

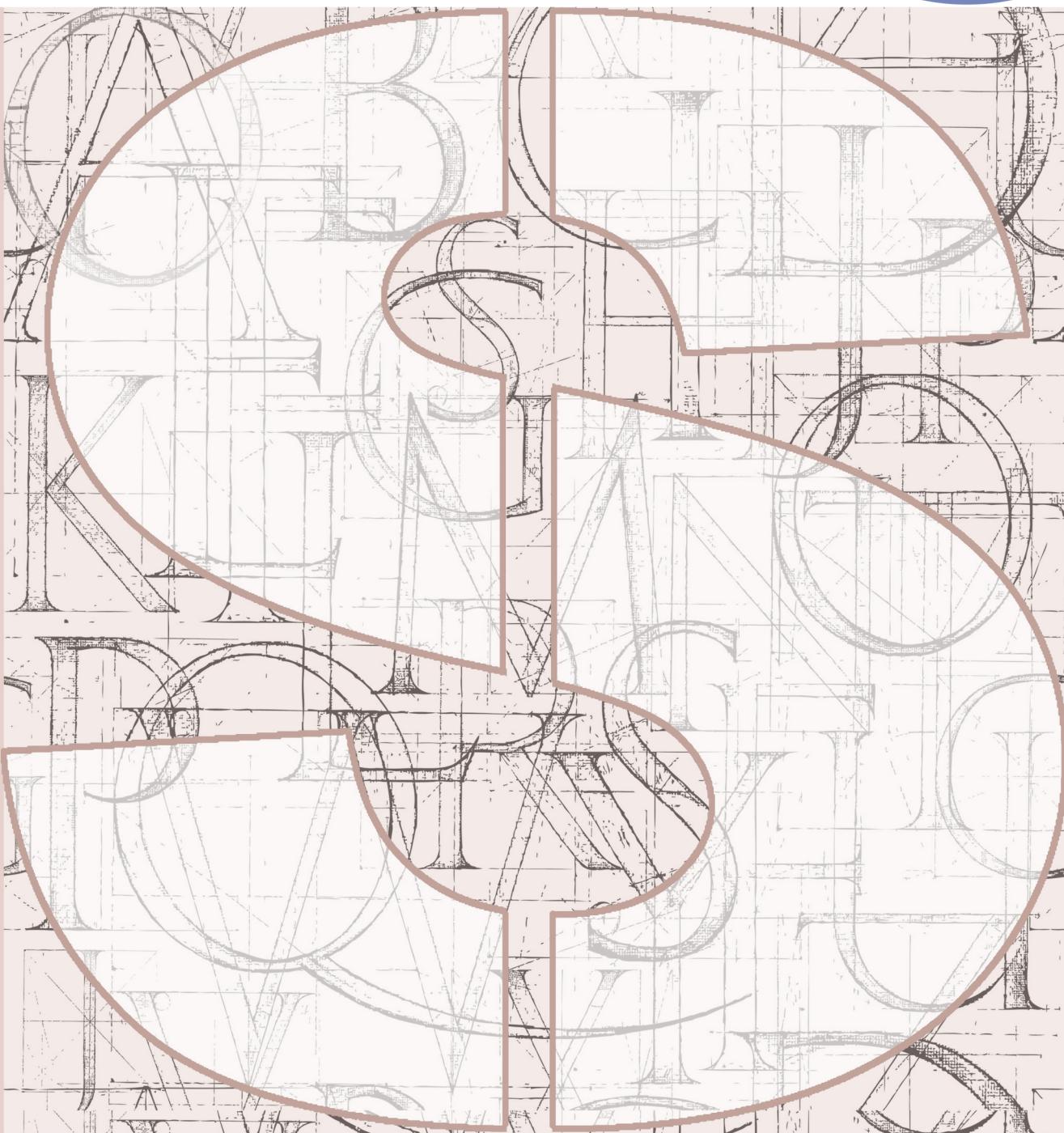


普通高中教科书

英语 • 选择性必修

English

第三册



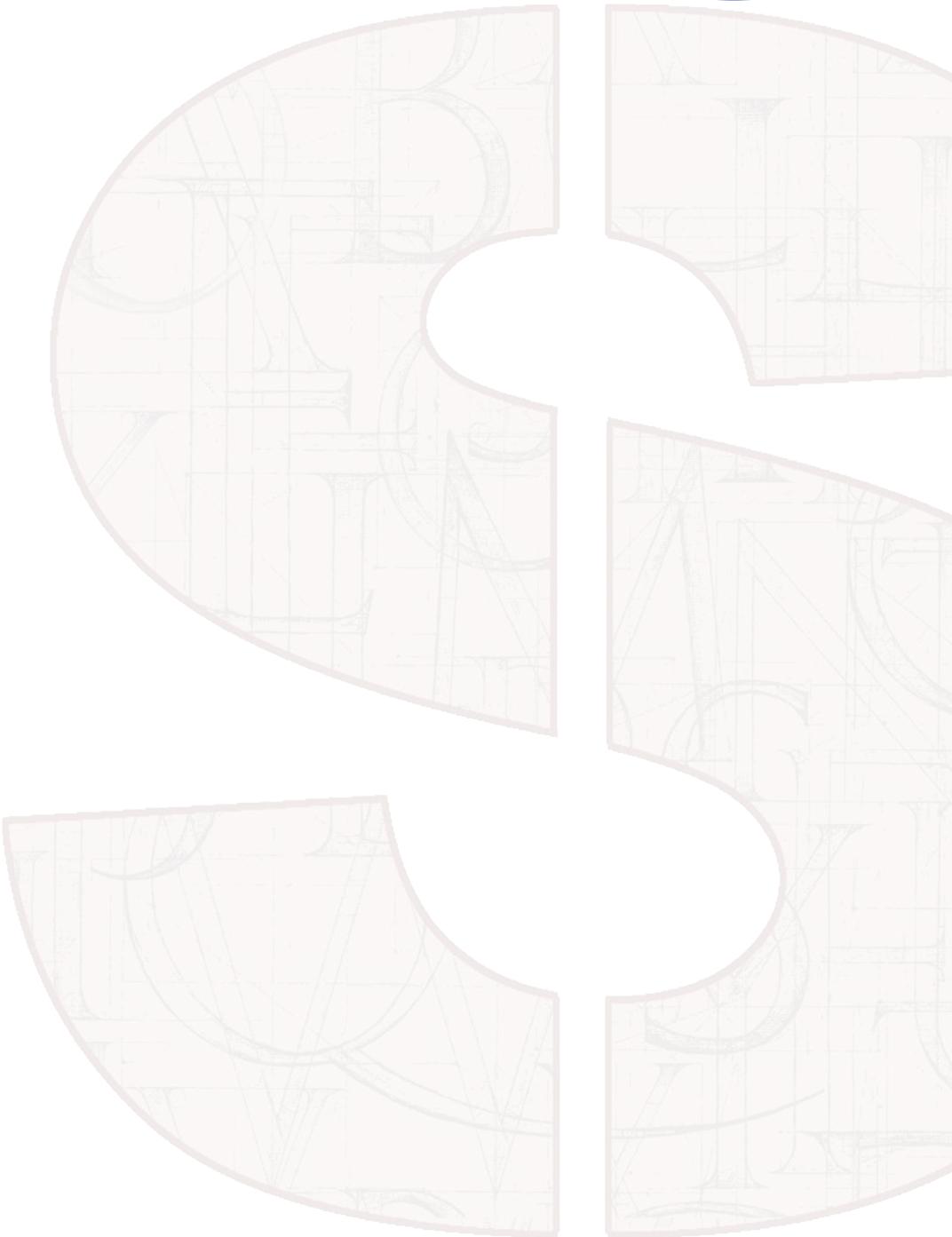
上海教育出版社



普通高中教科书

英语 • 选择性必修
English

第三册



主 编: 邹为诚
副 主 编: 李伟英
编写人员: 李继龙 顾 敏

本套教材项目编辑团队
总 编辑: 程 林
责任编辑: 姚玉莹 倪雅菁
特约编辑: 戴思泉 陈峤琦 Johan Uusitalo
装帧设计: 赵志文 张淇萌
美术编辑: 朱博韓

普通高中教科书 英语 选择性必修 第三册
上海市中小学(幼儿园)课程改革委员会组织编写

出 版 发 行 上海教育出版社有限公司
地 址 上海市闵行区号景路 159 弄 C 座
邮 编 201101
印 刷 上海中华印刷有限公司
开 本 890 毫米 × 1240 毫米 1/16
印 张 6.75
字 数 242 千字
版 次 2022 年 1 月第 1 版
印 次 2025 年 1 月第 4 次印刷
书 号 ISBN 978-7-5720-1036-1/G·0813
电子出版物号 ISBN 978-7-900841-94-0 (音频和视频)
定 价 25.90 元(含音频和视频)

版权所有·未经许可不得采用任何方式擅自复制或使用本产品任何部分·违者必究
如发现内容质量问题,请拨打电话 021-64319241, 或发送邮件至 jcjy@seph.com.cn
如发现印、装质量问题,影响阅读,请与上海教育出版社联系。电话: 021-64373213
价格依据文件: 沪价费〔2017〕15号

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

致同学们

亲爱的同学们：

本册为选择性必修第三册，共有四个核心主题（Across the globe、Things that matter、Mind and body、Words）和两个文学探索板块。同学们在这四个主题语境引领下开展听说读写看的活动，并在文学探索板块阅读赏析经典文学作品。

本册教材共由四个单元组成，每个单元有五个板块，第一和第三单元后各有一个文学探索板块。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。同学们可在教师的指导下开展听前预备活动，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。
- **Exploring literature** 为同学们提供了一个用英语学习和欣赏中国文学和英语国家文学作品的机会。同学们通过一系列的探究活动，学会欣赏中外经典作品的基本方法，在更高层次上提升英语学科核心素养。

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！

1

Across the globe

A Reading and interaction (p. 6)

Reading: Making school meaningful

Mini-project: Improving the school curriculum

Focus on language: Expressions with nouns + prepositions; hyphenated words

B Grammar activity (p. 12)

The future in different forms

C Listening and speaking (p. 14)

Listening: Deciding on a new school club

Speaking: Choosing what new club to start

D Writing (p. 16)

Writing a description of a place

E Cultural focus (p. 18)

Reading: Songlines

Video: Reindeer girls

Self-assessment (p. 22)

Exploring literature 1: Two poems (p. 23)

2

Things that matter

A Reading and interaction (p. 30)

Reading: The stuff in our lives

Mini-project: Promoting rubbish classification

Focus on language: Synonyms; phrasal verbs with *out*

B Grammar activity (p. 36)

The subject clause

C Listening and speaking (p. 38)

Listening: Creating an exhibit

Speaking: Selecting exhibits to display at a museum

D Writing (p. 40)

Writing a story for a storytelling competition

E Cultural focus (p. 42)

Reading: Saved or stolen?

Video: Museums

Self-assessment (p. 46)

3 Mind and body

A Reading and interaction (p. 48)

Reading: Searching for balance in life

Mini-project: Looking for a perfect match

Focus on language: Pairs of adjectives or nouns used for emphasis or clarification; figurative language

B Grammar activity (p. 54)

The verb-ed form as predicative

C Listening and speaking (p. 56)

Listening: Plastic surgery

Speaking: Presenting one's views on body image and self-esteem

D Writing (p. 58)

Writing a letter to a newspaper about teenagers' concerns about body image

E Cultural focus (p. 60)

Reading: *Frankenstein*

Video: Great British writers

Self-assessment (p. 64)

Exploring literature 2: "After Twenty Years" (p. 65)

4 Words

A Reading and interaction (p. 72)

Reading: Words, words, words

Mini-project: Introducing rules of forming words in Chinese

Focus on language: Phrasal verbs with *on*; prefixes: *en-*, *em-*

B Grammar activity (p. 78)

Modal verbs referring to the past

C Listening and speaking (p. 80)

Listening: The future of public libraries

Speaking: Doing a survey on the services of a new public library

D Writing (p. 82)

Writing a review of a fiction book

E Cultural focus (p. 84)

Reading: A writer for all time

Video: Look it up!

Self-assessment (p. 88)

Appendices

Vocabulary (p. 89)

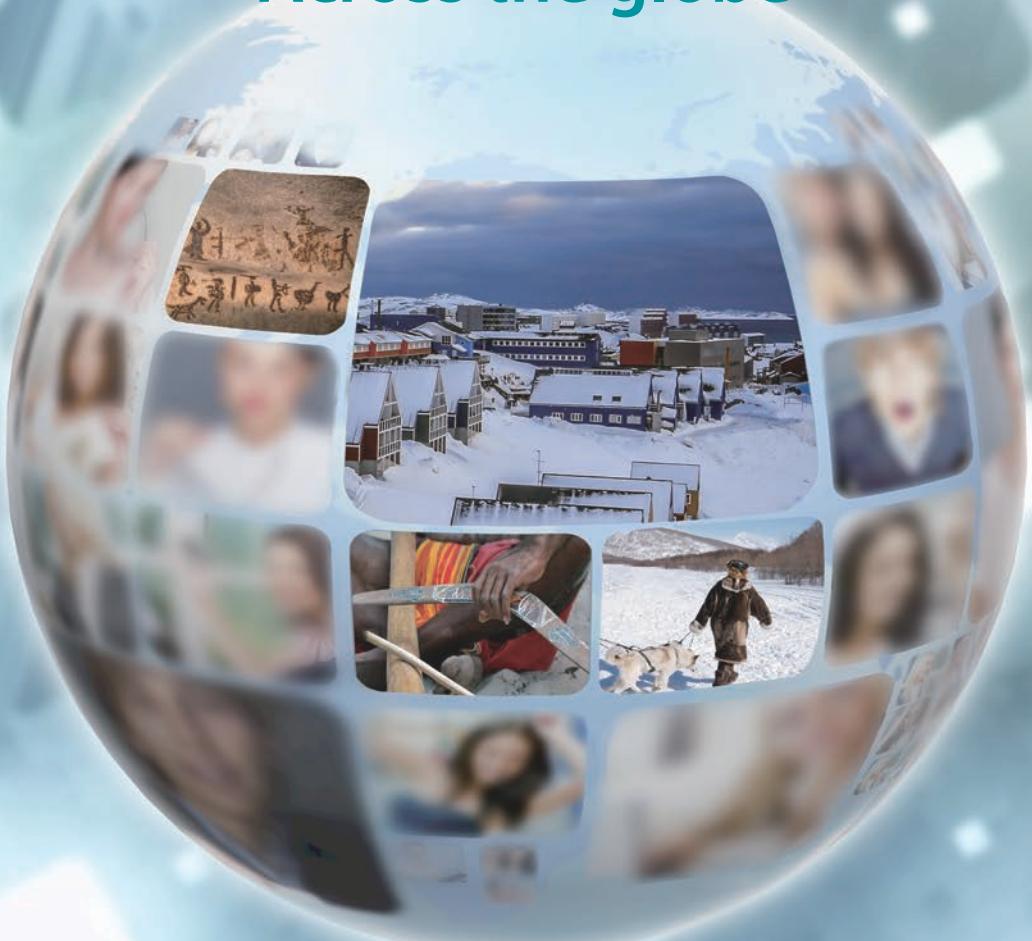
Proper nouns (p. 98)

Glossary (p. 99)

Grammar reference (p. 100)

1

Across the globe



Objectives

A Reading and interaction

- Explore the importance of preserving the local culture and making it a part of school education

B Grammar activity

- Use different structures for talking about the future correctly in the given context

C Listening and speaking

- Make a plan for a new school club

D Writing

- Describe a place using appropriate language and format

E Cultural focus

- Appreciate the culture of the Australian Aborigines
- Describe the Sami people's way of life in Norway

A Reading and interaction

Pre-reading activity

1 Look at the photos and discuss the questions.

(1) How would you describe the environment?

.....

(2) What do you think life is like for teenagers there?

.....

(3) What might they do in their free time?

.....



2 Look at the title, read the first paragraph, and then answer the question.

What do you think the passage is about?

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



A Wagner Iworrigan, a 17-year-old high school senior on St Lawrence Island in Alaska, knows a lot about biology and maths. He's an expert at telling whether

5 a walrus^① is too sick to eat, if the weather is likely to turn dangerous, and the best angle for throwing a spear at a whale.

B Wagner might make a good scientist, but he's not planning on going to college.

10 He feels a responsibility for his brother and sisters—his mother died and his father lives in another village—and college is “so far from home”. He's also unclear about what he would do with a degree: “We don't have a lot of jobs here,” he says.

C Many St Lawrence students say they want to go to college but half of them drop out of high school, and only a tiny minority graduate from college. The benefits of a

20 degree are not obvious to people who live on this remote island. Families have a subsistence^② lifestyle, hunting walruses, whales and other sea animals in the spring, and gathering berries in the summer. The

25 largest employer is the school system; otherwise, there are only a handful of jobs in fishing, oil and the airlines that connect the island to the mainland. There isn't much demand for anything else and more than a quarter of adults are unemployed.

① walrus /'wɔ:lrəs/ n. 海象 ② subsistence /səb'sistəns/ n. 勉强维持生活

D Many people feel that the educational programs are too rigid and restricted, not allowing students to go beyond the curriculum, with little connection to the real world. “We want our children to achieve academically, but we need to be able to design programs that deal with the challenges they face day-to-day,” said one teacher. Those challenges are enormous with no easy solutions: what is the relevance of school to kids who spend much of their time hunting and gathering berries?

E Families also worry that sending children away to study in higher education could endanger the Yupik language and culture. Already, the younger generation is losing its fluency and grasp of skills like sewing, walrus-ivory carving and fish-cutting. Respect for the old ways and knowledge of traditions are disappearing. Can the community send more students to university without losing its Native culture and language?

F The Yupik people have lived on St Lawrence Island continuously for the last 2,000 years. Today two villages remain with a population of just 1,400. People there are used to the harsh landscape and climate—in the summer, fields of grassy frozen ground stretch from snow-capped mountain ranges to the stony shorelines, but in the winter the sun disappears, there is a lot of snow, and polar bears arrive on ice floes^①. Leaving the island is not an option, as a ticket on a bush plane^② costs \$400, a week’s earnings for many islanders. The sense of community is strong. When a whale is killed, the houses and school empty as everyone races to the beach to take a share of the meat. As Wagner put it, “We’re all one big family because we’re so isolated.”

G But the old ways are inevitably changing. The children drink soda and eat macaroni and cheese in addition to the traditional diet of fish, sea animals and berries. They ride snow machines instead of walking. And in the evening, they prefer playing video games and watching satellite television to listening to their elders tell stories.

H Unsurprisingly, locals are protective of their independence and their heritage. They recognize the value of “education” but feel that the definition is too narrow. “I think about when my grandmother taught me to cut fish,” remembers one resident. “It wasn’t ‘do it once and I’ll give you a grade’. It was hours of practice until you get it right ... There’s a distinction between education and school. Education is what Native people have been doing for their children since the beginning of time. School has been what has been imposed on people from outside,” she adds. “We need to get in the business of education again.”



① ice floe 大片浮冰 ② bush plane (执行边远偏僻地区运输任务的)小飞机

A Reading and interaction

Comprehension work

1 Read the passage and answer the questions.

(1) What is Wagner good at?

.....

(2) Why isn't Wagner planning to go to college?

.....

(3) Why do so few students from St Lawrence Island go to college?

.....

(4) What jobs are available in the local area?

.....

(5) Why are local people worried about sending their children to college?

.....

(6) Why do the Yupik people have a strong sense of community?

.....

(7) What changes are taking place on the island? What are the locals' attitudes towards them?

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.

St Lawrence Island is located in a¹ region in Alaska. Many high school students there do not want to go to college. Wagner Iworrigan wants to stay in his home village: he feels he has a² to look after his family. More importantly, the benefits of a college degree are not obvious to the local³ In spite of their desire for their children to achieve good⁴ results, parents are not satisfied with the school⁵ They think that the educational programs in the school system are too⁶ and restricted. What students learn in college is not relevant to their daily challenges in life. Besides, local residents are becoming more protective of their independence and⁷ They worry that their local language and culture are becoming⁸: the children are beginning to lose their ability to speak local language, and they prefer watching TV or playing video games to their traditional culture. The local residents question the value of modern school education. They feel that there is a⁹ between education and school. Education is what Native people have been doing for their children since the beginning of time, while school is something that has been¹⁰ on them from outside.



Deep reading

- 1 Writers often use certain words in order to present their ideas more effectively. Work in pairs. Identify these words and phrase and then complete the table.

| Questions | My answers |
|--|---|
| (1) Which word in paragraph C describes the location of the island? How does this affect students' attitudes to education? | Remote. The word suggests that St Lawrence Island is far away and difficult to get to. The people on the island live very close to nature, and the skills they need to learn aren't taught in ordinary schools. |
| (2) Which phrase in paragraph C sums up the way of life on the island? What examples does the writer give? | |
| (3) Which words in paragraph D imply a criticism of the educational system? Why? | |
| (4) Which word in paragraph D describes the challenges the community faces? Will these challenges be easily overcome? Why? | |
| (5) Which verb in paragraph E emphasizes the threat to Native culture if young people go to college? Why? | |
| (6) Which word in paragraph F describes the landscape and climate? What examples does the writer give? | |
| (7) Which word in paragraph G implies that changes are unavoidable? Why? | |

A Reading and interaction

2 Work in pairs and discuss the questions.

(1) Should Wagner go to college? What is your opinion?

.....

(2) What is the difference between education and school according to the locals? Do you agree? Why or why not?

.....

Mini-project

Improving the school curriculum

Imagine that you are the chairman of the Students' Union in your school. You are going to make three suggestions on how to improve the school curriculum and make it more relevant to your life.

■ Discuss the questions in groups.

Does your school prepare you for day-to-day challenges?

If not, what changes would you like to make to the school curriculum? Why?

■ Share ideas within your group.

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

My suggestion

More communicative activities should be organized in the English lesson.

My suggestion

My reasons

I think the present English curriculum does not provide us with enough opportunities to talk in class, so there should be more communicative activities. The most important reason is that practising communication is an effective way to learn a language. We will never learn English without speaking it. Also, it may create a relaxing atmosphere in the classroom, and raise students' interest in learning English.

My reasons

Focus on language

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

- (1) Expressions that are made up of a noun and a preposition (e.g. *responsibility for*)

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

- (2) Compound words formed with a hyphen (e.g. *day-to-day*)

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

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

- from different angles
- be restricted to
- an enormous amount of
- gain fluency
- a positive atmosphere

- meet the demand
- hunt for
- have a good grasp of
- be relevant to
- overcome their differences

- (1) For years, the Chinese educational system has been working to for graduates who can compete in the global marketplace.
- (2) When you start a job, you need to look at job advertisements and search for suitable employers.
- (3) Good teachers know how to create in the classroom.
- (4) After an honest discussion, the two parties managed to on the issue.
- (5) He vocabulary, which gives him an advantage when learning English.
- (6) Look through the news headlines on the Internet and find what your project.
- (7) Evolutionary biology is a field that has attracted attention in recent decades.
- (8) You should examine the issue before you make the final decision.
- (9) An effective way to in a foreign language is to practise speaking.
- (10) The training ground is available to everyone, while some services community members.

B Grammar activity

The future in different forms

In this unit you will review different structures for talking about the future.

- 1 Read the interview about a bush pilot's job, and match sentences 1–8 in the interview to questions a–g.



Flying across Alaska

Reporter: Today on *Life on the Edge*, we're talking to Brad, a bush pilot from a national park in Alaska. The park is huge—to give you a sense of its size, imagine Yellowstone in the USA and times it by six—that's 20,000 square miles of mountain wilderness. It's not surprising then that the most popular form of transport is bush plane. An unusual job, Brad, and also very dangerous. What exactly are the dangers?

Brad: Well, the weather is inevitably extreme and pretty changeable. A clear sky might suddenly become cloudy without warning, with very little visibility.

Reporter: What about today's flight? What's the weather forecast?

Brad: Well, they say ¹it'll be unseasonably warm and sunny, but we'll see. There are clouds on the horizon, which tells me ²it's going to snow later. We ³might have to cancel the afternoon flight—wet snow sticks to the plane wings, which makes it impossible to gain height.

Reporter: Better to be safe than sorry, I suppose. And where are you flying today?

Brad: ⁴I'm taking food supplies and mail to St Lawrence.

Reporter: How often ⁵do planes fly out there?

Brad: Usually three times a day, as long as the weather is good. On today's flight, there are a handful of tourists too. There's quite a demand for tours at the moment, so ⁶I'm going to fly over some remote glaciers^① and icefalls^②—they're pretty awesome. Hopefully, ⁷we'll see some wildlife as well, such as eagles and bears.

Reporter: It sounds like a fantastic experience.

Brad: It is. Hop in and ⁸I'll take you for a quick tour. I have some time.

Reporter: Sure, but what you were saying about the snow ...

Which sentence(s):

- a talks about future plans and arrangements?
- b talk about future predictions (two sentences)?
- c talks about scheduled events or a timetable?
- d are about uncertain future predictions (two sentences)?
- e refers to future intentions?
- f refers to a decision or an offer at the moment of speaking?
- g refers to a future hope or wish?

① glacier /'glæsiə(r)/ n. 冰川 ② icefall /'aɪsfɔ:l/ n. (冰瀑布似的)冰川陡峭部分

2 Read the extract from another interview for *Life on the Edge*. Match sentences 1–4 to descriptions a–d.

Reporter: How long have you been a volcano photographer?

Logan: Well, next month I'll have been working as a volcano photographer for exactly eight years.

Reporter: I understand that Hawaii is your next destination.¹ What will you be doing there?

Logan: On Monday,² we'll be hiking in the island, looking for the best locations. Then, according to the schedule, on Tuesday morning,³ we will be shooting. By the time we leave,⁴ we'll hopefully have taken some amazing images. And survived!

Descriptions:

a an activity in progress at a certain time in the future

b an activity in the future that is fixed or decided

c an activity that will be completed in the future

d asking politely about someone's plans for the near future

3 Think about what you will do this weekend. Write at least three things. You may use the example below to help you.

I will be looking after my nephew and niece on Saturday morning. I plan to take them to the circus. In the evening, I'm going to visit my primary school teacher. Sunday evening is our family film night. So as usual, Mum, Dad and I will watch a film together at the Star Cinema.

Now, ask your classmates about their plans. Select the busiest or the most interesting weekend schedule and report to the class.

- **You may ask questions like this:** What will you do this weekend?
- **You may respond like this:** In the morning, I will sleep in. I might ask my classmates if they want to go bowling in the afternoon, but I'm not sure if they have time.
- **You may report like this:** I think Linlin is the busiest girl I have ever seen. This Saturday, she will be playing basketball with her cousin at 10:00 a.m., and at noon, she'll have lunch with her classmates. At 2:00 p.m., she's going to have a piano lesson, and after that she'll have time to do her geometry homework. Before going to bed, she usually practises yoga^① for half an hour.

① *yoga /'jɔ:gə/ n. 瑜伽*

C Listening and speaking

- 1 Listen to students at a school meeting discussing the clubs they want to start.

Take notes and answer the questions. 

(1) What clubs do they mention?

.....

(2) Which one do they decide on?

.....

Take your notes here!

- 2 Listen again for details. Complete the sentences. 

- (1) They can't start an English club because they
- (2) Getting the school to approve a video gaming club
- (3) They should have a list of requirements for
- (4) During the months when there aren't any projects, the club members can
-
- (5) Guest speakers can come in and talk to the club about

- 3 Listen again and complete the table. 

| Getting the club approved | Things club members are supposed to do |
|--|---|
| The speakers need to / should | Club members can / should |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

4 Imagine you have received permission to start a new club at your school. Work in groups and decide on a club. You may follow the steps below.

- Brainstorm ideas for different school clubs individually.
- Share ideas within your group. Decide on a club and explain your reasons.
- Describe your club, considering aspects such as:
 - the purpose of the club
 - potential members
 - benefits of becoming a member
 - budget
 - facilities needed
 - venue for the activities
 - club activities
 - the management
 - the deadline for application
- Select a person to report your plan on behalf of your group.

Language guide

You may ask questions like this:

- What club do you want to start?
- What is the purpose of the club?
- Who can join it?
- What are the requirements for its members?
- How will you manage the club?
- What facilities will the club need?
- Where will you get money to run the club?
- How will it benefit the members?
- How will it benefit the students who are not members?

You may respond like this:

- How about starting ...?
- We could start a club that is ...
- We should have a requirement about ...
- I think the club should aim to ...
- ... should be the main priority of the club.
- We could organize ...
- It might be an idea to have ...
- If a student wishes to subscribe to the club newsletter, ...

D Writing



Impressive places

You must have been to a lot of places in the past years, but what's the most impressive one you've been to? Please send us your description of the place.

1 You would like to write about an impressive place for the writing competition. You may prepare your writing by thinking about the questions.

(1) Which kind of place would you like to write about?

- a mountain a city or a town in China or abroad a nature park / garden
- a museum an island others:

(2) Which aspects would you like to focus on?

.....

2 Read the web page. Complete the table on page 17 before you write.

Home Profile Photos Search

A town like a traditional painting



I had my doubts about spending my day off visiting Hongcun. From what I knew about the town, it seemed like just a small, very traditional sort of town. However, my friend promised that I wouldn't be disappointed with a visit to the town. And I wasn't!

When we got off the bus at Hongcun, we were greeted by a really beautiful view of Nanhу (the South Lake). I thought the scene of the lake and town would make a particularly nice postcard. The black roofs, the white walls, and clear blue water made the view truly unforgettable.

Then we walked around and started learning about Hongcun and its history. We went into some houses that were built by extremely wealthy salt and silk traders. And then we saw some houses where ordinary people had lived. They were small but seemed quite comfortable.

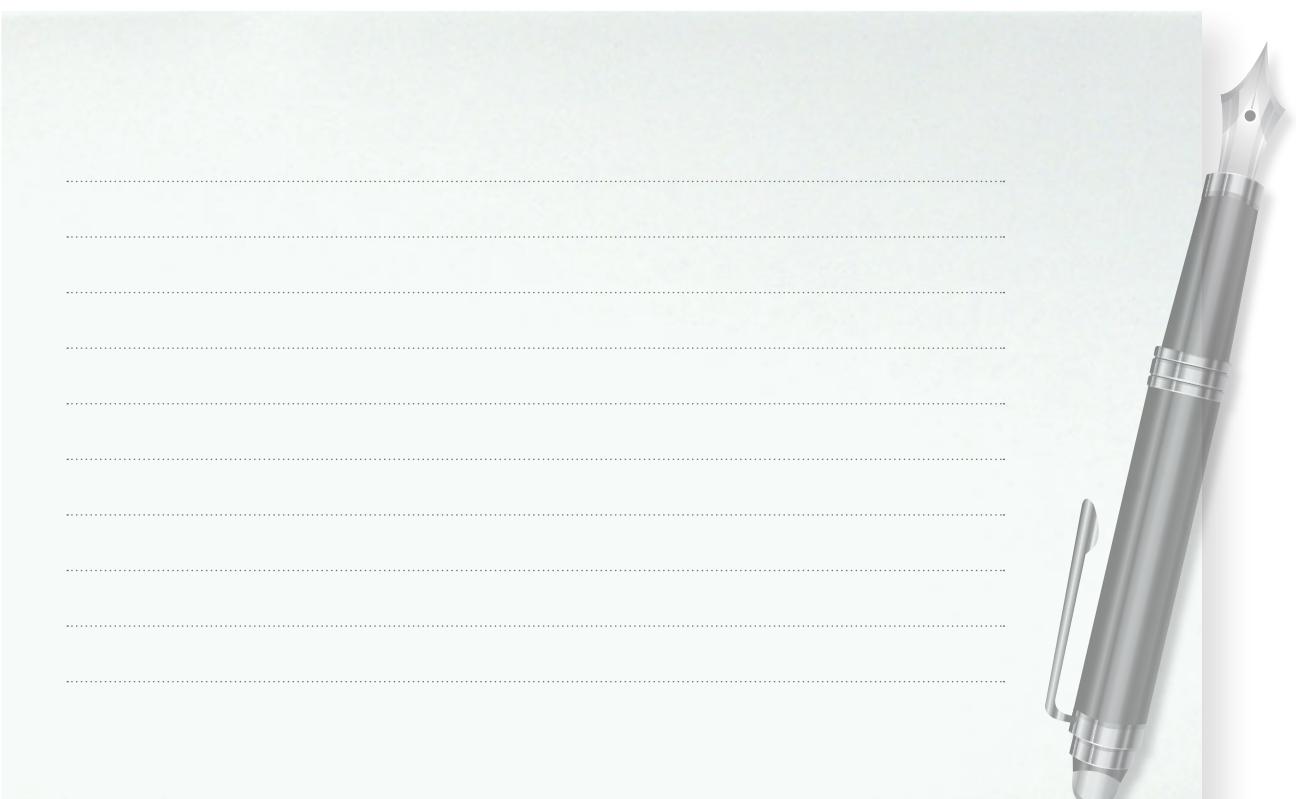
The really interesting part of our tour came at the town gate. Two incredible trees grow at the gate. One is a red maple^① and the other is a ginkgo^② tree. They seemed very old, judging by their huge trunks. Our guide told us about two interesting traditions in Hongcun. When a girl gets married, she is carried around the red maple for luck. And when an old person of the town dies, the coffin is carried around the ginkgo tree for the health of that person's children and grandchildren. Now that's totally different! I've never heard of customs like that before.

All in all, our day in Hongcun was more interesting than I thought it would be. And the town really looks like something out of a traditional Chinese painting. Go and check it out yourself!

① maple /'meipl/ n. 槭树；枫树 ② ginkgo /'gɪŋkəʊ/ n. 银杏

| Aspects of writing | Guiding questions | My exploration |
|--------------------|---|----------------|
| Content | What is the purpose of the article? | |
| | What place does it introduce? | |
| | What was the writer's experience like? | |
| | What aspects of the place does the writer mention? | |
| Language | How does the writer grab the readers' attention in the first paragraph? | |
| | What language does the writer use to describe the place? | |
| | What language is used to describe the writer's feelings? | |

3 Now write your own description of a place. Edit your writing properly.



E Cultural focus



There are a vast range of geographical environments in the world, yet people have found ways of surviving and thriving across the globe. If we can understand each other, no matter where we live or what culture we belong to, we can together build a shared future for mankind.

In this section, you will first read a passage about the Australian Aborigines' songlines. You will then watch a video about the unique culture of the Sami people in Norway, who make a living by raising reindeer.

1 Look at the title. Discuss the questions below in pairs.

What do you think the word *songlines* means? Could it be an oral tradition, lyrics or music scales? Why do you think so?

2 Read the passage. Match paragraphs A–F to summaries 1–6.

| Summary | Paragraph |
|---|-----------|
| (1) Songs tell the stories about how the world was created. | |
| (2) On our way back to the camp, we can almost hear those first Australians singing the songs and following the songlines. | |
| (3) Songs and stories about the land show the Aborigines' relationship with their environment, their cultural identity and their way of life. | |
| (4) Generations of Australian Aborigines followed pathways through the landscape with the help of songlines. | |
| (5) Our Aboriginal guide shows us the way by using GPS and a satellite phone. | |
| (6) Aboriginal culture was threatened as a result of conflicts between the European settlers and the Aborigines. | |

Songlines

Journalist Gina Baxter learns about songlines in the Australian outback^①.



A “We don’t mind using GPS,” says our Aboriginal guide Baamba in his Australian accent, as he looks out across the wilderness which belongs to his tribe, the Adnyamathanha people. The red ground ahead is covered with bushes and trees. Although it’s early, it’s already 30 degrees in the shade. It’s a difficult hike, but Baamba is a sensible guide: he always carries a satellite phone in his backpack in case of emergencies. His ancestors, however, relied on songs.

① outback /'aʊtbæk/ n. (澳大利亚的)内陆, 内陆地区

- B** The early Australian Aborigines made the land navigable through songs, dance and paintings. The songs described pathways or “songlines”, which provided an oral “map” of the land.
- 10 They showed people where to find a water hole, where there was a river and where they could hunt. Generations of Aborigines followed these pathways, leaving clear marks and carvings on rocks and trees to help future travellers. “But the songs describe more than a pathway,” explains Baamba. “They also tell stories about how the world was created.”
- C** According to Aboriginal stories, the world was created, when giant beings, part human, part animal, came down from the sky, from across the sea and from deep in the earth. These giant beings travelled across the land, making rivers and mountains; then they disappeared back into the landscape, in places which became sacred sites. The journeys of these beings were recorded in songs, describing the first pathways or songlines.
- D** One of the many sacred sites called Arkaroo Rock was mentioned in the songs and stories about the land. These songs and stories show the close relationship between the native people and their environment, how they saw themselves as part of nature rather than masters of it, and how their way of life resulted in a valuable knowledge of their land. It was a way of life that developed before the Ice Age, beginning around 70,000 years ago, with more than 2,000 generations since then. It was a way of life that was safe from invasion and influence ... until 1788.
- 25 **E** When the Europeans arrived in 1788, they had a different attitude to the land. They believed that the earth and its animals were there for the benefit of human beings. They also believed that if land wasn’t farmed, then it didn’t belong to anyone. At first, Aborigines didn’t understand this attitude, so their first contact was friendly. However, conflicts soon arose as new settlers took away the Aboriginal hunting grounds. As more people arrived and more land was taken,
- 30 Aboriginal culture became increasingly threatened. Some tribes were not allowed to travel from one place to another, while others were relocated into special camps. Sadly, this destroyed their ancient way of life, and many Aboriginal songlines were lost. Today, people like Baamba are trying to restore this heritage and preserve it.
- F** It’s late now and Baamba is waiting outside Arkaroo Rock until we’ve finished exploring.
- 35 Inside, we’re admiring the beautiful cave paintings, but as soon as we’ve taken some photos, we leave. Dark clouds are visible on the horizon and if we stay any longer, we’ll be caught in a storm. “By the time we reach camp, the rain will be here,” says Baamba. “We’ll have problems getting back
- 40 unless we leave now.” He’s right, of course—there are already flashes of lightning^① and thunder in the distance. As we drive away, the wind blows through the trees, and we can almost hear the voices of those first Australians, singing the songs of their ancestors, and following the songlines.



① lightning /'laɪtnɪŋ/ n. 闪电

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) Baamba uses modern equipment to navigate because he knows little about songlines.

(2) The ancestors of the Adnyamathanha people depended on songs to find their way around.

(3) Songlines were created only to describe pathways and provide an oral "map".

(4) The Aborigines regarded themselves as masters of nature and owners of the land.

(5) The European settlers believed they had the right to take away unfarmed land.

(6) Conflicts arose between Aborigines and the European settlers as soon as they arrived in 1788.

(7) Songlines remain because Aborigines and the European settlers resolved their conflicts.

4 Work in groups. Analyse the differences in how Australian Aborigines and European settlers thought about land. Then answer the questions.

(1) How did they view land ownership?

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

(2) How did their different attitudes to the land affect their relationship?

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

Video Reindeer girls

Start thinking

1 Answer the questions.

- (1) What do you think life is like in northern Norway?
- (2) Which animals live in cold climates?

Comprehension check

2 Watch the video. Correct the factual errors in the sentences.

- (1) Sami people still live in tents and ride reindeer instead of driving cars.
.....
- (2) In autumn, Elle and her family follow their reindeer to migrate across Norway.
.....
- (3) Elle and Inga do nothing but help herd the animals on the migration route.
.....
- (4) When reaching the coast, the reindeer eat grass and give birth to babies there.
.....
- (5) Elle and her family take care of the herd during the summer.
.....
- (6) When autumn arrives, they don't have a lot of baby reindeer.
.....
- (7) On their journey back home, the reindeer have to travel on a boat to the mainland.
.....
- (8) Elle has decided to choose a different way of life.
.....

Vocabulary

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

■ pack ■ prepare ■ check ■ base ■ count ■ feed ■ catch

- (1) She needed to several times before she was sure that everyone was present.
- (2) One of the most important goals of education is to children for life.
- (3) Jack always a dozen books into his suitcase before going off on a long journey.
- (4) This is a story that will the imagination of every child.
- (5) It takes researchers a lot of time to data into their computers.
- (6) They their conclusion on the evidence given by the witness.
- (7) Maybe we ought to go down to the library and out the book.

Extension

4 Imagine you have a farm. Work in groups. Decide on the animals to raise and how to manage your farm. Present your ideas to the class.

- (1) Draw a picture of your farm.
- (2) List three to five kinds of animals you intend to raise on your farm.
- (3) Discuss in your group what animals to raise and how to manage your farm.
- (4) Write a speech to introduce your farm and present it to your class.

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 describe the daily life and the education of the Yupik people.• I can interpret the meaning and function of some words and phrases used to express the writer's purpose.• I can use simple words to make suggestions on how to improve the school curriculum. | | | |
| B Grammar activity <ul style="list-style-type: none">• I can recognize the future structures in the passage.• I can talk about the future in at least five ways if the context is clear. | | | |
| C Listening and speaking <ul style="list-style-type: none">• I can understand the three speakers talking about their ideas for new clubs.• I can talk about my plan for starting a new school club using suitable words and phrases. | | | |
| D Writing <ul style="list-style-type: none">• I can identify the main content and the features of language in the sample writing.• I can write about an impressive place with enough details in the correct format. | | | |
| E Cultural focus <ul style="list-style-type: none">• I can explain the origin, functions and cultural meaning of Aboriginal songlines.• I can describe how the Sami people in Norway raise reindeer. | | | |

Reflective questions

Which part gave you the most satisfactory engagement in learning? What lesson(s) can you draw from this experience?

* 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.

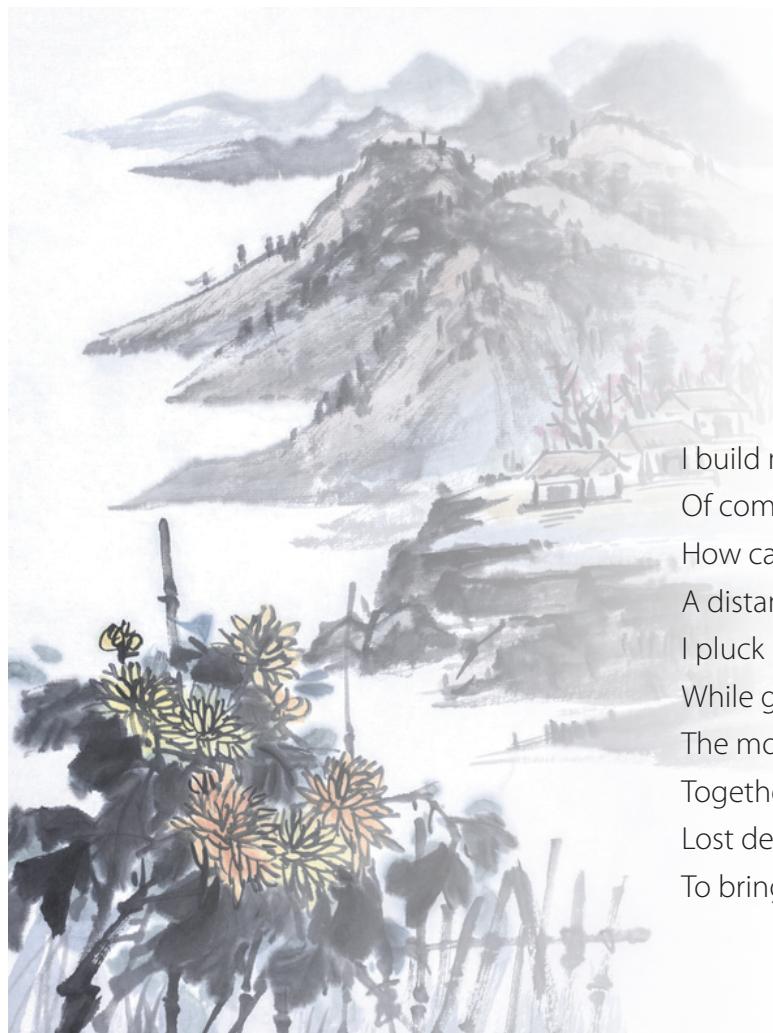
Two poems

Pre-reading activity

Work in pairs. Look at the ways of “thinking” listed below. Which ones have you ever done? Share your experiences with your partner.

- Daydreaming about a famous place
 - Meditating on the meaning of life
 - Imagining the life of a person or a friend
 - Having an inner dialogue with oneself
-
-

Read the poem below and find out what the speaker is thinking.



Drinking wine

■ By Tao Qian^①

I build my cottage in the hustle^② of the world;
Of commotion^③ and noise I hear not.
How can you resist the temptations?
A distant heart creates its own solitude^④.
I pluck mums^⑤ under the eastern hedge
While gazing^⑥ afar at the southern hills.
The mountain air is fresh day and night;
Together birds flock home in flight.
Lost deep in thought for the truth of life
To bring it back in words I have failed.

^① Tao Qian (about 365–427): also known as Tao Yuanming in Chinese history, a poet during the era of the Eastern Jin Dynasty and the Southern and Northern Dynasties ^② hustle /'hʌsl/ n. 忙碌喧嚣 ^③ commotion /kə'məʊʃn/ n. 喧闹

^④ solitude /'sɒlitju:d/ n. 独处；独居 ^⑤ mum /mʌm/ n. (chrysanthemum 的简称) 菊花 ^⑥ gaze /geɪz/ v. 凝视

Questions for discussion

- 1 What kind of place does the speaker seem to live in? Describe its physical environment.
- 2 What doesn't he claim to hear in his home? Is his claim reliable?
- 3 What does the speaker usually do in his leisure time? Make a list.
- 4 What does he often think about when he is following his daily routines?
- 5 At the end of the poem, the speaker makes the point that he doesn't have the words to express his thoughts. Why?
- 6 When do you feel that your language is inadequate for expressing your thoughts? Make a list of such occasions and share them with your classmates.
- 7 Some people say that poetry defies^① translation. Read the poem aloud several times. Can you get the same level of satisfaction from reading the Chinese version? Try to make a list of what you feel is missing when you read the translation or any extra advantages that increase your appreciation of the poem.

Role-play writing

Imagine you meet the speaker in this poem. Think about and write down the dialogue that would take place between the two of you. You may add some details to make it sound like a real conversation. When you finish the writing, find a partner to role-play your dialogue with for your class.

You: Sir, where did you build your cottage? Was it in the downtown area or in the suburbs?

Speaker:

.....

.....

.....

.....

.....

.....

.....

.....

① *defy /dr'fai/ v. 不可能; 无法 (解释、描绘等)*

Read the second poem. Find out what the speaker is thinking.

I wandered lonely as a cloud

■ By William Wordsworth^①

I wandered lonely as a cloud
That floats on high o'er^② vales^③ and hills,
When all at once I saw a crowd,
A host of golden daffodils^④;
Beside the lake, beneath the trees,
Fluttering^⑤ and dancing in the breeze.

Continuous as the stars that shine
And twinkle^⑥ on the Milky Way^⑦,
They stretched in never-ending line
Along the margin of a bay^⑧:
Ten thousand saw I at a glance,
Tossing^⑨ their heads in sprightly^⑩ dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee^⑪:
A poet could not but be gay^⑫,
In such a jocund^⑬ company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft^⑭, when on my couch^⑮ I lie
In vacant or in pensive mood^⑯,
They flash upon that inward eye
Which is the bliss^⑰ of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.



① William Wordsworth (1770–1850): English poet, often considered as a representative of English Romantic movement

② o'er /ɔ:(r) / prep. 在……上面 (为省略一个音节而将 over 简化为 o'er)

③ vale /veil/ n. 山谷 ④ daffodil /'dæfədɪl/ n. 黄水仙 ⑤ flutter /'flʌtə(r)/ v. 飘动；颤动

⑥ twinkle /'twɪŋkl/ v. 闪耀；闪烁 ⑦ the Milky Way 银河 ⑧ bay /beɪ/ n. 湖湾；海湾

⑨ toss /tɒs/ v. 摆摆；摇动 ⑩ sprightly /'spraitli/ adj. 精力充沛的 ⑪ glee /gli:/ n. 高兴；欢喜

⑫ gay /geɪ/ adj. (old-fashioned) 开心的；快乐的 ⑬ jocund /'dʒɔ:kənd/ adj. 欢乐的；愉快的

⑭ oft /ɒft/ adv. (old use) 时常 (often) ⑮ couch /kaʊtʃ/ n. 长沙发；长榻

⑯ in vacant /'veɪkənt/ or in pensive /'pensɪv/ mood 在(我)心情茫然或忧伤的时候 ⑰ bliss /blɪs/ n. 极乐

Imagery study

1 Work with your partner to study the poem again. Answer the questions below.

Did the poet see the scenery with his own eyes, or just in his mind's eye? Which line(s) in the poem tell(s) you that?

.....
.....

2 Study stanzas 1–3 again. Pay attention to the poetic images used to describe the daffodils. Find the words or expressions that support the description.

| Aspects | Images |
|----------------------------------|---|
| Location | <i>beside the lake, beneath the trees, along the margin of a bay, with vales and hills nearby</i> |
| Sound | |
| Colour | |
| Motion | |
| Others | |
| Association with the poet's mood | |

Comparative analysis

Work in groups to compare the two poems.

- (1) Both poems mention “solitude”. How different are the two poets in dealing with this theme?

- (2) As a famous philosopher once said, “The last challenge for human civilization is to find a proper thing to do in one’s solitude.” What would you like to do in your “solitude”? Make a list and justify your choices.

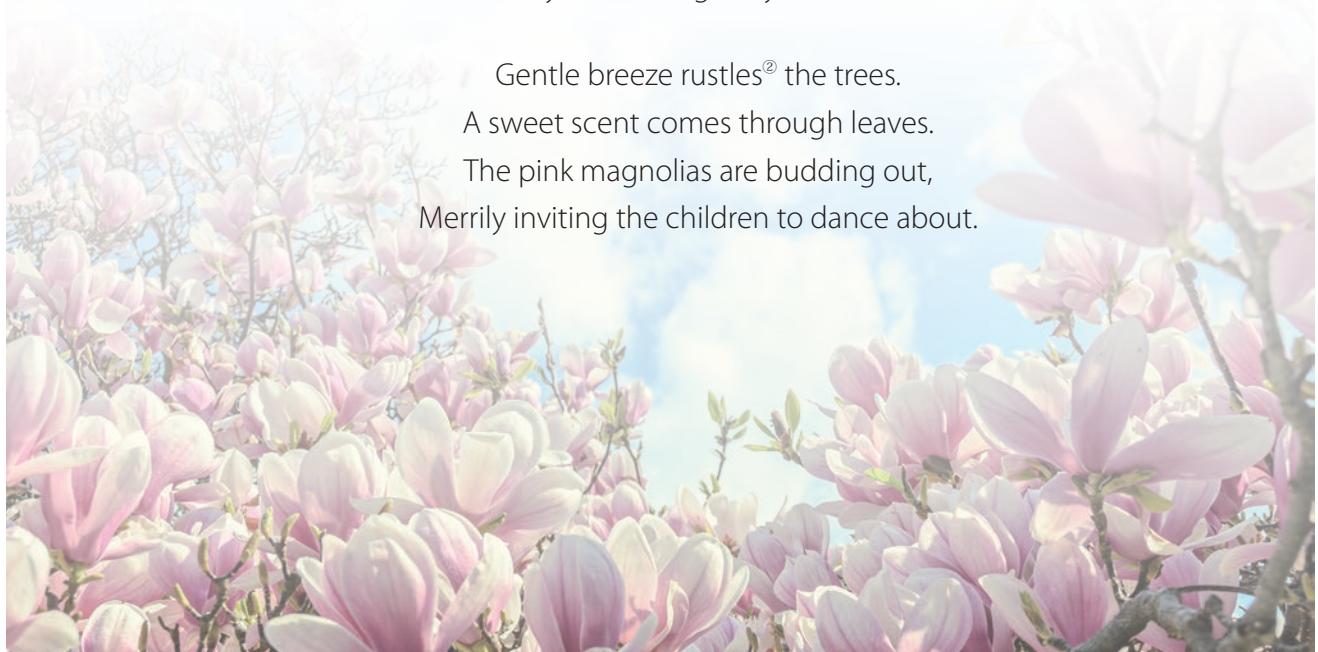
Hands-on practice

1 Look at the picture and read the poem composed by a Chinese student.

Magnolias^①

■ By Jack Zhang (16 years old)

Gentle breeze rustles^② the trees.
A sweet scent comes through leaves.
The pink magnolias are budding out,
Merrily inviting the children to dance about.



① magnolia /mæg'nəuliə/ n. 木兰; 木兰树 ② rustle /'rʌsl/ v. 发出沙沙声

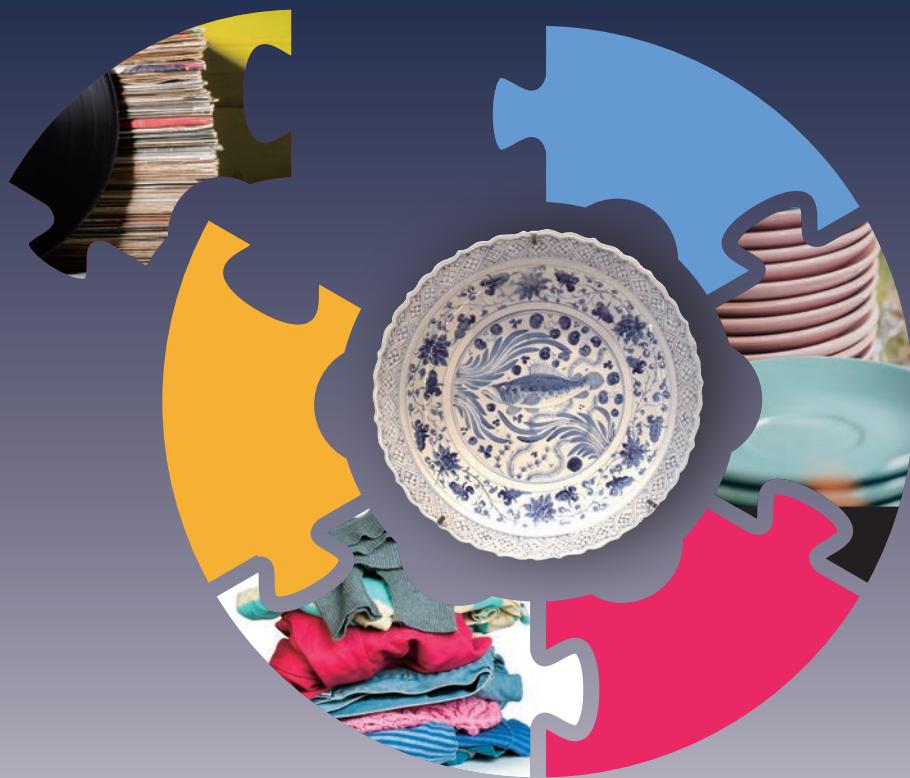
2 Now, work with your partner to write a poem about the beautiful flowers. You must follow these rules below. Then read it to the class.

- Write about the flowers in the first two lines.
- Write about human activities in the last two lines.
- The last two lines must reveal some kind of emotions.



2

Things that matter



Objectives

A Reading and interaction

- Explore why people accumulate personal possessions and how rubbish should be sorted

B Grammar activity

- Use the subject clause correctly in the given context

C Listening and speaking

- Make suggestions for exhibits at a local museum

D Writing

- Write a story using appropriate language

E Cultural focus

- Debate whether museum objects should be returned to the countries they came from
- Give a brief description of two famous art museums in the world

A Reading and interaction

Pre-reading activity

1 Look at the photo and discuss the questions.

- (1) How many of these things can you name?

.....

- (2) How are the things arranged?

.....

- (3) How do you feel about the room?

.....



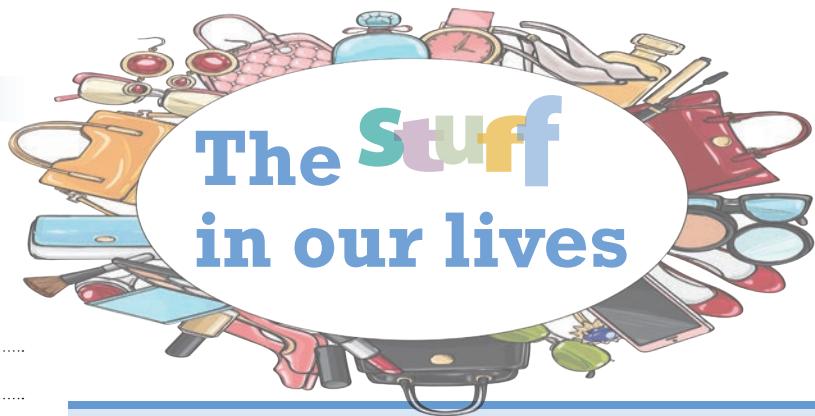
2 Before you read, answer the questions. Why do we keep things we do not use or need? Which of the reasons do you agree with? Why?

- (1) "It's mine. Why should I give it away?"
(2) "I don't like throwing things out—it's a waste."
(3) "You never know; I might use it in the future."
(4) "It has sentimental value."
(5) "I haven't got time to sort out that stuff."
(6) "I hoard things, but I have the space, so why not?"

.....

.....

.....



The Stuff in our lives

Elaine and Susie Hall live in a large house in a typical New Jersey suburb. They appear to be normal American teenagers, although appearances can be deceptive^①.

5 The truth is that everyday life for the sisters is far from normal: things which we might take for granted, like cooking a meal or picking out a dress in front of the mirror, are incredibly difficult for the
10 girls. Why? Because their mum, Sharon, is a compulsive hoarder^②. "We spend most of our time in a small area in the living room, just in front of the TV," complains Susie. "Mum's stuff has spread out everywhere.
15 It's taken over our lives—it's total chaos!"

In Sharon's house, every room is filled with piles of jazz records and CDs, mountains of clothes and stacks of magazines. The kitchen is impossible to use, so meals are
20 cooked in a microwave in the garage and dishes are washed in the shower. Even making a cup of tea is next to impossible: the water kettle is hidden beneath a pile of clothes on top of an empty fish tank.

25 All this stuff spread out at random around the house makes daily life a nightmare.

① deceptive /dɪ'septɪv/ adj. 欺骗性的；误导的；骗人的 ② compulsive hoarder 强迫症式的囤积者

Compulsive hoarding can be an extreme condition and this family has **run out** of space. But while it's true that most of us would never hoard to this extent, the fact is
30 that many of us buy more things than we need and, once we have them, we're reluctant to throw them away.



According to social scientists, people have been collecting stuff for centuries. About 15,000 years ago, primitive communities began to lose their nomadic^① ways and rely on stored food, resulting in a change in our material culture. Permanent homes were built as people acquired more objects, and these things soon became impossible to carry around. The loss of nomadic ways was not just thanks to agriculture, but also to the number of possessions people had.
35

Back in New Jersey, Elaine is feeling increasingly annoyed by her mother's junk as she searches for a place to do her homework. The untidy living environment is a constant source of friction. In the end, she uses a heap of clothes as a temporary desk. "After a while you just put up with it," she says. "You start thinking it's normal." In some ways it is normal, because unfortunately our modern consumer culture actively encourages us to own things. Advertisements convince us that we can't live without certain products and imply that these things can change our lives. It's very difficult to resist this culture, to **opt out** and buy less.
45

So why is it so difficult to get rid of things? One explanation is that people are naturally resistant to change and prefer things the way they are; the end result is loads of clutter^②, taking up valuable space. Psychologists also talk about the "endowment effect^③", or the way we attach more value to things once we own them. For example, you might not use your old MP3 player, but it still has "value" because it belongs to you. Ownership is as important as usefulness. But as Elaine says, "Mum needs to ask herself: if I didn't have it, would I go out and buy it? If the answer is 'no', then she should bin it."

"Sentimental value" is another reason for not junking things. Many of the objects we keep have connections to a place, an event or a person in our past, such as birthday cards from a
55 grandparent or an old football shirt from an important match. These objects, like Sharon's record collection, have emotional currency, which is why we never **throw them out**.

Luckily, Elaine and Susie's story has a happy ending. Sharon has finally got help with her hoarding and has slowly started to **clear out** their home. "She had to," says Elaine, "or our
60 family would have fallen apart." It's been a few months, but the girls are **helping out** and things are gradually getting better.



① nomadic /nəʊ'mædɪk/ adj. 游牧的；流浪的 ② clutter /'klʌtə(r)/ n. 杂乱的东西（尤指不需要的或无用的）；杂乱

③ endowment effect 贤赋效应（心理学术语，指个人一旦拥有某项物品，那么他对该物品价值的评价要比未拥有时高）

A Reading and interaction

Comprehension work

1 Read the passage and answer the questions.

(1) What problems do Elaine and Susie face every day?

(2) What does the inside of Sharon's house look like?

(3) When did people begin to collect stuff? What did they collect?

(4) Why do some people hoard things?

(5) Why is it difficult to get rid of things?

(6) What do you think of Sharon's hoarding behaviour?

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.

A compulsive¹ is a person who has gathered an unhealthy amount of objects in his or her home. Most of us buy more things than we actually need. Even though we never use a certain item, we are often² to throw it away.

According to social scientists, hoarding has a long history. Due to the development of agriculture,³ communities began to settle down in a particular place and build⁴ homes to store food and other objects. This resulted in a change in our material culture. Our modern⁵ culture is constantly persuading us to hoard. We are⁶ that we cannot live without certain products.

It is difficult to get rid of things because human beings have a natural⁷ to change. Most people's preference is for things to remain as they are. Another reason, according to psychologists, is the "endowment effect", or the tendency to⁸ more value to the things we own. "Sentimental value" is also a reason for not junking things. Many of the objects we keep have⁹ to a place, an event or a person in our past; thus, they have¹⁰ currency.



Deep reading

1 Read the passage again. Work in pairs, study the sentences below and explain how the expressions in bold help express the writer's implied meanings. Then complete the table.

| Sentences in the passage | My understanding |
|--|---|
| (1) Because their mum, Sharon, is a compulsive hoarder. | The word "compulsive" means "being unable to control or stop". It implies that it is an abnormal condition. |
| (2) In Sharon's house, every room is filled with piles of jazz records and CDs, mountains of clothes and stacks of magazines. | |
| (3) Compulsive hoarding can be an extreme condition and this family has run out of space. | |
| (4) Back in New Jersey, Elaine is feeling increasingly annoyed by her mother's junk as she searches for a place to do her homework. | |
| (5) In the end, she uses a heap of clothes as a temporary desk. | |
| (6) ... the end result is loads of clutter , taking up valuable space. | |

A Reading and interaction

2 Work in pairs and discuss the questions.

(1) What ways of preventing compulsive hoarding can you think of?

.....

(2) Do you agree with the writer that today's society puts too much emphasis on possessions?
Why or why not?

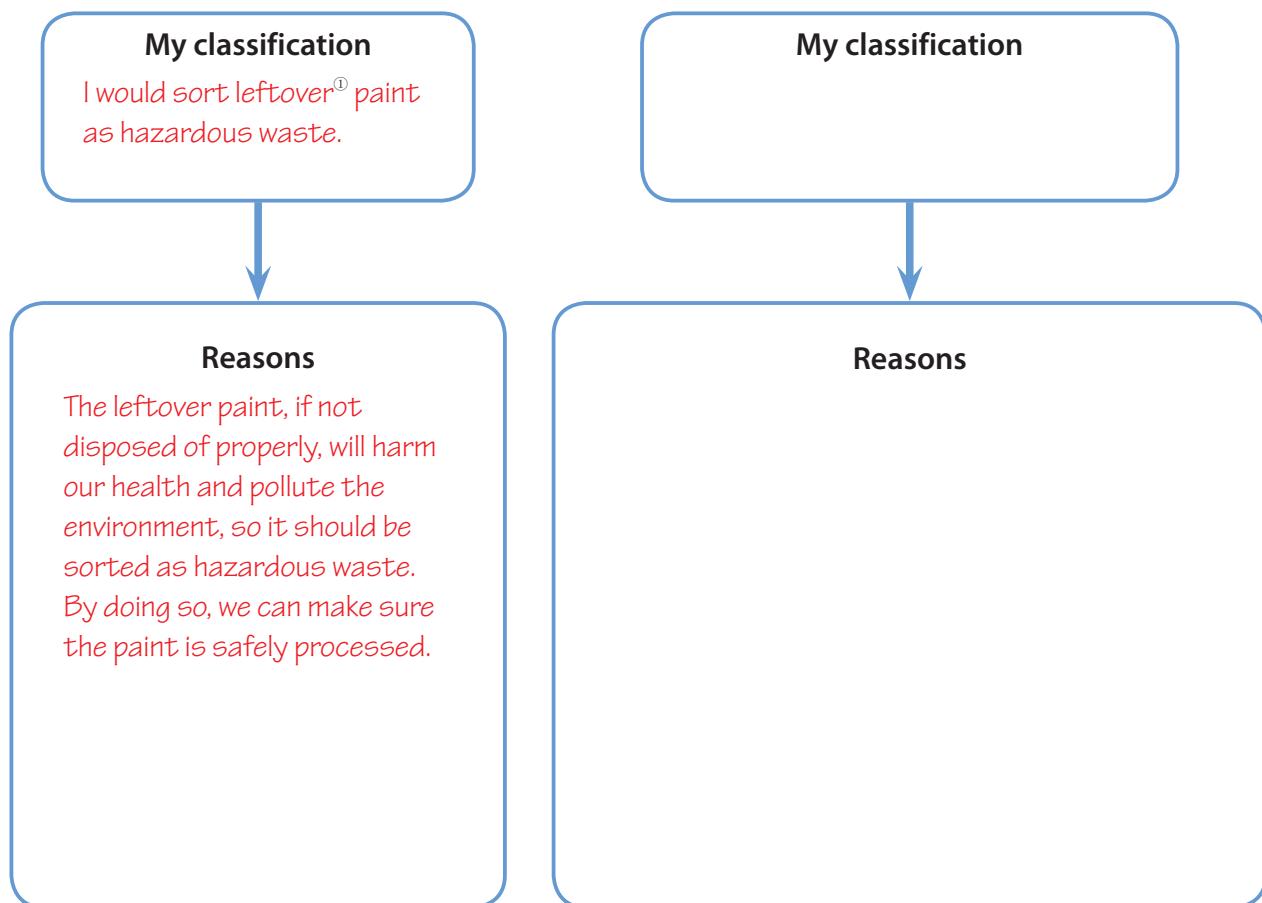
.....

Mini-project

Promoting rubbish classification

Imagine you are going to promote recycling in your community. Choose four pieces of rubbish and decide which of the four categories they belong to: residual waste, household food waste, recyclable waste or hazardous waste.

- Discuss the questions in groups.
 - (1) What rubbish will you choose?
 - (2) What category would you classify each piece of rubbish into? Why?
- Share your ideas within your group.
- Select one person to report on behalf of your group.



① leftover /'leftaʊvə(r)/ adj. 剩余的；吃剩的；未用完的

Focus on language

1 Read the passage again. Find the expressions with similar meanings in the passage and list them in the blanks.

- (1) loads of: ,
- (2) things: ,
- (3) rubbish:
- (4) throw out: ,

2 Study the phrasal verbs in bold in the passage. Match them to meanings a-f.

- a to choose
- b to remove
- c to use up
- d to extend over a large area
- e to stop being involved
- f to support or help

3 Find synonyms for the underlined parts in the sentences below.

- | | | | | |
|-------------|---------------|------------|-----------|-------------|
| ■ primitive | ■ load | ■ abnormal | ■ mirror | ■ friction |
| ■ temporary | ■ possessions | ■ tendency | ■ annoyed | ■ reluctant |

- (1) Among teenagers today, there is a trend towards socializing online rather than face-to-face.
.....
- (2) The doctor told the patient that the drug can only give her a brief relief from the pain. She shouldn't expect it to have any long-term effect on her illness.
.....
- (3) Sometimes we're angered by people who actually remind us of the worst qualities in ourselves.
.....
- (4) Even the most successful team may experience internal conflict, which is often caused by miscommunications or clashes of interest.
.....
- (5) Despite the heavy debt burden, the company managed to survive the economic crisis.
.....
- (6) His doctor told him that the test results were unusual, so he needed to stay at the hospital for observation.
.....
- (7) When they were moving house they had to pack their belongings into boxes.
.....
- (8) Our voice tends to reflect our mood and our confidence.
.....
- (9) Even if the child is unwilling to say goodbye to his friends, he knows that it is time to go back home.
.....
- (10) The methods of communication used during the march were not advanced by today's standards, but very effective.
.....

B Grammar activity

The subject clause

A subject clause is a nominal clause used as the subject of a sentence. It is usually introduced by a linking word such as *that*, *whether* or a *wh*-word.

What we are doing is offering a scholarship.

→ Grammar reference 1 (p. 100)

- 1 Read the passage. Match sentences 1–5 to grammar rules a–c.

Don't forget your toothbrush ...

Over 70% of travellers return from their holidays, unpack their bags and find something missing. In hotel rooms across the world, people have left toothbrushes, purses, driving licences and even their diamond rings! ¹Whether it's expensive jewellery left by the rich or mobile phone chargers left by business travellers doesn't make a difference. ²It seems quite common that people forget things in the places they stay. But perhaps the strangest item ever forgotten was found in a hotel in Portugal. Maria is a hotel receptionist in the Algarve. She explained that the staff come across lots of left-behind items. ³"What the maids^① find as they clean the rooms usually isn't worth reporting or keeping, so it just gets thrown away," she added. However, one day, one of the maids discovered a fish in a bath and had the fright of her life. Why? Because the fish was a fully-grown shark! A guest at the hotel had caught it on a fishing trip and then left it behind. Luckily, the animal survived and the hotel returned it to its natural habitat.

⁴Why so many of us forget things, big or small, may be due to a few common factors. Many people are just in a hurry to leave; others bring too much stuff in the first place. ⁵That small items then get left behind should not surprise anyone. As a wise man once said, "He who would travel happily must travel light."

We can use subject clauses in different ways:

- a When we want to comment on a fact, we can introduce the fact with a *that* clause.
- b When we want to talk about something that is not certain or definite, or about which a choice has to be made, we use a clause, introduced by a *wh*-word or *whether*.
- c When we want to balance a sentence with a long subject, we can use *it* as the anticipatory subject.

① maid /meɪd/ n. (旅馆里的)女服务员

2 Complete each sentence with *it, that, what or whether*.

- (1) something needs to be done to clean up our beaches is obvious to everyone.
- (2) is a shame that more people don't make an effort to clean up our beaches and oceans.
- (3) seems incredible that the flu virus kills hundreds of thousands of people every year worldwide.
- (4) we need to do is to educate people about the harm that tobacco does to the body.
- (5) you dropped something or someone else dropped it doesn't matter. If you see it, pick it up.
- (6) languages borrow words as they develop is inevitable.
- (7) you sort out things in your room or not makes a difference.

3 Think about the questions. Then write answers on the lines, using subject clauses. You may use the example below to help you.

What surprised me most today is my friend Li Ming's performance in the running competition. It is unbelievable that he won the race today.

- What was the last thing that astonished you?

- What is the most obvious similarity between you and your best friend?

- What matters most to you right now?

Now, ask your classmates about their answers. Select the most interesting one to report to the class.

- **You may ask questions like this:** What has astonished you most recently?
- **You may respond like this:** The thing that astonished me most is the bird nest that I found on my balcony.
- **You may report like this:** I think Lili's description is the most interesting one. She said, "I watched a nature programme this week, and I learnt a number of surprising things. What astonished me most is that giraffes sleep with their eyes open."

C Listening and speaking

1 Listen to a discussion among three students. Take notes and answer the question.

What are they talking about?

.....
.....

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

Correct the false ones. 

- (1) The only criterion for choosing objects for the environment case is whether they help raise awareness of environmental problems.
-
- (2) The speakers' town is close to the sea.
-
- (3) People in the local community wear masks to celebrate an important festival.
-
- (4) The speakers think the Roman coin has historical value because it is the first coin issued by the local government.
-
- (5) The speakers all think the picture of Christopher Columbus is more suitable than the Roman coin.
-
- (6) The speakers decide to present the objects through an interactive game.
-

3 Listen again for details. Complete the table.

| Themes | Objects suggested | Reasons for the suggestions |
|-------------|-------------------|--|
| Environment | Seashells | A part of local life (1) (2) |
| | (3) | (4) |
| | (5) | (6) |
| Culture | (7) | (8) |
| History | (9) | (10) |
| | (11) | (12) |

4 Imagine you are preparing exhibits to display at a museum about your local community. Work in groups and choose objects for each of the following display cases: environment, culture and history. You may follow the steps below.

- Define "your community": is it your local area, your town, your street or your school?
- Think about what is interesting about the environment, culture and history of your local community.
- Decide on objects for the display cases and explain the reasons for your choices.
- Select one person to report on behalf of your group.

Write your ideas here!

Language guide

You may decide on objects for the display cases like this:

- If we want to say something about the environment, we could have ...
- ... would be good.
- We might have ...
- We could include some ...
- That could be the best place for ...

You may explain your choices like this:

- ... to raise people's awareness of ...
- ... will help illustrate ...
- People associate ... with ...
- ... to show ... in our local culture.
- ... could be suitable.

You may report like this:

- Our main objective is to ...
- We chose to include ... because ...

D Writing



Storytelling competition

Do you have stories to share? Are you good at telling stories? If the answer is yes, come and join us at The Campus Story Centre. We are organizing a storytelling competition this month: if you want to take part, submit your stories now!

- 1 Read the event announcement above from The Campus Story Centre. Imagine you would like to take part in this competition. Before you write your story, think about the questions below.**

- (1) What kind of story would you like to tell?
- (2) How will you grab the readers' attention from the very beginning?
.....

- 2 Read the story. Complete the table on page 41 before you write.**



Part 1: Mark

Having found it, I wasn't sure what to do with it. At first I looked around, at the other people on the platform. Perhaps the owner wasn't far away? Realizing they'd probably gone, I slipped it into my backpack and decided to hand it in at the next stop. "All trains to Waterloo have been cancelled. London Transport apologizes for any inconvenience ..." announced the station loudspeaker as everyone got off the train and struggled down the narrow passageways. "Great," I thought as I was pulled along by the crowd. "I'm going to miss my first lecture."

Later that day, after finishing lunch, I remembered the folder. I pulled it out of my backpack and looked at it. It was smooth and black and had the initials S.D. on the front. Feeling a little guilty, I opened it up. Inside there was a bunch of drawings—some in black and white, others in colour, all of them pretty good: a street scene in the rain, a sunny day in the park, a performer in Covent Garden.

"What's that, Mark?" asked a friend sitting next to me.

"Ah, something I found on the tube this morning," I said, showing her.

"They're interesting. Why didn't you hand them in?"

"I forgot," I said.

"Well, don't worry too much," she laughed.

"You're in luck. There's an exhibition of unclaimed art from the lost property office of the London Transport this week, and it's at a gallery in Hoxton Square—just round the corner. Why don't you take them along?"



Part 2: Sarah

"Sarah Darwin?" called a cross-looking woman behind the desk as I ran through the double doors. "Yes," I answered. "I'm here." I'd just about made it, despite the delay on the Underground. It wouldn't have looked good to arrive any later. Places at Central Saint Martins College were few, the applicants were many and I was determined to make a good impression. "They're waiting for you inside," said the woman, pointing to a door at the end of the passage.

The room was a tutor's office, with heaps of books, piles of drawings and photographs everywhere. A middle-aged woman in a black sweater and jeans stood beside a bookcase, and a grey-haired man in a tweed^① suit was sitting in an armchair nearby. The woman looked up and smiled.

"Sarah?" she said. "Please take a seat ... " Coughing a little, I sat in a chair opposite, and then reached into my bag. That's when I noticed it was missing. "Anything wrong?" asked the man. Outside the wind was getting stronger and it was starting to rain—to pour down, in fact.

"I think I left my folder on the train," I said.

An hour later, having finished the interview, I was back on the street. In the end it hadn't been a total disaster; I'd borrowed a laptop and presented work from my website, although the pictures weren't as striking. Still, it was better than nothing. By now it was raining hard, but after losing my folder, I didn't care about getting wet. All I cared about was finding my drawings. And I wanted a place at Central Saint Martins.

| Aspects of writing | Guiding questions | My exploration |
|--------------------|---|----------------|
| Content | What is Mark's story about? | |
| | What is Sarah's story about? | |
| | From whose point of view is each story told? Is it written in the first or third person? | |
| Language | What language does the writer use to "show", rather than "tell" how the characters feel? | |
| | Why does the writer use several verb- <i>ing</i> forms as adverbials in the story? What other sentence structures can be used in a similar way? | |
| | How does the writer report what the different characters say? | |

3 Now write your own story. Edit your writing properly.

① tweed /twi:d/ n. (杂色)粗花呢

E Cultural focus



Objects play an important part in all human cultures: some are so important that they are considered our shared heritage. What attitude should we have towards the things we own, either individually or as a country?

In this section, you will first read a passage about the collections of the British Museum, and whether some items should be returned to the countries they came from. You will then watch a video about two famous European museums: the Musée d'Orsay and Tate Modern.

1 Work in pairs and discuss the questions.

- (1) What objects should national museums have?
- (2) What is your understanding of the term *encyclopaedic museum*?

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

- (1) The British Museum is well known for its wide-ranging collection.
- (2) The founder of the British Museum intended to collect objects from all over Britain.
- (3) The museum clearly documented how each object on display was acquired.
- (4) Many countries have tried to ask for their treasures back.
- (5) It is out of the question that the treasures should be returned to their original countries.
- (6) The Egyptian government succeeded in persuading the museum to return the Rosetta Stone as a loan.
- (7) The British Museum's attempt to bring different cultures together has failed to achieve the desired effect.



**Saved
or stolen?**



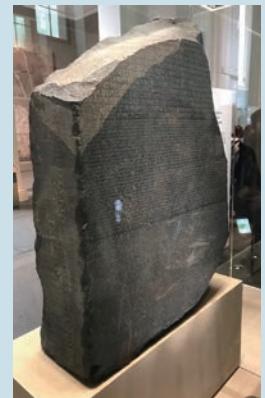
A The British Museum has a well-earned reputation as an “encyclopaedic^①” museum, with a global story told through eight million objects. Inside, a wide-ranging collection includes everything from prehistoric pottery^② to precious handmade jewellery from India and Ming Dynasty vases from China. The museum helps us understand how events that happened at different times and in different places were

① encyclopaedic /ɪn,saɪklə'pi:dɪk/ adj. 百科全书的；百科知识的 ② pottery /'pɒtəri/ n. 陶器

connected, and how they influenced each other. Indeed, this was the vision of its founder, Sir Hans Sloane, who tried setting up cross-cultural comparisons in his original collection in 10 1753.

B As you walk around the British Museum today, it's clear that Sloane's broad-minded vision is very much alive and well. What's less clear is how the museum acquired many of the objects on display and whether they should remain there. The collection has an obvious political dimension: while some objects have a well-documented history, others were added 15 during Britain's colonial period, so it's possible they were stolen from famous archaeological sites or acquired in the war. Imagine having an important national monument from your country kept permanently in another country. How would you feel? Would you try to get the country to return it? It's not surprising that many countries have gone on to ask for their treasures back. However, where they should be kept is a question that is still heatedly 20 debated.

C The Rosetta Stone is a well-known exhibit that illustrates this problem. Carved in 196 BCE, the stone was the key to unlocking the language of the ancient Egyptians. It was first discovered in 1799 near the town of el-Rashid (Rosetta) by soldiers in Napoleon's army, but 25 on Napoleon's defeat in 1801, it became the property of the British. Many of the museum's treasures were acquired in a similar way, but unsurprisingly, the British Museum is reluctant to let the Rosetta Stone go. It argues that more people see the Stone in London than they would in Cairo, the location is more secure and the exhibit is a critical part of 30 its global collection. The Egyptian government has other ideas and is trying to persuade the museum to return it. They claim that it's important for their nation's history and identity, and that many Egyptians can't afford to go to London to see it. But the British Museum won't let the Rosetta Stone go, even as a loan, as they fear it won't be returned.



D The British Museum is a place dedicated to international understanding, and the 35 advantages of an encyclopaedic museum are clear to see: "We need to explore common ground, how people perceive their relationship to each other ... and (to) see human history as an ongoing joint project," explains MacGregor, former director of the British Museum. But this attempt to bring different cultures together has been self-defeating, ultimately having the opposite effect: taking treasures from other countries has resulted in never-ending 40 international arguments and frosty relations with foreign governments. So as you admire the breathtaking objects on display at the museum, think about their heritage. Remember to ask yourself: Does the end justify the means? Is taking an object for a museum different from theft? And shouldn't important objects be exhibited where they were originally made?

E Cultural focus

3 Read the passage again. Write a summary for each paragraph.

| Paragraph | Summary |
|-----------|---------|
| A | |
| B | |
| C | |
| D | |

4 Work in groups and discuss the questions.

According to the passage, many objects exhibited in the British Museum were originally taken from other countries during times of war. What is your view on this? Should they be returned? Why or why not?

.....

.....

.....

.....

.....

.....

Video Museums

Start thinking

1 Answer the questions.

- (1) Which are the most famous museums and art galleries in China?
- (2) What kind of art or artefacts can you see there?
- (3) Would you like to visit any museums or art galleries abroad? Which ones, and why?

Comprehension check

2 Read the sentences and watch the video. Write MO for the Musée d'Orsay and TM for Tate Modern.

- (1) Its collection features modern and contemporary art.
- (2) It is famous for its collection of impressionist and post-impressionist art.
- (3) It was built as a train station and a luxury hotel.
- (4) It was used for generating electricity to supply the capital.
- (5) It opened as an art gallery in 1986.
- (6) It was first opened to the public in 2000.
- (7) The building was designed by a team of architects.
- (8) One individual was responsible for its design.

Vocabulary

3 Complete the text with the adjective form of the words in brackets.

In 2000, The Lowry gallery and theatre complex opened in a new and ¹ (fashion) area to the north of Manchester called Salford Quays. The development is on the ² (history) site of Manchester docks, which served the city from 1894 to 1982. The Lowry houses an ³ (impress) collection of the works of the artist of the same name. Laurence Stephen Lowry is famous for his paintings of ⁴ (industry) scenes in North West England. His style is easily recognizable because of the ⁵ (minimum) amount of detail he gave his figures, which became known as "matchstick men". Many of his ⁶ (origin) paintings can be seen in the gallery and some parts of the exhibition are ⁷ (interact). Since its inauguration, the complex has had an important ⁸ (culture) impact on Manchester and has changed this part of the city forever.

Extension

4 Work in small groups. Make an advertisement for an exhibition. Present it to the class.

- (1) Make a list of museums and art galleries in China. What can you see there?
- (2) Research one of the museums or galleries to find out what exhibitions are currently on.
When you have finished, take turns to ask questions about each place and the exhibitions that are being held.
- (3) Choose one of the exhibitions. List five reasons why people should visit the exhibition.
- (4) Write a speech to advertise the exhibition you have chosen.
- (5) Find a picture of the exhibition and come up with a slogan to advertise it.
- (6) Present your advertisement to the class.

Self-assessment

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

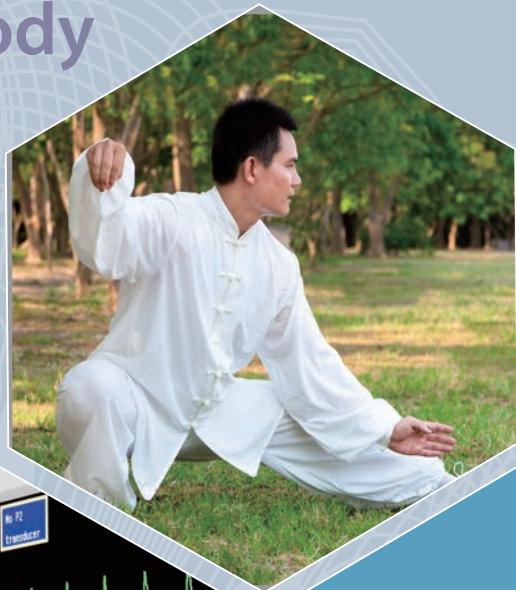
| Checklist | 1 Me | 2 My teacher / classmate | 3 Action |
|---|---------|--------------------------------|-------------|
| A Reading and interaction <ul style="list-style-type: none">• I can describe Sharon's compulsive hoarding and the consequences it has on her family life with at least two examples.• I can analyse how the writer's argument is strengthened by the deliberate choice of words.• I can explain how to classify rubbish into the correct categories. | | | |
| B Grammar activity <ul style="list-style-type: none">• I can recognize the subject clause in the passage.• I can use the subject clause correctly if the context is clear. | | | |
| C Listening and speaking <ul style="list-style-type: none">• I can understand the three speakers' conversation about choosing objects for the exhibition.• I can make suggestions on what objects to display at my community museum using suitable words and phrases. | | | |
| D Writing <ul style="list-style-type: none">• I can analyse the content and the features of language in the sample story.• I can write a story with enough details in simple language. | | | |
| E Cultural focus <ul style="list-style-type: none">• I can explain why the British Museum is an encyclopaedic museum.• I can list at least two key facts and features about the Musée d'Orsay and Tate Modern. | | | |

Reflective questions

Did you take note of your teacher's responses to the presentations you and your classmates gave? How do they help you in your English learning?

3

Mind and body



Objectives

A Reading and interaction

- Explain how to find balance in life and achieve peace of mind

B Grammar activity

- Use the verb-ed form as the predicative correctly in the given context

C Listening and speaking

- Evaluate the role of physical appearance in a debate

D Writing

- Write a formal letter to a newspaper using appropriate language and format

E Cultural focus

- Analyse the descriptive language used in *Frankenstein*
- Summarize the life stories of three famous British writers



Searching for balance in life

By Geoff Jones

Pre-reading activity

- 1 Before you read the passage, look at the picture and answer the questions.

(1) What are they doing?

.....

(2) What do you know about the activity shown in the picture?

.....



- 2 Read the passage quickly and find the sentences that provide a definition of tai chi.

.....

.....

.....

When I arrive at the park gate at 5:30 a.m., my tai chi teacher Mrs Kang is already there. Moments later, the others arrive and our training session begins. Even though I have 5 been practising tai chi with Mrs Kang for several years, I'm still amazed by her smooth, effortless movements, and it's hard to believe that she's actually 68. We are about a dozen people doing tai chi together with her every 10 morning. This simple routine has become the most important part of my day; I'd go so far as to say that it has changed my life.

Tai chi is a series of postures^① and motions that develops one's strength and flexibility 15 through careful, flowing movements and focused breathing. Each posture slowly transforms into another, and we gradually need to shift our weight to maintain balance. At the end of the form we return 20 to the starting position: in other words, the movements are all connected in an endless, unceasing flow.

The practice of tai chi is rooted in traditional Chinese philosophy, particularly the ancient 25 concept of yin-yang. The tai chi symbol, or *tai ji tu*, shows yin and yang together: yin symbolizes the dark, female force in nature, while yang represents the bright, male force. Yin cannot exist without yang, and yang

① posture /'pəʊstʃə(r)/ n. (坐立的) 姿势

cannot exist without yin. Tai chi aims to achieve balance between opposites in life: yin and yang; soft and hard; mind and body, and so on. At the heart of tai chi is the concept of *qi*, which roughly translates as "vital energy". The different exercises help move the *qi* through your body, which in turn has positive effects on one's mental and spiritual health.

A few years ago, I would never have seriously considered doing tai chi, but then a crisis came which forced me to rethink my lifestyle: I had a heart attack at the age of 49. Fortunately, a friend asked me to come along to a tai chi lesson, which turned out to be exactly what I needed to get my life back on track.

The first training session was incredibly challenging, and I was embarrassed to discover how clumsy^① I was. Luckily, I could gain some immediate benefits, even though I was a complete beginner. My body felt a lot more relaxed after the lesson: I slept like a baby and even woke up the next day feeling refreshed. That was enough motivation for me to continue.

When you see a tai chi master perform the routine, it looks extremely simple; it is when you try it yourself that you realize how hard it is. Some of the movements are very difficult, and I have yet to master them: the kicks are particularly hard, and I often struggle to get my legs sufficiently high up in the air. Another challenging exercise is *tui shou*, or pushing hands, which is done in pairs with the aim of developing your balance and stability:

during *tui shou*, you need to keep your feet on the ground while carefully following the flow of your opponent's movements, neutralizing their force.

Over the years, I've learnt a lot from the daily tai chi practice, both in terms of physical fitness and state of mind. Once I start performing the form together with the group, all my worries disappear, and I become one with the movements. I feel happier and more relaxed afterwards, and it is interesting that tai chi is also described as a form of "dancing meditation^②". The biggest change, though, has been on a deeper level. It has taught me self-discipline, and it has also made me reflect more on the things that really matter.

The principles of tai chi can be applied in everyday life. There is often no need to be aggressive or attack a problem head-on; we can often attain our goals and achieve more through indirect methods. Tai chi is often compared to water, which is able to change its shape and flow past any barrier, and I believe this approach is useful whenever we are faced with difficulties. Water also instantly finds its equilibrium^③ wherever it lands, no matter how uneven or hard a surface is; and tai chi is a method of achieving a similar level of physical and mental balance, regardless of what the surrounding circumstances are.

In short, the daily training sessions in the park help me channel my energy in more productive ways, and also provide me with the focus and the peace of mind to better tackle the challenges of the day.

① clumsy /'klʌmzi/ adj. 笨拙的；不灵巧的 ② meditation /'medɪ'teɪʃn/ n. 冥想；沉思

③ equilibrium /i:kwr'lɪbriəm/ n. 平衡；均衡

A Reading and interaction

Comprehension work

1 Read the passage and answer the questions.

- (1) What does the concept of yin-yang mean?

(2) What is the central concept of tai chi?

(3) What is the fundamental aim of doing tai chi?

(4) What is the writer's experience with tai chi?

(E) What are some of the difficult parts of tai chi?

(6) How does the writer benefit from doing tai chi?

.....

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 writer started doing tai chi at the age of 49 when a heart attack forced him to
1 his lifestyle. He was ² by the tai chi teacher's smooth
and effortless movements. It looked extremely simple at first, but when the writer tried
it, he realized that it was incredibly ³ He thought the kicks and *tui shou*
exercises, which aim at developing balance and ⁴ , were especially hard.
Fortunately, the ⁵ of doing tai chi were fairly obvious: after the session
the writer felt relaxed and ⁶ He has been practising tai chi with a
7 people every morning for several years. This simple ⁸
not only allows him to develop his physical ⁹ , but also enables him to
10 the challenges in life more easily.



Deep reading

1 Work in groups and discuss how to explain a concept or an idea. When we provide explanations, we make the text easier to understand. There are a number of strategies to achieve this purpose. Read the quotes. Match each concept or idea that is clarified to the strategy the writer used. Then explain why.

The concepts or ideas clarified by the writer:

- return to the starting position
 - tai chi principles applied in everyday life
 - *tui shou*
 - *qi*
 - tai chi
 - opposites in life

Strategies for clarifying these concepts or ideas:

- a** Using figurative language: likening^① something to something else
 - b** Providing examples: giving specific cases, types, etc.
 - c** Rephrasing the idea: expressing the same idea in other words, or through a translation

① liken /'laɪkən/ v. 把……比作

- d** Providing a definition: clearly stating what something is or means
- e** Expanding: using independent sentences to further develop the idea

| Quotes | Strategy | My explanations |
|--|----------|--|
| (1) Tai chi is a series of postures and motions that develops one's strength and flexibility through careful, flowing movements and focused breathing. | d | The concept of tai chi is explained by providing a definition. I think the writer wanted to provide a definition of tai chi early on in the passage: that way, readers can follow the passage. |
| (2) At the end of the form we return to the starting position: in other words, the movements are all connected in an endless, unceasing flow. | | |
| (3) Tai chi aims to achieve balance between opposites in life: yin and yang; soft and hard; mind and body, and so on. | | |
| (4) At the heart of tai chi is the concept of <i>qi</i> , which roughly translates as "vital energy". | | |
| (5) Another challenging exercise is <i>tui shou</i> , or pushing hands, which is done in pairs with the aim of developing your balance and stability ... | | |
| (6) The principles of tai chi can be applied in everyday life. There is often no need to be aggressive or attack a problem head-on; we can often attain our goals and achieve more through indirect methods. | | |
| (7) Tai chi is often compared to water, which is able to change its shape and flow past any barrier ... | | |

A Reading and interaction

2 Work in pairs and discuss the questions.

(1) Would you like to practise tai chi? Why?

.....

(2) How could you apply the principles of tai chi in your life? Please give an example.

.....

Mini-project

Looking for a perfect match

The Chinese philosophy of yin-yang emphasizes the balance between opposing forces. What are the opposing forces in our lives? How can we reconcile the conflict between them and achieve peace of mind?

- Work in groups. Match the sentence halves in A and B into meaningful sayings.
- Discuss how their meanings are related to the topic of the passage: finding balance in life and achieving peace of mind.
- Share your ideas within your group.
- Select one person to report on behalf of your group.

| A | B |
|---|--|
| (1) The wise man is one | nor beautiful words the truth. |
| (2) He who conquers ^① others is strong; | gathers. |
| (3) The flame that burns twice | and it will gradually become clear. |
| (4) The truth is not always beautiful, | as bright burns half as long. |
| (5) When the student is ready, the teacher will appear; | all things are at peace. |
| (6) Let it be still, | when the student is truly ready, the teacher will disappear. |
| (7) The heart that gives, | he who conquers himself is mighty. |
| (8) When there is no desire, | who knows what he doesn't know. |

① conquer /'kɔŋkə(r)/ v. 击败; 战胜

"The wise man is one" should be followed by "who knows what he doesn't know". This saying tells us that truly wise people do not claim to know everything; instead, they remain humble and value every opportunity to learn something new.

Focus on language

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

- (1) Pairs of adjectives or nouns used for emphasis or clarification^① (e.g. smooth, effortless movements; postures and motions)

- (2) Figurative language (e.g. sleep like a baby)

2 Translate the Chinese parts into English by using the words given in brackets.

- (1) The significance of a man is (不在于他所获得的), but rather what he longs to attain. (attain)
- (2) (开始始于动力); habit is what keeps you going. (motivation)
- (3) Seeds of faith are always within us; (有时候一场危机促使它们生长). (crisis)
- (4) (如果你从未遭遇过尴尬或伤痛), it means you never take any chances. (embarrassed)
- (5) Max is only clever at (推卸责任). (shift)
- (6) There is nothing (能与来自父母永恒的爱相提并论). (unceasing)
- (7) (如果每年改正一个坏习惯), even the worst of us can in time become thoroughly good. (root)
- (8) (任何你想得到的物质的东西仅仅是个象征): you want it not for itself, but because it will content your spirit for the moment. (symbol)

① clarification /'klærəfɪ'keɪʃn/ n. 阐明；解释

B Grammar activity

The verb-ed form as the predicative

The verb-ed form can be used as a predicative to modify the subject.

He was deeply involved in the local school.

→ Grammar reference 2 (p. 100)

- 1 Read the passage. Match sentences 1–7 to grammar rules a–c, and then complete the rules.



How to cope with academic stress

A lot of teens are struggling to cope with academic stress. While stress can motivate you to work harder, it can also have the opposite results. If your goals are unrealistic,¹ you will feel disappointed about your performance, no matter how well you do. High-performing students are able to set realistic goals and² are well prepared. Since they divide their work into reasonable daily and weekly targets,³ they tend to be less stressed about their exams.

Reward yourself when⁴ you are done with your daily tasks, for instance by watching an episode of your favourite show. It is also good to find a hobby that⁵ you are interested in, preferably one that allows you to have a social life. Teenagers⁶ who are involved in club activities generally cope better with stress. Rest is an essential part of any work schedule. Whatever you do, remember to get enough sleep. A good night's sleep is crucial for maintaining normal concentration and focus, as well as a healthy body and mind. Long-term stress and a constant lack of sleep can have serious consequences.

While teens often have mood swings, these could also be the first signs of mental health problems. Teenagers⁷ who seem depressed and avoid social interactions may need support, and friends and family can be a huge source of comfort. If you're struggling yourself, find someone you can talk to. Finally, remember that there's nothing wrong with seeking professional help.

The verb-ed form can be used as a predicative. In this case, it usually acts like an adjective, and is typically used to indicate:

- a emotions and states of mind
- b conditions and results
- c relationships and connections

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

The structure is sometimes followed by prepositions, such as¹ ,² and³

It is common to use it after linking verbs such as *be*,⁴ ,⁵ , *get*, *look* and *appear*.

2 Rewrite the sentences with the verbs below. Use the verb-ed form as the predicative.

- | | | | |
|-----------|-----------|--------------|------------|
| ■ annoy | ■ confuse | ■ damage | ■ astonish |
| ■ prepare | ■ involve | ■ disappoint | ■ relate |

(1) England lost the game, and everyone was unhappy because of that.

.....

(2) There are going to be many people coming tonight, but we are ready for it.

.....

(3) People find medical information difficult to understand.

People are often

(4) There is something wrong with the engine, but it can still be used.

The engine

(5) The novelist looked a bit angry when I asked about his failure in publishing his latest novel.
(seem)

The novelist

(6) The problem is being solved: several different organizations are taking part.

Several different organizations

(7) It looked as if his wife couldn't believe that he survived the accident. (seem)

His wife

(8) There is often a connection between diet and health problems.

Many health problems

3 Think about the questions, which are about emotions and conditions. Write answers using the verb-ed form as the predicative and think of similar questions to ask your classmates.

- What was something that confused you this week?

- What are some things that you are concerned about?

- When was the last time you were upset with someone?

- When was the last time you were overjoyed by something?

Now, ask three different classmates about their experiences. Find out whose description is the most unusual. Report your findings to the class. You may also use the verbs from exercise 2.

■ **You may ask questions like this:** What / Who do you want to describe? How about ...?

■ **You may respond like this:** I want to talk about my friend Li Ming. He's overjoyed with the results of the final exam.

■ **You may report like this:** I think Lili's description is the most unusual. She said, "Last night, my sister had a bad dream and woke up screaming. She said she was scared by a dark shadow on the window."

C Listening and speaking

1 Listen to the radio programme *Real Life Profiles*. Take notes and answer the questions.

(1) Who is the guest?

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

(2) What is the radio programme about?

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

2 Read the reasons for having plastic surgery. Then listen again and tick the reasons mentioned in the radio programme.

- to look like a famous person
- to become more beautiful
- to stop people bullying you
- to get a better job or earn more money
- to help with depression or other mental illness
- to improve self-esteem and self-image

3 Listen again for details. Complete the profile of Lisa Santos.

Profile

- Name: Lisa Santos
- Nationality:
- Profession:
- Problems at high school:
—her schoolmates:
-
.....
- her father:
-
.....
- Her solution:
-
.....
- Effect of her solution:
-
.....

4 Work in groups. Study the two English proverbs and discuss the topic of physical appearance. You may follow the steps below.

You can't judge a book by its **Cover**.

All that **glitters^①** is not gold.

- Discuss the meaning of the proverbs in your group.
- Consider the viewpoints below. Decide on one position and give reasons for why you think so.
 - (1) Physical appearance doesn't matter that much in our lives.
 - (2) Physical appearance counts for a lot in our lives.
- Summarize the arguments in your group and present them to the class.

Write your ideas here!

Language guide

You may express your agreement like this:

- I completely agree with what ... said. I would also argue that ...
- You raised an important point. I'd like to add that ...
- Exactly, and that leads me to conclude that ...
- So there is no reason for ...
- Of course, the problem is that ...

You may express your disagreement like this:

- It is true that ... However, ...
- I agree that ..., but ...
- That's a good point, but we also need to consider ...
- On the one hand, ... On the other hand, ...
- While ... matters a lot if ..., it might not be that important if ...

^① glitter /'glɪtə(r)/ v. 闪亮；闪耀

D Writing

Opinions vary on plastic surgery. Here is an extract from a newspaper article about body image problems among teenagers. What is your view on this? Write a letter to the newspaper to express your ideas.

Body image problems are becoming more and more common among Britain's teenagers. A recent survey found that a surprising 48% of teenage girls would consider having plastic surgery. "People shouldn't undergo surgical procedures that are unnecessary," says one doctor. "Teenagers don't need it. It won't keep you looking young." "It's a question of self-esteem" commented a parenting expert. "Surgery isn't the answer and we can boost self-confidence without it." It's a message all parents should be giving to their kids. But sadly, many teenagers would rather listen to the stars.

- 1** Read the newspaper extract above. Write a letter to express your ideas. You may prepare your writing by thinking about the questions below.

(1) What is the main idea of the extract?

(2) Do you agree or disagree with the ideas in the extract? What are your reasons?

- 2** Read the sample letter responding to "The value of life" below. Then complete the table on page 59 before you write.

The value of life



It's a sad fact, but in the near future most governments will be struggling to cover the medical costs of their ageing populations. As a result, many countries are exploring ways to save money to ease the financial problem. One way of cutting costs would be to "punish" people with unhealthy lifestyles by making them pay for their own medical care: people who smoke, drink too much, use sunbeds, overeat, don't wear seatbelts, etc. In other words, these people knowingly put their health at risk, so they should cover these costs. The question is, will this approach make a difference, and who is responsible for the way people behave?

To the Editor

I was fascinated by your article "The value of life". As a college student whose friends sometimes engage in the risky behaviour mentioned, I totally support the idea of "punishing" people for making unhealthy lifestyle choices.

Firstly, I feel that we all have a moral responsibility to keep ourselves in good health. Furthermore, there is enough information about different lifestyles for everyone to make an informed choice. Besides the effect on our own health, most of us are aware of the cost to the community too. In the USA, for example, 25% of health care funding is spent on the treatment of diseases that result from smoking, overeating, alcohol abuse, etc. But even though people are aware of the consequences, they carry on doing these things.

Providing information is clearly not enough to encourage change, which brings me to my second point. Charging higher insurance fees for health care and increasing tax on alcohol and cigarettes would force people to come to their senses and encourage more responsible behaviour. In Canada, smoking decreased by 61% among teens when taxes on cigarettes were increased. In spite of their “addiction”, people got used to living without cigarettes fairly quickly.

In conclusion, public health care is a massive cost to the nation. Despite being informed, some people insist on making unhealthy life choices. Although more expensive health care may sound heartless to many, it could help people lead better and happier lives. It would send a powerful warning to others, as well. They need to realize that their irresponsible behaviour will have serious consequences.

Yours faithfully,

Wang Li

| Aspects of writing | Guiding questions | My exploration |
|--------------------|---|----------------|
| Content | What point of view does the writer express at the beginning? | |
| | What arguments does the writer use to support his ideas? | |
| | What is the writer’s conclusion? | |
| Language | What phrases or sentences does the writer use to present his main point of view in the first paragraph? | |
| | What phrases or sentences does the writer use to add or contrast ideas? | |
| | What phrases does the writer use to address the editor and sign off the letter politely? | |

3 Now write your letter to the newspaper. Edit your writing properly.

E Cultural focus



Throughout history, people have tried to answer the big questions: how should we live our lives, and what does it mean to be human? Some have turned to science and philosophy for guidance, while others have found answers in literature.

In this section, you will first read a passage about Mary Shelley's Frankenstein, which some consider to be the first science fiction novel. You will then watch a video about three famous British writers: William Shakespeare, Jane Austen and Ian Fleming.

1 Think about the qualities that make us human. Then look at the list below and choose the three most important ones. Give reasons for your choices.

- morality ■ sympathy ■ creativity ■ honesty ■ courage
- self-discipline ■ determination ■ patience ■ vision ■ ambition

2 Read extract A and complete the notes with information about the novel of *Frankenstein*.



Frankenstein

- Author:
- Type of story:
- Background:
- Purpose of the story:
- Main characters:
- Issues concerned with:



A

On a stormy night in 1815, a young, 18-year-old girl had a vivid nightmare. The nightmare was terrible, but it gave her an idea for a tale—a tale that would become the most recognized horror story in the world: the story of Frankenstein's monster.

The author's name was Mary Shelley (1797–1851). Her novel describes the trials of an ambitious young scientist, Dr Frankenstein, who uses his knowledge to

bring an inanimate^① body to life, but then rejects the shocking "monster" he creates. At the time of writing, the story was a powerful warning against scientific advances and the Industrial Revolution, which was about to spread across Europe. Many artists and writers were concerned about this industrialization and the effect it would have on man's relationship with nature. They saw danger in the new scientific advances.

① inanimate /ɪn'ænimət/ adj. 无生命的

B**Volume 1, Chapter 4**

It was on a dreary^① night in November that I completed my work. With an anxiety that almost amounted to pain, I collected the instruments of life around me that I might add a small amount of being to the lifeless thing that lay at my feet. It was already one in the morning; the rain fell dismally^② against the windows, and my candle was nearly burnt out, when, by the failing light, I saw the yellow eye of the creature open; it breathed hard, and a sudden movement disturbed its arms and legs. How can I describe my emotions at this disaster, or how to describe the terrible creature I had tried to form? His arms and legs were in proportion, and I had selected his features as beautiful. Beautiful! His yellow skin barely covered the muscles beneath; his hair was black and flowing; his teeth of a pearly whiteness that formed a horrible contrast with his watery eyes, his wrinkled face and straight black mouth. I had worked hard for nearly two years, for the only purpose of breathing life into an inanimate body. For this I had deprived myself of rest and health, but now that I had finished, the beauty of the dream disappeared, and breathless horror and disgust filled my heart.

Unable to bear the appearance of the being I had created, I rushed out of the room and spent a long time pacing around my bedroom, unable to sleep. At length tiredness overtook^③ me, and I threw myself on the bed in my clothes, trying to find a few moments of forgetfulness. But it was in vain; I slept, indeed, but I was disturbed by the wildest dreams. [...] I started from my sleep with horror; a cold sweat covered my forehead, my teeth were knocking together, my arms and legs were tense; when, by the yellow light of the moon, I looked at the creature, the miserable monster whom I had created. He held up the curtain of the bed; and his eyes were fixed on me. His jaws opened, and he produced some unclear sounds in a low voice, while a wide smile wrinkled his cheeks. He might have spoken, but I did not hear; one hand was stretched out, as if to keep me there, but I escaped and rushed downstairs. I hid in the courtyard outside the house, and I remained there for the rest of the night. As I walked up and down, I listened carefully, fearing each sound: I thought it was the monster to which I had so miserably given life.

Note: Adapted from Mary Shelley's *Frankenstein*

① dreary /'drɪəri/ adj. 沉闷的 ② dismally /'dɪzməli/ adv. 忧郁地；惨淡地 ③ overtake /,əʊvə'teɪk/ v. 突然发生；突然降临

E Cultural focus

- 3 Work in groups. Read extract B and look at the descriptions of the monster's frightening physical appearance below. Brainstorm some suitable ideas for a good-looking creature in the right column.

| Description in the passage | My description |
|--|-----------------------------|
| (1) yellow and watery eyes | <i>pure and bright eyes</i> |
| (2) breathing hard | |
| (3) sudden movement of arms and legs | |
| (4) yellow skin barely covered the muscles beneath | |
| (5) a wrinkled face | |
| (6) a straight black mouth | |
| (7) speaking in an unclear low voice | |
| (8) a wide smile that wrinkled his cheeks | |

- 4 Read extract B again. Work in groups and discuss the questions.

(1) Does Dr Frankenstein like his creature according to extract B? Why or why not?

.....
(2) Imagine a conversation between Dr Frankenstein and his creation. What questions do you think the creature would ask? How would Dr Frankenstein reply?

.....

Video Great British writers

Start thinking

1 Answer the questions.

- (1) What kind of books do you enjoy reading? Why?
- (2) Who's your favourite author? Why?
- (3) How many British writers can you name? What do you know about them?

Comprehension check

2 Watch the video. Answer the questions.

- (1) When was William Shakespeare born?
.....
- (2) What did his father make?
.....
- (3) When was the original Globe Theatre built?
.....
- (4) When was Jane Austen born?
.....
- (5) How old was Jane when she moved to Bath?
.....
- (6) How many people visit her old house in Chawton every year?
.....
- (7) What was Ian Fleming good at in school?
.....
- (8) Who did he work for during the war?
.....
- (9) When did Ian Fleming die?
.....

Vocabulary

3 Complete the sentences with the words below.

- | | | |
|--------------|-----------|--------------|
| ■ close | ■ created | ■ performed |
| ■ recreation | ■ romance | ■ well known |

- (1) The Globe Theatre in London is a of the original building.
- (2) The James Bond films are probably more than the books.
- (3) The characters in Jane Austen's books are often looking for
- (4) J. K. Rowling the character Harry Potter in 1997.
- (5) George Lazenby only in one of the James Bond films.
- (6) Stratford and London aren't very to each other.

Extension

4 Work in groups. You are going to research a Shakespeare play and then tell the class about it.

- (1) Make a list of all the Shakespeare plays you can think of.
- (2) Choose one of the plays for your group. Research the story and the characters in the play.
- (3) In groups, tell each other what you've found out about the play.
- (4) Decide which part of the play each person in the group is going to talk about.
- (5) Write down a summary of the play.
- (6) Present the play to the class. Then have a class vote to choose the most popular play.

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 provide a definition of tai chi and summarize the writer's story.• I can identify ways of explaining concepts and ideas.• I can present my views on ways of finding balance in life and achieving peace of mind. | | | |
| B Grammar activity <ul style="list-style-type: none">• I can recognize the verb-ed form used as the predicative in the passage.• I can use the verb-ed form as the predicative correctly if the context is clear. | | | |
| C Listening and speaking <ul style="list-style-type: none">• I can explain the reasons why the celebrity wanted to have plastic surgery.• I can express my ideas about the topic of physical appearance with suitable words and phrases. | | | |
| D Writing <ul style="list-style-type: none">• I can analyse the content and the features of language in the sample letter.• I can write a letter in response to the newspaper article with supporting arguments and examples. | | | |
| E Cultural focus <ul style="list-style-type: none">• I can brainstorm a description of a creature, based on the language used in <i>Frankenstein</i>.• I can give a brief account of the lives of William Shakespeare, Jane Austen and Ian Fleming and name at least one of their famous works. | | | |

Reflective questions

Which of the Chinese sayings in the **Mini-project** do you like best? How do they help you connect your English learning to traditional Chinese wisdom?

Pre-reading activity

Before you read, think of the question.

How long do you think a friendship can last?



After Twenty Years

■ By O. Henry^①



The policeman on the beat^② moved up the avenue^③ impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely ten o'clock at night, but chilly gusts of wind with a taste of rain in them had almost depeopled^④ the streets.

Trying doors as he went, with a club in his hand, turning now and then to cast his watchful eye down the pacific street, the officer, with his strong form, walked with confidence. This was a quiet place. Now and then you might see the lights of a cigar store or of an all-night food counter; but the majority of the businesses had long since been closed.

When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him, the man spoke up quickly.

"It's all right, officer," he said, reassuringly. "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight. About that long ago there used to be a restaurant where this store stands—'Big Joe' Brady's restaurant."

¹⁵ "Until five years ago," said the policeman. "It was torn down then."

The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarfpin^⑤ was a large diamond, oddly set.

"Twenty years ago tonight," said the man, "I dined here at 'Big Joe' Brady's with Jimmy Wells, my best chum^⑥, and the finest chap^⑦ in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. But Jimmy didn't want to leave New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny^⑧ worked out and our fortunes made, whatever they were going to be."

"It sounds pretty interesting," said the policeman. "Rather a long time between meets, though, it

① O. Henry (1862–1910): pen-name of the American writer William Sydney Porter, well known for writing short stories

② on the beat (警察)执勤巡逻 ③ avenue /'ævənju:/ n. 林荫道；大街 ④ depeople v. 古语，前缀 de-, 表示“去掉；除掉”，例如：deforestation(砍伐森林)。depeople 的意思是“减少(某地)人口”，文中指“(因黑夜和风雨而)空无一人”。

⑤ scarfpin /'sku:fpm/ n. 领带夹 ⑥ chum /tʃʌm/ n. (informal and old-fashioned) 哥们；好朋友

⑦ chap /tʃæp/ n. (informal and old-fashioned) 小伙子；家伙 ⑧ destiny /'destəni/ n. 命运

seems to me. Haven't you heard from your friend since you left?"

"Well, yes, for a time we corresponded," said the other. "But after a year or two we lost track of each
30 other. You see, the West is a pretty big place, and I kept busy around over it. But I know Jimmy will meet me here if he's alive, for he always was the truest, most faithful old chap in the world. He'll never forget. I came a thousand miles to stand in this door tonight, and it's worth it if my old partner turns up."

The waiting man pulled out a handsome watch, the lids of it set with small diamonds.

35 "Three minutes to ten," he announced. "It was exactly ten o'clock when we parted here at the restaurant door."

"Did pretty well out West, didn't you?" asked the policeman.

"You bet!^① I've had to compete with some of the sharpest wits going to get my pile^②."

The policeman twirled^③ his club and took a step or two.

40 "I'll be on my way. Hope your friend comes around all right. Going to call time on him sharp^④?"

"I should say not!" said the other. "I'll give him half an hour at least. If Jimmy is alive on earth he'll be here by that time. So long, officer."

"Goodnight, sir," said the policeman, passing on along his beat, trying doors as he went.

There was now a fine, cold drizzle^⑤ falling, and the wind blew stronger. In the door of the hardware
45 store the man, who had come a thousand miles to fill an appointment with the friend of his youth, smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.

"Is that you, Bob?" he asked, doubtfully.

50 "Is that you, Jimmy Wells?" cried the man in the door.

"Bless my heart!" exclaimed the new arrival, grasping both the other's hands with his own. "It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well! —twenty years is a long time. The old restaurant's gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?"

55 "Bully^⑥; it has given me everything I asked it for. You've changed lots, Jimmy. I never thought you were so tall by two or three inches."

"Oh, I grew a bit after I was twenty."

"Doing well in New York, Jimmy?"

60 "Moderately^⑦. I have a position in one of the city departments. Come on, Bob; we'll go around to a place I know of, and have a good long talk about old times."

The two men started up the street, arm in arm. The man from the West, feeling proud of his success, was beginning to outline the history of his career. The other, submerged^⑧ in his overcoat, listened with interest.

① You bet! 那当然了! ② compete with some of the sharpest wits going to get my pile 与那些最聪明的人玩命才能搞到钱

③ twirl /twɜːl/ v. 转动 ④ call time on him sharp 过时不候 ⑤ drizzle /'drɪzl/ n. 蒙蒙细雨 ⑥ bully /'buli/ adj. (spoken) 棒

⑦ moderately /'mɒdərətlɪ/ adv. 凑合(不算差) ⑧ submerge /səb'mɜːdʒ/ v. 埋(把脖子埋在衣领子里面)

⑨ glare /gleə(r)/ n. 刺眼的光

At the corner stood a drug store, brilliant with electric lights. When they came into this glare^⑨ each
65 of them turned simultaneously to gaze upon the other's face.

The man from the West stopped suddenly and released his arm.

"You're not Jimmy Wells," he snapped. "Twenty years is a long time, but not long enough to change a man's nose from a Roman to a pug."

"It sometimes changes a good man into a bad one," said the tall man. "You've been under arrest for
70 ten minutes, 'Silky' Bob. Chicago thinks you may have dropped over our way and wires us. Going quietly, are you? That's sensible. Now, before we go on to the station here's a note I was asked to hand to you. You may read it here at the window. It's from Patrolman Wells."

The man from the West unfolded the little piece of paper handed to him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short.

75 "Bob: I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plain clothes man to do the job. JIMMY."

Questions for discussion

- 1 Is Jimmy a good friend for Bob? Why? Did he fulfil his promise? What do you think of the promise that the two friends made 20 years ago?
.....
- 2 Discuss the position of the short paragraph: "The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarfpin was a large diamond, oddly set." Would it be possible to place it in any other place in the story? Why?
.....
- 3 Discuss the sentence: "The waiting man pulled out a handsome watch, the lids of it set with small diamonds." Why does the writer describe Bob's watch?
.....
- 4 Discuss the phrase "the sharpest wits" in the sentence: "You bet! I've had to compete with some of the sharpest wits going to get my pile." What does that phrase suggest about Bob?
.....
- 5 Discuss the sentence: "Going to call time on him sharp?" Why did the policeman ask this question?
.....
- 6 Discuss the sentence: "The two men started up the street, arm in arm." What does "arm in arm" suggest?
.....
- 7 What do you think is the most important quality a friend should have? What kind of person would you take as your friend? What would you do in this situation if you were Jimmy? Why?
.....

Word study

1 Work in groups to discuss the use of adverbs in the story. How does it add the meaning to the description?

| Adverbs | Sentences | Effects |
|----------------------|---|---------|
| barely (L2) | The time was barely ten o'clock at night ... | |
| suddenly (L8) | ... the policeman suddenly slowed his walk. | |
| quickly (L10) | ... the man spoke up quickly . | |
| reassuringly (L11) | "It's all right, officer," he said, reassuringly . | |
| oddly (L18) | His scarfpin was a large diamond, oddly set. | |
| always (L31) | ... for he always was the truest, most faithful old chap in the world. | |
| exactly (L35) | It was exactly ten o'clock when we parted here at the restaurant door. | |
| directly (L48) | He went directly to the waiting man. | |
| doubtfully (L49) | "Is that you, Bob?" he asked, doubtfully . | |
| simultaneously (L65) | When they came into this glare each of them turned simultaneously to gaze upon the other's face. | |
| suddenly (L66) | The man from the West stopped suddenly and released his arm. | |
| quietly (L71) | Going quietly , are you? | |
| somehow (L76) | Somehow I couldn't do it myself, ... | |

- 2 Now study the adverbs below with the help of a dictionary, select three adverbs and add them to the sentences you choose in the story. Read them to the class and explain how they add extra meanings to the original sentences.**

surreptitiously

proudly

humbly

gently

knowingly

heartily

boastfully

eerily

majestically

timidly

softly

conspicuously

| Adverbs | Original sentences & new sentences |
|---------|------------------------------------|
| | |
| | |
| | |

Exploring literature 2

Appreciating the writing technique

Does the ending surprise you? Is the ending reasonable? A good story is able to give readers a both surprising and reasonable ending, instead of surprising you by "chance". A successful writer, therefore, is able to "cheat" the readers all the way to the end by a technique called "foreshadowing". Foreshadowing means providing signs along the development of the story to signify what will happen in the future. A good reader is able to pick up these signs and enjoy the process of solving the mystery.

Work in groups to find the signs that foreshadow the ending of the story and discuss how they direct you to a reasonable ending. The first one has been done as an example.

| Signs for foreshadowing | Your explanations |
|--|--|
| The impressiveness was habitual and not for show, for spectators were few. | Habitual impressiveness signifies that the character was an honest officer, a reliable guardian of the law. It explains why he would arrange the plain clothes man to arrest his friend Bob. |
| | |
| | |
| | |

Designing a new ending

Imagine Jimmy hadn't asked the plain clothes man to arrest his friend Bob, how would the story have ended then? Work in groups to design a new ending.

.....

.....

.....

.....

4 Words



Objectives

A Reading and interaction

- Explain word formation rules in English

B Grammar activity

- Use modal verbs referring to the past correctly in the given context

C Listening and speaking

- Make proposals for a new local library

D Writing

- Write a book review using appropriate language and format

E Cultural focus

- Evaluate the literary achievements of Shakespeare
- Explain how new words are added to the *Oxford English Dictionary*



Pre-reading activity

- 1 Work in groups. Make as many English words as possible using the letters below. The words must be at least three letters long.

| | | | | | |
|---|---|---|---|---|---|
| F | H | G | L | R | M |
| N | O | E | A | I | T |

- 2 Work in pairs. Study the words and discuss the meaning and origin of the words.

| | | | | | | |
|-----------|-----------|-------|------------|-------------|--------------|--------------|
| ■ dim sum | ■ chillax | ■ soz | ■ embiggen | ■ americano | ■ floordrobe | ■ cyberbully |
|-----------|-----------|-------|------------|-------------|--------------|--------------|

We use hundreds, maybe even thousands of different words every day. Many of them have been part of our vocabulary since early childhood, but the words that fascinate us are 5 the other ones, the ones that didn't even exist a few years ago. As the world changes, the vocabulary that people use moves on too. In fact, experts estimate that at least 4,000 new English words are coined every year. Have 10 you ever stopped to wonder where they come from and why they have the meanings that they do?

It's no surprise that some of the new words come from another language, but you would 15 be amazed to find out that Modern English, which has evolved from Old English, has taken about 80% of its vocabulary from other sources: mostly from French and Latin, but also from an incredible 350 other languages.

20 Some of these loanwords are used because there is no existing word in English to cover the meaning. In Britain, people now eat Chinese *dim sum* and the Greek dish *kleftiko*, and blow a South African *vuvuzela*

25 to cheer on a football team. Other words are adopted even when there's an existing English alternative, because the foreign word sounds superior or more clever and elegant in some way. People think Italian coffee tastes better than the coffee traditionally drunk in Britain, so 30 they often use the Italian word *americano* to order a black coffee in a café.

Whenever we switch on a computer or mobile, we do things that were unheard of a few decades ago. Sometimes, the new language that we need for technology evolves by giving new meanings to old words. *Hack* used to mean *cut* or *kick* and this usage carries on today. But as the Internet developed, the use of the word was extended to the metaphorical meaning "access someone else's computer illegally". This new meaning is now so universally accepted that no one today thinks of it as a metaphor. There are also new compounds of existing words, for example, *cloud computing* (computer resources delivered over the Internet) and *digital footprint* (the record left on the Internet of all your online activity). And then there are those useful things, prefixes. Instead of receiving an old-fashioned card bought in a shop and sent in the mail, you might now receive an *e-card* bought in an *e-shop* and sent by *email*. While *e-* is an abbreviation of "electronic", *cyber-* means "to do with the Internet": we often hear about *cybercrime* and *cyberbullies* in *cyberspace*. There's often a need to rename the old technology too. When *email* became popular, the mail with envelopes and stamps seemed very slow, so it got a new name: *snail mail*.

Sometimes words are invented by comedians and scriptwriters^① for comic reasons. The TV show *The Simpsons* has invented several new words, and one in particular is gaining in popularity. Take the adjective *big*, add on the prefix *en-* or *em-* and the suffix *-en*, and you have the funny-sounding word *embiggen*. Just as *ensure*

means "make sure" and *widen* means "make wider", *embiggen* means "make bigger". There are now more than 300,000 mentions of the word on the Internet, in contexts ranging from fan fiction^② to physics!

When your friends are worrying about their exams, you might tell them to *chillax* (chill out + relax). If your parents keep on complaining about the clothes on your bedroom floor, you can say that you're using a new storage system: a *floordrobe* (floor + wardrobe^③). Putting two words together like this enables us to create lots of fun new words, particularly in informal English. Abbreviations and acronyms also become informal words in their own right. *Soz* is a word that's short for "sorry" and *yolo* stands for "you only live once". We sometimes use it as an excuse for doing something a bit crazy, for example, "I've just bought some £400 trainers ... *yolo*!"

Do you know your nouns from your verbs? Don't be too sure. Words that have been used for a very long period of time as one part of speech often start to appear as a different part of speech. Nouns can easily be converted into verbs because in English, unlike in many other languages, verbs don't have to have a special verb ending. These days you *friend* (make friends with) people on social media and watch sportspeople *medalling* (winning a medal) in the Olympics.

All these changes in English vocabulary are great fun to listen out for and you might even want to make up some new words yourself. Go on, give it a try—*yolo*!

① scriptwriter /'skriptraɪtə(r)/ n. 剧作家；编剧 ② fan fiction 同人小说（由某小说、电影的爱好者创作，人物取自原作，常为网络文学） ③ wardrobe /'wɔ:dru:b/ n. 衣柜；衣橱

A Reading and interaction

Comprehension work

1 Read the passage and answer the questions.

(1) Why does English borrow words from other languages?

.....
(2) Does the meaning of English words stay the same? Why or why not?

.....
(3) What does "snail mail" mean? What is the origin of the word?

.....
(4) What does the example from *The Simpsons* tell us?

.....
(5) How are informal words formed according to the passage?

.....
(6) Why is it easy to convert nouns into verbs in English?

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.

New English words are ¹ every year. There are different reasons for introducing new words. Some are ² from another language, which either ³ meanings that cannot be expressed in English, or serve as ⁴ to existing English words. Sometimes new words are invented in response to the development of new technology. Usually, there are three ways to form new words: giving new meanings to old words, creating ⁵ words, and using ⁶ Besides these methods, comedians and scriptwriters also tend to invent new expressions for ⁷ effect. The word *embiggen* is a case in point. Using abbreviations and acronyms, and combining parts from different words, such as *floordrobe*, are two other ways of forming new words that have been ⁸ in popularity in recent years. These are mostly used in ⁹ English. One thing that makes English different from many other languages is that English nouns can be ¹⁰ into verbs. Many new words are formed in this way, such as the verb *friend*.



Deep reading

- 1 Work in groups. Discuss the rules of English word formation in the passage, provide more examples from real life and then complete the table.

| English word formation rules | Examples in the passage | My examples |
|------------------------------|---|-------------------------|
| Borrowing | dim sum: a Chinese dish kleftiko: a Greek dish vuvuzela: a long, plastic horn, typically blown by South African fans at soccer matches americano: a black coffee | tai chi, kung fu, sushi |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

A Reading and interaction

2 Work in pairs and discuss the questions.

- (1) Do you think it is important to learn English word formation rules? Please give at least two reasons.

- (2) Why do the words that people use change and develop all the time?

Mini-project

Introducing rules of forming words in Chinese

Work in groups. Imagine that your school asks you to introduce the rules of Chinese word formation to a group of foreign students. Each of you should introduce one method.

- Discuss the questions in groups.

- (1) What rules of word formation are you going to introduce?
- (2) What examples would you provide?
- (3) What do the examples mean? You may consider the examples below in your discussion.

- Compounding (e.g. 情商, 界面)
- Neology (e.g. 网红, 充电宝)
- Abbreviation (e.g. 医改, 科协)
- Affixation (e.g. 信息化, AA制)
- Rhetoric (e.g. 瓶颈, 山寨)
- Borrowing (e.g. 雷达, 图腾)

- Share ideas within your group.
■ Select one person to report on behalf of your group.



I would like to introduce affixation as a way to coin new words in Chinese. Affixation, like in English, is an effective way to make words in Chinese. It means placing a Chinese character before or after another character to make a new word with / without new meanings added to a root. The suffix -zi (子) is most often seen in Chinese words such as *fangzi* (house), *chezi* (car), and *lunzi* (wheel), etc. However, -zi does not add new meaning to the roots *fang*, *che* and *lun*, but only contributes a part to form a noun.

Focus on language

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

- (1) Phrasal verbs with the preposition *on* (e.g. *add on*)

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

- (2) Words formed by adding the prefix *en-* or *em-* (e.g. *ensure*)

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

2 Change the given words into a different part of speech with prefixes or suffixes. Choose a suitable derivational word to complete the sentences below.

- estimate (*n.*)
- superior (*n.*)
- elegant (*n. and adv.*)
- hack (*n.*)
- extend (*n.*)
- universal (*adv.*)
- combine (*n.*)
- alternative (*adv.*)

- (1) Different of the same ingredients will produce different types of cakes.
- (2) of language may not be in the power of all of us, but simplicity and straightforwardness are.
- (3) If you are frustrated by anything external, the pain is not due to the thing itself, but to your of it.
- (4) The contract will end next month, but we have asked for a(n)
- (5) A weak password will make it easier for a(n) to access your personal data.
- (6) It is a truth acknowledged that a single man in possession of a good fortune^① must be in want of a wife.
- (7) What we decide to do about air pollution, or , fail to do about this, will affect the quality of the lives of our children.
- (8) His early success gave him a false sense of , but he soon discovered that he still needed to work hard to develop his skills.

① fortune /'fɔ:tʃu:n/ *n.* 大笔的财富

B Grammar activity

Modal verbs referring to the past

Some modal verbs can be used for talking about the past.

*At the age of five, he **could** already play the piano.*

⇒ Grammar reference 3 (p. 100)

1 Read the three stories. Study modal verbs 1–7 in the stories and answer the questions.

1

When I needed to learn the African language Kirundi before a six-month period in Burundi, I tried the “spaced repetition” method.

I played online vocabulary games which gradually introduced new words and then revised them at increasing intervals. It was fun, and I ¹didn’t have to play the games for long for them to be effective. After 23 hours—in short bursts of five minutes—I knew a thousand words. On the flight to Burundi, I was panicking because I didn’t know any grammar, but I ²needn’t have worried. I ³could understand quite a lot with my thousand words and I picked up the grammar easily once I was there.

Lin Yi

2

I once bought some expensive CDs that claimed to teach you a language in your sleep. According to the instructions, you ⁴had to go to sleep each night with one of the CDs playing, and this would enable you to speak in Italian after only a week. I ⁵shouldn’t have wasted my time and money. At the end of the week, I knew no more Italian than I had done before!

Zhou Nan

3

Last year, I tried a method called “shadowing” to improve my Greek. You had to listen to a recording in the language and repeat it while walking around outside (the walking was meant to get more oxygen to your brain). I gave it a go for a few weeks, and it worked really well. I ⁶ought to have done it for longer, but people kept on staring at me and I felt like a complete idiot. I soon decided that I didn’t need to get better at Greek after all, and I gave up on the whole thing. I ⁷should have kept on learning, because I regret it now, of course ...

Wang Jie

Which modal verbs do we use to:

- (1) express regret or say what the right thing to do was?
- (2) say that something was necessary?
- (3) say that something wasn’t necessary (and probably didn’t happen)?
- (4) say that something that happened wasn’t necessary?
- (5) talk about abilities in the past?

2 Rewrite the sentences using the words in brackets.

- (1) In my first job, it was important for everyone to be an expert on the different schools of Chinese philosophy, such as Confucianism. (had)
-
-

- (2) It is not necessary for children in kindergarten to start learning foreign languages. (needn't)
-

- (3) The people demanded that those who murdered innocent civilians during the war must be punished. (ought to)
-

- (4) The scientists found it necessary to investigate the damage to muscle fibre with a powerful microscope. (need)
-

- (5) My mother told me, "It's unnecessary for you to post the parcel to me, because I will see you next week." (needn't)
-

- (6) The report from the inspection was based on subjective opinions rather than objective facts, which was a mistake. (should)
-
-

3 Think of three things that you did in the past, but you didn't actually need to do. Write down your answers on the lines, using suitable past modals. You may use the example below to help you.

I had to take English classes every day when I was five years old. I actually needn't have started so early.

.....

.....

.....

Now, ask your classmates about their experiences. Select the most surprising story to report to the class.

- **You may ask questions like this:** What did you do when you were younger? Was it necessary for you to do it back then?
- **You may respond like this:** I was scared of the foxes in the zoo when I was little. But in fact I needn't have worried about it: they were in a cage.
- **You may report like this:** Lili told us a story about her neighbour's big dog. She was scared of it at the beginning. Later she discovered that she needn't have worried about it. The dog was actually very friendly.

C Listening and speaking

- 1 Listen to the first part of a radio programme. Take notes and answer the questions.** 

(1) Who is Jo Scott?

(2) What is Jo Scott talking about?

- 2** Listen to the first part of the radio programme again. Decide which library services are mentioned by Jo Scott and whether they are traditional or new services, and which services are not mentioned. 

| Services | Traditional service | New service | Not mentioned |
|-----------------------------|---------------------|-------------|---------------|
| Free movies | | | |
| Free financial advice | | | |
| Free baby-sitting | | | |
| Craft-making activities | | | |
| Sewing and knitting courses | | | |
| Lending books | | | |
| Parenting advice | | | |
| Lending music and films | | | |
| Free use of the Internet | | | |

- 3 Listen to the second part of the radio programme. Complete the table.**

| Topics | Details |
|--|---|
| A new project that involves teenagers in local libraries | <p>The library has a special area for (1)</p> <p>.....</p> <p>The library creates a wonderful environment where (2)</p> <p>.....</p> <p>.....</p> <p>The library is organizing activities like (3)</p> <p>.....</p> |
| Advantages of paper books over e-books | <p>Advantage 1: (4)</p> <p>Advantage 2: (5)</p> <p>.....</p> |

4 Your city is going to build a new public library. Work in groups. Do a survey about what types of library services high school students would like to see. You may follow the steps below.

- Make a list of questions you want to ask. Consider services such as:
 - lending books, films, etc.
 - entertainment
 - artificial intelligence courses
 - public lectures
 - hobby courses
 - buffet
 - others:
- Interview at least three classmates in other groups and note down their answers.
- Share your findings within your group.
- Decide on a list of key library services you would like to see as a group.
- Select one person to report on behalf of your group.

Write your ideas here!

Language guide

You may interview your classmates like this:

- What library services would you prefer to see?
- Do you have any suggestions about / on / for ...?
- Could you explain how to ...?
- What / How about ...?
- Is it possible to ...?

You may share your findings like this:

- Libraries do a lot more than ...
- They're not just places to ...
- There's no doubt that ...
- I'm convinced that ...
- When it comes to ...



Reading festival

Next week, there will be a reading festival in our school. Each student is expected to recommend his / her favourite book to the other students by posting a book review online.

- 1 Choose a fiction book that you like and write a review. You may prepare your writing by thinking about the questions below.**

(1) What information would you like to include in the book review?

(2) How should you organize your ideas in it?

- 2 Read the sample book review of *The Great Gatsby*. Complete the table on page 83 before you write.**

The Great Gatsby

The summer is hot, the parties swing and the wine flows in F. Scott Fitzgerald's classic novel *The Great Gatsby*, set in the ups and downs of 1920s New York.

The book is about the self-made millionaire Jay Gatsby and his desire to win back his lost love, Daisy Buchanan. The storyteller is Daisy's cousin, Nick Carraway, who starts renting a grand house across the bay from the one where Daisy lives with her rich, but unfaithful husband Tom. Nick's mysterious next-door neighbour, Gatsby, throws spectacular parties every weekend, and Nick discovers that he does this with one purpose: to tempt Daisy back into his life. Gatsby asks him to bring them together. Nick succeeds in doing so, and that sets in motion a tragic chain of events which expose some ugly truths about love, wealth and the very soul of American Dream.

The novel has a fast-moving and extremely interesting plot, but what appealed to me most was the way that the main characters' complex personalities are revealed over the course of the story. Daisy has a touching vulnerability and charm, but is self-centred and shallow, whereas Gatsby, a liar, has a moral integrity unmatched by the characters who grew up with money. Fitzgerald's wise comments on the materialistic values of the 1920s still feel relevant today, and his concise^① but expressive writing is a delight.

The Great Gatsby is a perceptive portrayal of a fascinating time in US history and the gripping and moving story is told in expressive and precise detail. It's a must-read.



① concise /kən'saɪs/ adj. 简明的；简练的；简洁的

| Aspects of writing | Guiding questions | My exploration |
|--------------------|--|----------------|
| Content | What does the reviewer introduce in the first paragraph? | |
| | What additional information is provided in the second and third paragraphs? | |
| | How does the reviewer conclude the book review? | |
| Language | <p>What expressions / phrases / words does the reviewer use to:</p> <ul style="list-style-type: none"> ■ describe the type of book? ■ give the setting of the story? ■ describe the plot? ■ describe the characters and their relationships? ■ explain why the book is worth reading? | |

3 Now write your review of a fiction book. Edit your writing properly.

A large, light-colored rectangular area representing a sheet of lined paper. On the right side of this area, a silver fountain pen is positioned diagonally, pointing upwards and to the left. The paper features horizontal ruling lines spaced evenly down its length.

E Cultural focus



As societies evolve, so do the languages we use. New words constantly enter the English language: sometimes new technologies lead to new words being coined, and sometimes, words and expressions are borrowed from other languages.

In this section, you will first read a passage about William Shakespeare's contribution to the English language. You will then watch a video about how new words are added to the Oxford English Dictionary.

1 Work in pairs and discuss the questions.

(1) What do you know about William Shakespeare?

(2) Have you ever seen a Shakespeare play at the theatre or as a film? If you have, what do you think of it? If not, would you like to see one? Why or why not?

2 Read the passage and decide whether the following statements are true (T), false (F) or not given (NG). Correct the false ones.

(1) Shakespeare's reputation is better now than it was during his lifetime.

(2) All the stories for his plays were his own.

(3) To enjoy his stories, you have to know a lot about Britain's past.

(4) His heroes have more contradictory qualities than people in real life.

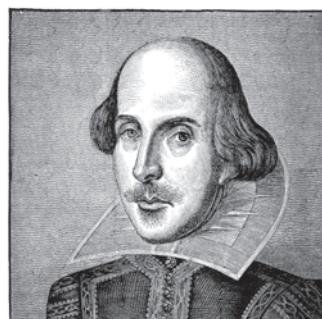
(5) He liked to use humour after a particularly tragic scene.

(6) His plays are full of words of his own invention.



A writer for all time

A "He was not of an age, but for all time!" stated the preface^① of William Shakespeare's collected plays when they were first published in 1623. At that point, seven years after the playwright's death, Shakespeare was just one of many respected writers of his era, but in the years that followed, the words of that preface proved to be true. His reputation



W. Shakespeare

① preface /'prefəs/ n. 前言；序言

grew and grew and today Shakespeare is widely recognized as the greatest writer in the history of English literature. His plays live on, translated into at least 80 languages and performed all over the globe. Why is it that, 400 years after his
10 death, his work is still rated so highly?

B Many writers before Shakespeare could write great comedy, or tragedy, or history, but Shakespeare could tell great stories in all these genres and more: from fantastic fairy tale (*A Midsummer Night's Dream*) to political play (*Richard III*). He rarely came up with original plots for his plays—in fact, he usually took
15 them from traditional stories, history or other writers. In his hands, however, they became powerful tales that went beyond time and culture. *Romeo and Juliet* is a story of love, hate and teenage rebellion against strict parents. *Macbeth* shows the dangers of ruthless^① ambition. *Othello* deals with insecurity, trust and jealousy^②. It's no surprise that theatre and film directors return again and again
20 to his plays for their material. As well as productions using the original language and settings, there have been imaginative reinterpretations as musicals (*Romeo and Juliet / West Side Story*), sci-fi films (*The Tempest / Forbidden Planet*), high school romantic comedies (*Twelfth Night / She's the Man*), Bollywood films (*Macbeth / Maqbool*), and even children's cartoons (*Hamlet / The Lion King*).

C While some parts of Shakespeare's plays are in prose, his greatest speeches are in verse and their language, though old-fashioned, still arouses modern audiences' feelings. His jokes ensure that the theatre is often filled with laughter, but moments later there might be a most beautiful passage about love or chilling words about death, revenge^③ or jealousy. As well as at least 37 plays, he is known
25 for 154 short poems called sonnets. It is thought that he started writing these in 1592 when the disease stopped Londoners from being able to go to the theatre. They include some of the most famous lines about love and beauty in the English language.

D Shakespeare enjoyed playing with words and his language is full of
35 interesting images and metaphors. People still use many of them today, unaware that they were invented by him: *green-eyed monster* (meaning "jealousy") and *wear your heart on your sleeve* (meaning "show your emotions") are two examples. Even individual words were a chance for Shakespeare to show off his creativity. Of the 17,000 different words that he used in his plays and poems, he made up an
40 incredible 1,700 of them, and we are still using 800 today. They include everyday

① ruthless /'ru:θləs/ adj. 残酷无情的；残忍的 ② jealousy /'dʒeləsi/ n. 忌妒 ③ revenge /r'vendʒ/ n. 报仇

E Cultural focus

words, such as *generous*, *apostrophe*, *hurry*, *road* and *amazement*.

E Perhaps one day a writer will be able to match the achievements of William 45 Shakespeare, but until then he stands at the peak of English literature, setting the standard which all other great writers are eager to achieve.



3 Work in groups. Discuss the main ideas of paragraphs B–D and write a proper title for each of them.

| Paragraph B | Paragraph C | Paragraph D |
|-------------|-------------|-------------|
| | | |

4 Work in groups. Study the two famous lines written by Shakespeare and answer the questions.

Sweet are the uses of adversity^①. (*As You Like It*)

What's done Cannot be undone. (*Macbeth*)

(1) What do they mean?

.....

.....

(2) Do you agree with them? Why or why not?

.....

.....

.....

.....

.....

① adversity /əd'vesəti/ n. 困境; 逆境

Video Look it up!

Start thinking

1 Answer the questions.

- (1) How often do you use a dictionary?
- (2) Do you use an online dictionary or a printed one? Why?
- (3) What kind of words do you usually look up?

Comprehension check

2 Watch the video. Complete the sentences.

- (1) The second edition of the *Oxford English Dictionary* (OED) was published in
- (2) The editor of the first edition planned to finish it in years.
- (3) The final part of the dictionary was published years after the first.
- (4) Updates used to be published as printed
- (5) The online dictionary's second definition of "hoodie" is a person who is a hooligan or a
- (6) The most common word in the Oxford English Corpus is ".....".
- (7) "Incomings" are new words found by and put into a database.
- (8) Today "hoodies" are in many schools and supermarkets.

Vocabulary

3 Join the verbs in A to the prepositions in B to make phrasal verbs. Then complete the text with the correct form of the phrasal verb.

A ■ look ■ look ■ regard ■ publish ■ work ■ switch ■ log ■ type

B ■ as ■ for ■ in ■ in ■ on ■ on ■ on ■ up

Like a dictionary, a thesaurus is a reference book; the difference is that a dictionary is used to ¹ the meaning of words, while a thesaurus is used to ² words with a similar concept. The person ³ the author of the best known thesaurus in the English language is a man called Peter Roget (1779–1869). He published *Roget's Thesaurus* in 1852 after ⁴ it during his retirement. His work was ⁵ one volume containing 15,000 words, but since then each edition has been much larger. Today, you can access the thesaurus online. Once you have ⁶ your computer, all you have to do is ⁷ to the site and ⁸ the word you want to explore. You will be rewarded with a screen full of synonyms and antonyms related to your search.

Extension

4 Work in small groups. You are going to research ten new words or phrases in the English language and teach them to the class.

- (1) Make a list of all the information a dictionary entry can give you.
- (2) Research ten new words or phrases in English on the Internet. Make notes about each one following the items on your list in exercise (1).
- (3) In groups, compare your notes and choose the ten most interesting words or phrases.
- (4) Discuss how you could teach these words or phrases to another person.
- (5) Teach your ten words or phrases to the class. Then have a class vote on which group are the best teachers.

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 in the passage about words and their origins.• I can summarize English word formation rules by studying the examples in the passage.• I can apply these rules to Chinese word formation and give examples. | | | |
| B Grammar activity <ul style="list-style-type: none">• I can recognize the modal verbs referring to the past in the passage.• I can use modal verbs to talk about situations in the past. | | | |
| C Listening and speaking <ul style="list-style-type: none">• I can understand the radio programme about the value of public libraries.• I can talk about my ideas on building a new public library with suitable words and phrases. | | | |
| D Writing <ul style="list-style-type: none">• I can analyse the content and the features of language in the sample book review.• I can write a book review using appropriate language and format. | | | |
| E Cultural focus <ul style="list-style-type: none">• I can summarize the literary achievements of Shakespeare and briefly analyse some of his famous lines.• I can explain how new words are added to the <i>Oxford English Dictionary</i>. | | | |

Reflective questions

Were you inspired by the ideas in the main reading passage about language learning? Will you pay more attention to how language works in real life? 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外高频词汇。

Words and phrases by unit

Unit 1

biology /baɪ'ɒlədʒi/ *n.* the scientific study of the life and structure of plants and animals 生物学

angle /'æŋgl/ *n.* the direction that something is leaning or pointing in 角度；斜角

minority /maɪ'nɔrəti/ *n.* the smaller part of a group; less than half of the people or things in a large group 少数；少数人；少数派

remote /rɪ'məut/ *adj.* far away from places where other people live 偏远的；偏僻的

hunt /hʌnt/ *v.* to chase wild animals or birds in order to catch or kill them for food, sport or to make money 打猎；猎取；猎杀

to look for somebody / something that is difficult to find 搜寻

airline /'eəlaɪn/ *n.* a company that provides regular flights to take passengers and goods to different places 航空公司

demand /dɪ'ma:nd/ *n.* something that somebody needs; a very firm request for something 所需之物；(坚决的)要求

v. to ask for something very firmly 强烈要求

rigid /'rɪdʒɪd/ *adj.* (of rules, methods, etc.) very strict and difficult to change (规则、方法等)死板的，僵硬的

restricted /rɪ'strɪktɪd/ *adj.* limited in what you are able to do (指能做的事)有限的，受限制的

curriculum /kə'rɪkjələm/ *n.* the subjects that are included in a course of study or taught in a school, college, etc. (学校等的)全部课程

enormous /ɪ'nɔ:rəməs/ *adj.* extremely large 巨大的；庞大的

fluency /'flu:ənsi/ *n.* the quality of doing something in a smooth and skilful way 熟练自如；流畅

grasp /gra:sɒp/ *n.* a person's understanding of a subject or of difficult facts 理解(力)；领会

v. to take a firm hold of somebody / something 抓紧；抓牢

sew /səʊ/ *v.* to use a needle and thread to make stitches in cloth 缝；做针线活

***harsh** /ha:ʃ/ *adj.* (of weather or living conditions) very difficult and unpleasant to live in 恶劣的；艰苦的

frozen /'frəʊzn/ *adj.* with a layer of ice on the surface 冰封的；封冻的；结冰的

shoreline /'ʃɔ:lайн/ *n.* the edge of the sea, the ocean or a lake 海(或湖)滨线；海(或湖)岸线

***isolated** /'aɪsəleɪtɪd/ *adj.* (of buildings and places) far away from any others 偏远的

without much contact with other people or other countries 孤立的；孤独的

***inevitably** /ɪn'eవɪtəbl/ *adv.* as is certain to happen 不可避免地；必然地

resident /'rezi:dənt/ *n.* a person who lives in a particular place or who has their home there 居民；住户

relevant /'reləవənt/ *adj.* closely connected with the subject you are discussing or the situation you are thinking about 紧密相关的；切题的

overcome /ə'vevə'kʌm/ *v.* to succeed in dealing with or controlling a problem that has been preventing you from achieving something 克服；解决

atmosphere /'ætməsfɪə(r)/ *n.* the feeling or mood that you have in a particular place or situation; a feeling between two people or in a group of people 气氛；氛围
the mixture of gases that surrounds the earth (围绕地球的) 大气，大气层，大气圈

vocabulary /və'kæbjələri/ *n.* all the words that a person knows or uses (某人掌握或使用的) 词汇；词汇量

wilderness /'wɪldnəs/ *n.* a large area of land that has never been developed or used for growing crops because it is difficult to live there 荒无人烟的地区；荒野

***horizon** /hə'raɪzn/ *n.* the furthest that you can see, where the sky seems to meet the land or the sea 地平线

mail /meɪl/ *n.* letters, packages, etc. that are sent and delivered 邮件；信件；邮包
v. to send something to somebody using the postal system 邮寄

awesome /'ɔ:səm/ *adj. (informal)* very good, enjoyable, etc. 很好的(或极好玩的等)
very impressive or very difficult and perhaps rather frightening 令人惊叹的；使人惊惧的

eagle /'i:g'l/ *n.* a large bird that kills other creatures for food with a sharp curved beak and very good sight 雕

***hop** /hɒp/ *v.* to go or move somewhere quickly and suddenly 突然快速去某处

photographer /fə'tɒgrəfə(r)/ *n.* a person who takes photographs, especially as a job 摄影师；拍照者

nephew /'nefju:/ *n.* the son of your brother or sister; the son of your husband's or wife's brother or sister 侄子；外甥

niece /ni:s/ *n.* the daughter of your brother or sister; the daughter of your husband's or wife's brother or sister 侄女；外甥女

circus /'sɜ:kəs/ *n.* a show performed by circus entertainers, usually in a large tent called Big Top 马戏表演

bowling /'bəʊlɪŋ/ *n.* a game in which players roll heavy balls (called bowls) along a special track towards a group of pins (bottle-shaped objects) and try to knock over as many of them as possible 保龄球运动

geometry /dʒi'ɒmətri/ *n.* the branch of mathematics that deals with the measurements and relationships of lines, angles, surfaces and solids 几何(学)

budget /'bʌdʒɪt/ *n.* the money that is available to a person or an organization and a plan of how it will be spent over a period of time 预算

venue /'venju:/ *n.* a place where people meet for an organized event, for example a concert, sporting event or conference 活动场地

deadline /'dedləm/ *n.* a point in time by which something must be done 最后期限；截止日期

subscribe /səb'skraib/ *v.* to pay an amount of money regularly in order to receive or use something 订阅；订购
to apply to take part in an activity, use a service, etc. 申请；预订；报名

impressive /ɪm'pre:sɪv/ *adj. (of things or people)* making you feel admiration, because they are very large, good, skilful, etc. (事物或人) 令人赞叹的；令人敬佩的

greet /gri:t/ *v.* to say hello to somebody or to welcome them 和(某人)打招呼(或问好)；欢迎；迎接

roof /ru:f/ *n.* the structure that covers or forms the top of a building or vehicle 屋顶；顶部

trunk /trʌŋk/ *n.* the thick main stem of a tree, that the branches grow from 树干

***coffin** /'kɒfɪn/ *n.* a box in which a dead body is buried 棺材；棺椁；棺木

grab /græb/ *v.* to get somebody's attention 引人注意；吸引
to take or hold somebody / something with your hand suddenly or roughly 抓住；攫取

***lyrics** /'lɪtrɪks/ *n. (pl.)* the words of a song 歌词

***scale** /skel/ *n.* a series of musical notes moving upwards or downwards, with fixed intervals between each note, especially a series of eight starting on a particular note 音阶

conflict /'kɒnflikt/ *n.* a situation in which people, groups or countries are involved in a serious disagreement or argument 冲突；争执；争论

accent /'æksent/ *n.* a way of pronouncing the words of a language that shows which country, area or social class a person comes from 口音；腔调；土音

***tribe** /traɪb/ *n.* a group of people of the same race, and with the same customs, language, religion, etc., living in a particular area and often led by a chief 部落

rely /rɪ'lai/ *v.* to need or depend on somebody / something 依赖；依靠

***navigable** /'nævɪgəbl/ *adj.* (of rivers, etc.) wide and deep enough for ships and boats to sail on 可航行的；适于通航的

***giant** /'dʒaɪənt/ *adj.* very large; much larger or more important than similar things usually are 巨大的；特大的；伟大的

***sacred** /'seɪkrɪd/ *adj.* connected with a god; considered to be good in a moral and religious way 神的；神圣的

***invasion** /ɪn'veɪzən/ *n.* the act of an army entering another country by force in order to take control of it 武装入侵；侵略；侵犯

arise /ə'rایz/ *v.* (arose, arisen) (especially of a problem or a difficult situation) to happen; to start to exist 发生；产生；出现

restore /rɪ'stɔ:(r)/ *v.* to bring back a situation or feeling that existed before 恢复 (某种情况或感受)

cave /keɪv/ *n.* a large hole in the side of a hill or under the ground 山洞；洞穴

visible /'vɪzəbl/ *adj.* able to be seen 看得见的；可见的

thunder /'θʌndə(r)/ *n.* the loud noise you hear after a flash of lightning 雷；雷声

resolve /rɪ'zɒlv/ *v.* to find an acceptable solution to a problem or difficulty 解决 (问题或困难)

Phrases

a handful of as much or as many as can be held in one hand 一把

walrus-ivory carving the carving of walrus-ivory, by using sharp cutting tools, either with a machine or by hand 海象牙雕

macaroni and cheese macaroni prepared in a cheese sauce 奶酪通心粉

impose ... on to try to make somebody accept the same opinions, wishes, etc. as your own 使某人接受自己的意见等

Unit 2

***sentimental** /,sentr'mentl/ *adj.* connected with your emotions, rather than reason 情感的 (非理性的)

mirror /'mɪrə(r)/ *n.* a piece of special flat glass that reflects images, so that you can see yourself when you look in it 镜子

jazz /dʒæz/ *n.* a type of music with strong rhythms, in which the players often make up the music as they are playing 爵士乐

tank /tæŋk/ *n.* a large container for holding liquid or gas (贮放液体或气体的) 箱，槽，罐

***reluctant** /rɪ'lʌktənt/ *adj.* hesitating before doing something because you do not want to do it or because you are not sure that it is the right thing to do 不情愿的；勉强的

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

permanent /'pɜ:mənənt/ *adj.* lasting for a long time or for all time in the future 永久的；永恒的；长久的

possession /pə'zeʃn/ *n.* something that you own or have with you 个人财产；私人物品

the state of having or owning something 具有；拥有

annoyed /ə'nɔɪd/ *adj.* slightly angry 恼怒的；生气的；烦恼的

friction /'frɪkʃn/ *n.* disagreement or a lack of friendship among people who have different opinions about something 争执；分歧；不合

temporary /'temprəri/ *adj.* lasting only for a short time, not permanent 短暂的；暂时的；临时的

resist /rɪ'zɪst/ *v.* to refuse to accept something and try to stop it from happening 抵制；阻挡

load /ləʊd/ *n.* a large number or amount of somebody / something 大量；许多

a feeling of responsibility or worry that is difficult to deal with (责任或忧虑的) 沉重感
something that is being carried (usually in large amounts) by a person, vehicle, etc. 负载；负荷

***currency** /'kʌrənsi/ *n.* the fact that something is used or accepted by a lot of people 通用；流行；流传
the system of money that a country uses 通货；货币

tendency /'tendənsi/ *n.* if somebody / something has a particular tendency, they are likely to behave or act in a particular way 倾向；偏好

abnormal /æb'nɔ:ml/ *adj.* different from what is usual or expected, especially in a way that is worrying, harmful or not wanted 不正常的；反常的；变态的；畸形的

***hazardous** /'hæzədəs/ *adj.* involving risk or danger, especially to somebody's health or safety 危险的；有害的

purse /pɜ:s/ *n.* a small bag made of leather, plastic, etc. for carrying coins and often also paper money, cards, etc., used especially by women 钱包，皮夹子(尤指女用的)

licence /'laɪsns/ *n.* an official document that shows that permission has been given to do, own or use something 许可证；执照

diamond /'daɪəmənd/ *n.* a clear precious stone of pure carbon, the hardest substance known 金刚石；钻石

receptionist /rɪ'sepʃənist/ *n.* a person whose job is to deal with people arriving at or telephoning a hotel, an office building, a doctor's surgery, etc. 接待员

***fright** /frait/ *n.* a feeling of fear 惊吓；恐怖

shark /ʃɑ:k/ *n.* a large sea fish with sharp teeth and a pointed fin on its back 鲨鱼

flu /flu:/ *n.* an infectious disease like a very bad cold, that causes fever, pains and weakness 流行性感冒；流感

virus /'vaɪrəs/ *n.* a living thing, too small to be seen without a microscope, that causes infectious disease in people, animals and plants 病毒；滤过性病毒

tobacco /tə'bækəʊ/ *n.* the dried leaves of the tobacco plant that are used for making cigarettes, smoking in a pipe or chewing 烟叶；烟草

astonish /ə'stonɪʃ/ *v.* to surprise somebody very much 使十分惊讶；使大为惊奇

criterion /kraɪ'triəriən/ *n.* (*pl.* criteria) a standard or principle by which something is judged, or with the help of which a decision is made (评判或作决定的) 标准，准则，原则

***mask** /ma:sk/ *n.* a covering for part or all of the face, worn to hide or protect it 面具；面罩

submit /səb'mit/ *v.* to give a document, proposal, etc. to somebody in authority so that they can study or consider it 提交；呈递(文件、建议等)

platform /'plætfɔ:m/ *n.* the raised flat area beside the track at a train station where passengers get on or off the train 站台；月台

slip /slip/ *v.* to put something somewhere quickly, quietly and easily 迅速放置；悄悄塞；偷偷放

folder /'fəʊldə(r)/ *n.* a cardboard or plastic cover for holding loose papers, etc. 文件夹；纸夹

initial /'ɪnɪʃl/ *n.* the first letter of a person's name (名字的) 首字母
adj. happening at the beginning; first 最初的；开始的；第一的

guilty /'gɪlti/ *adj.* feeling ashamed because you have done something that you know is wrong or have not done something that you should have done 感到内疚的；感到惭愧的

tube /tju:b/ *n.* the underground railway system in London 伦敦地下铁道

exhibition /'eksɪ'bɪʃn/ *n.* the act of showing something, for example works of art, to the public 展览；展出

gallery /'gæləri/ *n.* a room or building for showing works of art, especially to the public (艺术作品) 陈列室，展览馆；画廊

delay /dr'leɪ/ *n.* a period of time when somebody / something has to wait because of a problem that makes something slow or late 延迟(或耽搁、拖延)的时间

applicant /'æplɪkənt/ *n.* a person who makes a formal request for something (= applies for it), especially for a job,

a place at a college or a university, etc. 申请人 (尤指求职、进高等院校等)

pour /pɔ:(r)/ v. (of rain) fall heavily (雨) 倾盆而下

laptop /'læptɒp/ n. a small computer that can work with a battery and be easily carried 便携式电脑；笔记本电脑

loan /ləʊn/ n. the act of lending something; the state of being lent 借出；贷给；被借出

reputation /,repju'teʃn/ n. the opinion that people have about what somebody / something is like, based on what has happened in the past 名誉；名声

precious /'preʃəs/ adj. rare and worth a lot of money 珍奇的；珍稀的

vase /vɑ:z/ n. a container made of glass, etc., used for holding cut flowers or as a decorative object 花瓶；装饰瓶

comparison /kəm'pærɪsn/ n. the process of comparing two or more people or things 比较

political /pə'lɪtɪkl/ adj. connected with the state, government or public affairs 政治的；政府的

dimension /dɪ'menʃn/ n. an aspect, or way of looking at or thinking about something 方面；侧面

a measurement in space, for example the height, width or length of something 维(构成空间的因素)

***colonial** /kə'ləʊniəl/ adj. connected with or belonging to a country that controls another country 殖民的；殖民国家的

***monument** /'mɒnjumənt/ n. a building that has special historical importance 历史遗迹；有历史价值的建筑

debate /dr'beit/ v. to discuss something, especially formally, before making a decision or finding a solution (尤指正式) 讨论；辩论

soldier /'səʊldʒə(r)/ n. a member of an army, especially one who is not an officer 军人；(尤指) 士兵

defeat /dr'fi:t/ n. failure to win or to be successful 失败；战败；挫败

secure /sə'kjʊə(r)/ adj. likely not to be affected or harmed by something 安全的；稳妥的

critical /'krɪtɪkl/ adj. extremely important because a future situation will be affected by it 极重要的；关键的；至关紧要的

***ongoing** /'ɒngəʊɪŋ/ adj. continuing to exist or develop 仍在进行的；持续存在的

joint /dʒɔɪnt/ adj. (only before noun) involving two or more people together 联合的；共同的

ultimately /'ʌltɪmətlɪ/ adv. in the end; finally 最终；最后；终归

frosty /'frosti/ adj. unfriendly, in a way that suggests that somebody does not approve of something 冷淡的；

冷若冰霜的

covered with frost 结霜的

justify /'dʒʌstɪfaɪ/ v. to show somebody / something is right or reasonable 证明……正确(或正当、有理)

theft /θeft/ n. the crime of stealing something from a person or place 偷；偷窃；盗窃罪

Phrases

take ... for granted to be used to something that you do not recognize their value anymore

(因习以为常) 对……不予重视

stacks of a large number of; a large quantity of 大量；一大堆

at random without deciding in advance what is going to happen, or without any regular pattern 随意地

opt out to choose not to do something 决定退出

get rid of to throw away; to remove; to be free of 扔掉；除去；摆脱

dispose of to get rid of something that you do not want or cannot keep 去掉；清除；销毁

a bunch of a large amount of something; a large number of things or people 大量；大批

Unit 3

session /'seʃn/ n. a period of time that is spent doing a particular activity 一场；一节；一段时间

routine /ru:'ti:n/ n. the normal order and way in which you regularly do things 常规；正常顺序

shift /ʃift/ *v.* to move, or move something, from one position or place to another 转移；挪动

n. a change in position or direction 改变；转移；转换；变换

unceasing /ʌn'sisɪŋ/ *adj.* continuing all the time 持续不断的；连绵不绝的

root /ru:t/ *v.* to have developed from something and be strongly influenced by it 起源于某事物

n. the part of a plant that grows under the ground and absorbs water and minerals 根；根茎

philosophy /fə'lɒsəfi/ *n.* a particular set or system of beliefs resulting from the search for knowledge about life and the universe 哲学体系；思想体系

a set of beliefs or an attitude to life that guides somebody's behaviour 人生哲学；生活的信条（或态度）

symbol /'sɪmbəl/ *n.* a sign, number, letter, etc. that has a fixed meaning, especially in science, mathematics and music 符号；代号；记号

a person, an object, an event, etc. that represents a more general quality or situation 象征

crisis /'kraɪsɪs/ *n.* (*pl.* crises) a time when a problem, a bad situation or an illness is at its worst point 危难时刻；病危期

embarrassed /ɪm'bærəst/ *adj.* shy, awkward or ashamed, especially in a social situation 尴尬的；害羞的

refresh /rɪ'fres/ *v.* to make somebody feel less tired or less hot 使恢复精力；使凉爽

motivation /məʊtɪ'veɪʃn/ *n.* the eagerness and willingness to do something without needing to be told or forced to do it 动机；动力

attain /ə'teɪn/ *v.* to succeed in getting something, usually after a lot of effort 获得；得到

channel /'tʃænl/ *v.* to direct money, feelings, ideas, etc. towards a particular thing or purpose 倾注于；贯注
n. a television station 电视台

tackle /'tækl/ *v.* to make a determined effort to deal with a difficult problem or situation 应付，处理，解决（难题或局面）

***flame** /fleɪm/ *n.* a hot bright stream of burning gas that comes from something that is on fire 火焰；火舌

***mighty** /'maɪti/ *adj.* very strong and powerful 强而有力的

significance /sig'nɪfɪkəns/ *n.* the importance of something, especially when this has an effect on what happens in the future 意义；重要性

unrealistic /ʌn'reə'lɪstɪk/ *adj.* not showing or accepting things as they are 不切实际的；不现实的

episode /'epɪsəd/ *n.* one part of a story that is broadcast on television or radio in several parts (电视连续剧或广播剧的)一集

consequence /'kɔ:n'sɪkwəns/ *n.* a result of something that has happened 结果；后果

swing /swɪŋ/ *n.* a change from one opinion or situation to another; the amount by which something changes 改变；改变的程度

v. if a party, etc. is swinging, there are a lot of people there having a good time 热闹；令人开心

comfort /'kʌmfət/ *n.* a feeling of not suffering or worrying so much; a feeling of being less unhappy 安慰；慰藉；宽慰

confuse /kən'fju:z/ *v.* to make a subject more difficult to understand 使更难以理解

to make somebody unable to think clearly or understand something 使糊涂；使迷惑

novelist /'nɒvəlist/ *n.* a person who writes novels 小说家

upset /ʌp'set/ *adj.* emotionally disturbed (unhappy, disappointed or annoyed) 不快的；心烦的；不适的（用来形容对某人 / 某事感到难过、失望、生气等情绪）

shadow /'ʃædəʊ/ *n.* the dark shape that somebody / something's form makes on a surface 阴影；影子

profession /prə'feʃn/ *n.* a type of job that needs special training or skill, especially one that needs a high level of education 行业；职业

***undergo** /'ʌndə'gəʊ/ *v.* (*underwent, undergone*) to experience something, especially a change or something unpleasant 经历；经受

surgical /'sɜːdʒɪkl/ *adj.* used in or connected with surgery 外科的；外科手术的

boost /buːst/ *v.* to improve or increase something 提高；增强

ease /iːz/ *v.* to become or make something less unpleasant, painful or severe, etc. 减轻；缓解

n. lack of difficulty 容易；轻易

behave /bɪ'hev/ *v.* to do things in a particular way 表现

engage /ɪn'geɪdʒ/ *v.* to take part in something 从事；参加

 to succeed in attracting and keeping somebody's attention and interest 吸引住(注意力、兴趣)

moral /'mɔːrl/ *adj.* based on your own sense of what is right and fair, not on legal rights or duties 道义上的；道德上的

alcohol /'ælkəhɒl/ *n.* drinks such as beer, wine, etc. that can make people drunk 含酒精饮料；酒

abuse /ə'bjuːs/ *n.* the use of something in a way that is wrong or harmful 滥用；妄用

insurance /ɪn'ʃʊərəns/ *n.* an agreement in which you pay a company money and they pay your costs if you have an accident, injury, etc. 保险

tax /tæks/ *n.* (an amount of) money paid to the government that is based on your income or the cost of goods or services you have bought 税；税款

cigarette /,sɪgə'ret/ *n.* a small paper tube that people smoke 香烟

decrease /drɪ'kriːs/ *v.* to become less, or to make something become smaller in size, number, etc. 减少；减小

massive /'mæsɪv/ *adj.* very large in size, amount, or number 大量的；大规模的

patience /'peɪʃəns/ *n.* the ability to spend a lot of time doing something difficult that needs a lot of attention and effort 耐力；恒心

ambition /æm'bɪʃn/ *n.* the desire or determination to be successful, rich, powerful, etc. 野心；雄心；志向；抱负

vivid /'vɪvɪd/ *adj.* (of memories, a description, etc.) producing very clear pictures in your mind 生动的；清晰的

***nightmare** /'naɪtmēə(r)/ *n.* a dream that is very frightening or unpleasant 噩梦；梦魇

tale /teɪl/ *n.* a story, especially one that might be invented or difficult to believe 传说；故事

reject /rɪ'dʒekɪt/ *v.* to refuse to accept or consider something 拒绝接受；不予考虑

volume /'vɒljuːm/ *n.* a book, that is part of a series of books 一卷；一册

***proportion** /prə'pɔːʃn/ *n.* the correct relationship in size, degree, importance, etc. between one thing and another or between the parts of a whole 正确的比例；均衡

muscle /'mʌsl/ *n.* one of many tissues in the body that can tighten and relax to produce movement 肌肉

***pearly** /'pɜːli/ *adj.* of or like a pearl 珍珠的；似珍珠的

winkle /'wɪŋkl/ *v.* to make the skin on your face form into lines or folds (使)起皱纹；皱起

n. lines on your face and skin that you get when you are old 皱纹

pace /peɪs/ *v.* to walk up and down in a small area many times, especially because you are feeling nervous or angry 来回踱步

n. the speed at which somebody / something walks, runs or moves (移动的)速度；步速

forehead /'fɔːhed/ *n.* the flat part of the face, above the eyes and below the hair 前额

curtain /'kɜːtn/ *n.* a piece of material, especially cloth, that is hung across a window or opening to make a room or part of a room dark or private 窗帘；帐幕

jaw /dʒɔː/ *n.* either of the two bones at the bottom of the face that contain the teeth and move when you talk or eat 下巴；颌

 (*pl.*) the mouth and teeth of a person or an animal 口部；嘴

cheek /tʃiːk/ *n.* the soft part of your face that is below your eyes and between your mouth and ears 脸颊；脸蛋

pure /pjュə(r)/ *adj.* very clear; perfect 清晰的；纯正的

Phrases

cope with to deal successfully with something difficult (成功地) 对付, 处理

deprive ... of to take something, especially something necessary or pleasant away from someone 剥夺; 使丧失
in vain unsuccessful; of no value 无效果的; 白费的

Unit 4

estimate /'estɪmət/ *v.* to form an idea of the cost, size, value, etc. of something, but without calculating it exactly 估计; 估价; 估算

***evolve** /i'vɒlv/ *v.* to develop gradually, especially from a simple to a more complicated form 逐步发展; 逐渐演变

alternative /ɔ:l'tɜ:nətɪv/ *n.* a thing that you can choose to do or have out of two or more possibilities 可供选择的事物

superior /su:'pɪrɪə(r)/ *adj.* better than average or better than other people or things of the same type 上等的; 较好的

elegant /'elɪgənt/ *adj.* attractive and showing a good sense of style 优美的; 文雅的 clever but simple 简练的; 简洁的; 简明的

hack /hæk/ *v.* to access someone else's computer illegally 非法侵入 (他人的计算机系统)
to cut somebody / something with rough, heavy blows 砍; 劈

extend /ɪk'stend/ *v.* to make a business, an idea, an influence, etc. cover more areas or operate in more places 扩大……的范围 (或影响)

v. to make something longer or larger 使伸长; 扩大

universally /ju:nɪl'versəli/ *adv.* by everyone 全体地; 一致地; 普遍地

cybercrime /'saɪbəkrainm/ *n.* crime or an illegal activity that is done using the Internet 网络犯罪

comic /'kɒmɪk/ *adj.* connected with comedy 喜剧的

combine /kəm'bайн/ *v.* to come together to form a single thing or group 结合; 组合

***formation** /fɔ:'meɪʃn/ *n.* the action of forming something; the process of being formed 组成; 形成

***horn** /hɔ:n/ *n.* a simple musical instrument that consists of a curved metal tube that you blow into (乐器) 号

***interval** /'ɪntəvl/ *n.* a period between two events or times 间隔; 间隙

***burst** /bɜ:st/ *n.* a short period of a particular activity or strong emotion that often starts suddenly 突发; 迸发

***idiot** /'ɪdɪət/ *n.* a stupid person or someone who is behaving in a stupid way 傻瓜; 笨蛋

Confucianism /kən'fju:ʃənɪzəm/ *n.* the teachings of Confucius emphasizing love for humanity 儒家学说

kindergarten /'kɪndəga:tən/ *n.* a nursery school 幼儿园

murder /'mɜ:də(r)/ *v.* to kill somebody deliberately and illegally 谋杀; 凶杀

innocent /'ɪnəsnt/ *adj.* not guilty of a crime, etc.; not having done something wrong 无辜的; 清白的

civilian /sə'veliən/ *n.* a person who is not a member of the armed forces or the police 平民; 老百姓

fibre /'faɪbə(r)/ *n.* one of the many thin threads that form body tissue, such as muscle, and natural materials, such as wood and cotton (人或动物身体组织及天然物质的) 纤维

microscope /'maɪkroskəʊp/ *n.* an instrument used in scientific study for making very small things look larger so that you can examine them carefully 显微镜

parcel /'pɑ:sl/ *n.* something that is wrapped in paper or put into a thick envelope so that it can be sent by mail, carried easily, or given as a present 包裹; 小包

inspection /ɪn'spekJn/ *n.* the act of looking closely at something / somebody, especially to check that everything is as it should be 检查; 查看

subjective /səb'dʒektɪv/ *adj.* based on your own ideas or opinions rather than facts and therefore sometimes

unfair 主观的(非客观的)

fox /fɒks/ *n.* a wild animal of the dog family, with reddish-brown fur, a pointed face and a thick heavy tail 狐狸

cage /keɪdʒ/ *n.* a structure made of metal bars or wire in which animals or birds are kept 笼子

***knit** /nɪt/ *v.* to make clothes, etc. by using two long needles to connect wool or another type of thread into joined rows 编织

artificial /ɑ:tɪ'fiʃl/ *adj.* made or produced to copy something natural; not real 人工的；人造的

buffet /'bu:fət/ *n.* a meal at which people serve themselves from a table and then stand or sit somewhere else to eat 自助餐

classic /'klæsɪk/ *adj.* accepted or deserving to be accepted as one of the best or most important of its kind 最优秀的；第一流的

rent /rent/ *v.* to pay or receive a fixed amount of money for the use of a room, house, car, etc. 租借；出租

grand /grænd/ *adj.* impressive and large or important 壮丽的；堂皇的

***mysterious** /'mi:stəriəs/ *adj.* difficult to understand or explain 神秘的；奇怪的

***spectacular** /spek'tækjʊlə(r)/ *adj.* very impressive 壮观的；壮丽的；令人惊叹的

***tempt** /tempt/ *v.* to try to persuade someone to do something by making it seem attractive 劝诱；鼓动

***tragic** /'trædʒɪk/ *adj.* very sad, often involving death and suffering 悲惨的；悲剧的

expose /ɪk'spəʊz/ *v.* to show something that is usually hidden 暴露；显露

soul /səʊl/ *n.* the special quality or part that gives something its true character 精神；精髓
the spiritual part of a person, believed to exist after death 灵魂

plot /plɔ:t/ *n.* the story of a book, film, play, etc. 故事情节

complex /'kɒmplɛks/ *adj.* made of many different things or parts that are connected; difficult to understand 复杂的；难懂的；费解的

***vulnerability** /'vʌlnərə'bɪləti/ *n.* the quality of being able to be easily hurt, influenced, or attacked 脆弱性

***charm** /tʃɑ:m/ *n.* the power of pleasing or attracting people 魅力；吸引力

integrity /ɪn'tegrəti/ *n.* the quality of being honest and having strong moral principles 诚实；正直

***delight** /dɪ'lait/ *n.* something that gives you great pleasure 令人高兴的事；乐事；乐趣

***perceptive** /pə'septɪv/ *adj.* having or showing the ability to see or understand things quickly, especially things that are not obvious 理解力强的；有洞察力的；思维敏捷的

***portrayal** /pɔ:r'treɪəl/ *n.* the act of showing or describing somebody / something in a picture, play, book, etc. 描绘；描述

***gripping** /'grɪpɪŋ/ *adj.* exciting or interesting in a way that keeps your attention 扣人心弦的

setting /'setɪŋ/ *n.* the place and time at which the action of a play, novel, etc. takes place 情节背景

era /'ɪərə/ *n.* a period of time of which particular events or stages of development are typical 时代；年代

comedy /'kɒmēdɪ/ *n.* a play or film / movie that is intended to be funny, usually with a happy ending 喜剧

***rebellion** /rɪ'beljən/ *n.* opposition to authority; being unwilling to obey rules or accept normal standards of behaviour, dress, etc. 反抗；叛逆

***sleeve** /slɪ:v/ *n.* a part of a piece of clothing that covers all or part of your arm 袖子

peak /pi:k/ *n.* the point when somebody / something is best, most successful, strongest, etc. 顶峰；高峰

Phrases

chill out to relax and stop feeling angry or nervous about something 放松；冷静

fairy tale a traditional story written for children that usually involves imaginary creatures and magic 童话

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

Wagner Iworrigan 瓦格纳·阿沃瑞根

St Lawrence Island 圣劳伦斯岛

Alaska 阿拉斯加

Yupik 尤皮克人(居住在西伯利亚和阿拉斯加半岛的因纽特人); 尤皮克语

Yellowstone 黄石公园

Logan 洛根

Hawaii 夏威夷岛; 夏威夷

Songline 歌之径

Gina Baxter 吉娜·巴克斯特

Baamba 巴姆巴

Adnyamathanha 澳洲的阿德亚曼塔哈人

Arkaroo Rock 阿卡罗岩

the Ice Age 冰期; 冰河时代

Unit 2

Elaine 伊莱恩

Susie Hall 苏西·霍尔

New Jersey 新泽西州

Sharon 莎伦

Portugal 葡萄牙

Algarve 阿尔加韦

Christopher Columbus 克里斯托弗·哥伦布

Covent Garden 科芬园

Hoxton Square 霍斯顿广场

Sarah Darwin 萨拉·达尔文

Central Saint Martins College 中央圣马丁学院

the Rosetta Stone 罗塞塔石碑

Sir Hans Sloane 汉斯·斯隆爵士

MacGregor 麦格雷戈

Unit 3

Geoff Jones 杰夫·琼斯

Lisa Santos 莉萨·桑托斯

Frankenstein 《弗兰肯斯坦》

Mary Shelley 玛丽·雪莱

the Industrial Revolution 工业革命

Unit 4

The Simpsons 《辛普森家族》

Kirundi 基隆迪语

Burundi 布隆迪

The Great Gatsby 《了不起的盖茨比》

F. Scott Fitzgerald F. 斯科特·菲茨杰拉德

Jay Gatsby 杰伊·盖茨比

Daisy Buchanan 黛西·布坎南

Nick Carraway 尼克·卡拉维

Tom 汤姆

Oxford English Dictionary 《牛津英语大词典》

A Midsummer Night's Dream 《仲夏夜之梦》

Richard III 《查理三世》

Othello 《奥赛罗》

West Side Story 《西区故事》

The Tempest 《暴风雨》

Forbidden Planet 《禁忌星球》

Twelfth Night 《第十二夜》

She's the Man 《足球尤物》

Bollywood 宝莱坞

Maqbool 《麦克白》

Hamlet 《哈姆雷特》

The Lion King 《狮子王》

Glossary

说明:

专业术语表按书中出现顺序排列，不分单元。

subject clause 主语从句

nominal clause 名词性从句

figurative language 修辞语言

rephrase 改变词句（以使意思更清楚）

loanword 外来语

compound 合成词

abbreviation 缩写词

acronym 首字母缩略词

neology 旧词新义

affixation 词缀法

rhetoric 修辞；修辞学

prose 散文

verse 诗；韵文

sonnet 十四行诗

apostrophe 撇号；所有格符号

Grammar reference

1 The subject clause

Subject clauses refer to nominal clauses used as the subjects of verbs, including nominal *that*-clauses and nominal *wh*-clauses.

- 1 A nominal clause introduced by *that* can be used as a subject.

That he received a doctor's degree at such a young age surprised us all.

That you cannot come is a great pity.

Most often, nominal clauses used as subjects come at the end of the sentence and *it* is used as an anticipatory subject.

It surprised us all that he received a doctor's degree at such a young age.

It is a great pity that you cannot come.

In formal English, *should* can be used in the *that*-clause to show an action is important, or to express a reaction.

It is important that you should always know what to do.

- 2 A nominal clause introduced by a *wh*-word such as *who*, *why*, *where*, *how* and *what* can be used as the subject as well. In this case, the clause can also come at the end of the sentence and *it* is used as an anticipatory subject.

Notice that the word order of the *wh*-clause is the same as the order in a statement.

It is known to everyone why Tom hates chocolate. (Why Tom hates chocolate is known to everyone.)

What caused the traffic accident remains unclear.

- 3 When used as the subject to imply two possibilities, a nominal clause can only be introduced by *whether* instead of *if*. *Whether* is usually used together with *or not*. In this case, the clause can also come at the end of the sentence with *it* used as an anticipatory subject.

It can make a big difference whether you insist or give up. (One possibility is to insist, and the other is to give up. It makes a big difference which possibility you choose.)

Whether or not you like the movie does not matter.

2 The verb-ed form as predicative

The verb-ed form is used as a predicative to add information about the subject. The verb-ed form usually follows the verb *be*, sense verbs such as *feel*, *look*, *taste*, *smell*, *sound*, verbs of perception such as *seem* and *appear*, change-of-state verbs such as *become*, *grow*, *get*, *go*, *turn*, etc.

The boy was disappointed when he heard that the sports meet had been delayed.

3 The modal verb referring to time

Modal verbs can be used to talk about events or situations at different times.

- 1 *Shall* and *will* can be used to talk about events or situations in the future.

Don't worry. We shall find a solution to the problem.

I will always be with you.

- 2 *Would* can be used to talk about events that happened in the past, but no longer now.

*My grandmother **would** tell me a story every night before I fell asleep.*

- 3 The modal verb can be followed by *have* verb-ed to speculate about the past.

Must + have verb-ed is used when we feel certain about something in the past.

*He **must have left** his keys in his office.* (He left his keys in his office. I'm sure.)

Might / may / could + have verb-ed is used when we think something in the past was possible but we are not certain.

*He **might have left** his keys in his office.* (Perhaps he left his keys in his office. I'm not very sure.)

Can't + have verb-ed is used when we are certain that something didn't happen in the past.

*He **can't have left** his keys in his office.* (He did not leave his keys in his office. I'm sure about that.)



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！

华东师范大学高中《英语》编写组

上海教育出版社

2020年5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* 的内容，在此谨向原作者 Jayne Wildman、Fiona Beddall 表示真挚的感谢！

另外，向为本书提供图片的单位致谢！

壹图网（第 5 页五张图，第 6 页两张图，第 7 页一张图，第 12 页一张图，第 23 页一张图，第 29 页三张图，第 30 页一张图，第 31 页两张图，第 40 页两张图，第 47 页四张图，第 48 页一张图，第 54 页一张图，第 58 页两张图，第 60 页一张图，第 61 页一张图，第 71 页两张图，第 72 页一张图，第 82 页三张图，第 84 页一张图，第 86 页一张图）；

图虫网（第 25 页一张图，第 27 页一张图，第 28 页一张图，第 48 页一张图，第 65 页两张图）；

123RF（第 6 页一张图，第 16 页一张图，第 18 页一张图，第 19 页一张图，第 30 页一张图，第 43 页一张图，第 84 页一张图）。



绿色印刷产品

ISBN 978-7-5720-1036-1

A standard linear barcode representing the ISBN number.

9 787572 010361 >

定价：25.90 元
(含音频和视频)