



普通高中教科书

ENGLISH

英语

选择性必修

第四册



上海外语教育出版社

普通高中教科书

ENGLISH

英语

选择性必修

第四册

主编：束定芳

上海外语教育出版社

主 编：束定芳

副 主 编：王蓓蕾

分册主编：吕晶晶

编 者：唐树华 田 璇 任 远 安 琳
骆传伟 张亚萍 刘宝莹

责任编辑：陈 菊

美术设计：戴玉倩

普通高中教科书 英语 选择性必修第四册

上海市中小学（幼儿园）课程改革委员会组织编写

出版发行 上海外语教育出版社（上海市大连西路 558 号）

印 刷 上海盛通时代印刷有限公司

版 次 2022 年 7 月第 1 版

印 次 2022 年 7 月第 1 次

开 本 890 毫米 × 1240 毫米 1/16

印 张 6.25

字 数 198 千字

书 号 ISBN 978-7-5446-6642-8

定 价 21.10 元

版权所有 · 未经许可不得采用任何方式擅自复制或使用本产品任何部分 · 违者必究

如发现内容质量问题，请拨打电话 4008-213-263。

如发现印、装质量问题，影响阅读，请与上海外语教育出版社联系。 电话：021-65609540

全国物价举报电话：12315

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

Unit	Understanding	Discovering	
	Reading, Listening and Viewing	Vocabulary Focus	Grammar in Use
Unit 1 Achieving Effective Communication P2	Reading A: How I Conquered Stage Fright (Speech)	Expressions related to communication	Complex sentences (review)
	Reading B: Excerpt from <i>The Story of My Life</i> (Autobiography) Culture Link: Braille and the Man Who Invented It		
	Listening: Barriers to Effective Communication (Podcast)		
	Viewing: Smartphone Technology Assists Stephen Hawking with Communication (News report)		
Unit 2 Learning about Trade and Economy P18	Reading A: China's Foreign Trade Progress at a Glance (Expository essay)	Expressions related to economics	-ing/-ed forms and infinitives (review)
	Reading B: Why Pay \$36.09 for Rancid Chicken? (Short story) Reading strategy: Identifying the purpose of a text		
	Listening: Why Do We Need to Study Economics? (Mini-lecture)		
	Viewing: How the Economy Really Works (Mini-lecture) Culture Link: Shell Money		
	Reading A: The Grand Canal (Expository essay)		
Unit 3 Delving into History P34	Reading B: The Silk Road: Connecting the East and the West (Expository essay)	Expressions related to history	Inversion Culture Link: <i>The Histories</i> by Herodotus
	Listening: The Forbidden City (Mini-lecture) Listening strategy: Making inferences		
	Viewing: Building a Museum of Museums on the Web (Speech)		
	Reading A: Excerpt from <i>The Old Man and the Sea</i> (Novel)		
	Reading B: Written in March (Poem) Culture Link: The Lake Poets		
Unit 4 Approaching Classics P50	Listening: Bertrand Russell's Message to the Future Generation (Interview)	Expressions related to classic works	Subjunctive mood (<i>wish</i> and <i>if only</i>)
	Viewing: Why Does Poetry Matter? (Film clip)		

Map of the Book

Producing		Extending	
Speaking	Writing	Critical Thinking	Further Exploration
Discussing technological solutions to communication problems Speaking strategy: Compromising and reaching an agreement	Writing a summary of a general-specific essay Writing strategy: Summary writing 1 – grasping main points	Generalising by identifying common characteristics	Conducting a survey about the impact of social media on interpersonal communication
Making a budget plan	Writing a summary of a problem-solution essay Writing strategy: Summary writing 2 – paraphrasing	Justifying decisions by exploring the underlying principles	Playing a trading game
Introducing a museum as a tour guide	Writing a summary of a claim-counterclaim essay Writing strategy: Summary writing 3 – proofreading	Viewing matters from a historical perspective	Designing a brochure about a historic site
Recommending Chinese classics Speaking strategy: Highlighting key points	Writing a continuation of a story Writing strategy: Writing a continuation (narrative)	Forming opinions based on existing views	Recommending classic literary works

致同学们

亲爱的同学们：

经过小学和初中阶段的学习，大家已经掌握了一定的英语语音、词汇、语法等知识，也具备了一定的英语应用能力。大家是否希望通过英语了解更多的世界文化？是否希望能够运用英语来介绍中国文化和社会生活呢？是否希望通过英语学习获得更多的知识和技能，进而提升自己的思维品质和综合素养？是否希望在课内外英语学习活动中提升自主学习的能力？

本套教材为同学们精心准备了题材丰富、风格多样的学习材料和形式活泼、寓教于乐的学习活动，让大家在学习英语的同时，领略博大精深的中华文化、绚烂多彩的世界文化、拓展全球视野。

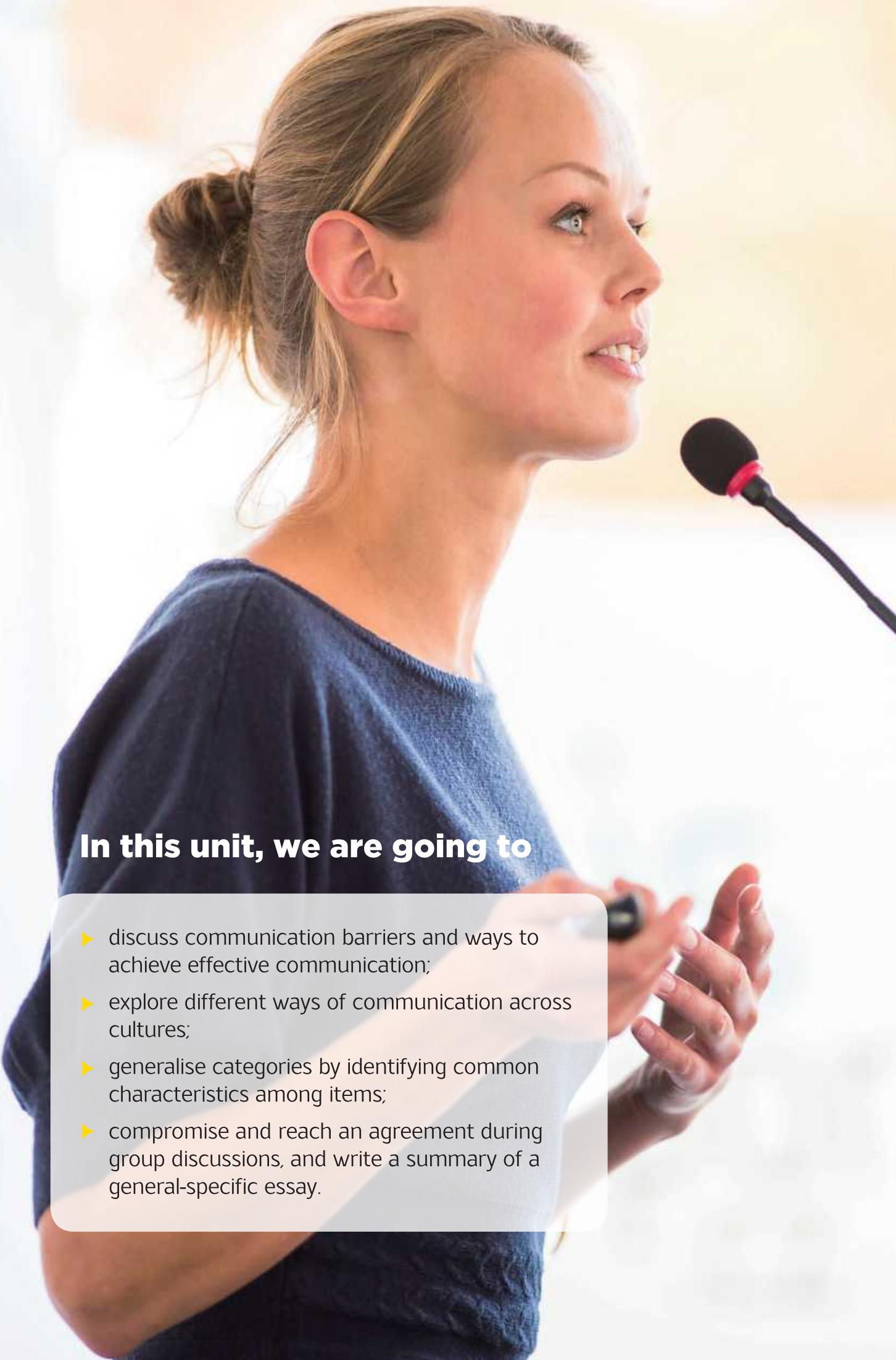
同学们，高中阶段英语学习的主要目的是全面提升语言能力。同时，通过英语学习获取更多的中外优秀文化知识，挖掘其承载的文化价值，提升跨文化交际意识和交流能力，训练思维的逻辑性、批判性和创造性。

本套教材共七册，其中前三册为必修阶段教材，后四册为选择性必修阶段教材。每册由四个单元组成。每个单元围绕人与自我、人与社会或人与自然三大主题展开，形成一个交际和学习活动相结合的有机整体。每个单元包括四大板块：理解（UNDERSTANDING）板块提供丰富的阅读、听力材料和视频片段；发现（DISCOVERING）板块包括词汇和语法知识，帮助同学们发现、掌握并学会使用规则，达到举一反三的效果；表达（PRODUCING）板块设计了听、说、读、看、写结合的综合活动，以帮助同学们提升用英语完成相关交际任务的能力；拓展（EXTENDING）板块包括思维训练（Critical Thinking）和项目探究（Further Exploration）两个部分，前者旨在帮助同学们训练逻辑思维和批判性思维的能力，后者指导同学们开展研究性学习、自主学习和合作学习。文化链接（Culture Link）为灵活板块，主要介绍与单元主题相关的世界文化或中国文化小百科知识。同学们还可以通过每单元最后的自我评价（Self-assessment）检测自己的学习成效，发现需要改进的地方后，制定相应的提升计划。

同学们，掌握一门外语意味着多一双看世界的眼睛，多一双听世界的耳朵，多一个探索世界的工具，也多一条传播中国文化的途径。学习外语需要大量的实践，需要持之以恒的努力。希望同学们在老师的指导下，把教材作为起跳板，充分调动你们已有的知识，探索未知的领域，“跃”向更广阔的世界。

编者

2020年5月



In this unit, we are going to

- ▶ discuss communication barriers and ways to achieve effective communication;
- ▶ explore different ways of communication across cultures;
- ▶ generalise categories by identifying common characteristics among items;
- ▶ compromise and reach an agreement during group discussions, and write a summary of a general-specific essay.

Unit 1

Achieving Effective Communication

No pleasure has any savour for me without communication.

— Michel de Montaigne

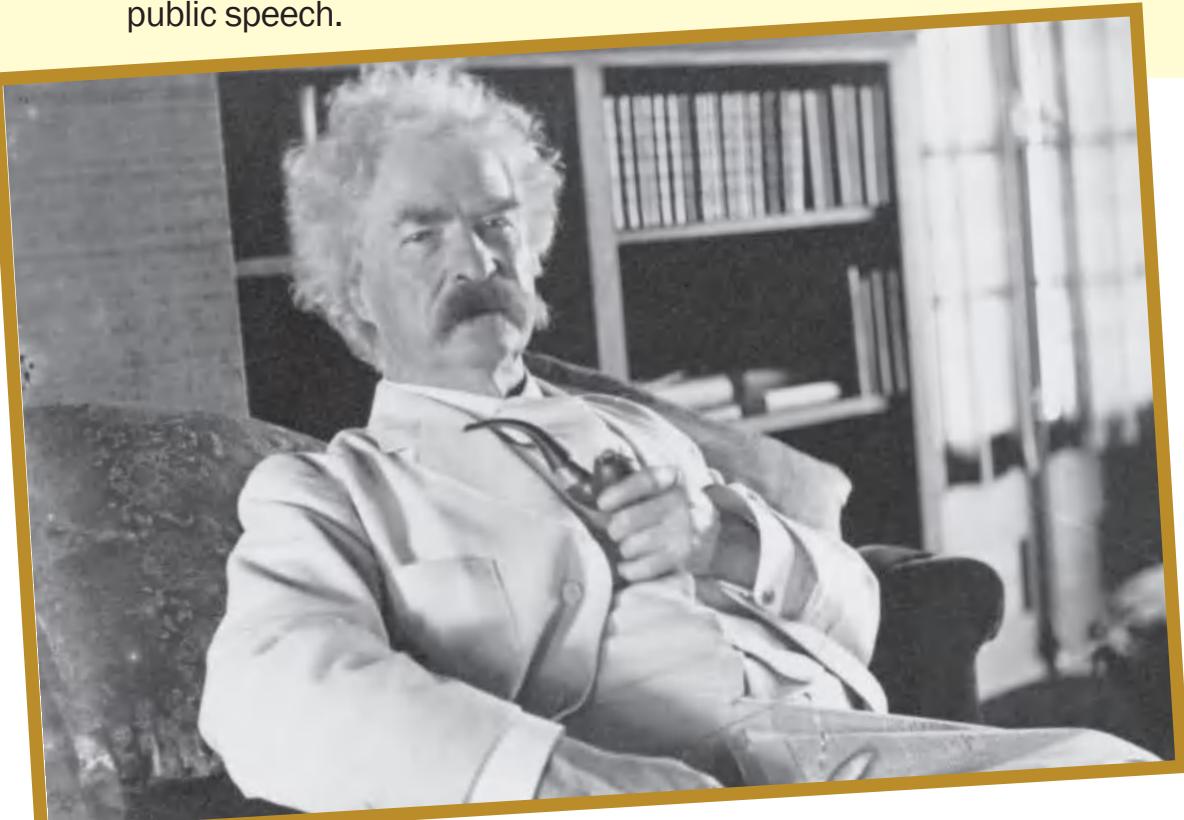
Getting Started

- Look at the following means of communication, arrange them in the order according to the time they were first put into use and then say something about one of them.

telephone, Internet, smoke signal, fax, Morse code, carrier pigeon, wireless radio, mobile phone

READING A

On 5 October 1906, after a musical performance by his daughter, Mark Twain¹ addressed the audience on the subject of stage fright. Read the text and find out what Mark Twain said about his first public speech.



HOW I CONQUERED STAGE FRIGHT

My heart goes out in sympathy to anyone who is making his first appearance before an audience of human beings. By a direct process of memory I go back forty years, less one month — for I'm older than I look.

I recall the occasion of my first appearance. San Francisco knew me then only as a reporter, and I was to make my bow to San Francisco as a lecturer. I knew that nothing short of compulsion would get me to the theater. So I bound myself by a hard-and-fast contract so that I could not escape. I got to the theater

forty-five minutes before the hour set for the lecture. My knees were shaking so that I didn't know whether I could stand up. If there is an awful, horrible disease in the world, it is stage fright — and seasickness. They are a pair. I had stage fright then for the first and last time. I was only seasick once, too. It was on a little ship on which there were two hundred other passengers. I was — sick. I was so sick that there wasn't any left for those other two hundred passengers.

It was dark and lonely behind the scenes in that theater, and I peeked

through the little peek holes they have in
30 theater curtains and looked into the big auditorium. That was dark and empty, too. By and by it lighted up, and the audience began to arrive.

I had got a number of friends
35 of mine, stalwart men, to sprinkle themselves through the audience armed with big clubs. Every time I said anything they could possibly guess I intended to be funny, they were to pound those clubs
40 on the floor. Then there was a kind lady in a box up there, also a good friend of mine, the wife of the governor. She was to watch me intently, and whenever I glanced toward her she was going to
45 deliver a gubernatorial laugh that would lead the whole audience into applause.

At last I began. I had the manuscript tucked under a United States flag in front of me where I could get at it in case
50 of need. But I managed to get started without it. I walked up and down — I was young in those days and needed the exercise — and talked and talked.

Right in the middle of the speech I
55 had placed a gem. I had put in a moving, pathetic part which was to get at the

hearts and souls of my hearers. When I delivered it, they did just what I hoped and expected. They sat silent and awed.
60 I had touched them. Then I happened to glance up at the box where the governor's wife was — you know what happened.

Well, after the first agonizing five
65 minutes, my stage fright left me, never to return. I know if I was going to be hanged I could get up and make a good showing, and I intend to. But I shall never forget my feelings before the agony left me,
70 and I got up here to thank you for her for helping my daughter, by your kindness, to live through her first appearance. And I want to thank you for your appreciation of her singing, which is, by the way,
75 hereditary.

Note

1. Mark Twain (pen name of Samuel Langhorne Clemens, 1835–1910), was an American writer, publisher and lecturer. He was praised as “the greatest humorist his country has ever produced.” In addition to being a great novelist, Mark Twain was one of the most celebrated public speakers of his day.

• Personal Touch



- Have you ever experienced stage fright? Describe the event and how you dealt with the situation.

Digging In

• Comprehension

I. Fill in the blanks to complete the outline of the speech.

Introduction

Mark Twain expresses his sympathy for those who make their first appearance before an audience.

Body

Mark Twain tells a story about his first public speech. In order to 1 _____, he

- bound himself by a contract;
- 2 _____;
- 3 _____;
- 4 _____.

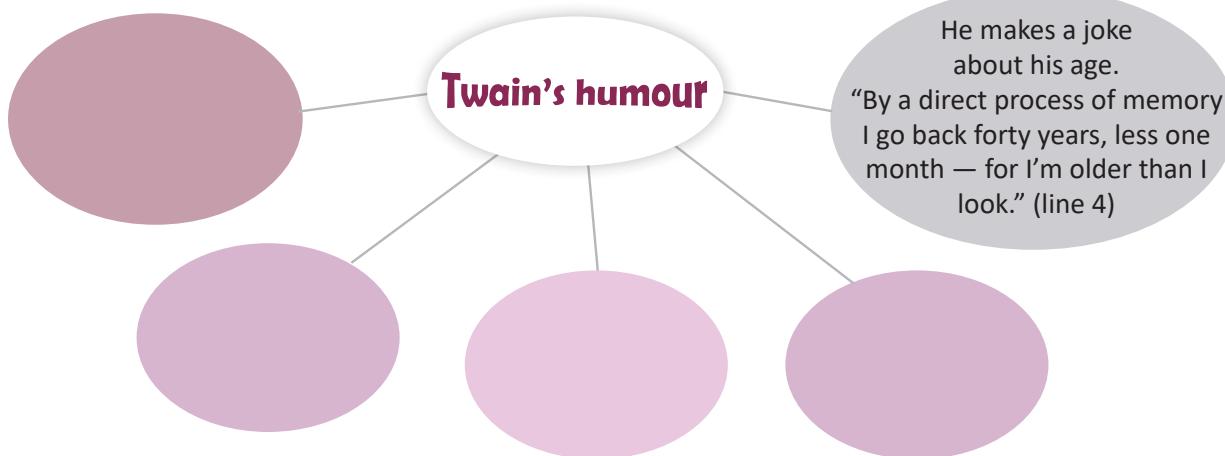
Closing remarks

Mark Twain thanks the audience for helping his daughter proceed with her performance.

II. Answer the questions.

1. What does Mark Twain's description of the auditorium suggest?
2. What are the literal and contextual meanings of the word "gem" (line 55)?
3. What does Mark Twain mean by "And I want to thank you for your appreciation of her singing, which is, by the way, hereditary" (lines 72–75)?
4. At what point did Mark Twain know he had captured the audience's attention?
5. According to Mark Twain's description of his stage fright experience, which parts of the speech are the most difficult moments? How do you know?

III. Mark Twain is well known for his sense of humour. Fill in the bubbles with details that show his humour in the speech.



● Vocabulary Focus

I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the passage. Note that there are two options more than you need.

bind	bow	(be) armed with	in case of	manage
recall	set	intend	live through	nothing short of
by and by	light up			

Mark Twain experienced stage fright when he worked as a reporter in San Francisco. He 1 _____ that delivering a speech was so horrible for him at that time that he had to 2 _____ himself by a contract. On the day he made the speech, he got to the theatre forty-five minutes before the hour 3 _____ for the lecture. He peeked through the holes in the theatre curtains. His knees were shaking while he was to make his 4 _____ to the audience. He had got a number of friends 5 _____ big clubs to lead the applause. He had the manuscript hidden under a flag in front of him where he could get at it 6 _____ need, although he 7 _____ to get started without it. In the middle of the speech, he delivered a moving part 8 _____ to touch the audience, and they did what he had expected. 9 _____, his stage fright left him. Fortunately, Mark Twain 10 _____ his first public speaking.

II. Topic-Related Expressions

Fill in the blanks with the appropriate forms of the given expressions to complete the passage. Note that there are two options more than you need.

convey an idea	catch one's attention	original idea
well-organised structure	educational background	deliver a speech
build trust	in a natural way	eye contact
cover any occasion	communication skill	engage the audience

Stephen E. Lucas says that the purpose of public speaking is not to self-promote, but to change someone's assumption, which explains why in his book *The Art of Speaking* he doesn't merely talk about the importance of original ideas and a 1 _____ to a successful speech, but also mentions effective 2 _____. They are equally important in making an engaging speech.

"3 _____ is not an entertaining activity," Lucas said. "Rather than giving performances, the speaker is expected to 4 _____ to the audience." This is why

it's important to figure out the types of people in your audience, who may be composed of individuals of different ages, genders or 5 _____.

As public speaking 6 _____, you need to aim your speech at the audience to 7 _____. For instance, if you are asked to speak to a group of young people with learning difficulties, you might need to use simple, short sentences. Remember to talk 8 _____ as if you were talking to the youngsters living in your neighbourhood. That would help the audience 9 _____ in you.

It's also important to involve your audience to make them feel like you are talking to them one-to-one. Speakers do this with gestures, intonations, 10 _____, and the like.



● Grammar in Use

Complex sentences (review)

I. Rewrite each pair of the underlined sentences to form a complex sentence. An example is given.

Distinguished guests, it's a great joy for me to be here.

1 It's not easy standing up here and talking. This is especially true when you have people like me asking you questions. 2 But there is a reason for me to be here. I'm going to share a few things with you.

First, personal experience is a good thing to draw upon. 3 Many of you have spoken from personal experiences. Your speeches are very informative. Second, your speeches need to be logically argued, too. 4 You need to be careful about the expression "There are two sides of a coin." It is not a very strong way of arguing. When you talk about two sides of a coin, it's almost like you're not prepared to tell us which one you think is right. Finally, be bold. Say what's important, and don't try to fill out the time.

I applaud each of you for what you've done, and I wish you all the best.

- 1 It's not easy standing up here and talking, especially when you have people like me asking you questions.
- 2 _____
- 3 _____
- 4 _____

Grammar Highlights

A complex sentence is one in which one or more subordinate clauses are embedded. Subordinate clauses are often introduced by a subordinator (or subordinating conjunction). For example:

- *My heart goes out in sympathy to anyone who is making his first appearance before an audience of human beings.* (relative clause)
- *I was so sick that there wasn't any left for those other two hundred passengers.* (adverbial clause)
- *They did just what I hoped and expected.* (object clause)



II. Complete the passage by selecting a correct clause (A–G) from the box below.

Computer science has allowed us to create a more accessible world that helps people with disabilities to engage with their surroundings more conveniently. Just consider _____.

The Seeing AI, released this week, seems like a completely life-changing app for those _____. It's a smartphone-based software _____. Dave Heiner, one of the developers, said that the Seeing AI started as a project at a recent hack contest, _____. "They realised they can put those things together and finally try to give vision to the people who are weak in sight. The Seeing AI allows you to hold your phone up to a person and can tell you what that person looks like, what his or her age is, the colour of his or her hair, _____," said Heiner.

The Seeing AI can read documents and recognise speech and images with very low error rates, _____. Cameron Roles, _____, is excited about the new apps to help vision-impaired people lead rich, full lives. "In my view, now is definitely the most exciting time in human history to be blind," said Roles.

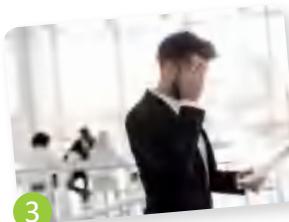
- A. who are vision-impaired
- B. that can even be used to read out a child's homework questions
- C. how a new technology is beginning to make the lives of more than 350,000 vision-impaired people in Australia much richer
- D. whether he or she is wearing glasses, and whether he or she looks happy or sad
- E. which means computers can recognise words in a conversation and provide real-time translation
- F. who has been blind since birth
- G. where a group of people decided to build an app combining a smartphone and AI vision technology

Listening, Viewing and Speaking

Barriers to Effective Communication (Podcast)

- I. Describe the communication barriers you might encounter in the following situations:
 1. when you are talking with your grandparents;
 2. when you are speaking in front of an audience;
 3. when you are giving directions to a foreigner travelling in your country.
- II. Listen and note down the four types of barriers to communication.
- III. Listen again. Match the pictures (1–6) and the strategies (A–G) with the corresponding communication barrier types.

Communication barrier type	Picture(s)	Strategy (or Strategies)



Strategy list:

- A. Doing breathing exercises
- B. Turning to other people for help
- C. Using devices such as hearing aids or eyeglasses
- D. Using a reliable translation service, visual aids or gestures
- E. Drawing on close guidance, proper training and determination
- F. Developing an understanding of, and a deep respect for, the differences
- G. Speaking slowly and carefully, and stopping every now and then to check understanding

Smartphone Technology Assists Stephen Hawking with Communication (News report)

- I. How does technology facilitate human communication? List some apps you can think of.

- II. Watch the video and tick the true statement(s).

- A. Stephen Hawking controlled his computer by moving only one muscle in his cheek.
- B. Stephen Hawking still needed to rely on the mouse to control his computer.
- C. Stephen Hawking's computer was able to predict which character he might choose next.
- D. With the latest upgrade, Stephen Hawking's computer doubled his speech rate.

III. Watch again and fill in the blanks.

1. A UK start-up has developed a software programme that analyses what Hawking was last writing, whether there were any (1) _____, and then tries to predict which character he might choose next. To do that the start-up's programme has to learn how Hawking writes and speaks by (2) _____ dozens of his documents, some published, others not.
2. An infrared sensor detects when Hawking's (3) _____ moves up, just the way our smartphone can sense when it's close to the face. Future versions of this technology are aiming to take a bigger (4) _____ of movement into account.
3. A well-known American tech company is even trying to develop brain control interfaces. With the market (5) _____ to reach 55 (6) _____ dollars in 2016, it represents the next leap for assistive technologies.



Discussing technological solutions to communication problems

Speaking Strategy Compromising and reaching an agreement

During group discussions, you need to compromise with the other group members and come up with one idea or plan that everyone can agree on, even if some individuals disagree with some points.

Your school is holding the 10th Science & Technology Week. This year's theme is "Better Technology, Better Communication." The students' union is calling for creative ideas to address communication problems by making use of currently available technologies. Work in groups to identify a problem. Discuss and decide on the most creative solution.

Step 1 Brainstorm and list occasions where communication often breaks down.

Step 2 Choose from the list a specific communication problem which you all agree to deal with. Search for possible causes of the problem.

e.g. *Problem: how can we help the blind shop in a supermarket?*

Step 3 Discuss how technology could help to solve the problem, and what is creative about your solution.

EXAMPLE

A: Let's start by taking a look at the communication problems the blind might encounter in a supermarket. What do you have in mind?

B: I think reading labels is extremely tricky for them, especially when there is no one around for them to turn to.

A: Right. Perhaps we can develop a smartphone app that connects to a call centre with volunteers to help. Whenever a blind person needs help, he/she can simply use the app to ask for help, and there will be a volunteer to answer his/her call and to read out the labels for him/her.

B: Yes! And the blind person could use his/her phone camera to display the labels to the volunteer by video chat.

A: ...

Step 4 Reach an agreement on the most creative solution and submit it to the students' union.

Useful Expressions

So, can we all agree on ... ?

Can you live with this?

So, it sounds like we've decided ...

What do all our ideas have in common?

READING B

EXCERPT FROM THE STORY OF MY LIFE¹

The morning after my teacher came she led me into her room and gave me a doll. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to copy it. When I finally succeeded in making the letters correctly I was filled with childish pleasure and pride. Running downstairs to my mother I held up my hand and made the letters for *doll*. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed I learned to spell in this uncomprehending way a great many words, among them *pin*, *hat*, *cup* and a few verbs like *sit*, *stand* and *walk*. But my teacher had been with me several weeks before I understood that everything has a name.

One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day we had had a strong argument over the words "m-u-g" and "w-a-t-e-r." Miss Sullivan had tried to impress it upon me that "m-u-g" is mug and that "w-a-t-e-r" is water, but I kept on confusing the two. I became impatient at her repeated attempts and, seizing the new doll, I threw it on the floor. I felt a sense of happiness when the parts of the broken doll fell at my feet. I felt my teacher sweep the broken parts



to one side of the room, and I had a sense of satisfaction that the cause of my anger was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless feeling may be called a thought, made me hop and skip with pleasure.

We walked down the path to the well-house, attracted by the smell of the flowers with which it was covered. Someone was drawing water and my teacher placed my hand under the tap. As the cool stream flowed over one hand she spelled into the other the word *water*, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty awareness as of something forgotten — a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand.

I left the well-house eager to
65 learn. Everything had a name, and each
name gave birth to a new thought. As
we returned to the house every object
which I touched seemed to spring with
life. That was because I saw everything
70 with the strange, new sight that had

come to me. I learned a great many
new words that day. I do not remember
what they all were; but I do know that
75 *mother, father, sister, teacher* were
among them — words that were to
make the world blossom for me.

Note

1. Helen Keller (1880–1968) was an American author and lecturer. She was the first deaf-blind person to obtain a Bachelor of Arts degree. The story of Helen and her teacher, Anne Sullivan, was made famous because of her autobiography, *The Story of My Life*.

Culture Link

Braille and the Man Who Invented It

Braille is a simplified version of the alphabet made up of six raised dots to form each individual letter, which can be read either with the fingers, by the vision-impaired, or with the eyes, by sighted people. It is a code by which many languages — such as English, Spanish, Arabic, Chinese, and dozens of others — may be written and read, and it has become the most widely used system for blind people across the world. The code system was named after the inventor, Louis Braille (1809–1852), a French educator who lost his eyesight in early childhood in an accident.

● Comprehension Plus

- I. Match each paragraph in Column A with one corresponding main point in Column B. An example is given.

Column A

Column B

Paragraph 1:

paving the way for what
is coming

- Helen felt stuck in learning and turned her impatience into satisfaction gained from damaging things.
- Helen learned basically by imitating without much thinking or comprehension.
- Helen was suddenly aware of the meaning of language that had remained secret to her.
- Helen damaged her new doll out of frustration because she kept confusing the words *mug* and *water*.
- Helen was immediately excited about the spelling game and able to spell many words in a couple of days.
- Helen was hungry for learning as the beauty of the world was magically revealed to her.

Paragraph 2:

a twist in the story

Paragraph 3:

the turning point of the
story

Paragraph 4:

the end of the story

II. Answer the questions.

1. What are the problems Helen Keller faces in her “still, dark world”? What basic things does Helen not understand?
2. “Everything had a name, and each name gave birth to a new thought.” (lines 65–66) What is your understanding of the statement?
3. Why are language learning and communicating more of a challenge for Helen than for others?

Critical Thinking

Generalising by identifying common characteristics

- I. Complete the table by adding further examples of communication barriers and possible strategies for dealing with them.

Barrier		Strategy (or Strategies)	
general	specific	specific	general
psychological barrier	stage fright	<ul style="list-style-type: none">• preparing a manuscript in case of need• trying to move a little bit rather than to stand still	drawing on personal resources
physiological barrier			
language barrier			
cultural barrier			

- II. Which of the above communication barriers do you encounter most frequently in daily communication? Which strategies do you find most helpful in dealing with these communication barriers? Which strategy do you want to try? Why?

Writing a summary of a general-specific essay

A renowned speaker made a speech at your school about how to keep an audience engaged. Your friend was interested but unable to attend, so you decide to write a summary of what you have heard to share with him/her. The following is the script of the speech.

How to Keep Your Audience Engaged While Delivering a Speech

Distinguished guests, students, friends, it's a great joy for me to be here. As we have noticed, one of the biggest challenges in delivering a quality public speech is keeping your audience engaged, especially if you're nervous. Practising beforehand will help you feel more relaxed in front of a crowd, but there are a few things you should bear in mind while you're improving your skills:

Firstly, speak with passion. Remember that your audience is there because they are interested in what you have to say. Appearing disengaged gives the audience a signal that they don't need to pay much attention. Plus, finding a passion for your topic can help reduce your fear. As it is said, "One key way to overcome anxiety is to become passionate about what you want to share with the world."

Secondly, moving around on stage when you change topics or approaching the audience when you make a point or pose a question will give your presentation energy. But just standing frozen or rigid like a board comes off as awkward and creates a wall between you and the audience. So, make movements intentionally as you illustrate points.

Thirdly, add some personality on to your presentation. Of course you want to keep things professional, but letting the audience get to know a little about your personality makes them more interested in what you're saying. If you intend to be kind of funny, put in some humour where appropriate. If you have a lot of experience with the topic, include a personal story.

Lastly, be a presenter, not a salesman or a saleswoman. The point of your presentation may very well be to sell something, but that doesn't mean the audience wants to listen to a straightforward sales speech. People see right through a skillful salesman exterior, and if your speech comes off as pressuring them into giving you money, they'll become disengaged or resistant quickly. Build your presentation around offering them something genuinely valuable, even if they aren't going to buy anything.

The above are my suggestions. Thank you for having me here, and I wish you all the best.

Writing Strategy **Summary writing 1 — grasping main points**

To write a summary, you need to identify the main points in different textual patterns. The main points of a text vary according to its textual pattern: for a general-specific text, the main points involve a general statement and specific details; for a problem-solution text, the main points include problems and solutions; for a claim-counterclaim text, the main points involve a claim, a counterclaim and evidence.

● Guided Writing

Step 1 Analyse the script to find its textual pattern and underline the general statement and specific details.

Step 2 Write a summary of the essay in no more than 60 words.

General statement: _____

Detail 1: _____

Detail 2: _____

Detail 3: _____

Detail 4: _____

Step 3 Proofread your summary and email it to your friend.

► **Further Exploration**

Conducting a survey about the impact of social media on interpersonal communication

According to a survey, social media has dramatically changed the way teenagers interact and communicate with other people. Do you feel the same way? Work in groups, conduct a survey among your classmates and present your findings.

Step 1 Design a questionnaire with 6–8 questions, including items like one's favourite way to communicate and the frequency of using social media. The title of the questionnaire can be “How social media is affecting our interpersonal communication.”

EXAMPLE

- 1. What is your favourite way to communicate with others?**
A. Social media apps. C. Phone calls.
B. Face-to-face chatting. D. Emails.
- 2. How often do you use your smartphone or tablet while spending time with your family or friends?**
A. Always. C. Sometimes.
B. Rarely. D. Never.
- 3. Do you think the presence of technology affects face-to-face communication?**
A. Not at all. C. Yes, absolutely.
B. It's hard to say. D. To some extent.

Step 2 Conduct the survey in your class by email or other social media apps.

Step 3 Analyse the data collected and prepare an oral report on your survey findings.

Step 4 Present your findings in class.

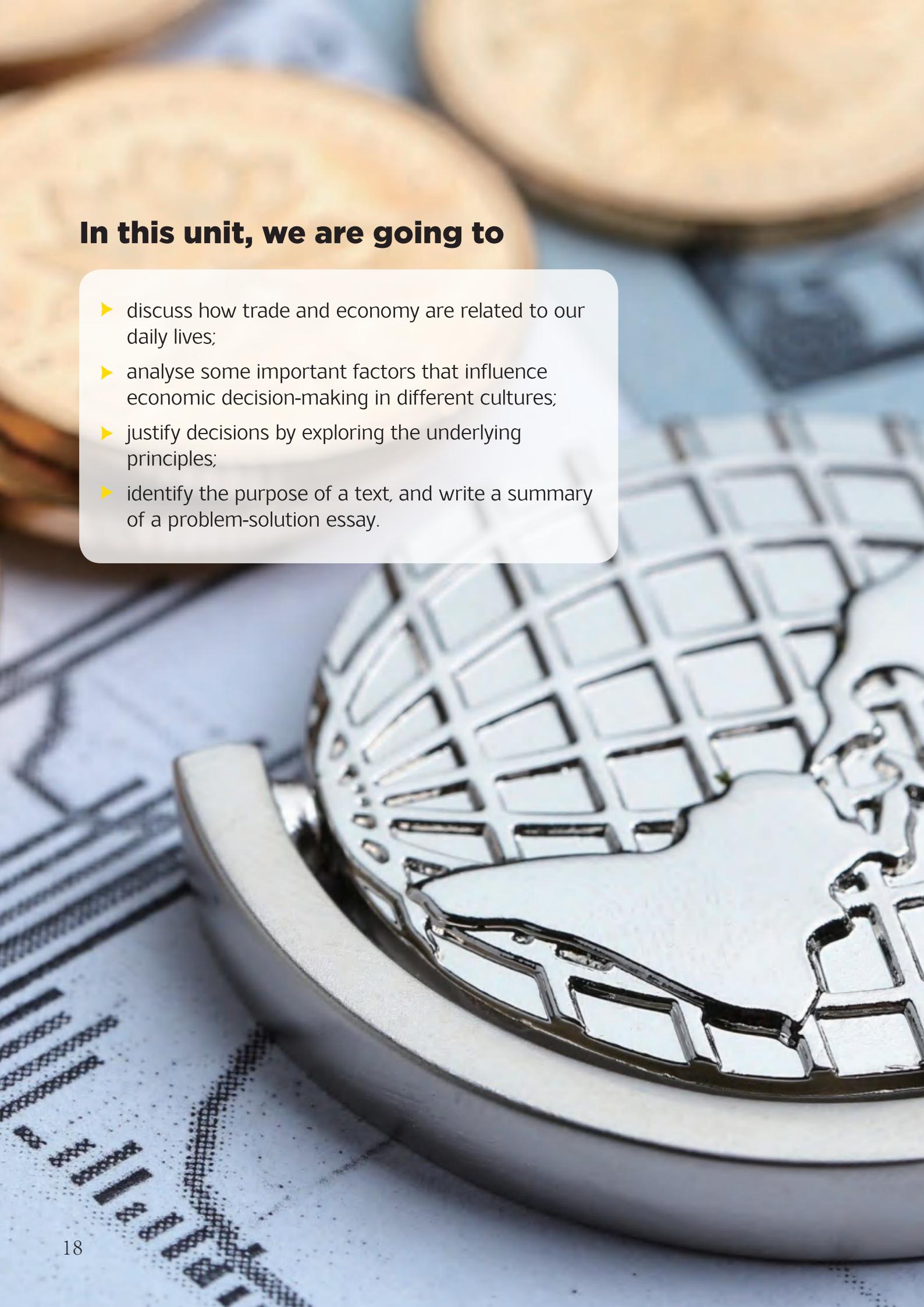
► Self-assessment

Look at the expected learning outcomes of this unit.

- A. Interpreting the underlying messages and humour in a speech and sharing ways to overcome stage fright
- B. Discussing technological solutions to communication problems
- C. Understanding how people with physiological difficulties can work through the barriers and develop effective communication
- D. Conducting a survey about the impact of social media on interpersonal communication
- E. Identifying common characteristics of communication barriers and making generalisations
- F. Reaching an agreement by negotiating and compromising
- G. Writing a summary of a general-specific essay

Write a reflective note on the above items. You may include some or all of the following points:

- ▶ What you think you have done well and why
- ▶ One strategy that really has helped your learning
- ▶ One important thing you have learned about
- ▶ What you need to improve in the future
- ▶ What learning resources you find useful



In this unit, we are going to

- ▶ discuss how trade and economy are related to our daily lives;
- ▶ analyse some important factors that influence economic decision-making in different cultures;
- ▶ justify decisions by exploring the underlying principles;
- ▶ identify the purpose of a text, and write a summary of a problem-solution essay.



Unit 2

Learning about Trade and Economy

Economy has frequently nothing whatever to do with the amount of money being spent, but with the wisdom used in spending it.

— Henry Ford

Getting Started

- Read the poem and discuss possible answers to the questions at the end.

You've got a dollar. You deposit it in your savings account. Now you've got a dollar and the bank's got a dollar.

The bank loans a dollar to Joe's Construction. Now you've got a dollar, the bank's got a dollar, and Joe's got a dollar.

Joe buys a board from Hirohito Lumber.

Now Hirohito's got a dollar too.

Where did you get your dollar?

How much money is there in the world?

Who's got it?

Where is it?

What happened to all the trees?

READING A

- ? The text below is a summary of the great progress China has made in foreign trade. List some words and expressions that you expect to find in the text.



CHINA'S FOREIGN TRADE PROGRESS AT A GLANCE

Since its entry into the WTO (World Trade Organization), China has sped up its reform and opening-up process and economic growth. China's development is a forceful driver of global economic growth.

In 2016, China's GDP (Gross Domestic Product) accounted for 14.8 percent of the world total, up by 10.7 percentage points over 2001, calculated at exchange rates. Since 2002, China's contribution to global economic growth has approached 30 percent on average. The Chinese economy has become a major engine for global economic recovery and growth.

China has quickened its pace in

promoting new industrialization, IT (information technology) application, urbanization, and agricultural modernization, created enormous opportunities for consumption and investment, and created more jobs for the world. According to a report released by the International Labor Organization, "Effects of China on the Quantity and Quality of Jobs in Latin America and the Caribbean," China created 1.8 million jobs for Latin America and the Caribbean region from 1990 to 2016.

China's rapid development has made great contributions to the cause of global poverty reduction. Over the past 40 years of reform and opening-

up, the Chinese people have emerged from poverty to moderate prosperity. According to current UN (United Nations) standards, more than 700 million Chinese people have been lifted out of poverty, accounting for more than 70 percent of the global total over the same period. This represents the largest contribution to poverty reduction in the world.

Since China's entry into the WTO, China's foreign trade has maintained sustained development, benefiting more than 1.3 billion Chinese and other peoples across the world.

China has taken effective measures to promote its foreign trade. According to WTO statistics, China's imports accounted for 10.2 percent of the world's total merchandise import in 2017, and its exports 12.8 percent, making China a major trade partner of more than 120 countries and regions. China's exports have provided high-quality and inexpensive products to businesses and people around the world. From 2001 to 2017, China's imports increased by an annual average of 13.5 percent, 6.9 percentage points higher than the global average; and China has become the world's second largest importer. Since 2009, China has been the largest export market for the

LDCs (Least Developed Countries), and

absorbed 20 percent of their exports.

China's services imports increased from \$39.3 billion in 2001 to \$467.6 billion in 2017, up by an annual average of 16.7 percent, and accounting for nearly 10 percent of the world total. Since 2013, China has been the world's second largest service importer, making important contributions to stimulating consumption, creating jobs and boosting economic growth in the exporting countries. Taking tourism services as an example, China has been the world's largest source of outbound tourists for many years in a row. In 2017, outbound tourist trips made by Chinese citizens exceeded 130 million person-times, generating \$115.29 billion of overseas tourism spending.

China's innovation in trade models has also boosted world trade growth. Cross-border e-commerce and other new types and modes of foreign trade have increased greatly in China, providing an ever-expanding market to its trading partners. In 2017, the value of imported and exported goods in cross-border e-commerce checked and released by China Customs totaled ¥90.24 billion, up by 80.6 percent on a yearly basis, of which imports stood at ¥56.59 billion, up by 120 percent compared with the previous year.

● Personal Touch



Can you give an example to show that you or your family has benefited from China's foreign trade progress in the past few years?

Digging In

• Comprehension

I. Choose from the following items to complete the statements.

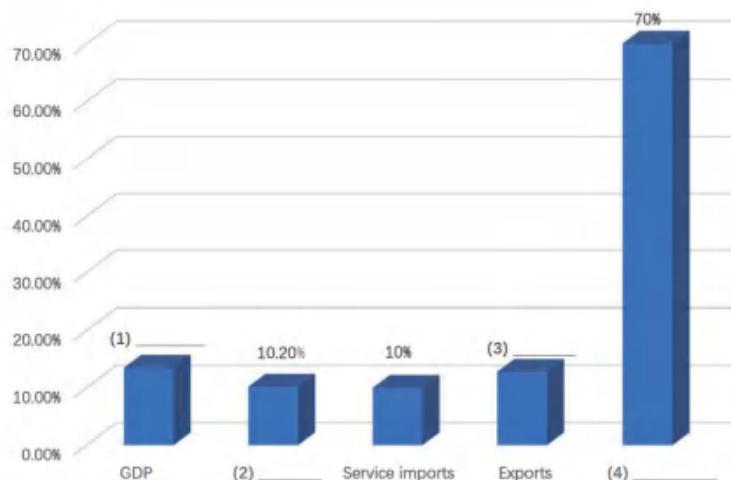
1. This text is most likely to be found in a(n) _____.
A. academic essay C. book review
B. government report D. magazine article
2. The description of the development of China's foreign trade is well supported by _____.
A. quotations (e.g. direct quotes, paraphrases, summaries)
B. examples (e.g. illustrations of one's points)
C. statistics (e.g. facts, figures)
D. stories (e.g. personal experiences)

II. Answer the questions.

1. According to the text, what policies has China adopted since its entry into the WTO?
2. What effect does the growth of the Chinese economy have on the problem of global poverty?
3. What goods and services are imported and exported by China?
4. Can you find some verbs or expressions in the text that describe statistics? Give some examples.

III. Read the text and find the sentences that suggest the importance of China's foreign trade progress to the world. Fill in the blanks in the bar chart and answer the question.

China has made great contributions to global economic growth — its economy is an integral part of the world's economy. In the text, figures in various sectors indicate the importance of China's foreign trade and economy to the world. The bar chart below shows China's rough percentage of the world total in different sectors. Fill in the blanks based on the information from the text.



According to the text and your own experience, in what ways has China made contributions to its trading partners and the rest of the world?

● Vocabulary Focus

I. Key Vocabulary

Write down the words based on their definitions. Choose the suitable words to fill in the blanks in their appropriate forms.

- _____ (v.) to make sth develop or become more active
_____ (v.) to produce or create sth
_____ (adj.) able to be used without being completely used up or destroyed
_____ (v.) to help sth to happen or develop
_____ (adj.) connected with the trade, industry and development of wealth of a country, an area or a society
_____ (n.) the speed at which sth happens
_____ (v.) to make sth increase, or become better or more successful
_____ (n.) the act of investing money in sth
_____ (adj.) extremely large
_____ (n.) one thousand million

The reason why the Belt and Road Initiative is gaining wider recognition is that it has not only 1 _____ the progress of participating countries, but also contributed to the recovery of the world economy after the global financial crisis. The Belt and Road Initiative conforms to the UN 2 _____ development goals and quickens the 3 _____ of collaboration among peoples and nations. During the second Belt and Road Forum, cooperation agreements worth over \$64 4 _____ were signed at a CEO conference. Participants at the forum said, the Belt and Road Initiative creates a new model of international cooperation, with the aim of 5 _____ the economic development of the countries involved. China has shared its development achievements with other Belt and Road participating countries as its 6 _____ demand for imports has 7 _____ many growth opportunities. China has also increased its direct foreign 8 _____ in the participating countries, leading to 9 _____ growth in those countries. For instance, the Chinese-funded-and-built Railway in Kenya 10 _____ the country's economic growth by 1.5 percent. According to a World Bank study, the Belt and Road Initiative will increase the GDP of East Asian and Pacific developing countries by 2.6 percent to 3.9 percent on average.

II. Topic-Related Expressions

Fill in the blanks with the appropriate forms of the given expressions to complete the sentences.

lift ... out of poverty
quicken the pace of
on average

standard of living
account for
in a row

speed up
boost economic growth

1. The government intends to improve its people's _____.

2. Between 2001 and 2018, EU's exports to China grew by 14.7 percent _____ each year.
3. China has _____ 700 million people _____ through more than 30 years of reform and opening-up.
4. Chinese delivery companies _____ transition to green packaging.
5. Brazil's retail sales rise for six months _____ this year.
6. An improvement in confidence and political stability would _____ in Spain.
7. Ethiopia's export revenue to China _____ about 8.25 percent of the country's total exports in 2017.
8. We should lay a firm foundation for the future development of our country and _____ raising people's quality of life.

● Grammar in Use

-ing/-ed forms and infinitives (review)

I. Fill in the blanks with the appropriate forms of the words or phrases in brackets.

When you're doing your degree, your main source of income may be a student loan or, if you're lucky, a grant or scholarship. But you may still need to supplement your income by doing some kind of part-time work. Here are some tips for 1 _____ (avoid) financial problems. Open a current account at the campus bank — they have a team which specialises in 2 _____ (help) students with their financial matters. If you get into debt, try to clear your debts as soon as possible. If things are difficult, you may have to economise by, say, 3 _____ (cut down) on luxuries. This is far better than 4 _____ (run up) huge debts. If you have a credit-card debt, try to make a payment every month, however small. Never exceed your 5 _____ (agree) credit limit. It's a bad idea to borrow heavily 6 _____ (repay) your debts. Always seek advice from your bank about how 7 _____ (clear) outstanding debts and 8 _____ (pay) back loans. Never run up an overdraft if you can avoid it. If you do need one, remember that most banks will offer students an interest-free overdraft.

Grammar Highlights

Non-finite verbs cannot function as predicates and do not need to follow subject-verb agreement. Their forms, meanings and functions are shown in the table:

Form	Meaning	Functions
(to) do	typically expressing an action to be taken	subject, predicative, object, attributive, complement, adverbial
-ing	typically expressing an action in progress	subject, predicative, object, attributive, complement, adverbial
-ed	typically expressing a completed action or a passive state	predicative, attributive, complement, adverbial



II. Fill in the blanks with the appropriate forms of the words in brackets.

1. In order to get one thing that we like, we usually have to give up another thing. Making a decision requires _____ (trade) off one goal against another and _____ (compare) the costs and benefits of different courses of action. People _____ (make) reasonable decisions take an action if and only if the extra benefit of the action is greater than the extra cost. People's behaviour may change when the costs or benefits change.
2. The China (Shanghai) Pilot Free Trade Zone (SHFTZ), _____ (found) in 2013, is located in Pudong New Area and originally consisted of Waigaoqiao Free Trade Zone, Waigaoqiao Free Trade Logistics Park, Yangshan Free Trade Port Area, and Pudong Airport Free Trade Zone. In 2014, the State Council decided _____ (expand) SHFTZ by taking in Lujiazui Financial Area, Jinqiao Development Subzone, and Zhangjiang High Tech Subzone, _____ (enlarge) the SHFTZ from 28.78 square kilometres to 120.72 square kilometres.
3. *Kiddynamics: An Economics Curriculum for Young Learners* is a set of lessons _____ (design) to introduce young children to the economic way of thinking. Informed decision-making is a critical thinking skill that students can use throughout their school, personal, and work lives. They should, therefore, understand basic principles of how the economy operates. The best way _____ (ensure) students develop vital decision-making skills is to begin economic education early and to build on that learning throughout their education.

Listening, Viewing and Speaking

Why Do We Need to Study Economics? (Mini-lecture)

I. Answer the question.

When you plan to take a trip to a foreign country, will you choose a cheap flight with longer flight time or a more costly one with shorter flight time?

II. Listen and complete the table.

Economics is the study of how we deal with scarcity.	<ul style="list-style-type: none">The initial concept learned in economics is scarcity.We have 1 _____ wants and 2 _____ resources.Economics makes us better 3 _____.
Thinking like an economist means seeing the 4 _____.	<ul style="list-style-type: none">An example of my wife choosing a flight among the three: a Thursday night flight which was 5 \$_____; a Friday night flight which was 6 \$_____; a Saturday morning flight which was 7 \$_____. She worked in a restaurant from Monday through Friday, earning about 8 \$_____ a day. Actually, the cheapest flight was 9 _____.Thinking like an economist has saved me 10 _____ and 11 _____.

III. Work in groups and discuss.

Why did the most expensive Saturday morning flight turn out to be the cheapest in fact? Suggest similar examples from your daily life.

How the Economy Really Works (Mini-lecture)

I. Answer the question.

Do you agree that "Trade can make people better off"? Explain your view.

II. Watch the video and answer the questions.

- What do people use to buy what they want on the island?
- What are the jobs of the four people in the video?
- How do all the people on the island become "rich" all of a sudden?
- Is wealth found in money? Why or why not?

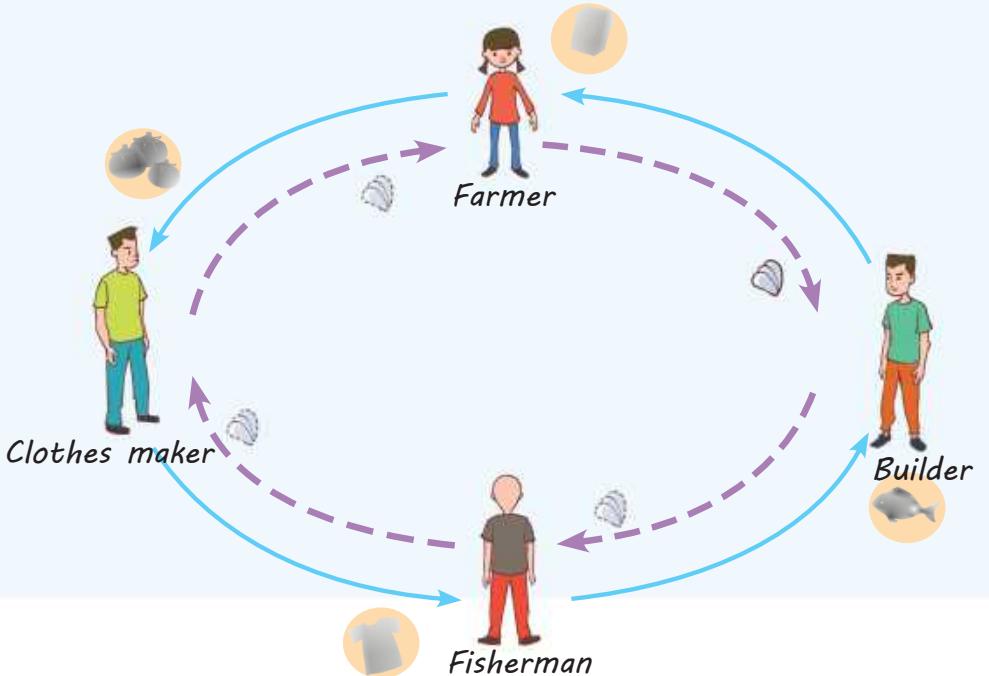


Culture Link

Shell Money

The earliest recorded use of shells as currency was in China during the Shang dynasty (1600 BCE–1046 BCE). The particular shells used were cowrie shells, called *bei* in Chinese. The cowrie shells were an intelligent solution for "small money" because they were collected in seas far in the south of China and only kings could afford them.

III. Watch the video again and describe how money, goods and services flow among individuals.



Making a budget plan

Suppose your class has raised a fund of 1,000 yuan for a spring outing. A budget plan is needed to make the best use of the fund. Discuss with your classmates to decide which items should be included in your budget by weighing up the costs and benefits of each one.

Step 1 Work in groups. Brainstorm budget items for the spring outing.

Step 2 Rank the chosen items in order of importance. Then weigh up the costs and benefits of each item to decide whether to buy it or not.

EXAMPLE

A: I think everyone should wear the same T-shirt during the outing. It'll be easy for us to find each other. What do you say?
B: I see your point, but T-shirts for everyone could be quite expensive.
A: So what do you suggest?
B: I think a flag held in the front can guide us to make sure no one gets lost.

Step 3 Each group presents its budget plan in class and explains how decisions were reached. The whole class vote for the best budget plan.

Useful Expressions

Asking for opinions

Do you think that's a good idea?
How do you feel about that?
So what do you suggest?
Tell me what you think.
Well, what do you think of that?
Does anyone have an opinion on this?
Does that sound good / OK / all right / acceptable?
What's your take on this?

Giving opinions

As far as I am concerned, ... / As far as I can tell, ...
From my point of view, ... / In my view, ...
From my perspective / personal standpoint, ...
I'd say ...
It seems/sounds a bit ... to me.
In my experience, ...
If you ask me, ...

READING B

WHY PAY \$36.09 FOR RANCID CHICKEN?

Not long ago, Trilby and I had late lunch together in a restaurant. The food was slow in coming, but we had so much catching-up to do that we didn't mind.

5 My chicken, when it arrived, didn't look good but I took a bite. It tasted so awful that I had to spit it out into a napkin. Absolutely awful! I called the waitress, who made a suitably horrified expression, and then took the food away.

The manager appeared and apologized. She said the chefs were checking out the dish now, trying to determine if perhaps the herbs or the 15 butter had caused the problem.

"I don't think so," I told her. "I think your chicken smells off." The manager did not want to admit that. She left and five minutes later, returned. "You're 20 right. The chicken was bad." Victory! But for whom? The manager apologized again, and asked if I'd like a free dessert or drink. "Well," I said, "first of all let me try to find some food on your menu 25 that doesn't seem disgusting after that chicken."

Trilby and I then ate, fairly happily, though the unpleasant taste of the chicken remained with me; in fact, it 30 remains with me still. Trilby had had a glass of wine before we ordered, and took another glass with her meal. I drank water. When the waitress cleared our plates, she asked again if we wanted a free 35 dessert. "Just coffee," we said instantly.



As Trilby and I talked, our topic turned to what we might say when our check came. There seemed two good options. Option 1 was: "We don't care for 40 any free dessert, thanks, but considering what happened with the chicken, we'd like you not to charge for it." That would set up an anchor for the manager to compare with what she intended to offer 45 before making a decision. Option 2 was: "We don't care for any free dessert, thanks, but considering what happened with the chicken, would you please ask the manager what you can do about the 50 check." That would establish another anchor. These two anchors would set up different grounds for further negotiation: the first one aimed at taking the chicken off the check and the second one getting 55 a discount.

Just then the waitress brought the check. It was for \$31.09. Without any hesitation I chose option 2: "Please see what the manager can do about the 60 check."

The waitress replied, smiling, that we had already been given the two glasses of wine for free. Nevertheless, the waitress, still smiling, duly took the 65 check and headed toward the manager. The manager came right over, also

smiling. "Considering what happened with the chicken," I said, "I wonder what you can do about the check."

70 "We didn't charge you for the wines," she said, in a kindly voice.

"Is that the best that you're prepared to offer me?" I said.

75 She looked at me intently, still friendly. Here she was making a calculation, preparing to take the sort of slight risk that is both financial and psychological, the sort of risk that each of us takes every day. She guessed that

80 I was not the kind of person who would make a scene. After all, I had been friendly throughout our conversation, never raising my voice. And she plainly thought this behavior would continue.

85 And so, taking the risk, she said, "Yes": as in Yes, that is the best that she was prepared to offer me. "All right," I said, and she walked away. Having paid the check, along with a \$5 tip — no sense

90 punishing the poor waitress, right? — I walked outside. The manager had bet that I wouldn't cause trouble, and she was right.

● Comprehension Plus

I. Finish the tasks based on information from the text.

Reading Strategy Identifying the purpose of a text

1. The author writes this essay to _____.
 - A. warn the readers that they might be served rancid chicken in a restaurant
 - B. persuade the readers to take action if they are treated unfairly by other people
 - C. inform the readers of an economic principle behind their decision-making
 - D. entertain the readers with a story about how to settle payment disagreements
2. Was it rational for the narrator to choose the second option? Why or why not?
3. What risk did the manager take? What enabled the manager to take the risk that was financially and psychologically in her favour?
4. If you were the narrator, how would you negotiate with the manager?

II. Complete the table with information from the text and your inferences about the narrator's feelings.

What the restaurant offered	What the narrator did	How the narrator might feel
food that was slow in coming	waited patiently while catching up with friend	fine with that
	• took a bite • spat it out • called the waitress	
the manager's first apology and explanation		
	• ordered some other food • ate the food • drank water	fairly happy despite the unpleasant taste of the rancid chicken
a free dessert		
the check		
only free wine instead of free chicken		

Critical Thinking

Justifying decisions by exploring
the underlying principles

- I. Decision-making in everyday life is often based on some underlying economic principles. Reflect on the decision-making practices discussed in this unit and fill in the blanks with economic theories or principles that are useful in explaining how the decisions are made. An example is given.

Paying for rancid chicken
anchoring theory

Choosing a cost-effective flight

decision-making

Not accepting shells in trading
when everyone has too
many shells

Ranking items in order of
importance when making
a budget plan

- II. Think of some important decisions on spending that your family has made and choose a theory or principle you have learned in this unit to explain them.

Writing a summary of a problem-solution essay

You are going to write a summary of an essay on economics. Read the essay below and follow the steps on the next page.

Rational People Think at the Margin

Decisions in life are rarely black and white but usually involve shades of gray. At dinner time, the decision you face is not between fasting and eating like a pig, but whether to take that extra spoonful of mashed potatoes. When exams roll around, your decision is not between blowing them off and studying 24 hours a day, but whether to spend an extra hour reviewing your notes instead of watching TV. Economists use the term “marginal changes” to describe minor adjustments to an existing plan of action.



In many situations, people make the best decisions by thinking at the margin. Margin means “edge,” so marginal changes are adjustments around the edges of what you are doing. Suppose, for instance, that you ask a friend for advice about how many years to stay in school. If he compares for you the lifestyle of a person with a Ph.D. to that of a grade school dropout, you might complain that this comparison is not helpful for your decision. You have some education already and most likely are deciding whether to spend an extra year or two in school. To make this decision, you need to know the additional benefits that an extra year in school would offer (higher salaries throughout life and the sheer joy of learning) and the additional costs that you would pay (tuition and the forgone salaries while you are in school). By comparing these marginal benefits and marginal costs, you can evaluate whether the extra year is worthwhile.

As this example shows, individuals and firms can make better decisions by thinking at the margin. A rational decision-maker takes an action if and only if the marginal benefit of the action exceeds the marginal cost.

● Guided Writing

Step 1 Complete the table with information from the essay.

Rational People Think at the Margin	
Problem	
Solution	
Evaluation	

Step 2 Rewrite the information above in your own words by referring to the writing strategy.

Writing Strategy Summary writing 2 — paraphrasing

When writing a summary, using a variety of synonyms and sentence patterns can help you avoid repetition in your writing and deepen your understanding of the original words. Resources, such as a thesaurus, can guide you in finding a synonym or an alternative sentence pattern to express the same idea in another way. For example:

“People make the best decisions by thinking at the margin.” can be paraphrased as “Thinking at the margin helps people make the best decisions.”

Step 3 Write a summary of the essay in no more than 60 words.

► Further Exploration

Playing a trading game

Take part in a trading game to better understand what trading is about. You may use what you have learned in this unit to help you make decisions. Follow the steps.

Step 1 Divide the class into groups. Each group has ten cards with a total of 20 points, which serve as banknotes. There are five items on the market and their prices are listed as follows:

Gold — 5 points per unit
Oil — 3 points per unit
Food — 1 point per unit

Smartphones — 4 points per unit
Clothing — 2 points per unit

Step 2 Conduct the first round of trading for five minutes. The objective is for each group to get the most points by buying the above items from the market and selling them to other groups. After ten minutes the world situation has changed. Draw lots to decide on which item's price may change. X in the following statements stands for this item.

World situation: The world is running out of X, making X extremely rare and much more expensive.
Outcome: The price of X increases by two points.

Step 3 Conduct the second round of trading for two more minutes. Then all the groups count their total points.

Step 4 Reflect on what you have learned in the game by answering the following questions and discuss the principles underlying the flow of goods and money.

- Did your group end the game richer or poorer than when you started?
- Was it easy or difficult to trade? Why?
- Which item was most popular? Which was least popular? Why?

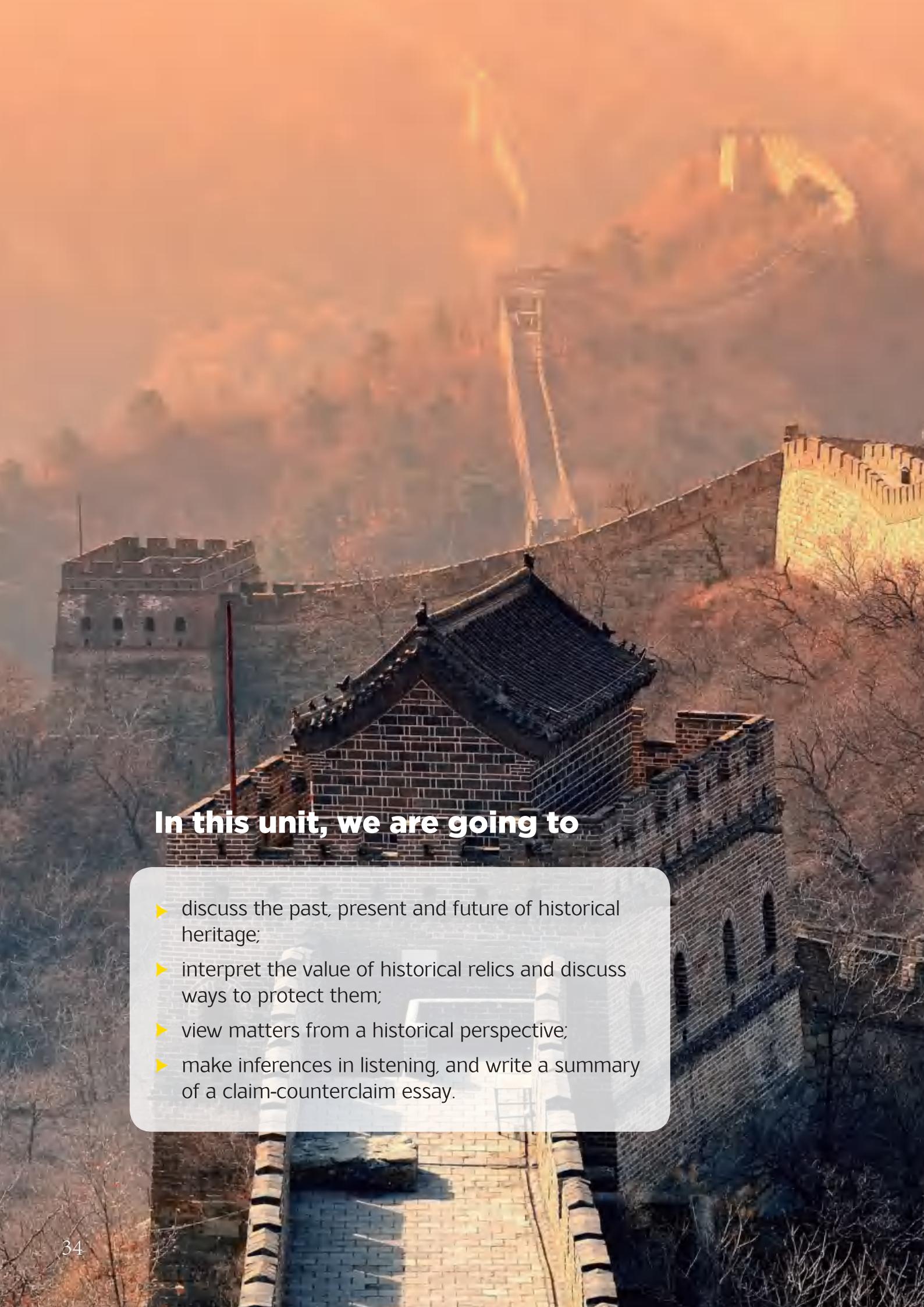
► Self-assessment

Look at the expected learning outcomes of this unit.

- A. Understanding China's achievements in foreign trade, and how trade and economy are related to our daily lives
- B. Making a budget plan by analysing the costs and benefits of my decisions
- C. Understanding how the economy works by playing a trading game
- D. Justifying decisions by exploring the underlying principles
- E. Identifying the purpose of a text
- F. Writing a summary of a problem-solution essay

Write a reflective note on the above items. You may include some or all of the following points:

- What you think you have done well and why
- One strategy that really has helped your learning
- One important thing you have learned about
- What you need to improve in the future
- What learning resources you find useful



In this unit, we are going to

- ▶ discuss the past, present and future of historical heritage;
- ▶ interpret the value of historical relics and discuss ways to protect them;
- ▶ view matters from a historical perspective;
- ▶ make inferences in listening, and write a summary of a claim-counterclaim essay.



Unit 3

Delving into History

Past experience, if not forgotten, is a guide for the future.

— Chinese saying

Getting Started

-  **E** Look at the picture and answer the questions.

Why is the Great Wall considered one of the greatest wonders in the world? Why do we need to protect this historic site?

READING A

Do you know why the Grand Canal was built? What roles has it played throughout the history of China? Read the text and find out the answers.



THE GRAND CANAL

What are China's greatest infrastructural achievements? Probably the most famous is the Great Wall. But did you know that the Chinese also built the longest canal in the world? Extending around 1,800 km, the Grand Canal links six provinces and cities, and connects five river systems. It stretches from Beijing in the north to Hangzhou in the south and so, not surprisingly, is also known by the names of the cities it connects — Beijing-Hangzhou Grand Canal. Listed as a UNESCO World Heritage Site, it is the longest as well as the oldest canal or artificial river in the world.

But why would China build such

an enormous canal? To find out, we must travel back to the year 486 BCE. It was then that the leader of the State of Wu, which was located near present-day Suzhou, realised he had to find new ways of transporting goods and military supplies to the northern areas of China. Instead of roads, he opted for a longer-lasting alternative — a canal, or manmade channel based on natural waterways, to link the Yangtze and Huai rivers. It was this canal that laid the foundation for the future, longer Grand Canal.

Not until 1,000 years later did the work on the canal begin again. Emperor Yang of the Sui dynasty had the old

waterways rebuilt and, in addition, connected to one another to form what
35 is today the Grand Canal. In the centuries that followed, the artificial waterway underwent reconstruction to speed its flow. The course also changed for various reasons, and the Grand Canal suffered damage as the result of wars.
40

Then in 1403 Yongle, the third emperor of the Ming dynasty, decided to transfer his capital from Nanjing to Beijing. Aware that he had to devise a
45 plan to feed the vast numbers of people joining him on the move, he elected to transport grain from south to north via the waterway system.

To direct its restoration the emperor
50 appointed Chen Xuan, an expert on hydraulic engineering, to oversee the improvements that would permit ships to pass from one level to another along the waterway. Never before had such an
55 ambitious, large-scale canal project been attempted. More than 47,000 men were employed to maintain the Grand Canal, which soon became the economic lifeline of the empire.

60 Grain was not the only trade good transported north. Salt was another, as it had become one of the most reliable sources of income during the

Ming dynasty. Goods sent from the
65 north included cotton, wool, coal, flour, precious stones, and dried meat.

At times, more than 120,000 soldiers and officers were needed to operate the almost 12,000 government barges
70 that annually travelled along this route. Many port cities along the Grand Canal — chief among them Suzhou — became thriving trade centres. Ferryboats, hotels, restaurants, pawnshops and many
75 other businesses were opened to serve travellers. Not only did the Grand Canal allow for the growth of cities along its course, but it also proved a powerful tool in promoting the economy within
80 the empire as well as cultural exchanges between the north and the south.

With the coming of trains and the expansion of the railway system in the mid-1800s, the Grand Canal became less and less important to traders. These days
85 only a few goods are transported along its waterways. However, the current South-to-North Water Diversion Project proves that the Chinese government still sees the
90 Grand Canal as important to the welfare of China. The aim of this project is to divert huge amounts of water every year from the Yangtze River to the country's more arid regions.

● Personal Touch



Have you heard any stories about the Grand Canal or other great waterways? Share them with your classmates.

Digging In

Comprehension

- I. The following are four subheadings taken from the text. Can you put them back? Match them with the corresponding paragraphs.

A. The Canal Today B. A Busy Waterway C. The Beginning D. A Major Change

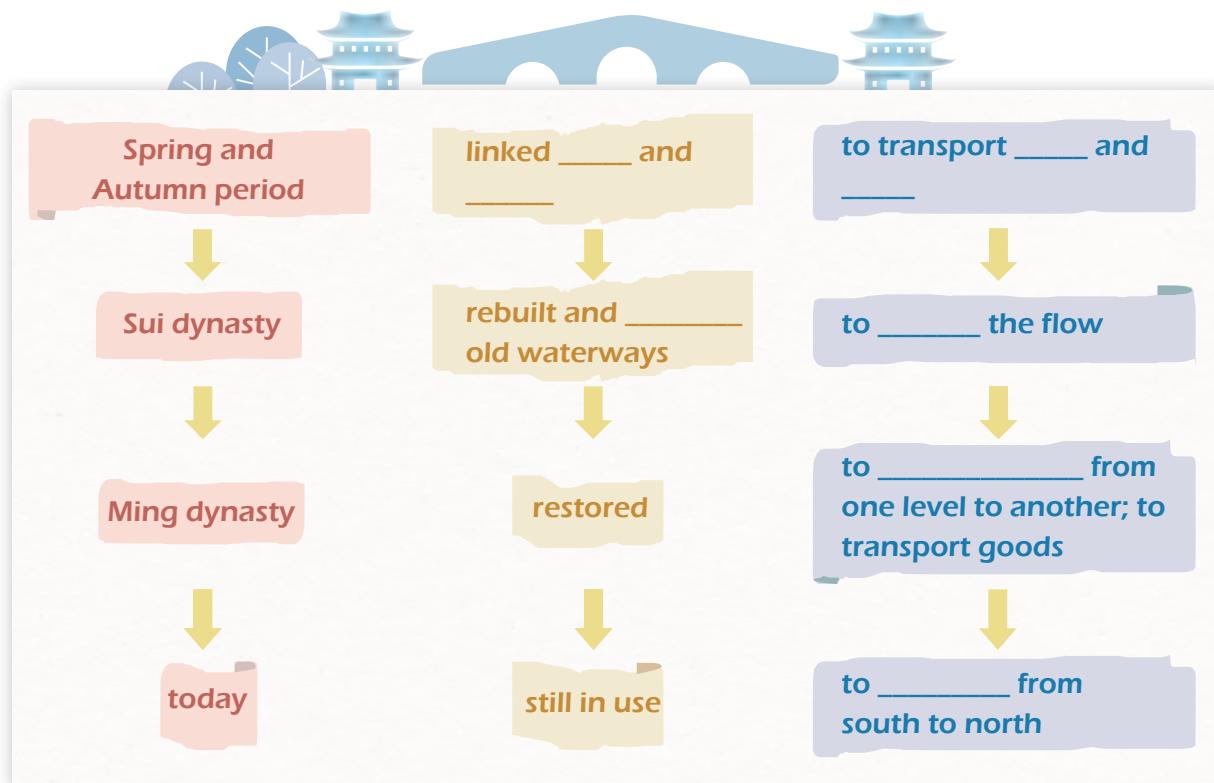
Paragraphs 2-3: _____ C _____

Paragraphs 4-5: _____

Paragraphs 6-7: _____

Paragraph 8: _____

- II. Complete the diagram with information about the Grand Canal according to the text.



III. Answer the questions.

1. What is the Grand Canal also known as?
2. For what reason did the leader of the State of Wu build the canal?
3. In which period was the construction of the Grand Canal of the greatest significance in your opinion? Why?
4. Why was the reconstruction of the Grand Canal in the Ming dynasty considered most "ambitious" and "large-scale"?
5. How did the Grand Canal fulfil its economic and cultural functions throughout history?
6. What other functions do you think the Grand Canal can perform in the future?

● Vocabulary Focus

I. Key Vocabulary

Fill in each blank with the appropriate form of a word from the text.

The difference between “a strait” and “a canal” is that the latter is an 1 _____ waterway, often connecting one body of water with another while the former is a narrow channel of water connecting two larger bodies of water. Both have played important roles in 2 _____ the world economy and cultural exchanges.

The Turkish Straits are two internationally significant waterways in north-western Turkey, which 3 _____ from the Eastern Mediterranean to Western Eurasia. The Strait of Hormuz 4 _____ the Persian Gulf with the Arabian Sea. In April 1959 Iran altered the legal status of the strait with the 5 _____ of its territorial sea.

The Panama Canal 6 _____ 80 kilometres from Panama City on the Pacific Ocean to Colón on the Caribbean Sea. Sixty percent of American coast-to-coast trade 7 _____ on the channel for transportation. The Suez Canal offers watercraft a more direct route between the North Atlantic and northern Indian oceans. Countries around it regard free passage in the Suez Canal as a fundamental element of its 8 _____ and security.

Canals and straits have helped many countries lay a solid 9 _____ for economic progress by shortening navigation time in transporting cargos between sea ports and reducing transport expenses. Many of the world’s traded goods, and in particular oil, are transported along these straits. If the straits were closed down, half of the world’s trading vessels would be forced to use an 10 _____ route.

II. Topic-Related Expressions

Fill in the blanks with the appropriate forms of the given expressions to complete the passage. Note that there are two options more than you need.

handle a crisis

repeat the errors

provide important references

exercise a powerful influence

create a better future

lead to failure

learn from the victories

avoid mistakes

shape the world

follow their example

Why is history important? History is the most valuable legacy passed down from our ancestors that 1 _____ we live in today. It 2 _____, offers a sense of identity, and gives us a clearer idea of our desires for the future. Ignoring history will 3 _____ to know how the world has become what we see today. History helps us understand the world by studying previous examples. It helps us investigate and solve problems that we face today by allowing us to 4 _____ of the past. Meanwhile, by 5 _____ previously won by people of integrity, we can work to make sure we 6 _____. What we do today will be part of history in the future. We should always draw attention to important historical phenomena and events that still 7 _____ on contemporary societies, because learning about history will help us 8 _____ for the next generation.

● Grammar in Use

Inversion*

I. Compare the sentences in each group below. Pay attention to the highlighted parts and discuss how they differ from each other.

Group 1

- A. **Never** before **had such an ambitious, large-scale canal project** been attempted.
- B. **Such an ambitious, large-scale canal project had never** been attempted before.

Group 2

- A. **Not until 1,000 years later** **did the work on the canal** begin again.
- B. **The work on the canal did not** begin again **until 1,000 years later**.

Grammar Highlights

Inversion happens when the normal subject-verb word order is reversed. We use inversion to change the focus of a sentence.

Types of inversion

Full inversion: The predicate is placed in front of the subject.

Full inversion often happens when an adverbial of direction or place is put at the beginning of a sentence. For example:

- **Here comes the train.**
- **Directly in front of us stood a magnificent old temple.**

Partial inversion: Part of the predicate, the auxiliary or modal verb is placed in front of the subject.

Partial inversion happens when

1. a negative word or phrase (e.g. *seldom, hardly, never, rarely, on no account, nowhere, not for a moment, no sooner*) is put at the beginning of a sentence.

For example:

- **Seldom have I seen anything more remarkable in this book about African history.**
- **No sooner had the professor touched on the Battle of Waterloo than the bell rang.**

2. “only + adverbial” (e.g. *only after, only then*) is put at the beginning of a sentence. For example:

Only after understanding the background of the historical event did the scholar make a comment on it.

3. “so” or “neither/nor” is used to say that the previous positive or negative statement also applies to another person or group. For example:

She watched the show entitled The Silk Road last night, and so did I.

* 该语法点将在选修阶段继续修习。



II. Complete the sentences with the appropriate forms of the words given in brackets.

1. Not until the coming of trains and the expansion of the railway system in the mid-1800s _____ (the Grand Canal, lose its importance) to traders.
2. Seldom _____ (historians, study) this part of the history of Africa.
3. Only in the years of the Yongle reign _____ (the Grand Canal, undergo) major structural improvements.
4. Here _____ (the question, come): why do we study history?
5. She hasn't watched the documentary about the American Civil War, nor _____ (I, have).

III. Rewrite the underlined sentences using inversion to add emphasis.

History is the study of the past and our attempts to understand it. **1** It never fails to be a pursuit in all human societies. History can be a tremendous story. **2** Each passing generation can hardly avoid adding something new to our history while reinterpreting and finding new things in those chapters already written. History gives us a sense of identity. **3** We can better understand who we are only by understanding where we have come from. History provides a sense of context for our lives and our existence. It helps us understand the way things are and foresee the ways that we might approach the future. History teaches us what it means to be human, highlighting the great achievements and disastrous errors of the human race. **4** History not only offers hints about how we can organise our societies but urges us to manage them for the benefit and betterment of all those who live in them as well.



Culture Link

***The Histories* by Herodotus**

The Histories by Herodotus is considered the founding work of history in Western literature. Written in 440 BCE in classical Greek, *The Histories* serves as a record of the ancient traditions, politics, geography, and clashes of various cultures that were known in Western Asia, Northern Africa and Greece at that time. It remains one of the West's most important sources regarding these affairs. Moreover, it established the genre and study of history in the Western world.



Listening, Viewing and Speaking



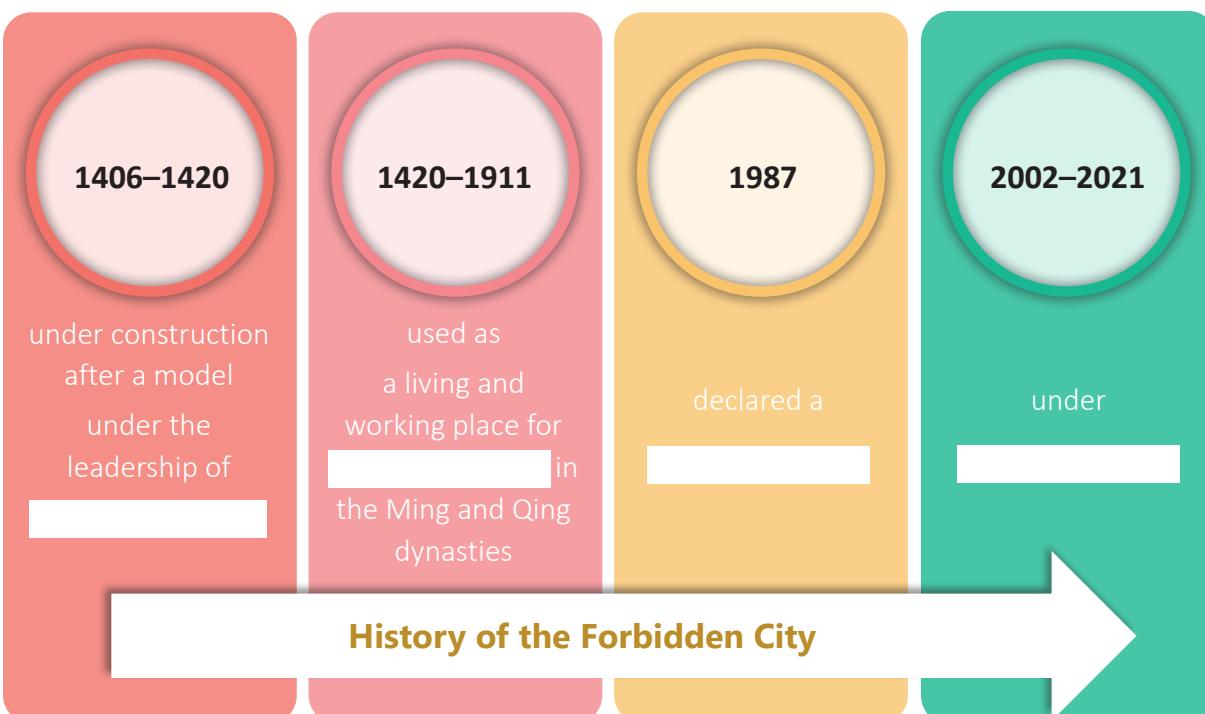
The Forbidden City (Mini-lecture)

I. Answer the questions.

1. Why do you think the place is called “the Forbidden City”?
2. What other name(s) does it have?



II. Listen and fill in each of the blanks with no more than five words.



Listening Strategy Making inferences

III. Listen again and answer the questions.

1. Why was the Forbidden City renamed later?
2. Why do you think we should protect historic sites like the Forbidden City?



Building a Museum of Museums on the Web (Speech)

I. Answer the questions.

Have you visited any world-famous museum online like the Forbidden City? What are the advantages of establishing an online museum?

II. Watch the video about building an online museum and complete the sentences.

An online museum of museums

1. The online museum is comprised of _____ museums across the world after 18 months' work.
2. The team launched the museum project because _____.
3. If you are interested in one of the museums available, you may _____ the name of the museum.
4. Gigapixel technology enables visitors to have a clear look at a(n) _____ and learn from artworks.

III. Answer the questions.

Why is the Metropolitan Museum of Art one of the speaker's favourites? What do you think he has learned from the painting *The Harvesters* by Pieter Bruegel?



Introducing a museum as a tour guide

Work in groups. You are going to do a role-play of a museum tour, where some of you are tour guides. To prepare, follow the steps below:

Step 1 Brainstorm and make a list of local, national or international museums you have visited or heard about respectively. You may even invent your own museum and give a name to it.

Step 2 Decide on a museum and come up with its relevant information, including its name, location, notable collections, historical and cultural significance, and technological features.

Step 3 Have one member play the role of tour guide and introduce the museum to the class.

Step 4 The audience, in the role of visitors, raise questions after the presentation in groups. The visitors may decide on the three most interesting features of the museum that they would recommend to a friend.

Useful Expressions

It is located at ...

The museum

- houses/displays collections of paintings/sculptures/antiques ...
- focuses on art/science/history ...
- specialises in artworks from ...
- uses its collections to explain ...
- holds the world's most valuable collection of items from ...

The exhibition is sponsored by ...

The collection contains ... objects.

Some objects in the collection provide glimpses into the history of ...

Thanks to the museum's ...

READING B

THE SILK ROAD: CONNECTING THE EAST AND THE WEST

The Silk Road is not actually a road but many roads. The legendary Silk Road is a web of routes that stretch across China and well beyond its borders. It links cities now called Xi'an and Urumqi in China, and connects China to Europe, reaching all the way to Istanbul, Turkey (the gateway to Europe) and Venice, Italy.

Ferdinand Freiherr von Richthofen, a German geographer, created the term "Silk Road." For him the term referred to routes where the booming trade in silk products was carried out along their entire length. Silk was the main commodity traded from China and was a major reason that the trade routes became so complex. Everyone wanted it! During the Han dynasty, Emperor Wu sent Zhang Qian to the Western Regions twice. Zhang Qian's missions to the Western Regions paved the way for later diplomatic and commercial exchanges between the Middle Kingdom and the western states. The routes eventually became a two-way movement of economic trade, cultural values, scientific theories and achievements as well as a channel for religious thought. The Silk Road also became an efficient way to spread ideas — a kind of ancient version of the information superhighway.

Besides silk, the Chinese also traded teas, porcelain, gold, silver, cotton and lacquerware with the

West. Most goods bought and sold along the routes were quite expensive as journeys were long, difficult and dangerous. Asian techniques and crafts were also shared along the Silk Road. Skills such as raising silkworms, silk spinning, iron casting and channel digging were all introduced to the West via the Silk Road. Furthermore, fine art, architecture, music, dance and theatrical performances were shared on these routes. Music and dance from Central Asia were extremely popular in China. Often featured were terracotta dancers, actors in masks and musical groups. In agriculture, walnut, grape and other plants were brought from the Western Regions to China. One of the most famous Europeans who travelled on the Silk Road was Marco Polo of Venice, Italy. He brought home many treasures like silk, ivory and jade. But more importantly, he told about his travels and introduced the East to a large Western audience for the first time.

The routes were not restricted to land. Ships explored water routes from the Southeast China coast to the Indian Ocean. They connected China and Europe. Modern scholars call them the Maritime Silk Road. Han sailboats left the coastal ports in Southeast China, sailed through the Strait of Malacca in Southeast Asia and arrived at destinations as far away as the Indian

Peninsula. By land and by sea, ancient China built relationships between the
75 East and the West.

For many centuries, the Silk Road was an ancient interconnected system of trade routes where products were bought and sold. But the countries
80 along these routes gained much more

than material goods. The Silk Road connected the East and the West and brought about an invaluable exchange of culture between the regions. The
85 success of the Silk Road was both an economic and cultural win for the world.

● Comprehension Plus

I. Complete the mini-encyclopedia of the Silk Road.

Name	The Silk Road originally referred to routes where the booming trade in silk products was carried out.	
Routes	By (1) _____,	it links cities now called Xi'an and Urumqi in China; it connects China to Europe, reaching to Istanbul, Turkey and Venice, Italy.
	By (2) _____,	it starts from the coastal ports in Southeast China, through the Strait of Malacca, to the Indian Peninsula.
Trade & exchange	goods traded along the routes	silk, teas, porcelain, gold, silver, cotton and lacquerware
	(3) _____ & skills	raising silkworms, silk spinning, iron casting and channel digging
	(4) _____	fine art, architecture, music, dance, theatrical performances
	(5) _____	walnut, grape
(6) _____	<ul style="list-style-type: none">Zhang Qian paved the way for further diplomatic and commercial exchanges between the East and the West.Marco Polo introduced the East to the Western audience for the first time.	

II. Answer the question.

Why does the author state “The success of the Silk Road was both an economic and cultural win for the world” (lines 84–87)?

Critical Thinking

Viewing matters from a historical perspective

- I. Reflect on what we've learned about historical heritage. Complete the table by listing their functions at different times. Then predict: what functions might they perform in the future?

Historical heritage	Functions	
	Past	Present
The Grand Canal	transport, military, trade, cultural exchanges	relocation of national resources / social welfare
The Silk Road		
The Forbidden City		

- II. Think of a historical site in China. Design a programme to optimise its roles for the present and for the future. For example, the South-to-North Water Diversion Project illustrates the importance of the Grand Canal at present and in the near future.



Writing a summary of a claim-counterclaim essay

Read the blog below, which is about the preservation of historical buildings. Write a summary to share with your classmates.

Should Historical Buildings in the City Be Reconstructed or Removed?

Renovating or even knocking down old buildings to make way for new ones is viewed by some people as a sign of progress. Yet many people feel that old buildings not only provide a link to our history but can also be a testament to our culture. Thus, historical buildings with rich cultural heritage should not be reconstructed or removed.

Some hold the idea that old buildings in the city should be rebuilt or torn down. Old buildings, from their perspective, are outdated and have difficulty blending in with modern architecture, such as skyscrapers. Reconstructing or getting rid of those buildings is necessary for long-term urban planning. Additionally, some believe historical buildings that are not renovated will gradually lose their value. Only by turning those buildings into restaurants, boutique stores, for example, can we help them to survive — in a new form.

By contrast, others support the idea that historical buildings should not be significantly changed. Instead of being outdated, old buildings are attracting people from different cultural backgrounds who appreciate differences in style, material and cultural narratives. Cultural tourism is often a driving force of an economy. People from all over the world will travel to historical sites to learn more about them. Annually, about 15 million people visit the Forbidden City and 8 million visit the Louvre. Also, historical buildings are important because they reflect culture, strengthen national identity and remind people of their heritage. The Forbidden City is one such example. It is a large group of 90 palaces and many other buildings dating from the 15th century, reminding Chinese people of their history and culture.

Historical buildings should not be reconstructed or removed. If a building holds comprehensive cultural and historical value to a society, it is our responsibility to keep it, preserve it and protect it.

● Guided Writing

Step 1 Complete the outline of the essay.

Introduction: _____

Body Claim: _____

Evidence 1: _____

Evidence 2: _____

Counterclaim: _____

Evidence 1: _____

Evidence 2: _____

Conclusion: _____

Step 2 Put the main points together. Use your own words to express them in no more than 60 words.

Step 3 Go over what you have written with the proofreading checklist given below.

Writing Strategy **Summary writing 3 — proofreading**

Proofreading is to examine a draft text carefully to find and correct possible errors in structure, grammar or language.

Proofreading checklist

Item	✓ or ✗
Do I follow the pattern of the essay?	
Do I use synonyms to replace the key words of the original essay?	
Do I change sentence structures of the original sentences?	
Do I focus only on the most important points?	
Do I keep the meaning of the original essay?	
Do I have any spelling, punctuation or grammatical mistakes?	

Step 4 Share your summary with your classmate(s) and ask for tips on how to improve it.

► Further Exploration

Designing a brochure about a historic site

Visit a historic site in a local area and design a tourist brochure.

Step 1 Work in groups. Visit a historic site and collect information about it.
e.g. *history of the site, historical figures, events or legends associated with the site*

- Step 2** Take photos or find pictures of the site, and add information collected from other sources.
e.g. *activities held or to be held at the site*
- Step 3** Provide contact information and opening hours.
- Step 4** Design the brochure in a way to attract readers' attention.
- Step 5** Print the brochure and put it on the bulletin board of the classroom.

EXAMPLE

Something for everyone

This site was established in 1907 and fully restored in 2007.

Dr Ho Fengshan and other Chinese diplomats saved thousands of Jews by issuing them visas to escape the Holocaust.

From 1933 to 1941, Shanghai accepted around 30,000 Jewish refugees fleeing the Holocaust in Europe. In the “Designated Area for Stateless Refugees” in Tilanqiao area of Shanghai, about 20,000 Jewish refugees lived harmoniously with local citizens, overcoming numerous difficulties together.

Opening Hours:
09:00 – 16:30
Contact:
62 Changyang Road,
Hongkou District, Shanghai
(8621) 65126669

VISIT SHANGHAI JEWISH REFUGEES MUSEUM (the former site of Ohel Moshe Synagogue)



Self-assessment

Look at the expected learning outcomes of this unit.

- A. Understanding the history of China's Grand Canal and the Silk Road, and how technology can help people learn about history
- B. Describing museums and the value of recording and preserving history
- C. Learning about the founding work of history in Western literature
- D. Designing a brochure about a historic site
- E. Viewing matters from a historical perspective
- F. Making inferences while listening
- G. Writing a summary of a claim-counterclaim essay

Write a reflective note on the above items. You may include some or all of the following points:

- What you think you have done well and why
- One strategy that really has helped your learning
- One important thing you have learned about
- What you need to improve in the future
- What learning resources you find useful

In this unit, we are going to

- ▶ talk about classic works and their influences;
- ▶ develop an awareness of the common values of classic works across cultures;
- ▶ form our own opinions based on existing views;
- ▶ highlight key points while speaking, and apply knowledge of basic plot elements to story writing.





Unit 4

Approaching Classics

How can the pool be so clear and cool?
For fresh water comes from its source.

— Zhu Xi

Getting Started

 Answer the questions.

1. What classic work(s) have you read?
2. Would you recommend it/them to your friends? Why or why not?

READING A

? The old man had gone out fishing for eighty-four days but came home empty-handed. On the eighty-fifth day, he managed to hook a big fish. After a three-day fight, he finally killed it and tied it alongside his boat. However, sharks were coming to rob him of his catch. Read the text and find out what happened after he killed the first shark.

EXCERPT FROM **THE OLD MAN AND THE SEA**¹



The shark swung over and the old man saw his eye was not alive and then he swung over once again, wrapping himself in two loops of the rope. The old man knew that he was dead but the shark would not accept it. Then, on his back, with his tail lashing and his jaws clicking, the shark plowed over the water as a speedboat does. The water was white where his tail beat it and three quarters of his body was clear above the water when the rope came taut,

shivered, and then snapped. The shark lay quietly for a little while on the surface and the old man watched him. Then he went down very slowly.

"He took about forty pounds," the old man said aloud. He took my harpoon 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 anymore since he had been mutilated. When the fish had been hit it was as though he himself were hit.

But I killed the shark that hit my fish, he thought. And he was the biggest *dentuso* that I have ever seen.

It was too good to last, he thought. I wish it had been a dream and that I had never hooked the fish and was alone in bed on the newspapers.

"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 harpoon. The dentuso is cruel and able and strong and intelligent. But I was
40 more intelligent than he was. Perhaps not, he thought. Perhaps I was only better armed.

“Don’t think, old man,” he said aloud. “Sail on this course and take it
45 when it comes.”

But I must think, he thought. Because it is all I have left. That and baseball. I wonder how the great DiMaggio² would have liked the way I hit him in the brain?
50 It was no great thing, he thought. Any man could do it. But do you think my hands were as great a handicap as the bone spurs? I cannot know. I never had anything wrong with my heel except the
55 time the sting ray stung it when I stepped on him when swimming and paralyzed the lower leg and made the unbearable pain.

“Think about something cheerful,
60 old man,” he said. “Every minute now you are closer to home. You sail lighter for the loss of forty pounds.”

He knew quite well the pattern of what could happen when he reached the
65 inner part of the current. But there was nothing to be done now.

“Yes there is,” he said aloud. “I can lash my knife to the butt of one of the oars.”

70 So he did that with the tiller under his arm and the sheet of the sail under his foot.

“Now,” he said. “I am still an old man. But I am not unarmed.”

75 The breeze was fresh now and he sailed on well. He watched only the forward part of the fish and some of his hope returned.

Notes

1. *The Old Man and the Sea* is a novel written by the American author Ernest Hemingway (1899–1961) in 1951. His narrative brilliance was rewarded with the Nobel Prize in Literature in 1954.
2. DiMaggio was a baseball star who suffered from bone spurs; these caused him problems in games, but he overcame the pain. As a big fan of DiMaggio, the old man was searching for inspiration and encouragement from DiMaggio’s experiences.

● Personal Touch



- If you were the old man, what would you do when the shark took forty pounds of flesh from the fish? Have you had similar experiences of fighting hard for a goal?

Digging In

Comprehension

I. Complete the outline of the text.

The problems Paragraphs 1–2

The shark took away forty pounds of the fish and
1 _____.

The fish was bleeding and 2 _____.

The internal struggle Paragraphs 3–11

to hold on

or

to 3 _____

The solution Paragraphs 12–14

4 _____

II. Answer the questions according to the text.

- What happened to the shark?
- The word “fish” appears seven times in the text. What does it refer to, the shark or the big fish the old man hooked?
- What do you think “the shark” in the story symbolises? How do you understand “A man can be destroyed but not defeated” (lines 34–35)?
- “He knew quite well the pattern of what could happen when he reached the inner part of the current.” (lines 63–65) What is “the pattern”?

III. Hemingway is well known for his brief writing style. Do you think the writing style is also displayed in *The Old Man and the Sea*? Can you find some examples in the text? How does the style contribute to the portrayal of the characters and the effects of the writing as a whole?

● Vocabulary Focus

I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the book review. Note that there is one option you need twice, and three more than you need.

defeat	destroy	sail	(be) armed with	bleed	hit
unbearable	intelligent	current	step on	catch	last

The Old Man and the Sea is Hemingway's best novel. Time may show it to be the best single piece of his and his contemporaries'. Until now, the victories and 1 _____ of his men and women have been at the hands of each other, just to prove to themselves or one another how tough they could be. But this time, he wrote about pity; he wrote about something somewhere that made them all; he wrote about the old man who was now handicapped, hardly 2 _____ any weapons and who had 3 _____ for three days with 4 _____ pain to catch a fish, with the charming pose of decency and determination; he wrote about the fish that 5 _____ and gave fresh scent, that had to be 6 _____ and then taken away; he wrote about the sharks which robbed the old man of his fish and had to be killed. He made them all and loved them all and pitied them all. This time in this novel, the old man knew his victory over the big fish and the first invading shark was too good to 7 _____. There would be more sharks coming. However, the fisherman still chose to fight for his pride and dignity because he believed he was more 8 _____ than the shark. He truly believed that "A man can be 9 _____ but not 10 _____."

II. Topic-Related Expressions

Fill in the blanks with the appropriate forms of the given expressions to complete the passage. Note that there are two options more than you need.

rich in wisdom	well-established reputation
touch every person's life	centre of civilisation
classic works	subject of universal importance
the appreciation of beauty	gracefulness and simplicity
the nature of things	of high authority

The word "classic" is used in different senses. It may be used, for instance, to refer to a work 1 _____ or of great historical importance in a particular field. So Darwin's *Origin of Species* could be described as a classic work of biology. The word is also used to describe properties concerned with beauty or 2 _____, such as the style of a dress or the line of a building. It typically suggests 3 _____. In the field of literature, writers tend to use "classic" to refer to a literary work not only of superb quality, but also of 4 _____. Literature is 5 _____, offering the best that has been thought and said. What makes a work of literature a "classic" is that it deals with 6 _____ and can portray 7 _____, the structure of reality and the enduring timeless truths that 8 _____.

● Grammar in Use

Subjunctive Mood (*wish* and *if only*)*

- I. Read the following sentence from the text and answer the questions.

I wish it had been a dream and that I had never hooked the fish and was alone in bed on the newspapers.

1. Was the old man's experience at sea a dream?
2. Did the old man hook the fish?
3. What verb forms are used in the clauses after the word "wish"?

Grammar Highlights

We can use the verb *wish* or the phrase *if only* plus a clause to express wishes for unlikely or impossible situations, or to express regret.

1. "Wish + past perfect" can be used to express regret people have about something that happened or didn't happen in the past. For example:
 - *I wish I hadn't stayed up late reading Gone with the Wind last night. I'm so tired now.*
 - *He wished he had finished reading War and Peace before taking the literature quiz.*
2. "Wish + simple past" is often used to express regret or to describe an "unreal" situation that people would like at present. For example:

The English translation of Pablo Neruda's poetry is really hard to understand.
How she wishes she knew Spanish and could read the poems in Spanish!
3. "Wish + would (could) do" can be used to express wishes or to describe an action or event that is opposite to what it is now or will be in the future. For example:

We wish Mr Keating in the film Dead Poets Society would give us a lecture on poems one day.
4. "If only" can sometimes be used as an alternative to "I wish." For example:

I really admire Sherlock Holmes. If only I could work as his assistant!



- II. Use the appropriate forms of the words given in brackets to complete the conversations. Remember to put a proper subject before the verb when necessary. The first has been done for you.

1. Cindy: What a fantastic story! You are such a talented writer!
Linda: Thank you. I know you sing quite well. I wish I had (have) your sweet voice.

* 该语法点将在选修阶段继续修习。

2. Sally: Patty, what book were you reading in the library just now?
Patty: Oh, it was Thoreau's *Walden*.
Sally: Wow, that's really a classic book. I enjoyed reading it, too. How I wish _____ (can live) in Thoreau's cabin and enjoy the simple life at Walden Pond now!
3. Sun Lin: Hi, Li Jin! Did you attend our school's Chinese Poetry Competition yesterday evening?
Li Jin: You bet! It was really exciting! I enjoyed every minute of it.
Sun Lin: If only _____ (attend) the competition, too! Who was the winner?
Li Jin: Wang Fang from Class 4. How I wish Tian Lin from our class _____ (come) out on top!
Sun Lin: She was definitely competitive. She's quite good at "*Feihualing*".
Li Jin: That's true! But she failed to recite one line from Li Bai's "Autumn Air."
Sun Lin: Oh! What a pity!
4. Tom: Mum, where's Dad? I've downloaded the film *The Old Man and the Sea*, so we can watch it now.
Mum: He's gone to his office. He has to help his clients solve some urgent problems.
Tom: If only _____ (be not) so busy with his work today. I really enjoy his company at weekends.
Mum: He also wishes _____ (can stay) at home today, but he can't. We need to understand that.
5. Michael: You look depressed, Susan. What's happened?
Susan: I've won the first prize in the Creative Writing Contest held by the National Young Writers Foundation. I wish _____ (attend) the awarding ceremony tomorrow, but they can't.
Michael: How come?
Susan: My grandma has got flu, so my parents will have to spend some time with her in the hospital tomorrow.
Michael: I'm sorry to hear that. Let's pray for her health.

III. Work with a partner and choose one of the topics to talk about:

1. a poet or a novelist that you wish you could have as your writing teacher;
2. a classic book that you wish you had read when you were younger;
3. a classic film that you wish you had seen;
4. a literary prize that you wish you would win soon.

Listening, Viewing and Speaking



Bertrand Russell's Message to the Future Generation (Interview)

I. Answer the questions.

1. What do you know about Bertrand Russell?
2. Have you read or heard of any of his works?

II. Listen and answer the question.

What are Russell's two main suggestions for the future generation?

III. Listen again and fulfil the tasks.

1. Complete the quotation with the missing words.

When you are studying any matter, ask yourself only what are the (1) _____ and what is the (2) _____ behind them.

2. Discuss this statement, and suggest what else might be fundamental for intellectual development.



Why Does Poetry Matter? (Film clip)

I. You are going to see a film clip of a class taught by Mr Keating, a poetry teacher. Answer the questions.

1. What makes Mr Keating's class different from most classroom experiences?
2. How do the students' facial expressions change as Mr Keating talks to them? Why do you think they change in this way?

II. Watch the video again and complete the table. Think about how Mr Keating explains the meaning of poetry to human beings.

Why poetry matters		
	poetry	other fields of study
Comparison & contrast	We read and write poetry because we are 1 _____ of the human race. And the human race is filled with 2 _____.	These (medicine, law, business and engineering) are 3 _____ pursuits and necessary to 4 _____ life.
	Poetry, beauty, 5 _____, love, these are what we stay 6 _____ for.	
Quotes (from "O Me! O Life!" by Walt Whitman)	What good amid the 7 _____ trains of the faithless, of cities filled with the 8 _____?	The answer is that you are here — that life 9 _____ and that the 10 _____ play goes on and you may contribute a verse.

III. Answer the question.

According to the video, how can comparisons and contrasts help to structure the speaker's idea that poetry matters for human beings?



Recommending Chinese classics

At school, you are going to celebrate World Reading Day on 23 April by sharing your favourite Chinese classics with each other. Make recommendations about Chinese classics.

Step 1 Find your favourite Chinese classic works.

Step 2 Think about the reasons why you choose the works. Put the main points in an outline and order them in an appropriate way.

Step 3 Elaborate on their “intellectual” and “moral” values.

Step 4 Make an oral presentation to the class.

Speaking Strategy **Highlighting key points**

- Decide on the purpose of your speech.
- Choose the main points that will fulfil the overall purpose of your speech.
- Put the main points in an outline and order them in an appropriate way, for example chronological sequence, cause-effect, and problem-solution.
- Decide on what ideas and phrases need special emphasis — that they should be spoken more loudly, softly, slowly, or rapidly than the other parts of the speech.

▶▶ Useful Expressions

Giving recommendations

I highly recommend ...

I find the ideas/information/messages in the book of ... inspiring/enlightening/
impressive ...

I have positive/negative comments about this book.

I'd like to suggest reading ...

I'd like to advise you to ...

Have you tried to ...?

Perhaps we could ...

Have you thought about ...?

I would be happy to give you more information about ...



READING B



WRITTEN IN MARCH¹

*The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter,
The green field sleeps in the sun;
The oldest and youngest
Are at work with the strongest;
The cattle are grazing,
Their heads never raising;
There are forty feeding like one!*

*Like an army defeated
The snow hath retreated,
And now doth fare ill
On the top of the bare hill;
The Ploughboy is whooping — anon — anon,
There's joy in the mountains;
There's life in the fountains;
Small clouds are sailing,
Blue sky prevailing;
The rain is over and gone!*

Note

1. "Written in March" is a poem written by the English Romantic poet William Wordsworth (1770–1850), who became Britain's Poet Laureate in 1843 and held the position for the rest of his life.



Culture Link

The Lake Poets

The Lake Poets were a group of English poets who all lived in the Lake District of England in the first half of the nineteenth century. As a group, they followed no single school of thought or literary practice then known. They are considered part of the Romantic Movement. The three main figures of what has become known as the Lake School were William Wordsworth, Samuel Taylor Coleridge, and Robert Southey.

● Comprehension Plus

I. Answer the questions.

1. Who are the people in the poem?
2. What is the meaning of “Blue sky prevailing” (line 19)?
3. What is the tone of the poem?
4. What kind of message(s) do you think the poet is trying to convey in the poem? Why do you think it has become a classic? Can you think of any similar poems written by a Chinese poet?

II. Complete the table with examples from the poem for different figures of speech. An example is given.

Figure of speech	Example	Example from the poem
Simile: an expression including the words “like” or “as” to compare one thing to another	Roberto was white as a sheet after he watched the horror film.	Like an army defeated
Rhyme: a repetition of similar-sounding words, occurring at the end of lines in poems or songs	Twinkle, twinkle little star , How I wonder what you are!	
Alliteration: the appearance of the same sound or sounds at the beginning of two or more words that are next to or close to each other	Round the r ocks r the r	
Personification: the description of an object or an idea as if it had human characteristics	That kitchen knife will take a bite out of your hand if you don't handle it safely.	
Onomatopoeia: the act of creating or using words whose pronunciation is close to the actual sound they represent	The clap of thunder went bang and scared my poor dog.	



Critical Thinking

Forming opinions based
on existing views

- I. Russell and Keating offer some good views about life and poetry. Do you think their views also apply to the reading of classics? Give examples from this unit or elsewhere to support your ideas.

View about life and poetry	Does it apply to reading classics?	Example(s) from this unit	Example(s) from other classics
To pursue facts and truth (Russell)			
To spread love (Russell)			
To understand what we live for (Keating)			
To prove our existence as human beings (Keating)			

- II. What other values do you find in reading classics? Support your argument(s) with examples.

Writing a continuation of a story

Below is the beginning of a story. Imagine how it might continue, and write the next two paragraphs. Follow the steps on the next page.

Shifting Gears

- 1 Ted pressed his nose against the store window that stood between him and a blue 21-speed racer. He wanted that bike.
- 2 He knew his father was out of work and his mother could hardly support the family. But I only turn 13 once. Mum and Dad always promised me something special when I became a teenager, he thought.
- 3 He slowly walked back home; his parents were in the kitchen talking. As he switched TV channels, he caught some of his parents' conversation. There were words like "overqualified" and "loan" and something about unemployment checks. He turned the volume higher.
- 4 The next morning, Ted's father woke him. "Hey, Champ, Mum had to go to work early, so I'll be making your birthday breakfast. Do you want anything special? Maybe something with wheels?" "Dad!" Ted was excited and he bounded into the kitchen. There stood not the shiny racing bike but a second-hand 10-speed. The metal had been shined up, and the frame was freshly painted. He looked away, avoiding eye contact with his father. Dad knows I wanted a new bike, he thought, not an old used one.



• Guided Writing

Step 1 Analyse the incomplete text and choose one plot element to match each given part of the story.

Paragraphs 1–2: the beginning

Paragraph 3: _____

Paragraph 4: _____

Writing Strategy Writing a continuation (narrative)

A story usually has five plot elements: the beginning to introduce characters and the setting, the rising action in which events happen and lead to the main problem or conflict, the climax in which the main problem or conflict reaches the boiling point, the falling action in which the characters work to solve the problem or conflict, and the resolution where the main problem is resolved or worked out.

To continue a story, you need to analyse the incomplete text, figure out the existing and missing elements of the plot, and then continue the story with the following tips considered:

- (1) every piece must contribute to the plot;
- (2) the plot must contribute to the theme;
- (3) the characters must change their attitudes, personalities, etc.;
- (4) the causes and effects must arise from the characters' motivation.

Step 2 Continue the story in 150–200 words.

Paragraph 5 (the falling action): “I know it's not exactly what you wanted, but ...”

Paragraph 6 (the resolution): “Are you kidding, Dad?” Ted hugged his father.

Step 3 Read and discuss each other's stories.



► Further Exploration

Recommending classic literary works

Your school is going to hold an international culture festival. Each class is asked to recommend 10 world literary masterpieces for the festival's organising committee, which will decide on a final list.

Step 1 Work in groups. Each group selects a country and works out a list of literary works from that country.

Step 2 Consult teachers or specialists. Narrow down your choices to no more than 3 books.

Step 3 Group members collect relevant information about those books, including the author, time of writing, genre, theme or topic, social influence, and literary value.

Step 4 Fill in the recommendation cards with the information collected.

Step 5 Collect the cards and share them in class prior to submitting them to the festival-organising committee.

Title
Country
Author
Time of writing or publication
Genre
Reasons for recommendation
• Theme or topic
• Social influence
• Literary value
• Other

► Self-assessment

Look at the expected learning outcomes of this unit.

- A. Understanding and analysing classics to figure out the values and cultural messages
- B. Recommending Chinese classics
- C. Learning about the Lake Poets and developing awareness of cultural factors in world classics
- D. Fostering spiritual growth by introducing literary classics across cultures
- E. Forming opinions based on existing views
- F. Highlighting key points while making a presentation
- G. Writing a continuation of a story according to basic plot elements

Write a reflective note on the above items. You may include some or all of the following points:

- What you think you have done well and why
- One strategy that really has helped your learning
- One important thing you have learned about
- What you need to improve in the future
- What learning resources you find useful



Shui Diao Ge Tou¹

Su Shi²

*On the Mid-Autumn Festival of the year Bingchen
I drank happily till dawn and wrote this in my cups
while thinking of Ziyou.*

Bright moon, when was your birth?
Wine cup in hand, I ask the deep blue sky;
Not knowing what year it is tonight
In those celestial³ palaces on high.
I long to fly back on the wind,
Yet dread those crystal towers, those courts of jade,
Freezing to death among those icy heights!
Instead I rise to dance with my pale shadow;
Better off, after all, in the world of men.

Rounding the red pavilion,
Stooping to look through gauze⁴ windows,
She shines on the sleepless.
The moon should know no sadness;
Why, then, is she always full when dear ones are parted?
For men, the grief of parting, joy of reunion,
Just as the moon wanes and waxes, is bright or dim;
Always some flaw — and so it has been since of old,
My one wish for you, then, is long life
And a share in this loveliness far, far away!

(Translated by Yang Xianyi and Gladys Yang)

Notes:

1. *Ci* poems are written into hundreds of tune patterns, each of which is strictly determined by the number of characters per line, the placement of rhymes, and the position of tones. Originally the *Ci* poems were actually sung to those tunes, but eventually the tunes themselves were lost, and all that has remained are the hundreds of *Ci* patterns (*Cipai*) with their variations. "Shui Diao Ge Tou" is *Cipai* of this poem.
2. Su Shi (1037–1101), courtesy name (zi) Zizhan,

literary name (*hao*) Dongpo Jushi, is also referred to as Su Dongpo. He was one of China's greatest poets and essayists as well as an artist, calligrapher and statesman of the Song dynasty. Making significant efforts to loosen poetic conventions of form and content, Su Shi became known as the founder of the *Haofang* ("heroic abandon") School of writing.

3. **celestial:** of the sky or of heaven
4. **gauze:** a type of light transparent cloth, usually made of cotton or silk

All the World's a Stage¹

William Shakespeare²

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time³ plays many parts,
His acts being seven ages. At first the infant,
Mewling and puking in the nurse's arms.
Then the whining school-boy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths, and bearded like the pard⁴,
Jealous in honour⁵, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth⁶. And then the justice⁷,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws⁸ and modern instances.

And so he plays his part. The sixth age shifts
Into the lean and slippered pantaloon⁹,
With spectacles on nose and pouch on side,
His youthful hose, well saved¹⁰, a world too wide
For his shrunk shank; and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans¹¹ teeth, sans eyes, sans taste, sans everything.

Notes:

1. This famous monologue is from Shakespeare's comedy masterpiece, *As You Like It*. In this play, first performed in 1599, the character Jaques, a sorrowful philosopher, gives a humorous and ironic account of the different stages of a man's life.
2. William Shakespeare (1564–1616), also referred to as "The Bard" or "The Bard of Avon," was an English poet, playwright and actor of the Renaissance era. He is widely considered to be the greatest dramatist and poet of all time. His works, more than 30 plays and over 150 sonnets, have been translated into various languages. He helped shape the English we use today, introducing or popularising a huge number of words and well-known phrases.
3. **time:** a life or lifetime
4. **pard:** (*old-fashioned*) a large animal of the cat family such as a leopard
5. **jealous in honour:** taking great care of his honour and his reputation as a good man
6. **even in the cannon's mouth:** even if it means standing in front of guns, i.e. going to war or getting into fights
7. **justice:** a judge in a court
8. **wise saws:** (*old-fashioned*) wise sayings or phrases
9. **the lean and slippered pantaloon:** (*describing*) a thin old man who stays inside
10. **well saved:** kept carefully
11. **sans:** (*literary or humorous*) without

Reading

Unit 1

A

- barrier** /'bærɪə(r)/ *n.* a problem, rule or situation that prevents sb from doing sth, or that makes sth impossible 障碍；阻力
- △ **conquer** /'kɔŋkjə(r)/ *v.* to succeed in dealing with or controlling sth (成功地) 对付，克服，控制
- stage fright** /steɪdʒ frāɪt/ *n.* nervous feelings felt by performers before they appear in front of an audience 怯场(演员出场前的紧张不安)
- sympathy** /'sɪmپəθɪ/ *n.* the feeling of being sorry for someone who is in a bad situation 同情
- appearance** /ə'priərəns/ *n.* an act of appearing in public, especially as a performer, politician, etc., or in court 公开露面；演出
- △ **compulsion** /kəm'pʌlʃən/ *n. (formal)* strong pressure that makes sb do sth that they do not want to do 强迫；强制
- △ **bind** /baɪnd/ *v.* to force sb to do sth by making them promise to do it or by making it their duty to do it 约束；迫使
- contract** /'kɒntrækt/ *n.* an official written agreement 合同；契约
- escape** /ɪ'skeɪp/ *v.* to get away from an unpleasant or dangerous situation (从不愉快或危险处境中) 逃脱，摆脱，逃避
- lecture** /'lektʃə(r)/ *n.* a talk that is given to a group of people to teach them about a particular subject, often as part of a university or college course (通常指大学里的) 演讲，讲座，讲课
- horrible** /'hɔrəbəl/ *adj.* making you feel very shocked and frightened 令人震惊的；恐怖的

- very bad or unpleasant; used to describe sth that you do not like 极坏的；十分讨厌的；可恶的
- △ **seasick** /'si:sɪk/ *adj.* feeling ill/sick or wanting to vomit when you are travelling on a boat or ship 晕船
- △ **peek** /pi:k/ *v.* to look at sth quickly and secretly because you should not be looking at it 窥视；偷看
- curtain** /'kɜ:tən/ *n.* a piece of thick, heavy cloth that hangs in front of the stage in the theatre (舞台上的) 幕，幕布，帷幕
a piece of cloth that is hung to cover a window 窗帘
- △ **auditorium** /,ɔ:dɪ'tɔ:rɪəm/ *n.* (especially NAmE) a large building or room in which public meetings, concerts, etc. are held 礼堂；会堂
the part of a theatre, concert hall, etc. in which the audience sits (剧院、音乐厅等的) 听众席，观众席
- △ **stalwart** /'stɔ:lwət/ *adj.* loyal and able to be relied on, even in a difficult situation 忠诚的，诚实的
physically strong 健壮的；强壮的
- △ **sprinkle** /'sprɪŋkəl/ *v.* to shake small pieces of sth or drops of a liquid on sth 撒；洒；把……撒(或洒)在……上
- intend** /ɪn'tend/ *v.* to have a plan, result or purpose in your mind when you do sth 打算；计划；想要
- △ **intently** /ɪn'tentli/ *adv.* with strong interest and attention 热切地，专注地
- deliver** /dɪ'lɪvə(r)/ *v.* to give a speech, talk, etc. or other official statement 发表；宣布；发布
- △ **gubernatorial** /,gu:bənə'tɔ:rɪəl/ *adj. (formal)* connected with the job of state governor in the US (美国) 州长的，州长职位的

[注：标注△的为《普通高中英语课程标准（2017年版2020年修订）》词汇表中未作要求的词汇]

applause /ə'plɔ:z/ *n.* the noise made by a group of people clapping their hands and sometimes shouting to show their approval or enjoyment 鼓掌；喝彩

△ **manuscript** /'mænju-skript/ *n.* a copy of a book, piece of music, etc. before it has been printed 手稿；原稿

△ **tuck** /tʌk/ *v.* to put sth into a small space, especially to hide it or keep it safe or comfortable 把……塞进狭窄的空间；把……藏入

△ **gem** /dʒem/ *n.* a person, place or thing that is especially good 美妙绝伦的事物；难能可贵的人；风景优美的地方 a precious stone that has been cut and polished and is used in jewellery (经切割打磨的) 宝石

moving /'mu:vɪŋ/ *adj.* causing you to have deep feelings of sadness or sympathy 动人的；令人感动的

△ **pathetic** /pə'θetɪk/ *adj.* making you feel pity or sadness 可怜的；可悲的；令人怜惜的

△ **agony** /'ægəni/ *n.* extreme physical or mental pain (精神或肉体的) 极度痛苦

△ **hereditary** /hə'redɪtəri/ *n.* (especially of illnesses) given to a child by its parents before it is born (尤指疾病) 遗传的；遗传性的

nothing short of 可以说是；无异于；近乎

behind the scenes 在后台，在幕后

by and by 不久；很快

get at 够得着某物

in case of 如果；假使

live through sth 经历(灾难或其他困境)而幸存

B

△ **doll** /dɒl/ *n.* a child's toy in the shape of a person, especially a baby or a child 玩偶；玩具娃娃

downstairs /daʊn'steəz/ *adv.* on or to a floor or a house or building lower than the one you are on, especially the one at ground level 往楼下；在楼下

△ **imitation** /,ɪmɪ'teɪʃn/ *n.* the act of copying sb/sth 模仿；效仿

uncomprehending /ˌʌnkəmprɪ'hendɪŋ/ *adj. (formal)* (of a person) not understanding a situation or what is happening (人) 不理解的；茫然的

△ **verb** /vɜ:b/ *n.* a word or group of words that expresses an action (such as eat), an event (such as happen) or a state (such as exist) 动词

△ **rag** /ræg/ *n.* a piece of old, often torn, cloth used especially for cleaning things 破布；抹布

lap /læp/ *n.* the top part of your legs that forms a flat surface when you are sitting down (坐着时的) 大腿部

apply /ə'plai/ *v.* to have an effect on or to concern a particular person, group, or situation 适用；有关

△ **mug** /mʌg/ *n.* a tall cup for drinking from, usually with straight sides and a handle, used without a saucer 大杯，马克杯

impress /ɪm'pres/ *v.* to make sb understand how important, serious, etc. sth is by emphasising it 使意识到(重要性或严肃性等) to have a great effect on sth, especially sb's mind, imagination, etc. 使铭记；给……留下深刻印象

confuse /kən'fju:z/ *v.* to think wrongly that sb/sth is sb/sth else (将……)混淆，混同

seize /si:z/ *v.* to take sb/sth in your hand suddenly and using force 抓住；夺

sweep /swi:p/ *v.* to remove sth from a surface using a brush, your hand, etc. 扫去；清除

satisfaction /,sætɪs'fækʃən/ *n.* the good feeling that you have when you have achieved sth or when sth that you wanted to happen does happen 满足；满意

△ **sunshine** /'sʌnʃain/ *n.* the light and heat of the sun 阳光；日光

△ **hop** /hɒp/ *v.* (of a person) to move by jumping on one foot (人) 单脚跳行

skip /skɪp/ *v.* to move forwards lightly and quickly making a little jump with

each step 蹦蹦跳跳地走

- △ **well-house** /wel haʊs/ *n.* a covered structure (as a house or room) built around the top of a well 井房
- △ **tap** /tæp/ *n.* a device for controlling the flow of water from a pipe into a bath/bathtub or sink 水龙头；旋塞
- stream** /stri:m/ *n.* a continuous flow of liquid or gas (液)流；(气)流
- motion** /'məʊʃən/ *n.* the act or process of moving or the way sth moves 运动；移动
- misty** /'mɪsti/ *adj.* not clear or bright 模糊的；不明晰的
- △ **thrill** /θrɪl/ *n.* a strong feeling of excitement or pleasure; an experience that gives you this feeling 震颤感；兴奋感；兴奋；激动；令人兴奋的经历

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

sight /saɪt/ *n.* the ability to see 视力；视觉

- △ **blossom** /'blɒsəm/ *v.* (of a tree or bush) to produce blossom (树或灌木) 开花

play with 摆弄；玩弄

give birth (to sb/sth) 孕育

Sullivan /'sʌləvən/ 沙利文。文中指 Annie Sullivan (1866–1936, 美国女教育家, 又名 Anne Sullivan Macy, 曾在珀金斯盲人学校学习手语字母, 因担任幼年盲聋哑的女作家 H. Keller 的教师而闻名) (人名)

Unit 2

A

reform /rɪ'fɔ:m/ *n.* change that is made to a social system, an organisation, etc. in order to improve or correct it 改革；变革；改良；改善

economic /'ekə'nɒmɪk/ *adj.* connected with the trade, industry and development of wealth of a country, an area or a society 经济的；经济上的；经济学的

calculate /'kælkjuleɪt/ *v.* to use numbers to find out a total number, amount, distance, etc. 计算；核算

exchange /ɪks'tʃeɪndʒ/ *n.* the process of changing an amount of one currency (= the money used in one country) for an equal value of another 兑换；汇兑

contribution /kən'trɪbju:ʃn/ *n.* an action or a service that helps to cause or increase sth 贡献；促成作用
a sum of money that is given to a person or an organisation in order to help pay for sth 捐款；捐资

approach /ə'prəʊtʃ/ *v.* to come close

to sth in amount, level or quality (在数额、水平或质量上) 接近

to come near to sb/sth in distance or time (在距离或时间上) 靠近，接近

recovery /rɪ'kʌvərɪ/ *n.* the process of improving or becoming stronger again 改善；回升；复苏

pace /peɪs/ *n.* the speed at which sb/sth walks, runs or moves (移动的)速度；步速

△ **industrialization/industrialisation**

/ɪn'dʌst्रɪələz'eɪʃn/ *n.* the process of developing industries in a country or an area 工业化

urbanization/urbanisation

/,_ɜ:bənəz'eɪʃn/ *n.* the process in which towns, streets, factories, etc. are built where there was once countryside 城市化

agricultural /'ægrɪ'kʌltʃərəl/ *adj.* connected with the science or practice of farming 农业的；务农的；农用的

consumption /kən'sʌmpʃn/ *n.* the act of buying and using products 消费

investment /ɪn'vestmənt/ *n.* the act of

investing /'ɪnvestɪŋ/ *v.* investing money in sth 投资
release /rɪ'lɪ:s/ *v.* to make sth available to the public 公开；公布；发布
effect /'efekt/ *n.* a change that sb/sth causes in sb/sth else; a result 效应；影响；结果
region /'ri:dʒən/ *n.* a large area of land, usually without exact limits or borders (通常界限不明的) 地区，区域，地方
△ **poverty** /'pɔvəti/ *n.* the state of being poor 贫穷；贫困
emerge /'ɪmɜ:dʒ/ *v.* to survive a difficult situation or experience (从困境或苦难经历中) 幸存下来，摆脱出来
△ **moderate** /'mɒdərət/ *adj.* that is neither very good, large, hot, etc. nor very bad, small, cold, etc. 适度的；中等的
represent /,reprɪ'zent/ *v.* to be sth 等于；相当于；意味着
sustain /sə'steɪn/ *v.* to make sth continue for some time without becoming less 使保持；使稳定持续
statistic /stə'tistik/ *n.* a collection of information shown in numbers 统计数字；统计资料
import /'ɪmpɔ:t/ *n.* a product or service that is brought into one country from another 进口；输入的产品（或劳务）
△ **merchandise** /'mɜ:tʃəndائز/ *n.* goods that are bought or sold; goods that are for sale in a shop/store 商品；货品
export /'ekspɔ:t/ *n.* a product that is sold to another country 出口产品；输出品
the selling and transporting of goods to another country 出口；输出
annual /'ænjuəl/ *adj.* happening or done once every year 每年的；一年一次的；年度的
absorb /ə'bɔ:sb/ *v.* to make sth smaller and become part of sth larger 使并入；吞并；同化
billion /'biljən/ *n.* 1 000 000 000; one thousand million 十亿

stimulate /'stɪmjuleɪt/ *v.* to make sth develop or become more active; to encourage sth 促进；激发；激励
boost /bu:st/ *v.* to make sth increase, or become better or more successful 使增长；使兴旺
△ **outbound** /'autbaʊnd/ *adj.* travelling from a place rather than arriving in it 向外的；出港的；离开某地的
△ **exceed** /ɪk'si:d/ *v.* to be greater than a particular number or amount 超过（数目或数量）
generate /'dʒenəreɪt/ *v.* to produce or create sth 产生；引起
overseas /,əʊvə'si:z/ *adj.* connected with foreign countries, especially those separated from your country by the sea or ocean 外国的；海外的
innovation /,ɪnə'veɪʃn/ *n.* the introduction of new things, ideas or ways of doing sth (新事物、思想或方法的) 创造；创新；改革
e-commerce /'i:kɒmɜ:s/ *n.* business that is conducted on the Internet 电子商务
mode /məʊd/ *n.* a particular way of doing sth; a particular type of sth 方式；风格；样式
△ **customs** /'kʌstəmz/ *n.* the government department that collects taxes on goods bought and sold and on goods brought into the country, and that checks what is brought in (政府部门) 海关
△ **yearly** /'jɪəli/ *adj.* happening once a year or every year 每年的；一年一次的
previous /'pri:vɪəs/ *adj.* immediately before the time you are talking about (时间上) 稍前的

speed up (使) 加速
account for (数量上、比例上) 占
on average 平均
in a row 连续几次地
WTO World Trade Organization / World Trade Organisation 世界贸易组织
GDP Gross Domestic Product 国内生产总值

IT Information Technology 信息技术
International Labor Organization / International Labour Organisation /ˌɪntə'naʃnəl 'leɪbə(r)ɔ:gənəɪz'eɪʃn/ 国际劳工组织
the Caribbean /ðə ,kærɪ'briən/ 加勒比海地区（指加勒比海及其岛屿，包括西印度群岛及其周围海岸）
UN United Nations 联合国
LDC Least Developed Country 欠发达国家

B

- △ **rancid** /'rænsɪd/ *adj.* if food containing fat is rancid, it tastes or smells unpleasant because it is no longer fresh (含油食品) 变质的，变味的，哈喇的
absolutely /'æbsəlu:tli/ *adv.* used with adjectives or verbs that express strong feelings or extreme qualities to mean “extremely” 极其
suitably /'su:təblɪ/ *adv.* showing the feelings, etc. that you would expect in a particular situation 如你所料地；自然 in a way that is right or appropriate for a particular purpose or occasion 合适地；适宜地；适当地
horrified /'hɔrifaid/ *adj.* extremely shocked, disgusted or frightened 震惊的；受到惊吓的
apologize/apologise /ə'pɒlədʒaɪz/ *v.* to say that you are sorry for doing sth wrong or causing a problem 道歉；谢罪
herb /hɜ:b/ *n.* a plant whose leaves, flowers or seeds are used to flavour food, in medicines or for their pleasant smell 药草；香草
butter /'bʌtə(r)/ *n.* a soft yellow food made from cream, used in cooking and for spreading on bread 黄油；奶油
△ **fairly** /'feəli/ *adv.* to some extent but

- not very 一定地；相当地
wine /wain/ *n.* an alcoholic drink made from the juice of grapes that has been left to ferment. There are many different kinds of wine. 葡萄酒
instantly /'ɪnstəntli/ *adv.* immediately 立刻，马上
△ **considering** /kən'sɪdərɪŋ/ *prep.* used to show that you are thinking about a particular fact, and are influenced by it, when you make a statement about sth 考虑到；就……而言；鉴于
establish /ɪ'stæblɪʃ/ *v.* to make people accept a belief, claim, custom etc. 使……获得接受；使……得到认可
△ **anchor** /'æŋkə/ *n.* a heavy metal object that is attached to a rope or chain and dropped over the side of a ship or boat to keep it in one place 锚
△ **duly** /'du:li/ *adv.* in the correct or expected manner 适当地；恰当地
financial /fɪ'nænʃl/ *adj.* connected with money and finance 财政的；金融的
psychological /saɪkə'lɒdʒɪkl/ *adj.* connected with a person's mind and the way in which it works 心灵的；心理的；精神上的
scene /si:n/ *n.* a loud, angry argument, especially one that happens in public and is embarrassing (尤指当众、有失体面的) 争吵，吵闹
tip /tip/ *n.* a small amount of extra money that you give to sb, for example sb who serves you in a restaurant 小费；小账
check out (经检查) 得到证实，获得证明
first of all 首先；第一

Trilby /'trɪlbɪ/ 特丽尔比 (人名)

A

canal /kə'næl/ *n.* a long straight passage dug in the ground and filled with water for boats and ships to travel along; a smaller passage used for carrying water to fields, crops, etc. 运河；灌溉渠

△ **infrastructural** /ˌɪnfra'strʌktʃərəl/ *adj.* connected with the basic systems and services that are necessary for a country or an organisation to run smoothly, for example buildings, transport and water and power supplies 基础设施的，基础建设的

extend /ɪk'stend/ *v.* to cover a particular area, distance or length of time 涉及（范围）；延伸（距离）；延续（时间）
to make sth longer or larger 使伸长；扩大；扩展

link /lɪŋk/ *v.* to make a physical or electronic connection between one object, machine, place, etc. and another 把（物体、机器、地方等）连接起来

province /'prɒvɪns/ *n.* one of the areas that some countries are divided into with its own local government 省份；（某些国家的）一级行政区

stretch /stretʃ/ *v.* to spread over an area of land 延伸；绵延
to make sth longer, wider or looser, for example by pulling it; to become longer, etc. in this way 拉长；拽宽；撑大；抻松

goods /gudz/ *n.* things that are produced to be sold 商品；货品

opt /ɒpt/ *v.* to choose to take or not to take a particular course of action 选择；挑选

△ **manmade** /'mænmeɪd/ *adj.* made by people; not natural 人造的；非天然的
channel /'tʃænl/ *n.* a deep passage of water in a river or near the coast that can be used as route for ships 水道；航道

a television station 电视台

△ **waterway** /'wɔ:təwei/ *n.* a river, canal, etc. along which boats can travel 水路；航道

foundation /faʊn'deɪʃn/ *n.* a layer of bricks, concrete, etc. that forms the solid underground base of a building 地基；房基；基础

△ **undergo** /'ʌndə'gəʊ/ *v.* to experience sth, especially a change or sth unpleasant 经历，经受（变化、不快的事等）

various /'veəriəs/ *adj.* several different 各种不同的；各种各样的

△ **transfer** /træns'fɜ:/ *v.* to move from one place to another; to move sth/sb from one place to another (使)转移，搬迁

△ **devise** /dɪ'veɪz/ *v.* to invent sth new or a new way of doing sth 设计；想出；发明

feed /fi:d/ *v.* to provide food for a family or group of people 养，养活（全家、一群人）

elect /ɪ'lekt/ *v.* to choose to do sth 选择，决定（做某事）

to choose sb to do a particular job by voting for them 选举；推选

appoint /ə'pɔɪnt/ *v.* to choose sb for a job or position of responsibility 任命；委任

△ **hydraulic** /haɪ'drɒlɪk/ *adj.* (of water, oil, etc.) moved through pipes, etc. under pressure (水、油等) (通过水管等)液压的，水力的

improvement /ɪm'pru:vment/ *n.* a change in sth that makes it better; sth that is better than it was before 改进处；改善的事物

the act of making sth better; the process of sth becoming better 改善；改进

permit /pə'mit/ *v.* to make sth possible 允许；使有可能

to allow sb to do sth or to allow sth to happen 允许；准许

ambitious /æm'bɪʃəs/ *adj.* needing a

lot of effort, money or time to succeed
费力的；耗资的；耗时的

determined to be successful, rich,
powerful, etc. 有野心的；有雄心的

△ **large-scale** /'la:dʒ 'skeɪl/ *adj.*
involving many people or things,
especially over a wide area 大规模的；
大批的；大范围的

△ **lifeline** /'laɪflaɪn/ *n.* something that
is very important for sb and that they
depend on 命脉；生命线

a line or rope thrown to rescue sb who
is in difficulty in the water (水上救援的)
救生索

△ **empire** /'empaɪə/ *n.* a group of
countries or states that are controlled by
one ruler or government 帝国

income /'ɪŋkʌm/ *n.* the money that a
person, a region, a country, etc. earns
from work, from investing money, from
business, etc. 收入；收益；所得

cotton /'kɒtn/ *n.* the cloth made from
the cotton plant 棉织物；棉布

a plant grown in warm countries for the
soft white hairs around its seeds that
are used to make cloth and thread 棉，
棉花（植株）

wool /wʊl/ *n.* cloth made from animal's
wool, used for making clothes, etc. 毛料；毛织物

the soft fine hair that covers the body
of sheep, goats and some other animals
(羊等的) 绒，毛

flour /'flaʊə/ *n.* a fine white or brown
powder made from grain, especially
wheat, and used in cooking for making
bread, cakes, etc. (尤指小麦的) 面粉；
(谷物磨成的) 粉

operate /'ɒpəreɪt/ *v.* to use or control a
machine or make it work 操作；控制；
使运行

to work in a particular way 运转；工作

△ **barge** /ba:dʒ/ *n.* a large boat with a flat
bottom, used for carrying goods and
people on canals and rivers 驳船（运河、河流上运载客货的大型平底船）

route /ru:t/ *n.* a fixed way along which
a bus, train, etc. regularly travels or
goods are regularly sent (公共汽车和

列车等的) 常规路线，固定线路
a way that you follow to get from one
place to another 路线；路途

port /pɔ:t/ *n.* a place where ships
load and unload goods or shelter from
storms 港口；避风港

a town or city with a harbour, especially
one where ships load and unload goods
港口城市；口岸城市

chief /tʃi:f/ *adj.* most important 最重要的；首要的；主要的

△ **thrive** /θraɪv/ *v.* to become, and
continue to be, successful, strong,
healthy, etc. 兴旺发达；繁荣；蓬勃发
展；旺盛；茁壮成长

△ **ferryboat** /'ferɪbəʊt/ *n.* a boat that is
used as a ferry 渡船

△ **pawnshop** /'pɔ:nʃɒp/ *n.* a
pawnbroker's shop/store 当铺

prove /pru:v/ *linking verb* if sb or sth
proves difficult, helpful, a problem etc,
they are difficult, helpful, a problem,
etc 证明；证实

economy /'ekənəmɪ/ *n.* the relationship
between production, trade and the
supply of money in a particular country
or region 经济；经济情况；经济结构

expansion /ɪk'speɪnʃn/ *n.* an act of
increasing or making sth increase in
size, amount or importance 扩张；扩
展；扩大；膨胀

aim /eɪm/ *n.* the purpose of doing sth;
what sb is trying to achieve 目的；目标

△ **divert** /dɪ'vert/ *v.* to make sb/sth change
direction 使转向；使绕道；转移

△ **arid** /'ærɪd/ *adj.* (of land or a climate)
having little or no rain; very dry (土地
或气候) 干旱的；干燥的

base on 以……为基础（或根据）

CE Common Era 公元（表示日期时
用法同 AD）

the Grand Canal /ðə grænd kə'næl/
大运河

**the South-to-North Water Diversion
Project** /ðə sauθ tu nɔ:θ 'wɔ:tə(r)
dai'vɜ:sʃn prə'dʒekʃn/ 南水北调工程

the Yangtze River /ðə 'ja:n̩tsɪ 'rɪvə(r)/
长江

B

- △ **legendary** /'ledʒəndri/ *adj.* very famous and talked about a lot by people, especially in a way that shows admiration 非常著名的；享有盛名的
- web** /web/ *n.* a complicated pattern of things that are closely connected to each other 网状物；网络；错综复杂的事物
- route** /ru:t/ *n.* a way that you follow to get from one place to another 路线；路途
- △ **gateway** /'geɪtweɪ/ *n.* a place through which you can go to reach another larger place (通往其他地区的) 门户
- △ **boom** /bu:m/ *v.* to have a period of rapid growth; to become bigger, more successful, etc. 迅速发展；激增；繁荣昌盛
- △ **commodity** /kə'mɒdətɪ/ *n.* a product or a raw material that can be bought and sold 商品
- complex** /'kɒmpleks/ *adj.* made of many different things or parts that are connected 复杂的；难懂的；费解的
- △ **pave** /peɪv/ *v.* to cover a surface with flat stones or bricks (用砖石) 铺(地)
- △ **diplomatic** /dɪplə'mætɪk/ *adj.* connected with managing relations between countries 外交的；从事外交的
- commercial** /kə'mɜ:fl/ *adj.* connected with the buying and selling of goods and services 贸易的；商业的
- kingdom** /'kɪŋdəm/ *n.* a country ruled by a king or queen 王国
- two-way** /'tu:'weɪ/ *adj.* moving in two different directions; allowing sth to move in two different directions 双行的；双向的
- △ **religious** /rɪ'lɪdʒəs/ *adj.* [only before noun] connected with religion or with a particular religion 宗教信仰的；宗教的
- efficient** /'fɪʃnt/ *adj.* doing sth well and thoroughly with no waste of time, money,

- or energy 效率高的；有功效的
- version** /'vɜ:ʃn/ *n.* a form of sth that is slightly different from an earlier form or from other forms of the same thing 变体；变种；型式
- △ **superhighway** /'su:pə,haiwei/ *n.* an extensive electronic network such as the Internet, used for the rapid transfer of information such as sound, video and graphics in digital form 信息高速公路
- △ **porcelain** /'pɔ:slɪn/ *n.* a hard white shiny substance made by baking clay and used for making delicate cups, plates and decorative objects; objects that are made of this 瓷；瓷器
- △ **lacquerware** /'lækəweə/ *n.* articles that have a decorative lacquer coating, viewed collectively 漆器
- △ **craft** /kra:ft/ *n.* an activity involving a special skill at making things with your hands 手艺；工艺
- △ **silkworm** /'sɪlkwɜ:m/ *n.* a caterpillar (= a small creature like a worm with legs) that produces silk thread 蚕
- △ **spin** /spɪn/ *v.* to make thread from wool, cotton, silk, etc. by twisting it 纺(线)；纺(纱)
to turn round and round quickly; to make sth do this (使) 快速旋转
- iron** /'aɪən/ *n.* a hard strong metal that is used to make steel and is also found in small quantities in blood and food 铁
- cast** /ka:st/ *v.* to shape hot liquid metal浇筑，铸造
- △ **theatrical** /θɪ'ætrɪkl/ *adj.* [only before noun] connected with the theatre 戏剧的；演剧的；剧场的
- performance** /pə'fɔ:məns/ *n.* the act of performing a play, concert or some other form of entertainment 表演；演出
- △ **feature** /'fi:tʃə(r)/ *v.* to include a particular person or thing as a special feature 以……为特色；是……的特征
- △ **terracotta** /terə'kɒtə/ *n.* reddish-brown clay that has been baked but not glazed, used for making pots, etc. (无釉的) 赤陶土，赤陶
- agriculture** /'ægrɪ,kʌltʃə(r)/ *n.* the

science or practice of farming 农业；农学；农艺

- △ **walnut** /'wɔ:lnt/ *n.* the tree on which walnuts grow 核桃树；胡桃树
- △ **ivory** /'aɪvəri/ *n.* a hard yellowish-white substance like bone that forms the tusks (= long teeth) of elephants and some other animals 象牙
- △ **jade** /dʒeɪd/ *n.* a hard stone that is usually green and is used in making jewellery and decorative objects 玉；翡翠；碧玉

restrict /rɪ'strɪkt/ *v.* to limit the size, amount or range of sth 限制，限定（数量、范围等）

- △ **maritime** /'mærɪtaim/ *adj.* connected with the sea or ships 海的；海运的
- △ **coastal** /'kəʊstl/ *adj.* of or near a coast 沿海的；靠近海岸的

strait /streɪt/ *n.* a narrow passage of water that connects two seas or large areas of water 海峡

destination /'destə'nɛʃn/ *n.* a place to which sb/sth is going or being sent 目的地；终点

- △ **peninsula** /pə'nɪnsjələ/ *n.* an area of land that is almost surrounded by water but is joined to a larger piece of land 半岛

gain /geɪn/ *v.* to obtain or win sth, especially sth that you need or want 获得，取得，得到

material /mə'tɪəriəl/ *n.* connected with money, possessions, etc. rather than with the needs of the mind or spirit 物质的，实际的（非精神需求的）

invaluable /ɪn'veljuəbl/ *adj.* extremely useful 极有用的；极宝贵的

carry out 完成

pave the way (for sb/sth) (为……) 铺平道路，创造条件

by land 走陆路

by sea 乘船

bring about 导致；引起

the Silk Road /ðə sɪlk rəud/ (中国古代的) 丝绸之路（亦作 the Silk Route）

Urumqi /u:'ru:mtʃi/ 乌鲁木齐 [中国新疆维吾尔自治区城市]（旧译 Urumchi 或 Urumtsi）

Istanbul /'ɪstæn'bʊ:l/ 伊斯坦布尔 [土耳其西北部港市]（旧称君士坦丁堡 Constantinople；伊斯坦布尔省省会）

Turkey /'tɜ:kɪ/ 土耳其

Venice /'venɪs/ 威尼斯 [意大利东北部港市]

Italy /'ɪtəlɪ/ 意大利

Ferdinand Freiherr von Richthofen

/'fɜ:dɪnənd freɪə vɒn 'rɪft,həʊfən/ 李希特霍芬（1833—1905, 德国地理学家、地质学家, 对地理学方法和地貌学研究有贡献, 曾到中国和日本旅行 [1868—1872], 著有《中国：旅行成果和根据成果的研究》（人名）

the Western Regions /ðə 'westən 'ri:dʒənz/ 西域（汉时指现在玉门关以西的新疆和中亚、西亚等地区）

the Middle Kingdom /ðə 'mɪdl 'kīndəm/ [史] 中国

Marco Polo /'ma:kəʊ 'pəuləʊ/ 马可·波罗（1254—1324, 意大利旅行家, 以其口述东方见闻经笔录成书的《马可·波罗行纪》[又名《东方见闻录》]著名, 曾在中国为元世祖忽必烈效劳达 17 年 [1275—1292]）（人名）

the South China Sea /ðə sauθ 'tʃaɪnə si:/ 南海

the Indian Ocean /ðə 'Indiən 'əʊʃən/ 印度洋

the Maritime Silk Road /ðə 'mærɪtai'm sɪlk rəud/ 海上丝绸之路

the Strait of Malacca /ðə streɪt əv mə'lækə/ 马六甲海峡

Southeast Asia /,sauθ'eɪst 'eɪzɪə/ 东南亚

Unit 4

A

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

swing /swɪŋ/ *v.* to move or make sth move with a wide curved movement
(使)弧线运动, 转弯, 转动
to change or make sb/sth change from one opinion, mood, etc. to another
(使)改变(意见、情绪等)

wrap /ræp/ *v.* to put sth firmly around sth/sb 用……缠绕(或围紧)

△ **loop** /lu:p/ *n.* a shape like a curve or circle made by a line curving right round and crossing itself 环形; 圆圈
△ **lash** /læʃ/ *v.* to move or to move sth quickly and violently from side to side
(使)迅猛摆动, 甩动
to fasten sth tightly to sth else with ropes 捆绑; 捆

jaw /dʒɔ:/ *n.* either of the two bones at the bottom of the face that contain the teeth and move when you talk or eat 颌
click /klɪk/ *v.* to make or cause sth to make a short sharp sound (使)发出咔哒声, 咔哒(或咔嚓)响

△ **plow** /plau/ *v.* (*NAmE*) (*BrE plough*)
(of a ship or boat) to travel through (an area of water) (轮船、木船)穿过(水域), 破浪前进
to break and turn over (earth) 耕(地)

△ **speedboat** /'spi:dbəut/ *n.* a boat with a motor that can travel very fast 快艇

△ **taut** /tɔ:t/ *adj.* stretched tightly 拉紧的; 绷紧的

△ **shiver** /'ʃɪvə(r)/ *v.* (of a person) to shake slightly because you are cold, frightened, excited, etc. (人)颤抖, 哆嗦(因寒冷、恐惧、激动等)

△ **snap** /snæp/ *v.* to break sth suddenly with a sharp noise; to be broken in this way (使咔嚓)断裂, 绷断

△ **harpoon** /ha:'pu:n/ *n.* a weapon like a spear that you can throw or fire from a gun and is used for catching large fish,

whales, etc. 渔猎标枪; 鱼叉

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

△ **mutilate** /'mjュー:tileɪt/ *v.* to damage sth very badly 严重损毁; 毁坏

△ **hook** /huk/ *v.* to catch a fish with a hook 钓(鱼)

△ **handicap** /'hændɪkæp/ *n.* (*becoming old-fashioned, sometimes offensive*) a permanent physical or mental condition that makes it difficult or impossible to use a particular part of your body or mind 残疾; 生理缺陷

△ **spur** /spɜ:/ *n.* (*Medicine*) a short pointed growth or process on a part of the body 骨刺, 疣

△ **heel** /hi:l/ *n.* the back part of the foot below the ankle 足跟; 脚后跟

sting ray /stiŋ reɪ/ *n.* 鲸(大型扁宽海鱼, 尾长, 有尖刺)

△ **paralyze/paralyse** /'pærəlaɪz/ *v.* to make sb unable to feel or move all or part of their body 使麻痹; 使瘫痪

△ **unbearable** /ʌn'bɪərəbl/ *adj.* too painful, annoying or unpleasant to deal with or accept 难耐的; 无法接受的
pattern /'pætn/ *n.* the regular way in which sth happens or is done 模式; 方式
inner /'ɪnə(r)/ *adj.* inside; towards or close to the centre of a place 里面的; 接近中心的

current /'kʌrənt/ *n.* the movement of water in the sea or a river; the movement of air in a particular direction (海洋或江河的)水流, 潮流; 气流

△ **butt** /bʌt/ *n.* the thick end of a weapon or tool (武器或工具的)粗大的一端

△ **oar** /ɔ:/ *n.* a long pole with a flat blade at one end that is used for rowing a boat 船桨; 桨

△ **tiller** /'tɪlə/ *n.* a bar that is used to turn the rudder of a small boat in order to steer it (小船的)舵柄

sheet /ʃɪt/ *n.* (*technical*) a rope or chain

fastened to the lower corner of a sail to hold it and to control the angle of the sail 帆脚索；拉帆绳

step on 踩

DiMaggio /dɪ'mædʒɪəʊ/ 迪马乔。文中指 Joseph Paul DiMaggio (1914–1999, 美国 20 世纪 40 年代最佳全能职业棒球运动员) (人名)

B

- △ **cock** /kɒk/ *n.* an adult male chicken 公鸡
- △ **crow** /krəʊ/ *v.* (of a cock/rooster) to make repeated loud high sounds, especially early in the morning (雄鸡) (尤指在清晨) 啼叫，打鸣
- △ **twitter** /'twɪtə(r)/ *v.* (*also tweet*) when birds twitter, they make a series of short high sounds (鸟) 嘴啾，吱喳，啁啾
- △ **doth** /dʌθ/ *v.* (*old use*) the third-person singular present of “do” (旧时用法) do 的第三人称单数现在式
- △ **glitter** /'glɪtə(r)/ *v.* to shine brightly with little flashes of light, like a diamond 闪亮；闪耀；光彩夺目

cattle /'kætl/ *n.* cows and bulls that are kept as farm animals for their milk or meat 牛

- △ **graze** /greɪz/ *v.* (of cows, sheep, etc.) to eat grass that is growing in a field (牛、羊等) (在草地上) 吃青草
- △ **hath** /hæθ/ *v.* (*old use*) the third-person singular present of “have” (旧时用法) have 的第三人称单数现在式
- △ **fare** /feə(r)/ *v.* to be successful/ unsuccessful in a particular situation 成功 (或不成功、更好等)
- △ **bare** /beə(r)/ *adj.* (of trees or countryside) not covered with leaves; without plants or trees (树木或村野) 光秃秃的；(土地) 荒芜的
- △ **whoop** /wu:p/ *v.* to shout loudly because you are happy or excited (因高兴或激动) 高喊，喊叫
- △ **anon** /ə'nɒn/ *adv.* (*old-fashioned or literary*) soon 不久；很快
- △ **joy** /dʒɔɪ/ *n.* a feeling of great happiness 高兴；愉快；喜悦
- △ **prevail** /prɪ'veil/ *v.* to exist or be very common at a particular time or in a particular place 普遍存在；盛行

at work (on sth) 忙着 (做某事)

Listening and Viewing

Unit 1

visual /'vɪʒuəl/ *adj.* of or connected with seeing or sight 视力的；视觉的

assist /ə'sist/ *v.* to help sb to do sth 帮助；协助

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

△ **upgrade** /'ʌpgreɪd/ *n.* the act of making a piece of machinery, computer system, etc. more powerful and efficient (机器、计算机系统等) 升级；提高；改进

△ **start-up** /stɑ:t ʌp/ *n.* a company that is just beginning to operate 新创公司；初创企业

△ **sensor** /'sensə(r)/ *n.* a device that can react to light, heat, pressure, etc. in order to make a machine, etc. do sth or show sth (探测光、热、压力等的) 传感器，敏感元件

△ **interface** /'ɪntəfeɪs/ *n.* the way a computer programme presents information to a user or receives information from a user, in particular the layout of the screen and the menus (人机) 界面 (尤指屏幕布局和菜单)

△ **leap** /li:p/ *n.* a sudden large change or increase in sth 骤变；剧增；激增

assistive /ə'sɪstɪv/ *adj.* providing aid or assistance, specifically designed or intended to assist disabled persons 辅助的；协助性的

Unit 2

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

Unit 3

declare /dr'kleə(r)/ *v.* to say sth

officially or publicly 宣布；宣告；公布

historic /hɪ'stɔ:rɪk/ *adj.* important in history; likely to be thought of as important at some time in the future 历史上著名(或重要)的；可名垂青史的

site /saɪt/ *n.* a place where a building, town, etc. was, is or will be located (建筑物、城镇等的) 地点，位置，建筑工地

△ **giga-** /'gɪgə/ combining form (in nouns; used in units of measurement) 10^9 , or 1,000,000,000 (构成名词，用于计量单位)十亿，吉(咖)，千兆(十进制，等于 1,000,000,000)

△ **pixel** /'pɪksl/ *n.* any of the small individual areas on a computer screen, which together form the whole display 像素(组成屏幕图像的最小独立元素)

△ **artwork** /'a:twɜ:k/ *n.* a work of art, especially one in a museum (尤指博物馆里的) 艺术作品

the Forbidden City /fə'bɪdən 'siti/ 紫禁城 (指北京市旧内城中央故宫城区，城内为明清两代的皇宫)

the Metropolitan Museum of Art /'metrə'pɒlətən mju:'zɪəm əv a:t/ (纽约) 大都会博物馆 (建于 1870 年)

The Harvesters /'ha:vɪstəz/ 《收割者》(又译《收割庄稼》《收获》)(画作名)

Pieter Bruegel /'pɪtər 'brʊgəl/ (老) 彼得·勃鲁盖尔 (1525?–1569, 佛兰德斯画家, 善画农村景色, 反映农民生活和社会风俗, 主要作品有《农民的婚礼》《盲人的寓言》等) (人名)

Unit 4

pursuit /pə'sju:t/ *n.* the act of looking for or trying to find sth 追求；寻找

△ **amid** /ə'mɪd/ *prep.* in the middle of or during sth, especially sth that causes excitement or fear 在……过程中；在……中

faithless /'feɪθləs/ *adj.* not loyal; that you cannot rely on or trust 不忠诚的；不可信任的；不可信赖的

contribute /kən'tribju:t/ *v. to* increase, improve or add to sth 增加；增进；添加（到某物）

△ **verse** /vɜ:s/ *n.* a group of lines that form a unit in a poem or song 诗节；歌曲的段落

hear of 听说，得知（某人或某事）

Bertrand Russell /'bə:t्रənd 'rʌsəl/ 伯特兰·罗素（1872–1970，英国哲学家、数学家、逻辑学家，分析哲学主要创始人，世界和平运动倡导者，获1950年诺贝尔文学奖，主要著作有《数学原理》[与A. N. Whitehead合著]、《哲学问题》、《数理哲学导论》等）（人名）

Keating /'ki:tɪŋ/ 基廷（人名）



Grammar Terms

Unit 1

complex sentence 复杂句
subordinator 从属连词
subordinating conjunction 从属连词

Unit 2

non-finite verb 非限定动词
subject-verb agreement 主谓一致
subject 主语

Unit 3

inversion 倒装
full inversion 全部倒装
partial inversion 局部倒装
modal verb 情态动词
positive statement 肯定陈述句
negative statement 否定陈述句

Unit 4

subjunctive mood 虚拟式



Glossary

A

absolutely /'æbsəlu:tli/ *adv.* 极其 2

absorb /əb'sɔ:b/ *v.* 使并入；吞并；同化 2

agony /'ægənI/ *n.* (精神或肉体的) 极度痛苦 1

agricultural /'ægrɪ'kʌltʃərəl/ *adj.* 农业的；务农的；农用的 2

agriculture /'ægrɪ,kʌltʃə(r)/ *n.* 农业；农学；农艺 3

aim /eɪm/ *n.* 目的；目标 3

ambitious /æm'bɪʃəs/ *adj.* ①费力的；耗资的；耗时的 ②有野心的；有雄心的 3

amid /ə'mɪd/ *prep.* 在……过程中；在……中 4

anchor /'æŋkə/ *n.* 锚 2

annual /'ænjuəl/ *adj.* 每年的；一年一次的；年度的 2

anon /ə'nɒn/ *adv.* 不久；很快 4

apologize/apologise /ə'pɒlədʒaɪz/ *v.* 道歉；谢罪 2

appearance /ə'piərəns/ *n.* 公开露面；演出 1

applause /ə'plɔ:z/ *n.* 鼓掌；喝彩 1

apply /ə'plaɪ/ *v.* 适用；有关 1

appoint /ə'pɔɪnt/ *v.* 任命；委任 3

approach /ə'prəʊtʃ/ *v.* ①(在数额、水平或质量上) 接近 ②(在距离或时间上) 靠近，接近 2

arid /'ærɪd/ *adj.* (土地或气候) 干旱的；干燥的 3

artwork /ɑ:twɜ:k/ *n.* (尤指博物馆里的) 艺术作品 3

assist /ə'sist/ *v.* 帮助；协助 1

assistive /ə'sɪstɪv/ *adj.* 辅助的；协助性的 1

auditorium /ɔ:dɪ'tɔ:rɪəm/ *n.* ①礼堂；会堂 ②(剧院、音乐厅等的) 听众席，观众席 1

B

bare /beə(r)/ *adj.* (树木或村野) 光秃秃的；(土地) 荒芜的 4

barge /ba:dʒ/ *n.* 驳船(运河、河流上运载客货的大型平底船) 3

barrier /'bærɪə(r)/ *n.* 障碍；阻力 1

billion /'bɪljən/ *n.* 十亿 2

bind /baɪnd/ *v.* 约束；迫使 1

bleed /bli:d/ *v.* 流血；失血 4

blossom /'blɒsəm/ *v.* (树或灌木) 开花 1

boom /bu:m/ *v.* 迅速发展；激增；繁荣昌盛 3

boost /bu:st/ *v.* 使增长；使兴旺 2

butt /bʌt/ *n.* (武器或工具的) 粗大的一端 4

butter /'bʌtə(r)/ *n.* 黄油；奶油 2

C

- calculate** /'kælkjuleɪt/ *v.* 计算；核算 2
- canal** /kə'næl/ *n.* 运河；灌溉渠 3
- cast** /kɑ:st/ *v.* 浇筑，铸造 3
- cattle** /'kætl/ *n.* 牛 4
- channel** /'tʃænl/ *n.* ①水道；航道 ②电视台 3
- chief** /tʃi:f/ *adj.* 最重要的；首要的；主要的 3
- click** /klɪk/ *v.* (使)发出咔哒声，咔哒(或咔嚓)响 4
- coastal** /'kəʊstl/ *adj.* 沿海的；靠近海岸的 3
- cock** /kɒk/ *n.* 公鸡 4
- commercial** /kə'mɜ:sʃl/ *adj.* 贸易的；商业的 3
- commodity** /kə'mɒdətɪ/ *n.* 商品 3
- complex** /'kɒmpleks/ *adj.* 复杂的；难懂的；费解的 3
- compulsion** /kəm'pʌlʃn/ *n.* 强迫；强制 1
- confuse** /kən'fju:z/ *v.* (将……)混淆，混同 1
- conquer** /'kənqkə/ *v.* (成功地)对付，克服，控制 1
- considering** /kən'sɪdərɪŋ/ *prep.* 考虑到；就……而言；鉴于 2
- consumption** /kən'sʌmpʃn/ *n.* 消费 2
- contract** /'kɒntrækɪt/ *n.* 合同；契约 1
- contribute** /kən'trɪbju:t/ *v.* 增加；增进；添加(到某物) 4
- contribution** /kən'trɪ'bju:ʃn/ *n.* 贡献；促成作用 2
- cotton** /'kɒtn/ *n.* ①棉织物；棉布 ②棉，棉花(植株) 3
- craft** /krɑ:ft/ *n.* 手艺；工艺 3
- crow** /krəʊ/ *v.* (雄鸡)(尤指在清晨)啼叫，打鸣 4
- current** /'kʌrənt/ *n.* (海洋或江河的)水流，潮流；气流 4
- curtain** /'kɜ:tn/ *n.* ①(舞台上的)幕，幕布，帷幕 ②窗帘 1
- customs** /'kʌstəmz/ *n.* (政府部门)海关 2

D

- declare** /dɪ'kleə(r)/ *v.* 宣布；宣告；公布 3
- deliver** /dɪ'lɪvə/ *v.* 发表；宣布；发布 1
- destination** /'destɪ'neɪʃn/ *n.* 目的地；终点 3
- devise** /dɪ'veɪz/ *v.* 设计；想出；发明 3
- diplomatic** /dɪplə'mætɪk/ *adj.* 外交的；从事外交的 3
- divert** /dər'veɪt/ *v.* 使转向；使绕道；转移 3
- doll** /dɒl/ *n.* 玩偶；玩具娃娃 1
- doth** /dʌθ/ *v.* (旧时用法) do 的第三人称单数现在式 4
- downstairs** /daʊn'steəz/ *adv.* 往楼下；在楼下 1
- duly** /'du:li/ *adv.* 适当地；恰当地 2

E

- eager** /'i:gə(r)/ *adj.* 热切的；渴望的；渴求的 1

e-commerce /'i: kɒmɜ:s/ *n.* 电子商务 2
economy /ɪ'kɒnəmɪ/ *n.* 经济；经济情况；经济结构 3
economic /,ekə'nɒmɪk/ *adj.* 经济的；经济上的；经济学的 2
effect /ɪ'fekt/ *n.* 效应；影响；结果 2
efficient /ɪ'fɪʃnt/ *adj.* 效率高的；有功效的 3
elect /ɪ'lekt/ *v.* ①选择，决定（做某事） ②选举；推选 3
emerge /ɪ'mɜ:dʒ/ *v.* （从困境或苦难经历中）幸存下来，摆脱出来 2
empire /'empaɪə/ *n.* 帝国 3
escape /ɪ'skeɪp/ *v.* （从不愉快或危险处境中）逃脱，摆脱，逃避 1
establish /ɪ'stæblɪʃ/ *v.* 使……获得接受；使……得到认可 2
exceed /ɪk'si:d/ *v.* 超过（数目或数量） 2
exchange /ɪks'tʃeɪndʒ/ *n.* 兑换；汇兑 2
expansion /ɪk'spænʃn/ *n.* 扩张；扩展；扩大；膨胀 3
export /'ekspɔ:t/ *n.* ①出口产品；输出品 ②出口；输出 2
extend /ɪk'stend/ *v.* ①涉及（范围）；延伸（距离）；延续（时间） ②使伸长；扩大；扩展 3

F

fairly /'feəli/ *adv.* 一定地；相当地 2
faithless /'feɪθləs/ *adj.* 不忠诚的；不可信任的；不可信赖的 4
fare /feə(r)/ *v.* 成功（或不成功、更好等） 4
feature /'fi:tʃə(r)/ *v.* 以……为特色；是……的特征 3
feed /fi:d/ *v.* 养，养活（全家、一群人） 3
ferryboat /'feribəut/ *n.* 渡船 3
financial /fɪ'nænʃl/ *adj.* 财政的；金融的 2
flight /flaɪt/ *n.* 航班飞机；班机 2
flour /flaʊə/ *n.* （尤指小麦的）面粉；（谷物磨成的）粉 3
foundation /faʊn'deɪʃn/ *n.* 地基；房基；基础 3

G

gain /geɪn/ *v.* 获得，取得，得到 3
gateway /'geɪtwei/ *n.* （通往其他地区的）门户 3
gem /dʒem/ *n.* ①美妙绝伦的事物；难能可贵的人；风景优美的地方 ②（经切割打磨的）宝石 1
generate /'dʒenəreɪt/ *v.* 产生；引起 2
giga- /gigə/ （构成名词，用于计量单位）十亿，吉（咖），千兆（十进制，等于1,000,000,000） 3
glitter /'glɪtə(r)/ *v.* 闪亮；闪耀；光彩夺目 4
goods /gudz/ *n.* 商品；货品 3
graze /greɪz/ *v.* （牛、羊等）（在草地上）吃青草 4
gubernatorial /,gu:bənə'tɔ:rɪəl/ *adj.* （美国）州长的，州长职位的 1

H

handicap /'hændɪkæp/ *n.* 残疾；生理缺陷 4

harpoon /hɑ:pʊ:n/ *n.* 渔猎标枪；鱼叉 4

hath /hæθ/ *v.* (旧时用法) have 的第三人称单数现在式 4

heel /hi:l/ *n.* 足跟；脚后跟 4

herb /hɜ:b/ *n.* 药草；香草 2

hereditary /hə'redɪtəri/ *n.* (尤指疾病) 遗传的；遗传性的 1

historic /hɪ'stɔ:rɪk/ *adj.* 历史上著名(或重要)的；可名垂青史的 3

hook /huk/ *v.* 钓(鱼) 4

hop /hɒp/ *v.* (人) 单脚跳行 1

horrible /'hɒrəbəl/ *adj.* ①令人震惊的；恐怖的 ②极坏的；十分讨厌的；可恶的 1

horrified /'hɒrifɪd/ *adj.* 震惊的；受到惊吓的 2

hydraulic /haɪ'drɔ:lkɪk/ *adj.* (水、油等) (通过水管等) 液压的，水力的 3

I

imitation /ɪ'mɪ'teɪʃn/ *n.* 模仿；效仿 1

import /'ɪmpter:t/ *n.* 进口；输入的产品(或劳务) 2

impress /ɪm'pres/ *v.* ①使意识到(重要性或严肃性等) ②使铭记；给……留下深刻印象 1

improvement /ɪm'pru:vment/ *n.* ①改进处；改善的事物 ②改善；改进 3

income /'ɪŋkʌm/ *n.* 收入；收益；所得 3

industrialization/industrialisation /ɪn'dʌstriəlaɪz'eɪʃn/ *n.* 工业化 2

infrastructural /ɪnfra'strʌktʃərəl/ *adj.* 基础设施的，基础建设的 3

inner /'ɪnə(r)/ *adj.* 里面的；接近中心的 4

innovation /ɪnə'veɪʃn/ *n.* (新事物、思想或方法的) 创造；创新；改革 2

instantly /'ɪnstəntlɪ/ *adv.* 立刻，马上 2

intend /ɪn'tend/ *v.* 打算；计划；想要 1

intently /ɪn'tentlɪ/ *adv.* 热切地，专注地 1

interface /'ɪntəfeɪs/ *n.* (人机) 界面(尤指屏幕布局和选单) 1

invaluable /ɪn'veljuəbl/ *adj.* 极有用的；极宝贵的 3

investment /ɪn'vestmənt/ *n.* 投资 2

iron /'aɪən/ *n.* 铁 3

ivory /'aɪvərɪ/ *n.* 象牙 3

J

jade /dʒeɪd/ *n.* 玉；翡翠；碧玉 3

jaw /dʒɔ:/ *n.* 颌 4

joy /dʒɔɪ/ *n.* 高兴；愉快；喜悦 4

K

kingdom /'kɪŋdəm/ *n.* 王国 3

L

- lacquerware** /'lækəweər/ *n.* 漆器 3
- lap** /læp/ *n.* (坐着时的) 大腿部 1
- large-scale** /,la:dʒ 'skeɪl/ *adj.* 大规模的；大批的；大范围的 3
- lash** /læʃ/ *v.* ①(使)迅猛摆动，甩动 ②捆绑；捆 4
- leap** /li:p/ *n.* 骤变；剧增；激增 1
- lecture** /'lektʃə/ *n.* (通常指大学里的) 演讲，讲座，讲课 1
- legendary** /'ledʒəndri/ *adj.* 非常著名的；享有盛名的 3
- lifeline** /'laɪflaɪn/ *n.* ①命脉；生命线 ②(水上救援的)救生索 3
- link** /lɪŋk/ *v.* 把(物体、机器、地方等)连接起来 3
- loop** /lu:p/ *n.* 环形；圆圈 4

M

- manmade** /'mænmeɪd/ *adj.* 人造的；非天然的 3
- manuscript** /'mænjuːskript/ *n.* 手稿；原稿 1
- maritime** /'mærɪtaim/ *adj.* 海的；海运的 3
- material** /mə'tɪəriəl/ *n.* 物质的，实际的(非精神需求的) 3
- merchandise** /'mɜːtʃəndائز/ *n.* 商品；货品 2
- misty** /'mɪsti/ *adj.* 模糊的；不明晰的 1
- mode** /məʊd/ *n.* 方式；风格；样式 2
- moderate** /'mɒdərət/ *adj.* 适度的；中等的 2
- motion** /'məʊʃən/ *n.* 运动；移动 1
- moving** /'mu:vɪŋ/ *adj.* 动人的；令人感动的 1
- mug** /mʌg/ *n.* 大杯，马克杯 1
- mutilate** /'mjʊtɪleɪt/ *v.* 严重损毁；毁坏 4

O

- oar** /ɔ:/ *n.* 船桨；桨 4
- operate** /'ɒpəreɪt/ *v.* ①操作；控制；使运行 ②运转；工作 3
- opt** /ɒpt/ *v.* 选择；挑选 3
- outbound** /'autbaʊnd/ *adj.* 向外的；出港的；离开某地的 2
- overseas** /,əʊvə'si:z/ *adj.* 外国的；海外的 2

P

- paralyze/paralyse** /'pærəlaɪz/ *v.* 使麻痹；使瘫痪 4
- pathetic** /pə'θetɪk/ *adj.* 可怜的；可悲的；令人怜惜的 1
- pattern** /'pætn/ *n.* 模式；方式 4
- pave** /peɪv/ *v.* (用砖石)铺(地) 3
- pawnshop** /'pɔːnʃɒp/ *n.* 当铺 3
- peek** /pi:k/ *v.* 窥视；偷看 1
- peninsula** /pə'nɪnsjələ/ *n.* 半岛 3

performance /pə'fɔ:məns/ *n.* 表演；演出 3
permit /pə'mit/ *v.* ①允许；使有可能 ②允许；准许 3
pixel /'pɪksl/ *n.* 像素（组成屏幕图像的最小独立元素） 3
plow /plau/ *v.* ①（轮船、木船）穿过（水域），破浪前进 ②耕（地） 4
porcelain /'pɔ:slin/ *n.* 瓷；瓷器 3
port /pɔ:t/ *n.* ①港口；避风港 ②港口城市；口岸城市 3
poverty /'pɒvətɪ/ *n.* 贫穷；贫困 2
prevail /pri'veil/ *v.* 普遍存在；盛行 4
province /'prɒvɪns/ *n.* 省份；（某些国家的）一级行政区 3
psychological /saɪkə'lɒdʒɪkl/ *adj.* 心灵的；心理的；精神上的 2
pursuit /pə'sju:t/ *n.* 追求；寻找 4

R

rag /ræg/ *n.* 破布；抹布 1
rancid /'rænsɪd/ *adj.* （含油食品）变质的，变味的，哈喇的 2
recovery /rɪ'kʌvəri/ *n.* 改善；回升；复苏 2
reform /rɪ'fɔ:m/ *n.* 改革；变革；改良；改善 2
region /'rɪ:dʒən/ *n.* （通常界限不明的）地区，区域，地方 2
release /rɪ'li:s/ *v.* 公开；公布；发布 2
religious /rɪ'lɪdʒəs/ *adj.* 宗教信仰的；宗教的 3
rely /rɪ'lai/ *v.* 依赖；依靠 1
represent /rɪ'reprɪ'zent/ *v.* 等于；相当于；意味着 2
restrict /rɪ'strɪkt/ *v.* 限制，限定（数量、范围等） 3
route /ru:t/ *n.* 路线；路途 3

S

satisfaction /sætɪs'fækʃən/ *n.* 满足；满意 1
scene /si:n/ *n.* （尤指当众、有失体面的）争吵，吵闹 2
seasick /'si:sɪk/ *adj.* 晕船 1
seize /sɪ:z/ *v.* 抓住；夺 1
sensor /'sensə(r)/ *n.* （探测光、热、压力等的）传感器，敏感元件 1
shark /ʃɑ:k/ *n.* 鲨鱼 4
sheet /ʃi:t/ *n.* 帆脚索；拉帆绳 4
shiver /'ʃɪvə(r)/ *v.* （人）颤抖，哆嗦（因寒冷、恐惧、激动等） 4
sight /saɪt/ *n.* 视力；视觉 1
silkworm /'sɪlkwɜ:m/ *n.* 蚕 3
site /saɪt/ *n.* （建筑物、城镇等的）地点，位置，建筑工地 3
skip /skɪp/ *v.* 蹦蹦跳跳地走 1
snap /snæp/ *v.* （使咔嚓）断裂，绷断 4
speedboat /'spi:dbəut/ *n.* 快艇 4
spin /spɪn/ *v.* ①纺（线）；纺（纱） ②（使）快速旋转 3
sprinkle /'sprɪŋkəl/ *v.* 撒；洒；把……撒（或洒）在……上 1

spur /spɜː/ *n.* 骨刺，疣 4
stage fright /steɪdʒ frait/ *n.* 怯场（演员出场前的紧张不安） 1
stalwart /'stɔːlwət/ *adj.* ①忠诚的，诚实的 ②健壮的；强壮的 1
start-up /staːt ʌp/ *n.* 新创公司；初创企业 1
statistic /stə'tistik/ *n.* 统计数字；统计资料 2
stimulate /'stɪmjuleɪt/ *v.* 促进；激发；激励 2
sting ray /stɪŋ reɪ/ *n.* 鲸（大型扁宽海鱼，尾长，有尖刺） 4
strait /streɪt/ *n.* 海峡 3
stream /striːm/ *n.* （液）流；（气）流 1
stretch /stretʃ/ *v.* ①延伸；绵延 ②拉长；拽宽；撑大；抻松 3
suitably /'suːtəblɪ/ *adv.* ①如你所料地；自然 ②合适地；适宜地；适当地 2
sunshine /'sʌnʃaɪn/ *n.* 阳光；日光 1
superhighway /'suːpə,haiwei/ *n.* 信息高速公路 3
sustain /sə'steɪn/ *v.* 使保持；使稳定持续 2
sweep /swiːp/ *v.* 扫去；清除 1
swing /swɪŋ/ *v.* ①（使）弧线运动，转弯，转动 ②（使）改变（意见、情绪等） 4
sympathy /'simpeθi/ *n.* 同情 1

T

tap /tæp/ *n.* 水龙头；旋塞 1
taut /tɔːt/ *adj.* 拉紧的；绷紧的 4
terracotta /,terə'kɒtə/ *n.* （无釉的）赤陶土，赤陶 3
theatrical /θɪ'ætrɪkl/ *adj.* 戏剧的；演剧的；剧场的 3
thrill /θrɪl/ *n.* 震颤感；兴奋感；兴奋；激动；令人兴奋的经历 1
thrive /θraɪv/ *v.* 兴旺发达；繁荣；蓬勃发展；旺盛；茁壮成长 3
tiller /'tɪlə/ *n.* （小船的）舵柄 4
tip /tɪp/ *n.* 小费；小账 2
transfer /træns'fɜː/ *v.* （使）转移，搬迁 3
tuck /tʌk/ *v.* 把……塞进狭窄的空间；把……藏入 1
twitter /'twɪtə(r)/ *v.* （鸟）唧啾，吱喳，啁啾 4
two-way /'tuː'wei/ *adj.* 双行的；双向的 3

U

unbearable /ʌn'bɛərəbl/ *adj.* 难耐的；无法接受的 4
uncomprehending /ʌnkomprɪ'hendɪŋ/ *adj.* （人）不理解的；茫然的 1
undergo /,ʌndə'gəʊ/ *v.* 经历，经受（变化、不快的事等） 3
upgrade /'ʌpgreɪd/ *n.* （机器、计算机系统等）升级；提高；改进 1
urbanization/urbanisation /,ɜːbənaɪ'zeɪʃn/ *n.* 城市化 2

V

verb /vɜːb/ *n.* 动词 1
verse /vɜːs/ *n.* 诗节；歌曲的段落 4

version /'vɜːʃn/ *n.* 变体；变种；型式 3

visual /'vɪʒuəl/ *adj.* 视力的；视觉的 1

W

walnut /'wɔːlnʌt/ *n.* 核桃树；胡桃树 3

waterway /'wɔːtəwei/ *n.* 水路；航道 3

web /web/ *n.* 网状物；网络；错综复杂的事物 3

well-house /welhaʊs/ *n.* 井房 1

whoop /wuːp/ *v.* (因高兴或激动) 高喊，喊叫 4

wine /waɪn/ *n.* 葡萄酒 2

wool /wʊl/ *n.* ①毛料；毛织物 ②(羊等的) 绒，毛 3

wrap /ræp/ *v.* 用……缠绕(或围紧) 4

Y

yearly /'jɪəli/ *adj.* 每年的；一年一次的 2

▶ 后记

本套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，后经国家教材委员会专家委员会审核通过。

本套教材编写过程中，我们得到了多方面的指导与支持。国内外多位语言教学专家，如梅德明、刘正光、程晓堂、Rod Ellis、Brian Tomlinson等，对我们的教材编制方案、教材初稿和教材修订工作提出了宝贵的意见和建议。

上海市英语特级教师何亚男、吴小英、汤青、陆跃勤等对我们的编制方案、选材、活动设计、编写体例等提出了富有建设性的意见。教材编写过程中，我们还多次听取了上海市各区高中教研员和优秀骨干教师的意见和建议。

此外，来自加拿大、德国、英国、美国等国家的多位外籍专家，如Marc Young, Stephanie Ashford, Catherine Watts等，对本套教材进行了审校，提出了许多有价值的修改意见。

上海市中小学（幼儿园）课程改革委员会、上海市教育委员会教学研究室、上海市英语教育教学研究基地（上海市高校“立德树人”人文社科重点研究基地）、基地所在单位上海外国语大学以及上海外语教育出版社对教材的编写提供了有力的支持。各册责任编辑全程参与了教材的编写工作，付出了辛勤的劳动。

我们在此一并表示衷心的感谢。

热忱欢迎广大专家、教师和同学们在使用过程中指出教材的不足之处或问题，以便我们尽快修订改正。如发现内容质量问题，请发邮件到邮箱 zhiliang@sflp.com，或拨打上海外语教育出版社质量服务热线4008-213-263。

编者

2020年5月

