

普通高中教科书

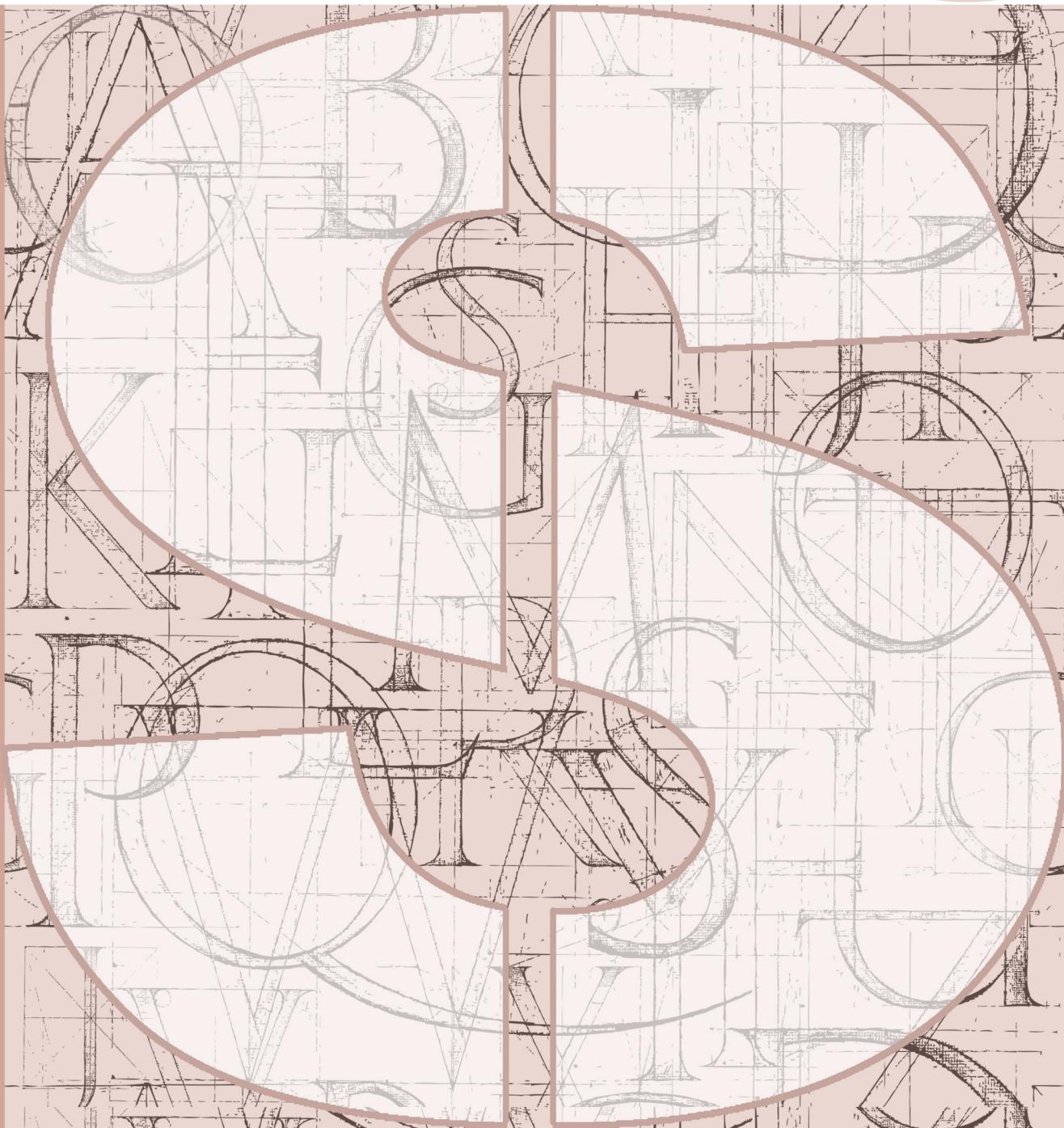
# 英语·练习部分

## 选择性必修 第三册



学校 \_\_\_\_\_ 班级 \_\_\_\_\_

姓名 \_\_\_\_\_ 学号 \_\_\_\_\_



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## 选择性必修 第三册



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# 致同学们

亲爱的同学们：

本册练习部分是高中《英语》（上教版）学生用书选择性必修三的配套教学参考资料，是学生用书的重要补充。该册练习部分由四个单元组成，每个单元有五个板块。各板块的具体内容和建议完成时间如下：

## Vocabulary

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

## Grammar

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

## Listening and speaking

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

## Reading

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

## Writing and viewing

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

本册练习部分的内容安排紧扣学生用书，容量和难度适中。相信它会帮助你们在选择性必修三学习阶段拾级而上，取得进步。

华东师范大学高中《英语》编写组

2021年9月

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# Unit 1 Across the globe

## A Vocabulary

### 1 Complete the sentences with the words below and the correct prepositions.

■ benefits	■ demand	■ handful	■ connection
■ respect	■ responsibility	■ grasp	■ sense

- (1) Most people think that the \_\_\_\_\_ educating children in their early years primarily lies with the parents.
- (2) In the colder months, there is often a greater \_\_\_\_\_ electricity.
- (3) Wearing school uniforms may help cultivate in students a \_\_\_\_\_ belonging and thus should be encouraged.
- (4) Only a \_\_\_\_\_ teenagers know how to cook these days.
- (5) Many people firmly believe it is important to show \_\_\_\_\_ elders.
- (6) What are the \_\_\_\_\_ learning a foreign language?
- (7) Classroom activities with a \_\_\_\_\_ students' daily life are generally popular with students.
- (8) To my surprise, this philosophy professor has a good \_\_\_\_\_ Latin, a dead language that is still used by some scholars today.

### 2 Complete the sentences with the phrasal verbs below. There are two phrasal verbs that you do not need.

■ result in	■ belong to	■ focus on	■ rely on	■ check out
■ stick to	■ drop out	■ impose on	■ take away	■ go beyond

- (1) It soon became clear that I could no longer \_\_\_\_\_ friends for help with everyday chores like shopping and housework when I needed it.
- (2) Distance-learning courses can be rewarding as you succeed totally through your own effort and the only deadlines are those you \_\_\_\_\_ yourself.
- (3) In countries like America, a small increase in petrol price will \_\_\_\_\_ a much larger increase in living costs for ordinary people.
- (4) One solution for jet lag is to make the following adjustments and \_\_\_\_\_ them

for a few days until your biological clock has adapted to the new time zone.

- (5) Consumer surveys rarely \_\_\_\_\_ the practical aims of the companies who pay for them.
- (6) How do scientists decide whether animal populations living in different places \_\_\_\_\_ the same species?
- (7) In this way, those candidates who recognize that they are unsuitable are able to \_\_\_\_\_ of the process early on.
- (8) The police confirmed his name and address and made enquiries at his workplace to \_\_\_\_\_ his story before they arrested him.

**3 Complete the passage with the adjectives below. You may use a dictionary if necessary.**

- |                |              |              |             |            |
|----------------|--------------|--------------|-------------|------------|
| ■ advisable    | ■ audible    | ■ accessible | ■ navigable | ■ flexible |
| ■ considerable | ■ incredible | ■ edible     | ■ valuable  | ■ visible  |

The Batu Caves lie not far to the north of Malaysia's capital city, Kuala Lumpur, and they are easily (1) \_\_\_\_\_ by train or by car. At weekends, hundreds of local people visit, so it's (2) \_\_\_\_\_ to go during the week if you can. When you arrive, the first thing you'll see is an enormous staircase that climbs up the side of the mountain to the mouth of the caves and a golden statue of the Hindu war god Lord Murugan. You can't miss the statue! It's so tall that it's (3) \_\_\_\_\_ from miles away. There are 272 steps up to the caves, so it takes a (4) \_\_\_\_\_ amount of time and energy to walk up. It's a sensible idea to wear good, (5) \_\_\_\_\_ walking shoes—if they bend easily, they will be good for going up so many steps. On the way up, you'll see lots of monkeys which will steal any (6) \_\_\_\_\_ items, as well as things they can't eat! For example, they've been known to take (7) \_\_\_\_\_ items like cameras and mobile phones, so be careful! In the caves, there is a Hindu temple with lots of statues and there are hundreds of bats flying around. The pitch-black caves are (8) \_\_\_\_\_ for bats because they use sonar to find their way around, producing sounds which are so high that they aren't (9) \_\_\_\_\_ to humans. Once a year, in January or February, the Batu Caves are the scene of a really (10) \_\_\_\_\_ Hindu festival. Thousands of people walk for seven hours to the temple in the caves, many of them carrying heavy containers of milk.



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

■ minority ■ stretch ■ isolate ■ distinction ■ range ■ horizon  
■ share ■ potential ■ restrict ■ relocate ■ conflict

- (1) The lecture was about the \_\_\_\_\_ between the language used in our daily conversation and that in literature.
- (2) Though there is sometimes a \_\_\_\_\_ between what he wants to do and what he is actually doing, the manager is able to cope with it.
- (3) It was almost impossible to find customers, so with very little new income on the \_\_\_\_\_, the sensible thing to do was to find a more suitable job.
- (4) Only a \_\_\_\_\_ of people move to a new place when they retire—most stay where they have always lived.
- (5) If we waste our energy on jealousy and envy, we will only \_\_\_\_\_ ourselves from other people.
- (6) Unless the problem of air pollution is solved, it will be necessary to \_\_\_\_\_ people who are living too close to the steel plant.
- (7) Our meetings are carefully scheduled throughout the day, and seldom \_\_\_\_\_ into the evenings.
- (8) If you keep your eyes open, you'll realize that you actually have plenty of opportunities to realise your full \_\_\_\_\_.
- (9) There is a wide \_\_\_\_\_ of things that actors can do with this role, and that's why *King Lear* is such a popular play.
- (10) In order to reduce pollution and improve traffic, the government will \_\_\_\_\_ the number of cars on the roads during rush hour.

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

(1) 地方政府为这些来自偏远山村的学生建造了一所寄宿学校。 (remote)

(2) 这些新出台的举措旨在恢复民众对保险业的信心。 (restore)

(3) 他的报告非常受欢迎，因为他总能提供精准且深入的数据分析。 (in demand)

(4) 兄弟俩打网球时，张明通常会赢，但在昨晚的比赛中，张亮让他哥哥黯然失色。 (shade)

(5) 她并不想对自己的团队成员施加权威，只想大家把她当作普通的同事。 (impose)

(6) 我们希望他们能够在不诉诸法律的情况下解决这个问题。(resolve)

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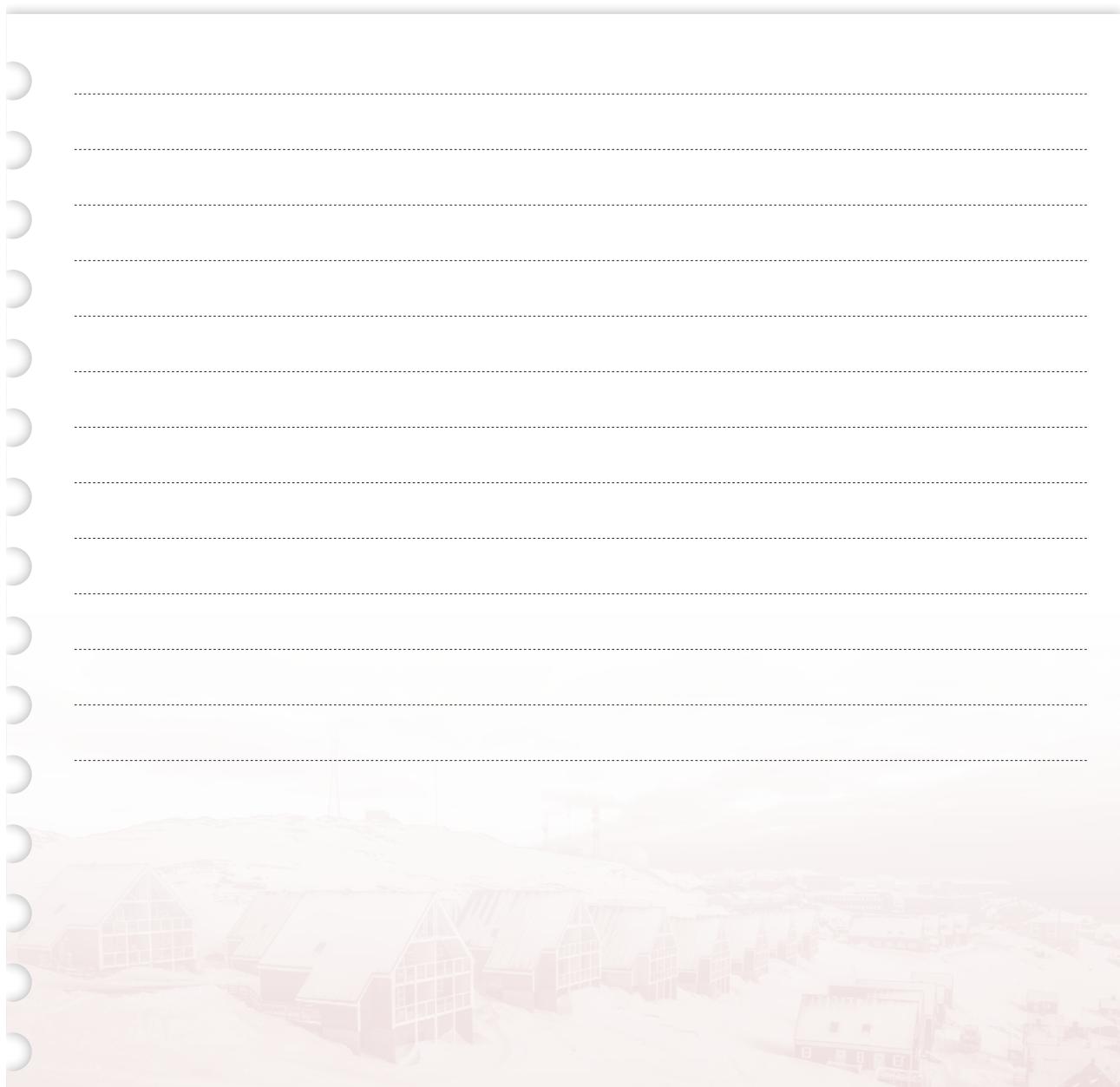
(7) 我们应该在比较不同的付费流媒体服务之后决定是否值得订阅。(subscribe)

---

(8) 大多数人依靠工作收入来支付生活费用以及孩子的教育费用。(rely)

---

6 Imagine that you are Wagner Iworrigan. You have been requested to write a short article in about 150 words for a teen magazine to introduce yourself, the local life on St Lawrence Island and the local people's views on school education.



This section provides a writing template for the student's response to the writing task. It features a vertical margin on the left side with circular punch holes, followed by ten horizontal dashed lines for handwriting practice.

# B Grammar

## 1 Circle the correct option in each sentence.

**2 Fill in each blank with the correct form of the words in brackets.**

- (1) I won't be able to attend the meeting at nine o'clock tomorrow morning because I \_\_\_\_\_ (travel) to Beijing at that time.
- (2) By the time I take my final exam, I \_\_\_\_\_ (study) at this university for four years.
- (3) When we finish this hike, we \_\_\_\_\_ (wear) the same clothes for three days.
- (4) By tomorrow I'm sure that you \_\_\_\_\_ (make) a definite decision to accept this job offer—who can say no to an opportunity like that?
- (5) Over the next twelve months we \_\_\_\_\_ (provide) support to a growing number of new and existing local community programmes.
- (6) Tens of thousands of photographers in over 100 countries \_\_\_\_\_ (display) their works on this website over the next month.
- (7) Anyone who expects this book to be an exciting science fiction novel about space travel \_\_\_\_\_ (disappoint): it is quite a dull story.
- (8) Even though very little has been written on the subject, I think the next few years \_\_\_\_\_ (see) some interesting new books about this period in music history.

**3 Lizzie and Harry have just got married. Use the prompts to write about their hopes, dreams and expectations. Use the future simple, future continuous, or future perfect.**

- (1) At this time next week, / they / sit on a beach on their honeymoon
- 

- (2) By the end of March, / they / move into their new house
- 

- (3) In mid-May, / Lizzie / study French at evening college
- 

- (4) By July, / Harry / start his new business
- 

- (5) In August, / Lizzie / buy a new car
- 

- (6) By September, / they / live in their new house for nine months
- 

- (7) In October, / Harry / arrange a visit to some plants in China
- 

- (8) In December, / they / hold a great Christmas party for their parents in their new house
-

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



## Royal Flying Doctor Service of Australia

Since the 1920s, the Royal Flying Doctor Service has helped thousands of sick or injured people in remote regions of central and northern Australia. Kerry Lee Cochrane is a "flying doctor" and she (1) \_\_\_\_\_ (work) all day tomorrow. According to her schedule, her day's work (2) \_\_\_\_\_ (start) at 6 a. m. and (3) \_\_\_\_\_ (end) at 6 p. m. "We work long hours," says Kerry Lee, "but it's an exciting job. At seven tomorrow morning I (4) \_\_\_\_\_ (probably / fly) over the Australian outback on my way to help somebody." Right now, however, Kerry Lee (5) \_\_\_\_\_ (be) at the small hospital in Tennant Creek, packing her medical kit for tomorrow. "I bring as many things as I can with me," she says. "Anything (6) \_\_\_\_\_ (happen). You just never know." She's also packing plenty of anti-mosquito spray. "Have you seen the weather forecast?" she asks. "I have! It (7) \_\_\_\_\_ (rain) tomorrow and that brings out the mosquitoes." By 6 p. m. tomorrow, Kerry Lee (8) \_\_\_\_\_ (fly) hundreds of kilometres across Australia, and hopefully, she (9) \_\_\_\_\_ (help) a lot of people. "It's a very rewarding job," she says, with a smile, "and I've decided that I love it so much that I (10) \_\_\_\_\_ (continue) to do it for as long as I can."

## C Listening and speaking

- 1 The local government has given Walton High School \$50,000 to redevelop an old building in the school grounds into a new and useful space. Kelly, Simon and Mr Lewis are sharing their ideas. Listen to the three speakers and write down what schemes they suggest. 

Kelly: \_\_\_\_\_

Simon: \_\_\_\_\_

Mr Lewis: \_\_\_\_\_

- 2 Listen again. When you hear a question, read the four possible answers and choose the correct one. 

- (1) A. Students can practise playing musical instruments there.  
B. It is important to highlight music as a subject.  
C. It may encourage students to learn how to play instruments.  
D. There are too many classrooms.
- (2) A. A common room will mainly be used for socializing.  
B. A common room will mostly be used by younger students.  
C. A common room is a must for students of all ages.  
D. A common room can be a place where students can study.
- (3) A. It is something that most students need.  
B. It is one of his top priorities.  
C. It would only be used by a minority of students.  
D. It is absolutely necessary.
- (4) A. Students are disappointed with the school's computer room.  
B. The school's computer room is too hot in summer.  
C. The school's computer room is too small.  
D. There are too many computers in the computer room.

- 3 Listen again and complete the sentences. Use no more than two words in each gap. 

- (1) Well, some of my friends want a snack shop or even a café, but I'm not \_\_\_\_\_.
- (2) My main \_\_\_\_\_ is that the school doesn't have any really good places to learn or practise things that you can't do in an ordinary classroom.
- (3) I think it's important to \_\_\_\_\_ this subject.
- (4) I think that a common room is important—in fact, for me, it's \_\_\_\_\_.

- (5) It would be \_\_\_\_\_ if there was a computer in the room to help with our studies.
- (6) However, only \_\_\_\_\_ of students would really take advantage of them.
- (7) Some students are at \_\_\_\_\_ because they don't have access to a computer at home.

**4 Imagine you have received a grant from the local government for an innovative community project. It could be a pet-training club, a used-phone recycling centre or a book-exchange project. Outline your project and make a one-minute oral presentation about it. You may record your presentation and send it to your teacher. Use the guidelines below to help you.**

**Guidelines for your presentation:**

- the purpose of the project
- the types of people who might benefit from it
- how it will improve everyday life
- whether it will have long-term benefits

Take notes here!

## D Reading

Read the passage and complete the exercises.



# Educating the world's children

A \_\_\_\_\_

Everyone knows how important it is to educate the world's children. But is the world really doing enough to educate its youth, or are we **letting** young people **down** by failing to provide opportunities to learn? On the plus side, it seems that access to education is better than it was. In 2008, UNESCO, the United Nations organization that focuses on education, **carried out** research which was largely encouraging. They published figures to show that, overall, since the 1970s, there has been a considerable rise in school attendance in both primary and secondary schools across the world and the amount of time young people spend being schooled has lengthened, too. (1) \_\_\_\_\_ This is very good news, as rising literacy rates suggest that both access to and quality of education are getting better around the world.

B \_\_\_\_\_

Unfortunately, these generally positive statistics can't hide the fact that a worrying number of young people are still not getting the educational opportunities they should. Recent UNESCO figures show that almost 60 million children of primary school age don't attend school at all, which is about one per cent of the world's population. In parts of sub-Saharan Africa and south and west Asia, the young children who are privileged enough to receive any schooling at all are in a minority.

C \_\_\_\_\_

There are a lot of factors that stop children from getting an education. For example, if a country is at war or going through a period of political problems, school attendance will inevitably drop. (2) \_\_\_\_\_ Currently, about 300,000 children in the world are child soldiers. Economic factors are also a key reason why children don't go to school. According to UNESCO figures, 215 million children are already working and their incomes are often essential

for their families. In the developing world, it's much more likely that girls are denied a good education. Sometimes, cultural and religious factors may prohibit girls from going to school, but, more often than not, the reasons are economic. Adult males have more opportunities to earn money if they have an education.

(3) \_\_\_\_\_ Thirty-nine thousand girls under the age of eighteen get married every day, so one reason why many teenage girls don't go to school is that they already have children of their own.

D \_\_\_\_\_

It is reasonable to ask what relevance education has for children and their families in poverty-stricken countries. For people living in remote communities who **bring up** their children in harsh conditions and often rely on subsistence farming to survive, education may not seem important. (4) \_\_\_\_\_ Education is vital to people who live in low-income countries, where there are few employment opportunities. In the next few decades, jobs in technology and communications, which require literacy and numeracy skills, will replace manual jobs more and more. Experts estimate that every additional year of education will increase the income of a person in a low-income country by ten per cent. And educated people don't just make money for themselves—they are the entrepreneurs and the inventors who, in the future, are going to create jobs and wealth for other people.

E \_\_\_\_\_

In some parts of the world, children are fortunate to have access to a good education. This should be available for everyone. It is important that governments around the world take action and there are a lot of things they can do. For example, more prosperous countries can relieve low-income countries from debt.

(5) \_\_\_\_\_ If their debt is cancelled or reduced, low-income countries can spend more money on education. Policymakers in these countries can also make a difference by investing resources in education, in the knowledge that having a well-educated population is a way of improving a country's economy. Well-educated people **set up** businesses, create jobs and are able to **take on** the responsibilities of professional careers, such as medicine, teaching and the law, which improve the lives of everybody in their country.



### **1 Match questions 1–5 to paragraphs A–E.**

- (1) Why are some children not able to attend school?
- (2) Is access to education generally improving?
- (3) What should we do to help improve access to education?
- (4) Why is education important?
- (5) How many children don't go to school?

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

- A. More people in the world can read and write than ever before.
- B. The improvement in school attendance is a sure sign that these measures are working.
- C. Many developing countries have to repay large amounts of money in debt to wealthier countries.
- D. Consequently, for poor families, it makes more sense to send their boys to school.
- E. However, a lot of mothers can neither read nor take care of their children.
- F. However, this is not true.
- G. In such circumstances, children often get caught up in their nation's conflict.

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

### **3 Choose the correct answers.**

- (1) The author mentions different factors that prevent children from going to school. Which of the following factors is **not** mentioned?
  - A. Some children are forced to take part in armed conflicts.
  - B. Some girls are prohibited from going to school for cultural or religious reasons.
  - C. Many teenage girls have to look after their own children at home.
  - D. Boys have more opportunities to earn money to support their families.
- (2) To improve access to education, the author thinks low-income countries should \_\_\_\_\_.
  - A. borrow more money to spend on education
  - B. solve their political problems
  - C. invest resources in education
  - D. make education free for all students

- 4 Study the phrasal verbs in bold in the passage. Then complete the short passage below with the correct form of the phrasal verbs.



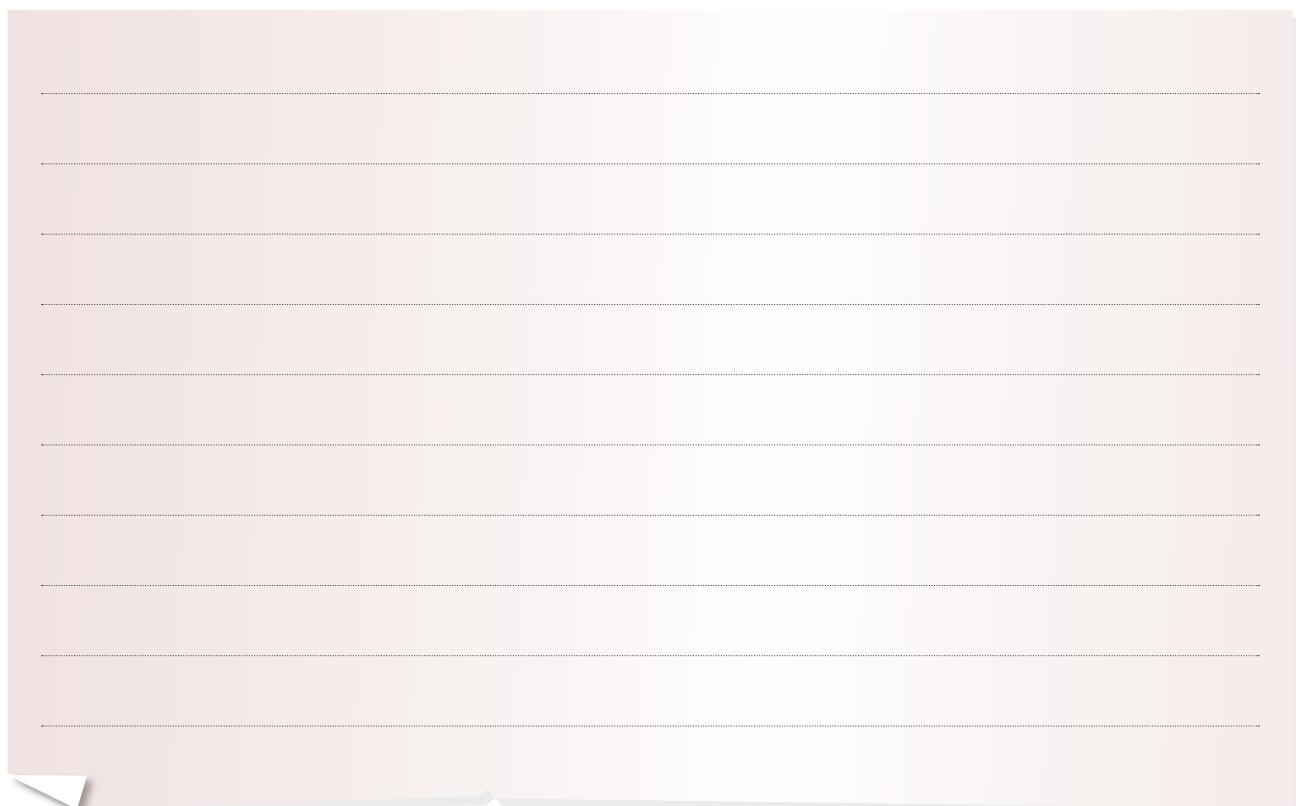
## American high school dropouts

According to a statistical analysis which experts (1) \_\_\_\_\_ in 2013, over 3 million teenagers drop out of school every year. By doing so, they (2) \_\_\_\_\_ themselves \_\_\_\_\_ badly, since statistics show that a high school graduate who works throughout his or her adult life will earn about \$260,000 more than a dropout. Often, high school dropouts have been (3) \_\_\_\_\_ without good role models and they sometimes find themselves caught up in a life of poverty and crime. Remarkably, 75% of US crimes are committed by high school dropouts! Currently, education experts are trying to think of new ways to persuade young people to attend school every day. People who are successful at school are more likely to (4) \_\_\_\_\_ their own businesses or (5) \_\_\_\_\_ demanding, but well-paid professional jobs.

## E Writing and viewing

1 Write an essay about a place in your local area that you think visitors might enjoy in about 150 words. You may refer to the guide given below.

<b>Content</b>	<ul style="list-style-type: none"><li>■ What first impressions might visitors have of this place? What things might they notice?</li><li>■ What might visitors think about the place? What are the benefits and drawbacks of visiting it?</li><li>■ What type of things can visitors see and do there?</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>■ Paragraph 1: Describe the landscape, the weather and what visitors are likely to notice.</li><li>■ Paragraph 2: Describe what visitors can see and do, and recommend excursions.</li><li>■ Paragraph 3: Sum up the main features of the place and what makes it an interesting destination.</li></ul>
<b>Check</b>	<ul style="list-style-type: none"><li>■ Is the style consistent? <input type="checkbox"/></li><li>■ Have you checked grammar, vocabulary, spelling and punctuation? <input type="checkbox"/></li></ul>



- 2 Watch the video “Reindeer girls” again and take notes. In your own words, recount the story of Elle and her family’s journey with the reindeer in about 150 words. You may include some interesting details in your story. You may read your story aloud and record it, and then send it to your teacher.

Take notes here!

This section provides a large area for students to write their notes. It features a decorative scalloped edge at the bottom left and a small white paper tab extending from the bottom left corner.

# Unit 2 Things that matter

## A Vocabulary

### 1 Replace the words in italics with the correct form of the synonyms below.

■ accumulate ■ get rid of ■ stack ■ product ■ junk ■ belongings

- (1) My room looks quite tidy, but there's a lot of *rubbish* under the bed. \_\_\_\_\_
- (2) I don't think he's ever *thrown* anything *out!* \_\_\_\_\_
- (3) When I moved house, I couldn't believe how much stuff I had *amassed*. \_\_\_\_\_
- (4) My dad still has *piles* of old records, but no record player! \_\_\_\_\_
- (5) I keep all my precious *possessions* in a tin box, where I know they're safe. \_\_\_\_\_
- (6) The bathroom is full of *stuff* that I have only used a couple of times. \_\_\_\_\_

### 2 Complete the sentences with the correct form of the phrasal verbs below. Use a dictionary if necessary. There is one phrasal verb that you do not need.

■ check out ■ take out ■ find out ■ turn out ■ cross out  
■ set out ■ leave out ■ hand out ■ work out

- (1) The survey is anonymous, so \_\_\_\_\_ your name.
- (2) We decided to \_\_\_\_\_ of the hotel.
- (3) It took me almost all day to \_\_\_\_\_ this puzzle.
- (4) My job for the summer was to \_\_\_\_\_ leaflets to people in the underground.
- (5) Can you \_\_\_\_\_ what time we need to be at the meeting?
- (6) We overslept, so we didn't \_\_\_\_\_ on our journey until noon.
- (7) This factory \_\_\_\_\_ the most cars in Europe.
- (8) I decided to \_\_\_\_\_ the names of the people who have already paid for the trip.

### 3 Complete the passage with the correct form of the phrasal verbs below. There are two phrases that you do not need.

■ help out ■ sort out ■ pick out ■ cross out  
■ turn out ■ opt out ■ spill out ■ clear out

Next time your parents (1) \_\_\_\_\_ the loft or garage, make sure they don't throw out their old video games. Some rare games, especially those from the 1980s, (2) \_\_\_\_\_ to be valuable. Collectors are willing to pay a lot of money for such games.

A few years ago, Joel Cassidy (3) \_\_\_\_\_ at the local charity shop, and he was responsible for classifying items and putting them on the shelves. One day, the manager pointed to a whole heap of video games from the 1980s which (4) \_\_\_\_\_ of a cupboard. She asked Joel to (5) \_\_\_\_\_ these games. Knowing that Joel was a fan of old games and even had an old games console, the manager told him he could (6) \_\_\_\_\_ any he wanted to take home. It made Joel very excited. Back at home, Joel spread out the video games on the counter. Much to his surprise, one of the video games was a rare game worth over £1,000.

**4 Match the words in column A to the words in column B to make six compound words (some compound words need a hyphen). Then use them to complete the passage.**

A	B
heart	ending
never	anticipated
well	felt
hand	taking
much	earned
breath	made

Although several highly respected experts had announced that there was nothing of any significance still to be found in the Valley of the Kings, in 1917 Howard Carter resumed his seemingly (1) \_\_\_\_\_ search for the tomb of Tutankhamun. A set of beautiful (2) \_\_\_\_\_ items bearing Tutankhamun's name had already been found, and this proved, he believed, that the tomb must be there, somewhere, too.

In November 1922, after five years of searching, even Lord Carnarvon, Carter's sponsor, was ready to give up. Carter made one last (3) \_\_\_\_\_ plea for more time and Carnarvon reluctantly agreed.

Only a few days later, Carter finally found the (4) \_\_\_\_\_ tomb, and, on opening the door, he was greeted by a sight of the (5) \_\_\_\_\_ treasure within. His (6) \_\_\_\_\_ place in the history books was assured.

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

(1) 董事长扛住了一些股东要求他辞职的压力，因为他知道那只是少数人的意见。(resist)

---

(2) 他的捣乱行为开始惹班长和同学们生气了。(annoy)

---

(3) 这个时期的很多文学作品都反映出这个国家面临挑战时的乐观精神。(mirror)

---

(4) 大学生做兼职的趋势有所上升，一些教授担心这会影响学生们的学习。(tendency)

---

(5) 她的律师已经提交了证据，希望能消除陪审团提出的任何质疑。(submit)

---

(6) 按照合同，等付款之后，你才能合法取得这套房子的所有权。(possession)

---

(7) 他们的产品设计甚至比不上其他本地公司的设计。(comparison)

---

(8) 我们不能把清洁的环境视为理所当然——我们需要竭尽所能来保护它。(grant)

---

**6 Imagine you are to give a mini-lecture on compulsive hoarding. Read the passage again, take notes and then write a script for your lecture in about 150 words.**



## B Grammar

### 1 Circle the correct option in each sentence.

- (1) It is doubtful \_\_\_\_\_ her son was involved in the accident or not.  
A. that                    B. why                    C. whether                    D. what
- (2) \_\_\_\_\_ caused the traffic accident remains unclear, since there were no eyewitnesses.  
A. What                    B. That                    C. How                    D. Where
- (3) \_\_\_\_\_ his retired parents continue to exercise regularly is certainly a relief for him, although he still worries about their health.  
A. Whether                    B. That                    C. Why                    D. How
- (4) \_\_\_\_\_ she resisted the urge to go shopping really surprised us; after all, she was usually crazy about that.  
A. Whether                    B. That                    C. It                    D. If
- (5) \_\_\_\_\_ they can win the boat race depends on how much effort they put in over the next two months.  
A. Whether                    B. It                    C. Why                    D. What
- (6) \_\_\_\_\_ the manager suddenly left the company is still unknown, but her colleagues have their own theories.  
A. That                    B. Why                    C. If                    D. It
- (7) \_\_\_\_\_ applies for that programme will have to wait at least three months for the admission letter to be issued.  
A. Who                    B. Whoever                    C. No matter who                    D. Whom
- (8) \_\_\_\_\_ will eventually write the summary of our group discussion remains an open question.  
A. Who                    B. Whoever                    C. No matter who                    D. Whom

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

- (1) \_\_\_\_\_ all these cases have in common is that they occurred within a few kilometres of each other.
- (2) \_\_\_\_\_ they were the ones chosen to represent our school was not a surprise.
- (3) \_\_\_\_\_ surprised me most was that he still forgot a few lines on the stage despite many repeated rehearsals.
- (4) \_\_\_\_\_ the boy refused to change his mind made his mother very angry.
- (5) \_\_\_\_\_ we will begin the research project depends on the funds available.
- (6) \_\_\_\_\_ the doctors really doubt is whether his brother will recover from the head injury.

- (7) \_\_\_\_\_ is a fact that executives of multinational corporations need to use English in their day-to-day communication.
- (8) \_\_\_\_\_ causes global warming is well understood: the more CO<sub>2</sub> there is in the atmosphere, the more heat it absorbs.

**3 Combine every two simple sentences to make one with a subject clause.**

- (1) Who will represent our class in the competition? Does it matter?

---

---

- (2) His son was admitted to a top university. It made him happy.

---

---

- (3) The students need to be well prepared for the profession they are entering. It is obvious to them.

---

---

- (4) Should the old library be replaced with a modern cinema? It is still under discussion.

---

---

- (5) They had finished fixing the shelf so quickly. That surprised me the most.

---

---

- (6) Why were fewer and fewer students interested in listening to her lectures? She couldn't understand that.

---

---

#### 4 Complete the two passages below with *that, how, whether, which, whose, what or when*.

(A)

### Trash to trend

(1) \_\_\_\_\_ waste should be recycled is familiar to us, but what about upcycling it? Trash to Trend (TTT) is a new organization that decided (2) \_\_\_\_\_ far too much material was being wasted in the fashion industry.

(3) \_\_\_\_\_ is left over in clothes making is a lot of scrap material which usually ends up in rubbish bins. In fact, according to one designer, many companies bin as much as 20% of the material (4) \_\_\_\_\_ they buy and hardly any of it is even recycled.

(5) \_\_\_\_\_ the scrap material can be recycled has become the central concern of TTT. They came up with the idea of encouraging clothes manufacturers to provide information about (6) \_\_\_\_\_ material they have, the kinds of materials and so on. With the information, TTT can contact independent designers and offer them the material for free, or for very little money.

Trash to Trend started in Estonia and spread to other countries in the area. Several of the designers, such as Reet Aus, are looking to find partners in as many countries as possible. Some of the fashion (7) \_\_\_\_\_ is made by their designers can be bought on the Trash to Trend website and they're about to open a few stores in Tallinn and other cities as well. It is said (8) \_\_\_\_\_ there's even a new Master's degree in fashion upcycling at the Estonian Art Academy.

(B)

### The search for alien civilizations

Human beings have never stopped wondering about the vastness of space.

(1) \_\_\_\_\_ there are other intelligent beings in the universe, and (2) \_\_\_\_\_ to contact them if they do exist, are questions that have captured people's imagination for centuries. There are reasons for wondering (3) \_\_\_\_\_ life exists elsewhere. The primary reason is basic curiosity—the same curiosity (4) \_\_\_\_\_ drives scientific development and human progress. We want to know (5) \_\_\_\_\_ made life on Earth possible in the first place, and we also want to know whether life can evolve on planets (6) \_\_\_\_\_ physical environment differs significantly from that of the Earth. Besides, there are also other concerns. As we live in a relatively young solar system, it is possible that there are civilizations that are much older than ours. Finding an older alien civilization may prove once and for all (7) \_\_\_\_\_ long-term survival is possible. Some optimists believe it is possible (8) \_\_\_\_\_ an older civilization may share its technology and wisdom with us. Perhaps in the distant future, the dream (9) \_\_\_\_\_ human beings migrate to planets light years away from the Earth may become a reality.

## C Listening and speaking

1 Listen to Jim and Sue discussing what to put in a time capsule. Which of the following items do they agree to include? 

- a toy
- a newspaper
- a DVD
- a receipt
- a memory stick
- an item of clothing
- food
- photographs
- a letter

2 Listen again and match the speakers, Jim (J) or Sue (S), to the viewpoints below. 

- (1) Newspapers are old-fashioned. \_\_\_\_\_
- (2) Food is an impractical idea. \_\_\_\_\_
- (3) Fifty years isn't long enough to keep the time capsule buried. \_\_\_\_\_
- (4) The items should not be expensive. \_\_\_\_\_
- (5) There should be a sign marking the location of the time capsule. \_\_\_\_\_
- (6) It isn't vital that people will be able to read information on the memory stick. \_\_\_\_\_
- (7) A picture of clothes could be better than the real thing. \_\_\_\_\_

3 Complete the sentences from the dialogue. Listen again and check. 

- (1) Right. Our main \_\_\_\_\_ is to give people in the future some idea about what life was like for us, isn't it?
- (2) How about \_\_\_\_\_ some typical food?
- (3) Mm. I don't think that's the best \_\_\_\_\_. Won't it just go bad?
- (4) I'm not \_\_\_\_\_. Even tinned food doesn't last more than a few years.
- (5) Actually, I think that's an \_\_\_\_\_ point. How long are we planning to leave the time capsule buried?
- (6) Yes, that \_\_\_\_\_ like a really good idea. We don't want people to forget it's there.
- (7) I think we should definitely have some modern technology. It will help to \_\_\_\_\_ that our society was quite technologically advanced.
- (8) Now, we shouldn't forget that one of our main \_\_\_\_\_ involves choosing objects that represent the whole community.

- 4 Match the sentences in exercise 3 to categories A–D according to how they were used in the dialogue.**

Category	Sentence
A. Stating aims:	
B. Making suggestions:	
C. Approving suggestions:	
D. Rejecting suggestions:	

- 5 Interview at least five people and ask them to make five predictions about what life will be like 100 years from now. The predictions could be about schooling, objects for daily use, transport, how animals are treated, and so on. Summarize the results of your interview with a personal comment. Make a one-minute oral presentation. You may record your presentation and send it to your teacher. Use the guidelines below to help you.**

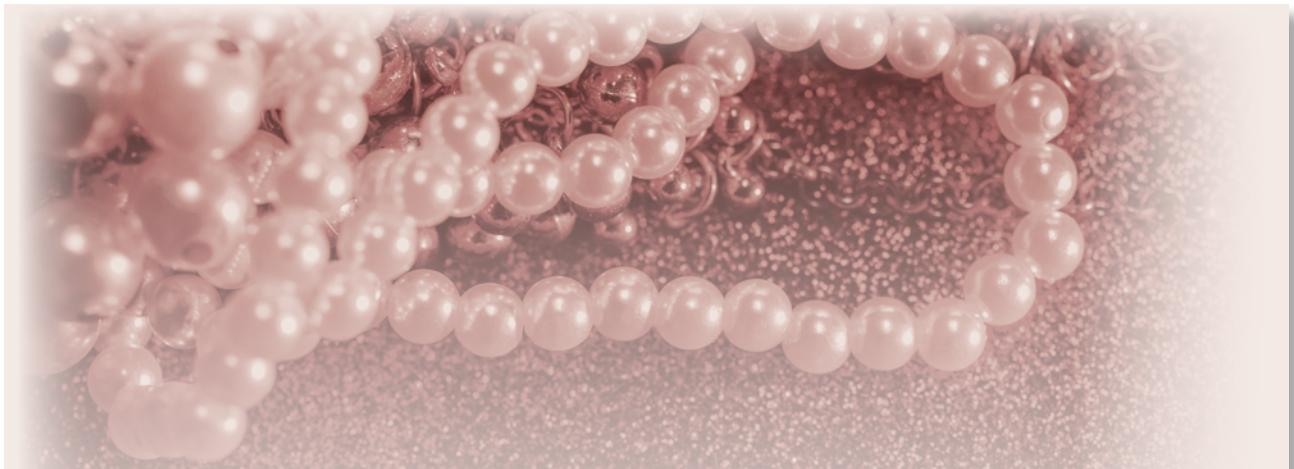
**Guidelines for your presentation:**

- background of the interview
- details of the interview: participants, questions, findings, etc.
- personal comments

Take notes here!

## D Reading

Read the passage and complete the exercises.



Imagine finding a treasure chest straight from ancient times, with piles of rare gold coins, antique jewellery, gold nuggets and a sprinkling of gold dust. Just a dream? Not at all! One day someone will find this treasure chest, hidden by eighty-two-year-old eccentric millionaire Forrest Fenn, in a secret location somewhere in the wild American countryside.

Estimated to be worth at least one million dollars, Fenn's treasure was **amassed** over a lifetime of collecting. Included in the chest are some of his most prized possessions, such as an ancient Indian necklace covered in jewels. And, at the bottom of the chest, in a small glass jar, is his autobiography, so that even if the chest is opened thousands of years from now, the finder will know who the hoard belonged to.

All you have to do to find these unimaginable treasures is to decipher nine clues contained in a mysterious poem, which can be found in Fenn's autobiography, *The Thrill of the Chase*. The autobiography is well worth a read for its own sake: a fascinating story of a boy from a poor family who grew up to be a fabulously wealthy art dealer. Fenn didn't even go to college; instead, he spent nearly twenty years in the Air Force, accumulating quite a collection of medals for bravery. Later, he returned to Texas and started a business as an art dealer, making his fortune from trading art and antiquities.

Many of the treasure hunters believe that, as well as the poem, there may be more clues in Fenn's life story; that the treasure is probably buried somewhere that he knows well. Fenn has said that the treasure is more than 1,500 m above sea level, causing many people to start digging in the mountains near his Santa Fe home. Others have concentrated their efforts on Yellowstone National Park, where Fenn spent most of his childhood holidays, learning to find his way round the winding trails.

The number of inexperienced city dwellers descending on these wild areas has raised some safety concerns. Only a few weeks ago, a woman from Texas got lost in the huge mountainous area near Los Alamos and had to spend the night outside before being

rescued the next day. Officials have warned people to make sure they are properly prepared for the great outdoors.

According to Fenn, he is the only person who knows the location of the treasure chest. Even his wife and daughters have no idea. Asked if his children mind his hiding quite a significant part of their inheritance for a stranger to find, Fenn replied, "They've been saying for years that I'm crazy." He doesn't think his daughters would have any interest in it, though perhaps his grandchildren might.

Fenn is also finding himself at the centre of a lot of unwanted attention. He has already received over 9,000 emails and even has people ringing his doorbell, or trying to follow him whenever he leaves the house. He has also found a lot of old friends contacting him out of the blue. The reason for their sudden interest isn't exactly a mystery! Of course, no one can be absolutely sure that Fenn has actually hidden the treasure at all. While the treasure certainly exists and many people have seen it, the whole idea of the treasure hunt might just be an elaborate joke. Some people have even suggested that it was simply a way to sell thousands of copies of his autobiography.

Given, however, that Fenn does indeed have a considerable personal fortune, it seems unlikely that it is just about selling books. His friends also claim that he is absolutely serious. It seems that, after a lifetime of treasure hunting, Fenn simply wants to give others the opportunity to experience the thrill of the chase for themselves. So the treasure is out there somewhere, and, one day someone will find it. Could it be you?



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

(1) What type of text is this passage, a magazine article or a news report?

---

(2) What's the author's main purpose of writing this passage?

---

## 2 Choose the correct answers.

(1) Which word is the closest in meaning to the underlined word "amassed" in paragraph 2?

- A. accumulated      B. concealed      C. acquired      D. possessed

(2) What can be inferred from the passage?

- A. Fenn put most of his wealth in the treasure chest.  
B. Fenn was a self-made businessman.

- C. Fenn had a difficult relationship with his parents.  
 D. Fenn wanted to be in the spotlight.
- (3) What does the author think of Fenn's autobiography?
- It is somewhat unbelievable.
  - It is long and boring.
  - It is engaging.
  - It is very well written.
- (4) The author implies that some of Fenn's old friends are \_\_\_\_\_.
- only contacting him because they want the treasure
  - pleased to have the opportunity to get back in touch
  - following him every time he leaves home
  - sending him thousands of emails every day
- (5) According to the author, what is probably Fenn's motivation to hide the treasure?
- To become the centre of attention quickly.
  - To make a fuss about his fortune.
  - To make others experience treasure hunting.
  - To make others understand his way of making money.
- (6) Which of the following titles is the most suitable for the passage?
- The thrill of the chase
  - The life of a millionaire
  - Hidden treasure discovered
  - Millionaire tricks treasure hunters

**3 Match the adjectives in column A to the nouns in column B to make adjective-noun collocations that can be used in the eight sentences on the next page.**

A	B
ancient	trails
prized	attention
unwanted	treasures
elaborate	jewellery
personal	possessions
unimaginable	times
winding	fortune
antique	joke

- (1) The history of the Native Americans can be traced back to \_\_\_\_\_.
- (2) Can you really not hear that noise, or is this all just some kind of \_\_\_\_\_?
- (3) It is rumoured that he amassed a vast \_\_\_\_\_ while he was living in Egypt.
- (4) There have always been stories of \_\_\_\_\_ to be found in sunken ships.
- (5) She gazed at the rings, brooches, necklaces and other items of \_\_\_\_\_.
- (6) The best way to deal with \_\_\_\_\_ is to ignore it.
- (7) She felt the wind in her hair as she climbed up the \_\_\_\_\_.
- (8) My car is one of my most \_\_\_\_\_. I don't know what I'd do without it.

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

■ eccentric	■ service	■ hunt	■ estimate	■ autobiography
■ wild	■ identify	■ thrill	■ location	

No one believes it is true that a millionaire's decision has initiated a nationwide treasure (1) \_\_\_\_\_ in America. Forrest Fenn was a rich but (2) \_\_\_\_\_ art dealer who made his fortune from trading art and antiquities after about twenty years' (3) \_\_\_\_\_ in the Air Force. For reasons unknown to others, he buried a large collection of his personal wealth in a secret place whose (4) \_\_\_\_\_ was known to none but himself. It was (5) \_\_\_\_\_ to be worth one million dollars at least. Together with the set of valuable possessions was a copy of his (6) \_\_\_\_\_, *The (7) \_\_\_\_\_ of the Chase*, which was meant to help the finder to (8) \_\_\_\_\_ the original owner of the wealth. No sooner had he released the news to the public than many people began their chase for the treasures in the (9) \_\_\_\_\_ American countryside. It remains to be seen who will be lucky enough to discover Fenn's fortune.

## E Writing and viewing

1 Have you ever lost a prized possession? Write a short story about one such experience in about 150 words. You may refer to the guide given below.

<b>Content</b>	<ul style="list-style-type: none"><li>■ Decide whether the story should be told in the first person or third person.</li><li>■ Ask and answer <i>wh</i>-questions (<i>who, what, where, when, how, why</i>).</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>■ Paragraph 1: Begin your story. Introduce the lost object, the location and the main character(s).</li><li>■ Paragraph 2: Develop your story. What does the main character(s) do next? What impact does losing the object have on their day?</li><li>■ Paragraph 3: End your story. Was the object returned? Did the main character(s) meet?</li></ul>
<b>Check</b>	<ul style="list-style-type: none"><li>■ Does the story start in an interesting way? <input type="checkbox"/></li><li>■ Have you checked grammar, vocabulary, spelling and punctuation? <input type="checkbox"/></li></ul>

- 2 Watch the video “Museums” again and take notes about the similarities and differences between the two art galleries. Retell them in your own words in about 150 words. You may make a recording and send it to your teacher.

A large, light-colored rectangular area with horizontal dotted lines for writing. The bottom edge of this area features a decorative, slightly irregular white border that tapers to a point on the left side.

# Unit 3 Mind and body

## A Vocabulary

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

- bits and pieces
- twists and turns
- pins and needles
- ways and means
- hard and fast
- out and about
- pure and simple
- safe and sound

- (1) I was on \_\_\_\_\_ as I waited for the interviewer outside the conference room.
- (2) The company has a rich history with many \_\_\_\_\_.
- (3) I need to go into town to pick up some \_\_\_\_\_, but it won't be long.
- (4) The aim of the user feedback programme is to explore \_\_\_\_\_ of improving our products.
- (5) Due to the utmost care of his mother, he was \_\_\_\_\_ soon after the car accident.
- (6) You shouldn't be upset because you lost the tennis match—it's a game, \_\_\_\_\_.
- (7) There are no \_\_\_\_\_ rules for writing a good book, but most popular novels have a few things in common.
- (8) The father restlessly walked up and down the corridor until the news finally came: his son had been found \_\_\_\_\_.

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

- dismal
- upset
- unceasing
- motivation
- coped with
- depression
- attained

Helen Keller (1880–1968) was an American author and educator who, through her (1) \_\_\_\_\_ efforts, overcame the challenges of disability.

Helen lost her sight and hearing as a child because of an illness. When put in a similar situation, many people would sink into (2) \_\_\_\_\_, in the belief that they faced a (3) \_\_\_\_\_ future. Helen did not feel sorry for herself, though. With the help of a special teacher named Anne Sullivan, whom Helen's parents had hired, she learnt to communicate with the outside world. Anne taught Helen words by spelling them on Helen's palm with her fingers. At first, Helen didn't understand what her teacher was trying to do, so she became very (4) \_\_\_\_\_. However, she soon realized what Anne was doing and began to learn new words very quickly.

Helen's parents were in two minds about whether to send their daughter to school or not, but eventually she attended college. Thanks to her strong (5) \_\_\_\_\_, she successfully (6) \_\_\_\_\_ the challenges so often experienced by people with disabilities at the time. In 1904, she became the first deaf and blind woman to graduate from university. The achievements that Helen (7) \_\_\_\_\_ prove that people with disabilities can live full, productive lives and play an active role in society.

### 3 Complete the sentences with the words below. You may change the form if necessary.

- |           |             |          |            |
|-----------|-------------|----------|------------|
| ■ refresh | ■ unceasing | ■ attain | ■ reassess |
| ■ channel | ■ routine   | ■ tackle | ■ shift    |

- (1) The government is \_\_\_\_\_ its emphasis from economic growth to resource conservation and environmental protection.
- (2) Global trade can be seen as a(n) \_\_\_\_\_ flow of goods from one place to another.
- (3) He would be a lot happier if he \_\_\_\_\_ his goals and focused on the things that really matter.
- (4) In a word, exploring the national park is a great way of escaping your boring daily \_\_\_\_\_ and really being yourself.
- (5) Practising tai chi can help you relax your body and \_\_\_\_\_ your mind, which is an important way of dealing with stress.
- (6) We need to work together in order to \_\_\_\_\_ the problem of climate change and air pollution.
- (7) Jacque is \_\_\_\_\_ his energies into the novel he is working on.
- (8) Professor Smith has already \_\_\_\_\_ international recognition for her outstanding contribution to science.

### 4 Translate the figurative sentences below into Chinese.

- (1) Learning a different language opens a door to foreign cultures and customs.

---

- (2) How to develop self-confidence lies at the heart of the solution to all body image problems.

---

- (3) Oil is the lifeblood of the world economy—it is essential for industrial production.

---

- (4) Completing the course was a huge weight off her shoulders.

(5) The town became especially charming in winter, when the ground was covered with a thick blanket of snow.

---

(6) The novel is a lens through which we can view the lives of British people in the 19th century.

---

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

(1) 就李博士对医学发展的贡献而言，作者认为他改良手术器械的设计值得称赞。  
(in terms of)

---

(2) 新近出台的政策将会促进经济发展且提高人民的生活水平。 (boost)

---

(3) 这位女孩学习成绩不好的根源在于焦虑，所以我们要竭尽所能帮助她。 (be rooted in)

---

(4) 作为你的老师，我对你对维基的所作所为感到很失望，你应该立马向她道歉。 (behave)

---

(5) 尽管电影的题材有些陈旧，但不可否认它十分吸引观众。 (engage)

---

(6) 电动汽车的普及减少了我们对石油的依赖；有数据显示石油消耗与去年相比减少了 25%。 (decrease)

---

(7) 受污染的土地越来越多，这也许会使该地区的生物多样性受损严重。 (massive)

---

(8) 报纸上的这篇文章指出，人们低估了药物滥用的危险，它其实将世上无数人的生命置于危险之中。 (abuse)

---

6 Our life is always full of opposing forces, e.g. doing what I should do vs doing what I want to do, or being myself vs pleasing others. What are the opposing forces in your life? How do you achieve balance between them? Now write about the conflicts you have experienced in your life and the way you have reconciled them in about 150 words.



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## B Grammar

### 1 Circle the correct option in each sentence.

- (1) The rat must be \_\_\_\_\_ in that hole. Let's leave some poison there.  
A. hidden      B. hide      C. hiding      D. to hide
- (2) The director was \_\_\_\_\_ with this film, which narrates a \_\_\_\_\_ story between a mother and her little son.  
A. satisfying, touched      B. satisfying, touching  
C. satisfied, touched      D. satisfied, touching
- (3) After days of stormy weather, many people found their cars \_\_\_\_\_ in the snow.  
A. stick      B. sticking      C. stuck      D. being stuck
- (4) In autumn, the pathway is \_\_\_\_\_ with \_\_\_\_\_ leaves.  
A. covering, falling      B. covered, falling  
C. covered, fallen      D. covering, fallen
- (5) The \_\_\_\_\_ atmosphere in class caught the students' attention and many of them listened to the teacher with a \_\_\_\_\_ smile.  
A. excited, delighted      B. exciting, delighted  
C. exciting, delighting      D. excited, delighting
- (6) After Mary heard the good news from her father, she rushed into the room, \_\_\_\_\_ to tell everyone about it.  
A. excited      B. excite      C. exciting      D. excitement
- (7) They were so \_\_\_\_\_ in their discussion that they did not notice me when I entered the meeting room.  
A. absorb      B. absorbed      C. absorbing      D. being absorbed
- (8) The \_\_\_\_\_ child was realizing that the \_\_\_\_\_ monster bore no ill will towards him.  
A. frightening; frightened      B. frightened; frightening  
C. frightened; frightened      D. frightening; frightening

### 2 Complete the dialogues with the verb-ing or the verb-ed form of the words below. You may need to add a suitable preposition.

■ annoy	■ concern	■ confuse	■ disappoint
■ injure	■ involve	■ prepare	■ save

- (1) A: Your son is doing a lot of extracurricular activities, right?  
B: That's right. He is \_\_\_\_\_ the reading club, the swimming club and the chess club.
- (2) A: Why won't Angela play in the next match?  
B: She got \_\_\_\_\_ during practice, so she needs time to recover.

- (3) A: Your mother is a bit \_\_\_\_\_ your school grades.  
B: Yeah, I know. I promise that I will work harder from now on.
- (4) A: What are you doing? That noise is so \_\_\_\_\_.  
B: Sorry, I am repairing the air conditioner.
- (5) A: I'm sorry that you did not get through to the final. You must be \_\_\_\_\_ it.  
B: Well, I did my best, and I'm already focusing on the next match.
- (6) A: What happened to the princess at the end of the story?  
B: The prince successfully defeated the monster, and the princess was \_\_\_\_\_.
- (7) A: I don't know how to set the mobile phone to silent mode. The instructions are so \_\_\_\_\_.  
B: Let me have a look.
- (8) A: Was the oral test difficult?  
B: Yes, but I was well \_\_\_\_\_ it.

### 3 Rewrite the sentences with the predicative -ed form of the given verbs.

- (1) Often, he would take a seat at the front before the lecture began. (seat)  
\_\_\_\_\_
- (2) Thanks to his excellent work, the boss gave him a promotion. (promote)  
\_\_\_\_\_
- (3) When deep in thought, he won't notice anything happening around him. (lose)  
\_\_\_\_\_
- (4) I tried to explain the significance of the new discovery, but I couldn't convince him. (convince)  
\_\_\_\_\_
- (5) The scientist devoted himself to developing new cancer drugs. (devote)  
\_\_\_\_\_
- (6) The dolls on the little girl's shelf were wearing their new clothes. (dress)  
\_\_\_\_\_

### 4 Complete the passage with the -ed or -ing form of the words in brackets.

While it is never easy to learn a new language, it is always a (1) \_\_\_\_\_ (reward) experience. Sometimes, you may feel (2) \_\_\_\_\_ (frustrate) and (3) \_\_\_\_\_ (discourage) by the slow pace of progress, but it takes time to learn grammar and build vocabulary. While a language teacher plays an important role in students' learning, you cannot learn a new language if you do not want to. Therefore, it is important for learners to be (4) \_\_\_\_\_ (motivate) and (5) \_\_\_\_\_ (engage). Also, learners are more likely to enjoy what they are learning if they have a curious mind and a "can do" attitude.

## C Listening and speaking

## 1 Listen to the news story. Take notes and answer the questions.



- (1) What was Nadia's problem?

(2) What did she do about it?

**2 Listen to three students discussing Nadia's choice. The dialogue will be played twice, but the questions will be read only once. When you hear a question, read the four possible answers and choose the correct one.** 



- (1) A. It is sensible. B. It is radical.  
C. It is unjustified. D. It is emotional.

(2) A. Plastic surgery is not worth it.  
B. Plastic surgery is risky.  
C. Plastic surgery is not a big deal.  
D. Plastic surgery can stop bullying.

(3) A. Plastic surgery can stop bullying.  
B. Bullies will stop if others say mean things to them.  
C. To ignore the bullies is the best policy.  
D. Victims of bullying should change.

(4) A. Lily thinks that plastic surgery can boost confidence.  
B. Cecilia agrees with Lily at the end of the conversation.  
C. Michael thinks that the girls are focusing on the wrong thing.  
D. According to Michael, plastic surgery reduces diversity.

**3 Listen to the dialogue again. Complete the sentences and then put them into categories A–D according to how they were used in the dialogue.** 



- (1) I see \_\_\_\_\_ you're coming from, but
  - (2) I \_\_\_\_\_ believe it's ...
  - (3) I don't \_\_\_\_\_ about that at all.
  - (4) I'm not \_\_\_\_\_ by that argument.
  - (5) You must be \_\_\_\_\_!
  - (6) I \_\_\_\_\_ what you are saying, but ...
  - (7) I think you're both \_\_\_\_\_ the point.

Category	Sentence
A. Expressing doubts	
B. Expressing your viewpoint forcefully	
C. Being diplomatic	
D. Being direct	

**4 Read the opinions below and decide whether you agree or disagree with them. Give reasons for your ideas. Choose one and make a one-minute presentation. You may record your presentation and send it to your teacher. Use the guidelines below to help you.**

**Opinions:**

- Girls experience more pressure to look attractive than boys.
- Teenagers who lack self-esteem should have the option of plastic surgery.
- Cosmetic surgery for teenagers should be banned.

**Guidelines for your presentation:**

- restate the opinion
- express agreement or disagreement
- give reasons for your opinion

Take notes here!

## D Reading

Below are two passages about engineering and engineers. Read them and complete the exercises.

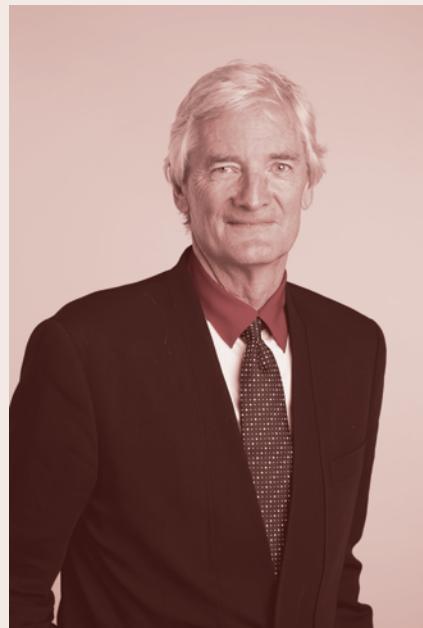
### A Sir James Dyson

James Dyson was born in Cromer, Norfolk, UK and attended Gresham's School, Holt, from 1956 to 1965. He spent a year at the Byam Shaw School of Art, followed by four years at the Royal College of Art, where he studied furniture and **interior design**. His career as an inventor began at the Royal College of Art and, shortly after leaving, he created his first original invention: a garden wheelbarrow that had a ball at the front instead of a wheel.

In the late 1970s, Dyson developed what would become his trademark invention: the bagless vacuum cleaner. With the UK market in **disposable** vacuum cleaner bags standing at £100 million, he found that he was unable to interest any of the major vacuum cleaner manufacturers in his product. He therefore started production in Japan, where he won the International Design Fair prize in 1991. He opened a research centre and factory in Malmesbury in Wiltshire in 1993. And the vacuum cleaner quickly became the fastest-selling UK vacuum cleaner of all time, and one of the most popular brands in the country.

More recent inventions by Dyson include a washing machine, which was not a success; however, his other two inventions, a fast hand drier and a fan without blades, have both proved very popular.

However, Dyson's success has not been without its difficulties, from the rejection of his ideas and inventions to the copying of his products. Every year his company spends millions of pounds dealing with the theft of the company's **intellectual property**. One of the earliest cases was when Dyson took Hoover UK to court for copying his vacuum cleaner, and he won around £3 million. He has also been strongly criticized for moving some of his production from England to Malaysia, a move he insists was **essential** to allow further investment in research and development.



# B

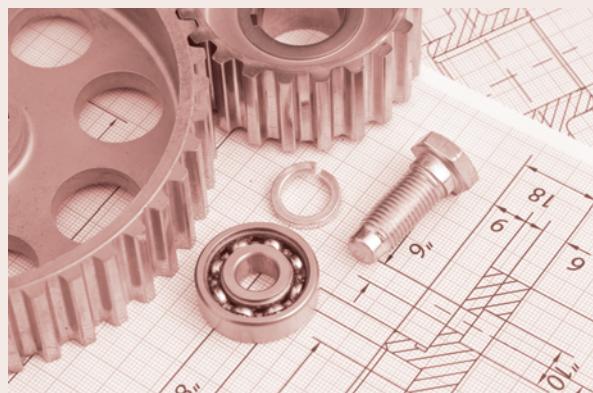
Engineering company WACIANO Corporation is by no means a **household name** in East Asia, yet it is a major global player in the design and manufacture of control systems for electric vehicles. The company has been in business since 1961 and employs around 100 people.

Despite its huge reputation in the industry and the obvious attraction of working for a world leader in innovation and design, the **recruitment** of engineers has been proving **problematic** for WACIANO Corporation—so much so that the company has set up its own sponsorship scheme for university students.

WACIANO Corporation is investing \$200,000 in eight students, taking them through engineering degree courses at top universities in the region over the next four years. WACIANO Corporation covers the students' tuition fees for the course; the students work for WACIANO Corporation during their holidays. Provided that the students pass all their exams, they are guaranteed a job at WACIANO Corporation at the end of the course, which they are obliged to take up for a period of twelve months. After that, they are free to stay or to leave.

"We hope that once they have been up here, worked and studied here, loved us for who we are and what we do, they will want to stay," says WACIANO Corporation's chief executive, James Wang. "It's a good investment for us. The potential opportunities for our business are *tantalizing* (诱人的), and we need skilled staff to help us achieve that."

With a desperate shortage of good engineering students coming out of the universities of many East Asian countries, James Wang is hoping that WACIANO Corporation has gone some way towards solving its staffing crisis.



**1 Read the passages quickly and answer the questions below.**

- (1) Which passage might you find in ...
- a. a dictionary of biography? \_\_\_\_\_
  - b. a newspaper? \_\_\_\_\_
- (2) Which passage ...
- a. reports on a new initiative by a company? \_\_\_\_\_
  - b. gives facts about someone's life? \_\_\_\_\_

**2 Read the passages more carefully and answer the questions.**

- (1) What was Dyson's first original invention?

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- (2) What is his most famous invention?

---

- (3) Which of his inventions has not been successful?

---

- (4) What does WACIANO Corporation make?

---

- (5) What problem does the company have?

---

**3 Read the passages again and choose the correct answers.**

- (1) Which of these statements about James Dyson is true?
- A. He is an engineer by training.
  - B. He started inventing things after he left art college.
  - C. He spent five years studying art.
  - D. He invented the first wheelbarrow.
- (2) Major vacuum cleaner companies were not interested in Dyson's invention because \_\_\_\_\_.  
A. it was made in Japan  
B. they made too much money selling disposable bags  
C. it hadn't yet won a design award  
D. Dyson had his own factory
- (3) Dyson had problems because \_\_\_\_\_.  
A. people stole millions of pounds from his factories  
B. he was not able to move production to Malaysia  
C. he found it difficult to reproduce his ideas  
D. Hoover UK made a vacuum cleaner that was too similar to his

- (4) What would be the best headline for the second passage?
- A. Engineering students in East Asia face problems in the job market
  - B. Universities enrol too few engineering students
  - C. Engineering company finances engineering students through university
  - D. Engineering company leads the world in electronic innovation
- (5) WACIANO Corporation wants to \_\_\_\_\_.
- A. become better known in East Asia
  - B. attract more engineers to work for it
  - C. set up its own university course
  - D. recruit 100 engineers over four years
- (6) Which of the following sentences is a fact, not an opinion?
- A. Universities in East Asia are producing too few engineers.
  - B. WACIANO Corporation's sponsorship scheme will be successful.
  - C. WACIANO Corporation has a good working environment.
  - D. WACIANO Corporation is set to grow enormously in the future.

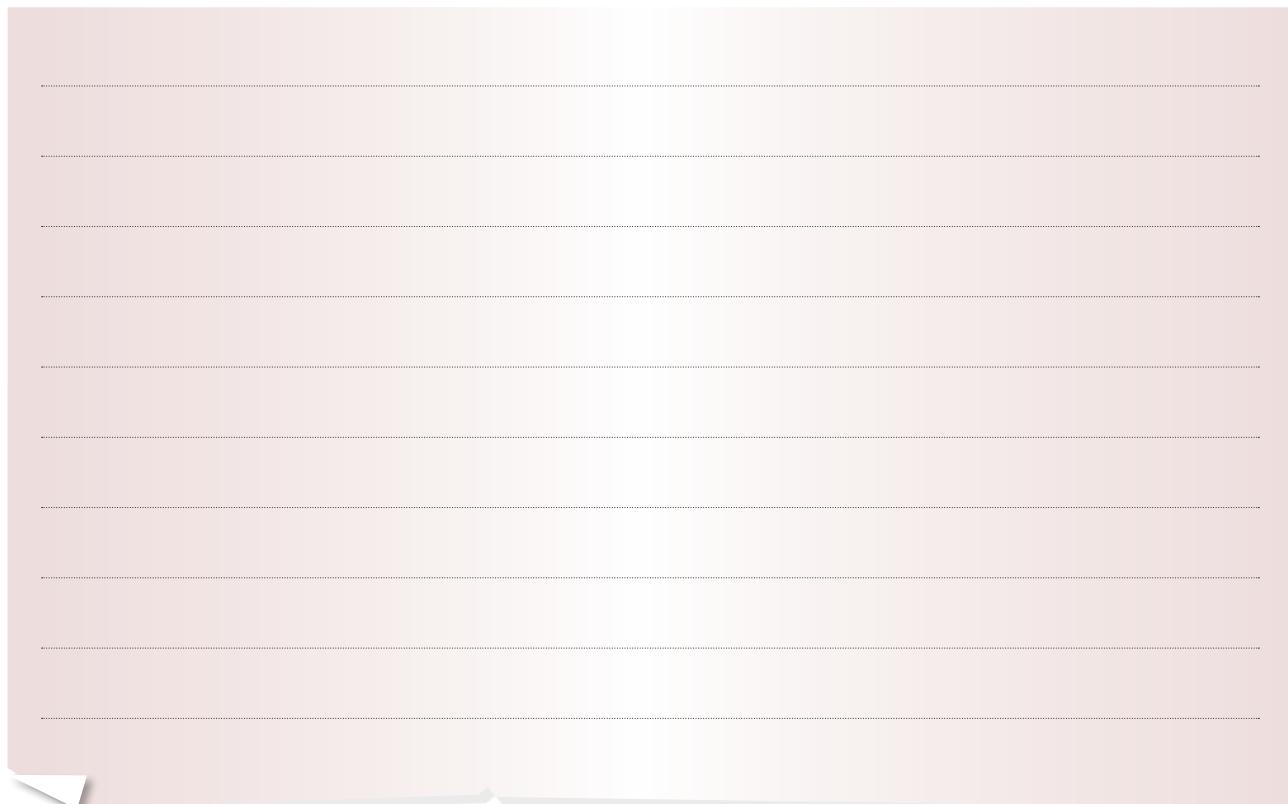
#### 4 Complete the sentences with the words and phrases in bold in the passages.

- (1) Whether it's patents, copyrighted materials or product designs, companies need to protect their \_\_\_\_\_.
- (2) Even though he has become a(n) \_\_\_\_\_, the writer is still modest about his achievements.
- (3) Because of globalization, fluency in English is nowadays a(n) \_\_\_\_\_ skill in many industries.
- (4) From the outside, the hotel doesn't stand out, but once you walk inside, you realize why it has received several awards for its \_\_\_\_\_.
- (5) Nowadays, a lot of \_\_\_\_\_ is done online, so making a good impression when meeting employers face to face is even more important.
- (6) We can do a lot to protect the environment, for instance, we can save resources and reduce waste if we stop using \_\_\_\_\_ food containers and single-use plastics.
- (7) When it comes to educating students, the assumption that everyone should be taught in the same way is \_\_\_\_\_.

## E Writing and viewing

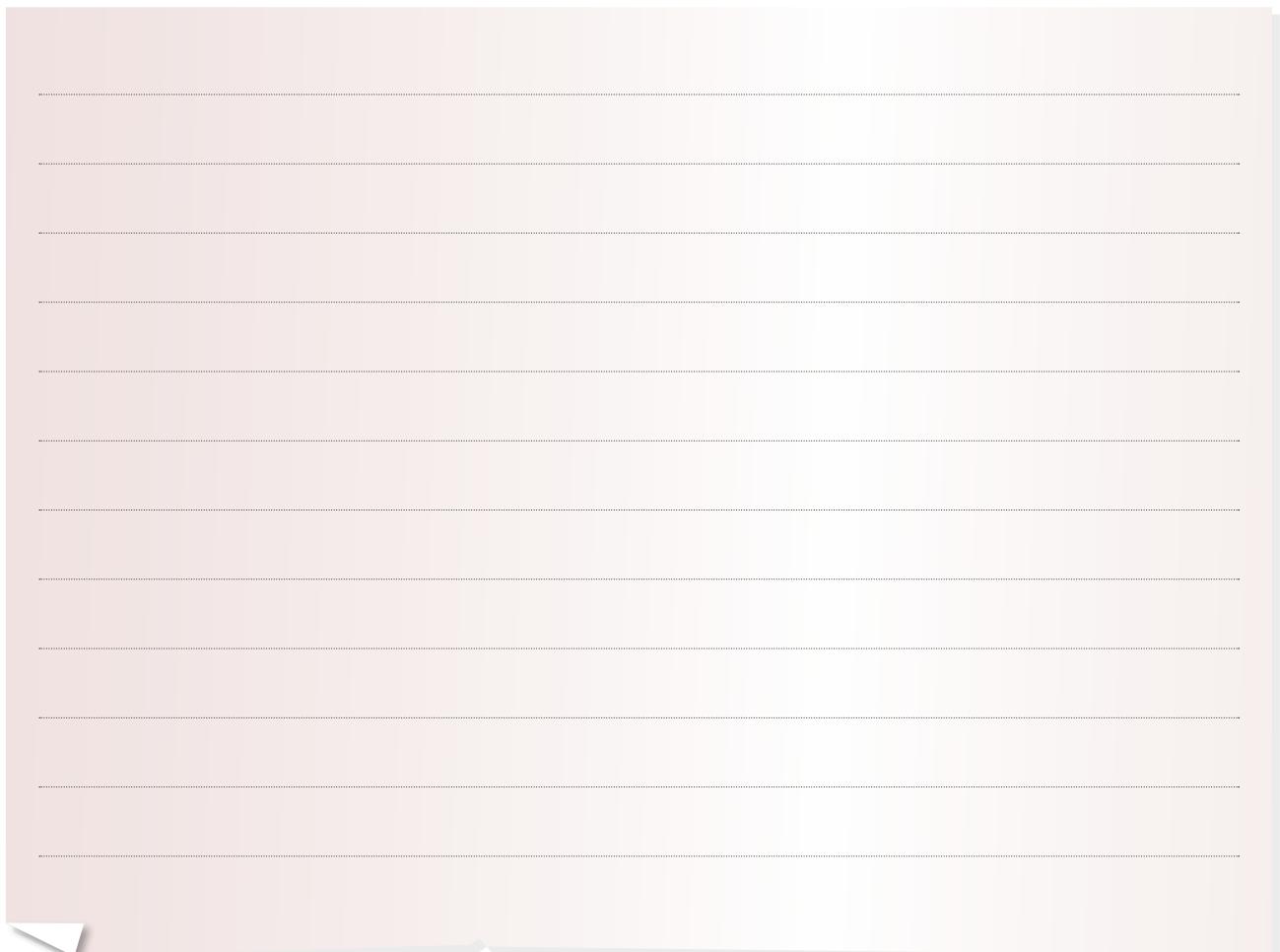
1 Young people face many problems in their lives, such as Internet addiction, body image issues, or conflicts with teachers or parents. Write a letter to the newspaper to express your ideas about an issue in about 150 words. You may refer to the guide given below.

<b>Content</b>	<ul style="list-style-type: none"><li>■ What is the issue?</li><li>■ What is your view on this issue?</li><li>■ How do you think this problem can be dealt with?</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>■ Paragraph 1: Introduce your reason for writing. Mention the issue that you're going to discuss.</li><li>■ Paragraph 2: Present your view on the issue.</li><li>■ Paragraph 3: Propose your ideas about how this problem is to be solved.</li><li>■ Paragraph 4: Make a conclusion.</li></ul>
<b>Check</b>	<ul style="list-style-type: none"><li>■ Are your point of view and the main ideas clearly stated? <input type="checkbox"/></li><li>■ Has your idea been properly presented and explained? <input type="checkbox"/></li><li>■ Have you checked grammar, vocabulary, spelling and punctuation? <input type="checkbox"/></li></ul>



- 2 Watch the video “Great British writers” again and take notes. Choose one of the three British writers that you are most interested in, find more information about him / her on the Internet, and then write a short passage describing the writer in about 150 words.

Take notes here!



This section provides a large, light brown rectangular area with horizontal dotted lines for writing notes. A small white arrow points towards the bottom-left corner of this area.

# Unit 4 Words

## A Vocabulary

### 1 Replace the words in italics with the correct form of the phrasal verbs below.

■ add on ■ carry on ■ cheer on ■ cling on ■ move on ■ slip on ■ switch on

- (1) If you *continue* speaking to me like that, I'm leaving! \_\_\_\_\_
- (2) I loved my smartphone when I bought it two years ago. It is now a bit out of date because technology has *developed* so fast since then. \_\_\_\_\_
- (3) I have a season ticket and go to every football game. I think it's important to be there to *encourage* my team. \_\_\_\_\_
- (4) The little boy was *holding on tight* to his mother's legs. \_\_\_\_\_
- (5) As he *started* the engine, the car jumped forward. \_\_\_\_\_
- (6) In America, prices in menus don't include tax. When you pay, the restaurant *includes* the tax. \_\_\_\_\_
- (7) It's only sensible to *wear* some strong walking shoes when you go hiking. \_\_\_\_\_

### 2 Complete the passage with the correct form of the words below. The verb prefix has already been added.

■ power ■ able ■ courage ■ danger ■ sure ■ title ■ trust

At present, there are nearly 7,000 languages being used around the world. However, more than 40% of those are (1) en\_\_\_\_\_ and are likely to become extinct within the next 100 years. Why does this matter? It's because different languages (2) en\_\_\_\_\_ us to see the world through different eyes. When a language is lost, so is a culture. The Endangered Languages Project has been set up to (3) en\_\_\_\_\_ people to take an interest in saving these languages. The website asks people to submit samples of languages at risk in both written and audio forms. In this way, it hopes to (4) en\_\_\_\_\_ that, at the very least, these languages are not lost forever.

However, the project also wants to (5) em\_\_\_\_\_ people to take responsibility for keeping their language alive. For example, it supports communities who are fighting for

their children to be (6) en\_\_\_\_\_ to learn the language at school.

Previous generations have (7) en\_\_\_\_\_ us with this rich cultural heritage. We mustn't throw it away lightly.

**3 Complete the passage with the words below. Change the form if necessary. There is one word that you do not need.**

- encourage
- endanger
- ensure
- keep on
- enable
- switch on
- assure

(1) \_\_\_\_\_ your tablet and switch off your vocabulary?

Experts say that too much time is being spent on tablets and computers, (2) \_\_\_\_\_ children's ability to learn new words. Rather than talking to each other, we are too quick to turn on the computer, meaning that young people are not being (3) \_\_\_\_\_ to listen to a wide range of words. Research shows that it is important to (4) \_\_\_\_\_ that children actually hear new words, as this develops the language learning area of the brain. According to the findings, if children (5) \_\_\_\_\_ learning visually rather than through hearing words in conversation, it is likely that future generations will have smaller vocabularies. Talking and reading to children will best (6) \_\_\_\_\_ them to take in new vocabulary.

**4 Read the review of the film version of *The Great Gatsby* and complete it with the expressions below. There is one expression that you do not need.**

- A. I couldn't really identify with
- B. I was disappointed with
- C. There's a dramatic twist at the end
- D. I was captivated by
- E. the film fails to
- F. The film opens with
- G. the biggest problem was
- H. the film would appeal to anyone who

*The Great Gatsby* is a subtle and insightful novel which raises some big questions about the nature of love and the effects of money and materialism.

Having loved the book, (1) \_\_\_\_\_ Baz Luhrmann's new film version, which has plenty of materialism, but absolutely no subtlety whatsoever.

(2) \_\_\_\_\_ Nick Carraway, the narrator of the story, looking back at his memories of the Roaring Twenties. These centre around Nick's fabulously wealthy neighbour, Jay Gatsby, and the extravagant parties he throws. Nick is flattered when Gatsby befriends him, but he soon discovers that he only did so in order to get close to his cousin, Daisy, with whom Gatsby was in love before the First World War. Daisy married someone else, but her husband, while rich, is unfaithful and a bully. This gives Gatsby hope that he can win her back.

(3) \_\_\_\_\_ the spectacle of the film. Luhrmann certainly knows how to put on a show and the film is full of glitz and glamour. However, (4) \_\_\_\_\_ be at all moving and it feels quite unrealistic.

Frankly, (5) \_\_\_\_\_ any of the characters. Seen through the eyes of the narrator, Nick, the book encourages us to feel fascinated by Gatsby and a little in love with Daisy. In the film, however, it is obvious from the start that Daisy is shallow, and even Gatsby shows no signs of hidden depths. This is not the first film adaptation of *The Great Gatsby* and nor is it the first one to fail at portraying the complex characters. It is a challenging task, but I had hoped for more.

Superficially, (6) \_\_\_\_\_ enjoyed Luhrmann's previous films. The plot is quite gripping. For me, however, (7) \_\_\_\_\_ that it just didn't touch me at all.



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

(1) 他的妹妹躺在沙发上，脸上盖着一本漫画书。(comic)

(2) 尽管存在各种风险和困难，他为了达成目标别无选择，只能继续。(alternative)

(3) 每当感到身心疲惫，我会试着抽空和朋友们放松一下。(chill out)

(4) 当小女孩意识到妈妈要给自己拍照时,她对着相机摆起姿势,假装是一位优雅的时装模特。(elegant)

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(5) 政府发起了一个项目,以鼓励民营企业将业务进一步扩展到中国的中西部地区。(extend)

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(6) 通过使各种信息普遍可访问,互联网极大地改变了我们的生活和思维方式。(universally)

---

(7) 这部影片的主人公临危不惧,英勇无私。(combine)

---

(8) 校长估计,今年学校参加大学升学考试的人数会达到 1500 人。(estimate)

---

6 Visit the website of the *Oxford English Dictionary* to find out about words that have recently been added. Select the five most interesting new words and explain how they are formed and what they mean.

The form consists of a vertical column of ten horizontal lines for handwriting practice. On the left side, there is a decorative border featuring a vertical strip of spiral notebook rings on the far left and a faint watermark of the Oxford English Dictionary logo (the word "Oxford" above "English" and "Dictionary") centered over the lines.

## B Grammar

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

■ had better not ■ must ■ mustn't ■ need to ■ needn't ■ ought to

## Learning from your mistakes

Einstein once said, "Anyone who has never made a mistake has never tried anything new." This doesn't mean that you (1) \_\_\_\_\_ try and make as many mistakes as possible, but it does mean that you (2) \_\_\_\_\_ accept that making mistakes is a natural part of the learning process. This is particularly true when you are learning a language: when you make a mistake and the teacher corrects it, there is a great opportunity for you to improve your language skills.

Although correction can be very helpful, we (3) \_\_\_\_\_ be careful not to overdo it. One famous study found that when parents corrected their young children's language, believing that their children (4) \_\_\_\_\_ say things like, "Daddy gone work", their children's language actually got worse rather than better!

Of course, we (5) \_\_\_\_\_ assume that learning a second language is exactly like learning our first. As we're older and more intellectually developed, we are much more aware of the learning process. However, it is still important to discover the rules through trial and error. For this reason, teachers usually (6) \_\_\_\_\_ correct every single mistake students make; if they do, it may affect students' confidence and motivation, especially at the beginning.

### 2 Complete the second sentences so that they have similar meanings to the first. Use the words in brackets.

(1) Don't forget your homework again, or you'll be in trouble! (better)

You \_\_\_\_\_

(2) Joe should try to work a bit harder. (ought)

Joe \_\_\_\_\_

(3) It's not necessary to bring your book. (needn't)

You \_\_\_\_\_

(4) It is forbidden for students to chew gum on school premises. (must)

Students \_\_\_\_\_

(5) It is a good idea to revise new vocabulary regularly. (should)

You \_\_\_\_\_

### 3 Complete the dialogue with the correct answers.

**Beth:** You really (1) \_\_\_\_\_ (shouldn't have said / couldn't have said) that to the waiter! It was so rude.

**Sarah:** But I felt I had to complain. There was something dirty in my salad. It (2) \_\_\_\_\_ (must have been / would have been) a dead insect.

**Beth:** I still think you (3) \_\_\_\_\_ (needn't have spoken / can't have spoken) so loudly. Everyone in the restaurant heard you.

**Sarah:** Well, they (4) \_\_\_\_\_ (ought to have washed / must have washed) the salad more carefully!

**Beth:** But it wasn't the waiter's fault. You (5) \_\_\_\_\_ (could not / need not) shout at him. He (6) \_\_\_\_\_ (must have been / should have been) upset about it.

**Sarah:** I didn't shout at him. I was just being assertive.

**Beth:** I still think you (7) \_\_\_\_\_ (shouldn't have made / couldn't have made) such a fuss.

**Sarah:** Just because I prefer to stand up for myself ...

### 4 Read the passage and circle the correct answers.

#### A new way to learn a language

A few months ago, I decided that I (1) **needed to improve / needn't have improved** my spoken German. I was already taking lessons, so I felt I (2) **didn't need to / ought not to** find a teacher; what I needed was someone to practise speaking with. So I decided to join an online language-exchange programme which puts you in touch with someone who wants to learn a language you speak. As you help others, you earn credits which you can exchange for speaking time in the language you want to learn.

I (3) **should have paid / had to pay** a small fee to create a profile on the site, listing the languages I already speak and the languages I want to learn. I realized later that I (4) **shouldn't have listed / didn't have to list** all the languages I speak: people kept asking me to teach them languages that I am not proficient in! In fact, I (5) **ought to have / needn't have** just written that my native language was English and that I wanted to improve my German —this would have created far less confusion!

I was worried it would take a long time to find someone to teach me German, but I (6) **didn't need to / needn't have** worried. I (7) **didn't have to / ought not to** wait very long before I met Steffi. My German has really improved, and we've become very good friends, too!



## C Listening and speaking

### 1 Listen to part of a school council meeting and answer the questions below.

(1) What does the teacher think about Jack's and Marie's ideas?

(2) What decision does the teacher finally make?

### 2 Listen again and complete the notes. Use no more than two words in each gap.

#### Minutes of school council meeting

- Congratulations on raising £650.00
- Discussion about how best to spend the money

#### Two proposals from students:

##### New photo editing software

###### *Positive points:*

- It is needed for (1) \_\_\_\_\_ and photography.
- The (2) \_\_\_\_\_ department could use it as well.

###### *Negative points:*

- It is likely to be very (3) \_\_\_\_\_.

##### Books for school library

###### *Positive points:*

- Would encourage more people to (4) \_\_\_\_\_ the library.
- Something that (5) \_\_\_\_\_ would be able to use.

###### *Negative points:*

- People might not use the library as they prefer to do their reading (6) \_\_\_\_\_.

#### Next steps:

- Marie: To find out the exact (7) \_\_\_\_\_ of the software package.
- Jack: To make (8) \_\_\_\_\_ of useful books.

### 3 Do you agree with Jack or Marie? And why? If your school council raised ¥2,000 for the school, how would you propose spending the money? Make a one-minute presentation. You may record your presentation and send it to your teacher. Use the guidelines below to help you.

#### Guidelines for your presentation:

- Present your proposal

e.g. classroom decorations or prizes for the next school sports competition

- Explain the reasons for your proposal

## D Reading

Read the passage and complete the exercises.

### More speed, less analysis?

In many ways, the Internet has been a boon for the written word. (1) \_\_\_\_\_ How much of our time is now taken up with reading and writing emails, status updates and blog posts?

However, though we may be reading and writing a great deal more than we used to, we are doing it in very different ways. Take letters and emails for example. In the past we would sit down with a piece of paper and a pen and think carefully about what we wanted to say, knowing that any changes would result in ugly crossings out, or in having to **start again from scratch**. Now we can **fire off** an email in seconds.

The way we read has also changed. We talk about reading a book **from cover to cover**, because we traditionally start at the beginning and read through to the end. However, this is not how we read online. Instead, we start on a particular page, but may not even finish that page, as a link takes us off to a passage on another page, and so on. (2) \_\_\_\_\_ This is known as "associative" thinking and it uses the brain in a very different way from "linear" reading.

There are certainly advantages to developing associative thinking skills. Using the brain in this way means that we are getting better than ever at multi-tasking. It ensures that we can work at speed and develops our ability to **think outside the box**. Being able to switch backwards and forwards between emails and other tasks is useful in a working environment, but constant distractions make it very difficult to read at a deeper level. We are therefore much less likely to critically analyse what we read, make inferences, think in an abstract way or gain any real insight.



In an influential article, Nicholas Carr suggests that we are not only less likely to be reading deeply, we may also be losing our ability to do so. Reflecting on his own experience and that of his contemporaries, he concludes that many people, including "literary types", are no longer able or willing to become **immersed in** a book or a longer article. They become **fidgety** (坐立不安的) or **lose their train of thought**. And, Carr argues, perhaps this is not just because it's more convenient to read associatively;

the way people think is actually changing, too. (3) \_\_\_\_\_ The work of Gary Small, a professor of psychiatry at the University of California, concludes that being constantly exposed to new media strengthens new neural pathways—connections between different parts of the brain—that are related to associative thinking, but also simultaneously weakens the pathways which enable us to follow a narrative or fully digest and understand information.

(4) \_\_\_\_\_ We might, therefore, face the prospect of a whole new generation that lacks the ability to think critically and deeply about what they are reading.

But haven't we been here before? (5) \_\_\_\_\_ The Ancient Greek philosopher Socrates was very suspicious of the written word, and he was concerned that people would lose the ability to memorize long texts. He was, of course, quite right, but future generations, who increasingly became used to having books, no longer saw a need for this skill, and now, in our modern world, it is not valued at all.

Ultimately, the world is changing, and our brains are probably changing in line with the new demands they face, just as they have always done throughout history. However, while we may not be bothered about having lost our once *prodigious* (非凡的) ability to memorize, are we willing to lose our ability to read deeply? If not, we need to consider just how we can maintain our critical, deeper reading skills, while also engaging in our daily digital diet.

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

- A. People have always been reluctant to accept change.
- B. These neural pathways only develop as we need to use them, and if we don't use them, they won't develop at all.
- C. Rather than going through a piece of text in order, we are skipping about, and this means we have to hold onto lots of different threads or ideas simultaneously.
- D. People are reading and writing more than ever.
- E. Although the brain continues to develop throughout life, new circuits are not created overnight.
- F. Some prominent researchers would agree.

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

**2 Choose the correct answers.**

(1) Associative thinking does not enable us to \_\_\_\_\_.

- A. deal with multiple ongoing tasks
- B. work more creatively
- C. improve work efficiency
- D. read more critically

(2) What does Nicholas Carr suggest in his article?

- A. People are no longer willing to read long books.
- B. People's ability to read associatively has improved.

- C. People may lose the ability to read critically and deeply.  
D. People seldom change the way they think.
- (3) According to Gary Small, \_\_\_\_\_.  
A. new media weakens the neural pathways that are linked to associative thinking  
B. some people are able to follow a narrative and digest information with the help of associative thinking  
C. some parts of the brain lack neural pathways to other regions of the brain  
D. new media may prevent us from developing critical reading skills
- (4) According to the passage, which of these statements is not true?  
A. Associative thinking is more important than linear thinking.  
B. Socrates was unwilling to accept the written word.  
C. People in the modern world do not need to memorize long texts any more.  
D. We may think more deeply when writing letters.
- (5) What does the author think of the changes described in the passage?  
A. He / she is worried that these changes have a negative impact on our reading ability.  
B. He / she thinks these changes are mostly positive.  
C. He / she believes that our brains are unable to adapt to the world we live in.  
D. He / she thinks that future generations might not need to read anything.

**3 Study the phrases in bold in the passage. Then match them to the definitions below.**

- (1) completely involved in: \_\_\_\_\_
- (2) redo from the beginning: \_\_\_\_\_
- (3) forget what they are thinking or talking about: \_\_\_\_\_
- (4) quickly send: \_\_\_\_\_
- (5) the whole thing: \_\_\_\_\_
- (6) have original and creative ideas; see things from a new perspective: \_\_\_\_\_

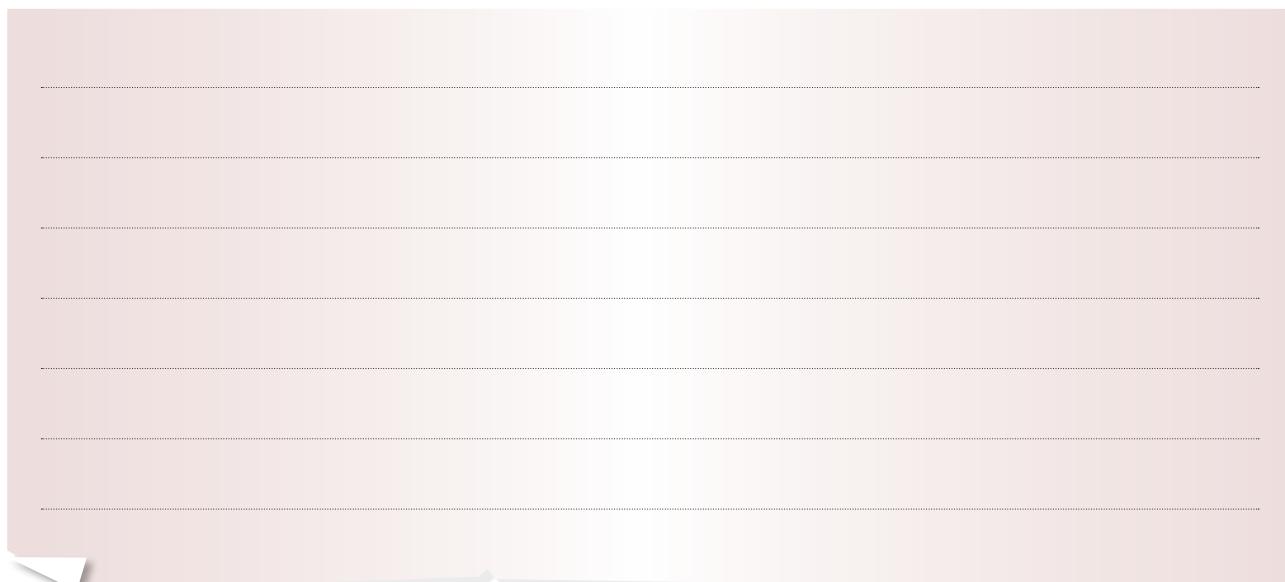
**4 Complete the sentences with the correct form of the phrases in exercise 3.**

- (1) Goodness—you read quickly! Did you read that novel \_\_\_\_\_ in just one afternoon?
- (2) I was so \_\_\_\_\_ my book that I didn't even hear the doorbell ring.
- (3) It was hard to concentrate with all the noise. I kept \_\_\_\_\_.
- (4) I was so angry that I sat down straight away and \_\_\_\_\_ a letter of complaint.
- (5) This advertising agency needs people who can \_\_\_\_\_.
- (6) This essay just doesn't make sense. I'm afraid you have to \_\_\_\_\_.

## E Writing and viewing

1 Think of a film that you think others would be interested in. Write a review in about 150 words. You may refer to the guide given below.

<b>Content</b>	<ul style="list-style-type: none"><li>■ What's the title of the film?</li><li>■ What's its setting, themes, characters and plot?</li><li>■ What did you like / didn't you like about it?</li><li>■ Why do you think the film is important? Does it relate to your everyday life?</li><li>■ Who would you recommend it to?</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>■ Paragraph 1: Introduce the film. Give its title, director and main actors in an interesting way.</li><li>■ Paragraph 2: Provide a concise summary of the plot. Use the present simple and include information about the key characters and themes.</li><li>■ Paragraph 3: Present your opinion. Say what you liked and / or disliked most about the film. Use the present simple or past simple.</li><li>■ Paragraph 4: Summarize your opinion and / or give a recommendation.</li></ul>
<b>Check</b>	<ul style="list-style-type: none"><li>■ Have you used a clear paragraph structure? <input type="checkbox"/></li><li>■ Have you managed to avoid repetition? <input type="checkbox"/></li><li>■ Will readers be able to understand all your comments? <input type="checkbox"/></li><li>■ Have you checked grammar, vocabulary, spelling and punctuation? <input type="checkbox"/></li></ul>



- 2** Watch the video “Look it up” again and take notes. Find more information on the Internet about how new words get added to the *Oxford English Dictionary*, and then write a short passage describing it in about 150 words.



Take notes here!

## 后记

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

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

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

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# 致 谢

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

另外，向为本书提供图片的单位致谢！

壹图网（第 2 页一张图，第 7 页一张图，第 10 页一张图，第 11 页一张图，第 13 页一张图，第 18 页一张图，第 21 页一张图，第 24 页一张图，第 25 页一张图，第 32 页一张图，第 38 页一张图，第 45 页一张图，第 46 页一张图，第 48 页一张图，第 50 页两张图）；  
Wikipedia（第 37 页一张图）。

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