

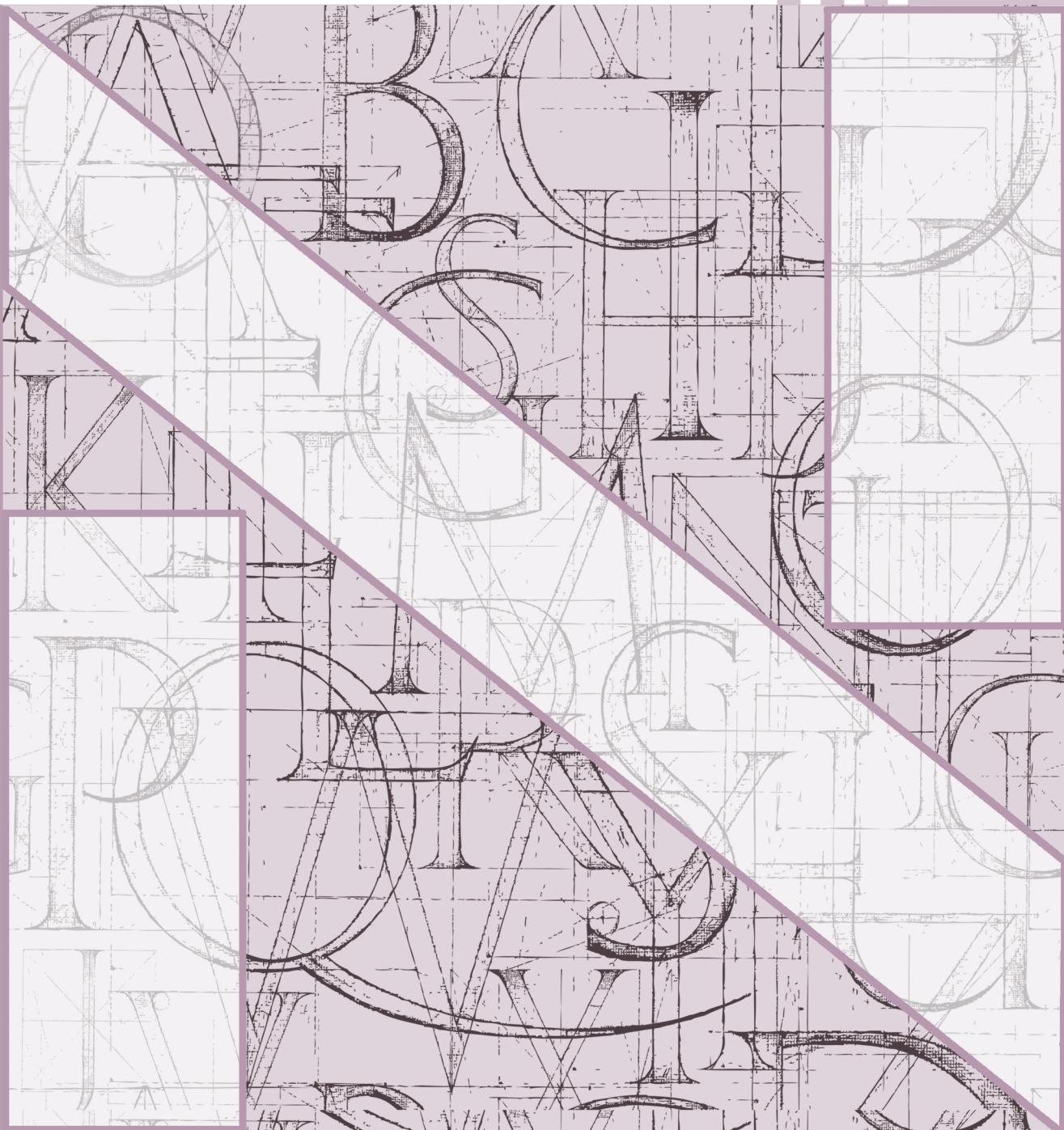
普通高中教科书

英语·练习部分

必修 第二册

学校 _____ 班级 _____

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致同学们

亲爱的同学们：

本册练习部分是高中《英语》（上教版）学生用书必修二的配套教学参考资料，是学生用书的重要补充。该册练习部分由四个单元组成，每个单元有五个板块。各板块的具体内容和建议完成时间如下：

Vocabulary

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

Grammar

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

Listening and speaking

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

Reading

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

Writing and viewing

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

本册练习部分的内容安排紧扣学生用书，容量和难度适中。相信它会帮助你们在必修二学习阶段拾级而上，取得进步。

华东师范大学高中《英语》编写组

2020年6月

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Unit 1 No limits

A Vocabulary

1 Complete the sentences with the words below.

■ frightening	■ survived	■ common	■ respect
■ make	■ independent	■ amazing	■ limit

- (1) Scientists have made _____ discoveries while researching the climate of the Antarctic.
- (2) Although he pushed himself to the _____, he failed to achieve his goal.
- (3) He soon proved himself to be hard-working and ambitious and won the _____ of his peers.
- (4) They attempted to reach the South Pole, but unfortunately, they did not _____ it.
- (5) Young people should learn to be _____ and make choices by themselves.
- (6) There was a car crash this morning. Luckily, the driver _____ and there were no other injuries reported.
- (7) It must have been a(n) _____ experience for the people trapped in the lift.
- (8) There are some recognized areas of _____ interest which we have to explore.

2 Complete the sentences with the phrasal verbs below, changing the form of the verbs if necessary.

■ fit in	■ take over	■ eat up	■ break down
■ come across	■ set out	■ stop off	■ turn back

- (1) They _____ some old friends in the amusement park last Saturday.
- (2) The weather got worse, and we _____ at a hotel for the night.
- (3) Our car _____ on the way to the resort, and we called the police for help.
- (4) They _____ early tomorrow to avoid the traffic jams.
- (5) It started to rain, so we _____ and went home.

- (6) Donald retired and his son _____ the hotel which provides accommodation to tourists.
- (7) _____ your sandwich and let's play table tennis.
- (8) Douglas was sociable and considerate, so it didn't take him long to _____ with the others.

3 Complete the passage with the words below. Each word can be used only once. There is one word that you do not need.

■ walks ■ understanding ■ won ■ model ■ realize ■ record
■ offered ■ experiments ■ brave ■ trained ■ successful

The modern explorer I admire the most is Sunita Williams. She is an Indian-American astronaut who has worked for NASA for many years. Her career shows that if you are (1)_____, intelligent and hard-working, you can (2)_____ your dream. What's more, it shows that women can be (3)_____ in a profession that is physically very difficult.

Sunita's achievements as an astronaut have improved our (4)_____ of what people can do in space. She has spent 195 days away from Earth, on the International Space Station, which is a(n) (5)_____ for a woman. She has made seven space (6)_____ in her career, which is also a record for a woman. Sunita is a scientist and she has done hundreds of important (7)_____ on the space station.

There is more to Sunita than just being an astronaut—she's been successful in other areas, too. She is American but her ancestors (祖先) are from India. When she visited India in 2007, she (8)_____ the Padma Bhushan, an important award. She is a(n) (9)_____ deep-sea diver and a helicopter pilot, as well. Sunita is an important role (10)_____ for young women in one of the world's most exciting jobs. That's why I admire her.

4 Complete the passage with the correct form of the words below.

- enjoy ■ develop ■ encourage ■ argue
- decide ■ plan ■ solve ■ impress

When his parents went away for the weekend, 18-year-old Karl (1)_____ to have a party. He posted an invitation online, because he wanted to impress his girlfriend, Mim. He did, but he also made a(n) (2)_____ on 200 other people. His invitation was shared online and friends of friends didn't need much (3)_____ to come.

At first, only a few people came, but as more teenagers arrived, people started to damage things. Karl asked some people to leave, but they just laughed. They were not (4)_____ on leaving. Then he got into a(n) (5)_____ with another boy. Unfortunately, it (6)_____ into a fight. Things were getting out of control and the only (7)_____ was to call the police.

The next day, most people said they (8)_____ the party and Karl got 75 "likes" on his post, but now, he was in big trouble. The house was a mess and his parents were on their way back home.

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

(1) 参加体育活动可以减轻精神压力。 (pressure)

(2) 他根本没有考虑其行为的后果。 (think)

(3) 有些青少年为了引人注目和赢得尊重而去冒险。 (respect)

(4) 我们要学会独立思考，否则就容易受人摆布。 (get pushed)

(5) 你知道为什么青少年比成年人更容易与人争执吗？ (likely)

(6) 一位勇敢的年轻人冒着生命危险营救了那名溺水儿童。 (risk one's life)

(7) 他们虽然失败了，但却永不放弃；他们的努力和决心深深地鼓舞了我们。 (give up)

- 6 Use the information from the reading passage and write a short passage in about 100 words to summarize the main reasons for teenagers' risk-taking behaviour.**



B Grammar

1 Find out what information has been left out in the following sentences.

(1) Tom didn't come to my birthday party, although he promised to.

(2) She hesitated to take part in the expedition to climb Mount Rainier, and finally she decided not to.

(3) My mother doesn't want me to have a swim in the sea, but I'd love to.

(4) Her parents want her to major in Law, but she won't.

(5) He doesn't think of you half as much as he should.

(6) He said he would travel to Europe on his own this summer. I'm sure he will.

2 Complete the dialogue with the phrases below. There are two phrases that you do not need.

- | | | | |
|------------|------------|-------------|---------------|
| ■ she will | ■ Do you | ■ I will | ■ I do |
| ■ she is | ■ she does | ■ she won't | ■ she doesn't |

A: Do you think Mum will let me go camping this weekend?

B: I don't think (1)_____ . Not after last time.

A: Hmm ... That's what I thought. I really want to, though.

B: (2)_____ ? Well, there's no harm in asking, I suppose.

A: You're right. (3)_____ then ... Oh, but hang on. Isn't she going over to visit Granny on Saturday?

B: I think (4)_____ . Usually (5)_____ .

A: But she'll stay there for one night this time, won't she?

B: I am afraid (6)_____ .

A: Oh, no ...

C Listening and speaking

1 Listen to a dialogue and decide whether the following statements are true (T) or false (F).



- (1) Hannah enjoyed her trip to Europe.
(2) Josh has been to the British Museum.
(3) Josh has celebrated St Patrick's Day.
(4) Hannah visited the Louvre and the Eiffel Tower.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

2 Listen to the dialogue again and answer the questions.



(1) What did Hannah think of Paris?

(2) What is Hannah's favourite place in London?

(3) What did Josh say about China?

(4) How do Irish people celebrate St Patrick's Day?

3 Listen again and complete the table.



Location	Description	Speculation
Hannah visited (1)_____ and saw the Chinese collections.	The Louvre and the Eiffel Tower in France are (4)_____.	Judging by their faces, everyone is (7)_____.
This photo was taken in Dublin, Ireland. Hannah's cousin is (2)_____, and Liz and Dora are (3)_____.	Hannah showed Josh a (5)_____ of a St Patrick's Day concert. Every year, there is a big celebration on (6)_____.	There are lots of people in the streets, (8)_____ shamrocks (三叶草). Josh bets that they all (9)_____.

- 4 Work in pairs. Conduct a survey on what people worry about most when they travel. Ask at least ten people and summarize your findings. You may record your report and send it to your teacher. Use the outline and the language guide below to help you.**

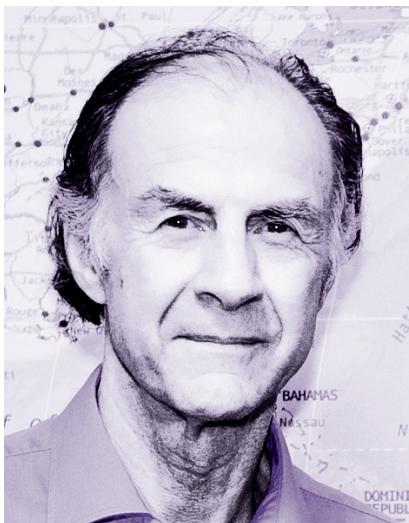
Outline	Language guide
Part 1 Introduce the purpose of the survey, the participants and the questions that were included.	<ul style="list-style-type: none"> ● I conducted a survey in order to find out ... ● I interviewed ... (number) classmates / friends / family members ... (time). ● My questions were: <ul style="list-style-type: none"> ■ Do you worry about anything when you go travelling? ■ What do you worry about the most? ■ What can you do to deal with this? ■ ...
Part 2 Present the key findings of the survey.	<ul style="list-style-type: none"> ● There were some interesting / unexpected / ... survey results. ● Many of the participants worry about ... when they go travelling. ● They are mostly worried about ... ● They worry about ... the most because ...
Part 3 Summarize the findings and present your conclusions.	<ul style="list-style-type: none"> ● Overall, the participants usually keep an eye on their luggage / ask ... for help / ... to ensure that they will have a smooth trip. ● ... of the participants think being well-prepared is a good way to avoid problems.

D Reading

Read the passage and complete the exercises.

Sir Ranulph Fiennes

—the world's greatest explorer



In 1984, the Guinness Book of Records described Sir Ranulph Fiennes as the world's greatest living explorer. Since then, he has continued to break world records and to take on and pull off some of the most difficult challenges on Earth. But who is Sir Ranulph, and why are people so amazed by his breathtaking achievements? Sir Ranulph, who is a distant cousin of Queen Elizabeth II, was born into a wealthy, aristocratic family in 1944. When he was 19, he became a soldier in the British Army and spent a lot of time in Oman in the Middle East. During that time, he became the youngest captain in the army, learnt

about survival skills and took up the sports of climbing and skiing.

In the late 1960s, after almost eight years of service, Sir Ranulph left the army. He has been an adventurer ever since, and has led expeditions all over the world. On two of his early expeditions, he went down the River Nile in a hovercraft and crossed a huge glacier in Norway. However, it wasn't until 1979, when he was in his thirties, that he made one of his first really famous journeys. With two old friends, he set out on an amazing and risky adventure, which took over three years to complete. They sailed south to the Antarctic, crossed the South Pole, then sailed north to the Arctic, and finally travelled to the North Pole. They didn't get back to Britain until 1982. It was the first time anybody went around the world in this direction, using only surface transport. Nobody has been able to do it again since.

Since visiting both poles, he has led an expedition to discover a lost city in the deserts of Oman and has also walked across the Antarctic. This journey was record-breaking because it was the first time that a man or woman went across the continent by only walking and skiing. In other words, Sir Ranulph, who was almost 50 years old at the

time, didn't use any machines at all. He went on his incredible journey on his own, and it took him 93 days. Then, in 2009, he climbed Mount Qomolangma despite the fact that he was 65 years old, and afraid of heights!

Naturally, there has been a price to pay for his bravery. Not all of his expeditions have been successful, and he has had some terrible expeditions. In 2000, for example, he attempted to walk across the Arctic by himself, and his sledge and all his equipment fell through a hole in the ice. Sir Ranulph had to pull everything out with his hands, and the ice was so cold that he got severe frostbite (冻伤). When he got back home, doctors cut off the ends of some of his fingers. He has also lost toes to frostbite during another polar expedition and has even had a heart attack.

Perhaps Sir Ranulph's most amazing challenge was the one he completed in 2003, when he was nearly 60. He ran seven marathons on seven continents in seven days. He started by running a marathon in South America, flew to Antarctica and ran another marathon the next day—then he completed marathons in Australia, Singapore, Britain, Egypt, and, finally the USA.

There have been some amazing explorers in history, but few have achieved as much as Sir Ranulph Fiennes.



1 Answer the questions.

(1) What kind of family was Sir Ranulph born into?

(2) How long did he stay in the army?

(3) How did Sir Ranulph and his friends complete the trip to the poles?

(4) At what age did he climb Mount Qomolangma?

(5) What was the price he paid for the failed attempt to walk across the Arctic in 2000?

(6) How many marathons did he finish within a week in 2003?

2 Put the following statements about Sir Ranulph's experiences in the order that they happened in his life.

- A. He tried to go across the Arctic alone.
- B. He went up to the top of Mount Qomolangma.
- C. He was a soldier in the British Army.
- D. He went around the world from south to north.
- E. He ran seven marathons in a week.
- F. He walked over a Norwegian glacier.
- G. He discovered a lost city.

(1) ____ (2) ____ (3) ____ (4) ____ (5) ____ (6) ____ (7) ____

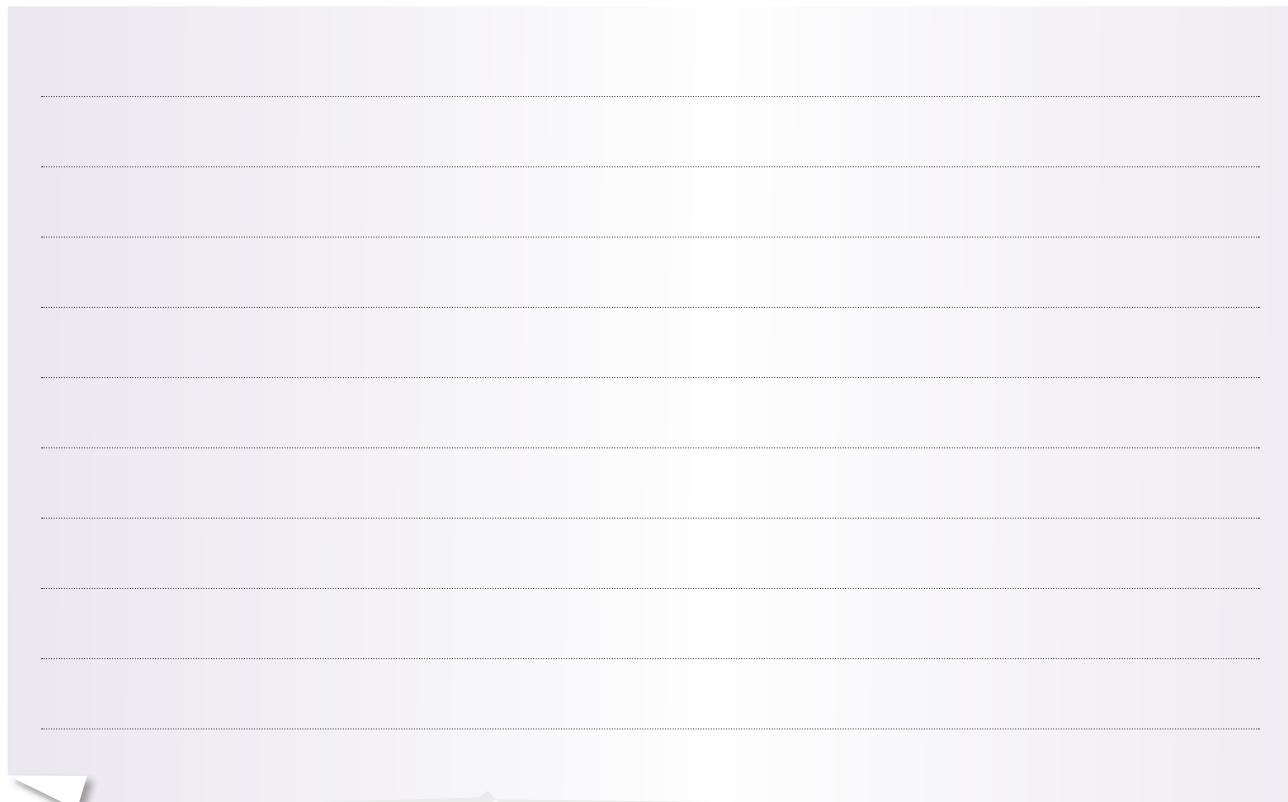
3 Complete the sentences.

- (1) Sir Ranulph Fiennes has some very famous relatives, such as _____.
- (2) He was still a teenager when he _____.
- (3) He first started leading expeditions in _____.
- (4) In history, _____ explorers have successfully gone around the world while crossing both poles.
- (5) Sir Ranulph Fiennes's journey across the Antarctic broke a record because _____.
- (6) Sir Ranulph Fiennes had to overcome his fear of _____ in order to climb Mount Qomolangma.
- (7) During his expedition to the Arctic in 2000, he got frostbite because _____.
- (8) In 2003, he took part in a series of marathons which started in _____ and finished in North America.

E Writing and viewing

1 Imagine that you will take part in a writing competition, where you will write about a great Chinese person. You are encouraged to write an entry in about 100 words. You may refer to the guide given below.

Content	<ul style="list-style-type: none">■ Which great Chinese person do you admire most?■ What are his / her achievements and life experiences?■ Why do you admire him / her?■ What lessons can we draw from this person?
Organization	<ul style="list-style-type: none">■ Paragraph 1: Write a brief introduction of this person.■ Paragraph 2: Write about his / her life story or experiences.■ Paragraph 3: Write about the reasons why you admire him / her.■ Paragraph 4: Write about the lessons we may draw from him / her.
Check	<ul style="list-style-type: none">■ Have you introduced his / her life and achievements clearly? <input type="checkbox"/>■ Have you focused on your reasons for choosing this person and lessons we may draw from him / her? <input type="checkbox"/>■ Have you checked spelling, grammar and punctuation? <input type="checkbox"/>



- 2 Watch the video “Extreme sports in Queenstown” again and take notes. Select two or three details that impressed you most. Write a short passage in about 100 words, describing these details and give reasons why you like them.

Take notes here!

This section provides a large area for writing notes, consisting of a light gray rectangular background with ten horizontal dotted lines spaced evenly down its length. A small white triangular tab is visible at the bottom left corner of the gray area.

Unit 2 Roads to education

A Vocabulary

1 Choose the correct prepositions.

- (1) Tom always takes pride _____ (about / of / in) his spoken English. He watches English news and films online, and this has helped him develop.
- (2) Most of the teachers are not frightened _____ (with / in / of) the challenges brought about by online education and they can adapt to change quickly.
- (3) In the past, students who did not respect teachers and school regulations could be expelled _____ (out / from / away) school.
- (4) Students are excited _____ (on / of / about) the new optional courses they can choose this year.
- (5) It is commonly believed that physical punishment is not a proper way to deal _____ (with / of / for) students who make trouble or behave poorly at school.
- (6) The university tutoring centre is very considerate to students who do not learn quickly. It has never charged students _____ (with / of / for) providing them with extra counselling.
- (7) To reduce the effects digital devices have _____ (of / on / with) students, parents, as well as the school, should limit the time students spend on them.

2 Match the words in column A to the prepositions in column B to make phrasal verbs. Then complete the sentences with the correct form of the verbs.

A	B
drop	about
cheer	off
call	for
pay	on
give	away
be crazy	

- (1) Students shouted at the top of their voice, _____ their team which seemed to be at a disadvantage at the moment.
- (2) When she won the Schoolteacher of the Year award, she _____ all the students, whether high-performing or low-performing, to take responsibility for their own future.

- (3) Some of the students _____ online games, and parents are worried that this will have a negative effect on their grades.
- (4) A famous actor _____ a lot of his money to a school charity project.
- (5) On rainy mornings, many parents drive to school and _____ students at the school's main entrance.
- (6) Please take good care of the library books you have borrowed, or else you have to _____ the damage.

3 Complete the passage with the correct form of the words below. There is one word that you do not need.

■ understanding	■ anxious	■ look	■ deal
■ encourage	■ introduce	■ seem	■ draw
■ failure	■ lack	■ hardly	

Maths is a subject which can make people (1)_____. A survey shows that the risk of exam (2)_____ is a source of stress for many high school students, and it (3)_____ that Maths exams are among the most stressful.

To Maths teachers, the survey (4)_____ comes as a surprise: "My students are often afraid to ask questions in class because they think they will (5)_____ foolish," says Caroline Johnston, who is preparing her students for their final exams. She continues, "We need (6)_____ with such fears quickly. A teacher who is patient and (7)_____ can help students overcome test anxiety. To build their confidence, students should be (8)_____ to discover the solutions to challenging Maths puzzles themselves, but the teacher should be there to guide students if they get stuck."

In recent years, more and more digital technology has been (9)_____ into the classroom, which Maths teachers can use to (10)_____ students' attention to important points. However, according to Johnston, "What really matters at the end of the day is the teacher's personal teaching style."

4 Add the correct negative prefix to adjectives 1–5. Then match them to the synonyms below.

■ damaged	■ messy	■ rude	■ uneducated	■ wrong
-----------	---------	--------	--------------	---------

(1) __literate _____

(4) __polite _____

(2) __correct _____

(5) __tidy _____

(3) __perfect _____

5 Complete the passage with the negative form of the adjectives in brackets.

It is quite (1)_____ (usual) for students to fight at my school, and I can only remember one day when I felt (2)_____ (safe). We were in our classroom getting quite impatient because the history teacher was late. Suddenly, an argument developed between two of the boys, Steven and Paul. They became completely (3)_____ (rational) and it was (4)_____ (possible) to stop them shouting. Steven was (5)_____ (happy) because he thought Paul had said bad things about him to another student. They started arguing with each other in a really (6)_____ (mature) way.

The two boys suddenly started fighting. Fortunately, our teacher arrived just as Steven was about to throw Paul's phone out of the window. He took the two boys to the head teacher's office and then came back to speak to us. He told us that it was (7)_____ (responsible) to behave like that. It is better to remain calm during a conflict or argument, otherwise, the consequences may be (8)_____ (measurable). To resolve such conflicts, we need to have more communication rather than violence.

6 Translate the sentences into English by using the words in brackets.

(1) 从孩子们的课堂表现来判断，这节英语课极其成功。 (judging)

(2) 英国老师对于中国老师教数学的方式大为惊奇。 (amazed)

(3) 我迫不及待地想见见这位年度教师。 (wait)

(4) 和其他同学一样，他似乎很喜欢这种学习语法的特殊方式。 (seem)

(5) 改造后的体育馆可以用来举行各种比赛。 (convert)

(6) 虽然他们被认为是“不可教的学生”，但老师没有放弃他们。 (unreachable)

(7) 他渴望成为达人秀中最出色的选手。 (long)

- 7 Of all the teachers you have ever had, who left you the deepest impression? Write about one of them in about 100 words. You may include information about his / her appearance, age, personality and attitude towards life. Use the language guide below to help you.**

Language guide:

Aspects	Useful expressions
overall impression	None of the teachers I've had is better than ... He / she is qualified, neatly-dressed, confident ...
appearance	of medium height, a bright smile, tall, athletic ...
age	in his / her thirties, middle-aged, elderly ...
hobbies	He / She plays / is keen on / is a fan of ...
personality (the way he / she speaks / teaches / treats students)	agreeable, open-minded, tolerant, patient, humorous ...



B Grammar

1 Rewrite the sentences. Turn the underlined part into a verb-ing or verb-ed structure. The first one has been done as an example.

(1) The students who are interested in the way he teaches Shakespeare's plays respond actively in class.

The students interested in the way he teaches Shakespeare's plays respond actively in class.

(2) The Great Wall, which dates back to the Warring States Period, is a symbol of Chinese civilization.

(3) The textbook, which was written nearly 20 years ago, needs rewriting.

(4) The school rules, which were created ten years ago, ensure that the students are well-disciplined and good-mannered.

(5) The scientists still haven't decided on a name for the planet that they discovered last week.

(6) His excellent workmanship, which had been developed over the past 20 years, helped him to stand out in the professional competition.

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

- | | | | |
|------------|----------|---------|-------------|
| ■ consider | ■ know | ■ pay | ■ establish |
| ■ spoil | ■ travel | ■ study | ■ describe |

(1) Thanks to the media attention, a black hole _____ previously to only a few scientists is now discussed worldwide.

(2) Two students _____ at Hawthorne High School will join in a summer camp sponsored by a local business.

(3) People _____ on a regular basis will not only broaden their minds but will also improve their social skills.

(4) Joan is writing a blog _____ her experiences of yoga classes.

(5) The school, _____ some 140 years ago, enjoys a good reputation for cultivating students' creative and critical thinking skills.

(6) Ben was a _____ only child who ignored school regulations and discipline.

- (7) A dress code _____ suitable for one occasion will not necessarily be right for another.
- (8) The painting's long and unusual history partly explains the high price _____ for it.

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



An unusual visitor

A starving polar bear (1)_____ (see) looking for food in a big city in north-eastern Russia was finally caught yesterday. The animal was sent to a wildlife park.

It was a female polar bear. A local resident shared a photo showing the large animal (2)_____ (cross) a busy road. It was obviously hungry, since it was digging through rubbish in search of something to eat. There was little food to be found, however, so the starving polar bear simply lay down on the ground.

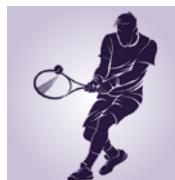
Polar bears (3)_____ (wander) hundreds of kilometres from their natural habitat are unusual. Those who do walk that far are usually male. Some experts believe that the polar bear was brought to the area by poachers (偷猎者) who then released the animal (4)_____ (avoid) being caught by the police. Polar bear poaching (5)_____ (ban) in Russia for more than six decades. However, it hasn't stopped. An (6)_____ (estimate) 200 are killed each year in Russia.

Polar bears risk becoming an (7)_____ (endanger) species in the future. According to a recent report from the International Union for Conservation of Nature, these animals could be facing "significant changes to habitat (8)_____ (result) from climate change".

C Listening and speaking

1 Read the announcement on a school noticeboard and listen to a dialogue. Which sports club do Rachel and Tom decide to join? 

Noticeboard

<p>A BASKETBALL CLUB Wednesdays 5:30 p.m.</p> 	<p>B FOOTBALL NIGHT Thursdays 6 p.m.</p> 
<p>C JUDO CLUB Saturdays 10 a.m.</p> 	<p>D TENNIS PRACTICE Mondays 6:30 p.m.</p> 

2 Listen again and choose the correct answers. 

(1) Why doesn't Tom want to join the football club?

- A. It starts too late.
- B. He's busy that evening.
- C. He doesn't like football.

(2) Why does Rachel want to do judo?

- A. To get fit.
- B. To meet people.
- C. To lose weight.

(3) Tom usually does chores on Saturday mornings. What does he say he'll do if he goes to the judo club?

- A. He'll do the chores at a different time.
- B. He won't do the chores.
- C. He'll do the chores on a different day.

(4) What does Rachel suggest?

- A. She'll drive Tom to the judo club.
- B. Her father will drive Tom to the judo club.
- C. She'll meet Tom at the judo club.

(5) How will Tom get the right clothes for judo?

- A. He'll probably buy them at the sports centre.
- B. He'll probably borrow them from Rachel's brother.
- C. He'll probably ask Rachel to buy them for him.

3 Match Tom's responses A–E to Rachel's offers and suggestions 1–4. There is one response that you do not need. Listen again and check. 

- A. That's really kind.
- B. Sorry, Rachel, I can't.
- C. I don't know if I can.
- D. All right then.
- E. That'd be great, but are you sure?

(1) How about joining the football club? _____

(2) Why don't you come with me? _____

(3) We'll give you a lift if you like. _____

(4) Do you want me to ask him? _____

Take notes here!

- 4 Imagine your school wants students' ideas for new campus activities. Brainstorm and agree on one idea with your classmates. Write a draft with the details of your proposal, and then turn it into a one-minute oral presentation. You may record it and send it to your teacher. Use the outline and the language guide below to help you.**

Outline	Language guide
Part 1 Introduce your proposal.	<ul style="list-style-type: none"> ● We propose to ... ● Our proposal for the activity is to ... ● I think it is a good idea to ... ● Organizing a / an ... is a good choice.
Part 2 Explain the purpose of the activity that you want to organize.	<ul style="list-style-type: none"> ● The activity is intended to ... ● The goal of the activity is to ... ● The activity aims to ... ● This activity can greatly enhance / improve ...
Part 3 Elaborate on the details, such as participants, time, place, necessary preparation work and so on.	<ul style="list-style-type: none"> ● To ensure the success of the activity, we have made a detailed plan. ● ... will be involved in it. ● We will schedule the event on ... because ... ● As for ..., I think we might as well ... ● As the organizer, I will be responsible for ... ● ... will see to it that ...
Part 4 Conclude the presentation and express your hope that the activity will be successful.	<ul style="list-style-type: none"> ● I hope ... ● I am looking forward to ... ● I am sure that the event will be ...

D Reading

Read the passage and complete the exercises.



Summerhill school

If you travel 140 kilometres north of London to England's east coast, you'll find an unusual boarding school called Summerhill in a large 19th century building with about a hundred students aged between 5 and 18. The school has its own library, theatre, sports and playing fields. (1)_____

It is a free school. Students have the right to choose when to attend class, to vote on school rules and to decide whether to take classes and exams. If they prefer going for a walk in the countryside instead of having maths, that's OK: they will not receive any punishments.

(2)_____ Back in the 1920s, society believed that children were immature and irresponsible and that the only way to educate them was to be strict. Children had to wear school uniforms, be silent and never ask questions. Schools regularly used physical punishment when students broke the school rules. There were too many rules, so it was difficult not to get into trouble.

(3)_____ He wanted a school where children were free to make decisions and give opinions. His philosophy was that if you are able to be responsible for yourself, you'll make decisions that are good for others. He believed all crimes and wars only happened because people were unhappy, so he created a school where children were free to be happy.

Nowadays, the rules in state secondary schools are less strict than they were a hundred years ago, but the pressure on students to work hard and to do well is greater than ever before. (4) _____

Interestingly, however, some things are soon going to change at Summerhill. Neil's daughter, Ms Readhead, took over his place after he died in 1973.

(5) _____ In her opinion, children need to learn how to organize their lives themselves instead of depending on their parents.

1 Fill in each blank with a sentence from the box. Each sentence can be used only once. There is one sentence that you do not need.

- A. This way of teaching was contrary to the idea of the founder of the school, A.S. Neil.
- B. But this is not the case at Summerhill, where students are free to develop their imagination and personalities.
- C. This may sound like a new and revolutionary idea for a school, but, actually, Summerhill first opened in the 1920s.
- D. When young people get to Summerhill, they don't know how to discipline themselves.
- E. What makes the school different, however, is the way it treats its students.
- F. She said she would introduce more discipline because the children were spoiled and overprotected by parents.

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

2 Choose the correct answers.

(1) Which of the following statements about Summerhill is not true?

- A. It's by the sea or not far from the seaside.
- B. It's possible to have meals at the school.
- C. The school building is modern and unusual.
- D. Both teachers and students stay at the school.

(2) According to the passage, which one of the following "rights" do children at Summerhill have?

- A. They can choose their teachers.
- B. They can choose not to do any exams.
- C. They can have classes outside if they want.
- D. They can vote for their favourite classes.

(3) According to the passage, what was typical about schools in the 1920s?

- A. There were a lot of free schools during that period.
- B. Teachers weren't sure how to educate children.
- C. It was unusual to wear school uniforms at the time.
- D. Children couldn't speak during their classes.

(4) In what way are modern state schools different from Summerhill today?

- A. Their students spend more time discussing ideas than at Summerhill.
- B. They don't expect their students to do as well in exams as the ones in Summerhill.
- C. Their students certainly won't work as hard as those at Summerhill.
- D. Their students are under a lot more pressure to do well in exams.

(5) What is going to change at Summerhill soon?

- A. There's going to be a new head teacher.
- B. They are going to release a book about the school.
- C. The school is going to start being stricter with its students.
- D. They are going to encourage parents to do more for their children.

(6) Which of the following best describes the "philosophy" of Summerhill School?

- A. Young people need loving, kind, helpful parents.
- B. Young people need adults to give them a good example.
- C. Young people need the freedom to learn by themselves.
- D. Young people need to have lots of interesting things to do.

3 Read the following statements and decide which one is the best summary of the passage.

- A. It's about a modern school for teenagers, which offers unusual subjects that you don't often find on a typical school timetable.
- B. It's about an old school for young children and teenagers, which gives students an opportunity to decide when and how they want to learn and develop.
- C. It's about a school for students that are very intelligent and academic and want to get good exam results in art and drama as well as traditional subjects.

E Writing and viewing

1 Recently, students have been debating about how they should be tested in the final examination in subjects like History and Geography. Some simply want a pen and paper examination, while others believe that writing a term paper based on a group project is a better choice. What is your opinion? Write a for and against essay in about 100 words. You may refer to the guide given below.

Content	<ul style="list-style-type: none">■ What is being debated, and what are the different points of view?■ What are the arguments supporting the different views?■ What is your conclusion? Why do you draw such a conclusion?
Organization	<ul style="list-style-type: none">■ Paragraph 1: Introduce the background information of the debate and the different views on how students should be tested in a final examination.■ Paragraph 2: Present the arguments for using a pen and paper examination.■ Paragraph 3: Present the arguments for using a term paper.■ Paragraph 4: Evaluate the strengths of the arguments and draw a conclusion.
Check	<ul style="list-style-type: none">■ Have you presented explicitly the background information about the different ways of testing students? <input type="checkbox"/>■ Have you presented the arguments for term papers and pen and paper examinations in a logical way? <input type="checkbox"/>■ Have you used suitable language to compare ideas? <input type="checkbox"/>■ Have you used suitable expressions to help readers follow your line of argument? <input type="checkbox"/>■ Have you checked spelling, grammar and punctuation? <input type="checkbox"/>

- 2 Watch the video “An American high school” again and take notes. Describe the high school life of American students. Compare their life with yours, and then write down similarities and differences in a short passage in about 100 words.

Take notes here!

This section provides a large area for writing notes, consisting of a light gray background with horizontal dotted lines for each row of handwriting.

Unit 3 Progress?

A Vocabulary

1 Read the sentences about the population of the EU. Choose the option that best describes what the speakers did or what happened to the number.

- (1) "There are 27 countries in the EU", said Tom. "So, $446 \text{ million} \div 27 = 16.5 \text{ million}$. That's the average population of each country"
- A. He halved. B. He multiplied. C. He divided.
- (2) Between 2005 and 2010, France's population went up by over three million people.
- A. It increased. B. It doubled. C. It decreased.
- (3) Between 2005 and 2010, Germany's population went down by just under 150,000 people.
- A. It increased. B. It doubled. C. It decreased.
- (4) A hundred years ago, over 25% of the world's population lived in Europe. The number fell below 12% in the early 21st century.
- A. It doubled. B. It halved. C. It multiplied.

2 Find words 1–7 in the passage in the Student's Book on pages 42–43. Then choose the correct meaning for each word as it is used in the passage.

- (1) end (line 11; line 44)
- A. final part B. purpose
- (2) second (line 15)
- A. each of the 60 parts of a minute B. between first and third
- (3) figure (line 25)
- A. the shape of the human body B. a number
- (4) way (line 28)
- A. path or route B. an aspect or respect of something
- (5) present (line 41)
- A. gift B. now
- (6) time (line 24; line 45)
- A. a moment or point in time B. how often we do something
- (7) race (line 49)
- A. competition B. group of people

3 Complete each pair of sentences with the same word. Pay attention to the different meanings of each word.

■ country ■ present ■ way ■ end ■ second

- (1) a. In Europe, many people prefer living in the _____ to the city because houses are cheaper.
b. Nigeria is the _____ that has the largest population in Africa: over 214 million people live there.
- (2) a. This medical device company is the _____-largest in China.
b. Every _____ the food company sells 75 burgers. That's 270,000 an hour!
- (3) a. France gave the Statue of Liberty to the city of New York as a _____ in the 1880s.
b. At _____ the country's population is healthier and richer than the global average.
- (4) a. In 1899, at the _____ of the 19th century, the population of Australia was under 4 million. Now, it's about 25 million.
b. To what _____ do people start wars? I don't understand the reason.
- (5) a. Every ten years, Chinese government counts the number of people in the country. This is called a census. It's a _____ of finding out how many people live in China.
b. You can travel all the _____ from Beijing in the north to Guangzhou in the south on the country's high-speed trains.

4 Complete the fact file about Canada with the words below.

■ geography ■ population ■ currency ■ climate ■ culture
■ area ■ ethnic groups ■ time zones ■ history

Focus on Canada

- (1) _____: about 37 million people
(2) _____: almost 10,000,000 km²
(3) _____: Canadian dollar
(4) _____: when it's 1 p.m. on the Pacific west coast, it's 5 p.m. on the Atlantic east coast.
(5) _____: in 1867, Canada became a confederation (联邦) of four regions: Ontario, Quebec, New Brunswick and Nova Scotia.



- (6) _____: large forests and over 30,000 lakes
- (7) _____: 25 to 30°C on the coast in summer, but -40°C inland in winter
- (8) _____: important artists include Tom Thomson and Emily Carr
- (9) _____: minorities include South Asian and Chinese

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

(1) 由于缺乏锻炼，大多数青少年觉得平均每 4 分钟跑 1 公里非常困难。 (rate)

(2) 由于全球化，许多语言正在以惊人的速度消失。 (alarming)

(3) 必须采取有效的措施阻止本土文化的消失。 (measure)

(4) 如果需要详细的语言课程信息，请通过邮件联系我们。 (contact v.)

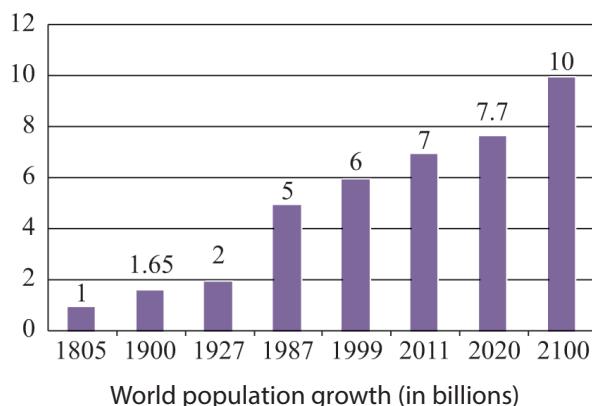
(5) 在讨论全球化优势的过程中，学生们分享看法并交流思想。 (process, exchange v.)

(6) 我们学校为学生提供了各种活动来发展不同技能。 (a wide range of)

(7) 一般来说，通过均衡饮食和按时锻炼，你就能明显地减轻体重。 (significantly)

(8) 很多家长关心的是上网课期间孩子们究竟能否专心致志。 (concerned)

6 Look at the bar chart showing world population growth. Write a short passage in about 100 words to describe it. Your description should include the trend and statistics.





B Grammar

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

■ be ■ decide ■ finish ■ run ■ understand ■ want

- (1) _____ his work, he went home.
- (2) _____ out of the house, he knocked over some milk bottles.
- (3) Not _____ what had happened, he continued as if nothing was wrong.
- (4) _____ what course to pick, she began to fill in the application form.
- (5) _____ a skilled basketball player, he was able to throw the ball into the net without any difficulty.
- (6) Not _____ to stop, she continued running for another 15 kilometres.

2 Change the clauses in brackets into clauses with verb-ing forms.

The 80 / 20 rule

(1) _____ (When she works) in an expensive designer clothes shop in central London, Cindy must look good every day. "I have to be well dressed," she says. "In my shop, the shop assistants must wear smart clothes and look clean and tidy."

(2) _____ (She looks fashionable and confident), Cindy certainly gave me a good impression. I'm not alone: (3) _____ (as they come into the shop) just to have a quick look, many customers decide to buy something after talking to her.

"People don't want to see someone looking bored, untidy and unfashionable! They don't have to buy anything, and they won't if they think that the assistant isn't helpful," she tells me.

Cindy explains that they put a lot of work into the shop design, but at the end of the day, service is what matters: "(4) _____ (After we solve) the problem of design, however, we also had to think about the 80 / 20 rule. It says that 20% of the customers that come into your shop regularly make 80% of the purchases. (5) _____ (As we don't want to lose) regular customers, we had to find ways of making them feel welcome whenever they come in. I think you can say that we've succeeded."

She says it's important to remember their names and show them what's new in the shop and what's on sale: "Of course, we don't have to remember the names of customers who don't come regularly—it's impossible and, anyway, some customers hate it when you start talking to them. They just want to look at clothes by themselves. What's more, we must not say anything that sounds like we're trying to persuade somebody to buy something they don't want. Every customer hates that! But we must offer good advice. It's important that customers think that we know about the clothes we're selling."

3 Match the clauses with verb-ing forms in column A to the clauses in column B.

A	B
(1) Working in an art studio, (2) Not wanting to work for Universal Pictures because of a pay cut, (3) Having been successful in animation, (4) Growing up in extremely difficult conditions, (5) Being a firm believer in charity,	a. Walter quit and then created Mickey Mouse afterwards. b. Walter created ads for newspapers and magazines. c. Carnegie spent his childhood working in factories. d. Walter was determined to create the biggest theme park. e. he donated nearly 90% of his personal fortune to non-profit organizations such as universities and scientific foundations.

- (1) _____

- (2) _____

- (3) _____

- (4) _____

- (5) _____

C Listening and speaking

1 Listen to a dialogue. Complete the sentences in the box with suitable expressions. 

Asking for advice	Giving advice	Responding to advice
What do you (1) _____ I should do?	You (3) _____ to ... Maybe it's a good (4) _____ to ...	That's not a (7) _____ idea. (8) _____ a good idea.
What's (2) _____ advice?	If I were (5) _____, I'd ...	
Should I ... ?	I think you (6) _____ ...	

2 Read the advertisements for the two products. Find five differences between them. Then listen to the dialogue again. Which phone does James advise Hugo to buy? Which phone does Hugo decide to buy? 

A Lunar Star Mini

Black and silver
An ideal first smartphone
£13 on pay monthly

- 8 cm high resolution touch screen
- 10 megapixel camera
- 64 GB memory card



B DFG Switch X

Black
Surf the web in style with the new DFG Switch X
£10 on pay monthly

- 8.1 cm high resolution touch screen
- 25 megapixel camera with autofocus
- 32 GB memory card



3 Listen again and find out what expressions are used by James and Hugo. Write them down in the blanks. 

A. Asking for advice:

B. Giving advice:

C. Responding to advice:

4 Find a thing in your home that is related to your family history. In a one-minute oral presentation, describe it and explain why it is important. You may record the presentation and send it to your teacher. Use the outline and the language guide below to help you.

Outline	Language guide
Part 1 Introduce the object, its history and when it was made. Describe it and explain what your parents think of it.	<ul style="list-style-type: none">● I would like to talk about ...● Our family received it from ...● It has been passed down from my grandparents / great-grandparents ...● It was made about ... years ago.● It looks / sounds like ...● My parents consider it / treat it as ...
Part 2 Explain why it is important to your family.	<ul style="list-style-type: none">● There is a touching story behind it: ...● It is very important to our family because ...● It has witnessed many important moments, such as ...● It shows us that ...● It reminds me / our family / my parents / my grandparents of ...● That is why it is ... to our family.
Part 3 Summarize your presentation.	<ul style="list-style-type: none">● In short, it is ...● To conclude, it is ...

D Reading

Read the passage and complete the exercises.

Disappearing languages

(1) _____

Did you know that every 14 days, one of the world's 7,000 languages **dies out**? What's more, 90% of the world's languages have got fewer than 100,000 speakers, and over 2,000 languages have got fewer than 1,000 speakers. Throughout human history, languages have disappeared because of natural disasters or war, but nowadays the most common reason is globalization. This is happening all over the world. In the Amazon rainforest, for example, native people are learning Portuguese so that they can move to the big cities in Brazil to find work. In South Africa, young people are choosing to use English instead of traditional languages like Venda and Tsonga because they need English to study in higher education.

(2) _____

About 60% of the world's population speak one of the 20 most common languages, and the figures for speakers of world languages such as English, Spanish and Chinese are increasing rapidly. Would we really **miss** most small languages if they died out completely? The answer has got to be "yes". When a language **vanishes**, we lose the culture and history of a people which may be thousands of years old. We also **lose** the knowledge of the people who speak the language. In a famous case in northern Australia, doctors couldn't find a cure for a skin problem that people in the area developed. When they asked a local Aboriginal woman, she used her own language to describe a plant which was a cure for the disease. Our planet would lose that understanding if these languages disappeared.

(3) _____

If you wanted to make your language cooler and more interesting for young people, what would you do? Well, Linguistics professor K. David Harrison, who has travelled the world to look for the last speakers of **endangered** languages, believes that using social media, text messaging and other digital technologies is one way of making languages exciting, and **rescuing** them from becoming **extinct**. In North America, for example, **Native** Americans are using social media to put young people interested in their language in touch with each other. Teenagers go online and chat to other adolescents in languages like Cherokee or Navajo, or they teach their language online to people of all races all over the world.

(4) _____

Another exciting project is to create talking dictionaries. Professor Harrison, together with linguists from National Geographic's Enduring Voices project, has just helped to produce eight talking dictionaries, which contain more than 32,000 word entries in eight endangered languages. There are also 24,000 audio recordings of native speakers pronouncing words and sentences, and some photographs of cultural objects.

(5) _____

In the next 100 years, the number of languages on the planet will decrease, but we don't have to lose as many as some people think. Using modern technology can **save** small languages, and we mustn't lose the culture, history and knowledge that these languages contain.

1 Match the headings A–E to the paragraphs 1–5.

- A. We can use social media to help protect endangered languages.
- B. Technology can help protect dying languages.
- C. Languages are disappearing as a result of globalization.
- D. If a language dies out, it will be a great loss.
- E. Talking dictionaries can be a big help.

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

2 Are the sentences true (T), false (F) or not given (NG)? Correct the false ones.

(1) On average, one language disappears from the face of the Earth every week.

(2) In the past, the most common reason for losing a language was natural disasters.

(3) One reason why people stop using traditional languages is that they want to improve their work opportunities.

(4) The number of people speaking all of the world's top 20 languages is going up.

(5) The disappearance of a language leads to a loss of information about the world.

(6) Professor Harrison can speak eight endangered languages.

(7) If we use modern technology, we won't lose any more endangered languages.

3 Match the words in bold in the passage to definitions 1–7 below. Sometimes two words match the same definition.

(1) disappear completely or stop existing _____

(2) belonging to a particular place or country rather than coming to it from somewhere else _____

(3) stop having something any more _____

(4) feel sad because you haven't got something any more _____

(5) at risk of being destroyed or damaged _____

(6) stop someone or something from being destroyed or damaged _____

(7) no longer active or existing _____

4 Choose the correct words to complete the passages.

A. In 2008, linguists announced that the Alaskan language Eyak had (1) _____ (died out / lost) after the death of the last native speaker, Marie Smith Jones. However, the language was later (2) _____ (missed / rescued) by a French student called Guillaume Leduey, who became interested in Eyak as a teenager while reading about it on the Internet, and then learned to speak it.

B. Yangkam is an (3) _____ (extinct / endangered) language in Africa. There are only a hundred speakers and all of them are over 50 years old. Most of the Yangkam people now speak Hausa, one of the major national languages of Nigeria. They've (4) _____ (saved / missed) other elements of their cultural identity, but don't consider their language an important part of their culture.

C. The Gaagudju language of the Aborigines, the native people of Australia, has been (5) _____ (native / extinct) since the last speaker, Big Bill Neidjie, died in 2002. Since the 18 century, we've (6) _____ (lost / missed) 190 Aboriginal languages in Australia. Nobody speaks them any more.

E Writing and viewing

1 You are interested in learning Beijing opera and you have found two advertisements for short training courses. Write a formal email to make enquiries in about 100 words. You may refer to the guide given below.

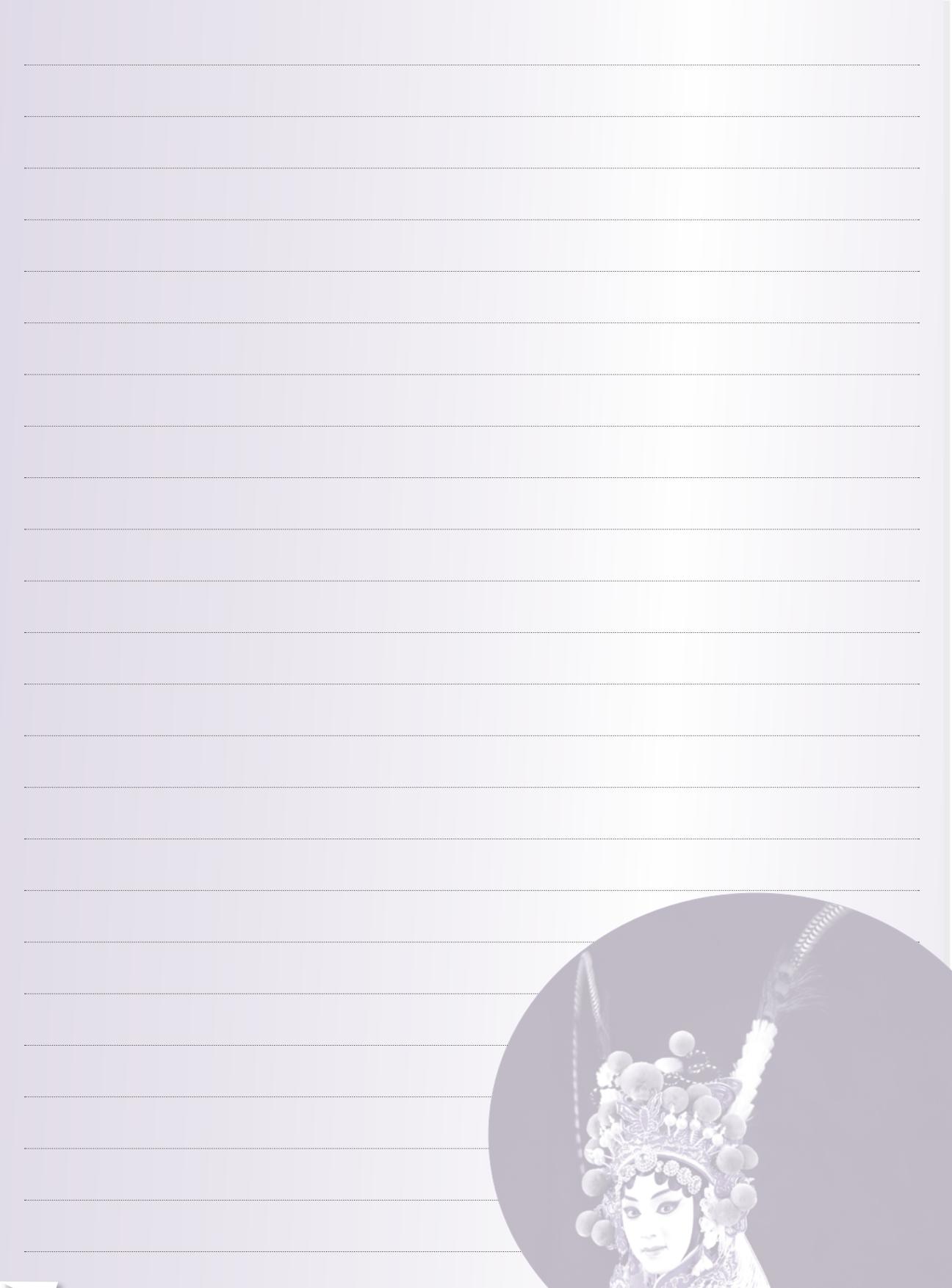
A

Join an online discussion group that will help you get basic knowledge of Beijing opera. You will be able to talk to the masters of Beijing opera in live chats and learn to appreciate the classic arias in the vintage collections of the best Beijing opera recordings. Write to us at talkingtomaster@

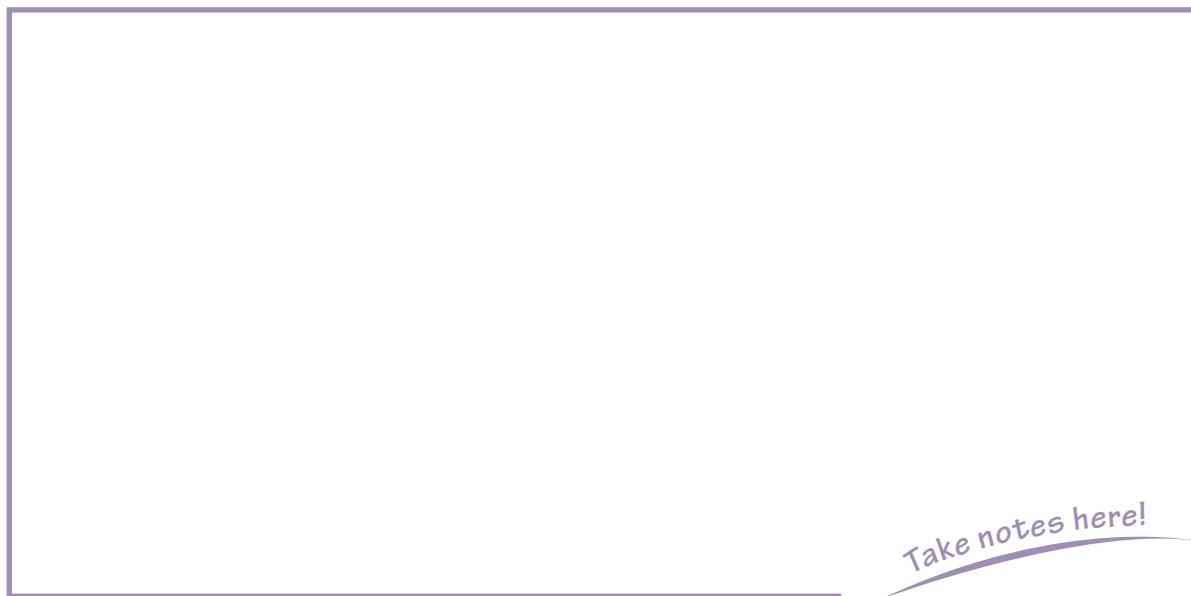
B

Would you like to try performing Beijing opera? Join our performing classes graded in levels that best suit your skills. You will have a chance to meet professional actors. They will help you refine your skills in stage gestures, use of stage props and make-up, and the special methods of stage performance. For more details, contact Professor Wang at the email: learntoperform@

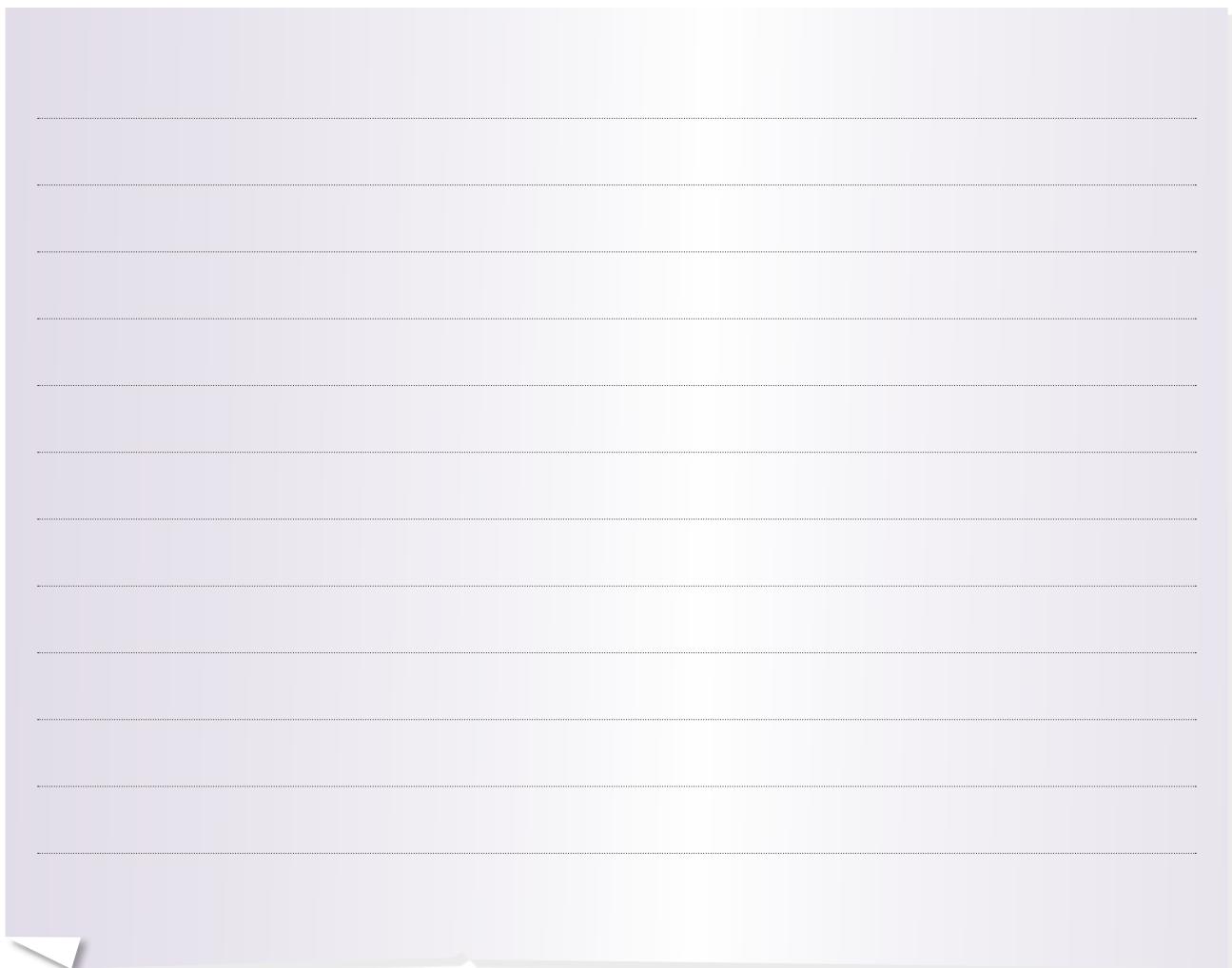
Content	<ul style="list-style-type: none">■ What enquiries would you like to make? (e.g. cost, duration, place, flexibility of accommodating your course, etc.)■ Do you have special needs? What are they?■ What special accommodations do you expect the training classes to make for you?
Organization	<ul style="list-style-type: none">■ First paragraph: Write about the purpose of your email.■ Middle paragraph: Write your enquiries and explain why you are making them.■ Last paragraph: Thank the recipient and express your expectation to get a timely reply.
Check	<ul style="list-style-type: none">■ Have you phrased the subject line correctly? <input type="checkbox"/>■ Have you addressed the recipient of your enquiry email properly? <input type="checkbox"/>■ Are your enquiries expressed concisely and to the point? <input type="checkbox"/>■ Have you used formal language? <input type="checkbox"/>■ Have you used polite language in the email? <input type="checkbox"/>■ Have you checked spelling, grammar and punctuation? <input type="checkbox"/>



- 2 Write a short passage in about 100 words based on the video “World English”, describing at least three areas (work, school and daily life) in which English is used by people in different countries.



Take notes here!



Unit 4 Achievements

A Vocabulary

1 Choose the correct prepositions.

- (1) Brazilian footballer Pelé competed _____ (in / of / on) the World Cup in 1958 and succeeded _____ (of / in / at) scoring six goals for Brazil. He was only 17!
- (2) Fourteen-year-old Nadia Comaneci always dreamed _____ (at / from / of) being a gymnast and prepared _____ (after / of / for) the 1976 Olympic Games in Montreal by training hard every day. She won three gold medals and scored ten out of ten!
- (3) In 1985, 17-year-old German tennis player Boris Becker fought _____ (of / for / on) every point and became the Wimbledon champion. All his fans praised him _____ (for / over / of) winning.
- (4) In May 2010, everybody in Australia congratulated 16-year-old Jessica Watson _____ (in / at / on) becoming the youngest person to sail round the world by herself.
- (5) Because of an injury, the British runner Paula Radcliffe couldn't compete in the 2004 Olympics. However, she didn't give up, and the injury didn't have a big impact _____ (on / for / in) her performance: she managed to win the New York Marathon later that year.
- (6) Although he displayed talent for painting, young Picasso did not do well at school and always got punished by his teachers. Once he was nearly expelled _____ (at / by / from) school for misbehaving in class.
- (7) Generally, advertisers usually try to take advantage _____ (on / of / for) consumers' basic need to be part of a group. In this way they can make us feel that we might miss out something if we don't buy what they sell.

2 Complete the passage with the correct form of the words below.

■ compete ■ dream ■ fight ■ praise ■ prepare ■ succeed

When Bob Love was a child, he (1)_____ of becoming a famous basketball player. He (2)_____ for his future by practising the sport every day. His dream came true and he (3)_____ in professional basketball for eight years. He (4)_____ in becoming one of the most important players in his team. But Bob also had another dream. He found it impossible to speak in front of other people because he had a speech problem and he wanted to change that. He (5)_____ for this dream as hard as he worked on his basketball. Now he gives motivational talks in schools and colleges. In his talks, he (6)_____ his speech therapist for helping him to change his life.

3 Match the words below to definitions A–F. There are two words that you do not need.

- | | | | |
|-----------|---------|-----------------|------------|
| ■ defeat | ■ cruel | ■ intelligence | ■ strength |
| ■ ability | ■ armed | ■ determination | ■ hatred |

- A. having a desire to cause pain and suffering _____
- B. the ability to learn, understand and think _____
- C. to win against somebody else in a war, competition or sports game _____
- D. the quality of carrying on despite difficulties _____
- E. the quality of being physically strong _____
- F. a very strong feeling of dislike for somebody / something _____

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

- | | | | |
|---------------|-----------|-----------|----------|
| ■ intelligent | ■ able | ■ cruelty | ■ strong |
| ■ arm | ■ success | ■ hope | |

- (1) The thief was _____ with a gun when he stole the car.
- (2) This is a difficult time, but I am _____ that we can get through this together.
- (3) When she started school, she showed signs of high _____.
- (4) I strongly believe she has the _____ to deal with this challenging situation.
- (5) After the disease, it will still take a few weeks for him to build up his _____ again.
- (6) Careful planning is one of the keys to running a(n) _____ business.
- (7) It is hard to accept the fact that some people are _____ to animals.

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

- (1) 随着节日的临近，很多商场都人山人海。 (approach v.)

- (2) 她昨天在开幕式上的演讲吸引了大批观众。 (a large audience)

- (3) 这些年，他一直与我们保持着密切的联系。 (maintain)

- (4) 成功是由努力、坚持甚至是失败所组成的。 (failure)

(5) 他渴望成为飞行员的梦想终于实现了。 (dream n.)

(6) 他们这些年在科研上取得了很大的成就。 (achievement)

(7) 据报道，这场足球比赛持续了两个半小时。 (report v.)

(8) 他因经常帮助社区老人而受到表扬。 (praise v.)

6 Use the information in the reading passage and imagine that you interviewed the old man when he returned home with the skeleton of the big fish. Write an interview script in about 100 words with at least three questions asked by you and his possible responses.



B Grammar

1 Choose phrases A–J to complete sentences 1–10.

- | | |
|------------------------------------|--|
| A. to feed the ducks at the farm | F. to open the door to my bedroom |
| B. to help manage their time | G. to see the return of Hong Kong to China |
| C. to take to the barbecue | H. never to see each other again |
| D. to see the pyramids | I. to visit the Great Wall and the Palace Museum |
| E. to find the house neat and tidy | J. to lose weight |

- (1) We bought some snacks and cakes _____.
- (2) Tom and his family decided to go to Beijing _____.
- (3) The kids took some bread _____.
- (4) Now many young people use different apps _____.
- (5) A paper clip can be used _____.
- (6) The Greens came back home after their holidays _____.
- (7) We went to Egypt _____.
- (8) Both his grandparents lived _____.
- (9) After the meeting they parted _____.
- (10) Much to my surprise, my mum gave up cakes _____.

2 Rewrite the sentences using the to-infinitives in brackets.

(1) He got to the station and found the train had left. (to find)

(2) In 1935, he left home and never returned. (to return)

(3) When Paul finally found his bag, he was shocked: his computer was gone. (to discover)

(4) Liam reached the finish line. He was banned from further races. (to find)

(5) The Italian football team played so well that it even defeated the Brazilians. (to defeat)

(6) The retired doctor started running a course for helping new mothers look after their babies. (to help)

(7) We are organizing a big surprise party. We want to celebrate his 40th birthday. (to celebrate)

(8) I called my uncle because I needed to find out what time he would arrive. (to find out)

3 Read the passage and answer the questions briefly using the to-infinitives.

It was early evening. The detective arrived at the hotel, quickly changed clothes and stood by the gate, pretending to be a valet (为顾客停车的服务员). A few minutes later, a man came to the hotel in his brand new sports car. The man gave him the car keys, and the detective got into the man's car and went to park it. However, he drove very fast into the car park and crashed the car, which set off the alarm. He quickly got out and then walked into the hotel. At the same time, the security guards ran out and checked what had happened. The detective found the security office and went inside. After searching for a while, he found a videotape dated 12 Feb and took it away. When he came out of the hotel, he smiled: he had completed an important mission and would be rewarded.

(1) Why did the detective change clothes?

(2) Why did the man give his car keys to the detective?

(3) Why did the detective crash the car?

(4) Why did the security guards run out?

(5) Why did the detective go into the security office?

(6) Why did the detective go to the hotel?

C Listening and speaking

- 1 Read about two different world records. Then listen to a dialogue between Daisy and Jack about the two achievements. Which one do they think is the greatest achievement? 

A. In 2009, 47-year-old Russian diver Natalia Molchanova jumped into the sea, held her breath, and went down to 101 metres. She broke the women's freediving world record.



B. In 2012, a 43-year-old Austrian man called Felix Baumgartner broke the world skydiving record. He jumped from a helium balloon (热气球) at the amazing height of 39 kilometres above the Earth.



- 2 Listen again. Which of the following opinions does Daisy express? 

- A. Freediving is easier than going up in a helium balloon and skydiving.
- B. Freedivers do more training than skydivers.
- C. Freedivers are stronger than skydivers.
- D. Freedivers aren't as brave as skydivers.
- E. Freediving is as dangerous as going up in a helium balloon and skydiving.

- 3 Write D (Daisy) or J (Jack) next to the phrases that they use in the dialogue. Listen and check. Which phrase do they not use? Write NU (not used) next to it. 

Expressing opinions

- (1) For me, ... _____
- (2) In my view, ... _____
- (3) It seems to me that ... _____

Conversation fillers

- (6) Well, ... _____
- (7) Basically, ... _____
- (8) Right, ... _____

Justifying opinions

- (4) The reason I say that is ... _____
- (5) You can't deny that ... _____

- 4 Conduct a survey with at least three classmates on their favourite school activities / facilities. Prepare a one-minute oral presentation of your findings. You may record your presentation and send it to your teacher. Use the outline and the language guide below to help you.**

Outline	Language guide
Part 1 Introduce the purpose of your survey, the participants and the questions that were included.	<ul style="list-style-type: none"> ● In order to find out ..., I conducted a survey of ... ● I interviewed ... (number) classmates ... (time). ● My questions were: <ul style="list-style-type: none"> ■ What are your favourite school activities / facilities? ■ How long have you been engaging in these activities / using these facilities? ■ How often do you engage in these activities / use these facilities? ■ Do you have any suggestions on how the school facilities can be upgraded?
Part 2 Present the key findings of the survey.	<ul style="list-style-type: none"> ● The survey results were interesting / surprising / ... ● It seems that the participants mostly prefer ... ● ... is / are favoured by ... ● They like ... because ... ● They suggest that ...
Part 3 Summarize the findings and present your conclusions.	<ul style="list-style-type: none"> ● It seems that most people are concerned about ... / are interested in ... ● The survey results show / suggest that ... ● The students expect the school to ...

D Reading

Read the passage and complete the exercises.

So near, yet so far

Juha Mieto

In the Winter Olympic Games of 1980, Juha Mieto of Finland stood on the starting line of the 15-kilometre cross-country ski race with only one thing on his mind. He hadn't won a medal in this race at his two previous Olympics, but this time he was the number one skier in the world and he intended to fight for the gold medal. (1)_____ It was his last chance of achieving his Olympic dream. His **coach**, who had trained him for years, and all his **teammates** on the Finnish team really wanted him to win.

In the race, Juha skied really well, but his Swedish **rival** Thomas Wassberg stayed with him throughout the race. As they approached the finishing line, both men seemed to cross at the same time. (2)_____ But then they announced the result—Wassberg had won by one hundredth of a second. Juha congratulated the Swede on his victory. However, he felt really disappointed because his dream was over. He never competed in the Olympics again.

Julie Moss

In February 1982, a young American athlete called Julie Moss had only two more kilometres to run to win the Ironman Triathlon (铁人三项) World Championship in Hawaii. She had completed a 3.86-kilometre swim and a 180-kilometre bike ride and she was the **leader** in the race. It was an amazing and unbelievable achievement because Julie had never run a triathlon before. Her nearest rival was a long way behind her, and all her **fans** in the crowd were cheering and shouting. (3)_____ She was completely exhausted (筋疲力尽) and her legs were shaking. But Julie didn't give up. Perhaps she felt that she should finish the race because of the support from all her fans. She slowly stood up and continued running, but she was so tired that she fell over again and again. Ten metres from the finishing line, she fell over for the last time, and another athlete ran past her to win the race. Julie finished second. She had lost the race, but she didn't mind. She had become famous all over the USA. Many people believe that her determination to finish the race was one of the most inspiring moments in the history of the triathlon.

Jana Novotna

In the 1993 Wimbledon Tennis Championships, the Czech tennis player Jana Novotna reached the final. She had beaten some great players to get there and now she faced Steffi Graf, the world's best player. In the match, Jana was brilliant and, after two hours of tennis, she was winning. She only needed to win eight points to be the **champion**. (4)_____

As a young girl, she used to dream of being in the Wimbledon final, but now that victory seemed possible, she became nervous and started playing worse than before. In the end, Steffi Graf won the match. Jana was really upset and started to cry in front of all the **spectators**. She had lost the match, but she had won the hearts of everybody in the crowd. (5)_____ Five years later, in 1998, Jana reached the Wimbledon final again—and this time she won.

1 Match sentences A–G to gaps 1–5 in the passage. There are two sentences that you do not need.

- A. Then, suddenly, she fell onto the running track.
- B. Fortunately, there is a happy ending to this story.
- C. It was really close and nobody was sure who had won at first.
- D. The sportsperson hadn't ever won a race before.
- E. That's still a world record today.
- F. Coming second in the race wasn't an option.
- G. But then she began to make mistakes in the match.

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

2 Which people are these sentences about? Write Juha, Julie or Jana.

- (1) This person clearly showed his or her emotions at the end of the race or match. _____
- (2) This person hadn't been in a really big competition before. _____
- (3) This person never got another opportunity to achieve his or her goal. _____
- (4) This person wasn't unhappy about finishing in second place. _____
- (5) This person was the best in the world at the time of the race or match. _____
- (6) This person won the same competition a few years later. _____

3 Study the words in bold in the passage. Then match them to definitions 1–7.

- (1) a person who is at the front of a race _____
- (2) a person who wins a competition and gets a trophy _____
- (3) people who support and follow a team or a sportsperson _____
- (4) a person who gives advice and helps to train a sportsperson or a team _____
- (5) people who are watching a sport _____
- (6) people who are on your team when doing sport _____
- (7) a person who is against you and always wants to beat you _____

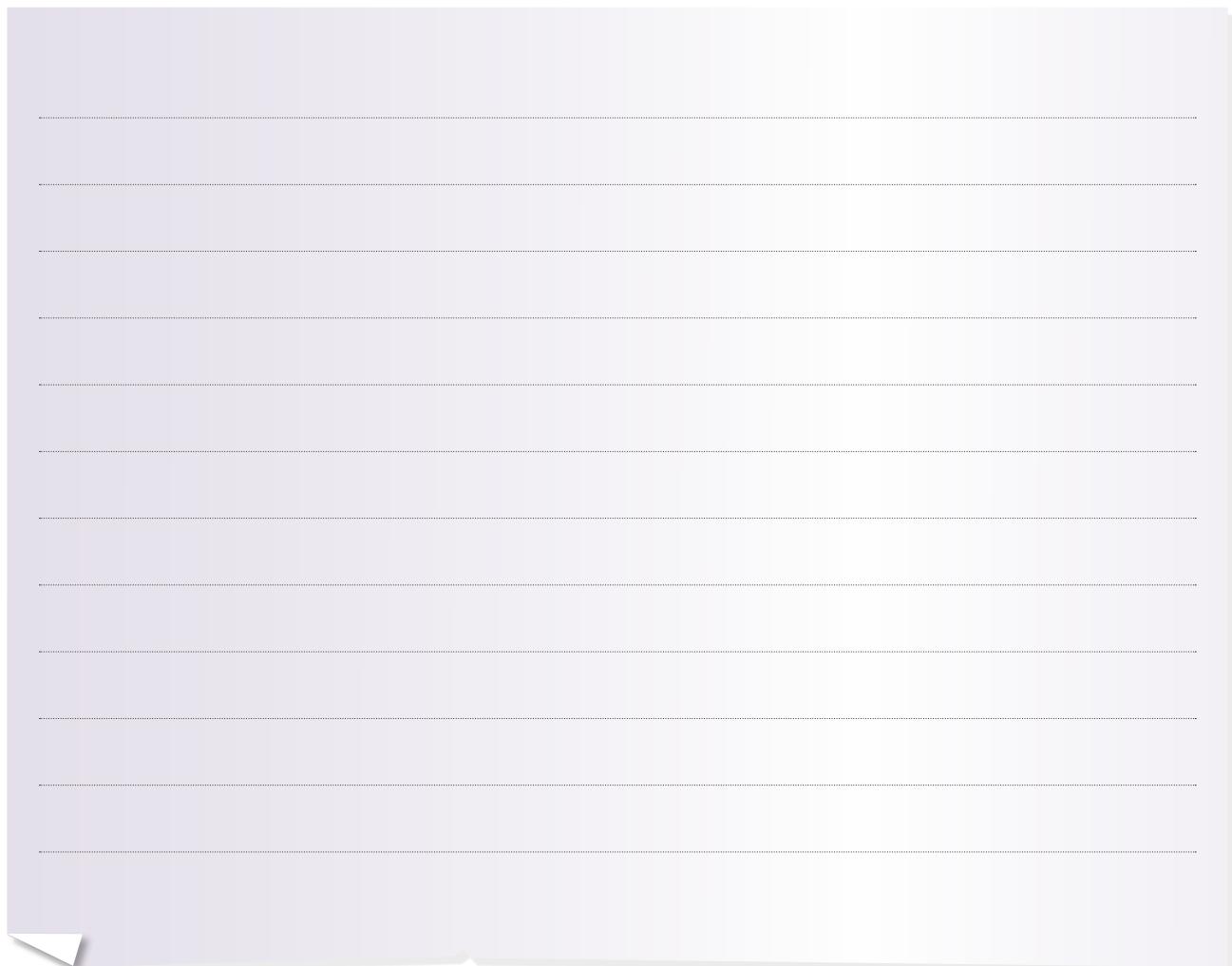
E Writing and viewing

1 You are taking part in a writing competition organized by your school. Write an opinion essay in about 100 words on the topic: "Being famous is the only real achievement in life." Do you agree? You may refer to the guide given below.

Content	<ul style="list-style-type: none">■ Do you agree or disagree with the statement?■ Do you have enough arguments to support your opinion and enough arguments against the counterargument?■ What examples will you give?
Organization	<ul style="list-style-type: none">■ Paragraph 1: Introduce the background for the argument and present your point of view explicitly.■ Paragraphs 2–3: In each paragraph, give an argument in support of your opinion. Provide a topic sentence and present logical explanations, examples and a suitable conclusion.■ Paragraph 4: Give argument(s) against the counterargument.■ Paragraph 5: Summarize your arguments.
Check	<ul style="list-style-type: none">■ Are your arguments logical and focused? <input type="checkbox"/>■ Have you used appropriate linking words / phrases to help readers to follow your line of argument? <input type="checkbox"/>■ Have you checked spelling, grammar and punctuation? <input type="checkbox"/>

- 2 Watch the video “Top spin” and take notes. Decide which person in the video impressed you the most. Write a short passage in about 100 words to describe him / her and explain why you like him / her in particular.

Take notes here!



This section provides a large, light gray rectangular area with horizontal dashed lines for writing notes. A small white triangular tab is visible at the bottom-left corner of this area.

后记

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

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华东师范大学高中《英语》编写组

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致 谢

本书含有改编自牛津大学出版社 2013 年出版的 *Insight: Pre-Intermediate Workbook* 的内容，在此谨向原作者 Mike Sayer、Rachael Roberts 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 38 页一张图，第 42 页一张图）；

图虫网（第 4 页一张图，第 16 页一张图，第 18 页一张图，第 27 页一张图，第 29 页一张图）；

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