

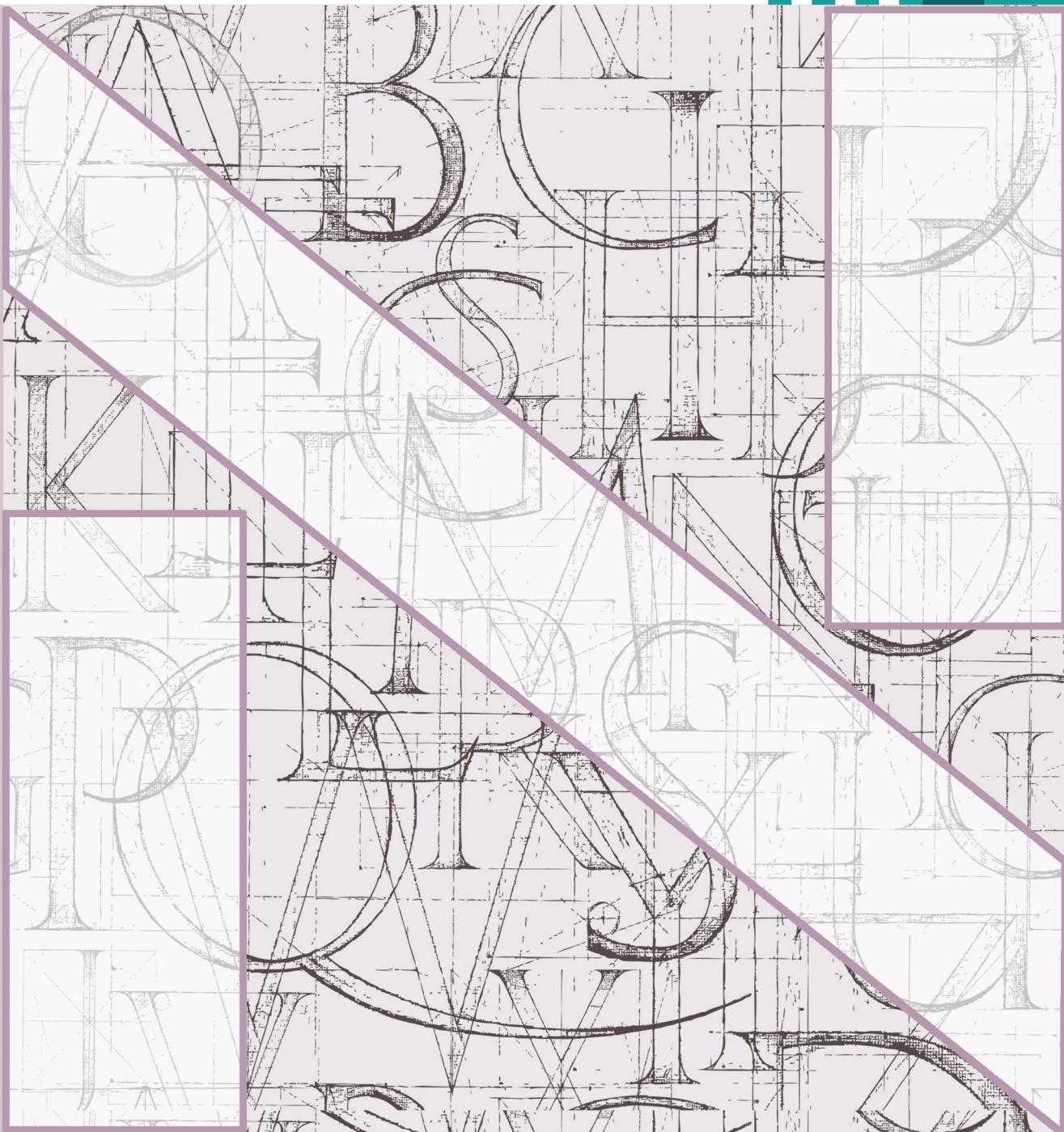


普通高中教科书

# 英语 • 必修

## English

### 第二册



上海教育出版社



普通高中教科书

# 英语 • 必修

## English

第二册



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# 致同学们

亲爱的同学们：

本册为必修第二册，共有四个核心主题（No limits、Roads to education、Progress?、Achievements）。同学们在这四个主题语境的引领下开展听说读写的活动。

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

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

本套教材还有以下特点：

- **丰富的学习活动助你改进学习方式**

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

- **“学习目标”和“自我评价”手段有助于提高“教学评”一体化程度**

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

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

华东师范大学高中《英语》编写组

2020年6月

# 1

## No limits

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**Reading:** Blame your brain

**Mini-project:** Conducting a survey about risk-taking

**Focus on language:** Pronoun referencing; adjectives ending in *-ing* or *-ed*

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Ellipsis

### C Listening and speaking (p. 14)

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**Speaking:** Talking about common and uncommon fears

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Writing an article to describe a person you admire

### E Cultural focus (p. 18)

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# 2

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Writing a for and against essay on how long an English class should be

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# 1

## No limits

# NO

# LIMITS

### A Reading and interaction

- Identify reasons for teenagers' risk-taking and reflect on your own behaviour

### B Grammar activity

- Use ellipsis correctly in the given context

### C Listening and speaking

- Explain common and uncommon fears

### D Writing

- Write a description of a person you admire using appropriate language and format

### E Cultural focus

- Retell the story of Scott's Hut
- Describe one extreme sport in Queenstown

## A Reading and interaction

### Pre-reading activity

- 1 Look at the photos on pages 6 and 7 and discuss statements a–d with your classmates. Do you agree with them?
  - a Small children take more risks than teenagers.
  - b Boys take fewer risks than girls.
  - c Teenagers often take risks when they want to be part of a group.
  - d Seventeen-year-olds take more risks than younger teenagers.
- 2 Look at the title and subheadings. Predict what the passage is about.
  - a Studying the brain
  - b Visiting a theme park
  - c Taking risks



# Blame your brain

It's a fact: many teenagers take more risks than children and adults. The question is, why? Check out the latest studies and think about what you can do about it.

## 5 The “wow” factor

Have you ever been on a roller-coaster ride<sup>①</sup>? How did you feel when you got off? Excited? Amazed? This is the “wow” factor, the feeling of pleasure we get when we take and survive a risk. Scientists know that a brain chemical called dopamine<sup>②</sup> causes this feeling of enjoyment. What has dopamine got to do with you? Well, some scientists believe that dopamine levels are sometimes lower in teenagers than **they** are in children. This means that some teenagers might need to take more risks to get the same “wow” factor.

① a roller-coaster /'rəʊlə,kəʊstə(r)/ ride 乘坐过山车 ② dopamine /'dəʊpəmɪ:n/ n. 多巴胺

## "I just felt like it"

Have you ever done something dangerous or frightening without thinking about what happens next? When an adult asks a teenager, "What were you thinking of when you did **that**?" a common reply is, "I just felt like it." But the question misses the point, because the point is that the teenager might not have been thinking at all! The teenager didn't plan to take a risk: **it** just "happened". A few years ago, scientists made a surprising discovery: the teenage brain goes through many physical changes, and some parts of **it** develop later than others. The last part to fully develop is the frontal cortex<sup>①</sup>. **This** is the area of the brain which allows us to do things such as controlling feelings and making good decisions.



## Pressure from friends

Have you ever taken a risk to impress your friends? Even teenagers who are not usually big risk-takers may suddenly do something dangerous because **they** want to show off or fit in. If you look at statistics, boys often take more risks than girls, perhaps because they don't want to look bad in front of **their** friends—though girls dislike that too. Boys are more likely not to wear seat belts, more likely to get into an argument or a fight, and more likely to smoke and drink. But is taking risks really the best way to get people to respect, notice and like you?

## What you can do

There's no easy solution, but try to make good choices and be independent. Don't get pushed into doing things by your friends. You can get your dopamine fix in lots of other exciting ways. Roller coasters, skateboarding and surfing will all give you the same "wow" factor. And if you're around 17, stop worrying, because your brain has reached the point where you can more easily make wise decisions. You've survived up until now, so you've achieved a lot—well done!

Note: This passage is heavily adapted from a section of *Blame My Brain—The Amazing Teenage Brain Revealed* by Nicola Morgan. The author is not responsible for the wording of this passage. For a clear understanding of the science, readers should refer to the original book.

① frontal cortex /'fræntl 'kɔːtɛks/ (额叶) 皮层

## A Reading and interaction

### Comprehension work

#### 1 Read the passage and answer the questions.

(1) How do teenagers feel when they have taken and survived a risk?

.....

(2) What causes the feeling of enjoyment according to the writer?

.....

(3) Why do teenagers take more risks than children and adults?

.....

(4) What are teenagers probably thinking of when they take risks?

.....

(5) Why do some teenagers become risk-takers?

.....

(6) What are the writer's suggestions for teenagers?

.....

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

The passage explains the reasons why teenagers usually take more risks than children and adults, and offers some suggestions on how to deal with teenage problems.

Scientists believe that teenage risk-taking is closely related to the levels of a brain

<sup>1</sup> ..... called dopamine, which causes feelings of <sup>2</sup> .....

Teenagers are found to have <sup>3</sup> ..... levels of dopamine than children, so they have to take more <sup>4</sup> ..... to experience the same excitement.

Scientists also believe that teenagers are more likely to do <sup>5</sup> ..... things without thinking about the results due to the <sup>6</sup> ..... changes in their brains. Their frontal cortex is not fully <sup>7</sup> .....

so their ability to make good decisions is limited. Pressure from friends is the third factor that turns teenagers into <sup>8</sup> ..... ; they have a strong need to look good in front of their friends.

They also try to earn <sup>9</sup> ..... from their friends by doing dangerous things such as fighting or not wearing seat belts. Experts suggest that there are no easy <sup>10</sup> ..... to these problems. Teenagers should try to make good decisions, act independently and find safe sources of excitement.



## Deep reading

1 The writer uses a number of communicative strategies to make the ideas convincing and reasonable. Work in pairs. Study strategies a–d, match them to sentences (1)–(4), and give reasons. Pay attention to the words in bold. You may use the example below to help you.

- a To choose a good source and use the present tense to indicate that the information is reliable, and that it is a general truth.
- b To use certain words to suggest that the current information is true to some extent.
- c To use certain expressions to invite readers to join in a dialogue with the writer.
- d To suggest that readers use their own judgement about an issue.

*Scientists know that a brain chemical called dopamine causes this feeling of enjoyment.*

You may ask and respond like this:

**A: What do you think of this sentence?**

**B: Here, the writer clearly shows that this is an important piece of information. But I'm not sure about what strategy she used. What do you think?**

**A: From what I can see,** its strategy is a. Using the word "scientists" here means it is a good information source.

**B: I agree.** And the present tense of the verb "cause" suggests that the information is true.

Sentences in the passage	Strategies	My understanding
(1) ... some scientists believe that dopamine levels are sometimes lower in teenagers than they are in children.		
(2) Even teenagers who are not usually big risk-takers may suddenly do something dangerous because they want to show off or fit in.		
(3) Boys are more likely not to wear seat belts, more likely to get into an argument or a fight, and more likely to smoke and drink.		
(4) But is taking risks really the best way to get people to respect, notice and like you?		

## A Reading and interaction

### 2 Work in pairs and discuss the questions.

(1) Do you think taking risks is the best way to get people to respect you? Why or why not?

.....  
(2) What is your impression of those teenagers who do dangerous things? Why?

### Mini-project

#### Conducting a survey about risk-taking

You are going to do a survey on teenage risk-taking.

■ Interview at least three classmates by asking the questions below and note down their answers.

What is the greatest risk you have ever taken?

How did you feel?

Will you do it again? Why or why not?

■ Fill in the table and share your findings with the class.

Name	Greatest risk	Feelings	Reasons to do / not to do it again
Wang Li	A roller-coaster ride	He was afraid at first. Then he was excited.	He will do it again, because he thinks it helps him become braver and builds up his confidence.

## Focus on language

**1 Read the passage again. Find out what the pronouns in bold in the passage refer to.**

- (1) This (line 8) ..... (5) it (line 29) .....  
(2) they (line 15) ..... (6) This (line 30) .....  
(3) that (line 22) ..... (7) they (line 35) .....  
(4) it (line 26) ..... (8) their (line 37) .....

**2 Find the adjectives ending in *-ed* or *-ing* in the passage. Then write them in the blanks.**

- (1) Which adjectives describe how someone feels?

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

- (2) Which adjectives describe what someone or something is like?

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

**3 Complete the sentences with the correct forms of the phrases below.**

- |                 |                      |                   |                 |
|-----------------|----------------------|-------------------|-----------------|
| ■ take the risk | ■ make a decision    | ■ respect ... for | ■ blame ... for |
| ■ show off      | ■ be responsible for | ■ get into        | ■ check out     |

- (1) The report ..... the management ..... the worsening water pollution.  
(2) The police believe that she might have helped the thief<sup>①</sup>, so they are ..... her story.  
(3) Young people ..... these scientists ..... what they have done for their country, and many see them as role models.  
(4) When I go into town with my children, I won't ..... of leaving them alone, even for a short time.  
(5) One should think a bit longer about the advantages and disadvantages before .....  
(6) Yesterday they ..... an argument about whom to invite to the party.  
(7) An interesting detail in the story is that the two girls were rather unhappy about having nowhere ..... their new hats. As a result, their mother decided not to cancel the trip.  
(8) "Who ..... this terrible mess?" the manager asked his team.

① thief /θi:f/ n. 小偷

## B Grammar activity

### Ellipsis

Ellipsis is the act of leaving out some parts of a sentence.

—Who would like to go swimming with me on Sunday?

—**I would like to** (go swimming with you on Sunday).

(You don't have to repeat the words in brackets.)

→ Grammar reference 1 (p. 87)

- 1 Read the transcript of a TV show. Find out what information the speakers left out in parts 1–6. Match them to grammar rules a and b.



**Presenter:** Today on *Challenges* we are talking to climbing instructor Marco Black about young adventurers and the risks they take. So Marco, why are adventurers becoming younger?

**Marco:** Well, people have already explored most places on Earth. They've climbed the highest mountains, they've visited the driest deserts and they've travelled across the sea. Today, it isn't a race to be the first any more; it's a race to be the youngest. Sixteen-year-old Jordan Romero is a good example.

**Presenter:** How many mountains has Jordan climbed?

**Marco:** Well, he's climbed the seven highest mountains in the world, including Qomolangma.

**Presenter:** When did he climb Qomolangma?

**Marco:** Several years ago, in 2010.

**Presenter:** And how old was he then?

**Marco:** Only 13 years old!

**Presenter:** That's an amazing achievement! <sup>1</sup>I'm surprised that his parents allowed him to.

**Marco:** Well, actually his dad climbed with him.

**Presenter:** Oh, OK. But surely he must have been afraid.

**Marco:** <sup>2</sup>Why would he be? Jordan comes from a family of climbers and he has great dreams. He decided to climb Qomolangma when he was nine years old, after he saw a picture at school of each continent's highest mountain. He's even been to Antarctica!

**Presenter:** But 13 is very young. Wasn't he too young to climb Qomolangma?

**Marco:** Perhaps he was ... Some young adventurers don't understand the risks they're taking, but then Jordan was well-prepared.

**Presenter:** Marco, have you ever climbed a mountain with someone as young as Jordan?

**Marco:** <sup>3</sup>I haven't, <sup>4</sup>and no one has ever asked me to.

**Presenter:** Finally, would you like to climb Qomolangma yourself?

**Marco:** <sup>5</sup>Of course I would! It's every climber's dream. It's expensive and requires a lot of preparation, but I hope that <sup>6</sup>someday I'll be able to.

a Ellipsis can be used to avoid repeating information after modal verbs and other auxiliary verbs.

.....

b Ellipsis can also be used to avoid repeating information after certain verb structures that are followed by the *to*-infinitive.

.....

**2 Use ellipsis to rewrite sentences 1–4. The first one has been done for you.**

## This month's cool explorers

- A: Most people have never visited the North Pole, but Parker Liautaud has. At the age of 15, Parker skied 130 km across the Arctic in freezing temperatures.
- B: Wow. I probably would have quit after about 2 km.
- A: I would've quit after about 2 km, too! <sup>1</sup> I would have, too.....
- B: In the same year, he also started a social media page about global warming. In fact, Parker later studied environmental issues to become a scientist.
- A: By the way, have you ever been to the South Pole?
- B: No, but it must be an amazing place.
- A: That's right! I assume you'd like to go there someday?
- B: Yes, I'd love to go there someday. <sup>2</sup> .....  
But let's talk about someone who has been to the South Pole.
- A: That's right! Katie Walter walked there and back in 20 days in 2009. She was only 17 years old and she made a lot of money for charity.
- B: And even though some teen adventurers might stop after just one pole, an Australian teenager named Jade Hameister wasn't ready to stop after reaching the North Pole. <sup>3</sup> .....
- A: Yes, this 16-year-old girl has skied to both the North and South Pole, and she's also crossed the Greenland ice sheet. Her next challenge? Get through the last two years of school!
- B: I'm sure she can finish the last two years of school! <sup>4</sup> .....

**3 Work in groups. Think of three things you would like to do this weekend and turn them into yes / no questions. Write your sentences in the blanks. You may use the example below and the expressions in brackets to help you.**

I would like to go mountain climbing this weekend. → Would you like to go mountain climbing this weekend with me?

- (1) (watch a film) ..... → .....
- (2) (organize community activities) ..... → .....
- (3) ..... → .....

**Now ask at least three classmates if they would like to join you, and report your findings to the class.**

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

**A:** Would you like to go rowing this weekend with me?

**B:** Yes, I would (like to). / No, I wouldn't (like to).

...

■ **You may report like this:** I asked three classmates. Linlin agreed to go rowing with me, but the rest would not.

## C Listening and speaking

### 1 Before you listen, guess the word from the clues below. Then listen for the answer in the introduction and write it down.

- The word means a strong fear of something, often something that is not dangerous at all.
- The word has the head of **photo**, and the end of **Columbia**.

The word is ..... .

### 2 Listen to the introduction again and circle the correct answers from the list below.

Why do some people have this kind of uncommon fear?

- a Children may learn this behaviour from their parents.
- b It is likely caused by imagination.
- c It may be caused by bad childhood experiences.
- d It is the result of some diseases.
- e They might inherit<sup>①</sup> the genes<sup>②</sup> for this type of fear from their parents.

### 3 Listen to three people talking about their fears and complete the table.

Speaker	Fear (of)	Physical reactions
A	(1) .....	He feels dizzy and (2) ..... . He (3) ..... , though he knows he is not in danger.
B	(4) .....	She felt (5) ..... . Her mum was (6) ..... . Her brother thought (7) ..... .
C	Fear of closed spaces	When the doors closed, he felt (8) ..... .

① inherit /ɪn'herɪt/ v. 经遗传获得 ② gene /dʒi:n/ n. 基因

**4 Work in groups. Discuss and decide on the most and least common fears. You may follow the steps below.**

- List two things that you are afraid of. You may refer to the examples or use your own ideas.



- Share ideas within your group.
- Decide on the most and least common fears in your group and explain the reasons.
- Select one person to report on behalf of your group.

Make your list here!

### Language guide

**You may introduce your ideas like this:**

- The two things I listed are ...
- Here is my list of fears.  
They are ...
- I think ... is the most / least common fear.

**You may explain the reasons and discuss the decision like this:**

- This is because people may feel ... when ...
- It is ridiculous<sup>②</sup> / unbelievable ...
- It is the most / least common fear because ...
- If people fear ..., it would be ...
- How could that be?
- I agree. That's the most ...
- This kind of fear is not as ... as ...

① clown /klaʊn/ *n.* 小丑 ② ridiculous /rɪ'dɪkjələs/ *adj.* 荒谬的；可笑的

# My page



This month's competition is all about inspirational people.

- Write a description of a person you admire. It can be a famous person, a friend or a member of your family.
- Say why they are special and what they have achieved.
- Send in your description with a photo by Friday.
- Winners will get a copy of a recent best-selling book.

1 Read the competition announcement from a magazine above. You may prepare your writing by thinking about the questions.

(1) What is the topic of the writing competition?

.....  
(2) What can be included in the description?

2 Read the sample entry. Then complete the table on page 17 before you write.

Grandpa Lu is a person I admire. He shows that old people can achieve amazing things, just like young people. He swam in the river 320 times last year. That's an incredible achievement!

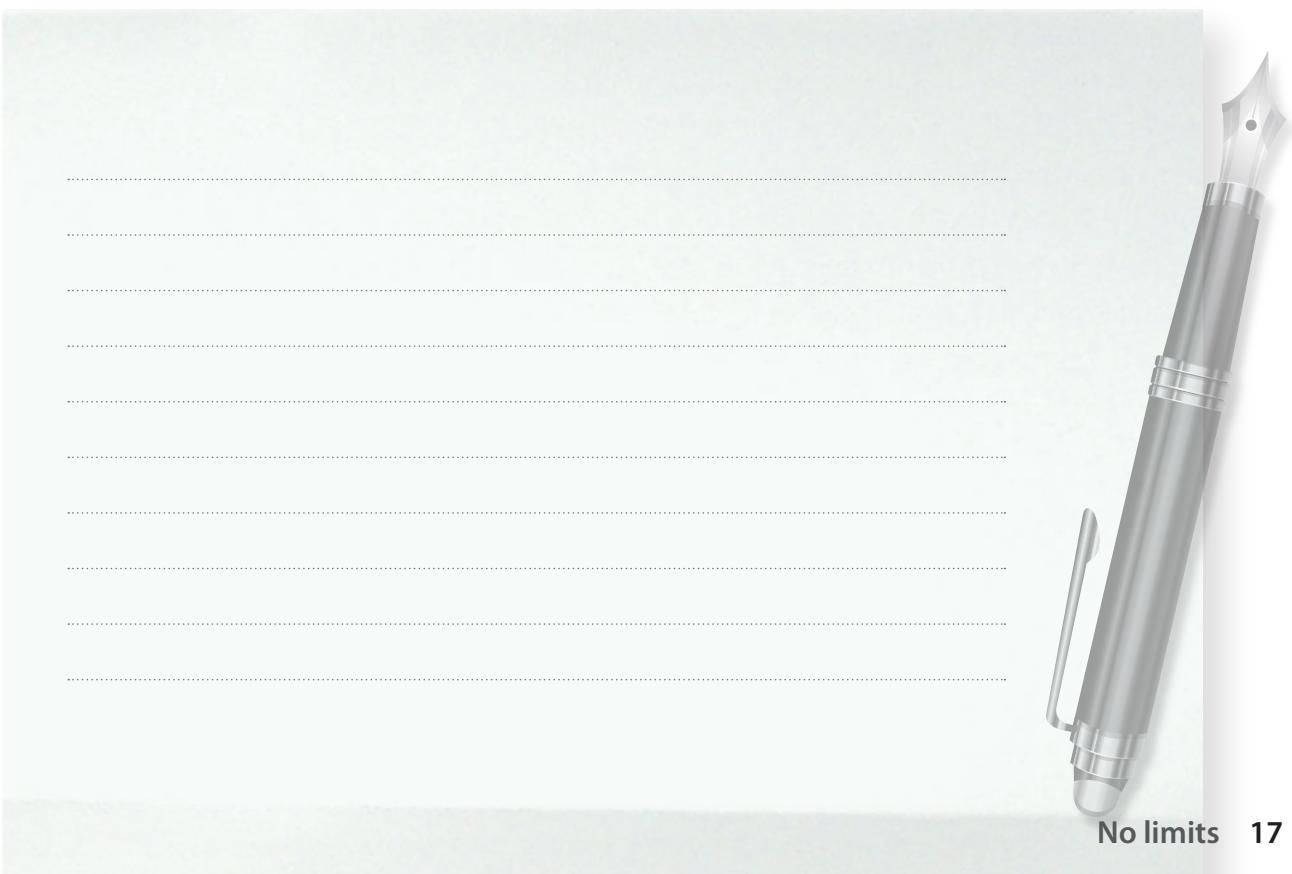
Grandpa Lu started winter swimming late in life. He was already 82 years old when he did his first winter swim, and you may wonder why. After his wife died, Grandpa Lu moved to Harbin to be closer to his son. He wanted something to focus on and swimming provided that. Grandpa Lu did his first winter swim in 2016 and since then he has continued swimming in winter every year. He has never considered giving it up. He's also made lots of swimming friends and he's made money for charity by swimming too.

Grandpa Lu is the oldest person who regularly swims in winter in our city. And that's why he's special. "If the weather is not too bad, I will go swimming," said Grandpa Lu. "I started to swim out of curiosity, and then I found that I just couldn't stop."



Aspects of writing	Guiding questions	My exploration
Content	Who is Grandpa Lu? What is special about him?	
	What is his achievement?	
	Why does the writer admire him?	
Language	What words or phrases show Grandpa Lu's achievements?	
	What words or phrases show the writer's admiration for Grandpa Lu?	
	Which connecting expressions does the writer use to link the sentences?	
Editing	How is direct speech presented in this text, and what punctuation is used?	
	Why does the writer use capital letters for "Grandpa Lu"?	

**3 Now write a description of a person you admire.**



## E Cultural focus



The human spirit truly has no bounds. People, especially the young, have always been pushing the limits of what is possible, whether it is doing sports or exploring new places.

In this section, you will first read a passage about the exploration of Antarctica. You will then watch a video about extreme sports in Queenstown, New Zealand.

### 1 Work in pairs and do the quiz about the Antarctic. Then read the passage and check your answers.

- (1) The Antarctic is ..... than the Arctic.  
a colder                    b less cold
- (2) Thousands of ..... live there.  
a polar bears            b penguins<sup>①</sup>
- (3) The Inuit people have ..... lived there.  
a never                    b always
- (4) It's dark ..... .  
a all year round        b for half the year
- (5) It's the ..... place on Earth.  
a wettest                    b driest



Brita Harding is a scientist and she's been in Antarctica for five weeks. She is working in a small building called Scott's Hut and is helping to preserve it. The British explorer Captain Robert Scott used the hut as a base camp in 1911.

"The Antarctic is the driest, coldest and windiest continent in the world. It's dark for six months of the year and not many animals live here, apart from penguins. There are no native people like the

- 10 Inuits, and tourists never stop off to explore. It's easy to understand why. It isn't the best place to live and work and it's freezing at the moment—we've had temperatures of -73°C since Monday!

① penguin /'pengwin/ n. 企鹅 ② hut /hʌt/ n. 小屋

Every day, I go down to Ross Island and work in Scott's Hut with other scientists. Inside there are books, wooden skis, biscuits, penguins' eggs and many other interesting things. All these things have been here for a hundred years and they're 15 completely frozen. That's why we want to save the hut—it brings Scott's expedition<sup>①</sup> to life!

The race to the South Pole is a famous story. Captain Scott and a Norwegian<sup>②</sup> explorer called Roald Amundsen both wanted to get there first. They both prepared for many months, but in the end their strategies for reaching the pole were very 20 different: Amundsen used dogs to pull his sleds and Scott used motorized sleds<sup>③</sup> and horses. Amundsen had good weather during his expedition, but Scott had bad weather. When Scott's team set out from the hut on 1 November 1911, there were terrible snowstorms and the sleds broke down. After a few weeks, the horses died and most of his team turned back. In the end, only five men carried on to the South 25 Pole: Scott, Oates, Evans, Bowers and Wilson.

On 17 January 1912, Scott's team reached the Pole and came across the Norwegian flag—Amundsen's team were there before them and were already racing back to tell the world. Tired and disappointed, Scott's team made their way back home, but they ran out of food and got lost in snowstorms; they did not make it.

30 In Scott's Hut, there is a pair of old explorer's boots. Scott wore these boots for years and they are dirty and broken, but they're very special too. They tell us Scott's story—that he was hard-working, ambitious and determined, and that he pushed himself to the limit. Although the attempt was unsuccessful, Scott never gave up, and that's an amazing achievement."

① expedition /'ekspə'dɪʃn/ *n.* 探险；考察 ② Norwegian /nɔ:'wi:dʒən/ *adj.* 挪威的；挪威人的  
③ motorized sled /'məʊtəraɪzd sled/ 机动雪橇

## E Cultural focus

### 2 Read the passage again and choose the correct answers.

- (1) Who won the race to the South Pole in the end?  
a Brita Harding.    b Robert Scott.    c Roald Amundsen.    d None of them.
- (2) Scott's team planned to get to the South Pole by .....  
a walking there  
c driving motorbikes  
b riding motorized sleds and horses  
d riding sleds pulled by dogs
- (3) Why does Brita want to save Scott's Hut?  
a It contains many interesting things.  
c It can bring Scott's expedition to life.  
b It used to be a base for expeditions.  
d The things in the hut are all frozen.

### 3 Complete the information below according to the passage.

#### Facts about Scott's Hut

Age: ..... Location: .....

Use of the hut: .....

Things found in the hut: .....

Reasons for preserving the hut: .....

.....

#### The story related to Scott's Hut

	Preparation	Transport vehicle	Weather	Results
Roald Amundsen's expedition				
Robert Scott's expedition				

### 4 Work in groups and discuss the questions.

Do you think it is important to preserve historic buildings like Scott's Hut? Why or why not?

.....

.....

## Video Extreme sports in Queenstown

### Start thinking

#### 1 Answer the questions.

- (1) Can you name any extreme sports? What do you know about them?
- (2) Why do you think people enjoy doing extreme sports?

### Comprehension check

#### 2 Watch the video and number the events a–f in the correct order from 1–6.

- a Walkers started visiting the area. ....
- b Someone made the first bungee jump. ....
- c People found gold in the area. ....
- d Settlers arrived in Queenstown. ....
- e People could go skiing in Queenstown. ....
- f Adventure attractions started in the area. ....

### Vocabulary

#### 3 Match a word in A to a word in B. Then complete the sentences.

A	■ deep	■ exciting	■ fearless	■ gold
	■ mountain	■ ski	■ top-quality	■ tourist
B	■ challenge	■ canyon	■ hotels	■ industry
	■ passengers	■ range	■ resort	■ rush

- (1) The best place to do winter sports is at a .....
- (2) During the ....., people searched for small pieces of the valuable metal in rivers.
- (3) Some countries attract many visitors and earn a lot of money from the .....
- (4) If you stay in ....., your holiday will be quite expensive.
- (5) The Shotover River is at the bottom of a ..... with high walls on each side.
- (6) People do extreme sports because they enjoy the .....
- (7) Those ..... don't usually scream when they are on the jet boat ride.
- (8) Queenstown is near a ..... called the Remarkables.

### Extension

#### 4 Work in groups. Make an advertisement for an extreme sports location. Present it to the class.

- (1) Make a list of places where people go to do extreme sports. Which sports can you do there?
- (2) Choose one of the places in your group. Discuss and make a list of five reasons why people should go to this place to do extreme sports.
- (3) Write an advertisement to advertise the place you have chosen.
- (4) Find a picture of the place and think of a slogan (short message) to advertise it.
- (5) 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
<b>A Reading and interaction</b> <ul style="list-style-type: none"><li>• I can relate the scientific explanations about teenagers' acts of risk-taking to my own life.</li><li>• I can identify the communicative strategies the writer uses to make the ideas convincing and reasonable.</li><li>• I can describe one of my classmates' risk-taking behaviour based on the information from the survey.</li></ul>			
<b>B Grammar activity</b> <ul style="list-style-type: none"><li>• I can recognize the forms and rules of ellipsis.</li><li>• I can use elliptical structures correctly if the context is clear.</li></ul>			
<b>C Listening and speaking</b> <ul style="list-style-type: none"><li>• I can identify different types of fears and understand their causes.</li><li>• I can explain some common and uncommon fears.</li></ul>			
<b>D Writing</b> <ul style="list-style-type: none"><li>• I can identify the aspects and the features of language to describe a person in the sample writing.</li><li>• I can write about a person I admire with supporting details and explanations in suitable language.</li></ul>			
<b>E Cultural focus</b> <ul style="list-style-type: none"><li>• I can retell the story of Scott's Hut based on the passage.</li><li>• I can introduce at least one extreme sport in Queenstown.</li></ul>			

### Reflective questions

Are you satisfied with your contributions to the survey task in the mini-project? How do you feel about working with your classmates? Why?

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

# 2

## Roads to education



### Objectives

#### A Reading and interaction

- Express your personal views on education based on the passage

#### B Grammar activity

- Use the verb-*ing* and verb-*ed* forms as the attributive correctly in the given context

#### C Listening and speaking

- Evaluate benefits of play on physical or mental health and school performance

#### D Writing

- Write a for and against essay about the length of English classes using appropriate language and format

#### E Cultural focus

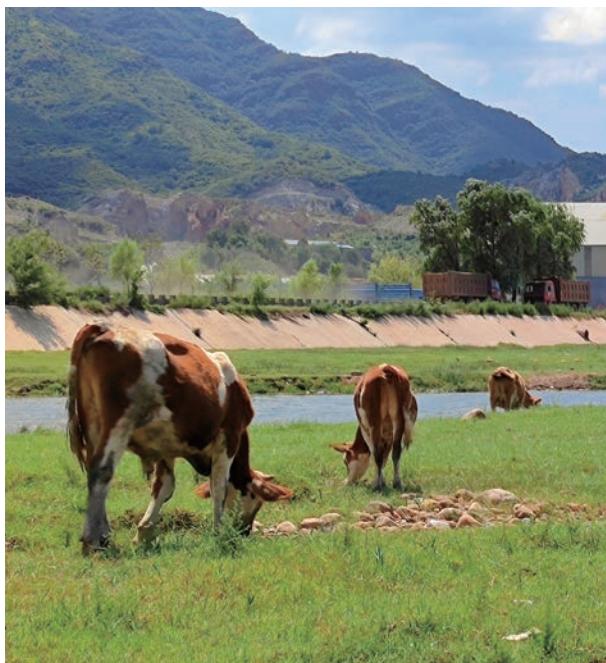
- Interpret the ways people influence each other's decisions
- Describe student life at an American high school

## A Reading and interaction

### Pre-reading activity

- 1 Look at the photo and answer the questions.

What is this place? Is it a place for working or learning?



- 2 Look at the title. Then study the two phrases below and guess their meanings. Predict what the passage is about.

- the unteachable
- Schoolteacher of the Year



The best programme on TV last night was the first episode of a new series about education, and it was set on a farm. But this farm is not for animals; it's for children. The farm has been converted<sup>①</sup> into a school for one class of difficult students. And it's the job of one man to try and teach these students something in the two weeks they are there.

- <sup>10</sup> The class is a group of 16 boys and girls, aged 13 and 14, who have all been expelled<sup>②</sup> from schools at least once. Their previous teachers said that they were "unteachable" and, judging by their behaviour in the programme last night, it isn't hard to see why. The teacher who has to deal with this class is 40-year-old Philip Beadle. Before working in education, Mr Beadle played in a rock band. He gave up music eight years ago to become a teacher. At his first school,

① convert /kən'vez:t/ v. (使) 转变, 转换

② expel /ik'spel/ v. 把……开除(或除名)

he helped his students to get the best English marks the school had ever seen. As a result, he was made Schoolteacher of the Year.

In the programme last night, we saw the students have their first lesson with Mr Beadle.  
25 He started by playing a game, where he and the students took turns saying something funny. This might not sound very educational, but it caught everyone's attention. After that, Mr Beadle took his class outside for an English lesson. At their previous schools, most of these students refused to read in front of their classmates, so Mr Beadle took them to a field to read to some cows. Each student read a brief quote from a  
30 Shakespeare play to them, and the students seemed to enjoy it. In the next scene, Mr Beadle took them to another field to teach them basic punctuation. He did this through another game where he asked the students to jump around, clap their hands and shout, "question mark!" and "semicolon!" Everyone seemed to enjoy this strange way of learning. By the end of the episode the students were indeed starting to accept their  
35 new teacher. Some of them even said he was "all right".

I really enjoyed this show because the teacher had such a positive effect on the students. If, like me, you are amazed by this experiment in education, you'll want to watch the whole series. Personally, I can't wait to see what happens next!



## A Reading and interaction

### Comprehension work

#### 1 Read the passage and answer the questions.

(1) What kind of students were in the programme? How do you know that?

.....  
(2) Who is Philip Beadle? Name some facts about him.

.....  
(3) How did Mr Beadle teach the students?

.....  
(4) What did Mr Beadle achieve in the first class?

.....  
(5) How did the students change by the end of the first lesson?

.....  
(6) According to the writer, what is the best thing about the TV programme?

#### 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 TV show is about a teacher named Philip Beadle and a group of students who have been <sup>1</sup> ..... from school. In the first part, Mr Beadle taught them in a way that was very different from their <sup>2</sup> ..... teachers'. The teaching took place at an unusual school that had once been a(n) <sup>3</sup> ..... In Mr Beadle's class, the students got to play <sup>4</sup> ..... while learning. Some of the games did not sound very <sup>5</sup> ....., but they succeeded in holding the students' <sup>6</sup> ..... The students who used to <sup>7</sup> ..... to read in front of others or listen attentively were <sup>8</sup> ..... by Mr Beadle's strange way of teaching. They accepted Mr Beadle and began to listen to him: they were no longer <sup>9</sup> ..... Mr Beadle had a(n) <sup>10</sup> ..... influence on those difficult students.



### Deep reading

#### 1 Read the passage again. Study sentences (1)–(4) on page 27. They are about teaching and learning in the programme. Discuss the questions in pairs and complete the table. You may use the example below to help you.

*The farm has been converted into a school for one class of difficult students.*

**Guiding question:** How is the learning on the farm different from that in the classroom?

You may ask and respond like this:

**A: What is your opinion about** the differences?

**B:** It's more fun to learn on the farm—students are close to nature and relaxed. They have freedom to explore and discover new things. **Don't you think so?**

**A: Exactly!** They also improved their performance. **What about** learning in the classroom then?

**B:** ...

(1) ... they were “unteachable” and, judging by their behaviour in the programme last night, it isn’t hard to see why.

**Guiding question:** How did the children behave and why were they “unteachable”?

My understanding

(2) He started by playing a game, where he and the students took turns saying something funny. This might not sound very educational, but it caught everyone’s attention.

**Guiding questions:** Why did saying “something funny” get the attention of all the students? What might have happened in the class?

My understanding

(3) ... so Mr Beadle took them to a field to read to some cows. Each student read a brief quote from a Shakespeare play to them, and the students seemed to enjoy it.

**Guiding question:** Why did the students seem to enjoy it?

My understanding

(4) In the next scene, Mr Beadle took them to another field to teach them basic punctuation. He did this through another game where he asked the students to jump around, clap their hands and shout, “question mark!” and “semicolon!”

**Guiding questions:** Would the students learn the punctuation marks such as question marks and semicolons effectively in this way? Why?

My understanding

## A Reading and interaction

### 2 Work in pairs and discuss the questions.

(1) The field or the classroom, which place do you prefer to have your lessons in? Why?

.....

(2) What is your school life like? What changes would you like to propose? Why?

.....

### Mini-project

#### Proposing the best way of studying

You are going to learn about the history of ancient China. Your teacher wants you to suggest different ways of studying.

■ Discuss the questions in groups.

Which methods below would you like your teacher to use to help you study better? Why?

- a field trip to a local museum
- online research
- a lecture given by an expert
- visiting a university
- watching historical documentaries<sup>①</sup>
- making posters
- reading history books or other documents in a library
- ...

What do you think is the best way to learn about the history of ancient China?

■ Share ideas within your group.

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

#### My opinion

I think a field trip to a local museum is the best way of learning about the history of ancient China.

#### My opinion

#### My reasons

Museums provide many useful learning resources. For example, real historical objects are interesting to look at and make us eager to learn. In a museum, we can also find out about the latest discoveries about the past. The exhibitions are also frequently updated, so we get to learn something new each time we visit. Studying history is no longer dull<sup>②</sup>, but interesting and connected to real life.

#### My reasons

① documentary /,dɒkjʊ'mentri/ n. 纪录片；纪实广播(或电视)节目 ② dull /dʌl/ adj. 枯燥无味的；沉闷的；无聊的

## Focus on language

**1 Read the passage again. Complete the phrasal verbs with prepositions and then match them to meanings a-f.**

- |                                    |   |
|------------------------------------|---|
| (1) be converted .....             | a to influence somebody or something in a good way                      |
| (2) be expelled .....              | b to be forced to leave   |
| (3) deal .....                     | c to hold up one finger towards something                               |
| (4) point .....                    | d to be greatly surprised by something or someone                       |
| (5) have (a positive) effect ..... | e to be changed into something that can be used for a different purpose |
| (6) be amazed .....                | f to take necessary actions to solve a problem                          |

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

- |                |                             |                         |
|----------------|-----------------------------|-------------------------|
| ■ judge by     | ■ deal with                 | ■ catch one's attention |
| ■ be amazed by | ■ have a positive effect on | ■ in brief              |
| ■ can't wait   | ■ be eager to               |                         |

Yu Yi, who was made "People's Educator" in 2019, has dedicated<sup>①</sup> her life to her work. She has inspired many young teachers who<sup>1</sup> ..... develop their skills, and I am one of them. Yesterday, I was lucky enough to hear her give a speech on education. I<sup>2</sup> ..... to share her ideas with you!

<sup>3</sup> ..... , her speech was about the changing role of teachers and schools. Schools need to keep up with the times, and teachers who refuse to change will not be successful. Education needs to <sup>4</sup> ..... children's lives, and provide them with the tools they need to <sup>5</sup> ..... difficulties when they grow up.

The students who some people describe as "unteachable" are actually eager to learn. However, teachers need to <sup>6</sup> ..... with interesting and lively lessons, otherwise their students will not be motivated. Teachers also have to be well prepared. While in class, they should make sure that their students understand and pay attention.

<sup>7</sup> ..... the mood in the room, the audience loved her speech.

I<sup>8</sup> ..... Yu Yi's deep knowledge and love of education. Even in her nineties, she is still helping teachers and students grow their talents, and this is why I see Yu Yi as a role model.

① dedicate /'dedɪkeɪt/ v. 把……奉献给

## B Grammar activity

### The verb-*ing* and verb-*ed* forms as the attributive

The verb-*ing* and verb-*ed* forms can act like an adjective when placed before or after a noun phrase to provide additional information about it.

(1) *a stepping stone*



(2) *A newly built bridge* was damaged in a hurricane.



(3) *The problem facing the parents* was soon noticed by the government.



(4) *The idea suggested by the teacher* was supported by the villagers.



⇒ Grammar reference 2 (p. 88)

⇒ Grammar reference 3 (p. 89)

#### 1 Read the report. Match verb-*ing* and verb-*ed* forms 1–5 to grammar rules a–d.

The road to education is sometimes a very narrow path. This was true in more ways than one for <sup>1</sup>the children living in Pili village, Xinjiang. Twice a year they travelled through the mountains to a school in Taxkorgan, the biggest town in the county. Pili used to be <sup>2</sup>a village cut off from the world: there were no roads, so the children needed to walk across the mountains and rivers in order to reach their school.

The most dangerous part of this journey was a narrow path just next to a 300-metre drop. If children were not careful enough, they would fall into the valley below. And the danger didn't end there. After the mountain path, there were narrow bridges over deep rivers. Luckily, there were never any serious accidents.

These problems were recognized by the government, which came to their aid. <sup>3</sup>A new road connecting Pili with Taxkorgan was finally opened in 2014. It makes the journey to school shorter, faster and safer. The children can now go there by bus instead of walking: <sup>4</sup>the travelling time is now only four hours. In fact, <sup>5</sup>the newly built road is good for everyone in Pili village. It is now much easier for families to buy things they need and visit relatives in other villages.

**a** The verb-*ing* form before a noun phrase indicates how something is used, or what someone is doing.

.....

**b** The verb-*ed* form before a noun phrase indicates an action has been done to something / someone.

.....

**c** The verb-*ing* form after a noun phrase indicates what something / someone is doing, or functioning as.

.....

**d** The verb-*ed* form after a noun phrase indicates a state something / someone is in, and usually has a passive meaning.

.....

**2 Complete the passage with verb-ing or verb-ed forms of the words below.**

■ live   ■ donate   ■ work   ■ make   ■ study   ■ locate   ■ teach (x2)

This week's amazing story comes all the way from India. It is about a teenager

<sup>1</sup> ..... a huge difference in a small village <sup>2</sup> .....

in West Bengal!

It's two o'clock in the afternoon and 16-year-old Babar Ali has just returned from school in West Bengal. He can't relax just yet, though: he still needs to teach the children in his village. Babar Ali has got his own school—he's the world's youngest head teacher and he is in charge of several hundreds of children. The lessons <sup>3</sup> ..... here are often based on what he learnt earlier in the day.

The students <sup>4</sup> ..... at his school all come from poor families. Their parents can't afford to send them to school, so Babar Ali gives them free lessons. He is very busy, as there are a lot of children <sup>5</sup> ..... in this village. Fortunately, he is not the only teacher <sup>6</sup> ..... in the school: ten other students help him give classes to around 800 pupils.

Babar Ali has received a lot of support. He is especially thankful to the people who provide money and <sup>7</sup> ..... materials. It is not easy to run a free school, and the <sup>8</sup> ..... textbooks and school supplies will allow him to continue his work.

**3 Look around your classroom and out of the windows. Describe three things creatively using either the verb-ing or verb-ed form as the attributive. You may use the example below and the expressions in brackets to help you.**

*Outside of the window, I see the falling leaves dancing in the wind. / In the classroom, the white crowded words on the board stand together waiting to be read.*

(1) (some clouds ... strangely shaped) .....

(2) (birds ... singing) .....

(3) .....

**Now ask your partner about his / her descriptions. Select the most creative one and report to the class.**

■ **You may ask questions like this:** What do you see?

■ **You may respond like this:** I see a little singing bird in the tree. Maybe it's enjoying the shining morning sun.

■ **You may report like this:** I think Lili's description of a devoted teacher is the most creative. She said, "In our classroom, the big blackboard turned a smiling girl into a middle-aged, tired woman."

## C Listening and speaking

1 Think of things that most children like to do. Read the clues below to guess what the listening is going to be about. Then listen to find out the answer. 

- It gives children more satisfaction than computer games.
- It gives children more satisfaction than TV shows.

What is it? .....

2 Listen to the talk again. Who are more likely to play these games? Write a or b in the blanks. 

a children                    b teenagers

- (1) risky and competitive games .....  
.....
- (2) playing "tag"<sup>①</sup> .....  
.....
- (3) doing "dares"<sup>②</sup> .....  
.....
- (4) challenging each other .....  
.....

3 Listen to the talk again. Complete the table. 

### Benefits of play

- Play leads to (1) ..... and (2) ..... according to an experiment on mice.
- Play benefits students in concentration and memory. This has been proved in Chinese and Japanese schools, which (3) .....
- Play is obviously important for social skills and helps us (4) ..... since it promotes (5) ..... and cooperation.
- Play allows us to use our (6) .....

<sup>①</sup> tag /tæg/ n. 捉人(儿童游戏) <sup>②</sup> dare /deə(r)/ n. 激将(青少年游戏)

- 4** Conduct a survey in your class. Interview at least three of your classmates about the way they play. Complete the table and report your results to the class.

Name	The way he / she plays	Benefits (physical / mental / academic)

### Language guide

You may do the interview like this:

#### Interviewer

- Do you often play?
- How often do you play?
- What / Where / How do you usually play? What are the procedures?
- What positive effects does play have on your health and studies?
- Do you benefit from play? Why or why not?

#### Interviewee

- I quite often play outside.
- I don't play much outdoors, but ...
- I like / prefer to ...
- Although the games are risky and competitive, they ...
- I feel happy / relaxed / ... when ...
- Play helps develop ... / form a habit of ...
- The games make me ready to communicate with ...
- It is good for my learning. For example, I make more progress in / do better in ..., but we must be aware that we shouldn't be addicted to ...

## D Writing

Longer

or

shorter



Recently, the students were debating about how long an English class should be. Some want it to be 90 minutes long, while others want it to finish in 45 minutes. Do you want it longer or shorter? Share your ideas with us!

- 1** Read the post “Longer or shorter?” above and write an essay in response to this question. You may prepare your writing by thinking about the questions.

(1) Would you prefer English classes to be longer or shorter?

(2) What are your reasons?

- high / low concentration levels
- more / less efficient learning
- enough / not enough time for practice
- more / fewer opportunities to speak
- others:

- 2** Read the sample essay about school uniforms. Then complete the table on page 35 before you write.

### What are the arguments for and against school uniforms?

There have always been a lot of arguments about school uniforms. People have different opinions on whether school uniforms should be a necessary part of school life.

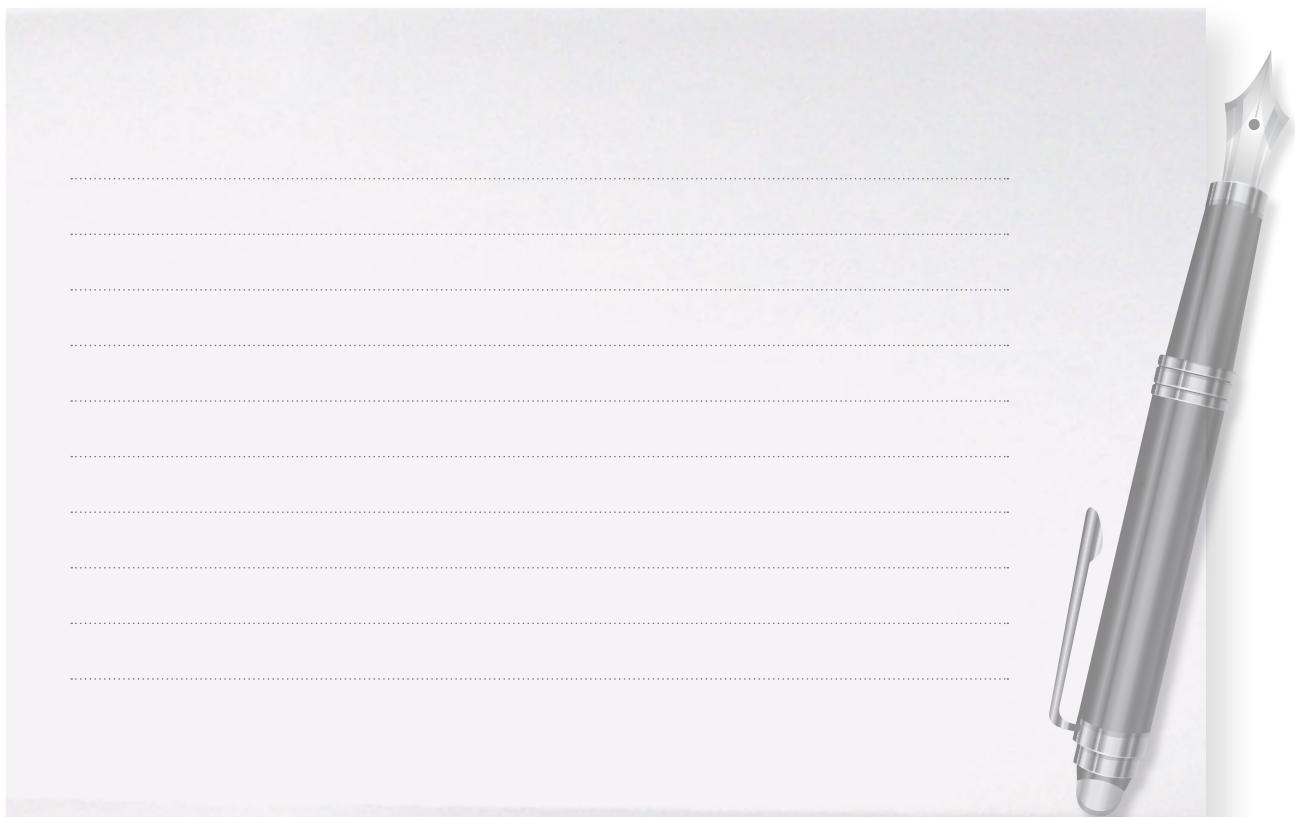
A survey shows that 65% of students don't like them. Many of them think school uniforms are boring because everyone looks the same in a uniform, which means they can't express themselves.

Still, others argue that school uniforms can save parents money because they are cheaper than fashionable clothes. Besides, wearing school uniforms will help to reduce pressure in students' daily lives: if students all wear the same uniform, they won't be judged by the clothes they wear. Most importantly, school uniforms express a group identity and a sense of belonging, which encourages students to take pride in their school.

To sum up, while school uniforms prevent one form of self-expression, they play a positive role in students' school life. Therefore, I believe school uniforms are a good idea.

Aspects of writing	Guiding questions	My exploration
Content	What is the purpose of the introductory paragraph?	
	How many arguments for and against school uniforms does the writer mention? What are they?	
	What is the writer's conclusion in the last paragraph?	
Language	What language does the writer use to signal the central ideas of the "for" and "against" paragraphs?	
	What language does the writer use to compare ideas?	
	What phrases does the writer use to summarize his / her point of view in the last paragraph?	
Editing	How are colons used in the essay?	

### 3 Now write your own for and against essay.



## E Cultural focus



Education can change a person's life. At school, students learn how to take in new knowledge, how to take responsibility, how to reflect on themselves and the world, and how to pursue their dreams.

In this section, you will first read a poem by Brian Patten about the influence a geography teacher had on his student. You will then watch a video about what high school life in America is like.

- 1 People are often inspired by teachers or parents when setting life goals. Look at the goals below. Choose the ones you think people often achieve before they are 21 and discuss who may influence them the most.



- 2 Read the poem on page 37 and complete the table.

Stanzas	Main idea	Details
Stanzas 1–3	The teacher's dream	
Stanzas 2–4	The teacher's real life	
Stanzas 5–6	The teacher's influence on me	

# The Geography Lesson

By Brian Patten (1946–)

1

Our teacher told us one day he would leave  
And sail across a warm blue sea  
To places he had only known from maps,  
And all his life had longed to be.

2

The house he lived in was narrow and grey  
But in his mind's eye he could see  
Sweet-smelling jasmine<sup>①</sup> growing on the walls,  
And green leaves burning on an orange tree.

3

He spoke of the lands he longed to visit,  
Where it was never dull or cold.  
I couldn't understand why he never left,  
And shook off the school's tight hold.

4

Then halfway through his final term  
he took ill and never returned.  
He never got to that place on the map  
Where the green leaves of the orange trees burned.

5

The maps were redrawn on the classroom wall;  
His name forgotten, he faded away.  
But a lesson he never knew he taught  
Is with me to this day.

6

I travel to where the green leaves burn,  
To where the ocean's glass-clear and blue,  
To places our teacher taught me to love—  
And which he never knew.

---

① jasmine /'dʒæzmin/ n. 茉莉花



## E Cultural focus

### 3 Read the poem again and choose the correct answers.

- (1) In the poem, the speaker's teacher .....
  - a tried to pursue his dream
  - b gave up his dream
  - c talked about his dream
  - d hoped that his students would continue his dream
- (2) In the poem, the speaker talks about "a lesson" his teacher taught him. What is it?
  - a A lesson which the speaker's teacher taught at school.
  - b A lesson the speaker drew from the teacher's life regrets.
  - c A lesson where the speaker's teacher described the beautiful places he longed for.
  - d A lesson where the speaker learnt about geography.
- (3) In the poem, the speaker ..... his teacher.
  - a feels sorry for, but also thankful to
  - b can't remember the name of
  - c finds it hard to understand
  - d asks the reader to respect

### 4 Work in pairs and discuss the questions.

- (1) Have you ever made important life decisions that were inspired by others?

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- (2) If yes, in what way did they influence you?

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## Video An American high school

### Start thinking

#### 1 Answer the questions.

- (1) What do you like most about your school?
- (2) What don't you like about it?
- (3) What's your favourite subject? Why?

### Comprehension check

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

(1) Hawthorne High School is for students aged nine to eighteen.

.....

(2) The school has around 2,000 students.

.....

(3) School starts at nine o'clock.

.....

(4) Each lesson at Hawthorne High School is 40 minutes long.

.....

(5) Lunchtime is after the second lesson.

.....

(6) The school team is called the Stars and Stripes.

.....

### Vocabulary

#### 3 Match a word in A to a word in B. Then complete the sentences.

A ■ core      ■ elective      ■ local      ■ packed      ■ student

B ■ council      ■ course      ■ league      ■ lunch      ■ subjects

(1) Students at high school have to study a ..... of five subjects.

(2) Students can also choose ..... depending on their interests.

(3) Some students play sport in a ..... of teams from other schools in the area.

(4) Students who don't want to buy food at school can bring a ..... from home.

(5) The ..... organizes activities to raise money for the school.

### Extension

#### 4 Work in two groups. You are going to discuss this statement: "A busy school life leads to better learning". One group will agree with the statement and the other group will disagree with it.

- (1) Choose one person in your group to write down your ideas. In your group, think of as many arguments (for or against) as possible and write them down.
- (2) Now choose your five best arguments. Give real-life examples to support your arguments, if possible.
- (3) Start the discussion. One person in your group should give a short speech, presenting your arguments. He / She should talk for one to two minutes.
- (4) When both groups have finished their speeches, you can respond to each other's arguments.
- (5) At the end of the discussion, each person in the class should vote for or against the statement. You do not have to agree with the ideas in your group.

## 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
<b>A Reading and interaction</b> <ul style="list-style-type: none"><li>• I can retell the story of how the teacher helps the students enjoy learning.</li><li>• I can give my opinions on teaching and learning.</li><li>• I can talk about my favourite way of learning about ancient Chinese history.</li></ul>			
<b>B Grammar activity</b> <ul style="list-style-type: none"><li>• I can recognize the verb-<i>ing</i> and verb-<i>ed</i> forms as the attributive.</li><li>• I can use the verb-<i>ing</i> and verb-<i>ed</i> forms as the attributive correctly if the context is clear.</li></ul>			
<b>C Listening and speaking</b> <ul style="list-style-type: none"><li>• I can understand a talk about the mental and physical benefits of play.</li><li>• I can report the survey results of play using appropriate language.</li></ul>			
<b>D Writing</b> <ul style="list-style-type: none"><li>• I can identify the arguments and features of language in the sample essay.</li><li>• I can write a for and against essay about English classes using an appropriate structure with good arguments.</li></ul>			
<b>E Cultural focus</b> <ul style="list-style-type: none"><li>• I can interpret the message of the poem.</li><li>• I can describe student life at an American high school as shown in the video.</li></ul>			

### Reflective questions

Have you noticed that verb-*ed* and verb-*ing* forms can be used for descriptive purposes in English? There are some differences in how they are used. What are they?

3

## Progress?



### Objectives

#### A Reading and interaction

- Explain the influence of globalization on people's lives

#### B Grammar activity

- Use the verb-*ing* form as the adverbial correctly in the given context

#### C Listening and speaking

- Express personal ideas about a business project

#### D Writing

- Write a formal email of enquiry using appropriate language and format

#### E Cultural focus

- Retell the history of the English language
- Explain the use of English in South Africa and Wales

## A Reading and interaction

### Pre-reading activity

- 1 Before you read, choose a foreign country you know. Think about how it is different from or similar to China. Tick one or two aspects below and talk about them in groups.

the buildings       the climate  
 the language       the food  
 the music       the clothes  
 the people       others: .....

- 2 Look at the table below. Guess the world population of each year. Then find the information in the passage and complete the table.

World population growth	
Year	Number
8000 BCE	..... million
1805 CE	..... billion
1927	2 billion
1987	..... billion
1999	6 billion
2011	..... billion
2100	..... billion

# Going global

The world's population reached five billion on the day I was born. That was in Indonesia back in 1987, and my parents were amazed that there <sup>5</sup> were so many people on the planet. However, since then the population has continued to increase at an alarming rate. In October 2011, the seven billionth baby was born, and <sup>10</sup> experts predict that there will be ten billion of us before the end of this century.

A number as big as seven billion is hard to imagine. If you said "hello" <sup>15</sup> to a different person every second, it would take you 222 years to greet everyone on the planet. If seven billion people made a human chain with their hands, the chain would go <sup>20</sup> to the moon and back nine times.

The growth of our human population is surprising. For more than two

million years, humans moved around, finding plants to eat and hunting animals for meat. Then, just 10,000 years ago, we invented agriculture. At that time, there were  
25 only about five million humans, but this figure quickly doubled. The population reached a billion in 1805, and since then it has multiplied<sup>①</sup> seven times. Experts believe that about 6% of all the humans that have ever lived are alive right now.

The human population has never been bigger, but in some ways the planet seems to be getting significantly smaller. In the past, travellers from Europe to Indonesia  
30 spent months at sea. Now you just have to sit on a plane for a few hours. When you arrived in another country a hundred years ago, you saw unfamiliar styles of clothing and buildings and discovered a completely different culture. In many places today, clothing and new buildings are very similar, and people enjoy the same sports, music, films and TV shows. We also buy the same products—smartphones, big burgers and  
35 T-shirts—from huge, global companies. Although we are on different continents, we are to a large extent starting to live the same lives.

Even the languages that we use are becoming more global. There are around seven thousand languages in use today, but the number is decreasing fast. I grew up in a small village where everyone spoke Baras, one of Indonesia's local languages.  
40 Today, like most of the youth from my village, I live in the capital, Jakarta, and speak Indonesian there. The only regular Baras speakers at present are the older people who have stayed in the country, so the language is threatened with extinction. The same thing is happening around the world. Experts think that the number of different languages will halve to just 3,500 by the end of this century.

45 Where will it stop? Will there be a time in the future when Earth's billions all speak just one language, and there are no cultural differences to divide us? Perhaps the planet would be more peaceful if this happened, but I must admit that the  
50 idea is quite disappointing, somehow. I prefer to think that, as our population grows, we can celebrate not the similarity but the wonderful differences of the human race.



① multiply /'mʌltiplaɪ/ v. 成倍增加

## A Reading and interaction

### Comprehension work

#### 1 Read the passage and answer the questions.

(1) By how much did the population increase from 1987 to 2011?

(2) Why did the population start growing quickly after 8000 BCE?

(3) Why does the writer say "the planet seems to be getting significantly smaller"?

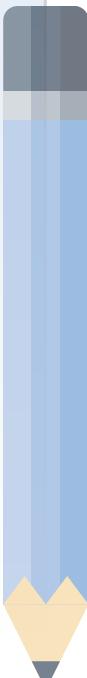
(4) How many languages does the writer probably speak?

(5) Why are languages disappearing around the world?

(6) Does the writer prefer to live in a world with no cultural differences? Why?

#### 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 of the passage points out that with the rising number of people on our planet, the world seems to be getting smaller. Thanks to globalization, different places around the world are becoming increasingly similar. The world's <sup>1</sup> ..... reached five billion in 1987, and it has been increasing at a(n) <sup>2</sup> ..... rate ever since then. The past 10,000 years have witnessed not only the surprising <sup>3</sup> ..... of the human population, but also a great change in our way of living. <sup>4</sup> ..... has become more convenient with the invention of planes. People from different <sup>5</sup> ..... can enjoy the same products—smartphones, big burgers and T-shirts—made by large, <sup>6</sup> ..... companies. Meanwhile<sup>①</sup>, the number of languages is <sup>7</sup> ..... fast. As a result, many local languages that used to be spoken in many small villages or towns are <sup>8</sup> ..... with extinction. Experts predict that by the end of this century, the 7,000 languages in use today will <sup>9</sup> ..... to just about 3,500. The writer argues that we should <sup>10</sup> ..... our wonderful differences as the world becomes more and more connected.



① meanwhile /'mi:nwail/ adv. 与此同时

## Deep reading

- 1 Read the passage again. Study sentences (1)–(4) and think about how the writer makes his argument. Complete the table in pairs. Pay attention to the words in bold. You may use the example below to help you.

*In October 2011, the **seven billionth** baby was born, and experts predict that there will be **ten billion** of us before the end of this century.*

**Guiding question:** Why does the writer mention these figures?

You may ask and respond like this:

**A:** Why does the writer mention those figures in the passage?

**B:** Which figures?

**A:** "Seven billionth" and "ten billion".

**B:** I think the writer wants to say something about the growth of the population.

**A:** I think you're absolutely right. These figures will make it easier for us to understand the alarming rate of increase.

**B:** Yes. And they also make the writer's argument stronger.

Sentences in the passage	My explanations
(1) If you said "hello" to a different person every second, it would take you 222 years to greet everyone on the planet.  <b>Guiding question:</b> Why does the writer mention the imagined situation?	
(2) In the past, travellers from Europe to Indonesia spent months at sea. Now you just have to sit on a plane for a few hours.  <b>Guiding question:</b> What is the writer's purpose of contrasting travel in the past with that in modern times?	
(3) I grew up in a small village where everyone spoke Baras, one of Indonesia's local languages. ... The only regular Baras speakers at present are the older people who have stayed in the country, ...  <b>Guiding question:</b> What does the writer imply about the Baras language?	
(4) Where will it stop? Will there be a time in the future when Earth's billions all speak just one language, and there are no cultural differences to divide us?  <b>Guiding question:</b> What is the writer's purpose for raising these questions?	

## A Reading and interaction

### 2 Work in pairs and discuss the questions.

(1) Why is globalization unavoidable and what are the major challenges?

.....

(2) What would you prefer: a world with fewer or more cultural differences? Why?

.....

### Mini-project

#### Conducting an interview about globalization

**Work in groups. Refer to your own experience and conduct an interview on the topic "How has globalization changed our lives?"**

- Select one or two aspects from the list below.
  - food   ● local language   ● festivals   ● technology   ● transport   ● housing
- Each member interviews two or three students regarding the selected aspects.
- Bring together the findings of your group.
- Select one person to report on behalf of your group.

 <p><b>My report</b></p> <p>Globalization has made a great impact on food in our city, and many changes have taken place. In the past, we ate lots of traditional food, such as xiaolongbao and spring rolls. Today, food from all over the world is available in the supermarket and online, which makes it easier for us to enjoy a rich variety of meal options. However, international fast food is becoming more and more popular. Many teenagers often feel the desire to eat quick meals in fast food restaurants.</p>	<p><b>My report</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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## Focus on language

### 1 Some verbs are used to talk about statistics. Find these verbs in the passage with the help of the definitions below and write them in the blanks.

- (1) to reduce something by a half .....  
.....
- (2) to become twice as much or as many as .....  
.....
- (3) to become smaller in number or size .....  
.....
- (4) to increase by a large number or amount .....  
.....
- (5) to become or make something greater in number, amount, value, etc. .....  
.....

### 2 Replace the words and phrases in italics with the correct form of the words below.

- |            |            |              |          |
|------------|------------|--------------|----------|
| ■ divide   | ■ increase | ■ extinction | ■ double |
| ■ decrease | ■ halve    | ■ rate       | ■ extent |

During the 21st century, the world population has grown at an average <sup>1</sup>*speed* of around 1.2% per year. To some <sup>2</sup>*degree*, all countries will see changes in population over the coming decades. However, these changes will be different from country to country.

There are some countries that population experts are especially interested in, and these can be <sup>3</sup>*separated* into two groups: those where the population is rapidly getting bigger, and those where it is getting smaller. Many of the world's countries are in the first group. The population has <sup>4</sup>*become a bigger number* most rapidly in Africa and parts of Asia. For example, in Myanmar, there were 27.8 million people in 1971, but now there are over 50 million: the population has <sup>5</sup>*become twice as big*.

Japan and several countries in Eastern Europe are in the second group. The population of Ukraine <sup>6</sup>*became a smaller number* from 52 million in 1990 to 44.7 million in 2020. Experts have calculated that, in Europe as a whole, the number of births per woman <sup>7</sup>*became twice as small* from about 2.7 in 1950 to 1.5 in 2005.

High population growth can have a negative impact on the environment: for example, some wild animals may be threatened with <sup>8</sup>*dying out completely*. Countries with falling populations may face different problems. They will have a larger share of elderly people and fewer people of working age, and this may be bad for the economy. However, if governments start preparing for the future, these problems will be less serious.

- (1) ..... (2) ..... (3) ..... (4) .....  
(5) ..... (6) ..... (7) ..... (8) .....

## B Grammar activity

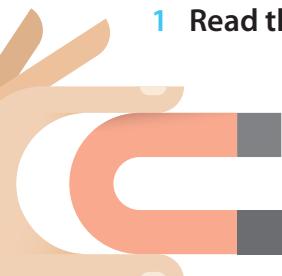
### The verb-ing form as the adverbial

A clause with verb-ing can be used as an adverbial after the main clause.

*The girl sat on the beach, watching the sunset.*

⇒ Grammar reference 2 (p. 88)

- 1 Read the passage. Match clauses 1–4 to grammar rules a and b and complete rule a.



### The young entrepreneur's<sup>①</sup> guide

**Lots of people dream of having their own business, but what do they have to do to become entrepreneurs?**

#### Have a cool business idea

You'll enjoy your business more if it does something that really interests you, so use your hobbies for ideas. Sixteen-year-old Michelle Coakley from Ireland loved jewellery<sup>②</sup> and her friend Jade Kearney was interested in environmental issues.<sup>1</sup> Sharing a creative spirit, Michelle and Jade decided to start their own fashion company. Together they designed and sold eco-friendly jewellery, but they faced many difficult challenges and had trouble finding customers at first.<sup>2</sup> Not wanting to give up, the two girls worked incredibly hard and managed to sell €1,500 of jewellery in a short time!

#### Balance work and study

You have to work hard to build a business, but you mustn't forget your schoolwork either. Even if your business is successful, it's a good idea to graduate first, as you'll probably need some skills and knowledge in the future. There are exceptions, but they are not common.<sup>3</sup> Being a skilled programmer, Bill Gates was able to start his own company and later became the world's richest man. However, he was already one of the best in his field when he gave up his studies. The lesson from this is that you need skills and knowledge, otherwise it will be hard to succeed!

#### Ask for help

You don't have to do all the work yourself. Family members are often happy to help, and school friends too. Plus, you don't have to limit yourself to people in your town.<sup>4</sup> Having started out by writing a blog, Monik Pamecha ended up running a technology website in India with 26 writers from all around the world at the age of 13.

- a Clauses with verb-ing forms can be used to indicate the cause or reason for the action in the main clause. The negative form is ..... + verb-ing.
- b Clauses with *having* + verb-ed form can be used to show that the action happened before the one in the main clause.

<sup>①</sup>entrepreneur /'ɒntrəprə'nɜ:(r)/ n. 创业者, 企业家   <sup>②</sup>jewellery /'dʒu:əlri/ n. 珠宝; 首饰

## 2 Complete the passage with the correct form of the verbs below.

■ be (x2)   ■ graduate   ■ start off   ■ test   ■ want (x2)

The Santa Clara Valley, south-east of San Francisco, in California, is world-famous, but under a different name.<sup>1</sup> ..... a centre for electronics since the 1950s, the area was the natural start of a technological revolution<sup>①</sup> based around silicon chips. This led to the birth of the name Silicon Valley.

In the 1970s, a number of small tech companies were set up.<sup>2</sup> ..... as hobby companies, they eventually became incredibly successful. This success encouraged rich people to put money in more and more new technology companies.

<sup>3</sup> ..... one of the best universities in the world, Stanford has been able to provide Silicon Valley with skilled graduates. Many of them go on to start technology companies.

Arun Sharma is an example of a Silicon Valley entrepreneur.<sup>4</sup> ..... to find a job in an American tech company, Arun applied for a master's degree at Stanford. However, he quickly realized that he wanted to do something different after finishing his studies.<sup>5</sup> ..... from Stanford, he instead decided to start a company with a friend.

Arun and his partner were both concerned about global issues.<sup>6</sup> ..... to focus on the rich world, the two entrepreneurs chose to develop solar-power batteries for poor people in India.<sup>7</sup> ..... this idea with a small number of customers, Arun believed that his idea would work. He is now looking for money to fund his idea and hopes to put his products into the market sometime next year.

## 3 Look around the classroom and out of the window. Describe a thing / person creatively in two sentences. Then put them together, changing one of them into a verb-ing clause. You may use the example below and the expressions in brackets to help you.

*The pictures sit on the wall. They watch us grow day in and day out. → Sitting on the wall, the pictures watch us grow day in and day out.*

(1) (window ... look at the sky ... dream of places in the distance)

..... → .....

(2) (desk ... best friend ... stand ...)

..... → .....

(3) .....

..... → .....

**Now ask three classmates about their descriptions. Select the most creative one to report.**

- **You may ask questions like this:** What did you describe?
- **You may respond like this:** I described my best friend, Liping: "Looking at his history book, Liping dreamt about the world two thousand years ago."
- **You may report like this:** The best description is Linlin's. She said, "I had a bad result in the exam, but my little mirror smiled, wiping<sup>②</sup> the tears off my face."

① revolution /,revə'lu:ʃn/ n. 巨变；大变革 ② wipe /waɪp/ v. 擦；拭

## C Listening and speaking

1 It is said the Sioux<sup>①</sup>, a group of Native Americans in North America like to put a thing above their bed at night to help them sleep well. Guess what it is. Listen and check your answer. 

- a dream killer
- a dreamcatcher
- a dream keeper
- a dream creator

2 Listen to the interview again. Tick what are connected to the making of the thing in exercise 1. 

- |                               |                                 |                                 |  |  |
|-------------------------------|---------------------------------|---------------------------------|--|--|
| <input type="checkbox"/> net  | <input type="checkbox"/> string | <input type="checkbox"/> bamboo | <input type="checkbox"/> nightmares <sup>②</sup> | <input type="checkbox"/> circle                |
| <input type="checkbox"/> wood | <input type="checkbox"/> mud    | <input type="checkbox"/> cloth  | <input type="checkbox"/> ribbons <sup>③</sup>    | <input type="checkbox"/> feathers <sup>④</sup> |

3 Listen again. Take notes and complete the table. 

<b>Function</b> <i>What is it used for?</i>	
<b>Production process</b> <i>What are the steps to make it?</i>	
<b>Place</b> <i>Where do they make this product? What are the rules for using this place?</i>	
<b>Sales</b> <i>How do they sell the product?</i>	

① the Sioux /su:/ 苏人(美洲土著) ② nightmare /'naɪtmeə(r)/ n. 鬼梦 ③ ribbon /'ribən/ n. 带子; 丝带

④ feather /'feðə(r)/ n. 羽毛

**4 Imagine that you are going to take part in the Innovation Competition “Flying Your Dreams”. Think of an ideal product and create a business plan for designing and selling it. Work in groups. You may follow the steps below.**

- Brainstorm<sup>①</sup> different product ideas on your own.
- Share ideas within your group.
- Decide on the best idea and make a business plan.
- Select one person to report on behalf of your group.

*Write your ideas here!*

### Language guide

#### You may ask your group members like this:

- What product would you like to create?
- Why would you like to produce it?
- What's special about it?
- What can we use it for / do with it?
- Where and how do you plan to make it?
- How long does it take to make it?
- How will you sell it?
- Will it sell well? How can you be sure?

#### You may respond to your group members like this:

- I would like to ...
- I have to ...
- I can use ... to make it.
- First ... Then ...
- Each takes about ... to make.
- We mustn't ...
- We don't have to ...

① brainstorm /'breɪnstɔ:m/ v. 头脑风暴

## D Writing

Come and study English this summer in the lovely seaside town of Morsham.

Four-week courses start on 14 July and 10 August.

Cost: £900 including room and board, and fun evening and weekend activities

Contact Morsham College for more details.



1 Study the advertisement above. Imagine that you want to take an English course in the UK. You need to write a formal email to Morsham College. You may prepare your writing by thinking about the enquiries<sup>①</sup> below. Select three enquiries for your email.

- friend lives in Brighton—how far? weekend visit? ■ don't want to share a bedroom—cost more?
- never do sport—other evening activities? ■ want to have familiar food—Chinese food provided?

2 Read sample emails A and B. Then complete the table on page 53 before you write.

Email A

Email A

From: Li Ming  
Date: 21 May  
To: Morsham College  
Subject: English course this summer

Hi there,

I saw your advert in *English Now*. Your courses sound cool. Please tell me more about room and board.

The advert says that you'll find me somewhere to stay. Will this be with an English family, or with other international students? It would be cool to stay with an English family because I could practise my English with them.

What's the food like? I'm not used to milk and ice cream. Are there any milk-free options at the café?

As I'm on holiday from 20 July to 3 September and I mustn't miss any days of school, I can't do either of your four-week courses. If I did the 10 August course for just three weeks, would it be cheaper?

Thanks a lot for your help. Please write soon!

Love,  
Li Ming

Email B

Email B

From: Zhang Hui  
Date: 19 May  
To: Morsham College  
Subject: English course

Dear Sir or Madam,

I am writing to find out more about the English language courses advertised in *English Now*.

Since my friend lives in Morsham, I have the choice of staying at her house. If I did not stay in the college, would the course cost less? How much would I have to pay for four weeks?

My school examinations have a lot of writing tasks. Therefore, I would like to work on my writing skills. Will your course give much help with writing?

The advertisement mentions fun evening and weekend activities. Please could you give me some information about these, including any trips that you organize?

I have to book my flight to England by the end of this month. As a result, I would be very grateful if you could reply as soon as possible.

I look forward to hearing from you.

Yours faithfully,  
Zhang Hui

① enquiry /ɪn'kwaɪəri/ n. 询问；打听

Aspects of writing	Guiding questions	My exploration
Content	What is the purpose of each email?	
	What are the enquiries in each email about?	
	What are the reasons for the enquiries?	
Language	Which email is formal and which informal?	
	What language is used to make one email more formal than the other?	
	How do the two writers show politeness in their own way?	
Editing	Why do the emails need a subject heading? Where did the writers put it?	

### 3 Now write your own formal email of enquiry.

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From: .....

Date: .....

To: .....

Subject: .....

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## E Cultural focus



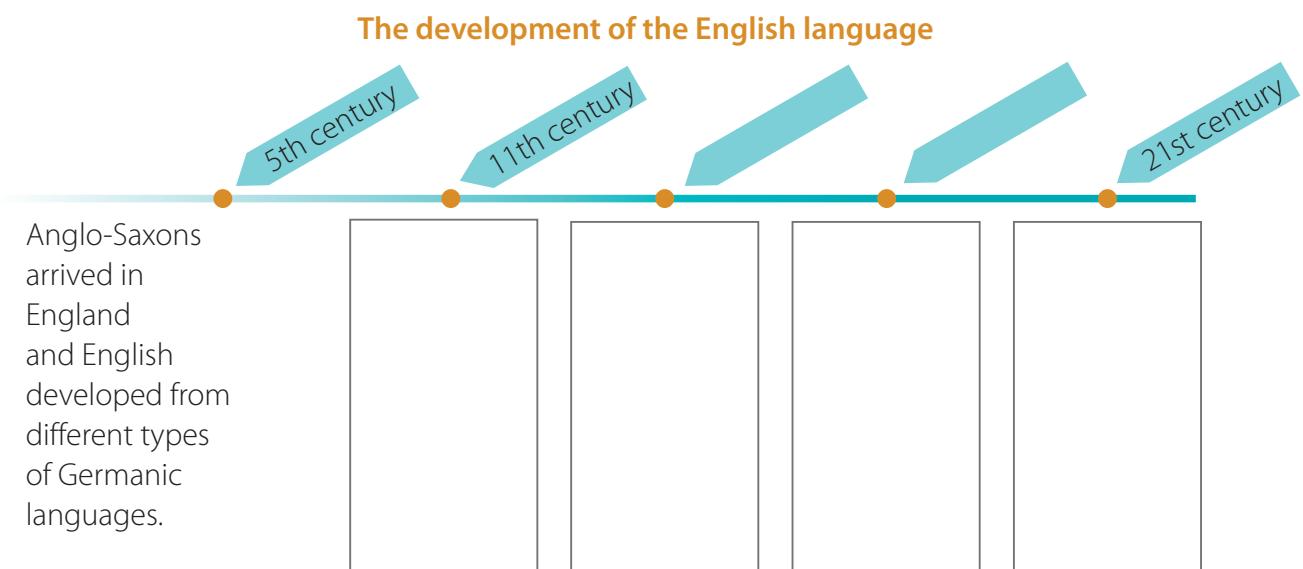
Globalization has a huge influence on all aspects of life, including language. Some languages spread across the world, while others become extinct. For decades, people across the globe have worked hard to protect the diversity of the world's languages and cultures.

In this section, you will first read a passage about the history of the English language. You will then watch a video about the role of English in different countries.

**1 Study subheadings a–e, and match them to the paragraphs. Write the letters in the blanks.**

- a What's next for English?
- b How did it become a world language?
- c Why English?
- d What is English, anyway?
- e How many English speakers are there altogether?

**2 Complete the timeline according to the passage.**



# All you need to know about English



If you were travelling around the world and had time to learn only one language in addition to your mother tongue, which language would you choose? English, of course!

1

If you were only interested in talking to native speakers, Chinese would definitely be a better choice. Over 1.2 billion people speak Chinese as their first language, compared with less than 400 million who speak English. However, English would be very helpful if you weren't

in China. You can usually find English translations at major tourist sites and airports all around the world. If you needed information from the Internet, English would be useful too. About 56% of all web pages are in English. What's more, English is an official language in over 50 different countries, which together cover more than 28% of all the land on our planet.

2

- <sup>10</sup> About 1.5 billion, about 20% of the world's population. That includes native speakers, people who are fluent speakers in countries where English is an official language, like India, Nigeria and Singapore, and all the people who have learnt it as a foreign language at school.

3

- Several groups of people arrived in England in the fifth century CE, from Germany and Denmark. We now call them the Anglo-Saxons. English developed from different types of Germanic languages that they spoke. Later, in the 11th century, the Normans<sup>①</sup> from northern France took control of England, and about 10,000 French words became part of the English language. English also took lots of words from Latin, and some words from ancient Greek<sup>②</sup> and other languages.

4

- It started to spread around the world when the British went to live in North America in the 17th century, and later in Australia, New Zealand and South Africa. The British also took control of parts of Asia, the Caribbean and Africa, and people there had to learn English. In the 20th century, the spread of English continued because people from all over the world wanted to exchange ideas with each other, in a wide range of areas such as trade, education and science.

5

- Today, English is becoming the main language for lessons in more and more schools and universities around the world, because many believe that fluent English is very important for people. It will help them communicate and make friends with people from other countries, and it will also give them more opportunities to learn and further develop their skills. In this century, at least, English as a global language is here to stay.

① Norman /'nɔːmən/ n. 诺曼人 ② Greek /gri:k/ n. 希腊语



## E Cultural focus

### 3 Read the passage again and choose the correct answers.

- (1) English is believed to be very helpful because .....
  - a more and more people use English
  - b it is easier to use English with the translations in public places
  - c English is an international language
  - d about 56% of all web pages are in English
- (2) According to this passage, there are three types of English speakers. They are .....
  - a American English speakers, British English speakers and the speakers of other English varieties
  - b British English speakers, Indian, Nigerian and Singaporean English speakers, and American, Australian, and New Zealand English speakers
  - c British and American English speakers, Indian, Nigerian and Singaporean English speakers, and Asian English speakers
  - d native English speakers, fluent English speakers using English as a second language, and people learning English as a foreign language
- (3) From paragraphs 2–5, what can we finally conclude about the English language?
  - a English, being influenced by many other languages, is changing all the time.
  - b Some people were forced to use English after the 17th century.
  - c English plays a limited role in international communication.
  - d British and American English have different spellings.

### 4 Discuss the questions in groups and share your ideas with the class.

Do you know any dying dialects<sup>①</sup>? What are they? What can we do to protect them?

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① dialect /'daɪəlekt/ n. 方言

## Video World English

### Start thinking

#### 1 Answer the questions.

- (1) What foreign languages can you learn at school?
- (2) What other languages would you like to learn? Why?

### Comprehension check

#### 2 Watch the video. Which sentences are about South Africa (SA) and which ones are about Wales (W)? Write SA or W next to each sentence.

- (1) English isn't the first language of most of the population. ....
- (2) Only 8% of the population speaks English as a first language. ....
- (3) Most students usually speak English together outside school. ....
- (4) In some schools, students mustn't speak English in class. ....
- (5) All the road signs are in two languages. ....
- (6) The country has got 11 official languages. ....
- (7) Most people speak English as a second, third or fourth language. ....

### Vocabulary

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

■ capital    ■ first    ■ foreign    ■ multilingual    ■ official    ■ Afrikaans

- (1) Zulu, Xhosa and ..... are all South African languages.
- (2) Cardiff is the ..... city of Wales.
- (3) People who work abroad often have to speak a ..... language.
- (4) English is not the ..... language of most people in South Africa.
- (5) People in a ..... country, such as Switzerland, speak several different languages.
- (6) People usually have to use the ..... language of a country for politics.

### Extension

#### 4 Work in two groups. You are going to discuss this statement: "Putonghua should be used more than local dialects". One group will agree with the statement and the other group will disagree with it.

- (1) Choose one person in your group to write down your ideas. In your group, think of as many arguments (for or against) as possible and write them down.
- (2) Now choose your five best arguments. Give real-life examples to support your arguments, if possible.
- (3) Start the discussion. One person in your group should give a short speech, presenting your arguments. He / She should talk for one to two minutes.
- (4) When both groups have finished their speeches, you can respond to each other's arguments.
- (5) At the end of the discussion, each person in the class should vote for or against the statement. You do not have to agree with the ideas in your group.

## 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
<b>A Reading and interaction</b> <ul style="list-style-type: none"><li>I can describe some of the effects and consequences of globalization.</li><li>I can explain the writer's intention based on his / her arguments and use of language.</li><li>I can explain some effects of globalization on our lives by taking part in an interview.</li></ul>			
<b>B Grammar activity</b> <ul style="list-style-type: none"><li>I can recognize the verb-<i>ing</i> form as the adverbial in the passage.</li><li>I can use the verb-<i>ing</i> form as the adverbial correctly if the context is clear.</li></ul>			
<b>C Listening and speaking</b> <ul style="list-style-type: none"><li>I can summarize the function, materials, making process, etc. of the dreamcatcher mentioned in the radio programme.</li><li>I can describe the process of making a product and the way to sell it using appropriate language.</li></ul>			
<b>D Writing</b> <ul style="list-style-type: none"><li>I can distinguish a formal email from an informal one based on the language features.</li><li>I can write a formal email to make enquiries about an English course with enough explanations in a correct format.</li></ul>			
<b>E Cultural focus</b> <ul style="list-style-type: none"><li>I can retell the history of the English language.</li><li>I can give a brief account about the use of English in South Africa and Wales.</li></ul>			

### Reflective questions

Have you noticed that the verb-*ing* as the adverbial usually requires its subject to be the same as that of the sentence? Is this easy for you to understand? If not, how do you plan to solve this problem?

# 4

## Achievements



### Objectives

#### A Reading and interaction

- Describe challenges in life, and how to deal with them as reflected in the passage

#### B Grammar activity

- Use the *to-infinitive* as the adverbial correctly in the given context

#### C Listening and speaking

- Express ideas about successful people in different areas

#### D Writing

- Write an opinion essay on PE classes with arguments and examples using appropriate language and format

#### E Cultural focus

- Interpret the definition of success as reflected in the success stories
- Describe the experiences of three teenagers pursuing their goals

## A Reading and interaction



### Pre-reading activity

- 1 Before you read, discuss these quotes about success. Which quote do you like most? Why?

“ **SUCCESS** is falling nine times, and getting up ten.

”

“ **SUCCESS** is being able to live your life in your own way.

”

“ **Luck** is the best way to explain the success of people that you don't like.

”

“ **A SUCCESSFUL** person is someone who can build something with bricks that others have thrown at him.

”

“ **No pain, no gain.**

”

- 2 Have you ever heard of Ernest Hemingway and his works? How much do you know about his novel *The Old Man and the Sea*?

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.....  
.....

*The Old Man and the Sea*

is one of Hemingway's most famous works. It tells the story of an old man called Santiago who goes out on the sea to fish. At this point in the story,

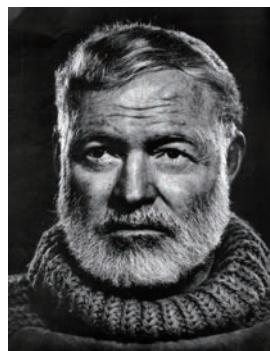
he has finally caught a huge fish after 84 days of catching

nothing. As the fish is too large to be carried on his little boat, he ties it along the side of it. However, he knows that he will face many dangers on the way home, because the blood from the wounds of the big fish could attract sharks. The fish is likely to become the target of attack.

This passage begins at the moment when a large shark approaches the fish. Can the old man survive a shark attack? Will he be able to fight off the bloodthirsty shark? Read and find out.

25 The old man took one look at the great fish as he watched the shark close in. I cannot keep him from hitting me, he thought, but maybe I can get him.

The shark closed fast on the boat and  
30 when he hit the fish the old man saw his mouth open and his strange eyes and his



Ernest Hemingway  
(1899–1961)

① excerpt /'eksəpt/ n. 摘录；节选

sharp teeth as he drove forward in the meat just above the tail. The old man could hear the noise of skin and flesh<sup>①</sup> ripping<sup>②</sup> on the big fish when he threw the fishing spear<sup>③</sup> into the shark's head at a place where the line between his eyes crossed with the line that ran  
35 straight back from his nose. There were no such lines. There was only the heavy sharp blue head and the big eyes and the powerful teeth. But that was the location of the brain and the old man hit it. He hit it with his wet, bloody hands driving a good spear with all his strength. He hit it without hope but with determination and complete hatred.

The shark turned over and the old man saw his eye was not alive and then he turned over  
40 once again, wrapping himself in the rope. The old man knew that he was dead but the shark would not accept it. Then, on his back, with his tail still moving and his mouth opening and closing, the shark swam over the water as fast as a speedboat. The water was white where his tail beat it and three quarters of his body was clear above the water when the rope broke. The shark lay quietly for a little while on the surface and the old man watched him.  
45 Then he went down very slowly. "He took about forty pounds," the old man said aloud. He took my spear too and all the rope, he thought, and now my fish bleeds again and there will be others. He did not like to look at the fish any longer since the shark had bitten it. When the shark had hit the fish, it was as though he himself were hit. But I killed the shark that hit my fish, he thought. And that was the biggest shark that he had ever seen. And he had seen  
50 big ones in his lifetime. It was too good to last, he thought. I wish it had been a dream now and that I had never caught the fish.

"But man is not made for defeat," he said. "A man can be destroyed but not defeated." I am sorry that I killed the fish though, he thought. Now the bad time is coming and I do not even have the spear. The shark is terrible and able and strong and intelligent. But I was more  
55 intelligent than

he was. Perhaps

not, he thought.

Perhaps I was only

better armed.



① flesh /fleʃ/ n. 肉

② rip /rɪp/ v. 撕裂

③ fishing spear /spiə(r)/ 鱼叉

## A Reading and interaction

### Comprehension work

#### 1 Read the passage and answer the questions.

- (1) How did the shark attack the big fish? Describe how you imagine the scene in terms of action, colour, and sound. (lines 29–33)

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- (2) How did the old man fight the shark? Describe how you imagine the scene in terms of action, colour, and sound. What did the old man think and feel when it happened? (lines 33–38)

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- (3) How did the shark struggle before he died? Describe how you imagine the scene in terms of action, colour, and sound. (lines 39–45)

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- (4) How did the old man feel when his fish was attacked by the shark? (lines 45–48)

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- (5) How did the old man feel after he killed the shark? What did he mean by "I wish it had been a dream now and that I had never caught the fish"? (lines 45–51)

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- (6) What do you think the old man meant by "A man can be destroyed but not defeated"? (line 52)

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

The passage from *The Old Man and the Sea* is an exciting story about how an old man<sup>1</sup> ..... a shark. At the beginning of the passage, the old man was trying to bring back home his huge fish—his first after 84 days of catching<sup>2</sup> ..... .<sup>3</sup> by the fish's blood, a huge shark appeared and began to<sup>4</sup> ..... the big fish tied to the side of the little boat. The old man took his spear and<sup>5</sup> ..... it deep into the shark's head. After that hit, the shark struggled hard to get away,<sup>6</sup> ..... itself in the rope on the spear, and then jumped out of water with over three<sup>7</sup> ..... of its body over the white waves. It was finally killed, sinking into the sea with the old man's spear and the broken rope. The old man was very tired after the<sup>8</sup> ..... and became a little worried about the journey ahead: he had lost his only spear, and the fish was<sup>9</sup> ..... again. He was certain that there would be more sharks to come. However, he was trying to tell himself that a man could be<sup>10</sup> ..... but never be defeated. With this in mind, he was ready to face more challenges.



## Deep reading

- 1 Read the passage again. Study sentences (1)–(4). They are simple in language but rich in meaning. Discuss the questions in pairs and complete the table. You may use the example below to help you.

*He hit it without hope but with determination and complete hatred.*

**Guiding question:** What did the writer mean by “without hope but with determination and complete hatred”?

You may ask and respond like this:

**A: What do you think** these simple phrases mean?

**B: Which phrases?**

**A:** “Without hope”, and “with determination and complete hatred”.

**B:** To me, “without hope” shows the old man was not confident that he would win against the shark.

**A: I agree.** What about “but with determination and complete hatred”?

**B:** Those tell us he continued fighting anyway because he hated the shark so much!

Sentences in the passage	My interpretations
(1) The old man knew that he was dead but the shark would not accept it. <b>Guiding questions:</b> What does “it” refer to? Why does Hemingway use “would” when he talks about the shark?	
(2) ... my fish bleeds again and there will be others. <b>Guiding question:</b> What is the relationship between “my fish bleeds again” and “there will be others”?	
(3) But man is not made for defeat. <b>Guiding questions:</b> What does it say about the old man’s attitude towards life? What does it say about humanity <sup>①</sup> in general?	
(4) But I was more intelligent than he was. Perhaps not, he thought. Perhaps I was only better armed. <b>Guiding questions:</b> What did the old man mean by “perhaps not”? Do you agree that he won only because he was better armed?	

① humanity /hjuː'�ænəti/ n. 人类

## A Reading and interaction

### 2 Work in pairs and discuss the question.

What will happen to the old man during the rest of his journey home? Add an ending to it and explain the reasons.

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### Mini-project

#### Having a class discussion about challenges in life and how to deal with them

Imagine that your teacher is organizing a class discussion. The topic is “Deal with challenges in life”.

- Discuss the questions in groups.  
Have you ever found yourself in a difficult situation?  
How did you deal with it?  
How did you feel about it?
- Share ideas within your group.
- Select one person to report on behalf of your group.

#### My experience

When I learnt to ride a bicycle, I had a problem. I didn't know how to maintain my balance. I thought it was easy as long as I could hold it straight. But when I practised, it seemed too difficult to control. It required all of my strength to keep it moving, but soon I fell off my bike. I failed, but it was hard to accept it. Later on, I carefully watched how my father kept his balance with his feet and hands. With more practice, I was finally able to ride a bicycle. I felt quite proud of myself.

#### My experience

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## Focus on language

1 Some nouns and adjectives have the same root: when you know one form, you can recognize the other easily. Study the words below, read the passage again and find the other forms of them in the passage.

- |                   |                        |
|-------------------|------------------------|
| (1) hopeful ..... | (5) arm .....          |
| (2) strong .....  | (6) hateful .....      |
| (3) ability ..... | (7) intelligence ..... |
| (4) blood .....   | (8) determine .....    |

2 Many words in English can be used either as a verb or as a noun. Look up the words below in a dictionary. Write down their meanings in Chinese as a noun and as a verb in the table. Then use the correct form of the words to complete the sentences.

gain	n. 获得	v. 获得
target		
approach		
attack		
defeat		
struggle		
wound		
beat		
bite		

- (1) Don't aim at success—the more you aim at it and make it a ..... , the more you are going to miss it.
- (2) Flowers never smell so sweet and strong as before a storm. So when storms ..... you, be as sweet and strong as a flower.
- (3) The life of a successful businessman is similar to other people's lives. Some days are amazing. Some days are ..... . It's the same for all of us.
- (4) Take it easy. Snakes will only ..... if they feel threatened.
- (5) Do you agree with the famous saying, "If you can't ..... them, join them"?
- (6) Laughter heals all ..... . No matter what you're going through, it makes you forget about your problems.
- (7) A man is not finished when he is ..... . He is finished when he quits.
- (8) My father taught us the famous saying, "You should not ..... the hand that feeds you."

## B Grammar activity

### The to-infinitive as the adverbial

To talk about a purpose or a result, we can use a *to*-infinitive.

(1) *He ran to catch the train.*

(2) *He arrived at the airport in a hurry, only to find that the flight was cancelled.*

⇒ Grammar reference 4 (p. 90)

#### 1 Read the passage. Match *to*-infinitives 1–7 to grammar rules a and b. Then complete rule c.

In 2004, Yuan Longping received the World Food Prize. Thanks to his work, China's rice production has increased dramatically. How did he do it?

Yuan Longping was born in 1930 in Hubei. As a child, he was very interested in plants and other living things. He grew up<sup>1</sup> to be a curious and hard-working plant scientist. Yuan wanted to solve the problem of food shortages, so he began conducting experiments<sup>2</sup> to improve rice yields<sup>①</sup> per hectare<sup>②</sup> (10,000 m<sup>2</sup>).

Plants come in many different varieties: for example, some types of rice have long grains, while others have short grains. For centuries, people have been crossing different plant varieties<sup>3</sup> to create hybrids<sup>③</sup>. Such plants proved to have desirable qualities from both parents. Yuan believed that it was possible to do the same with rice. He tried different ways of creating rice hybrids,<sup>4</sup> only to discover that his attempts were unsuccessful.

Even though it often seemed too difficult<sup>5</sup> to complete this task, Yuan didn't give up. After many years of hard work, his experiments finally bore fruit. This was a major discovery since no one had previously been able to cross two different kinds of rice. It had a huge impact: the first hybrid rice variety increased China's rice production by 100 million tonnes in little over a decade.

Yuan didn't stop there—instead, he continued experimenting and created super hybrid rice with yields over 15 tonnes of rice per hectare. Thanks to Yuan's work, China became self-sufficient in rice. Our country continued to increase its rice yields<sup>6</sup> to become one of the biggest food donors<sup>④</sup> in the world. In 2019, he received the Medal of the Republic for his outstanding contributions. Yuan Longping passed away in 2021. People across China have built many monuments and statues<sup>7</sup> to commemorate<sup>⑤</sup> his scientific achievements.



- a The *to*-infinitive can be used to show the purpose of an action. ....
- b The *to*-infinitive can also be used to show a result. ....
- c If the result is negative, it is common to put the adverb ..... immediately before the infinitive.

① yield /jiːld/ n. 产量；产出 ② hectare /'hekteə(r)/ n. 公顷(土地丈量单位，等于1万平方米)

③ hybrid /'haɪbrɪd/ n. 杂交植物；杂种动物 ④ donor /'dəʊnə(r)/ n. 捐赠者；捐赠机构

⑤ commemorate /kə'meməreɪt/ v. 纪念

## 2 Rewrite the numbered parts using to-infinitives of purpose or result.

<sup>1</sup> In 1962, an Archaeology<sup>①</sup> student named Fan Jinshi travelled the 2,400 km from Beijing to Dunhuang so that she could do an internship<sup>②</sup>. She returned to Dunhuang after graduating and began working at the institute that would later become the Dunhuang Research Academy.

In those days, life in Dunhuang wasn't easy. <sup>2</sup> When Fan arrived at the institute, she discovered that there was no electricity or running water. It was worth it, though. <sup>3</sup> With 46,000 square metres of wall paintings, there was so much art in the caves that archaeologists like her would be busy for years to come. Fan decided to make the academy her mission in life.

<sup>4</sup> For over half a century, Fan studied the site, researched its history and worked tirelessly, making sure that it was protected. <sup>5</sup> She has also cooperated with international experts with the aim of encouraging further archaeological research. In 1998, she became the head of the Dunhuang Research Academy. <sup>6</sup> The Mogao caves are too far away from large cities, so they are not convenient for many tourists to visit. Luckily, one of Fan's initiatives has opened up the caves to a completely new audience online: the paintings have been digitized to give more people a chance to see them. In recognition of her great achievements, Fan received the national honorary title of Outstanding Contributor to Cultural Relics Protection in 2019.

- (1) .....
- (2) .....
- (3) .....
- (4) .....
- (5) .....
- (6) .....

## 3 Work in groups of four. Think about what your group members did today and guess why they did that. Write down three descriptions. Use the to-infinitive form to express a result or purpose in each of your descriptions. You may use the example below and the expressions in brackets to help you.

*Li Ming took a taxi to school this morning to avoid being late.*

- (1) (write ... take notes) .....
- (2) (close the window ... keep warm) .....
- (3) .....

**Now check with your group members to see whether your guesses are correct or not, and report to the class.**

- **You may make a request like this:** Li Ming, please check if my description is correct: Li Ming opened his school backpack to check if his cell phone was turned off.
- **You may respond like this:** You can't say that. I was just daydreaming. I didn't have any purpose when I opened my school backpack.
- **You may report like this:** I read my sentences to three classmates. None of them are correct. That means all my writing was based on my fancy imagination.

① archaeology /'a:kɪ'ɒlədʒi/ n. 考古学 ② internship /'ɪntɜ:nʃɪp/ n. (学生或毕业生的)实习期

## C Listening and speaking

- 1 Four speakers are talking about the greatest achievements in human history. Look at the list below and tick the things that you think might be mentioned by the speakers. Then listen and check your answers. 

- |   |                                       |   |                                       |
|---|---------------------------------------|---|---------------------------------------|
| <input type="checkbox"/> printing         | <input type="checkbox"/> paper-making | <input type="checkbox"/> writing        | <input type="checkbox"/> spaceships   |
| <input type="checkbox"/> the moon landing | <input type="checkbox"/> planes       | <input type="checkbox"/> medicine       | <input type="checkbox"/> hamburgers   |
| <input type="checkbox"/> pizza            | <input type="checkbox"/> telephones   | <input type="checkbox"/> computers      | <input type="checkbox"/> the Internet |
| <input type="checkbox"/> fire             | <input type="checkbox"/> farming      | <input type="checkbox"/> animal-raising |                                       |

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

- (1) To land on the moon, the most difficult problem is to get a heavy spaceship out of the Earth's atmosphere.
- (2) Thanks to writing, the mathematicians could take advantage of Archimedes' work hundreds of years later.
- (3) Today's clever technologies have developed because of writing.
- (4) In the 19th century, 50% of babies in England died before they were one year old from lack of food.
- (5) Computer technology has changed our world the most.

- 3 Listen again for details. Complete the table. 

Speaker	Achievements mentioned	Comments
Speaker A	(1) .....	To achieve this, people had to: (2) ..... (3) ..... (4) ..... (5) ..... The success proves that (6) ..... .....
Speaker B	(7) .....	With this achievement, we are able to: (8) ..... (9) ..... (10) .....
Speaker C	(11) .....	Without this achievement, most of the people would probably (12) ..... .....
Speaker D	(13) .....	To invent it, people should: (14) ..... (15) ..... (16) .....

**4 Play a game of “Guess Who”. Prepare clues in groups of four and have the class guess who you are describing. You may follow the steps below.**

- Each member first thinks about someone who has achieved something important.
- Share ideas within your group.
- Decide on which person to present and prepare some statements as clues.
- Select one group member to share your clues with the class.
- Invite the class to guess who it is.
- The group with the most correct guesses wins.

Areas of achievements	My comments / descriptions
Sports	
Literature	
Science	
Business	
Education	
My community	

*Brainstorm your ideas here!*

### Language guide

**You may talk about the most successful person in your mind like this:**

- The most successful person, for me, is / has to be ...
- In my view / opinion ...
- It proves that ...
- The reason is ...
- I say that because ...
- Take ... as an example, ...
- Without ..., ... would ...
- Most difficult of all, ...

## D Writing

### (( Students' voices ))

Nowadays more and more people stress the importance of sports. Some students suggest having one more PE class every day. Write an essay to your school newspaper and express your opinions on the topic "Should students have one more PE class every day?"

**1 Before you write, brainstorm some ideas and write them down. Think about the questions below.**

(1) Are they closely connected with the topic?

.....

(2) Are they the most interesting ideas?

.....

(3) Are there strong arguments and examples to support these ideas?

.....

**2 Read the sample essay on the topic "The most important thing isn't winning a competition. It's taking part." Which conclusion from A-C best summarizes the writer's arguments? Why? Then complete the table on page 71 before you write.**

"The most important thing isn't winning a competition.

It's taking part." Do you agree?

by Liu Tiantian

**1** In every competition, there are winners and losers. Some people think that anything except first place is a failure. Others believe that we should celebrate everyone's achievements equally. Which is more important, winning or taking part?

**2** In my view, winning isn't the only way to be successful. Of course, you should always try to do your best, but you must be realistic. For instance, if you aren't very fit and have never taken part in a race before, then you probably won't win this time. You can't win every race, but you can always aim to be better than last time. If you arrived in 20th place last year, then finishing in fifth place this year is a great result.

**3** In addition, not everyone wants to be the winner. People have different reasons for entering a competition. For example, in a big marathon race there are often professional athletes at the front and ordinary people at the back. The professional athletes' goal is to win, but for many ordinary people just finishing a marathon is a huge achievement.

**4** On the other hand, it would be wrong if we didn't praise the winner's achievement more than everyone else's. Winning an important competition such as the Olympic Games often takes years of determination and hard work. However, there can only be one winner and the other people who take part in the competition are just as important to its success.

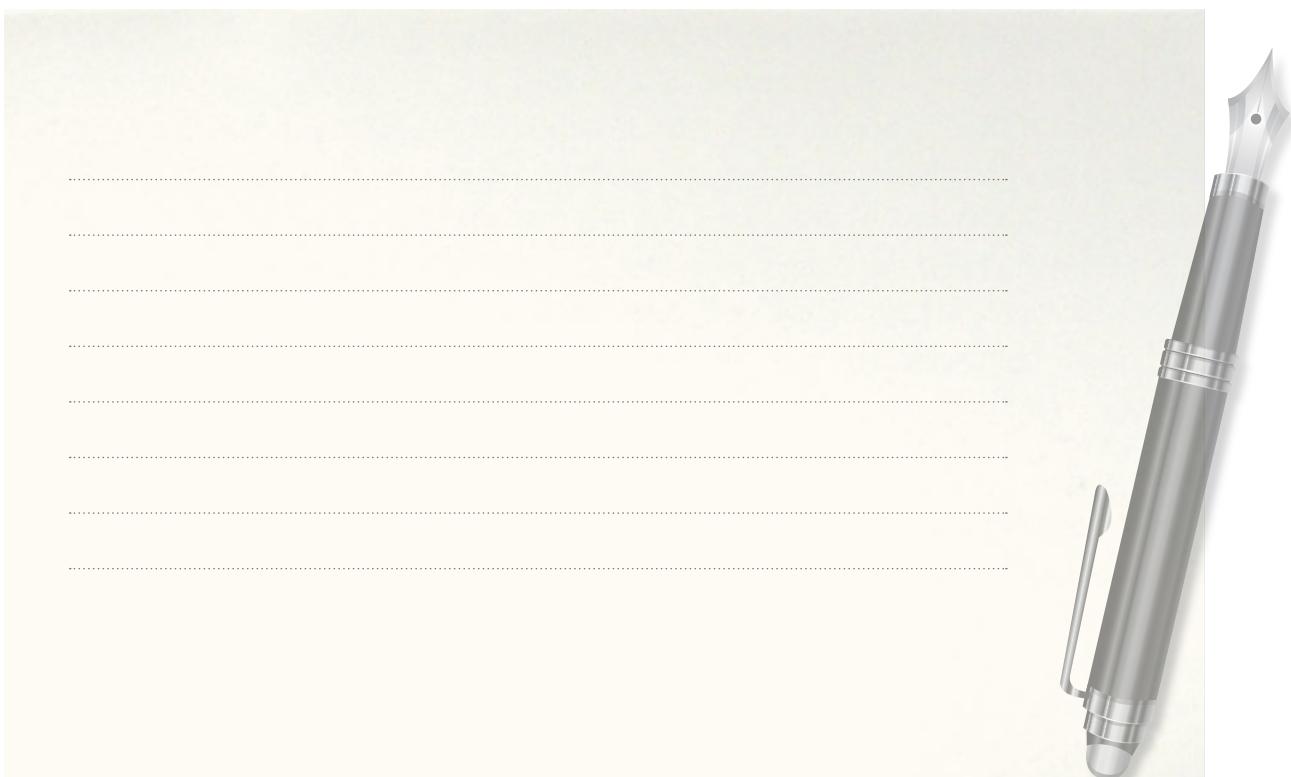
**A** To conclude, it is clear that taking part and winning are equally important. If you don't take part in a competition, you can never win.

**B** In summary, I think that winning is not important. Having fun in a competition is the only thing that matters.

**C** To sum up, I believe that people should be praised for winning a competition, but taking part and doing your best are more important.

Aspects of writing	Guiding questions	My exploration
Content	How does the writer introduce the topic in the opening paragraph?	
	What are the arguments? What examples does the writer use to support her opinion?	
Language	What language structures does the writer use to introduce the topic at the beginning of the essay?	
	What phrases does the writer use to introduce examples?	
	What phrases can be used to signal a conclusion?	
Editing	Where does the writer put her name?	
	How does the writer use punctuation marks to show possessives?	

### 3 Now write your own opinion essay.



## E Cultural focus



It's not easy to attain success. In order to be successful and achieve important things, we need to hold firm to our beliefs and never give up.

In this section, you will first read a passage about people who accomplished great things despite enormous difficulties at the beginning. You will then watch a video about three table tennis champions who are working hard to reach the top.

### 1 Work in pairs. Discuss the questions.

(1) Who do you think has had a big impact on our country?

.....  
(2) Was it surprising that they were able to achieve what they did? Why or why not?  
.....

### 2 Read the passage on pages 73 and find the key information in the success stories. Then complete the table.

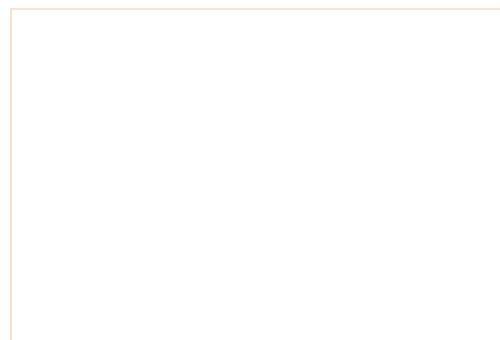
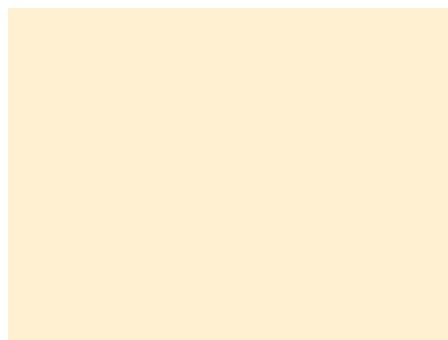
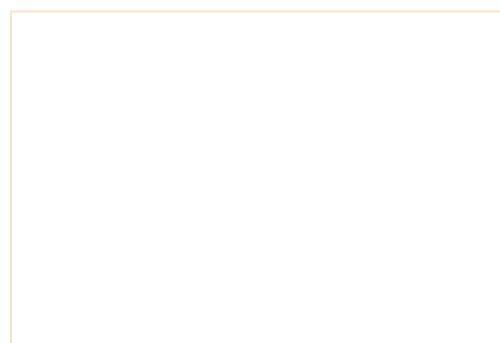
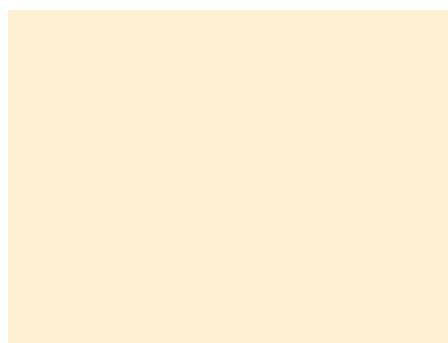
#### A false start

Albert Einstein:  
He started speaking at 4.  
He couldn't read until 7.  
He had learning difficulties.  
He was expelled from school.



#### A successful end

He is one of the most important physicists of the 20th century.  
He received a Nobel Prize in 1921.



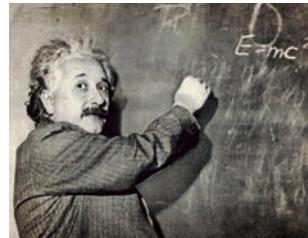
# A false start



*Many who have achieved success started out as failures. Below are three of the most famous.*

## A late developer with a curious mind

Albert Einstein is perhaps one of the most intelligent men that have ever lived. However, people thought differently in the past. Einstein didn't start speaking until he was four years old and he couldn't read until he was seven. His teachers said he had learning difficulties and eventually he was expelled from school. Einstein went on to become one of the most important physicists of the 20th century and received a Nobel Prize in 1921.



## He never knew success

One of the unluckiest artists in the world is the Dutch<sup>①</sup> painter Vincent van Gogh. Only one person bought a painting from him during his life, and that person was a friend who paid very little money for it. However, the painter continued with his work and completed over eight hundred pictures before he died. Today, you can see his beautiful paintings in the most famous art museums in the world and they sell for a huge amount of money.



## Hard work counts

Hua Luogeng (1910–1985) was one of the greatest mathematicians in China, but he didn't get an easy start: his family didn't have much money, so he couldn't afford to complete his education. However, Hua did receive the support of a dedicated teacher while he was at school. He loved maths and studied so hard that he managed to win a national abacus<sup>②</sup> competition.

Then something terrible happened: because of a serious illness, his left leg became permanently paralysed<sup>③</sup>. Despite this terrible setback, Hua continued to study on his own and develop his talents. When Hua discovered a mistake in an important maths paper, he was invited to work at Tsinghua University, and the rest is history<sup>④</sup>.



① Dutch /dʌtʃ/ adj. 荷兰的 ② abacus /'æbəkəs/ n. 算盘 ③ paralyse /'pærəlaɪz/ v. 使麻痹；使瘫痪

④ the rest is history 后来发生的事情众所周知

## E Cultural focus

### 3 Read the passage again and choose the correct answers.

- (1) The title of this passage “A false start” refers to a person that .....:

  - a is second time lucky
  - b never knows success
  - c has a curious mind but is a late developer
  - d finds success after failing

(2) The stories of Einstein and Vincent van Gogh tell us that .....

  - a people achieve great things even if others do not believe they can
  - b great minds usually have learning difficulties when they were young
  - c scientists and artists are very much alike
  - d if one wants to be successful, one must learn how to overcome one's own shortcomings<sup>①</sup>

(3) Which sentence can best summarize Hua Luogeng's story?

  - a If you don't start well, don't give up.
  - b A grateful heart is a beginning of greatness.
  - c Giving back involves a certain amount of giving up.
  - d It is not enough to have a good mind; the main thing is to use it well.

#### **4** Discuss the questions in groups.

How do you understand “success” in these stories? What are the important factors needed to achieve it?

① **shortcoming** /'ʃɔ:tkʌmɪŋ/ *n.* 缺点

## Video Top spin

### Start thinking

#### 1 Answer the questions.

- (1) Do you think table tennis is a lonely sport? Why or why not?
- (2) What do you think it takes to become a top table tennis player?

### Comprehension check

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

(1) It is really fun to watch Michael play table tennis even though his style is very ordinary.

(2) Ariel's father has quit his job in order to take care of his family.

(3) Lily's friends thought it was quite common to play table tennis.

(4) Since she is often away from school, Lily gets worse grades than her friend Emily.

(5) Michael only does his table tennis practice in his home country.

(6) Michael plays table tennis so well that he can compete with the best Chinese players.

### Vocabulary

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

■ coach ■ compare ■ impress ■ practise ■ keep improving ■ give up

(1) The whole family have to make sacrifices so that Ariel can ..... playing table tennis.

(2) Ariel's dad ..... his daughter full-time.

(3) ..... to the top Chinese players, they still have a long way to go.

(4) The idea of ..... never enters the minds of these young table tennis players.

(5) If they want to be able to win a medal at the Olympic Games, they must ..... their skills.

(6) Lily ..... all her friends with her dedication to table tennis.

### Extension

#### 4 Work in groups of four. You are going to role-play an interview with the three table tennis players. The interview should include the following parts: basic personal information, playing styles, experiences or challenges, and what other people have said about them.

- (1) In your group, decide on the roles each member takes, Lily, Ariel, Michael and an interviewer.
- (2) Work together to write as many questions as possible based on the video and prepare the best answers to the questions.
- (3) Start your interviews. The interviewer should open and close each interview in a suitable way.
- (4) Present your interviews in class.
- (5) When all interviews are done, the whole class should vote on the best interview and explain why.

## 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
<b>A Reading and interaction</b> <ul style="list-style-type: none"><li>• I can describe how the old man defeated the shark.</li><li>• I can interpret the rich meanings expressed by the simple words used by Hemingway.</li><li>• I can share my story about challenges in life.</li></ul>			
<b>B Grammar activity</b> <ul style="list-style-type: none"><li>• I can identify the <i>to-infinitive</i> as the adverbial of result or purpose in the passage.</li><li>• I can express a purpose or a result with a <i>to-infinitive</i> form.</li></ul>			
<b>C Listening and speaking</b> <ul style="list-style-type: none"><li>• I can summarize the four achievements presented in the radio programme.</li><li>• I can talk about successful people and describe their achievements.</li></ul>			
<b>D Writing</b> <ul style="list-style-type: none"><li>• I can decide on the purpose of an opinion essay and select ideas before I start writing.</li><li>• I can write about PE classes with enough arguments and examples.</li></ul>			
<b>E Cultural focus</b> <ul style="list-style-type: none"><li>• I can retell the stories of success against all odds and comment on them in my own words.</li><li>• I can retell the stories of three teenagers' achievements in table tennis.</li></ul>			

### Reflective questions

How did the excerpt from Hemingway's *The Old Man and the Sea* enable you to discover how English is used to achieve the communicative effect?

# Appendices

## Vocabulary

### 词汇等级说明：

1. 不标星的词汇为高中英语必修课程要求。
2. 标一颗星的词汇为高中英语选择性必修课程要求。

### Words and phrases by unit

#### Unit 1

- \*blame** /bleɪm/ *v.* to think or say that somebody / something is responsible for something bad 把……归咎于；指责  
*n.* responsibility for doing something badly or wrongly ( 坏事或错事的 ) 责任；指责
- theme** /θi:m/ *n.* the subject of a talk or a piece of writing, etc. 主题
- factor** /'fækta(r)/ *n.* one of several things that cause or influence something 因素；要素
- \*chemical** /'kemɪkl/ *n.* a substance obtained by or used in a chemical process 化学制品；化学品  
*adj.* connected with chemistry 与化学有关的；化学的
- frightening** /'fraɪtnɪŋ/ *adj.* making you feel afraid 使惊恐的；骇人的
- pressure** /'preʃə(r)/ *n.* feelings of anxiety that are caused by the need to achieve something 心理压力；紧张
- \*impress** /ɪm'pres/ *v.* to make somebody feel admiration and respect 使钦佩；给……留下深刻的好印象
- \*statistic** /stə'tɪstɪk/ *n.* (*pl.* statistics) a collection of information shown in numbers 统计数字；统计资料
- seat belt** /'si:t belt/ *n.* a belt in a car or a plane that you fasten around yourself for safety ( 汽车或飞机上的 ) 安全带
- solution** /sə'lju:ʃn/ *n.* a way of solving a problem or dealing with a difficult situation 解决办法；处理手段  
 an answer to a puzzle or to a problem in mathematics 答案；解；谜底
- independent** /,ɪndɪ'pendənt/ *adj.* not depending on others for help or support 独立的；自主的
- surfing** /'sɜ:fɪŋ/ *n.* the sport of riding on waves while standing on a narrow board 冲浪运动
- adapt** /ə'dæpt/ *v.* to change a book or play so that it can be made into a play, film, television programme, etc. 改编；改写  
 to change something in order to make it suitable for a new use or situation 使适应，使适合 ( 新用途、新情况 )
- section** /'sekʃn/ *n.* a separate part of a document, book, etc. 节；部分  
 any of the parts into which something is divided 部分；部门
- reveal** /rɪ'veɪl/ *v.* to make something known to somebody 揭示；显示；透露
- author** /'ɔ:θə(r)/ *n.* a person who writes books or the person who wrote a particular book 著者；作者
- responsible** /rɪ'sponsəbl/ *adj.* having the job or duty of doing something or taking care of somebody / something, so that you may be blamed if something goes wrong 负责；承担义务  
 being able to be blamed for something 应受责备；有责任
- limited** /'lɪmitɪd/ *adj.* not very great in amount or extent 有限的
- \*reliable** /rɪ'lائəbl/ *adj.* that is likely to be correct or true 真实可信的
- extent** /ɪk'stent/ *n.* how large, important, serious, etc. something is 程度；限度
- judgement** /dʒʌdʒmənt/ *n.* an opinion one gives about something or the act of making this opinion known to others 看法；评价  
 the ability to make sensible decisions 判断力；识别力

**issue** /'ɪʃu:/ *n.* an important topic that people are discussing or arguing about 重要议题；争论的问题

a problem or worry that somebody has with something 问题；担忧

**strategy** /'strætədʒi/ *n.* a plan that is intended to achieve a particular purpose 策略；计策；行动计划

**conduct** /kən'dʌkt/ *v.* to organize and / or do a particular activity 组织；安排；实施

**confidence** /'kɒnfɪdəns/ *n.* a belief in your own ability to do things and be successful 自信心

**adventurer** /əd'ventʃərə(r)/ *n.* a person who enjoys exciting new experiences, especially going to unusual places 冒险者；冒险家

**achievement** /ə'tʃiːvmənt/ *n.* a thing that somebody has done successfully, especially using their own effort and skill 成就；成绩；功绩

**ski** /ski:/ *v.* to move over snow on skis, especially as a sport 滑雪(运动)

*n.* one of a pair of long narrow pieces of wood, metal or plastic for skiing 滑雪板

**quit** /kwɪt/ *v.* (quit, quit) to stop doing something 停止；戒掉

to leave your job, school, etc. 离开(工作职位、学校等)；离任

**charity** /'tʃærəti/ *n.* the aim of giving money, food, help, etc. to those who are in need 慈善；赈济  
an organization for helping people in need 慈善机构；慈善事业

**disease** /dr'zi:z/ *n.* an illness affecting humans, animals or plants 疾病

**reaction** /ri'ækʃn/ *n.* what one does, says and thinks as a result of something that has happened 反应；回应  
a response by the body, usually a bad one, to a drug, chemical or other things 生理反应；副作用

**\*dizzy** /'dizi/ *adj.* feeling as if everything is spinning around you and you are not able to balance 头晕目眩的；  
眩晕的

**\*incredible** /ɪn'kredəbl/ *adj.* extremely good or extremely large 极好的；极大的  
impossible or very difficult to believe 难以置信的

**curiosity** /,kjʊəri'ɒsəti/ *n.* a strong desire to know about something 好奇心；求知欲

**\*eyewitness** /'aɪwɪtnəs/ *n.* a person who has seen a crime, accident, etc. and can describe it afterwards 目击者；  
见证人

**account** /ə'kaʊnt/ *n.* a written or spoken description of something that has happened 描述；叙述；报告  
an arrangement that somebody has with a bank, etc. to keep money there, take some out, etc. 账户

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

to prevent something, especially food, from decaying by treating it in a particular way 贮存；保鲜

**base** /beɪs/ *n.* the main place where you live or stay or where a business operates from 据点；总部  
the bottom or the lowest part of something 根基；基底；底座

**continent** /'kɔntrɪnənt/ *n.* one of the large land masses of the Earth such as Europe, Asia or Africa 大陆；陆地；洲

**\*native** /'neɪtɪv/ *adj.* connected with the place where you have always lived or have lived for a long time 本地的；  
当地的

connected with the place where you were born and lived for the first years of your life 出生地的

**boot** /bu:t/ *n.* a strong shoe that covers the foot and ankle and often the lower part of the leg 靴子

**\*ambitious** /æm'bɪʃəs/ *adj.* determined to be successful, rich, powerful, etc. 有野心的；有雄心的

**\*limit** /'lɪmɪt/ *n.* a point at which something stops being possible 限度；限制  
*v.* to stop something from increasing beyond a particular amount or level 限制；限定

**attempt** /ə'tempt/ *n.* an act of trying to do something (especially something difficult) 企图；试图；尝试

*v.* to make an effort or try to do something, especially something difficult 努力；尝试；试图

**contain** /kən'teɪn/ *v.* if something contains something else, it has that thing inside it or as part of it 包含；含有；  
容纳

**vehicle** /'vɪəkl/ *n.* a thing that is used for transporting people or goods from one place to another, such as a car or truck 交通工具；车辆

## Phrases

**check out** to look at or examine a person or thing that seems interesting or attractive 察看，观察（有趣或有吸引力的人或事物）

to find out if something is correct, or if somebody is acceptable 调查；核实

**be likely to** be probable or expected to 可能做；可能成为

**due to** caused by; because of 由于；因为

**social media** websites and software programmes used for social network 社交媒体

**ice sheet** a layer of ice that covers a large area of land for a long period of time 冰原；冰盖

**polar bear** a white bear that lives near the North Pole 北极熊

**apart from** except for 除……之外（都）

## Unit 2

**\*episode** /'epɪsəʊd/ *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

**series** /'sɪəri:z/ *n.* a set of radio or television programmes that deal with the same subject or that have the same characters (广播或电视上题材或角色相同的)系列节目

**previous** /'pri:vɪəs/ *adj.* happening or existing before the event or object that you are talking about 先前的；以往的  
**brief** /bri:f/ *adj.* using few words 简洁的；简单的

lasting only a short time; short 短时间的；短暂的

**\*quote** /'kwaʊt/ *n.* a group of words or a short piece of writing taken from a book, play, speech, etc. 引语；引文  
v. to repeat the exact words that another person has said or written 引用；引述

**clap** /klæp/ *v.* to hit your open hands together 拍手；击掌

to hit your open hands together several times to show that you approve of or have enjoyed something 鼓掌，拍手（表示赞许或欣赏）

**indeed** /ɪn'di:d/ *adv.* used to emphasize a positive statement or answer (强调肯定的陈述或答复)  
used to add information to a statement 其实；实际上

**positive** /'pozɪtɪv/ *adj.* directed at dealing with something or producing a successful result 积极的；建设性的；朝着成功的

**effect** /'efekt/ *n.* a change that somebody / something causes in somebody / something else 效应；影响；结果

**performance** /pə'fɔ:rəməns/ *n.* how well or badly you do something 表现

the act of performing a play, concert or some other form of entertainment 表演；演出

**\*propose** /prə'pəʊz/ *v.* to suggest a plan, an idea, etc. for people to think about and decide on 提议；建议

**lecture** /'lektʃə(r)/ *n.* a talk or a lesson in schools (通常指大学里的)讲座，讲课，演讲

**document** /dɒkjumənt/ *n.* an official paper or book that gives information about something, or that can be used as evidence or proof of something 文件；公文；文献；证件

**resource** /rɪ'sɔ:s/ *n.* something, especially a book, equipment, etc. that provides information 资料

**eager** /'i:gə(r)/ *adj.* very interested and excited by something that is going to happen or about something that you want to do 热切的；渴望的；渴求的

**frequently** /'fri:kwəntli/ *adv.* often 频繁地；经常

**update** /'ʌp'deɪt/ *v.* to make something more modern by adding new parts, etc. 更新

**otherwise** /'ʌðəwaɪz/ *adv.* used to state what the result would be if something did not happen or if the situation were different 否则；不然

- \***motivate** /'məʊtɪveɪt/ *v.* to make somebody want to do something, especially something that involves hard work and effort 激励；激发
- \***mood** /mu:d/ *n.* the way a group of people feel about something; the atmosphere in a place or among a group of people 气氛；氛围
- audience** /'ɔ:diəns/ *n.* the group of people who have gathered to watch or listen to something (a play, a concert, somebody speaking, etc.) ( 戏剧、音乐会或演讲等的 ) 观众，听众
- hurricane** /'hʌrɪkən/ *n.* a violent storm with very strong winds, especially in the western Atlantic Ocean ( 尤指西大西洋的 ) 飓风
- path** /pa:θ/ *n.* a way or track 小路；小径
- county** /'kaʊnti/ *n.* an area of Britain, Ireland or the US that has its own government ( 英国、爱尔兰的 ) 郡；( 美国的 ) 县
- \***valley** /'væli/ *n.* an area of low land between hills or mountains, often with a river flowing through it; the land that a river flows through 谷；山谷；溪谷
- accident** /'ækstɪdənt/ *n.* an unpleasant event, especially in a vehicle, that happens unexpectedly and causes injury or damage ( 交通 ) 事故；意外遭遇；不测事件
- recognize** /'rekənaɪz/ *v.* to admit or to be aware that something exists or is true 承认；意识到 to know who somebody is or what something is when you see or hear them or it, because you have seen or heard them or it before 认识；认出；辨别出
- aid** /eɪd/ *n.* help that is given to a person 帮助；援助
- function** /'fʌŋkʃn/ *v.* to work in the correct way 起作用
- donate** /dəʊ'nait/ *v.* to give money, food, clothes, etc. to somebody / something, especially a charity ( 尤指向慈善机构 ) 捐赠，赠送
- supply** /sə'plai/ *n.* an amount of something that is provided or available to be used 供应量；供给量；储备
- \***devoted** /dɪ'veutɪd/ *adj.* having great love for somebody / something and being loyal to them 挚爱的；忠诚的；全心全意的
- creative** /kri'eɪtɪv/ *adj.* involving the use of skill and the imagination to produce something new or a work of art 创造(性)的；创作的
- satisfaction** /,sætɪs'fækʃn/ *n.* the good feeling that you have when you have achieved something 满足；满意；欣慰
- benefit** /'benɪfɪt/ *n.* an advantage or profit gained from something 优势；益处
- concentration** /,kɒnse'ntreɪʃn/ *n.* the ability to direct all your effort and attention on one thing, without thinking of other things 专心；专注
- obviously** /'ɒbviəslɪ/ *adv.* used to say that a particular situation or fact is easy to see or understand ( 用于说明某种情况或事实 ) 明显，显而易见，不言而喻
- \***promote** /prə'məʊt/ *v.* to help something to happen or develop 促进；推动
- \***cooperation** /kəʊ,ɒpə'reɪʃn/ *n.* the act of doing something together or working together towards a shared aim 合作；协作
- mental** /'mentl/ *adj.* connected with or happening in mind; involving the process of thinking 思想的；精神的；思考的；智力的
- \***academic** /,ækə'demɪk/ *adj.* connected with education, especially studying in schools and universities 学业的
- procedure** /prə'si:dʒə(r)/ *n.* a way of doing something, especially the usual or correct way 步骤
- aware** /ə'weə(r)/ *adj.* knowing or realizing something 知道；意识到；明白
- addicted** /ə'dɪktɪd/ *adj.* spending all your free time doing something because you are so interested in it 入迷
- \***debate** /dɪ'bet/ *v.* to discuss something, especially formally, before making a decision or finding a solution ( 尤指正式 ) 讨论，辩论

- n.* an argument or discussion expressing different opinions (各自发表不同意见的) 争论, 辩论
- \***uniform** /'ju:nifɔ:m/ *n.* the special set of clothes worn by all members of an organization or a group at work, or by children at school 制服; 校服
- identity** /'aɪdəntəti/ *n.* the characteristics, feelings or beliefs that distinguish people from others 特征  
who or what somebody / something is 身份
- signal** /'saɪgnəl/ *v.* to be a sign that something exists or is likely to happen 标志; 表明; 预示
- summarize** /'sʌməraɪz/ *v.* to give a summary of something (= a statement of the main points) 总结; 概括
- master** /'ma:stə(r)/ *v.* to learn or understand something completely 精通; 掌握
- prevent** /prɪ'vent/ *v.* to stop somebody from doing something; to stop something from happening 阻止; 阻碍
- cure** /kjʊə(r)/ *n.* a medicine or medical treatment that cures an illness 药; 药物; 疗法
- \***cancer** /'kænsə(r)/ *n.* a serious disease in which growths of cells, also called cancers, form in the body and kill normal body cells 癌; 癌症
- Wi-Fi** /'waɪ faɪ/ *n.* a system for sending data over computer networks using radio waves instead of wires 无线保真
- \***sail** /seɪl/ *v.* (of a boat or ship or the people on it) to travel on water using sails or an engine (船)航行; (人)乘船航行
- \***tight** /taɪt/ *adj.* very strict and firm 严密的; 严格的  
held or fixed in position firmly; difficult to move or undo 牢固的; 紧的
- ocean** /'əʊʃn/ *n.* sea 大海; 海洋
- \***pursue** /pə'sju:/ *v.* to do something or try to achieve something over a period of time 追求; 致力于

## Phrases

- rock band** a small group of musicians who play rock music together, often with a singer or singers 摆滚乐队
- in charge of** having control over somebody / something; being responsible for somebody / something 主管; 照管; 管理
- sum up** to summarize 总结; 概括
- fade away** (of a person) to become very weak or ill and die (人)衰弱; 病重死亡

## Unit 3

- climate** /'klaɪmət/ *n.* the regular pattern of weather conditions of a particular place 气候
- \***billion** /'bɪljən/ *n.* one thousand million 十亿
- alarming** /ə'lɑ:mɪŋ/ *adj.* causing worry and fear 使人惊恐的; 令人惊慌的
- rate** /reɪt/ *n.* a measurement of the speed 速度; 进度
- \***predict** /prɪ'dikt/ *v.* to say that something will happen in the future 预言; 预告; 预报
- chain** /tʃeɪn/ *n.* a series of connected things or people 一系列, 一连串(人或事)  
a series of connected metal rings, used for pulling or fastening things 链子; 锁链
- \***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; 猎杀
- agriculture** /'ægrɪkʌltʃə(r)/ *n.* the science or practice of farming 农业; 农学
- figure** /'fɪgə(r)/ *n.* a number representing a particular amount, especially one given in official information (代表数量, 尤指官方资料中的) 数字
- significantly** /sig'nɪfɪkəntli/ *adv.* being important enough to have an effect on something or to be noticed 有重大意义地; 显著地; 明显地
- unfamiliar** /ʌnfə'miliə(r)/ *adj.* strange 陌生的; 不熟悉的
- youth** /ju:θ/ *n.* young people considered as a group (统称) 青年, 年轻人

the time of life when a person is young, especially the time before a child becomes an adult 青年时期(尤指成年以前)

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

**extinction** /ɪk'stɪŋkʃn/ n. a situation where a plant, an animal, a way of life, etc. no longer exists 灭绝，绝种

**admit** /əd'mit/ v. to agree, often unwillingly, that something is true (常指勉强) 承认

**somewhat** /'sʌmhaʊ/ adv. for a reason that you don't know or understand 不知为什么

in a way that is not known or certain 以某种方式

**measure** /'meʒə(r)/ n. an official action that is done in order to achieve a particular aim 措施；方法

**absolutely** /'æbsəl'yutli/ adv. used to emphasize that something is completely true (强调真实无误) 绝对地，完全地

\***contrast** /kən'tra:st/ v. to compare two things in order to show the differences between them 对比；对照

**imply** /ɪm'plai/ v. to suggest that something is true or that you feel or think something, without saying so

directly 暗示；暗指

**major** /'meidʒə(r)/ adj. very large or important 主要的；重要的

\***available** /ə'veiləbl/ adj. that you can get, buy or find easily 可获得的；可购得的；可找到的

**option** /'ɒpʃn/ n. choice 选择；可选择的事物

**desire** /dɪ'zaɪə(r)/ n. a strong wish to have or do something 愿望；欲望；渴望

**reduce** /rɪ'dju:s/ v. to make something less or smaller in size, quantity, price, etc. 减少，缩小(尺寸、数量、价格等)

**design** /dɪ'zain/ v. to decide how something will look, work, etc., especially by drawing plans or making models 设计；制图；构思

**balance** /'bæləns/ v. to give equal importance to two contrasting things or parts of something 同等重视(相对的两个事物或方面)

**graduate** /'grædʒueɪt/ v. to get a degree from a university or college 大学毕业

/'grædʒuət/ n. a person who has a university degree 大学毕业生

**plus** /pləs/ conj. used to add more information 而且；此外；况且

**eventually** /ɪ'ventʃuəli/ adv. at the end of a period of time 最后；终于

**concerned** /kən'sɜ:nd/ adj. interested in something 感兴趣的；关切的；关注的

**fund** /fʌnd/ v. to provide money for something, usually something official 为……提供资金；拨款给

\***mirror** /'mɪrə(r)/ n. a piece of special flat glass that reflects images 镜子

**tear** /tɪə(r)/ n. a drop of liquid that comes out of your eye when you cry 眼泪；泪珠；泪水

\***net** /net/ n. a type of material that is made of string, thread or wire tied together, with small spaces in between 网；网状物

\***string** /strɪŋ/ n. material made of several threads twisted together, used for tying things together 细绳；线；带子

\***mud** /mʌd/ n. wet earth that is soft and sticky 泥；淤泥

\***cloth** /klɒθ/ n. material made by weaving or knitting cotton, wool, silk, etc. 织物；布料

**process** /'prəʊses/ n. a series of things that are done in order to achieve a particular result (为达到某一目标的) 过程；进程

**contact** /'kɒntækt/ v. to communicate with somebody, for example by telephone or letter 联系，联络(如用电话或信件)

\***madam** /'mædəm/ n. a formal way of speaking or writing to a woman 夫人；女士

\***advertise** /'ædvətaɪz/ v. to make something known to the public in order to encourage people to buy or to use it 做广告；登广告

**therefore** /'ðeəfɔ:(r)/ adv. used to introduce the logical result of something that has just been mentioned 因此；所以；因而

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

**flight** /flait/ *n.* a plane making a particular journey 航班飞机；班机

a journey made by air, especially in a plane 空中航行，航程

**\*grateful** /'greɪtfəl/ *adj.* feeling or showing thanks because somebody has done something kind for you 感激的；表示感谢的

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

**formal** /'fɔːml/ *adj.* (of a style of dress, speech, writing, behaviour, etc.) very correct and suitable for official or important occasions (穿着、言语、行为等)适合正式场合的；正规的；庄重的

**official** /ə'fɪʃl/ *adj.* agreed to, said, done, etc. by somebody who is in a position of authority 正式的；官方的；官方授权的

**\*fluent** /'fluːənt/ *adj.* able to speak, read or write a language, especially a foreign language, easily and well (尤指外语)流利的，流畅的；熟练的

**exchange** /ɪks'tʃeɪndʒ/ *v.* to give something to somebody and at the same time receive the same type of thing from them 交换；交流

**range** /reɪndʒ/ *n.* a variety of things of a particular type 一系列

## Phrases

**spring roll** a type of Chinese fried food consisting of a tube of thin pastry, filled with vegetables or meat 春卷

**silicon chip** a very small piece of silicon used to carry a complicated electronic circuit 硅片

**solar-power battery** a kind of battery using the sun's energy 太阳能电池

**look forward to** to be thinking with pleasure about something that is going to happen 盼望；期待

**mother tongue** one's first language 母语

## Unit 4

**\*brick** /brɪk/ *n.* something used for building walls, houses and other buildings 砖；砖块

**\*gain** /geɪn/ *n.* an advantage or improvement 好处；利益；改进

**attract** /ə'trækt/ *v.* to interest you and make you want it 吸引；使喜爱

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

**target** /'ta:gɪt/ *n.* an object, a person or a place that people aim at when attacking (攻击的) 目标，对象  
a result that you try to achieve 目标；指标

**approach** /ə'prəʊtʃ/ *v.* to come near to somebody / something in distance or time (在距离或时间上) 靠近，接近

**attack** /ə'tæk/ *n.* an act of using violence to try to hurt or kill somebody 袭击；攻击

*v.* to use violence to try to hurt or kill somebody 袭击；攻击

**sharp** /ʃa:p/ *adj.* having a fine edge or point, especially of something that can cut or make a hole in something 锋利的；尖的

**skin** /skɪn/ *n.* the layer of tissue that covers the body 皮；皮肤

**strength** /strenθ/ *n.* the quality of being physically strong 体力；力气；力量

**\*wrap** /ræp/ *v.* to put something firmly around something /somebody 用……缠绕(或围紧)  
to cover something completely in paper or other material 包，裹(礼物等)

**\*bleed** /bli:d/ *v.* (bled, bled) to lose blood, especially from a wound or an injury 流血；失血

**bite** /baɪt/ *v.* (bit, bitten) to use your teeth to cut into or through something 咬

**\*defeat** /dɪ'fi:t/ *n.* failure to win or to be successful 失败

*v.* to win against somebody in a war, competition, sports game, etc. 击败，战胜

**destroy** /dr'stroɪ/ *v.* to damage something so badly that it no longer exists, works, etc. 摧毁

**intelligent** /ɪn'telɪdʒənt/ *adj.* (of an animal, a being, etc.) able to understand and learn things ( 动物、生物等 ) 有智力的；有理解和学习能力的

good at learning, understanding 有才智的；聪明的

**struggle** /'strʌgl/ *v.* to fight somebody or try to get away from them 搏斗；扭打；挣扎脱身

to try very hard to do something when it is difficult 奋斗；努力

\***sink** /sɪŋk/ *v.* (sank, sunk) to go down below the surface or towards the bottom of a liquid or soft substance 下沉

**ahead** /ə'hed/ *adv.* further forward in space or time; in front ( 时间、空间 ) 向前面，在前面

**maintain** /meɪnten/ *v.* to make something continue at the same level, standard, etc. 维持；保持

to keep stating that something is true, even though other people do not agree 坚持( 意见 ), 固执己见

\***dramatically** /dræ'mætɪkli/ *adv.* by a strikingly large amount or to a strikingly large extent; greatly 巨大地

**curious** /'kjʊəriəs/ *adj.* having a strong desire to know about something 求知欲强的；好奇的

\***shortage** /'ʃɔ:tɪdʒ/ *n.* a situation when there is not enough of the people or things that are needed 不足；缺少；短缺

短缺

\***grain** /greɪn/ *n.* the small hard seeds of food plants such as wheat, rice, etc.; a single seed of such a plant 谷物；谷粒

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

**self-sufficient** /,self sə'fɪʃənt/ *adj.* able to do or produce everything that you need without the help of other people 自给自足；自立的

**medal** /'medl/ *n.* a flat piece of metal, usually shaped like a coin, that is given to the winner of a competition 奖章；勋章

\***outstanding** /aʊt'stændɪŋ/ *adj.* extremely good; excellent 优秀的；杰出的；出色的

\***institute** /'ɪnstrɪtju:t/ *n.* an organization that has a particular purpose, especially one that is connected with education or a particular profession ( 教育、专业等 ) 机构

**request** /rɪ'kwest/ *n.* the action of asking for something formally and politely ( 正式或礼貌的 ) 要求，请求

\***atmosphere** /'ætməsfɪə(r)/ *n.* the mixture of gases that surrounds the Earth ( 围绕地球的 ) 大气，大气层

\***lack** /læk/ *n.* the state of not having something or not having enough of something 缺乏；匮乏；短缺

\***clue** /klu:/ *n.* some words or a piece of information that helps you find the answers to a game or a question 提示词语，解答提示

**literature** /'lɪtrətʃə(r)/ *n.* pieces of writing that are valued as works of art 文学；文学作品

**failure** /'feɪlju:r/ *n.* a person or thing that is not successful 失败的人( 或事物 )

lack of success in doing or achieving something 失败

\***realistic** /rɪ:lɪ'stɪk/ *adj.* accepting in a sensible way what it is actually possible to do or achieve in a particular situation 现实的；实际的；实事求是的

**professional** /prə'feʃənl/ *adj.* doing something as a paid job rather than as a hobby 专业的；职业的

\***false** /fɔ:ləs/ *adj.* wrong; not correct or true 错误的；不正确的

\***permanently** /'pɜ:mənəntli/ *adv.* lasting for a long time or for all time in the future 永久地；永恒地

**setback** /'setbæk/ *n.* a difficulty or problem that delays or prevents something or makes a situation worse 挫折；阻碍

**title** /'taɪtl/ *n.* the name of a book, poem, painting, piece of music, etc. ( 书、诗歌、图画、乐曲等的 ) 名称，标题，题目

## Phrases

**cell phone** (American English) a mobile phone 移动电话；手机

**in addition** used when you want to mention another person or thing after something else 除……以外( 还 )

## 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

Nicola Morgan 妮可拉·摩根  
 Marco Black 马可·布莱克  
 Jordan Romero 乔丹·罗梅罗  
 Qomolangma 珠穆朗玛峰  
 the North Pole 北极  
 Parker Liautaud 帕克·利奥托  
 the Arctic 北极地区  
 the South Pole 南极  
 Katie Walter 卡蒂·沃尔特  
 Jade Hameister 杰德·哈迈斯特  
 Greenland 格陵兰(岛)  
 Columbia 哥伦比亚  
 Harbin 哈尔滨  
 the Antarctic 南极地区  
 Brita Harding 布里特·哈丁  
 Captain Robert Scott 罗伯特·斯科特队长  
 Inuit 因纽特人  
 Ross Island 罗斯岛  
 Roald Amundsen 罗阿尔德·阿曼德森  
 Oates 奥茨  
 Evans 埃文斯  
 Bowers 鲍尔斯  
 Wilson 威尔逊

### Unit 2

Philip Beadle 菲利普·比德尔  
 Pili village 皮勒村  
 Taxkorgan 塔什库尔干  
 West Bengal 西孟加拉邦  
 Babar Ali 巴巴·阿里  
 Brian Patten 布赖恩·帕顿

### Unit 3

BCE (Before the Common Era) 公元前  
 CE (Common Era) 公元  
 Indonesia 印度尼西亚

Baras 巴拉斯语  
 Jakarta 雅加达  
 Myanmar 缅甸  
 Ukraine 乌克兰  
 Michelle Coakley 米歇尔·寇克莉  
 Ireland 爱尔兰  
 Jade Kearney 杰德·科尔尼  
 Bill Gates 比尔·盖茨  
 Monik Pamecha 莫尼卡·帕梅查  
 Santa Clara Valley 圣塔克拉拉谷  
 San Francisco 旧金山  
 California 加利福尼亚州  
 Silicon Valley 硅谷  
 Stanford 斯坦福大学  
 Arun Sharma 阿伦·夏尔马  
 Brighton 布莱顿  
 Anglo-Saxon 盎格鲁-撒克逊人  
 Nigeria 尼日利亚  
 Singapore 新加坡  
 Denmark 丹麦  
 the Caribbean 加勒比海地区

### Unit 4

Ernest Hemingway 欧内斯特·海明威  
 Santiago 圣地亚哥  
 World Food Prize 世界粮食奖  
 Medal of the Republic 共和国勋章  
 Dunhuang Research Academy 敦煌研究院  
 Mogao Caves 莫高窟  
 Outstanding Contributor to Cultural Relics  
 Protection 文物保护杰出贡献者  
 Archimedes 阿基米德  
 Albert Einstein 阿尔伯特·爱因斯坦  
 Nobel Prize 诺贝尔奖  
 Vincent van Gogh 文森特·梵高  
 Tsinghua University 清华大学

# Glossary

## 说明:

专业术语表按书中出现顺序排列，不分单元。

**ellipsis** 省略

**bracket** 括号

**modal verb** 情态动词

**auxiliary verb** 助动词

**to-infinitive** 带 to 不定式

**direct speech** 直接引语

**question mark** 问号

**semicolon** 分号

**verb-ing** 动词的 ing 形式

**verb-ed** 动词的 ed 形式

**attributive** 定语

**noun phrase** 名词短语

**stanza** (诗的)节, 段

**adverbial** 状语

**negative form** 否定形式

**present participle** 现在分词

**adverbial clause** 状语从句

**bare infinitive** 不带 to 的不定式

**infinitive phrase** 不定式短语

## Grammar reference

### 1 Ellipsis

Ellipsis is leaving out one or more words in a sentence. This section will only discuss leaving out certain words from verb phrases.

#### 1 Leaving out certain words from verb phrases after auxiliary verbs

We can leave out a verb phrase after auxiliary verbs (*be, have, can, will, would*, etc.) to avoid repeating words from a previous clause or sentence.

—Are you *doing your homework*?

—Yes, *I am*.

—Would *any of you like to go shopping with me*?

—*I would*.

A form of *do* is used if there is no auxiliary verb in the previous clause or sentence, or if the auxiliary is a form of *do*.

*She plays the piano as well as her teacher does.*

A form of the verb *be* is used if the main verb in the previous clause or sentence is *be*.

—Uncle Tom *is kind to your children*.

—*He always is*.

#### 2 Leaving out the verb phrase from the to-infinitive

We can leave out a repeated verb phrase after the infinitive *to* or *not to* when it is clear from the context what we are talking about.

—*I can't help you right now*.

—*I'm not asking you to*.

If *be* is in the previous sentence or clause, the infinitive form of the verb *be* is repeated after *to*.

*She was friendly to me, or at least she pretended to be.*

After some verbs such as *agree, ask, expect, forget, promise, refuse, try, wish*, etc., we can leave out *to*.

*My sister will come to visit me. She promised (to).*

*They asked me to help them and I agreed (to).*

However, after negative forms of *expect* and *wish*, we don't leave out *to*.

*I met Mary at the party, although I didn't expect to.*

In clauses introduced by *if* and *wh*-words, we can also leave out *to* after *want, like* and *would like*.

*You can go if you want (to).*

*You can do whatever you would like (to).*

However, after negative forms of *want, would like*, and *like*, we don't leave out *to*.

—*Let's go swimming.*

—*I don't really want to.*

*I had enough money to buy a new car, but I didn't like to.*

After some verbs we don't leave out *to*. Words like this include *be able, choose, deserve, fail, hate, hope, need, mean, prefer, advise*, etc.

*I'm sorry that I hurt you, but I didn't mean to.*

## 2 The verb-ing form as the attributive and the adverbial

The verb-ing form is also called verb-ing participle or present participle.

*He is singing.*

*Walking in the park yesterday, I saw a bird building a nest.*

- 1 The verb-ing form is used as an attributive, which can usually be replaced by a relative clause.

*I know two boys having the same name.* (=I know two boys who have the same name.)

The verb-ing form is used to indicate what somebody (or something) is doing (or was doing) at the time of speaking.

*Do you know the girl drinking coffee over there?* (The girl is drinking coffee.)

*Look at the crowd waiting outside the city hall.* (The crowd is waiting outside.)

The verb-ing form is used to say what something does all the time, not just at a particular time.

*They are building a bridge connecting the two islands.* (The bridge links the two islands.)

*Can you think of a word beginning with the letter "C"?* (The word begins with the letter "C".)

The verb-ing form is often used after *there is (are) / there was (were) + noun phrase*, etc.

*There are some children playing football in the court.*

*There was a man waiting outside just now.*

- 2 The verb-ing form is used as an adverbial, which can usually be replaced by an adverbial clause.

*Walking down the street, Tom was hit by a motorcycle.* (= When Tom was walking down the street, he was hit by a motorcycle.)

*Being ill, Mrs Smith won't come today.* (= Since Mrs Smith is ill, she won't come today.)

(1) The verb-ing form is used as an adverbial to indicate that the action in the adverbial and the main clause is carried out by the same subject, and is happening at the same time.

*Feeling a little tired, he put down the book.*

*They sat in the corner, talking happily.*

The verb-ing form can also be used directly after a verb.

*The child stood shivering in the rain.*

Notice that the verb-ing form always describes an action performed by the subject of the main clause.

*Walking to school, it started to rain. (X)*

*Walking to school, I noticed that it started to rain. (✓)*

The verb-ing form can be used to say one action happens during another action. We usually use the verb-ing form for the longer action in the second part of the sentence.

*Tom hurt his leg **playing** football.*

*Be careful **riding** a motorcycle.*

The verb-*ing* form is also used after *while* or *when*.

*Tom hurt his leg **while playing** football.*

*Be careful **when riding** a motorcycle.*

(2) If we want to say that someone did one thing immediately after another, we mention the earlier action with the verb-*ing* form and the later action in the main clause.

*Jumping out of bed, he dressed quickly and rushed to the door.*

If we want to say one action happens before another action, *having (done)* is used for the earlier action.

*Having located the hotel, we looked for a restaurant to have supper.*

*Having checked the letter twice, she sent it off.*

We can also use *after* verb-*ing*.

*After locating the hotel, we looked for a restaurant to have supper.*

(3) If we want to explain the reason for a certain event, we say what happens in the main clause and give the reason with the verb-*ing* form.

*The boy hid behind the closet, **not wanting** to be found by his mother.*

(4) Preposition + verb-*ing* form is often used to avoid repeating the subject.

*Since moving to Shanghai, Linda has made quite a few good friends.* (Since she moved to Shanghai, Linda has made quite a few good friends.)

A passive form with *being* + verb-*ed* can also be used in this pattern.

*After **being caught** cheating in the exam, he was required to see the head teacher.*

Words commonly used in this pattern include:

after	against	before	besides	by	in
on	since	through	with	without	

*Before going out, remember to turn off all the lights.*

*You can improve your oral English **by talking** more with native speakers.*

*He made the decision **without consulting** his parents.*

### 3 The verb-ed form as the attributive

The verb-ed form is also known as verb-ed participle or past participle.

It can be used as an attributive before or after a noun phrase to give information about someone or something. These forms are like defining relative clauses. It often has a passive meaning.

*The newly **painted** room looks nice.*

*The car **used** by the president during the war is on display.* (the car which was used by the president)

*I have read a lot of dramas **written** by William Shakespeare.* (dramas which were written by William Shakespeare)

The verb-ed form is often used after *there is / was + noun phrase*.

*There is a red sports car parked outside.*

## 4 The infinitive as the adverbial

An infinitive is the base form of a verb. The infinitive is most often used with *to*, such as *to go*, though sometimes we use the bare infinitive (infinitive without *to*).

An infinitive can be used as an adverbial.

(1) Infinitives can be used as adverbials to express purposes.

*The prizes are given **to honour** those who have been devoted to their teaching careers.*

A to-infinitive can follow *in order or so as*, to express a purpose.

*In order to catch the train, he left the school in a hurry.*

*He left the school in a hurry **in order to / so as to catch** the train.*

Some idiomatic infinitive phrases are used independently as an adverbial at the beginning or end of a sentence. These infinitive phrases include:

to be fair	to be frank (with you)	to begin with
to conclude	to cut a long story short	to tell you the truth

*To tell you the truth, I hate this movie.*

(2) Infinitives can be used as adverbials to express reasons. They are usually used after adjectives that express feelings to explain the reason for the feelings. These adjectives include:

able	afraid	amazed	angry	anxious	astonished
careful	certain	clever	comfortable	cruel	delighted
difficult	disappointed	determined	eager	easy	fit
foolish	fortunate	free	frightened	glad	good
happy	hard	lucky	overjoyed	pleased	possible
proud	ready	relieved	right	sad	shocked
sorry	sure	surprised	unable	useless	willing
worthy	wrong				

*He was angry **to hear** the news.*

*They were afraid **to enter** the old house.*

(3) Infinitives can be used as adverbials to express results.

*Tom came back **to find** everybody gone.*

Infinitives are usually used to express results in these structures: *so ... as to, such ... as to, enough to, only to, too ... to, etc.*

*Would you be **so kind as to lend me 100 dollars?***

*Don't worry. Kitty is old **enough to take care of herself.***

*She returned **only to find** that all the people had already left.*



## 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

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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 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，向为本书提供图片和视频的单位致谢！

壹图网（第 5 页一张图，第 16 页一张图，第 18 页一张图，第 19 页一张图，第 23 页一张图，第 54 页一张图，第 55 页一张图，第 61 页一张图）；

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