherwise, why would they be there?
- (4) It \_\_\_\_\_ (might not / can't) be easy to face up to all those photographers. I'd hate to be in that situation.
- (5) They \_\_\_\_\_ (could / must) be standing outside a restaurant where a major film star is eating. That's one possibility, at least.
- (6) Whoever they're hoping to photograph \_\_\_\_\_ (has to / may) be worth the wait. Look at all that equipment!

### 2 Choose the sentence that is most likely to follow the one(s) given.

- (1) Don't throw the picture away. Give it to Tony.
  - A. He might have liked it.
  - B. He might like it.
- (2) When she went out this morning, she was not carrying her briefcase.
  - A. She must have left it behind.
  - B. She must leave it behind.
- (3) Don't blame Tom again. He was not at home yesterday.
  - A. He can't have broken the vase.
  - B. He can't break the vase.
- (4) Nobody knows where the jewels have gone.
  - A. They might have been stolen.
  - B. They might be stolen.
- (5) David is not here.
  - A. He must have left without waiting for us.
  - B. He must leave without waiting for us.
- (6) Look at the window of his room. The lights are off.
  - A. He can't have been at home.
  - B. He can't be at home.

### 3 Complete sentence B so that it has a similar meaning to sentence A. Use **must**, **might (not)** or **can't**.

- (1) A. That story is in all the papers, so it's probably true.  
B. That story \_\_\_\_\_ because it's in all the papers.
- (2) A. It isn't possible that that singer is dying—she's so young!  
B. That singer is so young—she \_\_\_\_\_.

- (3) A. Perhaps the police didn't arrest the right person.  
B. The police \_\_\_\_\_ the right person.
- (4) A. I'm sure that the newsreader made a mistake.  
B. The newsreader \_\_\_\_\_ a mistake.
- (5) A. It's possible that it will rain in the morning.  
B. It \_\_\_\_\_ in the morning.
- (6) A. It's impossible that they started the fire.  
B. They \_\_\_\_\_ the fire.
- (7) A. It's possible that the reporters were trying to help the injured man.  
B. The reporters \_\_\_\_\_ to help the injured man.

**4 Complete the interview by filling in each gap with a modal verb and a verb below. Change the form if necessary. Some modal verbs are used more than once.**

**Modal verbs:** ■ must    ■ can't    ■ might    ■ may not

**Verbs:**    ■ see    ■ worry    ■ know    ■ stay    ■ jump    ■ attack

**Interviewer:** I'm chatting to Jerry Clark. You (1) \_\_\_\_\_ who Jerry is. He isn't a household name. However, his photographs of wildlife are a familiar sight in our newspapers. Just about everybody in the country (2) \_\_\_\_\_ one of Jerry's photographs in a newspaper or magazine at one time or another during the past ten years. So, what's the secret to being a wildlife photographer, Jerry?

**Jerry:** Well, patience, first of all. It's possible that you (3) \_\_\_\_\_ in a forest for weeks on end, waiting for that all-important photo.

**Interviewer:** And you need bravery, too, right? I'm sure you (4) \_\_\_\_\_ by some fierce animals more than once in your career. Do you worry that a tiger or lion (5) \_\_\_\_\_ at you and kill you?

**Jerry:** Well, I have had some terrible experiences, but I've not been killed, yet. To be honest, you (6) \_\_\_\_\_ about that sort of thing if you want to be a good wildlife photographer.



## C Listening and speaking

### 1 Listen to a dialogue and answer the questions.

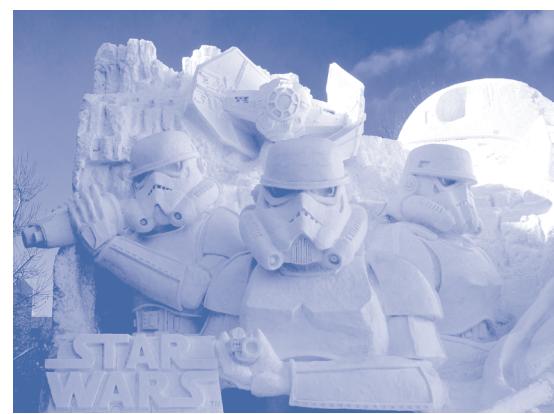
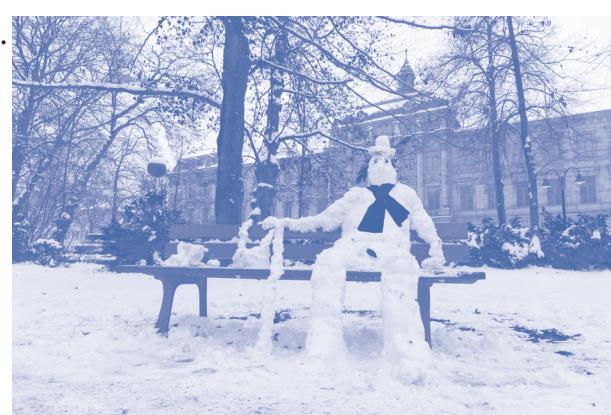
(1) Which photo do they each prefer?

Tom: \_\_\_\_\_

Claire: \_\_\_\_\_

Michael: \_\_\_\_\_

(2) Which photo do they decide to use on their website?



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

(1) Claire, Tom and Michael run a local newspaper.

(2) According to Tom, the snowman is more impressive than the Star Wars snow sculpture.

(3) People might relate the snowman to a person who used to go to the park.

(4) The photo of the Star Wars snow sculpture is not related to any news stories.

(5) They can't choose two photos because there isn't enough space for both of them.

Take notes here!

**3 What do the three speakers think about the two photos? Listen again and complete the table.** 

	<b>Photo A</b>	<b>Photo B</b>
<b>Tom</b>	It's (1) _____. It looks like a (2) _____ "snow" person. He loves its (3) _____.	/
<b>Claire</b>	It makes people wonder who it (4) _____.	It relates to (5) _____ news.
<b>Michael</b>	Snowmen like that can always be seen in public parks.	It is (6) _____. It is much more (7) _____. It relates to a (8) _____.

**4 Look at the three photos of sand sculptures. Decide which photo you would upload to Weird Photos and which two you would not use. Give reasons for your choice and summarize your ideas in a one-minute oral presentation. You may record your presentation and send it to your teacher. Use the guidelines below to help you.**

**Guidelines for your presentation:**

- Explain which photo you picked
- Describe the photo
- Justify why you chose it and give reasons for your choice

A.



B.



C.



## D Reading

Read the passage and complete the exercises.

### The life of a war photographer

"Looking at what others cannot bear to see is what my life has been about."

Don McCullin

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

Known as one of the greatest war photographers in history, Don McCullin has spent the last sixty years taking photographs of devastation and suffering in war zones all over the planet. His prolific output includes haunting photographs of the Vietnam War in the 1960s, of civil war in Cyprus, of massacres in Central Africa, of famine in Sudan and Bangladesh, and of the invasion of Iraq in 2003. Often at great personal risk, he has been to the most horrific places on earth in search of photographs that bear witness to the tragedy and heartbreak of war, disaster and poverty. His work will always remind people of the suffering endured by so many people during the second half of the twentieth century.

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

McCullin started out, not as a war photographer, but as a photojournalist of poverty and crime in his native country, England. In what must have been a difficult childhood, young Don was brought up in a one-bedroom basement flat in a rough and violent part of London. He shared a bed with his brother and the bedroom with his parents, and he grew up streetwise and tough. His childhood was good preparation for his career. Like the people he has photographed, Don experienced hunger, violence and poverty in his life. He understood what it was like to experience extreme hardship, which enabled him to really observe people's suffering. He could look at hard reality when most people would have just looked away.

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

Young Don's big break as a photographer came as a direct result of his deprived childhood. He snapped a gang of young thugs ( 惡棍 ) from his neighbourhood and, soon after he took the photo, one of the gang members stabbed and killed a policeman. As a result, a national newspaper bought and published Don's photo and offered him a contract to take more photographs. This was the start of his career as a photographer.

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

Don McCullin was fearless and reckless in his search for the perfect photograph. He would just walk into the houses of people who had had a death in the family, and point his camera at their faces, and he would go up to starving children or injured soldiers and snap their portraits. In many ways, he was a “war junkie”. He was so used to working in conflict zones that he felt depressed whenever he was back in peaceful England. On several occasions, he was very nearly killed. In Uganda he was captured by soldiers, imprisoned for four days and threatened with execution, and, in Cambodia, a sniper ( 狙击手 ) shot at him just as he was lifting his camera to his face to take a photo. By pure luck, the bullet struck the camera and bounced away.

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

Despite the risks, McCullin was driven throughout his career not just by his personal need to experience danger and excitement, but by a sense of moral purpose. He wanted to reveal the true face of war and famine and to tell the stories of those who have no voice. In interviews, he stresses that he wants his photographs to provide evidence of what is really happening in the world. “You have to bear witness,” he says. “You cannot just look away.”

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

In later life, McCullin has spoken about how he felt remorse for being so intrusive during his career. However, he is also haunted by the people he photographed. “Sometimes,” McCullin said, “it felt like I was carrying pieces of human flesh back home with me. It’s as if you are carrying the suffering of the people you have photographed.” In his quest to photograph the truth of war and struggle, he has paid a high personal price.



### 1 Match subheadings A–F to paragraphs 1–6.

- A. Opportunity
- B. Motivation
- C. Legacy
- D. Guilt
- E. Background
- F. Risk

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

## 2 Choose the correct answers.

- (1) Which of the following statements about Don McCullin is true according to the passage?
- A. He has only ever been a war photographer.
  - B. He took most of his photographs in the 1960s and 1970s.
  - C. He has taken photographs both at home and abroad.
  - D. He began his career at the time of the Vietnam War.
- (2) When he was a boy, Don \_\_\_\_\_.
- A. hung out with a gang of thugs on London's rough streets
  - B. found it hard to get on with other kids in his neighbourhood
  - C. was encouraged to be objective and hardworking
  - D. learned to be a strong and tough person
- (3) Don took the photo of the gang of young thugs \_\_\_\_\_.
- A. soon after they had murdered a police officer
  - B. but didn't sell it until one of the photo's subjects committed a crime
  - C. as part of his first assignment for a major national newspaper
  - D. in order to highlight their deprived background
- (4) During his career, Don \_\_\_\_\_.
- A. was wounded by a sniper
  - B. narrowly avoided death more than once
  - C. was wounded in Cambodia
  - D. felt depressed whilst away on demanding photo shoots
- (5) What is the main topic of the passage?
- A. The life and career of Don McCullin.
  - B. The moral sense of a war photographer.
  - C. The dangers Don McCullin experienced during his career.
  - D. The suffering of people during wars and famines.

## 3 Study the following words from the passage. Then use the correct form of these words to complete the sentences below. There are two words that you do not need.

■ drive	■ witness	■ hardship	■ haunt	■ occasion
■ prolific	■ capture	■ moral	■ deprive	■ reveal

- (1) These paintings bear \_\_\_\_\_ to the creativity of Chinese artists.
- (2) The country is \_\_\_\_\_ by the possibility of civil war.

- (3) Tommy worked day and night, \_\_\_\_\_ by a desire to succeed.
- (4) Compared to the rich south-east, the north of England is relatively \_\_\_\_\_.
- (5) Her longing for a simple life close to nature was \_\_\_\_\_ in this poem.
- (6) On some \_\_\_\_\_ we would go downtown to see our friends.
- (7) William Shakespeare was a \_\_\_\_\_ writer of poems and plays.
- (8) I am really sorry for all the \_\_\_\_\_ you have experienced.

**4 Read the summary of the passage below and fill in the blanks with the words used in the sentences in exercise 3. Change the form if necessary.**

Don McCullin is a famous war photographer who has taken countless photos during his long, (1) \_\_\_\_\_ career. Many of his photographs bear (2) \_\_\_\_\_ to the tragedy of war. Don had a (3) \_\_\_\_\_ childhood and experienced a lot of (4) \_\_\_\_\_ when he was young, so he understood people's suffering. His career as a photographer began when a national newspaper published one of his photos of young thugs.

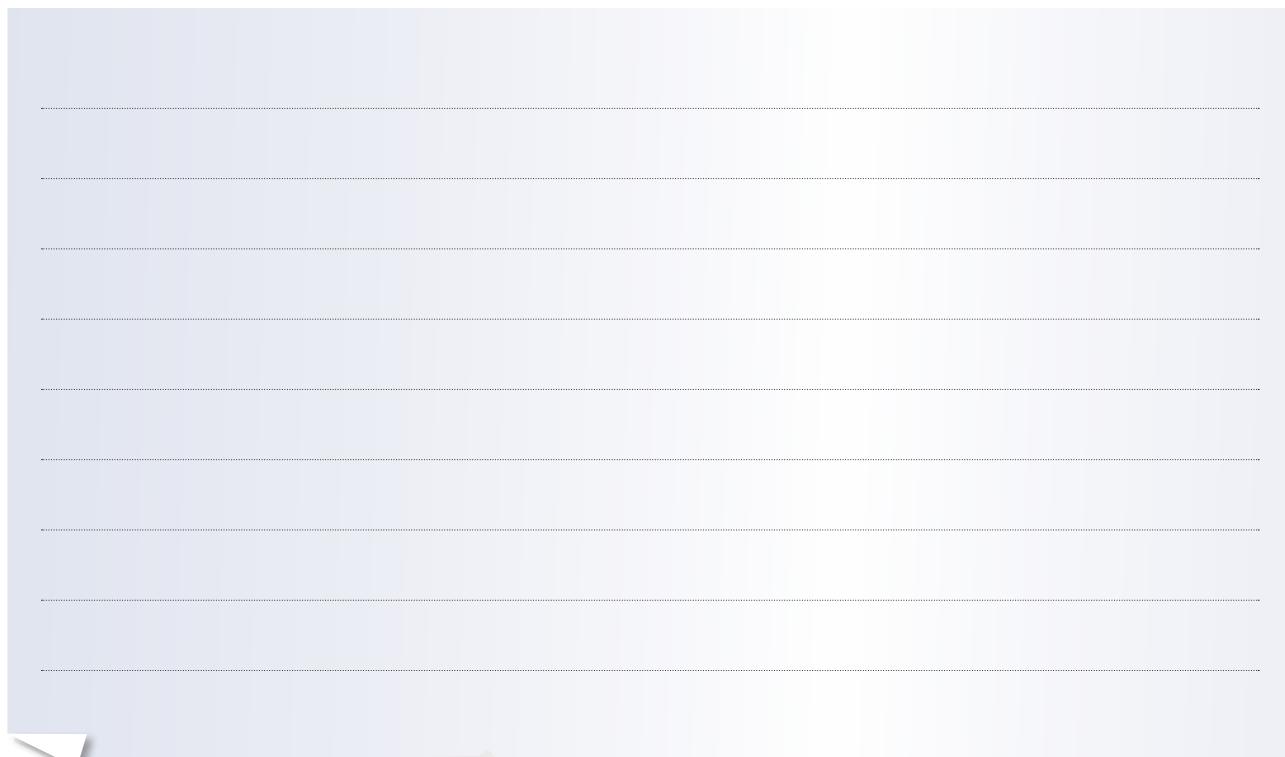
As he searched for the perfect photograph, Don was absolutely fearless, and he found himself in many dangerous situations. On several (5) \_\_\_\_\_ he was nearly killed. Don was (6) \_\_\_\_\_ by a sense of moral purpose. He wanted to (7) \_\_\_\_\_ the truth of war and speak for the people who had no voice. Don is still (8) \_\_\_\_\_ by the people he photographed, as if he were carrying their suffering.



## E Writing and viewing

1 Write an essay in about 150 words about your opinions on using social networking sites for reporting news. You may refer to the guide given below.

<b>Content</b>	<ul style="list-style-type: none"><li>■ What social networking sites are people using and what functions do they have?</li><li>■ How do these social networking sites help us keep up with breaking news stories?</li><li>■ Why are these social networking sites necessary in modern life?</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>■ Paragraph 1: Introduce the topic and your argument.</li><li>■ Paragraph 2: Present your first point.</li><li>■ Paragraph 3: Present your second point.</li><li>■ Paragraph 4: Make your conclusion.</li></ul>
<b>Check</b>	<ul style="list-style-type: none"><li>■ Is the topic clearly stated? <input type="checkbox"/></li><li>■ Have you used emphasis or other techniques to underline your main ideas? <input type="checkbox"/></li><li>■ Have you checked grammar, vocabulary, spelling and punctuation? <input type="checkbox"/></li></ul>



This section provides a large, light-gray rectangular area with horizontal dotted lines, designed for students to write their essay. The area is enclosed in a thin gray border and features a small triangular graphic in the bottom-left corner.

- 2 Watch the video “Pepper the Robot” again and take notes. Select two or three details that interest you the most about the robot. Write a short passage describing the features of Pepper the Robot and explain what you think of it in about 150 words.

Take notes here!

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# Unit 2 Live longer, live better?

## A Vocabulary

### 1 Complete the sentences with the verbs below.

■ fend ■ wear ■ shrug ■ set ■ cross ■ put

- (1) Unfortunately, the effects of the painkillers will \_\_\_\_\_ off quickly, so the medication will not help much in this case.
- (2) Each morning, the manager will check her to-do list for the day, to make sure that she can \_\_\_\_\_ off the key tasks on the list.
- (3) Once his three ships were ready, Columbus \_\_\_\_\_ off on a voyage that would change the world forever.
- (4) We all know that he won't be able to \_\_\_\_\_ off the inevitable: his parents won't support him forever, so he needs to find a job sooner or later.
- (5) Some people think that the idea of immortality is a joke, but you can't \_\_\_\_\_ off the advances in medical science which may make much longer lifespans possible in the future.
- (6) Vaccines train the immune system how to \_\_\_\_\_ off viruses and bacteria that cause deadly diseases such as smallpox (天花) and tuberculosis (肺结核).

### 2 Complete the sentences with phrases with *life* and the words in brackets.

- (1) Before the soldiers jumped off the plane, the officer ordered them to check their parachutes several times, because being well prepared was \_\_\_\_\_. (matter)
- (2) The doctor assured the old man that the surgery would give him \_\_\_\_\_. (lease)
- (3) The singer tried to \_\_\_\_\_ some of his old songs. (breathe)
- (4) The GMO bananas have longer \_\_\_\_\_, but some people think they do not taste as good as organic bananas. (shelf)
- (5) When the accident happened, she was in the \_\_\_\_\_, and it took her almost two years to recover. (prime)
- (6) For Tim, graduating from high school was a \_\_\_\_\_. (milestone)

### 3 Complete the sentences with the correct form of the phrases below.

■ gender discrimination  
■ a new lease of life

■ the elderly  
■ give away

■ bucket list

- (1) Mr Smith won 1 million dollars in the lottery, but he \_\_\_\_\_ all the money to charities that help people in need.
- (2) \_\_\_\_\_ is still a big problem in Japan, where women earn almost a quarter less than men.
- (3) Generally speaking, \_\_\_\_\_ are highly respected in East Asian societies.
- (4) Last year was really tough for her, but she thinks her new job has given her \_\_\_\_\_.
- (5) Going skydiving in New Zealand has always been on Tom's \_\_\_\_\_.

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

■ meaningful    ■ escapes    ■ milestones    ■ youth    ■ worth    ■ aged  
■ shrug    ■ cut    ■ fight    ■ immortal    ■ forever

## Struldbrugs

In the classic story *Gulliver's Travels*, written in 1726, the hero, Lemuel Gulliver,

- (1) \_\_\_\_\_ in the nick of time (在危急关头) from tiny people who want to kill him, and uses his sword to (2) \_\_\_\_\_ off giant animals which attack him. He also visits Luggnagg, a place inhabited by the Struldbrugs, a group of people who live (3) \_\_\_\_\_. Gulliver learns that although they are (4) \_\_\_\_\_, they don't stop ageing. At one time, when they were under the age of eighty, many of the ancient Struldbrugs had (5) \_\_\_\_\_ lives. They enjoyed reaching the (6) \_\_\_\_\_ in life, such as getting married and getting important jobs. But, in the course of time, these people have (7) \_\_\_\_\_, lost their hair, their teeth and their memories. Hundreds of years old, they are now (8) \_\_\_\_\_ off from society, with no friends and no home. They are so behind the times that they have no understanding of what modern life is like. In the end, Gulliver learns that eternal life without eternal (9) \_\_\_\_\_ is a life not (10) \_\_\_\_\_ living.

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

(1) 大学毕业后，他先在一家跨国公司工作了三年，后来决定出国深造。(corporation)

(2) 我国的经济改革始于 20 世纪 70 年代末。四十多年来，一系列的举措从根本上改变了人们的生活，提升了他们的生活水平。(fundamentally)

(3) 疾病曾让这位老人难以动弹，不过新的医学疗法使他重获新生。(new lease of life)

(4) 他绝对是一位数学天才，仅几秒钟就解出了这道难题。(mere)

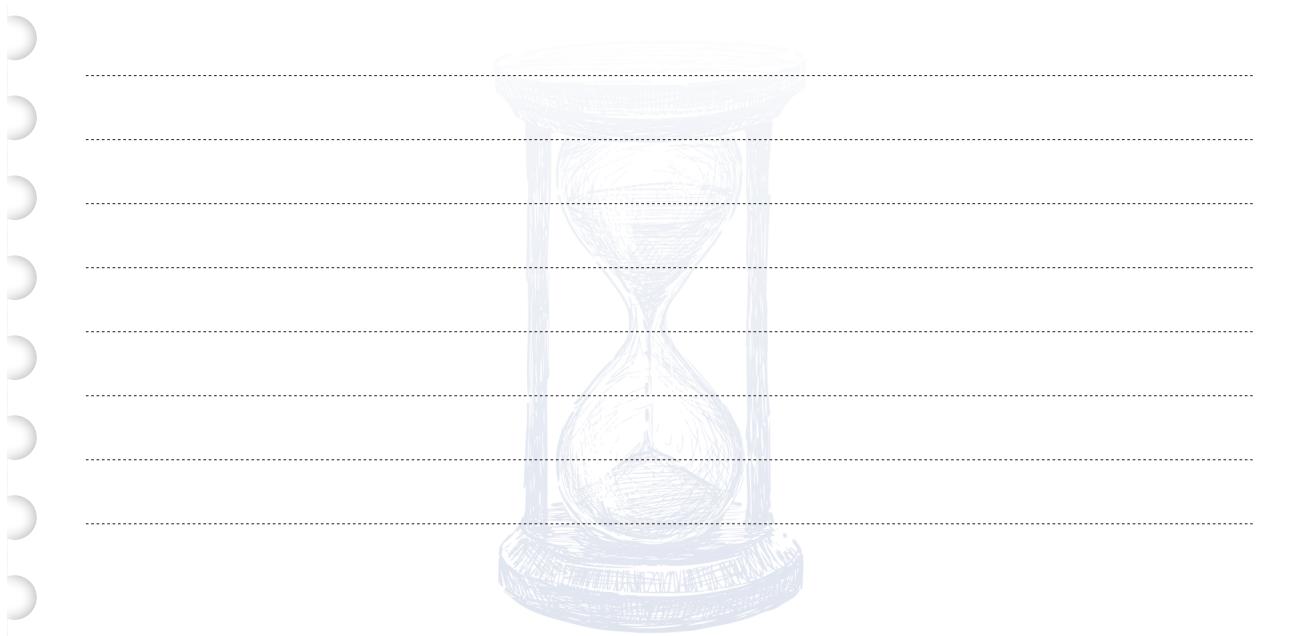
(5) 因其产生的污染对周边的生态环境造成严重威胁，这个大化工厂已经关闭了。(pose)

(6) 让人吃惊的是，他的建议没有遭到组内其他成员的反对。(resistance)

(7) 这艘客船撞上岩石后开始下沉。幸好所有乘客都成功逃脱。(sink)

(8) 这位小说家不但在美国文坛占据重要地位，同时也是一位鼓舞人心的演说家。(occupy)

**6 Imagine you have conducted an interview with Dmitry Itskov about his immortality project. Rewrite the reading passage into an interview with Mr Itskov in about 150 words. The interviewer (you) should ask at least three questions based on the concerns of immortality reflected in the passage.**



## B Grammar

### 1 Read the sentences and then choose the best description of the situation.

- (1) If James wasn't so unfriendly, he would have enjoyed the party more.
  - A. James is unfriendly, so he didn't enjoy the party.
  - B. James is unfriendly, so he won't enjoy the party.
- (2) If you had paid attention in class, you wouldn't be struggling with the assignment.
  - A. You didn't pay attention in class and you were struggling with the assignment.
  - B. You didn't pay attention in class, so you are struggling with the assignment now.
- (3) If we hadn't eaten that cake, we would be hungry.
  - A. We ate the cake, so we're not hungry now.
  - B. We didn't eat the cake because we weren't hungry.
- (4) If they didn't know the local language, they wouldn't have found such a nice hotel.
  - A. They know the local language, so they found a nice hotel.
  - B. They don't know the local language, so they didn't find a nice hotel.
- (5) If I had a mobile phone, I would have called you.
  - A. I don't have a mobile phone, so I can't call you.
  - B. I don't have a mobile phone, so I didn't call you.
- (6) If they had followed the rules, they wouldn't be in trouble now.
  - A. They followed the rules, and now they are in trouble.
  - B. They didn't follow the rules, and now they are in trouble.

### 2 Complete the sentences with the words in brackets, using the second or third conditional forms.

- (1) We've won a car in a prize draw! If we \_\_\_\_\_ (not buy) a ticket, we \_\_\_\_\_ (not win) anything!
- (2) Sally doesn't have a laptop because she hasn't got much money. She \_\_\_\_\_ (get) one if she \_\_\_\_\_ (have) more money.
- (3) I felt exhausted after the race. I \_\_\_\_\_ (not feel) so tired if I \_\_\_\_\_ (not finish) first.
- (4) Penny had a lucky escape when she was hit by a car. She \_\_\_\_\_ (be) hurt if she \_\_\_\_\_ (not be wearing) her bicycle helmet.
- (5) I'm going to the beach later today. I \_\_\_\_\_ (stay) at home if it \_\_\_\_\_ (not be) so sunny.
- (6) We won last night's match! We \_\_\_\_\_ (lose) the game if our goalkeeper Emma \_\_\_\_\_ (not save) a penalty in the last minute.

- (7) I'm sorry, but Jill can't help organize the party later. If she \_\_\_\_\_ (not be) busy, she \_\_\_\_\_ (help).
- (8) Andy knocked over an expensive vase. He was lucky. It \_\_\_\_\_ (smash) to pieces if it \_\_\_\_\_ (not land) on the soft carpet.

### 3 Rewrite the sentences by using mixed conditionals.

(1) I can't pay the bill because I didn't get paid last week.

If I \_\_\_\_\_.

(2) Sally is only here because you invited her.

If you \_\_\_\_\_.

(3) Louise is a great tennis player. That's why she won the tournament last week.

If Louise \_\_\_\_\_.

(4) We are late because the train left earlier than expected.

We \_\_\_\_\_.

(5) We don't have enough time, so we are not able to go on holiday abroad this year.

If we \_\_\_\_\_.

(6) Sam won the first prize in the maths competition. That's why he's so happy.

If Sam \_\_\_\_\_.

### 4 Complete the letter with the correct form of the words in brackets.

Dear child (now grown-up),

Imagine you (1) \_\_\_\_\_ (listen) to all the advice I gave you when you were a child and suppose you (2) \_\_\_\_\_ (act) on all that advice. Where (3) \_\_\_\_\_ (you / be) now? Well, if you (4) \_\_\_\_\_ (do) what I told you to do then, you (5) \_\_\_\_\_ (fulfil) all my wishes. And today you (6) \_\_\_\_\_ (have) more wealth than a king and more wisdom than a judge. In life, however, it is not only children who should listen and learn. I have learnt that everybody should make their own way in life, choosing the advice that makes sense and learning from experience. If you (7) \_\_\_\_\_ (do) everything I said, you (8) \_\_\_\_\_ (not learn) from your own mistakes, and you (9) \_\_\_\_\_ (not be) the person you are now. In truth, I'd rather you were the strong-minded, independent adult I see before me now than the person I wanted to make.

Your loving parent

## C Listening and speaking

### 1 Listen to the three people, Jenny, Simon and David, discussing whether young people are generally more selfish than their parents. Answer the questions.

(1) Which speakers agree that young people are generally more selfish than their parents?

(2) What do the speakers think are the main reasons why teenagers today are selfish?

Jenny: \_\_\_\_\_

Simon: \_\_\_\_\_

David: \_\_\_\_\_

### 2 Listen again. Decide whether Jenny (J), Simon (S) or David (D) made the following points.

- (1) Teenagers are more independent than their parents were at the same age. \_\_\_\_\_
- (2) Teenagers don't do jobs around the house in the way they once did. \_\_\_\_\_
- (3) Teenagers can't avoid being influenced by society and the media. \_\_\_\_\_
- (4) Teenagers are constantly using computers and mobile phones. \_\_\_\_\_
- (5) Teenagers rarely find time to socialize with older family members. \_\_\_\_\_
- (6) Although teenagers are selfish, it's not their fault. \_\_\_\_\_

### 3 The three speakers used different expressions to express their opinions. Listen to the dialogue again and complete the expressions they used.

<b>Jenny</b>	I totally (1) _____ that idea. The most (2) _____ for this is that they spend so much time online ...
<b>Simon</b>	The (3) _____ that this has is that teenagers aren't as dependent on their parents as they once were ... My (4) _____ is that young people grow up only thinking about themselves.
<b>David</b>	What (5) _____ is not young people, but society itself. (6) _____ we wanted to be selfless, it would be difficult, because ...

- 4 Conduct a survey of your classmates, friends, family or teachers about their attitudes to this statement: "Parents shouldn't support their children financially after they are eighteen." Summarize the findings and make a one-minute oral presentation. You may record your presentation and send it to your teacher. Use the guidelines below to help you.**

**Guidelines for your presentation:**

- What your survey was about
- What your findings were
- Why some people think parents should / shouldn't support their children financially
- Suggestions you'd like to give

**Survey questions:**

- Should parents support their children financially after they are eighteen?
- Why should / shouldn't parents support their children financially after they are eighteen?

**Your findings:**

**Presentation outline:**

## D Reading

Read the passage and complete the exercises.

### Serendipity (机缘巧合) —how we make our own luck

(1) \_\_\_\_\_ It would be a world in which nothing unexpected ever happened. In truth, of course, we live in a world of lucky accidents, and it's fortunate that we do so. Without the **flukes**, coincidences and accidents that make up our daily lives, the world would be dull and predictable. Suppose, also, that we lived in a world in which you could not make your own luck, a world in which we had to accept the **hand** dealt to us by chance. That would be a frightening and chaotic world. Fortunately, as we shall see, that isn't true either. We live in a world of luck, but one that we can shape and change if we have the right **mindset**.



(2) \_\_\_\_\_ That's because lucky accidents, or moments of "serendipity", have given us hundreds of inventions and discoveries. If Alexander Fleming hadn't accidentally allowed mould to grow in a dish in his laboratory, he wouldn't have discovered penicillin, a cure for bacterial diseases. If Percy Spencer hadn't noticed that a chocolate bar in his pocket melted when he stood next to a radar transmitter, he would have never invented the microwave oven. And if Dr Spencer Silver hadn't failed to make the super strong glue he was trying to make, he wouldn't have accidentally made the weak glue that was perfect for his invention—Post-it notes.

(3) \_\_\_\_\_ Consequently, they have been carrying out research into why some people seem to live charmed lives while others are unhappy with their **lot** in life. A research team at University College London recently asked people to post their own good luck stories on the team's website, which they then investigated to find **patterns** amongst the stories. What they found was that while most of us experience moments of good fortune, not all of us recognize and act on the opportunities they give us. Lucky people, who always seem to be in the right place at the right time, are really good at seizing the moment. So, while Fleming, Spencer and Silver were lucky that accidents gave them ideas, what was important was that they took advantage of those ideas and turned them into important discoveries and inventions.

(4) \_\_\_\_\_ His studies show that luck is as much a state of mind as an uncontrollable quality. In other words, if we think we're lucky, we are lucky. In one experiment, Professor Wiseman asked people to say whether they thought they were lucky or not. Then he asked them to count the number of photographs in a newspaper. About halfway through, an advertisement read: "Stop counting. There are 43 photographs in this newspaper!" Remarkably, people who thought they were lucky were much more likely to spot the advertisement and stop

counting. What this revealed was that “lucky” people have a different mindset from “unlucky” people. In his book, Professor Wiseman argues that lucky people are very relaxed and open to new ideas whereas unlucky people are often stressed and concerned with failure. The personal **attributes** that lucky people have make them lucky. That’s because it’s only by trying new things and noticing the unexpected that luck comes your way, and it’s only by being outgoing and being optimistic that you find yourself in situations where lucky things happen.

(5) \_\_\_\_\_ So what should we do if we want to maximize our luck? Professor Wiseman suggests that we should, first of all, be open to new experiences; secondly, we should listen to our own **hunches**, as it is often our own intuition that tells us whether an opportunity is a good one or not; and thirdly, we should be positive and optimistic at all times. He also encourages people to make the best of their luck, good or bad. The power of positive thinking can transform the way we see our luck and our lives. So, be lucky, and remember that luck is everywhere, and you have the power to shape it.

**1 Match opening sentences A–G to paragraphs 1–5. There are two sentences that you do not need.**

- A. A world without luck would be a world without many of the great scientific breakthroughs that have been made in history.
- B. Some people are just luckier than others, and can always grasp opportunities.
- C. The psychologist Professor Richard Wiseman, who wrote the book *The Luck Factor*, goes further.
- D. Imagine a world in which there was no such thing as luck or chance.
- E. Without these lucky breaks, there might never be these scientific breakthroughs.
- F. As we have seen, everybody has lucky breaks, but not everybody spots them.
- G. Psychologists are fascinated by these stories of outrageous good fortune.

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

**2 Decide whether the statements are true (T) or false (F).**

- (1) We’re lucky to live in a world where luck plays a part. \_\_\_\_\_
- (2) Alexander Fleming, Percy Spencer and Spencer Silver all made important discoveries by accident. \_\_\_\_\_
- (3) Researchers at University College London analysed their own experiences and found patterns that suggested human beings respond differently to luck. \_\_\_\_\_
- (4) In Wiseman’s newspaper experiment, people who thought they were unlucky usually spent longer counting pictures. \_\_\_\_\_

(5) There is a link between sociability and good fortune, according to Wiseman.

---

(6) It's better to trust the judgement of experienced others rather than rely on your own feelings if you want to be lucky in life.

---

(7) In Wiseman's opinion, sometimes, what might seem to be unlucky may actually not be so bad.

---

**3 Study the words in bold in the passage. Then use the correct form of these words to complete the sentences below.**

(1) Amelia's most positive \_\_\_\_\_ is her optimism.

(2) I had a \_\_\_\_\_ that Paul would be a good person to go on holiday with. And we had a great time!

(3) There is a clear \_\_\_\_\_ to the way young children develop. It follows a regular path.

(4) Life didn't deal Tom a great \_\_\_\_\_. However, he made the most of the opportunities he had.

(5) I didn't intend to score a goal when I kicked the ball. It was a \_\_\_\_\_.

(6) Emily was never satisfied with her \_\_\_\_\_ in life. She wanted something better.

(7) If you have a positive \_\_\_\_\_, you can achieve anything. Just think positive!

**4 Complete the passage with the correct form of six of the nouns in exercise 3.**

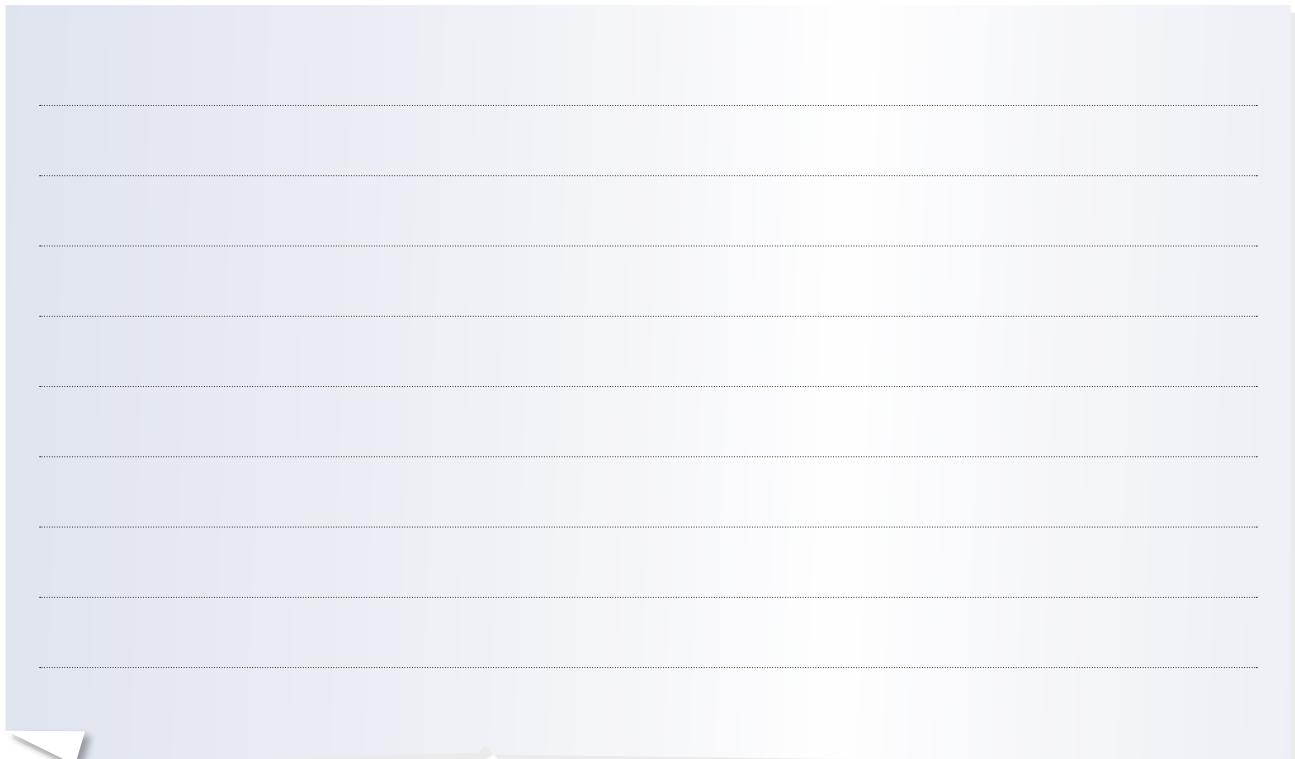


The personal (1) \_\_\_\_\_ required for nature photographers are perseverance and also a patient (2) \_\_\_\_\_ in order to prepare for the rare moments when spectacular things happen. Sometimes, however, all they need is to be in the right place at the right time. For example, amateur photographer Robert Bass was taking photos with his smartphone when he heard thunder. He pointed his smartphone at the sky, but couldn't believe it when he realized he had captured a rainbow and a bolt of lightning together. Bass said that he had had a (3) \_\_\_\_\_ that the weather was going to be dramatic that day and that's why he was outside. But it's not every photographer's (4) \_\_\_\_\_ in life to capture such a memorable photo. Luck dealt him an amazing (5) \_\_\_\_\_, especially as he hadn't noticed the lightning at the time. "I was concentrating on the rainbow," he said. "Capturing both was a complete (6) \_\_\_\_\_. I suppose it will be the best photo I'll ever take."

## E Writing and viewing

1 Some people believe that the more money you have, the happier you are. Do you agree? Why or why not? Write an opinion essay about money and happiness in about 150 words. You may refer to the guide given below.

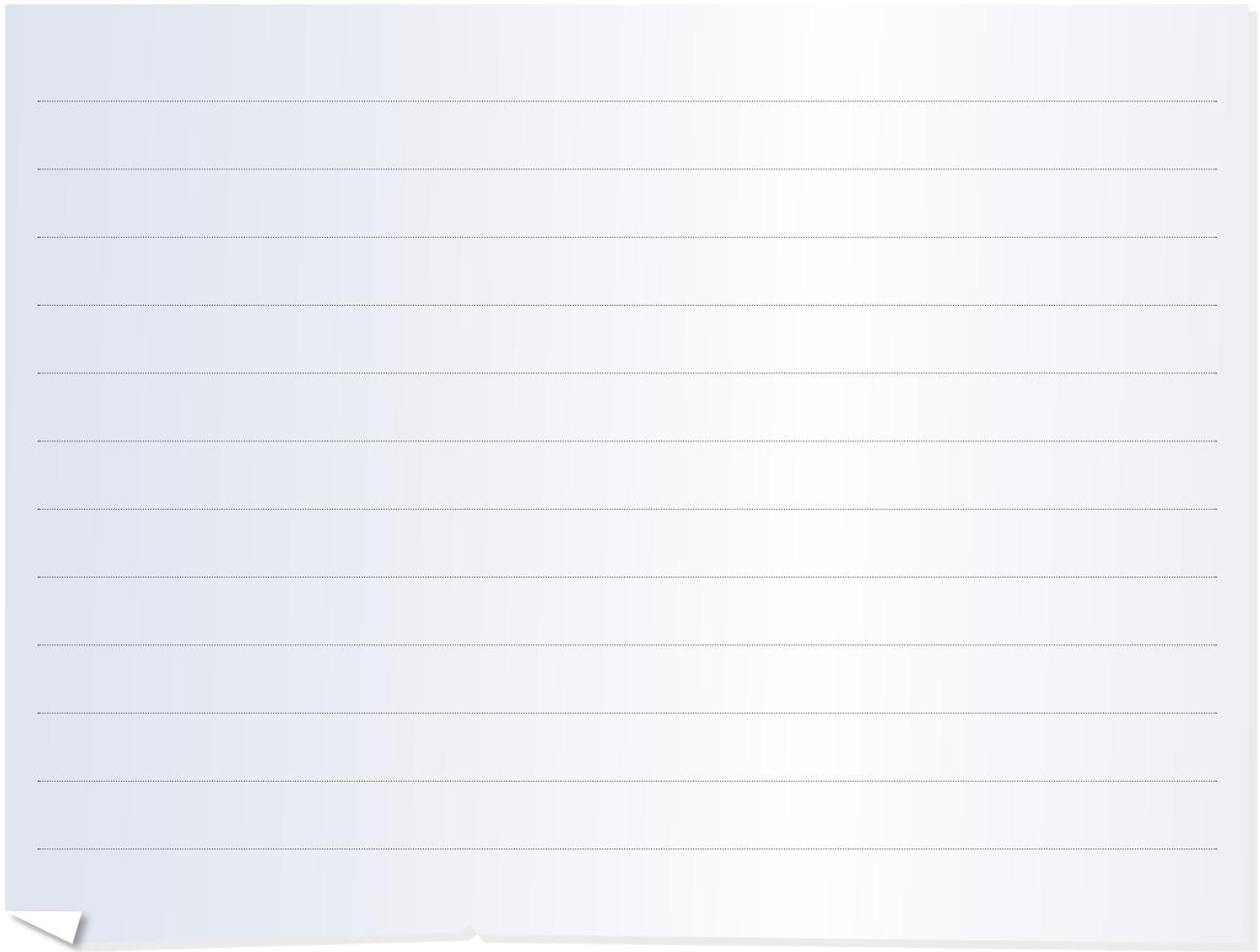
<b>Content</b>	<ul style="list-style-type: none"><li>■ Which do you think is more important, money or happiness?</li><li>■ How do you think money and happiness are connected?</li><li>■ What are some other factors that contribute to happiness?</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>■ Paragraph 1: Introduce the topic and state your argument.</li><li>■ Paragraph 2: Develop your argument by comparing and contrasting examples.</li><li>■ Paragraph 3: Present opposing viewpoints and explain why you disagree with them.</li><li>■ Paragraph 4: Make a conclusion and reiterate your argument.</li></ul>
<b>Check</b>	<ul style="list-style-type: none"><li>■ Have you stated your opinion in the introduction and the conclusion? <input type="checkbox"/></li><li>■ Have you used persuasive language? <input type="checkbox"/></li><li>■ Have you made comparisons to illustrate your point of view? <input type="checkbox"/></li><li>■ Have you checked grammar, vocabulary, spelling and punctuation? <input type="checkbox"/></li></ul>



- 2 Watch the video “Surgery: old and new” again and take notes. Select two or three details that caught your attention and write a short passage about why they surprised you in about 150 words.



Take notes here!



# Unit 3 Food and ethics

## A Vocabulary

### 1 Complete the sentences with a preposition.

- (1) She and her husband had a keen awareness \_\_\_\_\_ their cultural heritage, so they always spoke to their children in their native language after they emigrated.
- (2) The demand \_\_\_\_\_ Chinese goods is high in many African countries.
- (3) We cannot afford to ignore the impact of electronic devices \_\_\_\_\_ children's eyesight.
- (4) These health problems are often caused by an imbalance \_\_\_\_\_ diet.
- (5) As far as we know, there is a shortage \_\_\_\_\_ food in the disaster-stricken areas.
- (6) I don't have even the slightest sympathy \_\_\_\_\_ my roommate—he is responsible for this mess himself.
- (7) Unlike most of my friends, I don't like travelling, and studying abroad holds little appeal \_\_\_\_\_ me.
- (8) A century ago, this border was associated \_\_\_\_\_ poverty and crime, but now it is one of the most developed parts of the country.

### 2 Complete the sentences with the correct form of the words in brackets.

- (1) The mountain gorilla is in danger of \_\_\_\_\_ (extinct).
- (2) It's difficult to make accurate \_\_\_\_\_ (predict) about how technology will develop in the future.
- (3) India is a densely \_\_\_\_\_ (population) country.
- (4) Chemical waste from local factories has severely \_\_\_\_\_ (pollution) the lake.
- (5) The brand used to be very popular, but after the scandal, it has negative \_\_\_\_\_ (associate).
- (6) The artist will be \_\_\_\_\_ (exhibition) his new paintings in the gallery.

### 3 Complete the sentences with the noun form of the verbs below. There is one verb that you do not need.

■ recreate  
■ investigate

■ protect  
■ attract

■ destroy  
■ promote

■ reflect

- (1) The 1986 pollution spill in the Rhine River led to a criminal \_\_\_\_\_.
- (2) I strongly oppose the killing of animals for \_\_\_\_\_, so I believe that fox hunting should be banned.
- (3) The \_\_\_\_\_ of global rainforests may cause the extinction of many species.
- (4) Efforts have been made to strengthen the \_\_\_\_\_ of endangered wildlife.
- (5) The \_\_\_\_\_ of healthy eating habits is an important part of what our organization does.
- (6) In her latest book, the marine biologist shares her \_\_\_\_\_ on the state of the world's oceans.

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

■ critical      ■ countless      ■ prohibited      ■ agonizing  
■ distressing    ■ cold-blooded    ■ impressive

Battery chickens are kept in small cages where they live out their lives under artificial lights with little space. It is (1) \_\_\_\_\_ for any bird to be prevented from nesting, moving around or cleaning itself. The only thing that battery chickens are allowed to do is lay (2) \_\_\_\_\_ eggs. Many organizations, such as Compassion in World Farming, believe that this is a (3) \_\_\_\_\_ crime and have campaigned against the use of battery cages for many years. Since 2012, many types of battery cages have been (4) \_\_\_\_\_ by EU laws which state that birds may only be kept in cages which have 750 cm<sup>2</sup> or more of space for the chicken to move around in. However, Compassion in World Farming has criticized this legislation, saying that chickens continue to suffer and die in (5) \_\_\_\_\_ ways on battery farms. They say that this terrible practice should be stopped and that it is (6) \_\_\_\_\_ that action should be taken now.



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

- (1) 一颗小行星 (asteroid) 怎么能让统治地球一亿六千万年的恐龙灭绝呢? (wipe out)
- (2) 影响海洋生态系统的因素有很多, 但全球气候变暖现已成为海洋生物的主要威胁。 (marine ecosystem)

(3) 桥梁坍塌事故发生后，已经证实有二十多人死亡，大约一百人失踪。(collapse)

---

(4) 地方政府已计划新建一个体育中心，各年龄段的人们可以在这里做各种各样的运动。  
(variety)

---

(5) 由于过度捕捞、栖息地破坏和物种入侵，海洋生物的多样性正在急剧下降。  
(species, diversity)

---

(6) 最新出台的法规禁止任何人在开车时使用手机。(prohibit)

---

(7) 尽管我小时候经常表现得很糟糕，我父母还是对我表现出极大的包容。(tolerance)

---

(8) 为了表达清晰，我建议你写短句子，并且避免使用一些不必要的修饰词。(for the sake of)

---

**6 Imagine you are a shark. Tell your story in about 150 words using the information from the reading passage.**



## B Grammar

### 1 Read the facts about super-trawlers. Complete the sentences with the correct passive form of the verbs in brackets.

- (1) Trawlers are fishing boats that pull a large net along the sea bed. Fish \_\_\_\_\_ (catch) in the net and pulled on board.
- (2) The first trawlers \_\_\_\_\_ (design) by the British and Dutch in the 17th century.
- (3) Currently, new super-trawlers \_\_\_\_\_ (build) that are over 140 m long!
- (4) One super-trawler, the Margiris, is currently at sea. In the next few weeks, over 6000 tonnes of fish \_\_\_\_\_ (process) on board the ship!
- (5) In the last fifteen years, over 1500 endangered turtles \_\_\_\_\_ (kill) by super-trawlers, and the situation is getting worse.
- (6) About ten years ago, scientists realized that the number of mackerel (鲭鱼) in South Pacific \_\_\_\_\_ (reduce) by 90% because of overfishing.
- (7) In the 2010s, environmental groups warned that fish stocks in many places \_\_\_\_\_ (push) closer and closer to collapse. Super-trawlers are largely to blame for this.
- (8) A lot of jobs in Scotland's fishing villages \_\_\_\_\_ (lose) recently because small fishing boats can't compete with big trawlers.



### 2 Rewrite the sentences by using the modal verb in brackets and the passive form.

- (1) If we stopped trawling, it would be possible to protect a lot of endangered fish.  
If we stopped trawling, a lot of endangered fish \_\_\_\_\_. (could)
- (2) It is essential that we stop hunting elephants for their ivory.  
Hunting elephants for their ivory \_\_\_\_\_. (must)
- (3) If we increase the size of cages in zoos, it is possible that we will improve the lives of many zoo animals.  
If we increase the size of cages in zoos, the lives of many zoo animals \_\_\_\_\_. (might)
- (4) Using some powerful insecticides is harmful, so it is advisable to ban them.  
Using some powerful insecticides is harmful, so they \_\_\_\_\_. (should)

- (5) It is necessary to take action to protect the rainforests now.

Action to protect the rainforests \_\_\_\_\_ now. (have to)

- (6) We should catch and imprison people who dump their waste in the countryside.

People who dump their waste in the countryside \_\_\_\_\_. (have to)

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

- (1) Nowadays, we all expect \_\_\_\_\_ (serve) food whenever we want it.
- (2) Thirteen percent of the world's population suffer from not \_\_\_\_\_ (give) enough to eat.
- (3) In the 19th century, many people in Ireland \_\_\_\_\_ (depend on) potatoes as their only food source.
- (4) We don't want children \_\_\_\_\_ (hold back) because they are poor.
- (5) Malnutrition, which is a major cause of death in developing countries, should not \_\_\_\_\_. (forget).
- (6) Making sure that all children \_\_\_\_\_ (care for) and fed properly is surely important to all of us.

### 4 Complete the passage with the correct form of the words and phrases in brackets.

#### Disposable chopsticks

Forests in some Asian countries (1) \_\_\_\_\_ (devastate) to produce chopsticks. Every year, over 20 million trees (2) \_\_\_\_\_ (cut down) just to make the long thin pieces of wood that people use for eating, and in Japan alone, people get through about 15 billion chopsticks a year. That's an extremely high figure when you consider that such single-use items (3) \_\_\_\_\_ (throw away) almost immediately. So, why (4) \_\_\_\_\_ nothing \_\_\_\_\_ (do) to address the problem? Well, a lot of people are concerned about this, but it's unlikely that the widespread use of disposable chopsticks (5) \_\_\_\_\_ (stop) any time soon. However, there are ways of (6) \_\_\_\_\_ (solve) this problem. For example, consumers can say no to disposable chopsticks and instead use washable ones. Scientists are also researching ways of recycling chopsticks in an economical way, and governments can (7) \_\_\_\_\_ (introduce) policies to reduce waste. In other words, there is no reason to believe that this long-standing habit cannot (8) \_\_\_\_\_ (change).



## C Listening and speaking

1 Listen to a dialogue between Tom and Susie. What are they mainly talking about? 

- A. A photo of a picnic
- B. A photo of a potluck dinner
- C. A photo of a conveyor-belt restaurant
- D. A photo of a family meal at home

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

(1) Tom likes eating in the sort of place in the photo more than most other places.

(2) Susie thinks that the people in the photo all know each other.

(3) Like Tom, Susie thinks that the people could be at a birthday party.

(4) Both Tom and Susie agree that the photo was taken towards the end of the meal.

(5) Tom has eaten similar food to what is shown in the photo.

(6) Susie thinks that the place in the photo looks like a pricey place to eat.

3 Listen and complete sentences 1–8 from the dialogue. Then put them into categories

A–C. 

(1) I \_\_\_\_\_ if they know each other.

(2) Well—\_\_\_\_\_. I didn't really \_\_\_\_\_ that.

(3) What I \_\_\_\_\_ is ...

(4) It looks \_\_\_\_\_ it might be someone's birthday or something.

(5) It's \_\_\_\_\_ to say.

(6) \_\_\_\_\_ by the amount of food that's still going round, ...

(7) That's an interesting \_\_\_\_\_.

(8) It doesn't \_\_\_\_\_ an expensive place.

A. Speculating and reflecting

B. Recognizing someone's point \_\_\_\_\_

C. Clarifying an opinion \_\_\_\_\_

**4 Conduct a survey of at least five of your classmates or friends. Ask them about their dining-out experiences. Summarize your findings and make a one-minute presentation. You may record your presentation and send it to your teacher. Use the guidelines below to help you.**

**Guidelines for your presentation:**

- Give basic information about the survey, including its purpose, the people interviewed and the questions you asked
- Present your findings
- Make a brief comment on the findings

**Survey questions:**

- What kind of restaurants do you like going to?
- When choosing a restaurant, what factors do you take into consideration? Which factor is the most important? (e.g. price, quality and taste of the food, service, hygiene, dining environment)

**Your findings:**

**Presentation outline:**

## D Reading

Read the passage and complete the exercises.

# Exploring Britain's fish and chips

Journalist Jack Newberry explores the origins of one of the nation's favourite dishes.

It's a cold, wet afternoon in Manchester, but there's still a long queue outside Hammond's fish and chip shop. "Fridays are always busy," says forty-two-year-old fryer Terri Thomas. "Most of our customers come after work and have fish and chips with curry sauce—it's our most popular **order**." (1) \_\_\_\_\_ As Terri liberally sprinkles on salt and vinegar from supersized bottles, it's hard to resist the mouth-watering smell. She offers me a double **portion**, neatly wrapped in newspaper, and I grab a plastic fork and tuck in. Delicious!

In a recent UK survey, people were asked to name things they considered typically British. At the top of the list (in front of the Queen) was fish and chip, a traditional **dish** that has been enjoyed by the British for generations, and can be described in at least twenty-six ways. (2) \_\_\_\_\_ Battered ( 裹上面糊的 ) fish and fried chips are a classic double act, yet they started life as solo performers, and their roots are not as British as you might think.

Fish fried in batter was introduced to England in the fifteenth century, arriving in London with Jewish immigrants who had fled their homes in Portugal to escape persecution. As these new immigrants settled down in the East End, their *pescado frito* became standard **fare**—so much so that on a visit to London in the late 1700s, Thomas Jefferson wrote that he had eaten "fish fried in the Jewish fashion." By the Victorian era, fish fried in batter had become a regular part of the British diet, often sold by street sellers who carried it on large trays hung around their necks.

The origins of the chip are less clear. Depending on who you believe, we were given the chipped potato by either France or Belgium in the seventeenth century. According to popular folklore, one winter when the rivers froze over and there were no fish to fry, an adventurous housewife cut up some potatoes in the shape of fish and fried them instead. However, the first recorded appearance of chips in

England was in Charles Dickens's novel *A Tale of Two Cities* (1859), which mentions "chips of potatoes, fried with some reluctant drops of oil." Fried chipped potatoes were popular with the working classes during this time, especially migrant labourers. (3) \_\_\_\_\_

Then in 1860, a Jewish Londoner called Joseph Malin, noticing the success of fried fish and chipped potatoes, decided to combine the two. He started a fish and chip shop on Cleveland Street in the East End of London and business was so good that many other shops opened soon after. Luckily, fresh fish was in plentiful supply thanks to the rapid development of steam trawling in the North Sea, and new railways were connecting ports to major industrial cities. (4) \_\_\_\_\_ This rise in the number of fish and chip shops shows that the Industrial Revolution was fuelled by fish and chips!

(5) \_\_\_\_\_ According to one historian, "the government knew it was vital to keep families on the home front ( 战时的大后方 ) in good heart"—and giving them fish and chips helped! During World War II, the government acknowledged the power of this traditional dish again, and made sure fish and chips weren't included in the wartime **ration** book ( 定量供给簿 ).

Today fish and chips is still one of the most popular fast-food **takeaways** in the UK, with about 10,500 "chippies" selling nearly 276 million meals a year. Some people eat them as a lunchtime **snack**, others as an evening meal, and a few people actually serve them at wedding **banquets**! They're also a popular "comfort food" in tough times, which might explain the rise in sales during the economic crisis.

At Hammond's chip shop, the queue is getting shorter now. I watch the locals trudging back home through wind and rain, clutching their wrapped-up portions, and feel a sense of continuity, belonging and pride. (6) \_\_\_\_\_ Fish and chips are a great British tradition with a fascinating history; a tradition which, like many others, has its origins elsewhere.



**1 Read the passage and answer the question briefly.**

Where did fish and chips originate respectively?

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**2 Match sentences A–G to gaps 1–6 in the passage. There is one sentence that you do not need.**

- A. As a result, by the early 1900s there were more than 30,000 “chippies”—traditional fish and chip shops—in England, satisfying the needs of the growing industrial workforce.
- B. Fish and chips was also heavily relied on throughout the two World Wars.
- C. And it’s food worth queuing for: the chips are hot and fluffy, the fish moist and flaky (易碎成小薄片的) and the batter crisp and golden.
- D. Many workers frequented eating houses where you could buy a meal including chipped potatoes for tuppence (or 2 pennies).
- E. In the north-east it’s known as a “fish lot”, in Leeds “fish and nerks”, in Manchester “a chippy tea”, and so on.
- F. People have been doing the same thing for almost 160 years, in all weathers, through good times and through bad.
- G. Consequently, migrant workers were able to travel from town to town, looking for jobs.

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

**3 Match the nouns in bold in the passage to categories A–D.**

Category	Noun(s)
A. Styles of meal	
B. Requests for food	
C. Quantities of food	
D. Other food-related words	

**4 Complete the passage with the correct form of the nouns in exercise 3.**

## The best of British?

The British have an unfortunate reputation for bland food. The question is, why?

The 1940s have a lot to answer for in terms of Britain's culinary reputation. When food rationing started in 1939, every family got a wartime (1) \_\_\_\_\_ of meat, cheese, eggs, butter and sugar—even bread and potatoes were in short supply. With such limited ingredients,



people cooked small, unimaginative meals in their homes—there were no double (2) \_\_\_\_\_ or supersized treats! Meat and two vegetables were standard (3) \_\_\_\_\_, usually followed by sponge pudding and custard. Lunchtime (4) \_\_\_\_\_ were often warmed-up leftovers from the previous day's dinner.

Eating out was less adventurous, too.

During the same period, "British Restaurants" selling cheap basic meals were set up by the government, and their most popular (5) \_\_\_\_\_ was soup, mashed potato and minced meat. There were no Chinese or Indian fast-food (6) \_\_\_\_\_—just plain fish and chips. There were few grand meals to celebrate special events. At one 1940s wedding (7) \_\_\_\_\_, boiled tongue and beetroot were served to the lucky guests.

But on the positive side, the health of the nation improved, as everyone ate a lot more vegetables than we do today!



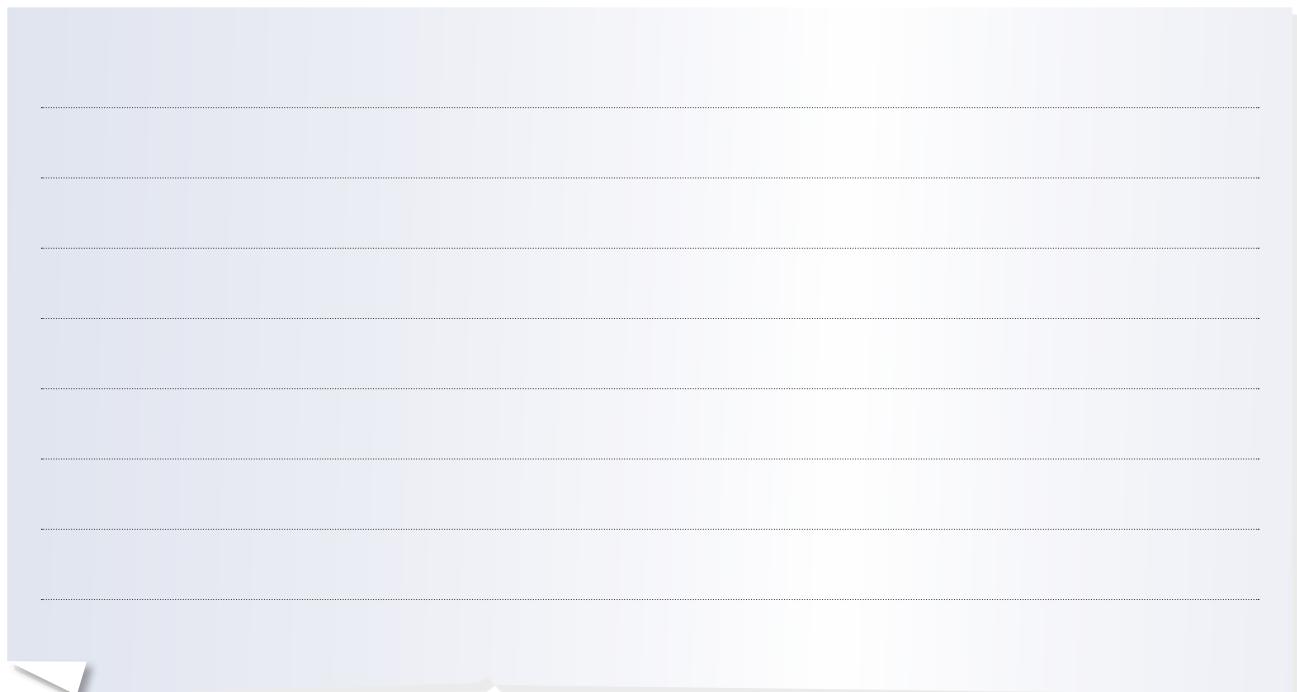
## E Writing and viewing

1 Look at the two propositions below, taken from for and against essays. Think of arguments for and against each of the propositions. Choose either of the propositions and write a for and against essay in about 150 words. You may refer to the guide given below.

A It is better to use boiled water than bottled water.

B It is better to buy fast food from local restaurants than from international chains.

<b>Content</b>	<ul style="list-style-type: none"><li>■ Are you for or against the proposition?</li><li>■ What are the arguments for and against it?</li><li>■ What's your conclusion?</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>■ Paragraph1: Introduce the topic and the purpose of the essay.</li><li>■ Paragraph2: Present the arguments for the proposition.</li><li>■ Paragraph3: Present the arguments against the proposition.</li><li>■ Paragraph4: Sum up the main points and reiterate your argument.</li></ul>
<b>Check</b>	<ul style="list-style-type: none"><li>■ Have you presented a balanced argument? <input type="checkbox"/></li><li>■ Have you used impersonal language? <input type="checkbox"/></li><li>■ Have you checked spelling, grammar and punctuation? <input type="checkbox"/></li></ul>



- 2 Watch the video “Spicy chilli and Sichuan food” again and take notes. Write a short passage introducing a famous Sichuan dish in about 150 words.

Take notes here!

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# Unit 4 Technology

## A Vocabulary

### 1 Choose the correct meaning of the word or phrase in bold in each sentence.

(1) He made the **fateful** decision to sell his company.

- A. causing danger to life
- B. having an important effect on the future

(2) I think you'll need **dedicated** software for that job.

- A. specifically for one purpose
- B. hardworking and caring

(3) His behaviour has all the **hallmarks** of someone losing control.

- A. typical characteristics
- B. signs of excellence

(4) I think your business could **have legs**.

- A. be successful
- B. fail easily

(5) Jenny will need to **get you up to speed with the project**.

- A. tell you how quickly the project is going
- B. help you catch up with the project

### 2 Match verbs A–F to definitions 1–5.

(1) to look carefully at something	A. testify
(2) to make a true statement based on personal experience or on evidence	B. examine
(3) to show that something is likely to be true	C. demonstrate
(4) to make a judgment about something after thinking carefully about it	D. suggest
(5) to show clearly that something is true (2 verbs)	E. assess
	F. prove

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

### 3 Complete the sentences with the correct form of the verbs in exercise 2. Sometimes more than one answer is possible.

- (1) We've \_\_\_\_\_ the arguments for using online tests, but we can't decide if they're a good idea for our school.
- (2) These survey results \_\_\_\_\_ that a 3D printer in the technology lab would be beneficial, but more research is needed.
- (3) The students' wonderful songs \_\_\_\_\_ that they can achieve a lot with the right recording equipment.
- (4) Several students \_\_\_\_\_ to the fact that the use of tablet computers in class improved behaviour.
- (5) The terrible exam results at Hillside School, where all students have their own tablet computer, \_\_\_\_\_ that spending on technology is no guarantee of academic success.
- (6) We must \_\_\_\_\_ the need for more computers before we spend any money.

### 4 Complete the passage with the correct form of the words and phrases below. There is one option that you do not need.

■ video	■ handset	■ headset	■ early adopter	■ screen
■ emerging technology	■ button	■ cord	■ tech start-up	

Technology giants and thousands of small (1) \_\_\_\_\_ around the world are trying to come up with the next big thing. Here's a quick round-up of the (2) \_\_\_\_\_ that we think will be big in the next few years.

#### Augmented reality glasses

Some (3) \_\_\_\_\_ are already wearing these incredible glasses, which can make phone calls, use the Internet, respond to voice commands and take photos. Instead of using earbuds for audio, the glasses vibrate the bones in your ear. Will they one day replace our mobile phone (4) \_\_\_\_\_? Only time will tell.

#### Brain-controlled games

Once you needed a long (5) \_\_\_\_\_ to connect your controller to your game console. Now most controllers are wireless, and soon even they may be a thing of the past. Instead, you'll wear a (6) \_\_\_\_\_ with brain sensors positioned over different parts of your head, which will pick up your thoughts and use them to control video games.

#### Airwriting gloves

Pressing (7) \_\_\_\_\_ on the virtual keyboard of your mobile can be a frustrating way to write messages, so these gloves may be just what you've been waiting for. Write in the air, and your message will appear on (8) \_\_\_\_\_.



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

(1) 这个项目在早期需要大量投资，但长期看来，还是获得了很高的收益。(turn out)

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(2) 她确信她的方案会成功，所以极力劝说老板召开会议讨论该方案的可行性。(have legs)

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(3) 你已经缺课两个月了，所以要赶上班里其他同学还需投入许多时间和努力。  
(up to speed with)

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(4) 一项重大的科学突破可能即将到来，这将改变我们制造计算机芯片的方式。  
(over the horizon)

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(5) 如果你仔细听，就可能从说话人的语气中推断出言外之意。(infer)

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(6) 试验结果清楚地展示了新系统如何提高员工日常工作的效率。(demonstrate)

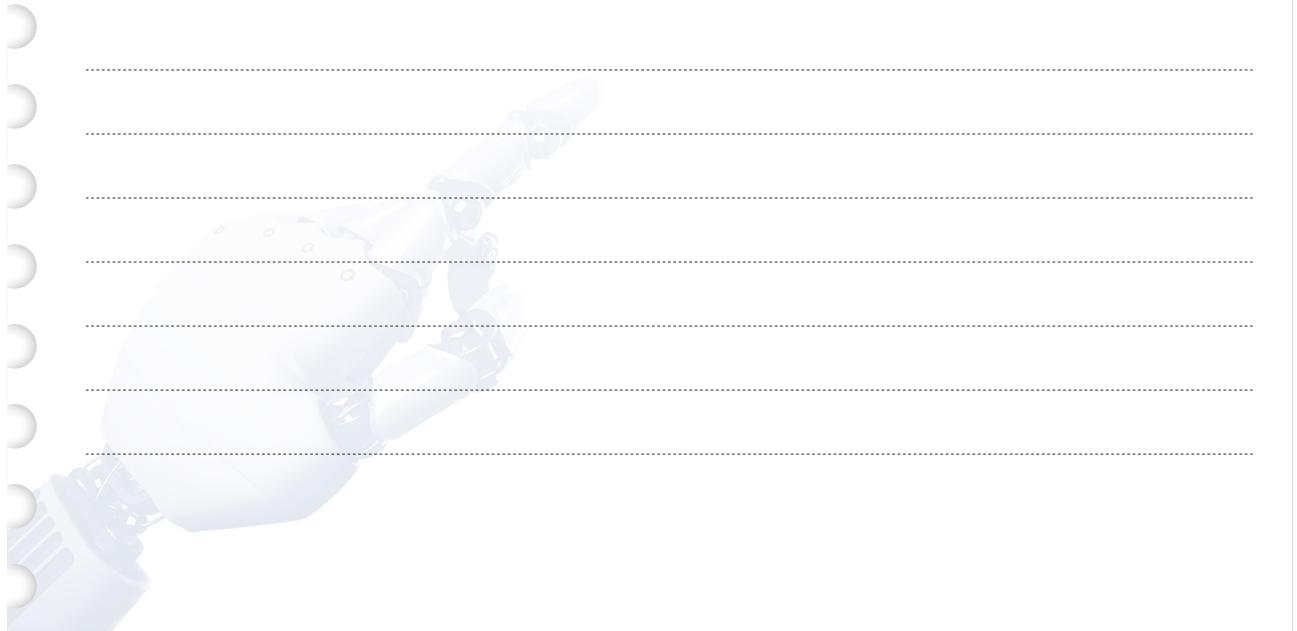
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(7) 在进行了市场调研后，她就如何改进产品设计以满足客户需求提出了一个新颖而有创意的建议。(proceed)

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(8) 该研究结果可能为人类脑损伤的新型治疗方法铺平道路。(pave the way)

**6 Which technology do you think will be the next big thing? Choose a piece of technology and outline your predictions in about 150 words.**



This section provides a writing template for students to predict the next big technology. It features a decorative background watermark of a hand holding a smartphone displaying a globe.

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## B Grammar

### 1 Complete the sentences with the nouns and noun phrases below.

- a strong belief
- confidence
- clear evidence
- the full knowledge
- the fact
- groundbreaking idea

- (1) The researchers had to accept \_\_\_\_\_ that their experiment had been a total failure.
- (2) Among the researchers, there was \_\_\_\_\_ that they would soon make an important breakthrough.
- (3) She chose to study physics at university, in \_\_\_\_\_ that this was one of the hardest subjects to major in.
- (4) The young engineer was filled with \_\_\_\_\_ that this new technology would help improve the lives of millions of people around the world.
- (5) There is \_\_\_\_\_ that children who start practising problem-solving at an early age will perform better in science and math when they get older.
- (6) Albert Einstein's \_\_\_\_\_ that time and space are relative made him world-famous and changed physics forever.

### 2 Rewrite the sentences using appositive clauses.

(1) She suggested that Kelvin should study in America.

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(2) The young inventor promised that he would develop a new way of producing batteries.

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(3) After attending the conference, I felt that something big was about to happen in the field of telecommunication.

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(4) Kelvin's story proves that a student with a keen interest in a subject and a strong motivation to learn can achieve great things.

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(5) The Ancient Greeks had discovered that the Earth was a sphere rather than a flat disc.

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(6) The mayor announced that the city would support renewable energy projects.

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**3 Complete the sentences below with *that* or *which*. Then look at each sentence and decide whether it contains an appositive clause (A) or a relative clause (R).**

- (1) They put in place new laws with the aim \_\_\_\_\_ fewer sharks should be killed as a result of shark finning. \_\_\_\_\_
- (2) The water waste \_\_\_\_\_ is caused by inefficient taps, showers and toilets can be minimized with this new technology. \_\_\_\_\_
- (3) Slogans are short catchy phrases \_\_\_\_\_ are used in advertising to grab people's attention. \_\_\_\_\_
- (4) The idea \_\_\_\_\_ space exploration will benefit all of humanity is not new, but in recent years it has once again become a hot topic. \_\_\_\_\_
- (5) Consulting companies provide expert advice \_\_\_\_\_ helps businesses make important decisions. \_\_\_\_\_
- (6) Experts have discussed the possibility \_\_\_\_\_ the company will sell off its hardware business in the near future. \_\_\_\_\_

**4 Complete the passage with the correct form of the phrases below.**

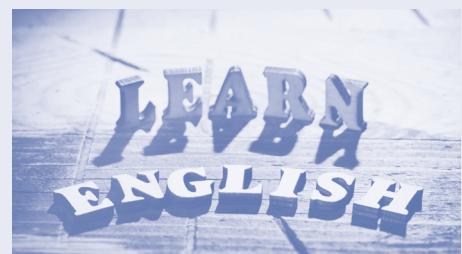
- |                          |                               |                               |
|--------------------------|-------------------------------|-------------------------------|
| ■ base ... on the fact   | ■ base ... on the observation | ■ challenge the assumption    |
| ■ present evidence       | ■ laugh at the idea           | ■ make the questionable claim |
| ■ a deeply rooted belief | ■ in the hope                 |                               |

Among Chinese English teachers, there used to be (1) \_\_\_\_\_ that memorizing words and grammar was the most important part of language learning. This belief was (2) \_\_\_\_\_ that we need vocabulary and grammar when we speak, and these teachers argued that with enough words and grammatical rules, people would be able to communicate well in any given situation. Some even (3) \_\_\_\_\_ that students needed to practise communicating in English. They (4) \_\_\_\_\_ that communicative activities in the language classroom were a waste of time. This had the result of turning many of our language classes into lessons in memorization.

In recent years, however, teachers have begun to (5) \_\_\_\_\_ that communicative abilities are of little use. At education conferences, some of them have demonstrated how to use communicative activities in the classroom. This new approach was (6) \_\_\_\_\_ that students seem to learn better when they take part in meaningful language-learning activities, such as debates, presentations or discussions.

In a recent paper, a team of researchers

(7) \_\_\_\_\_ that students who have had plenty of communication practice remember more words and are more likely to use new vocabulary correctly. These students even achieved higher scores in many important tests. Many teachers have started studying these new teaching techniques (8) \_\_\_\_\_ that they could help their students learn more effectively.



## C Listening and speaking

1 You are going to listen to a short presentation answering the question "Which invention has had the greatest impact on society?" Listen and complete the following two tasks. 

(1) Number the topics according to the order that they are mentioned.

- A. influence on society
- B. influence on daily lives
- C. influence on the world
- D. influence on education

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(2) The purpose of the presentation is to \_\_\_\_\_.

- A. argue a viewpoint
- B. describe a process
- C. explain a past event
- D. inform people about a problem

2 Listen to the presentation again. Then choose the correct answers based on the presentation. 

(1) Which of the following is not used by the speaker to illustrate the influence of the Internet on our day-to-day lives?

- A. Shopping.
- B. Socializing.
- C. Working from home.
- D. Sport.

(2) The speaker thinks the influence of online shopping on high streets has been \_\_\_\_\_.

- A. positive
- B. negative
- C. extremely small
- D. moderate

(3) According to the speaker, the Internet is having a big effect on people such as \_\_\_\_\_.

- A. police officers, engineers and journalists
- B. lawyers, teachers and police officers
- C. doctors, lawyers and police officers
- D. doctors, lawyers and teachers

(4) What is probably the speaker's attitude towards the claim that students nowadays still need to memorize information?

- A. Approving.
- B. Sceptical.
- C. Neutral.
- D. Indifferent.

3 Match sentences 1–11 to categories A–D. Then listen again and tick (✓) the sentences you hear. 

- A. Stating the purpose of a presentation
- B. Describing the structure of a presentation
- C. Moving between points
- D. Concluding a presentation

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(1) First, I'm going to ... Then I'll ..., followed by ...

(2) I hope my arguments have convinced you that ...

- (3) I'm here today to tell you about ...
- (4) I've got one final point to make, and it is to do with ...
- (5) I've just told you about ... Now I'm going to move on to ...
- (6) In today's presentation, I'm going to talk about ...
- (7) OK, that's all about ... I'd now like to look at ...
- (8) That's what I'm going to talk about now.
- (9) The aim of my presentation is to ...
- (10) There'll be some time for questions and answers once I've finished, so please hold any queries that you have until the end.
- (11) To sum up, ...

**4 Do some online research, or conduct a survey, to collect information related to the topic "Which invention has had the greatest impact on society?" Make a one-minute presentation. You may record your presentation and send it to your teacher. Use the guidelines below to help you.**

**Guidelines for your presentation:**

- Purpose of the presentation
- The invention you chose and why you chose it
- Your conclusions

**Possible effects of the invention on society:**

- Effects on business
- Effects on education
- Effects on communication
- Effects on entertainment
- Effects on shopping
- Effects on people's personal finances
- Effects on people's health



## D Reading

Read the passage and complete the exercises.

# The firsts and frauds of flight

For most of history, human flight was an impossible dream, but by the close of the 19th century, change was afoot. Several determined men were working **hard** on this emerging technology, and it was clear that someone, somewhere, would soon develop a powered, controllable aircraft. Who would live on in history as the first to make this technological breakthrough? And would history reward the right man?

In the USA, the aviation inventor with the highest profile was Samuel Pierpont Langley. With financial support from the US government and the Smithsonian Institution—a group of museums and research centres founded in 1846—he built the *Aerodrome*: a sixteen-metre plane with two pairs of wings, one behind the other. On 7 October 1903, amid much fanfare, it was launched from a catapult on the Potomac River near Washington, D.C. It had **hardly** got airborne, however, before it crashed into the river, and the pilot, Langley's assistant, was pulled—shaken but safe—from the water. A second attempt, on 8 December 1903, ended with similar results.

Just nine days later, Orville and Wilbur Wright took their little biplane, the six-metre *Flyer 1*, to Kitty Hawk Beach in North Carolina, USA. It soared above the wind-swept sands, achieving a flight of fifty-nine seconds over a distance of 260 m. For the two brothers from Ohio, who had been quietly experimenting with flying machines in their bicycle shop for the last seven years, this was a proud moment.

But were they the first to achieve powered, controlled flight, as most history books say? Perhaps not. The rival to the crown is a German-born inventor called Gustave Whitehead (or Weisskopf). On 14 August 1901, more than two years before the Wright brothers' success, Whitehead is thought to have flown his bat-like *Number 21* plane in Connecticut, USA. The flight, which went fifteen metres **high** and covered 800 m, included a turn to avoid some trees. It was witnessed by the editor of the local newspaper, and articles around the world soon congratulated Whitehead on inventing a successful aircraft.

So why are the Wright brothers **highly** respected inventors, and Whitehead a forgotten footnote in the annals of aviation history? The explanation is a sorry story of bad luck. Some people criticized Whitehead for not producing photographic evidence of his first flight, and refused to believe that it had really happened. They advised him to organize photos of his next flights, which took place **close** to New

York in January 1902, but bad weather made the photo unusable. He had nowhere indoors to store his plane, and it was destroyed in the harsh winter. Then he ran into financial difficulties after a dispute with his business partner, and had to build engines for other people's aircraft to make ends meet. He returned to his own aviation designs too **late**: by then, the Wright brothers' achievement at Kitty Hawk had taken centre stage.

However, there is another, darker reason for Whitehead's obscurity. Fast-forward to 1914. Wilbur Wright was now dead, and so was Langley, who had failed to fly his *Aerodrome* despite the backing of the Smithsonian. The Smithsonian's director had been a long-time friend of Langley's and wanted him remembered with honour. He hired an engineer to reconstruct the *Aerodrome* and prove that it could really fly. After a lot of modifications to the machine, this was achieved, and Langley's aircraft was given pride of place in the Smithsonian's Museum as the world's first successful plane.

Orville Wright was understandably furious at this misrepresentation of history. He insisted on exhibiting his own plane, *Flyer 1*, not at the Smithsonian but at the Science Museum in Britain. In 1948, after lengthy negotiations to bring *Flyer 1* home to the USA, the Smithsonian finally admitted making the changes to Langley's plane. They agreed by contract not to state that any aircraft prior to the Wright plane of 1903 had achieved controlled powered flight.

**Lately**, experts have looked **closely** at the evidence for Gustave Whitehead's flight of 1901. Many have concluded that his claims were genuine, but the Smithsonian insists that his flight never happened. It seemed that the Wright brothers' place in history may not have been won **justly**, through the agreement of scientific world, but by a lawyer's contract.



## **1 Choose the correct answers.**

- (1) The passage discusses \_\_\_\_\_.  
A. the differences between various types of aircraft  
B. the stories of three successful inventors  
C. who made the first powered controlled flight  
D. an important early aircraft design
- (2) "On 7 October 1903, amid much fanfare, it was launched from ..." In this sentence, *fanfare* most probably means \_\_\_\_\_.  
A. a loud piece of music  
B. a lot of publicity  
C. a large amount of money  
D. a big market
- (3) According to the writer, the Wright brothers \_\_\_\_\_.  
A. are held in high esteem as inventors  
B. must have been the first to complete a powered controlled flight  
C. did not have their first flight photographed  
D. were sponsored by a museum
- (4) Which of the following is NOT the reason for Whitehead's obscurity in the history of aviation?  
A. He ran out of money.  
B. He did not photograph his first flight.  
C. He was a victim of the dispute between Orville Wright and the Smithsonian.  
D. He always kept a low profile in public.
- (5) We can infer from the passage that \_\_\_\_\_.  
A. most historians agree who made the first powered controlled flight  
B. some famous inventors were hot-tempered  
C. some famous inventors may not have deserved their reputation  
D. these inventors all wanted to become rich and famous

## **2 Match statements 1–8 to planes A–C. There are two statements that you do not need.**

- A. Langley's Aerodrome  
B. Whitehead's Number 21  
C. The Wright brothers' Flyer 1

- (1) It got a lot of attention before it flew.  
(2) Improvements were made to it after the inventor's death.

- (3) It spent many years outside its home country.
- (4) It made its inventor(s) rich.
- (5) It was designed by a government employee.
- (6) Its inventor(s) was / were also involved in another form of transport.
- (7) Its inventor(s) contributed to the construction of other planes.
- (8) It didn't survive long.

### 3 Study the adverbs in bold in the passage. Choose the correct adverbs in brackets to complete the sentences.

- (1) It is \_\_\_\_\_ (high / highly) debatable who actually made the first controlled, powered and sustained flight in history.
- (2) Many people believe that the Wright brothers were \_\_\_\_\_ (just / justly) credited with inventing and building the world's first airplane.
- (3) The company is \_\_\_\_\_ (close / closely) to announcing the launch of an entirely new aircraft model that will replace its old jets.
- (4) New proposed designs for solar-powered airplanes have \_\_\_\_\_ (late / lately) aroused public interest, and these could become an environmentally friendly alternative in the future.
- (5) The engineers thought long and \_\_\_\_\_ (hard / hardly) before deciding how to solve the problems with the aircraft's engine.

### 4 Complete the passage with eight of the adverbs in exercise 3.

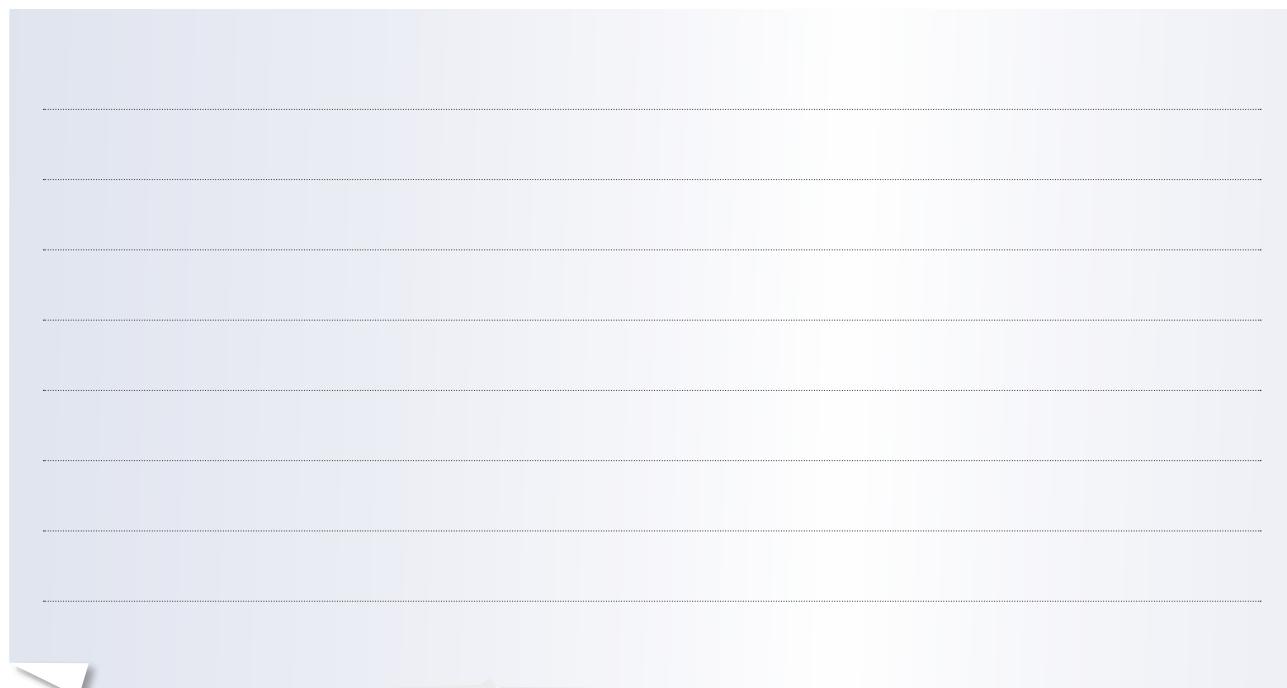
It's (1) \_\_\_\_\_ surprising that academics don't like the word "inventor". Most great inventions were possible because of previous, less famous inventions which, step by step, moved technology very (2) \_\_\_\_\_ to that final breakthrough. And the person responsible for the last step is often impossible to identify, however (3) \_\_\_\_\_ we try. Many of history's most famous inventors actually came up with their invention after someone else. The American Thomas Edison, for example, is known for inventing the electric light bulb (4) \_\_\_\_\_ in the 19th century, but if you study his story (5) \_\_\_\_\_, you'll find that the English scientist Humphry Davy created one 70 years earlier. Davy's invention wasn't terribly useful, however. The light burned out after (6) \_\_\_\_\_ a few minutes, whereas Edison's could light a room for hours. So are we wrong to focus on "firsts"? People say quite (7) \_\_\_\_\_ that coming up with a concept for an important invention is a great achievement, but perhaps it's an even greater achievement to take a half-working concept and create something (8) \_\_\_\_\_ useful with it.



## E Writing and viewing

1 Research how different people use smartphones and write a report based on your findings in about 150 words. You may refer to the guide given below.

<b>Content</b>	<ul style="list-style-type: none"><li>■ What is the purpose of your report?</li><li>■ How did you conduct your research?</li><li>■ How did you analyse your data?</li><li>■ What is your conclusion?</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>■ Paragraph 1: Introduce the topic of your research.</li><li>■ Paragraph 2: Explain how people today use smartphones.</li><li>■ Paragraph 3: Present the benefits of smartphone use.</li><li>■ Paragraph 4: Present the drawbacks of smartphone use.</li><li>■ Paragraph 5: Present your conclusion and provide recommendations.</li></ul>
<b>Check</b>	<ul style="list-style-type: none"><li>■ Have you explained the purpose of the report? <input type="checkbox"/></li><li>■ Have you included key facts and figures that you researched? <input type="checkbox"/></li><li>■ Have you used a variety of verbs for presenting evidence? <input type="checkbox"/></li><li>■ Have you summarized your findings clearly in the conclusion? <input type="checkbox"/></li><li>■ Have you checked grammar, vocabulary, spelling and punctuation? <input type="checkbox"/></li></ul>



This section provides a large area for writing, consisting of five horizontal dotted lines on a light blue background, similar to a notebook page.

- 2 Watch the video “Robot cars” again and take notes. Write a short passage introducing RobotCar in about 150 words.

Take notes here!

A large light gray rectangular area with horizontal dotted lines for writing notes, resembling a notebook page.

## 后记

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

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编写过程中，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，众多高中英语教师、教研员和专家为练习部分的编写提供了很多有价值的意见。在此向这些单位和个人表示衷心的感谢！

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上海教育出版社

2021年12月

# 致 谢

本书含有改编自牛津大学出版社 2014 年出版的 *Insight: Upper-Intermediate Student's Book* 和 *Insight: Upper-Intermediate Workbook* 的内容，在此谨向原作者 Jayne Wildman、Fiona Beddall、Rachael Roberts、Mike Sayer 表示真挚的感谢！

另外，向为本书提供图片的单位致谢！

图虫网（第 3 页一张图，第 6 页一张图，第 7 页一张图，第 8 页一张图，第 10 页一张图，第 12 页一张图，第 22 页一张图，第 24 页一张图，第 28 页一张图，第 30 页一张图，第 31 页一张图，第 35 页一张图，第 37 页三张图，第 41 页一张图，第 44 页一张图，第 50 页一张图）；

壹图网（第 4 页一张图，第 42 页一张图）；

Flikr（第 7 页一张图）；

Wikipedia（第 48 页一张图）；

Pixabay（第 8 页两张图，第 29 页一张图）。

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