

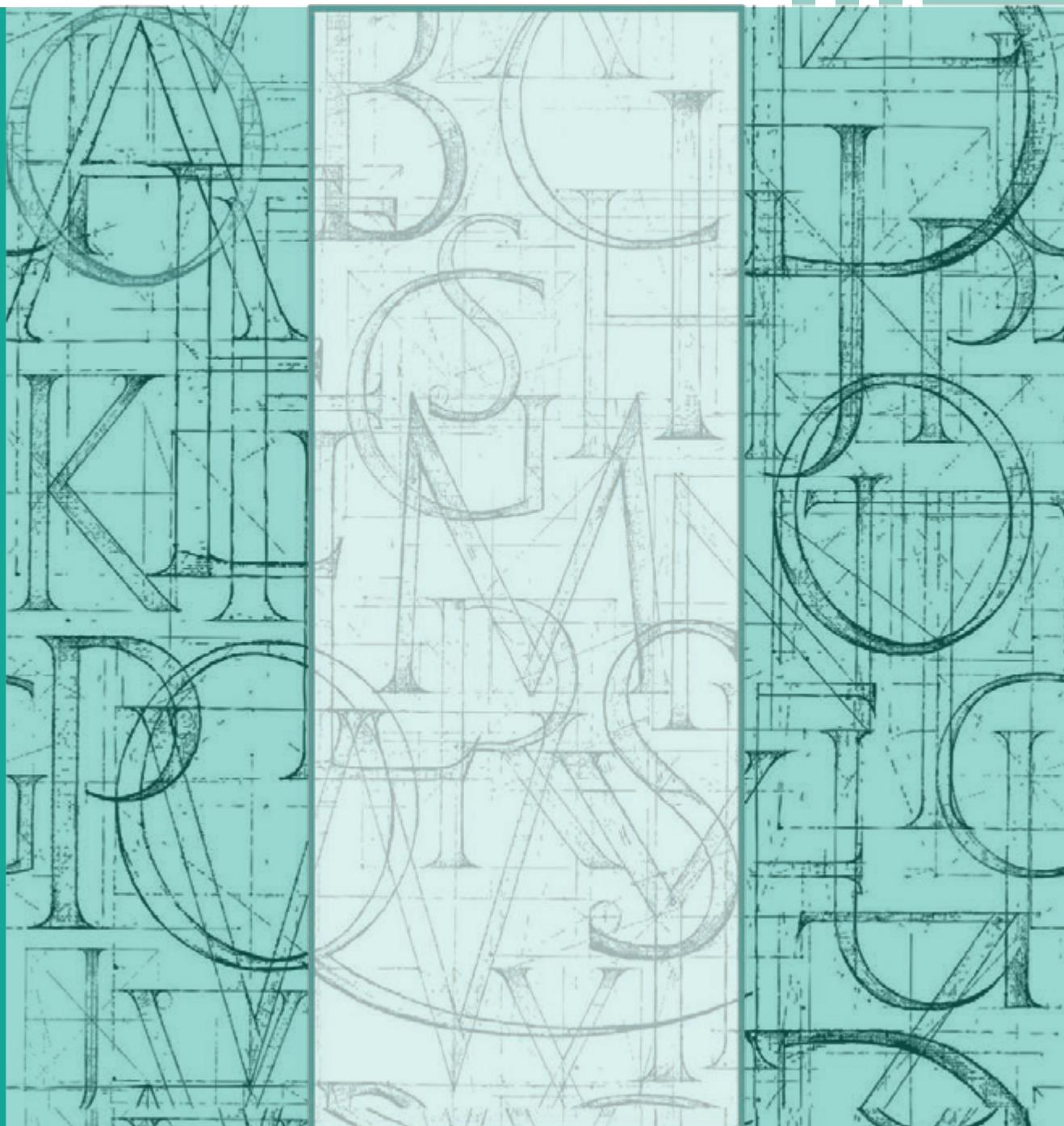
普通高中教科书

# 英语·练习部分

## 选择性必修 第二册

学校 \_\_\_\_\_ 班级 \_\_\_\_\_

姓名 \_\_\_\_\_ 学号 \_\_\_\_\_



普通高中教科书

# 英语·练习部分

## 选择性必修 第二册



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# 致同学们

亲爱的同学们：

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

## Vocabulary

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

## Grammar

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

## Listening and speaking

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

## Reading

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

## Writing and viewing

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

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

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# Unit 1 Decisions

## A Vocabulary

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

■ gain      ■ rise      ■ show      ■ put      ■ start      ■ fend

- (1) Don't worry, I'll \_\_\_\_\_ you the ropes and explain what to do.
- (2) Let's \_\_\_\_\_ the ball rolling. You organize these files, while I make coffee.
- (3) More work. I know it's hard, but I'm sure you'll \_\_\_\_\_ to the challenge.
- (4) I'm going to \_\_\_\_\_ my feet up for a break. Training you has tired me out.
- (5) You should no longer ask your parents to support you. You have to learn how to \_\_\_\_\_ for yourself.
- (6) Education helps people \_\_\_\_\_ a livelihood and improves their lives.

### 2 Complete the passage with the words below.

■ sensational      ■ worthwhile      ■ rough      ■ businesslike  
■ stressful      ■ tiresome      ■ suitable      ■ various

#### Follow your dream ...

Matt loved drawing. He constantly drew cartoons. Drawing helped him get through (1)\_\_\_\_\_ days when he felt lonely or didn't do well in tests. Matt was very imaginative, so every picture was different—the subjects were varied and often funny. But drawing wasn't easy; it required practice.

Luckily, doing something one loves is never (2)\_\_\_\_\_. Matt practised a lot and soon he became so good that he could draw without looking. It made all the effort (3)\_\_\_\_\_.

When Matt decided to become a cartoonist, his parents and teachers discouraged him. They thought he should



be more (4)\_\_\_\_\_ and aim for a glamourous, well-paid job, such as that of a high-flying lawyer or a company executive. But Matt wasn't interested, and he knew in his heart that he wouldn't be (5)\_\_\_\_\_ for that kind of career. He knew the constant pressure would be challenging and (6)\_\_\_\_\_.

He tried (7)\_\_\_\_\_ jobs, but in the end, he realized that he'd be unhappy if he gave up his dreams for a job he disliked. "I knew it wasn't going to work for me. I knew I was going to be drawing cartoons forever."

Luckily, Matt didn't listen to his parents or teachers, because if he had, he wouldn't have realized his dream. The career that Matt chose turned out to be one of the most (8)\_\_\_\_\_ success stories in animation and cartoons. He's the creator of one of the most popular animated shows on TV.

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

- |           |           |              |                  |
|-----------|-----------|--------------|------------------|
| ■ minimum | ■ freedom | ■ candidates | ■ struggled      |
| ■ threat  | ■ boycott | ■ sow        | ■ discrimination |

- (1) He is one of the three \_\_\_\_\_ for the position of company president.
- (2) The \_\_\_\_\_ wage varies from place to place and is set according to the cost of living in the area.
- (3) We are living in a more tolerant society now. People have more \_\_\_\_\_ of choice and can decide for themselves what kind of life they wish to lead.
- (4) You reap (收获) what you \_\_\_\_\_.
- (5) Prejudice and racial \_\_\_\_\_ can still be seen in many countries.
- (6) The \_\_\_\_\_ against the bus companies lasted a very long time.
- (7) The family was very poor. They \_\_\_\_\_ just to make ends meet.
- (8) —You'll get fired if you do that!  
—Is that a \_\_\_\_\_?

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

- achieve
- hold the role of
- apply for
- enclose
- arrange
- assist

- (1) I am writing to \_\_\_\_\_ the above post.
- (2) Please find my CV \_\_\_\_\_.
- (3) I \_\_\_\_\_ excellent grades in my exams.
- (4) For the past year, I \_\_\_\_\_ class monitor and have gained some useful experience in organizing class events.
- (5) I \_\_\_\_\_ the teachers with class management and keeping records during my first and second year.
- (6) Last year, I \_\_\_\_\_ a spring outing for the whole class.

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

(1) 这项发明使她在学术圈内获得赞誉。 (gain)

---

(2) 这些严格的标准给我们留下了深刻的印象。 (impress)

---

(3) 对年轻人来说，把时间花在阅读上很值得。 (worthwhile)

---

(4) 每到一个陌生的城市，我喜欢在街头漫步，体验当地的风土人情。 (wander)

---

(5) 这个学生敢于挑战老师的权威。 (challenge)

---

(6) 会议终于结束了。我要放松一下，喝杯咖啡。 (put one's feet up)

---

(7) 他年纪很小的时候就不得不自谋生计了。 (fend for oneself)

---

(8) 林小姐会教你办事的规矩，并且回答你的任何疑问。 (show you the ropes)

---

- 6 Interview your parents or other relatives about their job hunting experiences and take notes. Then write an account of one of their experiences in about 150 words. You can use either first-person or third-person perspective.**

This is a sheet of lined paper designed for writing. It features a vertical margin line on the left side, followed by a series of 20 horizontal lines for handwriting practice. The paper is oriented vertically. At the bottom of the page, there is a faint, semi-transparent watermark depicting four stylized human figures, possibly representing a group of people or a team.

## B Grammar

### 1 Determine which sentences below contain to-infinitives as subject or predicative.

(1) To err is human; to forgive divine.

---

(2) To be or not to be, that is the question.

---

(3) To travel hopefully is better than to arrive.

---

(4) All I want is to be left alone.

---

(5) Early to bed and early to rise makes a man healthy, wealthy and wise.

---

(6) Her plan is to let her son make his bed and lie in it.

---

(7) Better to be poor and healthy than to be rich and sick.

---

(8) It is easy to be wise after the event.

---

### 2 Rewrite the sentences using the to-infinitive and the words in brackets.

(1) Nowadays, communicating with friends who live thousands of miles away is not difficult.

Nowadays, it is \_\_\_\_\_ friends who live thousands of miles away. (easy)

(2) Landing a rover successfully on Mars isn't simple.

\_\_\_\_\_ is very complicated. (land)

(3) Showing the world the natural beauty of China is the aim of this documentary.

The \_\_\_\_\_. (aim)

(4) Making a good presentation requires a lot of preparation and practice.

It \_\_\_\_\_. (require)

(5) We are a charity, so making money isn't the purpose of our organization.

We are a charity, so \_\_\_\_\_. (make money)

(6) Setting clear priorities in life is important.

It is \_\_\_\_\_. (important)

### 3 Choose the correct words.

- (1) It is important **for / of** us to learn computer science well.
- (2) It is very foolish **for / of** you to invite such a person to your party.
- (3) **That / It** is disappointing not to have won the first prize.
- (4) What works very well is **to provide / providing** the students with large amounts of language input.
- (5) The book is easy to **read / be read**.
- (6) You are not to **blame / be blamed**.

### 4 Complete the passage with the correct form of the verbs in brackets.

Sean Aiken was not sure what he wanted to do. He didn't know what he was passionate about and was scared of (1)\_\_\_\_\_ (make) the wrong choice, so he decided (2)\_\_\_\_\_ (go) on a journey and gain some experience. His journey took him across Canada and America, (3)\_\_\_\_\_ (try) out fifty-two different jobs in as many weeks. In the process, he learned some valuable lessons. "It's OK not (4)\_\_\_\_\_ (know) what you want to do, but it's not OK (5)\_\_\_\_\_ (do) nothing," says Sean. (6)\_\_\_\_\_ (do) fifty-two jobs in a year and (7)\_\_\_\_\_ (write) a blog about them was his plan of action. An interview with a national newspaper started the ball rolling, and the one-week job offers began to arrive. Sean had a lot on his plate—doing different jobs meant (8)\_\_\_\_\_ (develop) different skills. It was hard work, but it also created opportunities for Sean (9)\_\_\_\_\_ (find) his natural talent. Fifty-two weeks later ... Sean's journey turned into his career. He has written a book about career choice and spoken to college students about where their talents lie. He has decided (10)\_\_\_\_\_ (help) others find their true calling.

CAREER

## C Listening and speaking

### 1 Listen to a talk and answer the question.

What is the purpose of the talk?

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### 2 Look at slides 1–3 from the talk. Match them to summaries A–D. There is one summary that you do not need. Then listen to the talk again and check your answers.

- A. Mistakes can be funny.
- B. Mistakes are easy to avoid.
- C. Mistakes can lead to inventions and discoveries.
- D. Mistakes are necessary in life.

1

Anyone who has never made a mistake has never tried anything new.

—Albert Einstein

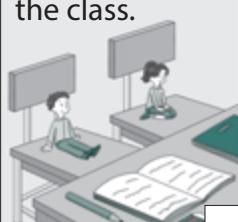


2

You've cut your hair!



There were very little students in the class.



3

- 1 Penicillin
- 2 Chocolate chip cookies
- 3 Crisps
- 4 X-rays



### 3 Listen to the talk again. Decide whether the statements are true (T) or false (F). Then correct the false ones.

- (1) People tend to remember the mistakes they have made.



- (2) We should avoid making mistakes when learning a new language.



- (3) One good way to stop worrying about one's mistakes is to avoid talking about them.



- (4) Chocolate chip cookies were invented on purpose.



- 4 Conduct a survey of your classmates about how they decided which high school to apply for. Summarize the findings and make a one-minute oral presentation. You may record your presentation and send it to your teacher. Use the outline and the language guide below to help you.**

Outline	Language guide
Part 1 Introduce the purpose of the survey, the participants and the questions that were included.	<ul style="list-style-type: none"> <li>● The purpose of the survey is to find out ...</li> <li>● I interviewed ... (number) classmates ... (time).</li> <li>● My survey questions were:               <ul style="list-style-type: none"> <li>■ What factors did you consider when choosing a high school?</li> <li>■ Who did you consult before making the decision?</li> <li>■ ...</li> </ul> </li> </ul>
Part 2 Present the key findings of the survey.	<ul style="list-style-type: none"> <li>● There were three factors that influenced students most.</li> <li>● The first was the reputation of the high school, which ...</li> <li>● Half of the students interviewed responded that ...</li> <li>● They also considered their own strengths, as well as ...</li> <li>● It is a big decision to make, so most of my classmates sought the advice of ...</li> </ul>
Part 3 Summarize the findings and present your conclusions.	<ul style="list-style-type: none"> <li>● In all, most of them compared different high schools in order to ...</li> <li>● Before making a choice, many of them ...</li> <li>● Many students asked their parents and teachers for ...</li> <li>● Based on the survey results, I advise students / parents / schools to ...</li> </ul>

Take notes here!

## D Reading

1 Many surnames used to tell us what jobs people did. What did people with the surnames below do in the past?

- |               |             |
|---------------|-------------|
| (1) Baker     | baked bread |
| (2) Cook      | _____       |
| (3) Carpenter | _____       |
| (4) Gardner   | _____       |
| (5) Smith     | _____       |
| (6) Miller    | _____       |

### The name game

Do our names affect our career choices?

- 1 "What's in a name?" Juliet asks Romeo in Shakespeare's play. She soon discovers the answer—quite a lot.
- 2 Juliet's problem was that surnames tell us which family someone comes from—  
(1)\_\_\_\_\_. Lower down in society, the family name would often tell us about people's jobs, for example, Baker, Cook, Gardner, Taylor and Smith. These are all names that still exist today. But these days there's clearly no connection between someone's name and their career ... is there?



- 3 The media certainly notice any connection between a name and what a famous person does. Usain Bolt is a gift for headline writers—(2) \_\_\_\_\_ and Belgian footballer, Mark de Man, is another favourite with sports journalists. And as that example shows, these connections often work across languages—English speakers think Koolhaas is a great name for the top Dutch architect! We see these, and examples such as the poet Wordsworth, as amusing coincidences.
- 4 Nevertheless, the editor of *New Scientist* magazine recently decided to study these coincidences after noticing how many of the books and scientific papers in the magazine were on topics connected with the author's name. He'd just been thinking about this when he turned to the next book on his desk, a work on the North and South Poles by ... Daniel Snowman.
- 5 Recent research has confirmed that people are more likely to choose careers that mirror their own names. The researchers suggest that it happens because we are attracted to things that remind us of ourselves, which explains why women called Georgia are more likely to move to the state of Georgia in the US, and a larger than average proportion of men called Louis live in Louisiana. We're more likely to focus on things even if they only begin with the same letter as our own names, including first names—(3) \_\_\_\_\_! It's more difficult to understand why people choose careers which you'd think they would have reconsidered if they'd thought about their surnames—there really are dentists called Dr Pain, and doctors called Dr Death (interestingly, they usually pronounce it "Deeth").
- 6 Surnames can influence your life in other ways, too. A survey of American universities showed that academics whose surnames began with a letter at the beginning of the alphabet were likely to have had more success. This could have happened because the authors of academic papers are listed in alphabetical order. The people at the top of the list therefore got noticed more, and we can't avoid thinking that those at the top of a list are more important. It's possible that this had an even stronger influence in the past, when classrooms ordered students alphabetically—(4) \_\_\_\_\_.
- 7 In a survey of UK teachers, half said that they imagined what some of their new students would be like before they had met them, just from seeing their names on the class list. Whereas some first names were seen as "trouble"—(5) \_\_\_\_\_ others suggested good behaviour, especially more feminine-sounding names in the case of girls. And again, there is a strong connection with decisions about career. Girls with more "feminine-sounding" names are much less likely to choose a career in science.



## 2 Read the passage. Match sentences A–E to gaps 1–5.

- A. a surprisingly high number of dentists are called Dennis or Denise
- B. “lightning Bolt” was the most popular one
- C. and the teachers admitted that this encouraged discrimination
- D. in her and Romeo’s cases, rich and important ones
- E. those with names early in the alphabet might have got more attention by being at the front of the class

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

## 3 Read the passage again. Decide whether the statements are true (T), false (F) or not given (NG). Then correct the false ones.

(1) Names always used to tell you what jobs people did.

(2) There is no connection between names and careers in modern times.

(3) It can be helpful if your surname begins with a letter near the beginning of the alphabet.

(4) Newspaper headline writers enjoy playing with words and names.

(5) People only make connections between names and careers in their own language.

(6) More women than men live in Georgia.

(7) The people at the bottom of a list are always less important.

(8) Teachers sometimes form opinions about their new students from their names before the school year begins.

(9) It's not easy for women to be taken seriously as scientists.

#### **4 Find words in the passage which match definitions 1–6.**

- (1) the title of a newspaper article printed in large letters at the top (paragraph 3) \_\_\_\_\_
- (2) examples of when two things happen at the same time by chance (paragraph 3) \_\_\_\_\_
- (3) the most northern and the most southern parts of the world (paragraph 4) \_\_\_\_\_
- (4) the people you go to when you have problems with your teeth (paragraph 5) \_\_\_\_\_
- (5) people who teach or do research at a university (paragraph 6) \_\_\_\_\_
- (6) connected with or typical of girls and women (paragraph 7) \_\_\_\_\_

#### **5 Complete the sentences with the correct form of the words in exercise 4.**

- (1) The North \_\_\_\_\_ is about 725 km north of Greenland, in the middle of the Arctic Ocean.
- (2) I met an old college friend from London when I was trekking in China—what an amazing \_\_\_\_\_!
- (3) I'm starting to feel pain in one of my teeth—I must go to the \_\_\_\_\_.
- (4) My sister doesn't usually wear skirts and dresses because she thinks that they are too \_\_\_\_\_.
- (5) My parents often read the \_\_\_\_\_ while they have breakfast.
- (6) My friend's mum is a(n) \_\_\_\_\_ at Peking University—she always has a lot of interesting things to say about her work.

## E Writing and viewing

- 1 Project Hope is looking for volunteers to teach children in Yunnan Province. Write a letter to the project office to apply for the position in about 150 words. You may refer to the guide given below.

### Teacher volunteer

Project Hope is looking for high school and university volunteers to teach children in Yunnan Province. We are looking for people who:

- are responsible and caring;
- have worked with children below 10 years old.

Please write to Ms Wang if you are interested in the position.

<b>Content</b>	<ul style="list-style-type: none"><li>■ What qualifications do you have?</li><li>■ What experience can you offer?</li><li>■ Why do you want this job?</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>■ Paragraph 1: Explain where you saw the job advertisement and mention that you are applying for the job and have attached your CV.</li><li>■ Paragraph 2: Give reasons for your interest in this position.</li><li>■ Paragraph 3: Refer the employer to specific information in your CV and show how this relates to the position. Mention any other experience from school, part-time work or voluntary work.</li><li>■ Paragraph 4: Request an interview and say when you are available.</li></ul>
<b>Check</b>	<ul style="list-style-type: none"><li>■ Have you used a clear paragraph structure and register? <input type="checkbox"/></li><li>■ Have you used a variety of action verbs and avoided general statements? <input type="checkbox"/></li><li>■ Have you checked grammar, vocabulary, spelling and punctuation? <input type="checkbox"/></li></ul>

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- 2 Watch the video “Making decisions” again and take notes. Summarize the decision-making process of each speaker and the factors that influenced them in about 150 words. You may read your writing aloud and record it, and then send it to your teacher.



Take notes here!

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# Unit 2 Digital humans

## A Vocabulary

### 1 Replace the words in **italics** with the correct phrasal verbs.

- (1) It takes a long time to *get back to your usual self* after the flu—it's a serious illness.  
A. get past      B. get used      C. get over
- (2) As he was talking about the people who had died in the accident, he suddenly *lost control of his emotions* and cried.  
A. broke up      B. broke down      C. broke out
- (3) I usually use the Internet to quickly *bring myself up-to-date* with the day's news.  
A. catch up with      B. catch up to      C. catch up for
- (4) You'll never guess who I *met unexpectedly* in the city centre today! Gerry and Sheila!  
A. ran out      B. ran over      C. ran into
- (5) I don't know much about Tony because he says so little, but he really *talked freely* on the hike.  
A. opened out      B. opened up      C. opened over
- (6) My big brother is at the same school as me, so he always *supports and defends* me in the playground.  
A. sticks out for      B. sticks behind for      C. sticks up for
- (7) Sharon and I *liked each other* the first time we met. We have exactly the same sense of humour.  
A. hit it up      B. hit it off      C. hit it on
- (8) You're just a bully! Why don't you try *being horrible* to someone your own size?  
A. picking on      B. picking at      C. picking into

### 2 Choose one word from the pairs of words below to complete the sentences.

- |                        |                          |                               |
|------------------------|--------------------------|-------------------------------|
| ■ actually / currently | ■ sympathetic / friendly | ■ consequently / consistently |
| ■ latest / last        | ■ eventually / possibly  |                               |

- (1) I'm getting the \_\_\_\_\_ smartphone for my birthday!
- (2) Donald asked Lola four times, and she \_\_\_\_\_ agreed to go to the cinema with him.
- (3) This game is \_\_\_\_\_ unavailable on our website. Please try again later.

- (4) Well done! Your work has improved \_\_\_\_\_ over the last year, because you've tried harder.
- (5) My phone memory keeps saying it's full, but it's \_\_\_\_\_ half empty.
- (6) This game was the \_\_\_\_\_ computer game made by the company before they went out of business.
- (7) Don't tell Jamie any of your problems. He's never very \_\_\_\_\_, and he'll just say it's your own fault.
- (8) Everyone likes Jack because he's so \_\_\_\_\_ to everyone he meets.
- (9) I don't like unfriending people, and \_\_\_\_\_ I've got hundreds of friends on social media.
- (10) I haven't decided about my future. I'll \_\_\_\_\_ go to university to study intercultural communication.

### 3 Complete the passage with the words and phrases below.

■ log out of	■ get over	■ sympathetic	■ friendly	■ break down
■ share	■ consistently	■ log into	■ hit it off	■ actually
■ open up	■ pick on	■ upload		

## Internet romance scams

Research has shown that over 200,000 people in Britain have been the victims of Internet romance scams. The scammers, both male and female, post fake profiles of themselves on Internet dating sites, and usually (1)\_\_\_\_\_ a photo of a very attractive person. They seem very (2)\_\_\_\_\_ when you contact them, and ask you to (3)\_\_\_\_\_ the dating site and (4)\_\_\_\_\_ your email or instant messaging account instead, so that you can chat more privately. They seem to (5)\_\_\_\_\_ so many of your interests that it can feel like you've really (6)\_\_\_\_\_ immediately. They (7)\_\_\_\_\_ very quickly and tell you all about their personal lives.

This can go on for days, weeks, or months, but eventually they will tell you that they are in a very difficult situation. It can be so serious that it seems they are about to (8)\_\_\_\_\_ unless you help them by ... sending them some money. If you do, they will let you know about another terrible problem they have. They know how to (9)\_\_\_\_\_ people who are extremely (10)\_\_\_\_\_ to other people's bad luck stories, and they (11)\_\_\_\_\_ seem to have terrible luck. When the victim realizes that the relationship is (12)\_\_\_\_\_ a scam, it can take them a long time to (13)\_\_\_\_\_ it.



#### **4 Modify the sentences with the words or the phrase in brackets to soften the tone.**

- (1) We believe that teenagers who spend too much time playing computer games may risk becoming addicted.

It \_\_\_\_\_ (could, claim) that teenagers who spend too much time playing computer games may risk becoming addicted.

- (2) The Internet is an indispensable part of our lives.

It \_\_\_\_\_ (often, say) that the Internet is an indispensable part of our lives.

- (3) Many high street shops will close due to the increasing popularity of online shopping.

\_\_\_\_\_ (some, hold the view) that many high street shops will close due to the increasing popularity of online shopping.

- (4) The Internet has greatly increased access to information around the world.

It \_\_\_\_\_ (could, argue) that the Internet has greatly increased access to information around the world.

- (5) Technology will continue to change our lives in the future, in ways we cannot yet imagine.

It \_\_\_\_\_ (seem, evident) that technology will continue to change our lives in the future, in ways we cannot yet imagine.

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

- (1) 公司在营销一种新产品或者服务时，需分析自身的优劣势，以及未来的机会和威胁。  
(analyse)
- 

- (2) 想要在网络上时刻保持良好形象，年轻人承受着巨大的压力。(intense)
- 

- (3) 尽管我们对他的不幸遭遇非常同情，但我们也无能为力。(sympathetic)
- 

- (4) 长时间暴露在紫外线下可能会引起皮肤癌。(exposure)
- 

- (5) 在黑暗中长时间盯着手机屏幕会损害视力。(harm)
- 

- (6) 公司总是想方设法吸引更多的潜在顾客。(potential)
- 

- (7) 在朋友的帮助下，他们争吵后和好了。(made up with)
- 

- (8) 霸凌者喜欢刁难别人来使自己看上去更厉害，但这实际上是软弱的标志。(pick on)
-

- 6 Imagine you have graduated from high school and entered the university you wished to go to. Write a journal entry about your daily life as a university student and how you use technology in about 150 words.**

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## B Grammar

1 Combine the sentences below. The second sentence in each pair should be transformed into a non-defining relative clause.

- (1) *Dream of the Red Chamber* is a famous novel by Cao Xueqin. In this novel, the author tells the story of the Jia family.

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- (2) The palace is famous all over the world. It was completed in 1703.

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- (3) The restaurant owner remembers the names of all her customers. Her husband is a famous singer.

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- (4) Carla's brother is coming to visit us in a couple of weeks. I met him in London last month.

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- (6) The Drum Tower and the Bell Tower are among the most famous sights in Xi'an. Both the Drum Tower and the Bell Tower were built during the Ming Dynasty.

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- (7) Marshall "Soulful" Jones came second in the National Poetry Slam in Boston. His poem was about technology.

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- (8) My brother Seth wants to be a famous jazz musician. He plays the saxophone.

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## **2 Combine the sentences using defining or non-defining relative clause.**

(1) Newton was a physicist. He discovered the law of gravity.

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(2) My grandmother hates technology. She hasn't got a mobile.

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(3) Thomas Edison is an American. His invention brought light to the world.

---

(4) Britain was a place. The steam engine was first successfully adapted to railways there.

---

(5) Silicon Valley is the centre of America's tech industry. Many famous software companies have their headquarters there.

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(6) My computer does not work well now. I bought it a few years ago.

---

(7) I am seeing the accountant tomorrow. He will be back from his holiday then.

---

(8) Isla's dad is famous. Her dad is a game programmer.

---

## **3 Complete the two passages with *which*, *where*, *when*, *who(m)* or *whose*.**

(A)

Slam poetry became popular in Chicago in 1986. The first slam poems were performed in a club called the Greenmill Lounge, (1)\_\_\_\_\_ jazz musicians usually played. This poetry, (2)\_\_\_\_\_ can be performed by anyone, provided a new way for people to get their message across. It encouraged ordinary people, (3)\_\_\_\_\_ weren't used to expressing themselves publicly, to tell their stories or talk about social issues. In fact, slam poetry is very similar to rap. Both are the examples of performance poetry, (4)\_\_\_\_\_ aim is to tell a story. The difference is that rap uses music, whereas slam poetry relies on the power of the spoken word.



(B)



Simon is an English friend (5)\_\_\_\_\_  
I met online. We met at the time  
(6)\_\_\_\_\_ I was preparing for my  
first online championship. He's the only friend  
(7)\_\_\_\_\_ gaming skills are better  
than mine! Gamers (8)\_\_\_\_\_ play  
my favourite puzzle game live all over the  
world. Simon's showed me photos of the town  
(9)\_\_\_\_\_ he lives in England. It's a  
country (10)\_\_\_\_\_ I'd love to visit.

**4 Complete the passage with clauses A–G and *which*, *where*, *when*, *who* or *whose*.**

- A. are fixed together in numbered order
- B. electronic gadgets can be dangerous
- C. finger can be used to swipe to it
- D. find the experience of reading without a screen exciting
- E. has been proved by dropping one from a high place and using it immediately afterwards
- F. the device is opened
- G. doesn't need batteries or electricity

**A low-tech reading device**

It's the year 2230, and many teenagers have rediscovered an amazing reading device (1)\_\_\_\_\_  
\_\_\_\_\_. It's very portable, and can even be used for  
reading in the bath, (2)\_\_\_\_\_. It's simple  
to use and can be operated even by very small children, (3)\_\_\_\_\_  
\_\_\_\_\_. It's also extremely durable, (4)\_\_\_\_\_.  
The device consists of a number of sheets of paper, (5)\_\_\_\_\_  
\_\_\_\_\_. It does not need switching on—a page automatically  
appears the very moment (6)\_\_\_\_\_. Any  
other page can be accessed immediately by the user, (7)\_\_\_\_\_  
\_\_\_\_\_. The device is completely reliable, and never crashes. Some people claim  
that the devices can last for more than a hundred years!

## C Listening and speaking

1 Listen to the first part of a dialogue between Lara and Bobby and answer the questions. 

(1) Why did Lara call Bobby?

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(2) Why was Lara sure that Bobby could help her?

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

(1) The cartridge ( 墨盒 ) needs to be replaced immediately when the printer gives a warning sign.

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(2) You can try printing something to check if there is still ink in the cartridge.

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(3) You can't scan documents with this printer.

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(4) When the box holding the cartridges comes out, it will give off a whirring sound.

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(5) The cartridges have colour names on them, so it's easy to tell which ink colour they contain.

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(6) When the new cartridge is put into the printer, you can start printing immediately.

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3 Listen again and put the instructions for replacing a cartridge in the correct order. 

- A. Close the scanner and lid and press OK.
- B. Pull the tabs on the side of the cartridge together as you pull it out.
- C. First, lift the lid and the scanner.
- D. You need to check whether it really is out of ink before you actually change the cartridge.
- E. Then open the lid of the box and you'll see the cartridges.

- F. Just push and you'll hear a click when it's in properly.
- G. Now put the new cartridge in, but first take off the yellow tape which is stuck over a hole in the bottom of the cartridge.
- H. Now find the cartridge you need to replace.

(1) \_\_\_\_ (2) \_\_\_\_ (3) \_\_\_\_ (4) \_\_\_\_  
 (5) \_\_\_\_ (6) \_\_\_\_ (7) \_\_\_\_ (8) \_\_\_\_

**4 Conduct a survey of your friends about their favourite gadgets and explore their reasons for choosing them. Summarize your findings and make a one-minute oral presentation. You may record your oral work and send it to your teacher. Use the outline and the language guide below to help you.**

Outline	Language guide
Part 1 Introduce the purpose of the survey, the participants and the questions that were included.	<ul style="list-style-type: none"> <li>● I interviewed some classmates about their favourite gadgets ... (time).</li> <li>● My questions were:               <ul style="list-style-type: none"> <li>■ Which gadget do you like most?</li> <li>■ What functions does it have?</li> <li>■ Are you satisfied with its performance? Why or why not?</li> <li>■ ...</li> </ul> </li> <li>● Altogether ... (number) students answered my questions.</li> </ul>
Part 2 Present the key findings of the survey.	<ul style="list-style-type: none"> <li>● Most students said that their favourite gadget was ..., because ...</li> <li>● They would find it hard to live without it, since ...</li> <li>● It can be controlled with voice commands.</li> <li>● Some of the students said they liked ... most. They can use it to ...</li> </ul>
Part 3 Summarize the findings and present your conclusions.	<ul style="list-style-type: none"> <li>● Based on the results, it seems that the majority of students like ... most.</li> <li>● On average, the students spend ... hours a day / a week on their ...</li> <li>● To conclude, a majority of students / ... % of students ...</li> </ul>

## D Reading

Read the passage and complete the exercises.

# The Greatest Living Briton

Voted the Greatest Living Briton, Tim Berners-Lee was born in East Sheen, an unremarkable part of south-west London. He grew up in a family where computers and mathematics were seen as a fun, everyday part of life. (1) \_\_\_\_\_ From an early age he **picked up on** their enthusiasm and recalls early conversations with his father about the potential of computers.

Berners-Lee left school to study at Queen's College, Oxford, where he built his first computer from an old television. Gaining a first-class degree in physics, he went into software development for a number of different companies, before finally **ending up** at CERN in Switzerland.

It was at CERN that the ideas which would make him famous **began to take shape**.

(2) \_\_\_\_\_ The different systems were unable to communicate with each other. He began to address this problem during his first period at CERN. But it wasn't until Berners-Lee returned there in 1984 that he was able to **turn his ideas into reality**.

By 1989, CERN had the biggest Internet site in Europe. Berners-Lee's vision was that computers all over the world would be able to talk to each other using a language—hypertext—that he would create. In 1991, he put the first website online. This provided an explanation of the World Wide Web. (3) \_\_\_\_\_ The rest, as they say, is history.



Berners-Lee is modest about his achievements. He explains that he was just one of many people **at the forefront of** computer technology at the time. He also feels that if he had not invented the web, someone else would have done it. However, if that had been the case, the Internet might have been something very different. It might, for example, not have been free. (4) \_\_\_\_\_ John Poole of Image Computer Systems, who employed Berners-Lee in the 1970s, admires his position: "What impresses me is that he was not in it for the money. His dream was a free interchange of information, and he **stood by** his principles."

Berners-Lee is still heavily involved in the World Wide Web. He left CERN in 1994 to set up the World Wide Web Consortium (W3C), an organization whose aim is to improve the quality of the web. It is also committed to maintaining the idea that the web should be free. (5) \_\_\_\_\_ The truth is, however, he'd probably far rather be somewhere else writing computer code.

In 2012, he was honoured at the Summer Olympics where he was introduced as the "Inventor of the World Wide Web". In characteristic fashion, he sent an online message that was instantly spread out on screens both in the stadium and all around the world: "This is for everyone."

**1 Read the passage. Match sentences A–F to gaps 1–5. There is one sentence that you do not need.**

- A. Many people claim that Berners-Lee's greatest achievement is that the web carries no fees, no charges and no restrictions.
- B. His parents had met while working on the Ferranti Mark 1, the first commercially available computer.
- C. Berners-Lee also spends a lot of time meeting world leaders and business people promoting the web and its free status.
- D. In 2004, he was given a special honour for his pioneering work by Queen Elizabeth II and he became Sir Tim Berners-Lee.
- E. Visitors could also learn more about hypertext, find out how to create their own webpages, and how to search the web for information.
- F. Although the "Internet" already existed in some form, in those days it consisted of separate unconnected networks.

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

## 2 Choose the correct answers.

- (1) Berners-Lee's interest in computers possibly came from \_\_\_\_\_.  
A. computer classes at school where he was taught to write computer code  
B. his home environment where computers were part of daily life  
C. home tutoring from his parents who were both computer engineers  
D. a natural curiosity in machines and technology
- (2) Which of these adjectives does NOT match the writer's description of Tim Berners-Lee?  
A. Intelligent.                                   B. Talented.  
C. Modest.                                       D. Brave.
- (3) Which of the following statements is true about Berners-Lee's work at CERN?  
A. He has been working at CERN ever since he joined it.  
B. His new goal was to develop more advanced computers.  
C. His work involved a lot of promotion and communication.  
D. It took him some time to turn his ideas into reality.
- (4) According to some people, Berners-Lee's biggest contribution is \_\_\_\_\_.  
A. his idea that the Internet should be free to all  
B. his idea about connecting all the world's computers  
C. his idea that scientists all over the world should communicate with each other  
D. his idea to improve the quality of the web

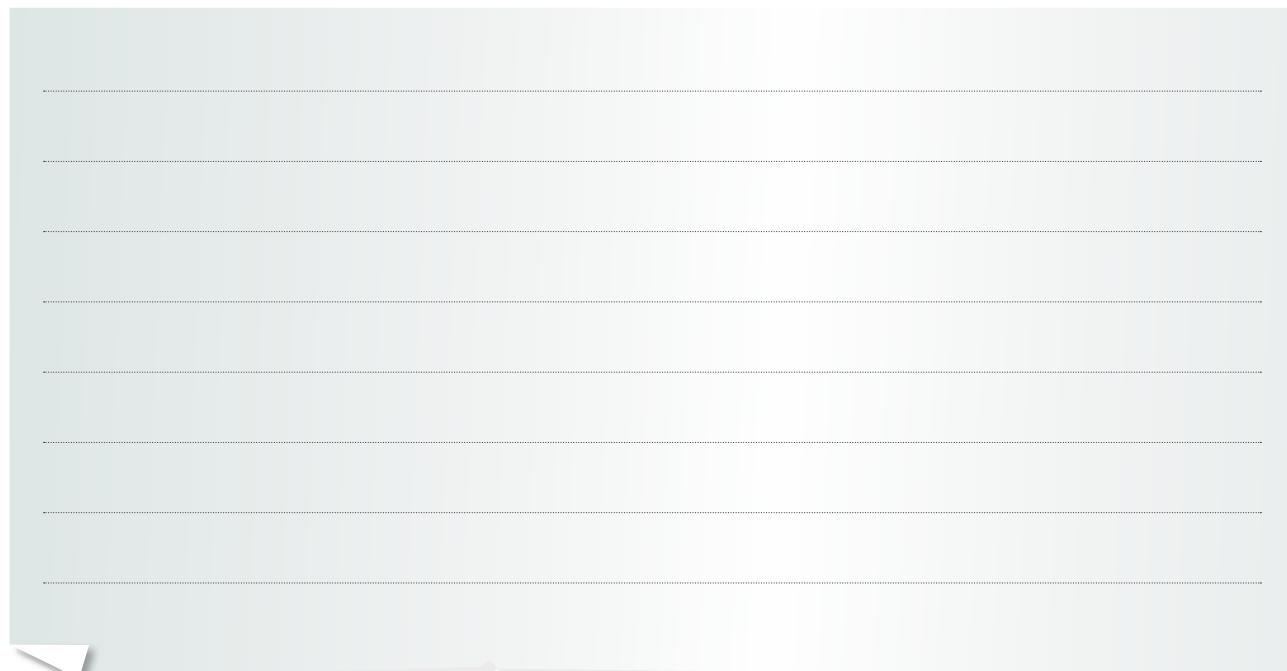
## 3 Complete the sentences with the correct form of the phrases in bold in the passage.

- (1) I am sure Terry didn't do this. He is a man who always \_\_\_\_\_ his words.
- (2) It was during his stay in the countryside that the plot of his new novel  
\_\_\_\_\_.
- (3) Morris started a company which claimed to help people \_\_\_\_\_.
- (4) Tim never made any real efforts in his job search, always complaining about how unlucky he was. He \_\_\_\_\_ relying on his parents for support.
- (5) I am very proud that China is \_\_\_\_\_ the 5G technology.
- (6) The guard at the gate \_\_\_\_\_ his suspicious behaviour and called the police.

## E Writing and viewing

- 1 Nowadays, social media apps are an important part of daily life. Some people say they bring people closer and make communication easier, while others think that they make people show off and share too much personal information. Write an essay in about 150 words analysing the advantages and disadvantages of social media apps. You may refer to the guide given below.

<b>Content</b>	<ul style="list-style-type: none"><li>■ What are the advantages of social media apps?</li><li>■ What are the disadvantages of social media apps?</li><li>■ What is your own opinion?</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>■ Paragraph 1: Write an introduction with a clear outline of the topic.</li><li>■ Paragraph 2: Present the advantages of social media apps.</li><li>■ Paragraph 3: Present the disadvantages of social media apps.</li><li>■ Paragraph 4: Write a conclusion to the essay. Include your own opinion.</li></ul>
<b>Check</b>	<ul style="list-style-type: none"><li>■ Have you used a clear paragraph structure? <input type="checkbox"/></li><li>■ Have you included both the advantages and disadvantages of social media apps? <input type="checkbox"/></li><li>■ Have you used neutral language? <input type="checkbox"/></li><li>■ Have you checked grammar, vocabulary, spelling and punctuation? <input type="checkbox"/></li></ul>



- 2 Watch the video “Alpine app” again and take notes. Think about what led to their success and what you are most impressed with. Write a short passage describing their story and why they succeeded in about 150 words. You may read your writing aloud and record it, and then send it to your teacher.

Take notes here!

Take notes here!

# Unit 3 Creativity

## A Vocabulary

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

- originality      ■ beauty      ■ devotion      ■ success
- maturity      ■ vision      ■ style      ■ genius

- (1) Although Mozart was very young, he showed a lot of \_\_\_\_\_ when he performed in front of princes and kings.
- (2) There is much \_\_\_\_\_ in Picasso's paintings. His ideas were often exciting and new.
- (3) I was impressed by the \_\_\_\_\_ and charm of Leonardo da Vinci's *Mona Lisa*. She was a very attractive 16th-century lady.
- (4) Michelangelo showed a lot of \_\_\_\_\_ when he painted the Sistine Chapel. He worked 16 to 18 hours a day for four years!
- (5) In the newly published book, the 54-year-old businessman shared his \_\_\_\_\_ of ideal business models in the next twenty years.
- (6) The artist Andy Warhol founded Pop Art, a \_\_\_\_\_ of art popular in the 1960s.
- (7) Albert Einstein was a natural \_\_\_\_\_ in mathematics. It helped him develop the Theory of Relativity.
- (8) The Harry Potter series has been a great \_\_\_\_\_. More than 500,000 books have been sold.

### 2 Complete the passage with the correct form of the words in exercise 1.

Picasso has always been the most famous child  
(1) \_\_\_\_\_ in the history of art, but as a boy he certainly never had the financial (2) \_\_\_\_\_ of Kieron Williamson from Norfolk, England, who has already sold one million pounds worth of paintings at the age of eleven. Kieron's paintings show the (3) \_\_\_\_\_ of the Norfolk countryside, and he is often compared to the French artist Monet. However, as one art expert says, "They're not just copies of other paintings. I can see real



(4) \_\_\_\_\_ in his own particular (5) \_\_\_\_\_ of painting, and he clearly has a unique (6) \_\_\_\_\_ of the natural world, which comes out in his work." Kieron seems unusually (7) \_\_\_\_\_ for his age when he talks about painting, and his (8) \_\_\_\_\_ is shown by the fact that he tries to get up early every day and paint before school. He's not sure that he'll be a painter when he grows up, though. "Painting is natural to me," he says, "but I might become a footballer!"

### 3 Complete the phrases. Then use them to replace the words in **italics** in the sentences.

- alive and \_\_\_\_\_
- sick and \_\_\_\_\_ (of)
- trial and \_\_\_\_\_
- pick and \_\_\_\_\_
- ups and \_\_\_\_\_
- far and \_\_\_\_\_

(1) At university you can *freely select* which subjects you'd like to study.

---

(2) My grandparents are both *living and healthy*.

---

(3) I'm *fed up with* the weather. It's always raining!

---

(4) I managed to find the right key to the door through *trying repeatedly* for success.

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(5) David had his *good times and bad times*, but despite this he was happy with his life.

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(6) We looked *everywhere* for our lost cat, but we couldn't find it.

---

### 4 Complete the sentences with the phrases in exercise 3.

- (1) You can \_\_\_\_\_ your friends, and change them whenever you want, but your family is yours for life.
- (2) I'm \_\_\_\_\_ you talking about football—can't you talk about anything else?
- (3) I had to search \_\_\_\_\_ to find shoes that go with these trousers, and I finally found a great pair.
- (4) A teenager from Ohio was found \_\_\_\_\_ after falling down a water pipe which carried him 500 metres underground.
- (5) I am NOT moody! It's true I have my \_\_\_\_\_, but that's perfectly normal in life.
- (6) You just have to try to communicate when you learn a foreign language, and learn by \_\_\_\_\_.

## 5 Find fixed phrases with the words below in a dictionary. Then complete the sentences.

■ back      ■ bit      ■ bits      ■ neat      ■ pins

- (1) \_\_\_\_\_ by \_\_\_\_\_, she managed to finish her sculpture in time for the exhibition.
- (2) After sitting on the plane for nine hours, I had \_\_\_\_\_ and \_\_\_\_\_ in my legs.
- (3) We forgot some \_\_\_\_\_ and \_\_\_\_\_ when we went camping, but we managed to get everything in the local shop.
- (4) Walking \_\_\_\_\_ and \_\_\_\_\_ to school every day takes me about an hour.
- (5) His room is always \_\_\_\_\_ and \_\_\_\_\_. Everything has its own place.

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

(1) 尽管她还是个高中生，但她的诗歌却显得非常成熟，让许多同学仰慕。(maturity)

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(2) 这所位于山区的学院创立于二十世纪初。(found)

---

(3) 他决定公开讨论这个问题，我们都赞许。(applaud)

---

(4) 在很大程度上，科学的研究就是一个不断试错的漫长过程。(trial and error)

---

(5) 曼德拉 (Mandela) 一生都致力于争取南非种族平等的伟大斗争。(noble)

---

(6) 正是那个小失误完全断送了他得到那份工作的机会。(ruin)

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(7) 来自世界各地的逾三千名跑者将要在下周举办的比赛中展开角逐。(compete)

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(8) 李华性格外向，擅长交际，而他的双胞胎弟弟则常常宅在家里，两者形成了鲜明的对比。(striking)

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(9) 不可否认的是如果行动快一点，我们是能救出这些渔民的。(deny)

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- 7 As outstanding artists, Picasso and Mozart are as similar as they are different. Write a short passage in about 150 words that summarizes their similarities and differences, based on the passage in the Student's Book. You may also research the topic online.



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## B Grammar

### 1 Complete the sentences with the correct prepositions and the verb -ing form of the words in brackets. The first one has been done as an example.

- (1) I apologized to him for interrupting (interrupt) his presentation in class.
- (2) I am interested \_\_\_\_\_ (explore) western literature, Latin American literature in particular.
- (3) Jessica is obsessed with riding bicycles. She even insisted \_\_\_\_\_ (cycle) to school yesterday morning, even though it was raining heavily.
- (4) When she found out the truth about his grades, his mother couldn't forgive him \_\_\_\_\_ (lie) to her.
- (5) The team still believed \_\_\_\_\_ (win) the competition and \_\_\_\_\_ (become) European champions.
- (6) My grandfather, who is now 90 years old, is enthusiastic \_\_\_\_\_ (use) WeChat to communicate with his family and friends.
- (7) The old man is looking forward \_\_\_\_\_ (visit) his hometown in China to see how it has changed over the years.
- (8) I used to worry \_\_\_\_\_ (make) a fool of myself whenever I was asked to speak English in class, but now I feel more confident about it.
- (9) Fan Jinshi was awarded a national honour for her lifelong devotion \_\_\_\_\_ (preserve) the Mogao Caves.

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

- (1) It isn't very nice \_\_\_\_\_ (tell) you aren't good at your job.
- (2) She had never imagined \_\_\_\_\_ (give) such a nice present on her 18th birthday.
- (3) It is really kind of him \_\_\_\_\_ (allow) you to use his personal collection of books.
- (4) It was fun \_\_\_\_\_ (explore) the beautiful but changeable landscape in Xinjiang while driving there.
- (5) We were lucky \_\_\_\_\_ (find) a Sichuanese hotpot restaurant in the city centre.
- (6) I wonder if you'd mind \_\_\_\_\_ (show) me around your new campus.
- (7) I prefer \_\_\_\_\_ (have) a hot bath to taking a shower after a day's hard work.
- (8) \_\_\_\_\_ (tell) lies about other people is completely unacceptable.
- (9) Beginners learning Chinese usually have difficulty \_\_\_\_\_ (pronounce) the different tones.
- (10) We advise \_\_\_\_\_ (take) one year off to do an intensive English course before you transfer to that American school.

### 3 Complete the dialogue with the correct form of the verbs below.

■ split ■ walk ■ take ■ eat ■ try ■ wait ■ visit

A: Shall we go back to school now?

B: I haven't finished (1) yet. Do you mind (2) a while?

A: Of course not. Take your time, please. Oh, that cake looks lovely!

B: Thanks. You know, I just can't resist (3) different desserts.

A: Haha, you're not alone.

(A minute later)

B: OK, now I'm done. Let's go.

A: How are we getting back?

B: If it's OK with you, I would prefer (4) back. It's nice to stretch your legs, especially after such a big meal.

A: Are you crazy? It'll take us at least forty minutes. I suggest (5) a taxi, though it's a little expensive. Do you mind (6) the fare?

B: Not at all. Since we're taking a taxi, there is still some time. Why not (7) the bookstore? I want to buy some new fiction to read this weekend.

A: Good idea. Let's go there!

### 4 Complete the passage with the correct form of the verbs in brackets.

Twenty years ago, mobile phones were mainly used for (1) (call) people and (2) (send) text messages.

People at that time could hardly imagine (3) (use) phones for all the things that we take for granted these days. For example, when we go (4) (shop), we pay by scanning the QR code (5) (provide) by the shop assistant. When we drive to unfamiliar places, we use our phones to find the right route. In fact, mobile phones have become such an important part of our lives that it is hard to live without them. However, many teenagers cannot resist (6) (spend) too much time on the phone, so they are not encouraged (7) (take) their phones to school. Some teachers also suggest that parents (8) (remove) their children's phones when they are doing homework. In this way, they can avoid (9) (distract).



## C Listening and speaking

### 1 Match adjectives A–F to quotes 1–6.

- |             |              |             |
|-------------|--------------|-------------|
| A. dramatic | B. comical   | C. lifelike |
| D. moving   | E. elaborate | F. original |

- (1) "I've never seen anything like it before!" \_\_\_\_\_
- (2) "There's always a lot happening in his photos; they're full of life, colour and action." \_\_\_\_\_
- (3) "We both cried at the end of the play." \_\_\_\_\_
- (4) "There's so much detail in his most complicated designs." \_\_\_\_\_
- (5) "His drawings are so funny—they always make me laugh!" \_\_\_\_\_
- (6) "I nearly said hello to that statue when I walked into the room!" \_\_\_\_\_

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

(1) What is the debate about?

---

(2) What is abstract art?

---

(3) What is figurative art?

---

(4) Who are in favour of figurative art?

---

### 3 Listen to the dialogue again. Which type of art does each person argue for and what are their reasons?

Name	Type of art		Reason
	Figurative	Abstract	
Ela			
Jo			
Ben			
Dan			

**4 Listen to the dialogue again and fill in the blanks in the sentences below. Then put sentences A–H into the correct category.** 

- A. Do you have anything to say \_\_\_\_\_ abstract art, Ela?
- B. Sorry to \_\_\_\_\_ ...
- C. I feel \_\_\_\_\_ about this, and I \_\_\_\_\_ with Ela.
- D. Would you like to \_\_\_\_\_, Ben?
- E. Yes. I think Jo is \_\_\_\_\_.
- F. Can I \_\_\_\_\_?
- G. I wanted to say that \_\_\_\_\_ ...
- H. Yes. I can see \_\_\_\_\_ ...

Agreeing: \_\_\_\_\_, \_\_\_\_\_

Disagreeing: \_\_\_\_\_, \_\_\_\_\_

Interrupting: \_\_\_\_\_, \_\_\_\_\_

Encouraging: \_\_\_\_\_, \_\_\_\_\_

**5 Do some research on the Internet on the relationship between art and psychology. Make a one-minute presentation on how art can be used to help people emotionally. You may record your presentation and send it to your teacher. Use the outline and the language guide below to help you.**

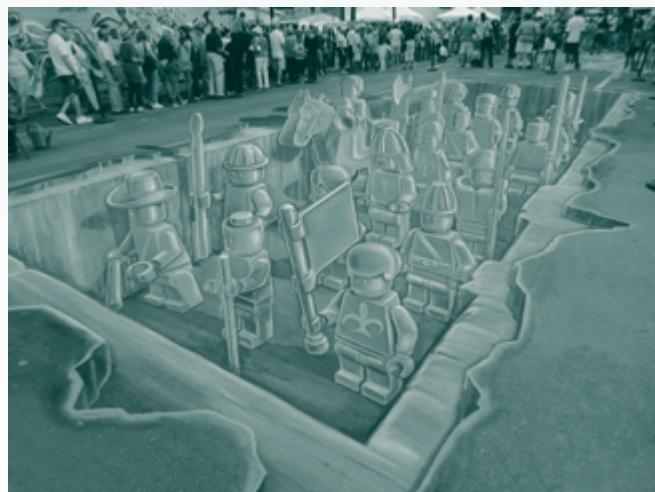
Outline	Language guide
Part 1 Introduce the purpose of your research.	<ul style="list-style-type: none"><li>● I did some research on the Internet to find out ...</li><li>● I wanted to research whether art ...</li><li>● I also wanted to find out more about ...</li></ul>
Part 2 Specify how art is used to help people emotionally.	<ul style="list-style-type: none"><li>● Psychology is closely related to art in that ...</li><li>● One important benefit of art is that it helps us ...</li><li>● Art can create positive emotions, such as ...</li><li>● Art can also be used as a form of therapy to help people ...</li><li>● Art is also widely used to ...</li></ul>
Part 3 Summarize the findings and give recommendations.	<ul style="list-style-type: none"><li>● In brief, art can help people ...</li><li>● Art education should be encouraged, so that ...</li><li>● Whenever you feel upset, you could try to ...</li></ul>

## D Reading

Read the passage and complete the exercises.

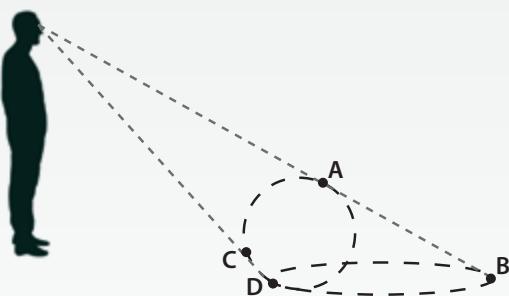
# Street art

- 1 In the past, murals (壁画) on public buildings and frescoes in churches were the only way most people ever saw a work of art. Artists are still sometimes sponsored to paint murals, but paintings on modern public buildings are often done by artists who are paid nothing. Street art, also referred to as urban art, is even carried out without permission sometimes, which may also be the case with graffiti (涂鸦). It's less controversial than graffiti because it usually has a clearer creative vision and uses more advanced artistic technique. Street art can be thought-provoking, but more often, the aim is to inspire people by making a dull public space more interesting and attractive.
- 2 Street art is found in many cities and large towns, but receives more public support in some than others. In one Polish city, the mayor has created a permanent urban art exhibition in the city centre called the "Urban Forms Gallery", inviting artists to paint on the sides of the apartment blocks there. Street Art Belgium is a website documenting all the street installations which aim to beautify the country's towns and cities. It encourages the community to engage with the works by sharing their views on them, and has the inspiring slogan, "Making Belgium beautiful one piece at a time!"
- 3 A stunning development in the urban art movement is 3D street art. 3D paintings are an elaborate application of perspective, which was first developed in Ancient Greece, but only fully understood by fifteenth-century Renaissance artists in Italy. Before that, similar figures in the foreground and background of a picture were painted exactly the same size, which looks completely wrong to the modern eye. We now know that objects further away need to be drawn smaller, and that railway lines need to get closer to each other as they move further away in the drawing. 3D art takes the laws of perspective much further, and makes the eye believe that a flat object has three dimensions.
- 4 Walking towards some 3D street art, you might think you are about to walk into something or fall into a deep hole. As you get nearer the drawing and see it from above, you will see the distortion of all the shapes in it, creating the 3D illusion from a certain viewpoint.



### How to make a 3D drawing

- 5 The trick is to make the viewer think that light coming from different parts of the painting is coming from points nearer or further away than they actually are. To make the viewer think that light is coming from point A, the street artist draws it at point B on the ground. Point C is drawn at point D. The distance between B and D on the ground is much greater than the distance between A and C, so the painting which looks like a circle is a long oval when seen from above.



- 6 Put a ball on a piece of paper. Close one eye and don't move your head as you draw around the outside of the ball. Don't touch the ball, and draw your line on the paper where it appears to be next to the outside of the ball. If you look at your drawing from above, it is an oval. Look at it from the same viewpoint you drew it from with one eye, and it will look like a circle. Add shading as if light is falling on the ball from one side, and it will start to look 3D.

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

(1) Street artists usually have sponsors. \_\_\_\_\_

(2) Street art is popular in almost all cities in Europe. \_\_\_\_\_

(3) Street Art Belgium is a website dedicated to street art across the country. \_\_\_\_\_

(4) Perspective, the technique of drawing things to look closer or further away, was first used in Italian art. \_\_\_\_\_

(5) The vividness of 3D street art largely depends on creating an illusion from a certain viewpoint. \_\_\_\_\_

## 2 In which paragraphs of the passage is the information in sentences A–F stated?

- A. Street art can make you feel as if you are in danger.
- B. Many works of art from the past look badly drawn to us now.
- C. Street art requires more artistic skill than graffiti.
- D. 3D art works because your eye misunderstands where light is coming from.
- E. You need to stay in the same position when you make a 3D drawing.
- F. Street art has received the support of some local governments in Europe.

Paragraph 1: \_\_\_\_\_ Paragraph 2: \_\_\_\_\_ Paragraph 3: \_\_\_\_\_

Paragraph 4: \_\_\_\_\_ Paragraph 5: \_\_\_\_\_ Paragraph 6: \_\_\_\_\_

## 3 Find words in the passage which end in *-ion*. Then match them to the definitions.

- (1) length, width or depth / height \_\_\_\_\_
- (2) something which seems to be real, but isn't \_\_\_\_\_
- (3) a picture in your imagination; the ability to plan with imagination \_\_\_\_\_
- (4) the practical use of something \_\_\_\_\_
- (5) a statement that you are allowed to do something \_\_\_\_\_
- (6) a collection of art shown to the public \_\_\_\_\_
- (7) changing of the shape of something \_\_\_\_\_
- (8) a large piece of artwork which changes the way a place is experienced \_\_\_\_\_

## 4 Complete the summary of the passage with the words below.

- encourage      ■ beauty      ■ development      ■ majority      ■ totally      ■ free
- comment      ■ boring      ■ realistic      ■ modern      ■ near

Public murals were once the only art the (1)\_\_\_\_\_ of people ever saw. Similarly, street art is a popular form of public art today. Artists often do it for (2)\_\_\_\_\_, to bring interest and (3)\_\_\_\_\_ to public spaces which are (4)\_\_\_\_\_. Furthermore, in some countries, the local authorities actually (5)\_\_\_\_\_ artists to paint on public buildings, and ask the public to (6)\_\_\_\_\_ on the artworks.

One particularly interesting (7)\_\_\_\_\_ form of street art has appeared in recent years: 3D art. It uses a further (8)\_\_\_\_\_ of the idea of perspective, which was only truly understood in the fifteenth century. The 3D effects are very (9)\_\_\_\_\_ from a certain viewpoint, although the shapes appear (10)\_\_\_\_\_ distorted when you get (11)\_\_\_\_\_ to the drawings.

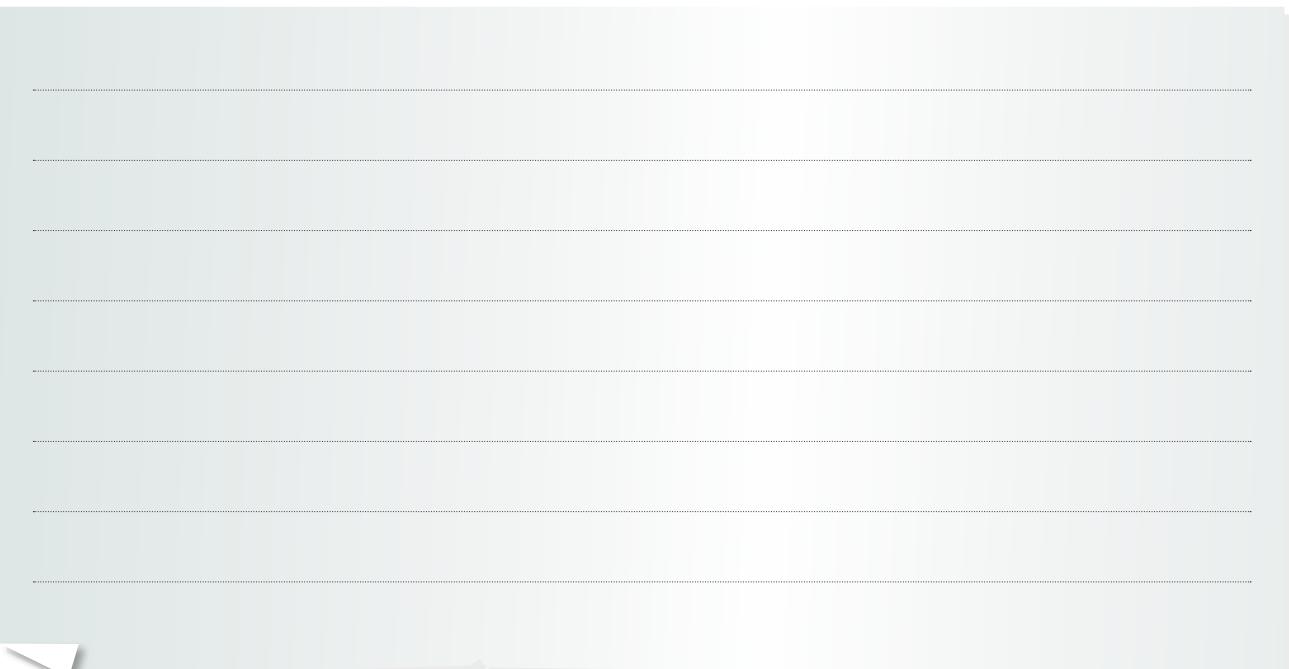
## E Writing and viewing

- 1 Write a review of an exhibition you have visited. It can be an exhibition of historical relics in a museum, of a personal collection of books, or of local products. Plan and write your review in about 150 words. You may refer to the guide given below.

<b>Content</b>	<ul style="list-style-type: none"><li>■ The details of the exhibition: what, where, when and who</li><li>■ The purpose of the exhibition</li><li>■ The things you liked most about it</li><li>■ The things you didn't like</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>■ Paragraph 1: Provide background information about the exhibition.</li><li>■ Paragraph 2: Describe what the exhibition was trying to show.</li><li>■ Paragraph 3: Say what you liked most about it.</li><li>■ Paragraph 4: Say what you didn't like about it.</li><li>■ Paragraph 5: Summarize your review of the exhibition and say whether you would recommend it or not.</li></ul>
<b>Check</b>	<ul style="list-style-type: none"><li>■ Have you used a clear paragraph structure and register? <input type="checkbox"/></li><li>■ Have you included all the necessary information? <input type="checkbox"/></li><li>■ Have you used a variety of evaluative adjectives? <input type="checkbox"/></li><li>■ Have you checked grammar, vocabulary, spelling and punctuation? <input type="checkbox"/></li></ul>



- 2 Watch the video “Inventors” again and take notes. Choose one invention that you find most impressive or valuable and write a short passage about it in about 150 words. The passage should include basic information about the invention and the reasons why it impressed you. You may read your writing aloud and record it, and then send it to your teacher.



# Unit 4 Inspiration

## A Vocabulary

1 Study the words and phrases with the help of a dictionary. Put those with similar meanings in groups.

- |            |          |            |                |
|------------|----------|------------|----------------|
| ■ constant | ■ regard | ■ silly    | ■ firm         |
| ■ enduring | ■ peer   | ■ foolish  | ■ pull through |
| ■ recover  | ■ stupid | ■ get well | ■ idiotic      |

- (1) to become well after an illness \_\_\_\_\_
- (2) to see or look at \_\_\_\_\_
- (3) unwise \_\_\_\_\_
- (4) lasting or steady, usually positive \_\_\_\_\_

2 Complete the sentences with the words below. There is one word that you do not need.

- |            |             |             |             |
|------------|-------------|-------------|-------------|
| ■ scarcely | ■ privately | ■ fearfully | ■ hopefully |
| ■ eagerly  | ■ bravely   | ■ calmly    |             |

- (1) "Will Mum be back from her business trip on Friday?" the boy asked \_\_\_\_\_.
- (2) I asked to speak to the doctor \_\_\_\_\_ about the results of my health check-up.
- (3) Can you imagine a young girl like Joan of Arc \_\_\_\_\_ riding out to fight the English army?
- (4) When the fire alarm went off, the teacher \_\_\_\_\_ led the students out of the classroom.
- (5) She is the most helpful person I know. She \_\_\_\_\_ lends a hand any time I ask for help.
- (6) The little boy looked \_\_\_\_\_ at the approaching dog; he was too frightened to move a single step.

3 Study the words with the help of a dictionary and then match them to definitions 1–7.

- |                     |                  |                  |                |
|---------------------|------------------|------------------|----------------|
| ■ self-preservation | ■ self-assurance | ■ self-sacrifice | ■ selflessness |
| ■ self-defence      | ■ self-interest  | ■ self-control   |                |

- (1) protecting yourself in a dangerous situation \_\_\_\_\_
- (2) being able to control one's emotions and actions in difficult situations \_\_\_\_\_
- (3) thinking more about the needs of other people than your own \_\_\_\_\_
- (4) doing or saying something to protect yourself \_\_\_\_\_
- (5) not letting yourself have or do something in order to help other people instead \_\_\_\_\_
- (6) believing in your own strengths and abilities \_\_\_\_\_
- (7) the act of thinking only about yourself and not caring about other people \_\_\_\_\_

#### 4 Complete the sentences with the words in exercise 3.

- (1) I don't think you should ever use violence, even in \_\_\_\_\_. \_\_\_\_\_.
- (2) People who act out of \_\_\_\_\_ rarely support charities.
- (3) He didn't go back into the burning house; some sense of \_\_\_\_\_ stopped him.
- (4) Mother Teresa showed great \_\_\_\_\_ in dedicating her life to the poor.
- (5) Surgeons have to have \_\_\_\_\_ during operations and be confident in what they're doing.
- (6) Even though the angry man was shouting at her, she showed great \_\_\_\_\_ and finally calmed him down.
- (7) Being a volunteer requires a lot of \_\_\_\_\_ as you'll be working long hours, away from home and without any pay.

#### 5 Complete the passage with the words below. There are two words that you do not need.

■ exceptionally	■ privately	■ gradually	■ ambitious	■ highly
■ persistence	■ amateur	■ passion	■ bravely	■ fate



Tegla Loroupe is a(n) (1) \_\_\_\_\_ successful Kenyan long-distance track and road runner. Born into a large, traditional family, she was not encouraged to run because her father said it was not "ladylike". However, her (2) \_\_\_\_\_ for running was kindled when she was seven and she had to run ten kilometres to school every morning.

She soon found that she loved it, and that she was (3) \_\_\_\_\_ good at it. Despite her father's disapproval, she refused to accept her (4) \_\_\_\_\_ and kept training. Supported by her mother and elder sisters, she (5) \_\_\_\_\_ made progress. Loroupe was a very (6) \_\_\_\_\_ athlete: she dreamt of becoming one of the best runners in the world. She devoted most time to running, which brought her not only fatigue but also sports injuries. However, she (7) \_\_\_\_\_ faced these difficulties and overcame them. Thanks to her amazing (8) \_\_\_\_\_, her dream came true at last. In 1994, Loroupe was the first African woman to win the New York Marathon, and became an important sporting role model.

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

(1) 我到他办公室向他寻求帮助时，他紧握我的手，问我有何需要。 (firm)

---

(2) 中国在过去几十年间取得了巨大的经济成就，这是公认的事实。 (acknowledge)

---

(3) 他在该项目中的出色表现为他赢得了认可和尊重。 (outstanding)

---

(4) 近些年来，外国人来中国求学已经越来越常见。 (pursue)

---

(5) 他将在后续的文章中讨论英文作为全球通用语所带来的机遇和挑战。 (subsequent)

---

(6) 他惊喜地发现有些毛发粘附在地毯上，并据此判断，走丢的猫应该躲藏在房子里。 (cling to)

---

(7) 在他们搜寻幸存者时突然开始下起了雨。 (in the midst of)

---

(8) 听说自己的宠物狗被过路汽车压了，她悲伤不已。 (sorrow)

---

(9) 她私下里告诉我她十多年前在非洲当记者的经历。 (privately)

---

- 7 Imagine that Old Behrman survived the pneumonia just as Johnsy did. What do you think would happen to them? Write a new ending to the short story in about 150 words.**

A blank sheet of white paper with horizontal ruling lines. On the left edge, there are ten circular punch holes. The background features a faint, light green watermark-style illustration of a tree with many branches and leaves.

## B Grammar

### 1 Choose the correct answers.

- (1) The middle-aged brothers \_\_\_\_ volunteer work for over two decades now.  
A. have done                      B. have been doing
- (2) They came up with the idea to start Me to We while they \_\_\_\_ a school in Ecuador.  
A. built                            B. were building
- (3) In 2012, the Me to We organization \_\_\_\_ to plant 195,000 trees.  
A. helped                           B. was helping
- (4) So far, between them, they \_\_\_\_ eleven books about their charitable work.  
A. have published                B. have been publishing
- (5) They \_\_\_\_ both regularly \_\_\_\_ to numerous newspapers and magazines.  
A. / ... contribute                B. are ... contributing
- (6) In their newspaper column, they \_\_\_\_ tips on ways to give back to the world.  
A. offer                            B. are offering
- (7) Currently, the brothers \_\_\_\_ their next annual We Day event.  
A. prepare                        B. are preparing
- (8) Since 1995, 278,000 people \_\_\_\_ a We Day event.  
A. have attended                B. have been attending

### 2 Rewrite the sentences using the words in brackets.

- (1) Megan started working for the charity when she was fourteen.

Megan \_\_\_\_\_. (been)

- (2) I've never taken part in a We Day event before.

It's \_\_\_\_\_. (first)

- (3) There is no decision yet about the funding for the project.

They \_\_\_\_\_. (still)

- (4) Everyone entered the room, and then they began their speech.

They didn't begin their speech \_\_\_\_\_. (until)

- (5) You're over an hour late.

I \_\_\_\_\_. (waiting)

- (6) It was the first time they had travelled abroad to do volunteer work.

They \_\_\_\_\_. (never)

- (7) The charity has been helping women in Africa for over six years now.

The charity \_\_\_\_\_. (started)

- (8) There has been an increase in the number of people joining our organization.

More and more \_\_\_\_\_. (are)

### 3 Complete the passages with the correct form of the verbs in brackets.

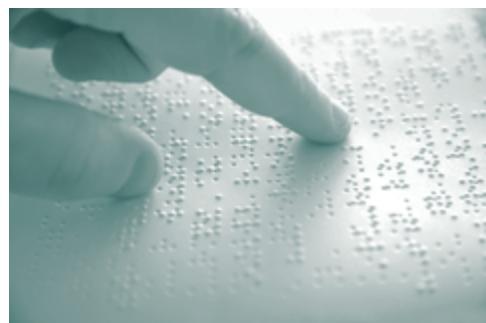
(A)

Marc and Craig Kielburger are best known for their involvement in Free the Children, a charity that they (1) \_\_\_\_\_ (found) in 1995. But Marc (2) \_\_\_\_\_ (begin) doing good deeds some years before then. When he was thirteen, he (3) \_\_\_\_\_ (develop) environmentally friendly cleaning products as part of a school science project and (4) \_\_\_\_\_ (start) collecting names on various petitions to protect the environment. The boys' passion for saving the environment and encouraging social change through making responsible lifestyle choices (5) \_\_\_\_\_ (be) key to all their activities since then. In 2008, they (6) \_\_\_\_\_ (set up) a new organization, called Me to We, which (7) \_\_\_\_\_ (produce) ethically made goods and (8) \_\_\_\_\_ (raise) social awareness by offering leadership training and volunteer trips. Craig also regularly (9) \_\_\_\_\_ (appear) on Canadian TV, giving responsible lifestyle tips in segments called Living Me to We. The brothers say, "Me to We was created to help transform consumers into socially conscious world changers, one transaction at a time."

(B)

It is now three o'clock in the afternoon. Xiaoming (10) \_\_\_\_\_ (sit) in the library, reading. He (11) \_\_\_\_\_ (read) for hours on end. He is an avid reader, but his books (12) \_\_\_\_\_ specially \_\_\_\_\_ (make) with a lot of raised dots instead of printed characters. He (13) \_\_\_\_\_ (pass) his finger over the dots and reads them. He (14) \_\_\_\_\_ (receive) three years of special training and now (15) \_\_\_\_\_ (manage) to understand in braille, which is what blind and visually-impaired people (16) \_\_\_\_\_ (use) to read and write.

Xiaoming was born sighted, but accidents (17) \_\_\_\_\_ (come) when we least expect it—he (18) \_\_\_\_\_ (become) blind when he (19) \_\_\_\_\_ (play) with a toy gun in the yard. Despite his disability, he continued to attend his local school for one year. However, as the school lacked the necessary support for blind students, his parents (20) \_\_\_\_\_ (decide) to transfer him to a specialist school. There, he first (21) \_\_\_\_\_ (come) into contact with braille, which opened up a new world for him. He (22) \_\_\_\_\_ (spend) days and nights learning the system until he was finally able to read smoothly.



## C Listening and speaking

### 1 Listen to a school committee discussing which charity to raise money for. Tick the ones that are mentioned.

(1) Animal Rescue

(4) Help for the Homeless

(2) Heart Health Foundation

(5) International Aid

(3) Disaster Relief

(6) Youth Sports Foundation

### 2 Listen again and match speakers Jill (J), Steve (S) or nobody (N) to opinions 1–6.

(1) Larger charities spend too much money on advertising. \_\_\_\_\_

(2) Smaller charities are usually run by volunteers. \_\_\_\_\_

(3) We should choose a charity which helps young people. \_\_\_\_\_

(4) It's a good idea to raise money for a charity that has helped you or your family. \_\_\_\_\_

(5) Animal charities are very well supported. \_\_\_\_\_

(6) People care more about animals than people, so we should choose an animal charity. \_\_\_\_\_

### 3 Complete the sentences below. Then listen again and check.

(1) Well, my \_\_\_\_\_ is that we should choose a smaller charity ...

(2) Could you \_\_\_\_\_ what you mean?

(3) Jill, I do understand that \_\_\_\_\_ of view, but I think ...

(4) Ah, that makes \_\_\_\_\_ to me now.

(5) But, \_\_\_\_\_, I still think a smaller charity might be better ...

(6) I see where you're \_\_\_\_\_ from, but do we have to limit it to young people?

(7) I think we need to \_\_\_\_\_ what will be a popular charity to raise money for.

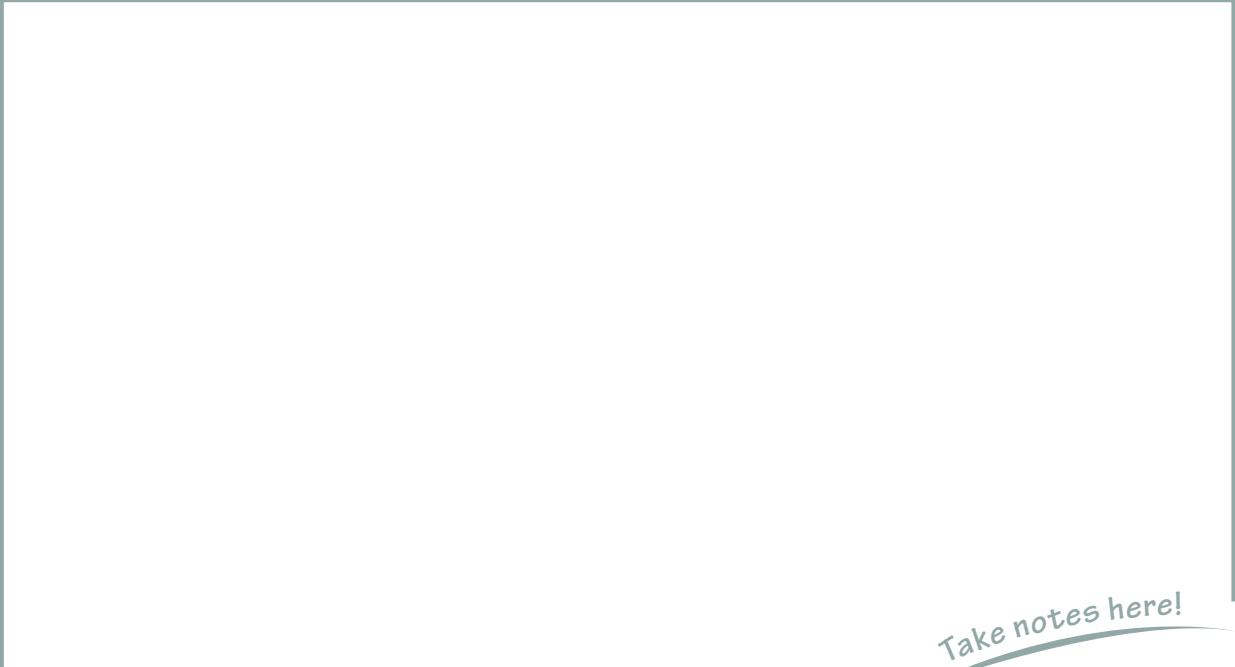
(8) Are you \_\_\_\_\_ that people care more about animals than people, Steve?  
That's silly.

### 4 Put sentences 1–8 in exercise 3 into the correct category.

<b>Giving an opinion:</b>	_____
<b>Acknowledging an opinion:</b>	_____
<b>Asking for clarification:</b>	_____

- 5 Imagine you are going to make a presentation about a Chinese national hero to a group of visiting high school students from America. You may record your presentation and send it to your teacher. Use the outline and the language guide below to help you.**

Outline	Language guide
Part 1 Introduce the hero briefly.	<ul style="list-style-type: none"> <li>● Of all the heroes in Chinese history, ... is the one I admire most.</li> <li>● ... is a well-known name in China.</li> <li>● Even schoolchildren have heard about ...</li> </ul>
Part 2 Give detailed information about his / her deeds and contributions.	<ul style="list-style-type: none"> <li>● The story of his / her life is well known in China, because ...</li> <li>● He / She showed unparalleled bravery in ...</li> <li>● He / She has made an important contribution to ...</li> <li>● He / She has represented China in ...</li> <li>● He / She ..., without considering his / her personal interests.</li> </ul>
Part 3 Describe his / her influence in China and what we can learn from him / her.	<ul style="list-style-type: none"> <li>● Without his / her dedication and sacrifice, there would not be ...</li> <li>● We should follow his / her example by ...</li> </ul>



Take notes here!

## D Reading

Read the passage and complete the exercises.

### A burger? Certainly— That'll be €250,000

It looks like a burger. It tastes more or less like a burger. But it costs €250,000. What is it? It's the world's first artificial burger, created by Dr Mark Post and his team at Maastricht University. Three months ago, the process started with the extraction of stem cells from two different types of cow. These cells were grown in a laboratory and eventually turned into muscle fibre. The fibres were then straightened out and eventually pressed together to produce a burger.



(1) \_\_\_\_\_ The result looks exactly like the real thing. This project has far-reaching implications for the food industry and for food supply.

The population of the world is expected to rise to 9.5 billion by 2070.

(2) \_\_\_\_\_ In fact, demand is predicted to double by the middle of the century. Where is it all going to come from? Is it possible to increase sufficiently the supply of naturally grown meat?

Already 30% of the earth's ice-free land is devoted to animals, either for grazing or for growing animal feed. Farm animals alone account for 5% of carbon dioxide emissions, but also an enormous 40% of methane emissions, a much more powerful and destructive greenhouse gas. (3) \_\_\_\_\_ Post reckons that his laboratory-grown meat reduces energy use by 70% and cuts the need for land and water by 90%.

Of course, the best way to reduce the consumption of meat would be to encourage people to eat less, or even to become vegetarians. However, that's an unlikely prospect. Richard Wrangham, a professor at Harvard University, argues that eating meat is very much a part of our evolution. Learning how to cook and eat meat was one of the

reasons why our brains were able to grow as big as they did. Humans have a tendency to enjoy meat.

(4) \_\_\_\_\_ "People are going to continue wanting meat," says Professor Wrangham, "and a system of meat production that reduces environmental and ethical costs will be a great benefit."

Most importantly of all, though, how does this new meat taste? The first artificial burger was cooked and tasted by a nutrition scientist and a food writer. Their



**verdict** was "close to meat" and "not that juicy". However, Dr Post was not unhappy.  
(5) \_\_\_\_\_ Nor was there any blood in it. Dr Post and his team are working on introducing these elements into their next prototype.

What, then, does the future really hold for Dr Post and his team? There are many steps to take before anything like large-scale manufacture can be started.

(6) \_\_\_\_\_ They will need to develop new technologies to address that issue. It will be essential that the new product looks and tastes exactly like the real thing. Finally any new food product would need to be tested and approved by the Food Standards Agency. All this will take time, money and effort. Yet the end product may make a substantial contribution to conserving the Earth's resources.

## 1 Read the passage. Match sentences A–F to gaps 1–6.

- A. And increasingly, inhabitants of developing countries are consuming more and more meat.
- B. Dr Post's research, therefore, and these new technological developments, are of vital importance.
- C. There was no fat in his burger, which explained the dryness and the rather bland taste.
- D. The only natural ingredients used were eggs and breadcrumbs to help hold everything together, and beetroot juice and saffron to give colour.
- E. Adding fat and blood cells is already on the agenda. At the moment, they can only work with small pieces of meat.
- F. Can we really afford to increase the natural production of meat whilst ignoring environmental concerns?

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

## 2 Choose the correct answers.

- (1) This passage is probably \_\_\_\_\_.
  - A. part of a research paper
  - B. a newspaper article
  - C. a blog post
  - D. a college essay
- (2) The process of making the artificial burger does NOT include \_\_\_\_\_.
  - A. extracting cells from cows
  - B. growing the cow cells in other animals
  - C. transforming the cow cells into muscle fibres
  - D. pressing together the muscle fibres

- (3) According to the researchers, what is the advantage of artificial meat?
- A. It is less expensive.                              B. It tastes better.
- C. It does more good to our health.              D. It is friendly to the environment.
- (4) The underlined word “verdict” in paragraph 5 is closest in meaning to \_\_\_\_\_.
- A. conclusion                                      B. decision
- C. review    D. idea
- (5) The steps to take before the large-scale manufacture of artificial meat that the writer mentioned do NOT include \_\_\_\_\_.
- A. improving its appearance                      B. receiving official approval
- C. making it as tasty as real meat              D. reducing the price
- (6) The writer’s attitude towards artificial meat is \_\_\_\_\_.
- A. optimistic                                        B. pessimistic
- C. neutral    D. indifferent

**3 Complete the sentences using the words below. There is one word that you do not need.**

■ artificial	■ eventually	■ far-reaching	■ reckon
■ prospect	■ substantial	■ devote	■ sufficiently

- (1) The classroom is decorated with \_\_\_\_\_ flowers and balloons of different sizes and colours to celebrate the New Year.
- (2) Her parents are worried about the \_\_\_\_\_ of her leaving university without a degree.
- (3) So far, the latest car model has yielded \_\_\_\_\_ profits that the board are obviously pleased with.
- (4) Unlike those who are busy reviewing lessons and notes, Thomas is already \_\_\_\_\_ prepared for the coming mid-term examination.
- (5) The committee had debated the issue for months before \_\_\_\_\_ reaching consensus.
- (6) The large numbers of tourists definitely have a(n) \_\_\_\_\_ impact on the local environment and its sensitive eco-system.
- (7) Though I \_\_\_\_\_ that my interpretation of the story makes sense, I still think your analysis is better.

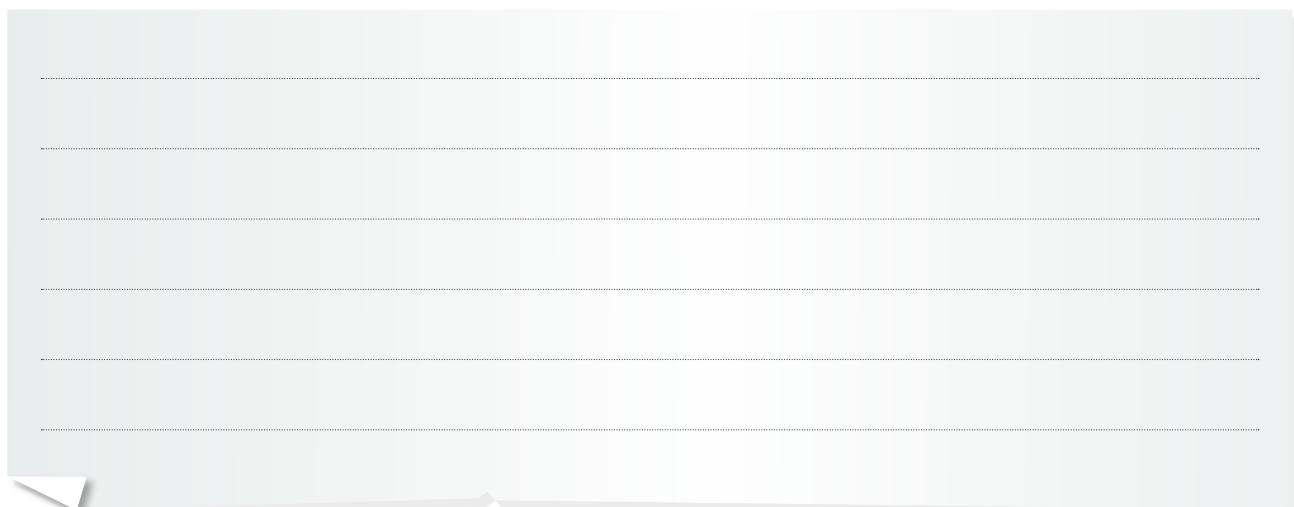
## E Writing and viewing

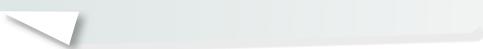
- 1 Read the beginning of a newspaper article. Write an article in response to it for your school's online magazine in about 150 words. You may refer to the guide given below.

### Young people lack responsibility

Nowadays a lot of young people, including high school students, just want an easy life. They are used to taking rather than giving. They give little thought to others' needs and concerns. They just don't care ...

<b>Content</b>	<ul style="list-style-type: none"><li>■ State whether you agree with the writer.</li><li>■ State your reasons.</li><li>■ Give at least one example.</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>■ Paragraph 1: Outline the writer's argument and introduce your point of view.</li><li>■ Paragraph 2: Introduce supporting evidence.</li><li>■ Paragraph 3: Give an example to support your viewpoint.</li><li>■ Paragraph 4: Sum up your argument.</li></ul>
<b>Check</b>	<ul style="list-style-type: none"><li>■ Have you responded to the opinion? <input type="checkbox"/></li><li>■ Have you included arguments that support your opinion? <input type="checkbox"/></li><li>■ Have you checked grammar, vocabulary, spelling and punctuation? <input type="checkbox"/></li></ul>





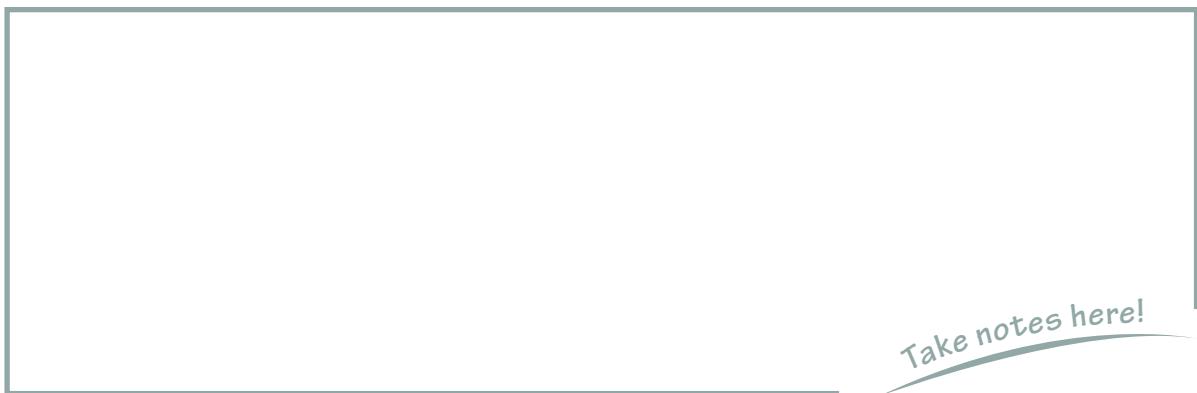
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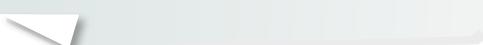
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- 2 Watch the video “16-year-old boss” again and take notes. Imagine that you are Philip, and write a story in about 150 words from his point of view. You may read your writing aloud and record it, and then send it to your teacher.



Take notes here!



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## 后记

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

本练习部分借鉴并使用了牛津大学出版社语料库中的部分优秀素材，编写过程中得到了牛津大学出版社外籍专家在修改语篇和润色语言方面的帮助，在此表示衷心感谢。

编写过程中，上海市中小学(幼儿园)课程改革委员会专家工作委员会，上海市教育委员会教学研究室，上海市课程方案教育教学研究基地、上海市心理教育教学研究基地、上海市基础教育教材建设研究基地、上海市英语教育教学研究基地(上海高校“立德树人”人文社会科学重点研究基地)及基地所在单位上海外国语大学，编写组所在单位华东师范大学等单位给予了大力支持。此外，众多高中英语教师、教研员和专家为练习部分的编写提供了很多有价值的意见。在此向这些单位和个人表示衷心的感谢！

华东师范大学高中《英语》编写组

上海教育出版社

2020年12月

# 致 谢

本书含有改编自牛津大学出版社 2013 年和 2014 年出版的 *Insight: Intermediate Workbook* 和 *Insight: Upper-Intermediate Workbook* 的内容，在此谨向原作者 Paul Hancock、Rachael Roberts、Mike Sayer 表示真挚的感谢！

另外，向为本书提供图片的单位致谢！

壹图网（第 32 页两张图，第 45 页一张图）；

图虫网（第 1 页一张图，第 4 页一张图，第 6 页一张图，第 9 页一张图，第 10 页一张图，第 16 页一张图，第 18 页一张图，第 20 页一张图，第 21 页一张图，第 24 页一张图，第 29 页一张图，第 34 页一张图，第 38 页一张图，第 43 页一张图，第 47 页一张图，第 50 页一张图）；

Wikipedia（第 37 页一张图，第 50 页一张图）。

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