



普通高中教科书

ENGLISH

英语

选择性必修

第二册



上海外语教育出版社

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Map of the Book

| Producing | | Extending | |
|---|--|--|---|
| Speaking | Writing | Critical Thinking | Further Exploration |
| Recommending stories of scientists | <p>Descriptive writing: Writing a descriptive essay to share your experience of exploring science</p> | Analysing and evaluating people's attitudes | Creating a full-colour booklet of a group of Chinese scientists |
| Giving a presentation on the possible effects of learning a foreign language Speaking strategy: Signalling a transition | <p>Argumentative writing: Writing an argumentative essay on an additional foreign language course</p> | Analysing cause-effect relationships | Collecting information about dialect protection in China |
| Suggesting a creative charity event for your school Speaking strategy: Expanding on your ideas Culture Link: Some Creative Charity Events | <p>Narrative writing: Writing a narrative to share your experience of helping others</p> | Evaluating from different perspectives | Exploring charity traditions of ancient China |
| Conducting a survey about residents' awareness of self-protection methods in natural disasters | <p>Expository writing: Writing an expository essay on a natural disaster</p> | Creating a personalised plan Culture Link: China International Search and Rescue Team (CISAR) | Role-playing in a disaster scene |

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

- ▶ describe scientists and their work;
- ▶ deepen an understanding of challenges faced by scientists from different cultures and their achievements;
- ▶ analyse and evaluate people's attitudes towards difficulties;
- ▶ identify the author's feelings in reading, and write a descriptive essay.



Unit 1

Scientists

Look deep into nature, and then you will understand everything better.

— Albert Einstein

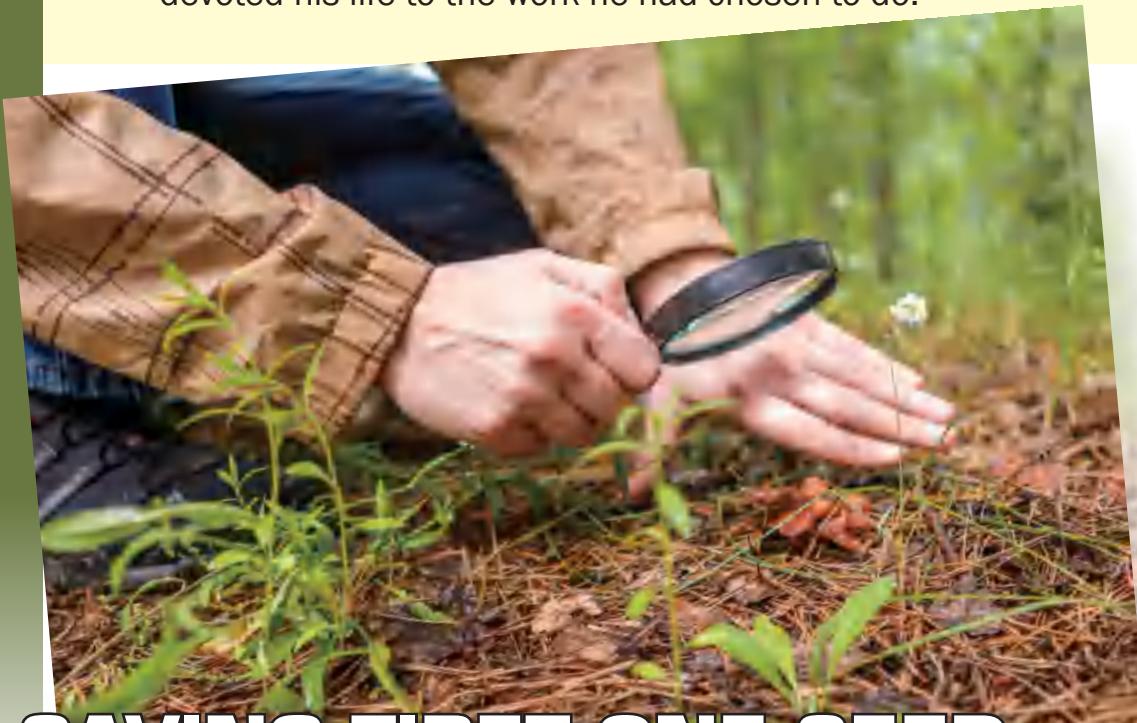
Getting Started

 Look at the picture on the left and answer the questions.

1. What do you think the man is doing?
2. What kind of scientist might he be? Why?
3. What kind of scientist do you want to become if you are interested in science?

READING A

What difficulties might scientists face when collecting seeds in high-altitude areas? Read the text about a biologist who devoted his life to the work he had chosen to do.



SAVING TIBET ONE SEED AT A TIME

Today, more than 40 million seeds from nearly 1,000 different kinds of plants have been collected from the Qinghai-Tibet Plateau. We owe this to 5 Zhong Yang, a professor of biology at Fudan University and Tibet University, who saw the value of studying plants.

Zhong spent a lot of time and effort building a collection of seeds for China's national seed bank. A seed bank preserves plant seeds and may have medical or agricultural value in the future. Storing seeds also protects biodiversity — the balanced variety of plant and animal life in the world. 10 15

More than 80 percent of the seeds that Zhong collected are from

the Qinghai-Tibet Plateau — a large elevated plain that is also known as 20 the “roof of the world.” The plateau is home to almost one fifth of China’s plants and is therefore an important resource. However, it is highly challenging for people to collect seeds 25 from the plateau. One has to deal with varying climates and environments depending on an area’s position above sea level. In fact, a third of the seeds collected on the plateau were found 30 at a height of 4,000 metres above sea level! On top of that, the seed bank requires that at least 5,000 seeds of each plant be collected so they can be preserved for more than 100 years.

35 Some seeds are easy to collect

while others are more difficult. One seed that is hard to collect is from a special species of peach. In order to get 5,000 seeds, Zhong and his students 40 started eating the peaches, lots of the peaches. "Since there is no suitable machine available for collecting the pits, we have to eat the peaches, which taste awful. But this is the safest way to get 45 the seeds," Zhong said.

Every year, Zhong and his students walked at least 10,000 kilometres to collect seeds. They sometimes fell ill because they had plant allergies. Also, 50 to save time, Zhong and his students ate only one meal a day while travelling to the mountains. Despite all these hardships, they persisted.

Zhong spent countless hours 55 collecting seeds in Tibet. While he was deeply devoted to this work, he

also believed in improving education there. "After staying some years in Tibet, I have realised that Tibet needs 60 an educator more than a biologist," Zhong once said. As a biology professor at Tibet University, Zhong helped to develop programmes of study in biology and other sciences.

65 Zhong first started his work in Tibet in 2001 and worked on his research until he died in an unfortunate car accident in 2017. Zhong was aware that 70 his research had touched only the "tip of the iceberg." There was so much more to do.

"I have never regretted being a scientist," Zhong once said. "Imagine what you do today will benefit many 75 people, even after you die. Everything difficult is worth the price."

● Personal Touch



Do you find Zhong Yang's story impressive? Why?

Digging In

● Comprehension

I. Fill in the blanks according to the text.

Zhong Yang's major contribution as a scientist

More than 40 million seeds from nearly 1,000 different kinds of plants have been collected from the (1) _____.

Zhong's work in Tibet

Zhong spent a lot of time and effort (2) _____.
Zhong was also devoted to (3) _____ at Tibet University.

Zhong's attitude towards science

Zhong never regretted (4) _____.

II. Answer the questions.

1. Why is it important to build seed banks?
2. What challenges did Zhong Yang and his team face when collecting seeds in Tibet?
3. What did Zhong do as an educator in Tibet?
4. Why did Zhong never regret choosing his career?

III. Fill in the blanks with evidence from the text to support the statement about Zhong Yang. An example is given.

Statement:

Zhong was very hard-working and tough.

Evidence:

- He had to deal with varying climates and environments depending on an area's position above sea level.
- _____
- _____
- ... _____

IV. What other qualities do you think Zhong Yang had as a scientist and educator? Support your opinion with evidence from the text.

● Vocabulary Focus

I. Key Vocabulary

Match the words or expressions with their definitions. Then fill in each blank with one of the words or expressions in its appropriate form to complete the passage.

- | | |
|---------------------|---|
| (1) plain | a. the small hard part produced by a plant, from which a new plant can grow |
| (2) (be) devoted to | b. the study of the life and structure of plants and animals |
| (3) challenging | c. to do good to |
| (4) variety | d. a large area of flat land |
| (5) biology | e. marked by differences |
| (6) seed | f. suddenly become ill |
| (7) varying | g. to have sth because of the help or influence of sb or sth |
| (8) benefit | h. giving sb or sth a lot of love and attention |
| (9) fall ill | i. difficult in a way that tests one's ability |
| (10) owe | j. different kinds of sth |

Today, more than 40 million seeds have been collected from the Qinghai-Tibet Plateau. We **1** _____ this to Zhong Yang, a professor of **2** _____. Zhong arrived in Tibet in 2001 to collect seeds for scientific purposes. His work provided a great start to China's national seed bank. A seed bank stores plant seeds and may have medical or agricultural value in the future. It can also protect biodiversity — the balanced **3** _____ of plants and animals.

Zhong and his students spent a lot of time and effort collecting seeds from the Qinghai-Tibet Plateau — a large elevated **4** _____ that is also known as the "roof of the world." The work was highly **5** _____ for Zhong and his team. They had to deal with **6** _____ climates and environments there. Some **7** _____ grow at high altitudes and Zhong and his students had to walk a long way to collect them. They sometimes **8** _____ because of plant allergies. Despite all these difficulties, they continued their work.

While Zhong **9** _____ collecting seeds in Tibet, he also spent a lot of time improving education there. He worked as a biology professor at Tibet University and helped to develop programmes of study in biology and other sciences.

Zhong never regretted being a scientist. He believed a scientist's work could **10** _____ all mankind.

II. Topic-Related Expressions

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

science fiction
scientific progress
scientific process

landing a spaceship
digital learning tools
computer technology

online learning
outside of labs

information age
outer space

Science plays a major role in society. Because of science, human understanding of the past, present, and future is continually changing. For example, decades ago the idea of 1 _____ on the moon would have seemed impossible. Today it is a mark of 2 _____. Events once regarded as material for 3 _____, such as landing on Mars, now seem possible.

Science and technology can be found in nearly all aspects of everyday life. For example, if electricity had never been discovered, telephones, lights, and televisions would not exist. Advances in electronics have brought us into what is called the 4 _____. Because of 5 _____, information can be processed in seconds.

At one time, computers were extremely expensive. They were rarely found 6 _____ and large companies. But now computers can be found in many homes, schools, stores and libraries. Computers are also used in many places. They are used as 7 _____ in schools, to monitor heating systems at home and to guide satellites and space research. In the future, computers may even have microprocessors produced in 8 _____.



● Grammar in Use

-ing/-ed forms 4 — used as predicatives

I. Compare and tell the difference in the uses of the underlined parts in each pair of sentences.

1. a. He spends a lot of time with animals every day. Studying animals is his job.
b. He spends a lot of time with animals every day. His job is studying animals.
2. a. The upcoming field trip got him worried.
b. He seemed worried about the upcoming field trip.
3. a. Zhong Yang was devoted to scientific work.
b. Zhong Yang was a devoted scientist.
4. a. It was frightening for him to carry out that dangerous experiment.
b. He felt frightened to carry out that dangerous experiment.

Grammar Highlights

The *-ing* and *-ed* forms of a verb can be used as predicatives that provide specific information about the subjects of the sentences. They usually come after linking verbs: *be, seem, get, look, become, appear*, etc. For example:

- *His job is studying animals.*
- *The findings seemed amazing.*
- *All these mysteries remain unsolved.*



II. Complete the dialogues with the *-ing* or *-ed* forms of the words given in brackets.

1. A: What's wrong with our data?
B: I have no idea. The problem is quite _____ (puzzle).
2. A: What's your dream job?
B: My dream job is _____ (explore) space. I always admire astronauts.
3. A: How did your parents react when they learned that you'd won the school science prize?
B: They were _____ (excite) at the news.
4. A: Why is Professor Chen upset?
B: Because he's _____ (disappoint) at the results of his patent application.

III. Complete the passage using the *-ing* or *-ed* forms of the given verbs.

travel let excite surprise know

The first living things to travel in space were not human beings. They were animals. It sounds **1** _____, doesn't it?

In 1952, the United States sent two monkeys named Patricia and Mike into space. Scientists wanted to see what would happen when the spaceship reached a height of 36 miles at a speed of 2,000 miles per hour. The findings seemed amazing. The monkeys survived! The scientists were **2** _____ to find out that living things could survive the trip into space. Patricia and Mike landed safely and went to live at a park in Washington, D.C.

A dog named Laika was **3** _____ as the first living thing to travel around the Earth in a spaceship. She was sent into space in 1957. Her job was **4** _____ inside the spaceship and **5** _____ scientists monitor her heart rate, breathing, and blood pressure during the trip. In this way, the scientists were able to learn about the effects of space travel on living things.

Animal astronauts helped pave the way for human astronauts. Thanks to these animals, scientists learned that humans could survive space travel.

Listening, Viewing and Speaking



Stephen Hawking (Radio programme)

I. Answer the questions.

What do you know about Stephen Hawking? What is he famous for?

II. Listen and choose the best answer.

This passage mainly introduces Stephen Hawking's _____.

- A. sufferings during his lifetime
- B. sufferings and great achievements
- C. attitudes towards science
- D. best-selling books

III. Listen again and fill in each blank with what you hear.

He was diagnosed with a disease called amyotrophic lateral sclerosis, or ALS, at the age of 21. At the time, doctors 1 _____ he would only live a few years. But he proved them wrong by surviving for more than 50 years more and 2 _____ his scientific work.

The disease eventually put him in a wheelchair and took away his 3 _____ to speak. For many years, Hawking 4 _____ by using a voice synthesizer.

In his 2013 book, *My Brief History*, Hawking wrote about first learning of the illness: "I felt it was very 5 _____ — why should this happen to me?" He added: "At the time, I thought my life was over and that I would never realise the potential I felt I had." "But now, 50 years later, I can be quietly 6 _____ with my life," he wrote.

IV. Discuss the question.

What do you think is the relationship between suffering and success? Give your reasons.



Do You Know These Female Scientists? (TV programme)

I. Answer the question.

Have you heard of any famous female scientists? Name a few.

II. Watch the video clip about some female scientists and match the scientists with the descriptions.

- A. Marie Curie
- B. Tu Youyou
- C. Jane Goodall
- D. Grace Hopper
- E. Rosalind Franklin

- 1. one of the most important people in the development of modern computer software
- 2. one of the major contributors to the discovery of the structure of DNA
- 3. a researcher on animal behaviour, especially chimpanzee behaviour
- 4. a Nobel Prize winner for her achievements in two different areas
- 5. a Nobel Prize winner for discovering artemisinin, which is now widely used to treat malaria

III. Watch the video clip again and answer the questions.

1. Where did Marie Curie do most of her work?
2. What does Jane Goodall's work show us?
3. Did Rosalind Franklin win a Nobel Prize? How does the speaker feel about this?

IV. Work in groups to discuss the questions.

Do you think scientific progress is always a good thing? Why or why not?



Culture Link

Nobel Prize Fast Facts

- Alfred Nobel, a notable Swedish chemist, established the prize in his will.
- Nobel Prizes are awarded for outstanding contributions in the areas of physics, chemistry, physiology or medicine, literature, peace and economic sciences. There is no Nobel Prize in Mathematics.
- Nobel Prize winners are called Nobel Laureates.



Recommending stories of scientists

Your school is going to hold a science festival. Your class is supposed to recommend a list of stories about scientists. Talk with a partner and decide which stories to recommend.

Step 1 Make a list of famous scientists and collect stories about them.

Step 2 Work in pairs. Share with your partner the basic information (main characters, plots, writers, etc.) of the stories and make comments on them.

Step 3 Discuss which stories to recommend to the class. During the discussion, you may give reasons for your recommendation.

EXAMPLE

A: What is your favourite story?

B: The story about Stephen Hawking.

A: Why do you like it?

B: I found it very engaging. I am quite impressed with his courage to face the difficulties in life. I really think you should read it. Which story do you recommend?

A: ...

Step 4 Each pair recommends stories of scientists to the class and explains why.

Useful Expressions

Asking for recommendations

What do you recommend?

Would you mind sharing your comments on ...?

What is your favourite ...?

Could you please make a recommendation about what to ...?

Giving recommendations

Why don't you ...?

I highly recommend ...

You should ... when you have spare time.

I really think you'll like it.

You will find it interesting.

READING B

ROSALIND FRANKLIN

Physical chemist Rosalind Franklin discovered through an X-ray photograph that the structure of DNA was a double helix¹. This discovery is considered one of the most important scientific advances in history. Over the course of her career, Franklin had an undying passion for science. Her work eventually became the basis of many other findings.

Rosalind Elsie Franklin was born in London, England on 25 July 1920. She came from an educated Jewish family. As a child, Franklin preferred facts and reasons to stories and make-believe. She knew she wanted to be a scientist when she was 15. In 1941, Franklin graduated from university despite her father's disapproval of higher education for women. At the young age of 26, Franklin had already published five papers on the physical structure of coal and carbon. Nothing got in the way of her scientific research, even though science was considered a "man's world." During World War II, Franklin continued to cycle to work while London was being bombed by Germany.

In 1945, Franklin earned her doctorate in physical chemistry from Cambridge University. After that, she worked in Paris. There, she mastered a special X-ray technique called X-ray crystallography², which eventually became an important part of her research.



Franklin returned to England in 1951 to work as an X-ray crystallography expert at King's College London. She was assigned to study the structure of DNA. However, her efforts often went unnoticed. Women in the field of science were not respected at that time. They could not eat lunch in the same room with the male scientists and they were not invited to join in after-work discussions.

As the only female on the DNA project, Franklin worked alone. She was close to solving the DNA puzzle. Franklin's skills in X-ray crystallography, coupled with her "extreme clarity and perfection," had resulted in the famous image — photograph 51. But Franklin was very careful and wanted more evidence. Without her knowledge, Maurice Wilkins and two other male scientists, James Watson and Francis Crick, got hold of her data. Soon after, Watson and Crick published their model of DNA based on Franklin's photograph.

Franklin eventually left King's College in 1953 and began her most

famous work on viruses. Sadly, in 1956, Franklin found that she had cancer, but she continued to work until her death in 1958. Four 70 years later, in 1962, the three male scientists who took advantage of her data won a Nobel Prize for their work on DNA. Franklin received no credit even though she had provided the crucial information that allowed 75 Watson and Crick to make their breakthrough. If she were alive, would Franklin have been recognised for her work, alongside her fellow 80 scientists?

One of Franklin's biggest problems was gender inequality — the unfair difference between the way men and women were treated. But she never 85 lost heart. She took up every challenge head-on so that she could do what she loved — and that was to be a scientist.



Notes

1. double helix (*see the picture above*)
2. X-ray crystallography: a scientific method used to see the three-dimensional structure of crystals.

● Comprehension Plus

I. Answer the questions.

1. What difficulties did Rosalind Franklin face?
2. Why was Franklin not awarded a Nobel Prize, despite the fact that she had provided key data about DNA's structure?

Reading Strategy Identifying the author's feelings

3. How does the author feel about the difficulties Franklin faced as a female scientist? Find evidence from the text to support your answer.

II. Fill in the table with key information about Rosalind Franklin's life and career.

| Time | Event(s) |
|-----------|---------------------------------------|
| 1920 | Rosalind Franklin was born in London. |
| 1941 | |
| 1945 | |
| 1951–1953 | |
| 1956 | |
| 1958 | |

Critical Thinking

Analysing and evaluating people's attitudes

- I. Reflect on what you have learned about Zhong Yang, Stephen Hawking and Rosalind Franklin in this unit. Fill in the table with the difficulties they faced, how they dealt with these difficulties and their qualities as scientists.

| | What difficulties they faced | How they dealt with the difficulties | What qualities they had as scientists |
|-------------------|------------------------------|--------------------------------------|---------------------------------------|
| Zhong Yang | | | |
| Stephen Hawking | | | |
| Rosalind Franklin | | | |

- II. What other qualities do you think are important for scientists? Give your reasons. The following qualities are given as examples.

- brain power (intelligence/talent)
- curiosity
- creativity
- communication skills in writing and speaking
- courage in the face of hardship or prejudice

Writing

Writing a descriptive essay to share your experience of exploring science

The science society in your school is celebrating its 4th anniversary next month. You are asked to write about a personal experience of exploring science. It could be a scientific lecture you attended, an experiment you did in school or at home, a visit to a science and technology museum, a science game you played with friends, etc. Here is a piece of descriptive writing about an unforgettable experience. Note the detailed descriptions used in this writing.

Our class visited a science fair last week. I was so excited that I couldn't sleep the night before! This experience still remains fresh in my mind.

We arrived at the science fair in the morning. The place was overcrowded with students from different schools. I saw handmade models of motor cars, trains, ships, aircraft, X-ray machines, etc. What interested me most was a model of a human body powered by electricity. The workings of the heart, lungs and other organs of the body were displayed vividly before my eyes.

"That's so cool!" I said excitedly.

The inventor glowed with pride. "I'm always fascinated by how our body works. Our biology and physics classes have really helped a lot!"

"That's amazing! I hope I can come here with my model train next year."

We left the fair with a feeling of joy and wonder. I will definitely visit the science fair again!

Sensory details

Dialogues

● Guided Writing

Descriptive writing

The main purpose of descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. The success of descriptive writing lies in the details. There are two major ways to make detailed descriptions — using dialogues and using five senses (sight, hearing, taste, touch and smell). See the examples:

1. "Justin," Mum shouted, "get in the room now!"
"Just a moment. I'll be right there," said Justin. (using dialogues)
2. Tall, slender, elegant, she was the picture of an African princess. (using the five senses — sight)
3. She smelled of wet cigarettes and bacon. (using the five senses — smell)
4. The mother hugged the boy, breathing her hot breath onto his neck. (using the five senses — touch)
5. Mr Jenkins was awakened by a sharp noise of a bat hitting a ball. (using the five senses — hearing)
6. He could feel the taste of blood in his throat. (using the five senses — taste)

Step 1 Think of an experience you want to write about.

Step 2 List the details you want to describe in the table.

| | | |
|-------------------------|---------|--|
| Sensory details | Sight | |
| | Smell | |
| | Touch | |
| | Hearing | |
| | Taste | |
| Dialogues | | |
| Other important details | | |

Step 3 Write a piece of descriptive writing in 100–120 words using the details suggested above.

► Further Exploration

Creating a full-colour booklet of a group of Chinese scientists

Work in groups to create a full-colour booklet of a certain group of Chinese scientists. You may choose one of the following groups of scientists: *biologists, physicists, chemists, ecologists, geologists, psychologists, etc.*

Key information to be included:

1. Title of the booklet
 2. Name of the scientist
 3. A picture of the scientist
 4. Years living (examples: 1901–1959; 1973–?)
 5. Birthplace
 6. Three important facts about the scientist
 7. A quote from the scientist
 8. A paragraph introducing his/her contributions
- (Note: one page for each scientist)

► Self-assessment

Look at the expected learning outcomes of this unit. Tick the items you think you have done well.

- A. Understanding sufferings and great achievements of scientists
- B. Talking about the life and work of some famous scientists
- C. Creating a full-colour booklet of a group of scientists
- D. Analysing and evaluating scientists' attitudes towards difficulties
- E. Identifying the author's feelings in reading
- F. Writing a descriptive essay about my personal experience of exploring science

Write a reflective note on what you think you need to improve. You may include some or all of the following points:

- What you still find difficult
- Possible cause(s) of the problem(s)
- Your plan to solve the problem(s)
- Learning resources that you could use

A photograph of two teenagers, a girl and a boy, sitting outdoors and looking at a tablet together. The girl, on the left, has short dark hair and is wearing a red and white plaid shirt. She is smiling and looking down at the tablet. The boy, on the right, has short brown hair and is wearing a blue hoodie over a white t-shirt. He is also smiling and looking at the tablet. They are both holding the tablet with both hands.

In this unit, we are going to

- ▶ discuss the relationship between the language(s) we speak and the way we think;
- ▶ raise awareness of protecting endangered languages around the world;
- ▶ analyse cause-effect relationships between language learning and its possible effects;
- ▶ signal a transition while giving a presentation, and write an argumentative essay.



Unit 2

Language and Mind

The limits of my language mean the limits of my world.

— Ludwig Wittgenstein

Getting Started

- Below are some benefits of learning a new language. Based on your experience of learning English, which of them do you find to be true? Explain why.
1. improving your memory
 2. improving your concentration
 3. building your willpower
 4. improving your learning ability

READING A

There are about 7,000 languages spoken around the world — and they all have different sounds, words and structures. But do they shape the way we think? Lera Boroditsky suggests an answer.



HOW LANGUAGE SHAPES THE WAY WE THINK

About 7,000 languages are spoken around the world. And all the languages differ from one another in all kinds of ways. That begs this ancient question: does the language we speak shape the way we think? Charlemagne, Holy Roman emperor, said, “To have a second language is to have a second soul.” — a strong statement that suggests that language affects reality. On the other hand, Shakespeare’s Juliet says, “What’s in a name? A rose by any other name would smell as sweet.” — this suggests that language does not shape reality. Whether language shapes reality has been debatable for thousands of years.

Here are some of my favourite examples. I’ll start with one from an Aboriginal community in Australia, the earliest people who lived in the country. The Kuuk Thaayorre people don’t use words like “left” and “right.” Instead, they use: north, south, east, and west. Thus, they would say something like, “Oh, there’s an ant on your southwest leg.” Or, “Move your cup to the north-northeast a little bit.” In fact, people who speak languages like this are more aware of where they are in the world.

Languages differ in how they express colours. Some languages have lots of words for colours, while

some have only a couple of words — “light” and “dark.” For example, in English, there is a word for blue, but in Russian, there isn’t just one word.

- 40 Instead, Russian speakers have to tell the difference between light blue, “goluboy,” and dark blue, “siniy.” When we test people’s ability to recognise the differences between these colours,
45 we find that Russian speakers are faster.

Languages also differ in how they describe accidents. In English, it’s fine to say, “He broke the vase.” In
50 a language like Spanish, you might be more likely to say, “The vase broke,” or, “The vase broke itself.” If it is an accident, you wouldn’t say that “someone” did it. So, people
55 who speak different languages will pay attention to different things, depending on what their language usually requires them to do.

I’ve given you a few examples of
60 how language can significantly shape the way we think. Language can have big effects, as we saw with space. Language can also have really early effects, as we saw in the case of colour.
65 They have an impact on our simple, basic decisions. And finally, we saw

70 how language can shape things that have personal significance for us — ideas like blame and punishment.

75 There is such a beautiful variety of language and it reveals just how brilliant and flexible the human mind is. I want to leave you with this final thought. I’ve told you about how speakers of different languages think differently. But, it’s not about how people elsewhere think. It’s about how you think. And that gives you the opportunity to ask, “Why do I think the way that I do?”

Note

This text was selected and adapted from a talk given by Lera Boroditsky in 2017.



● Personal Touch

- How long have you been learning English? Has learning and using English changed the way you see the world?

Digging In

• Comprehension

I. Answer the questions.

1. What is the speaker's point of view regarding the relationship between the language(s) we speak and the way we think? Do you agree?
2. According to a study by the speaker (Boroditsky 2010), Chinese speakers use more up-down terms (e.g. *shang ge yue, xia yi zhou*) to talk about time than English speakers, who often use left-right terms (e.g. the following week). Could you think of such expressions in English or Chinese?
3. Do you think our way of thinking also influences the language(s) we use? Why or why not?

II. Complete the table by writing down corresponding examples of the claims.

| Claim | Example |
|---|---------|
| Language can influence the way we think about space. | |
| Language can influence the way we express colours. | |
| Language can influence the way we describe accidents. | |

III. The speaker used two quotes in support of the opposing statements regarding the relationship between language and mind. Read the quotes below and put them into the corresponding category. Add a quote to support the statement you agree with.

| Statement 1: Language shapes the way we think. | Statement 2: Language doesn't shape the way we think. |
|---|--|
| A | B |

- A. *To have a second language is to have a second soul.* — Charlemagne
- B. *What's in a name? A rose by any other name would smell as sweet.*
— William Shakespeare
- C. *Knowledge of languages is the doorway to wisdom.* — Roger Bacon
- D. *Words are the clothes thoughts wear.* — Samuel Beckett
- E. *The ability to think for one's self depends upon one's mastery of the language.*
— Joan Didion
- F. One more quote: _____.

● Vocabulary Focus

I. Key Vocabulary

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

What was the most beautiful thing someone has ever said to you? It could have been just one sentence — one single sentence that influenced your 1 _____ for a moment, or maybe even a lifetime. There is more to our language than strict grammar, words, spelling and 2 _____. There is a real power to it. Our language creates a 3 _____ range of emotions and feelings. The words we speak to other people and the thoughts we hear in our minds add up and create our personal stories. Those stories eventually create and 4 _____ our 5 _____. This is the power of language. If you spend some time focusing on the specific words people use to praise, complain and 6 _____, you will see how a language 7 _____ in the realities it creates. You may also 8 _____ the power of language if you replace negative sentences like “I don’t want to always feel like such a failure” with “I do want to feel secure and successful.” You will have similar findings if you pay attention to examples 9 _____. They all show how language can 10 _____ shape the way we think.

significantly

recognise

differ

structure

reality

affect

blame

soul

elsewhere

brilliant

effect

impact

II. Topic-Related Expressions

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

| | | | |
|------------------------------|---------------------------------|-------------------------|------------------------|
| pattern(s) of thought | language contact | strong statement | mental activity |
| have an impact on | second language | early effects | human brain |
| a variety of words | recognise the difference | | |

- How a language groups various things and concepts will guide an individual’s _____, including categorisation, memory, reasoning and decision-making.
- Scientists have found that unborn babies are able to _____ between two languages. The babies they observed were able to distinguish between English and Japanese even a month before they were born.

3. The _____ is the most complex object on Earth. It is the source of all thought and behaviour.
 4. There is an interdependence between the input and the output in _____ acquisition.
 5. As with the Anglo-Saxon and Norman settlers of centuries past, the languages spoken by today's ethnic communities have begun to _____ the everyday spoken English of other communities.
 6. _____ often leads to language change.
 7. There is a common belief that Eskimos have _____ for snow. Repeating this idea over and over does not turn it into a fact.
 8. The ancient Greeks believed that the structure of language mirrored _____.

• Grammar in Use

Subject clauses and predicative clauses

- I. Study the sentences and underline the subordinate clauses. What functions do they have in the sentences?

EXAMPLE

subject

What has been argued for thousands of years is whether or not people speaking different languages think differently.

1. It is accepted that our language and thought are both influenced by culture.
 2. What the researchers have found is how brilliant and flexible the human mind is.
 3. Whether language shapes the way we think has been a question for centuries.
 4. A common belief is that any language can be learned with enough practice.
 5. How language learning can benefit young learners has attracted a lot of researchers' interest recently.

Grammar Highlights

The underlined clauses in the example in Exercise I act as the subject and the predicative respectively. Since they serve the same function as nouns, they are called noun clauses.

A noun clause normally begins with words such as *that, how, whether, what, whatever, when, which, whichever, who, whoever, whom, whomever* and *why*.



II. Read the passage and answer the questions by using subject or predicative clauses.

One of the oldest questions in the study of language involves how it influences our thought. According to a highly debatable response from Benjamin Whorf, a student of the famous linguist Edward Sapir, “Language not only influences thought, but it determines thought as well.” The Sapir-Whorf hypothesis, at least in its strongest form, has been rejected by many psychologists. After all, it’s not difficult to come up with examples of thought that does not involve language. But a weaker form of the hypothesis has yet to be challenged: the idea that the language we speak does to a certain extent affect our thought.

1. What is one of the oldest questions in the study of language?

One of the oldest questions in the study of language is _____.

2. What is suggested in the Sapir-Whorf hypothesis?

It is suggested _____.

3. What has been proved by examples according to the passage?

It has been proved _____.

4. What has yet to be challenged?

_____ has yet to be challenged.

III. Answer the questions with information from the passage above, using subject or predicative clauses.

1. What is the stronger form of the Sapir-Whorf hypothesis?

2. What is the weaker form of the Sapir-Whorf hypothesis?

3. What can be used as evidence to reject the stronger form?

Listening, Viewing and Speaking

Listening: Saving Critically Endangered Languages in Australia (Radio programme)

I. Answer the questions.

Do you know there are endangered languages in Australia?

Why should we save them?

II. Listen and answer.

- About how many languages were spoken in Australia?
- About how many languages are still spoken today in Australia?
- When did Europeans arrive in Australia?
- How many languages are considered “alive” and in daily use in Australia?

III. Listen again and complete the diagram.

Language is a central part of the (1) _____ of Australia's Aboriginal communities.

Language helps them understand their (2) _____, history and (3) _____.

Language also gives them a strong (4) _____.

Viewing: Why Should Students Learn Foreign Languages? (Mini-lecture)

I. Watch the video in silent mode for 32 seconds and try to answer the questions.

- What is the possible relationship between the two boys?
- What were they busy doing?

II. Watch the entire video and answer the questions.

Did the boys both succeed in what they were doing? Why?

III. Watch again and complete the table.

| Name | Similarities | Differences |
|------|---|--|
| John | Both of them like playing basketball. They have similar (1) _____. | During his free time, John involved himself in (2) _____ while he also managed to learn (3) _____ of his choice. |
| Matt | | Matt is as (4) _____, but he wasted most of his time doing nothing, just (5) _____. |



Culture Link

Languages Are Disappearing

You probably know that much of the world's environment is under threat, but you might not know that languages are disappearing alongside plants and animals. There are around 7,000 living languages in the world, but UNESCO predicts more than half will have disappeared by the end of the century. If a language dies out, much knowledge goes with it. There are plenty of linguists who are studying and trying to save the world's dying languages.

IV. Pick out the items that are the benefits of learning a foreign language based on what you have watched.

- 1. enhancing a global mindset
- 2. getting high scores in exams
- 3. developing the ability to appreciate other cultures
- 4. improving thinking and life skills
- 5. being employed by the best organisations
- 6. getting into a good college
- 7. studying in the best universities abroad

 **Giving a presentation on the possible effects of learning a foreign language**
Work in groups. Give a presentation on the possible effects of learning a foreign language on the human mind.

Step 1 Brainstorm and list the possible advantages and disadvantages of learning a foreign language.



Step 2 Give a presentation based on your discussion. Make sure the audience can easily follow your argument. You may use the underlined parts in the passage below.

Speaking Strategy Signalling a transition

During a presentation, the speaker should guide the audience so they can easily follow the argument as the speaker moves from one idea to the next. Speakers do this by using expressions to clearly signal what idea will come next. These expressions are called transitions. Apart from the underlined parts in the passage below, you can also use the following expressions:

- Now that I've told you about ... I'm going to explain ...
- I'd like to move on to ...
- Let me turn to ...

Before the 1960s, speaking two languages was considered a factor that slowed a child's brain development by forcing them to spend too much energy distinguishing between languages. A new study did show that reaction times and errors increased for some students who speak two languages in cross-language tests. However, the study also showed that the effort and attention needed to switch between languages caused more activity in, and possibly strengthened, a part of the brain that plays a large role in decision-making, problem-solving, switching between tasks and focusing. So, while speaking two languages may not always make you smarter, it does make your brain healthier, more complex and actively engaged.

READING B

FOR A BETTER BRAIN, LEARN A NEW LANGUAGE



Learning a new language can feel like doing magic. Suddenly, a whole other world opens up and you discover a completely new side of life. Of course, learning a language doesn't happen through magic, but rather through study. But the effect this studying has on our brain is nothing short of magical. Here are some highlights about how the brain changes during language learning.

It sounds like something a child may ask: does learning new things make my brain grow bigger? It turns out that this is what language learning does to the brain. Researchers from Lund University in Sweden studied a group of students who went through a demanding language learning programme. For a control group, the researchers selected students who were studying medicine and science. Both groups were given MRI (magnetic

resonance imaging) scans at the beginning of their studies, and again after three months. The researchers discovered that brain structure changed only in the language learning group. The results suggest that language learning is a promising way to keep the brain in shape and offers more enhanced cognitive benefits than other forms of study.

Many of us dream of being able to focus better and, according to a study published in the journal *Brain and Language*, learning a new language could help make that dream come true. Using a language comprehension task, researchers from Northwestern University tested individuals who speak one or two languages. The task involved listening to a word and then selecting the corresponding image from a group of four. It sounds simple, but the trick was that each group had a distracting word added to it, which is a word that sounds similar to the target word. For example, "candy" versus "candle." Individuals who speak two languages were better at filtering out the distracting words.

55 The results revealed that people who only speak one language had to work harder to complete the task.

Just like exercising your body, providing your brain with a workout
60 has considerable health benefits.

Several studies have shown a link between being bilingual and delaying the beginning of Alzheimer's disease

by an average of four years. The
65 reason for this delay, the researchers believe, is that learning a language challenges our grey cells, which helps prevent them from becoming worse as we age.

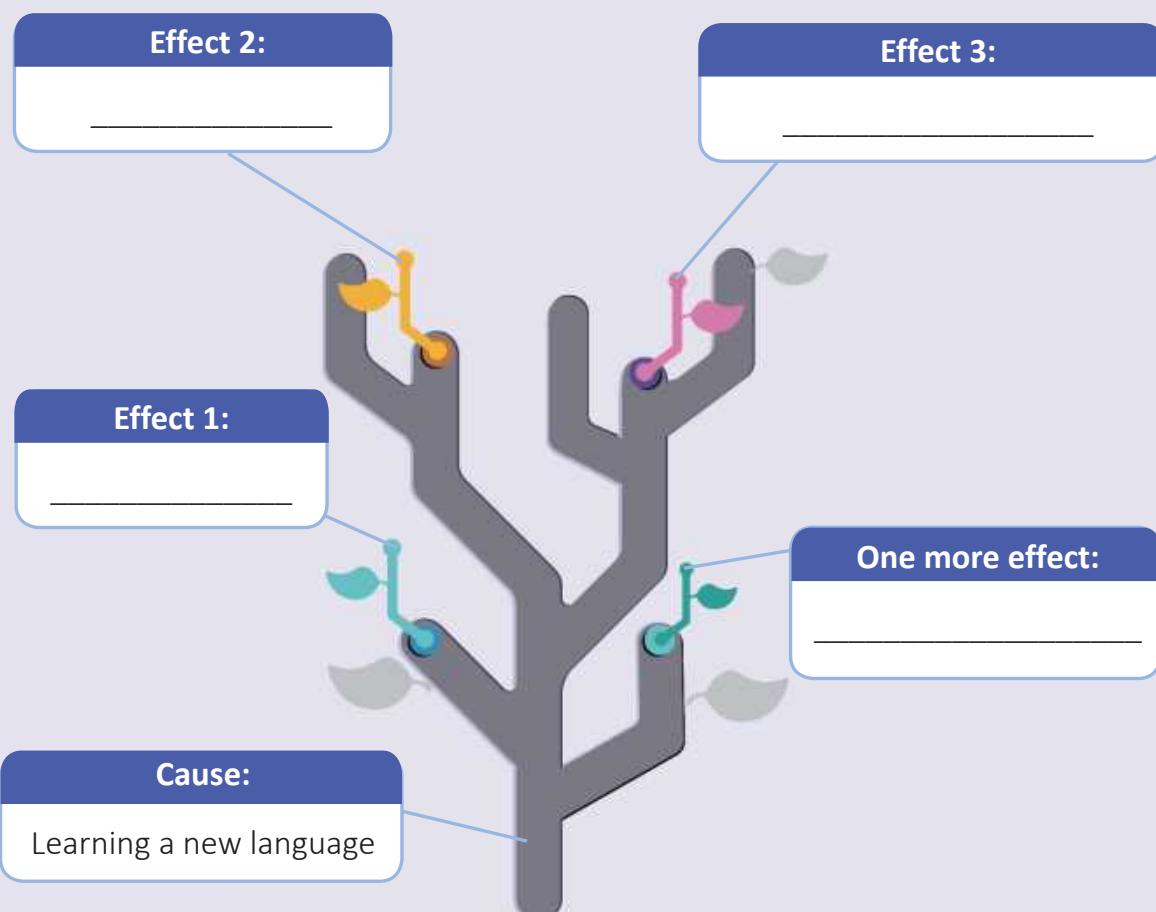
70 Ready to give your brain a workout?

● Comprehension Plus

Complete the cause and effect tree diagram using options from the box below based on the text you have read. Read more about language and mind. Write down one more effect and discuss it in groups.

Damaging brain cells
Tuning out distractions
Delaying Alzheimer's disease

Developing the brain
Processing more information



Critical Thinking

Analysing cause-effect relationships

- I. The following is a PPT slide of a talk about the benefits of learning a new language. It shows several possible effects of language learning. Find evidence for these effects based on what you have learned in this unit.



Learning a new language may:

- change the way one perceives the world;
- enhance one's global mindset;
- change one's brain structure with better cognitive performance;
- help one tune out distractions;
- enable one to fulfill complex tasks;
- delay the aging of one's brain.

- II. Learning a foreign language not only strengthens one's mind, but also leads to many other benefits. Discuss how language learning gives rise to the following benefits by analysing the cause-effect relationships.

- developing better relationships with others
- deepening one's understanding of other cultures
- forming a global perspective



Writing an argumentative essay on an additional foreign language course

Chen Kai has been learning English for eight years. He can read books in English and do very well in tests. Last summer, he watched a French film and was attracted by the French language and culture. This made him eager to learn French. However, no French course was offered at his school. Chen was disappointed and wondered why English was the only foreign language taught at his school.

Later, he came across a short essay in a local magazine.

Is English the Only Foreign Language Worth Learning?

Nowadays English is used in almost all fields of international communication: business, politics, science, culture, etc. **For this reason one may think that English is the only foreign language worth learning to feel confident in society.** But is that really so? I strongly believe that high school students in today's globalised world should have the opportunity to learn languages other than English. Every language is worth learning because it is a key that unlocks a world for us. It doesn't matter if it's French, German, Spanish, Japanese, Korean, Hebrew or any other language. Learning other foreign languages greatly increases the number of people on the globe with whom you can communicate. In conclusion, **I would recommend that my friends learn as many foreign languages as possible.** The languages we have learned and are learning are our treasure — the treasure that cannot be taken from us.

claim

counterclaim

● Guided Writing

Chen decides to write a letter to his headmaster to persuade him to offer a French course at school. Can you help him?

Step 1 Work in groups. Discuss whether there should be an additional foreign language course for high school students. Write down opinions of each group member.

Step 2 Choose the strongest claim and counterclaim from your notes.

Argumentative writing

claim and counterclaim

A claim is a statement that something is true or is a fact, although other people might not believe it.

A counterclaim is a statement that someone makes in response to a different statement made by someone else.

Step 3 Write a persuasive letter to the headmaster in 100–120 words. Use claim(s) and counterclaim(s).



Dear _____,

*Yours sincerely,
Chen Kai*

► Further Exploration

Collecting information about dialect protection in China

Nowadays, many Chinese dialects are spoken by a much smaller population than decades ago. In different places in China, efforts are being made to protect disappearing dialects. Collect information on this topic.

Step 1 Search the Internet for articles reporting on dialect protection in China. Download one article and note down the main idea(s).

Step 2 Summarise the article in no more than three sentences.

Step 3 Discuss the articles in groups. Decide on the best example and report it to the class. Present your notes in a table, as shown below.

| Case | Place | Measures |
|-------------------|----------|--|
| Sample case | Shanghai | <ol style="list-style-type: none">1. In addition to Putonghua, the Shanghai dialect is also used in announcements on buses in Shanghai.2. Some radio and television programmes are launched in the Shanghai dialect.3. Research into the Shanghai dialect is carried out by linguists. |
| Your case | | |
| Your group's case | | |

► Self-assessment

Look at the expected learning outcomes of this unit. Tick the items you think you have done well.

- A. Understanding and discussing the impact of the language we speak on the way we think
- B. Talking about the benefits of learning foreign languages
- C. Collecting information about dialect protection in China
- D. Analysing cause-effect relationships between language learning and its possible effects
- E. Giving a presentation on the possible effects of language learning using transitions
- F. Writing an argumentative essay containing claim(s) and counterclaim(s)

Write a reflective note on what you think you need to improve. You may include some or all of the following points:

- What you still find difficult
- Possible cause(s) of the problem(s)
- Your plan to solve the problem(s)
- Learning resources that you could use



In this unit, we are going to

- ▶ explain charity events and the motives behind giving to charity;
- ▶ appreciate the spirit of charity shared by cultures;
- ▶ evaluate the benefits of charity events from different perspectives;
- ▶ expand on an idea, and write a narrative to share experiences of helping others.



Unit 3

Charity

When one is good to others, they will be good to him too.

— Guan Zhong

Getting Started

e: Read the poem and answer the questions.

Charity

In charity lies happiness and bliss. If you haven't done charity, you may miss the power to love and share. Charity gives you happiness beyond compare.

What does “Charity gives you happiness beyond compare” mean? Do you agree? Give your reasons.

READING A

- ? Why do people usually give to charity? Read the text and find out some major factors that affect people's decisions.



TO GIVE OR NOT TO GIVE: WHAT PROMPTS US TO DONATE TO CHARITY?

You are looking at a website and an advertisement jumps out, asking for donations to people in need of warm clothes. You pay for a few items 5 at a drugstore and the clerk asks if you'd like to donate school supplies to less fortunate children. You receive an email and find out you've been asked to do the ALS Ice Bucket Challenge¹.

10 Opportunities to give money to people who need help are everywhere. But which situations prompt you to reach for your wallet? Does it depend on your mood? Your excess 15 cash that month? Does it depend on who's watching?

According to a new study, published in the *Journal of Consumer Research*, a major factor that may 20 determine whether or not we donate is where we stand on two moral traits: empathy and a sense of justice. Although both are positive characteristics, they often appear to 25 pull us in two different directions. Trying to keep a balance can be tricky and, depending on the situation, we often lean more towards one over the other.

For example, if you believe that 30 a homeless man has caused his own misfortune and you are pretty sure he could have made better choices

than he did, then you will probably lean towards not giving any money. On the other hand, if you can relate to the pain that would cause him to slip into the hopeless situation — whether or not you actually had the same terrible experiences as he did — then you would probably lean towards empathic giving, even if he did play a role in his own problem.

For the study, researchers asked people to donate to charities in which the donors believed the sufferers were responsible for their own situation (such as those who cannot keep a job due to alcohol use). Results showed that some participants considered it immoral to give a donation to people who were “responsible” for their own situation.

Furthermore, the participants who felt this way and also felt themselves to be highly moral were even less likely to donate money. In other words, if they felt that they almost always make moral choices, then they seemed to feel less empathic towards the sufferers and were less likely to donate.

• Personal Touch



If you meet homeless people, will you give money to them? Why or why not?

Although there are several factors we take into account before donating to a charity, the research confirms the immense power of empathy. It's empathy that connects us to one another and prompts us to reach out. Suffering is universal. In fact, any type of suffering can help us relate to another person's unique form of suffering, prompting us to reach out and help.

In fact, when researchers asked the participants to recall their own past immoral behaviours, then they seemed able to empathise more with those who were suffering. As a result, they were more likely to donate.



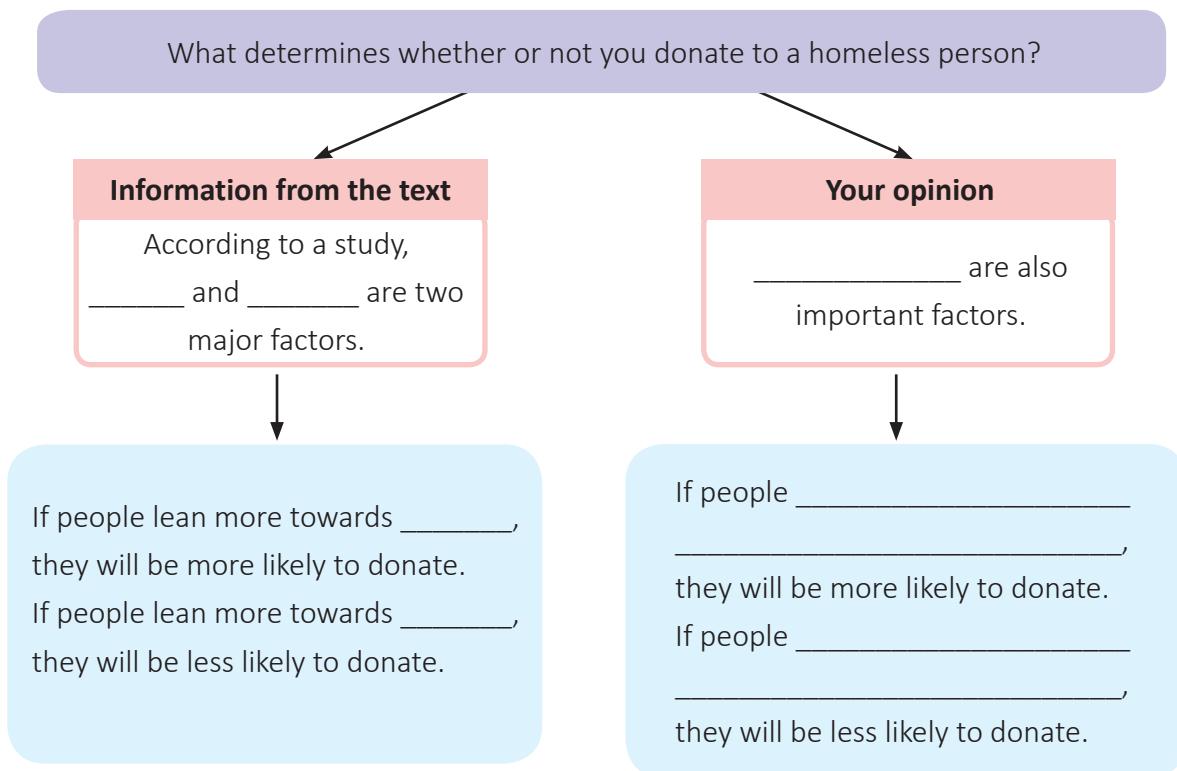
Note

1. The ALS Ice Bucket Challenge is an activity involving the dumping of a bucket of ice and water over a person's head to promote awareness of the disease “amyotrophic lateral sclerosis (ALS)” and encourage donations to research.

Digging In

● Comprehension

- I. Fill in the blanks with information from the text. Add further factors that may influence the decision whether to donate.



- II. Judge whether the following statements are true or false. Write T for “true” and F for “false” and then find evidence from the text to support your judgement.

____ 1. Empathy is the major factor that determines whether or not we donate.

____ 2. Many people manage to keep a balance between empathy and a sense of justice while donating to some sufferers.

____ 3. People are less likely to donate to a homeless man if they think he could have made better choices.

____ 4. Some participants thought donating to people who were responsible for their own situation was immoral.

____ 5. Most participants in the study chose to donate out of empathy.

● Vocabulary Focus

I. Key Vocabulary

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

| | | | | | |
|-----------------------|---------------|------------------|------------------|--------------------|----------------|
| characteristic | supply | justice | empathise | responsible | confirm |
| moral | relate | determine | alcohol | recall | slip |

Have you ever hesitated to give money to those who need help? According to a new study, whether you are willing to give money may 1 _____ by two moral traits: empathy and a sense of 2 _____. These two 3 _____ may let you make completely different decisions. For example, you will be more likely to give money to a homeless person if you 4 _____ to the pain that has caused him or her to 5 _____. However, if you think that he or she should be 6 _____ for his or her own misfortune, you may not regard it as 7 _____ to make a donation to him or her.

Of course, the study 8 _____ that empathy has immense power among all factors that motivate us to donate. That's why most people in our life choose to give. When we 9 _____ our own past wrong behaviours, we seem to be more able to 10 _____ with the sufferers and more likely to donate. And thus empathy is important to connect us to one another.

II. Topic-Related Expressions

1. Find appropriate verbs to fill in the blanks.

_____ a cardboard sign _____ moral choices

_____ money (to charity) _____ for (your wallet)

_____ empathic (towards) _____ out (to someone) and help

2. Complete the passage with the appropriate forms of the expressions in Exercise 1.

One evening during last Christmas season, I went to a store to buy some gifts for my children. After checking out I noticed a small girl standing outside the window, 1 _____ with the word “Hungry.” She looked almost the same age as my daughter Katie. 2 _____, I was eager to 3 _____ her. I went to her and asked what she wanted Santa to bring her.

“I don’t want Santa to bring me anything,” she answered. I was shocked by her words and continued to ask why.

“I just want him to bring Mama something nice. We have no money and Mama often cries worrying about things.”

Struck by the idea of such a small child, I 4 _____ immediately and 5 _____ my wallet and took out a \$50 note. I gave the money to her and told her to get Mama something nice.

I watched the girl running to her mama with the money and then walked away before the woman could see me. This was not my first time to 6 _____ to others, but I still felt happy on that special Christmas evening. And I hoped that would be a special Christmas for the girl and her mama.

● Grammar in Use

-ing forms — used as subjects and objects

- I. Scan the text in Reading A and pick out the sentences in which the -ing forms function as a subject and an object to fill in the blanks.

1. -ing form used as a subject: _____

2. -ing form used as an object: _____

Grammar Highlights

Like infinitives, -ing forms can function like nouns and be used as subjects or objects of verbs. They can also be used as objects of prepositions.

- Some verbs are normally followed by -ing forms as objects, such as *admit*, *avoid*, *consider*, *deny*, *enjoy*, *finish*, *mind*, *quit* and *suggest*. For example:

- Could you come to my office after you finish **cleaning** the classroom?
- He suggested **participating** in the charity sale at the school.

- Some verbs, like *forget*, *regret*, *remember*, *try* and *stop*, can be followed by either -ing forms or infinitives, but they have different meanings. For example:

- Jennifer always takes her own bag with her and has stopped **using** plastic bags in supermarkets.
- Having worked for two hours, Johnny stopped **to drink** a cup of coffee.



- Note down what you infer from each of the dialogues by completing the sentence on the right with an appropriate -ing form.

| | Dialogue | What can you infer from the dialogue? |
|---|--|---------------------------------------|
| 1 | Erik: Do you think it's a good idea to hold a charity sale this weekend? Alice: Yes, it is. | _____ is a good idea for Erik. |
| 2 | Monica: There's a mountain village where some of the parents can't afford school supplies for their children. How can we help them? Phil: We could raise some money for them. | Phil suggests _____ _____. |
| 3 | Jim: You've been doing volunteer work in the nursing home, haven't you? Ellen: Yes, I have. I'm happy to help the elderly. | Ellen enjoys _____. |
| 4 | Irene: Did you go to the charity party last month? Mike: Yes, I did, and I donated fifty dollars. | Mike remembers _____. |
| 5 | Cathy: Do you mind if we add a "Donate Now" button to your web page? Jerry: Not at all. I love helping with charity events. | Jerry doesn't mind _____. |
| 6 | Ann: Have you signed up for the charity marathon next week? Charlie: Yes, I have. I've been training for it for a month. I can't wait! | Charlie is looking forward to _____. |

Listening, Viewing and Speaking

Non-profit Organisations Founded by Teenagers (Report)

I. Answer the question.

What is a non-profit organisation? Give examples.

II. Listen and choose.

What is the report mainly about?

- A. Volunteering activities aimed at helping teenagers.
- B. Charitable activities started by teenagers.
- C. Foundations that help those who have trouble affording tuition fees.
- D. Non-profit organisations helping homeless people.

III. Listen again and fill in the blanks.

Name: Jonas

Organisation: (1) _____

Motivation: Jonas was inspired by his experience of seeing not only
(2) _____ but also (3) _____ in need.

Service: (4) _____ young people to make a difference through
their volunteer commitment of providing (5) _____
youth and their families with basic necessities.

Name: Annie

Organisation: (6) _____

Motivation: She discovered there were many kids in (7) _____
situations who had to leave their homes with very few of their
own (8) _____.

Service: Creating and (9) _____ fabric care bags filled with
(10) _____ and comforting items for needy children from
babies to 18-year-olds.

Teaching Kids About Charity (TV programme)

I. Answer the questions.

1. Did you know about charity as a kid?
2. How did you learn about charity for the first time?

II. Watch the video clip and fill in each blank with one word to complete the summary.

Teaching kids about charity is not easy. The mother in this video clip managed to do this by speaking in simple terms that the kids 1 _____, letting them be part of the 2 _____ process, asking them who they would like to 3 _____ and how they could 4 _____, and of course, making it 5 _____.

III. Watch the video clip again and answer the questions.

1. Why is it difficult to teach kids about charity?
2. How does the mother understand charity?
3. Why did the mother get the whole community together?
4. What is important when teaching children to become good citizens?

Suggesting a creative charity event for your school

Imagine your school is holding a charity event next weekend, and the school office has asked for creative ideas about suitable charity events. Follow the steps below to prepare a proposal.

Step 1 Brainstorm with your classmates and make a list of some creative charity events.

e.g. Bring our used books to school and give them to those who need them.

Step 2 Vote for the three most creative charity events.

Step 3 Expand on your ideas by giving detailed information about these three creative ideas based on the discussion with your classmates. Refer to the speaking strategy and make clear why these three charity events are creative, what the details for organising these events are, how these events can benefit others and so on.

EXAMPLE

I think donating used books is a good idea. Everyone must have some books that they don't need any more. We can bring those books to school and give them to those who need them. Or we can sell these second-hand books to raise money for those who need help.



Culture Link

Some Creative Charity Events

- Dublin hosts a Women's Mini Marathon annually as a charity event and men often dress as women to join in the race.
- France is the first country in the world to ban supermarkets from throwing away unsold food, forcing them instead to donate it to charities.
- In 2011, a dog from Maryland ran a half marathon and raised \$13,000 for charity.

Speaking Strategy

Expanding on your ideas

To expand on your ideas is to give more details about the ideas you put forward. You can describe them in a detailed and ordered way by making clear:

what your ideas are;
why you came up with them;
what benefits they offer;

...

Step 4 Report your ideas to the school office after summing up the details about the three charity events.

Useful Expressions

Summing up the ideas

To summarise, the top three creative ideas in our group are ...

To be specific, we think ... is a good idea because ...

I'd like to summarise my group's ideas on ...

Here is a quick review of the main points. We discussed ...

The idea emphasises the importance of charity in that ...

READING B

PAY IT FORWARD

Every fast-food employee knows that the drive-through window is the worst position. A fierce wind spits in your face as you sit at the frost-covered glass. You press the headset closer to your ear and repeat the order perfectly only to be greeted with a harsh “That’s not what I want!” I glared at my supervisor every time she handed me the headset. I loved my job. But I hated that drive-through window.

It was a freezing Tuesday afternoon when everything changed.

Every once in a while, the sub-zero temperatures of northern Alberta seal a vehicle’s windows shut. Drivers don’t exactly enjoy having to stand outside in the cold and screaming their orders into a speaker box, when they had expected to drive through on their heated leather seats. In such cases, most customers tend to take out their annoyance on the employees.

This woman was different.

“I’ll get the next car’s order as well,” she said as she came up to the window to pay. She stood outside, gathering snowflakes on her hair and eyelashes. Though she was obviously freezing, her bright smile lit up her face like a fire.

“You can’t take their drinks,” I said, confused and tired. My breath turned into a thick fog around my face.



The lady laughed, her cheeks turning red with cold. “No, but I’ll buy them,” she said. “Pay it forward and all that.”

Completely shocked, I charged her as requested, and when the next customer arrived at the window I explained what had just happened. I watched as his facial expression changed like a succession of photographs on a slideshow — first disturbed to be out in the cold, then surprised at the random act of kindness and finally, delighted by his luck.

“I suppose I’ll pay for the next order then,” he replied, nodding and waving at the impatient driver behind him. He handed over the cash and received his pre-paid drink.

The trend continued throughout the entire rush hour. Customers arrived annoyed and stressed, only to leave humbled and calm. No one had any idea how many drinks they would have to purchase. Some customers spent much more than they had expected, while others ended up receiving their order for less than half the price.

Five cars passed, and then ten, then twenty. No one refused to pay. Customers stood at my window emptying a handful of change to buy

70 coffee for a complete stranger. Cars rounded the bend as they drove off, honking and waving their gratitude, knowing that they would be unlikely to see each other again.

75 Every fast-food employee knows that the drive-through window is the worst position. The window sticks with

constant ice, the roar of engines hurts your ears and your words are lost in the roaring wind. But it only takes one customer, one person, to change the entire flow of traffic. It only takes one moment, one smile, to warm up even the coldest days.

● Comprehension Plus

I. Fill in the blanks to trace the emotional changes that the characters experienced.

As a fast-food employee, I used to (1) _____ the drive-through window.



On a freezing Tuesday afternoon, I was (4) _____ by a lady's random act of kindness.



I was (9) _____ by the practice of paying it forward.

- A fierce wind spat in my face as I sat at the drive-through window.
- I repeated the order perfectly only to be greeted with a(n) (2) _____ reply.
- Most customers tended to take out their (3) _____ on me.
- "You can't take their drinks," I said to the lady, (5) _____.
- The lady (6) _____, her cheeks turning red with cold.
- I explained to the next customer what had just happened. He got (7) _____ at the lady's kindness and then (8) _____ by his luck.
- The trend of paying for the next order continued. Customers arrived (10) _____, only to leave (11) _____.
- As they were driving off, customers honked and waved to show their (12) _____.

II. Answer the questions.

1. Why did the narrator think the woman was different?
2. What does the narrator mean by saying "a succession of photographs on a slideshow"?
3. What made the woman and the other customers pay for the next car's order?
4. How might the narrator feel differently about working at the drive-through window after that "freezing Tuesday afternoon"?
5. How do you understand "It only takes one moment, one smile, to warm up even the coldest days"?

Critical Thinking

Evaluating from different perspectives

- I. Charity benefits not only the receivers but also the givers. Think of some charity events or acts of kindness in this unit and list their positive effects in the table.

| Charity Event or Act of Kindness | Positive Effects | |
|---|---|--|
| | Receiver | Giver |
| Donating school supplies | Getting prepared for school life and having more interest in learning | Feeling fulfilled after helping pupils get new school supplies |
| Paying for the next order at a drive-through window | | |
| | | |
| | | |
| | | |
| | | |
| | | |

- II. Develop the table by adding further examples of charity events or acts of kindness not mentioned in this unit, and list their positive effects.
- III. Refer to the table and think about who finds more happiness through charity, the giver or the receiver. Then write down what you think.

The receiver is happier because _____

OR

The giver is happier because _____



Writing

Writing a narrative to share your experience of helping others

The following is a notice from your school's Newspaper Club.

CALL FOR STORIES

Do you have any experience of helping others by doing charity work or some other good deeds? Whether your story is big or small, we are willing to hear it.

Please write your story in 100–120 words and send it to touchingstory@club.com.

The Newspaper Club

Write the story as requested by the Newspaper Club. Refer to the following tips on writing a narrative and follow the instructions on the next page.

Narrative writing

Writing a **narrative** or **story** is telling true or imaginary events or a connected sequence of events. A narrative usually includes elements such as **setting** (the time, place, environment, characters in the story, etc.), **plot** (the main events), **emotions** or **lessons** that the writer wants to share with the readers. The plot is the basis of a narrative, which is usually composed of **beginning, body (rising action, climax, falling action)** and **end**. Not all narratives contain all these elements. Some elements like emotions or lessons may be optional in a narrative.

The following is a plot diagram of the text in Reading B.

Rising action:

A woman wearing a bright smile offered to get the next car's order. I misunderstood her at first. It turned out that she wanted to pay for the next order. When the next customer arrived, I explained what had happened and witnessed the change in his facial expressions.

Climax:

The next customer, surprised and delighted, decided to pay for the next order.

Falling action:

The trend continued throughout the entire rush hour. Customers honked and waved their gratitude when driving off.

Beginning:

I hated working at the drive-through window, especially on freezing days when most customers got annoyed while queuing for their orders and treated me rudely.

End:

The drive-through window was warmed up by the random acts of kindness.

● Guided Writing

Step 1 List key words for the elements.

Setting

- Time _____
- Place _____
- Characters _____

Plot

- Beginning _____

- Rising action _____

- Climax _____

- Falling action _____

- End _____

Emotions or lessons (Optional)

Step 2 Organise the details listed above into a story of 100–120 words which covers all the key elements.



► Further Exploration

Exploring charity traditions of ancient China

The wisdom in charity and spirit of giving have been passed on from generation to generation in Chinese culture for thousands of years.

- Step 1** There are many stories about charity work of celebrities in ancient China. Search the Internet and find useful information to help you match the people with their stories of generous giving.

Fan Li (the Spring and Autumn Period)

- offered free food to the poor and hungry.
- gave all his fortune to the poor three times in his life.
- donated his own house to make it a school.
- offered free sugar to the people in need to help them fight a plague.
- made dumplings (jiaozi) to help heal the frostbitten ears of poor people.

Fan Zhongyan (the Song Dynasty)

Zhang Zhongjing (the Han Dynasty)

Liu Zai (the Song Dynasty)

Li Wu (the Ming Dynasty)

- Step 2** Choose one of the stories and search for more details about it.

- Step 3** Organise what you have found into a narrative and tell the story to your classmates.

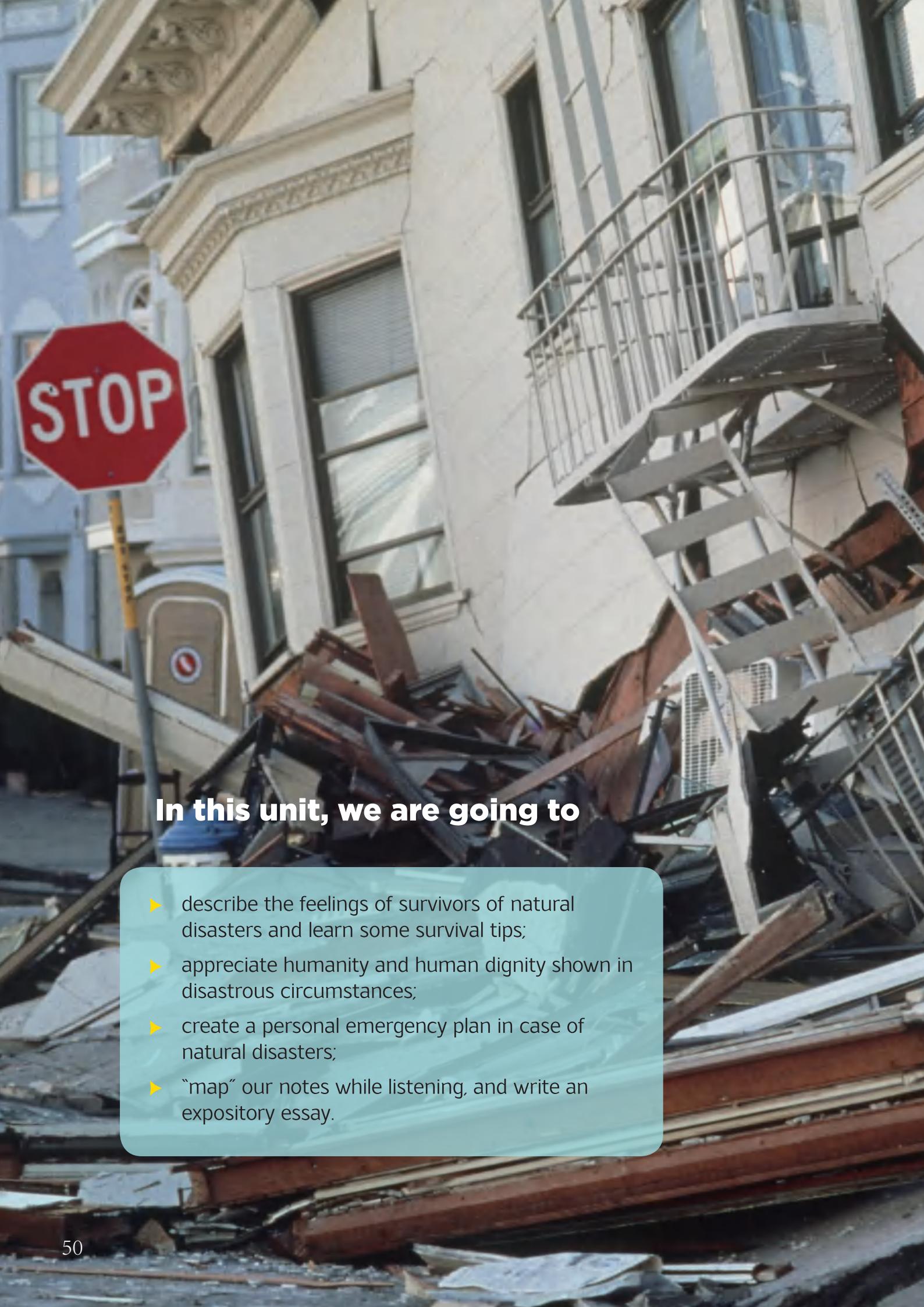
► Self-assessment

Look at the expected learning outcomes of this unit. Tick the items you think you have done well.

- A. Understanding and explaining the motives behind charity events
- B. Suggesting a creative charity event
- C. Exploring charity traditions of ancient China
- D. Evaluating the benefits of charity events from different perspectives
- E. Expanding on creative ideas with details
- F. Writing a narrative to share my own experience of helping others

Write a reflective note on what you think you need to improve. You may include some or all of the following points:

- What you still find difficult
- Possible cause(s) of the problem(s)
- Your plan to solve the problem(s)
- Learning resources that you could use



In this unit, we are going to

- ▶ describe the feelings of survivors of natural disasters and learn some survival tips;
- ▶ appreciate humanity and human dignity shown in disastrous circumstances;
- ▶ create a personal emergency plan in case of natural disasters;
- ▶ “map” our notes while listening, and write an expository essay.



Unit 4

Disaster Survival

There's no harm in hoping for the best as long as you're prepared for the worst.

— Stephen King

Getting Started

E: Look at the picture on the left and answer the questions.

1. What do you see in the picture? What might have caused such a disaster?
2. Do you know how to stay safe in such a situation?
3. Have you experienced a disaster before? If so, did you notice how people helped each other?

READING A

? You are going to read a story about a boy who survived an earthquake. Read the text and find out what happened.



SURVIVING THE EARTHQUAKE

The sky was still dark when the ground began to shake.

Most people in San Francisco were still sleeping. Just a few were awake.

5 Shopkeepers arranged their stores, getting ready for the day. Carriage drivers fed their horses. Newsboys ran down the sidewalk to pick up their newspapers to sell.

10 Eleven-year-old Leo Ross was in a broken-down building, high on Rincon Hill. When the rumbling started, Leo

thought it might be thunder. He had no idea that deep below the city,

15 two huge pieces of earth were pushing past each other. Powerful shocks exploded up through the underground layers of dirt and rock. All across the city, streets ripped open. Buildings swayed. Walls 20 collapsed and houses came crashing down. Broken glass, lumps of wood, and piles of bricks tumbled into the streets.

Leo stood in shock as the floor beneath him rose and fell like ocean

waves. Lumps of plaster hit him on the head. Windows shattered and glass fell all around him. He tried to scream, but his throat was coated with dust. He
30 wanted to run, but he couldn't even stand. The shaking was too hard. And then there was a sound like an explosion. The ceiling above his head burst open.

Suddenly he felt hands grabbing
35 his arm. Someone was pulling him forward. They rushed together, leaped toward the door and landed hard on the sidewalk. And then bricks poured down, hundreds of them, spilling out the door.
40 Had they been just a few steps slower, they both would have been buried.

The ground gave one last great shake. And then it stopped. The earth was still. The silence was almost as
45 frightening as the noise had been. Leo lay on his stomach, afraid to move or even to take a breath.

After some time, Leo raised his head and looked in shock at the scene around
50 them. It looked like a furious giant had marched through the city, jumping over some houses and stamping on others.

Bricks, stones, and glass covered the sidewalks and spilled into the street.

55 Some of the unsteady houses had collapsed. Others looked like a sneeze would send them crashing down. People stood on the sidewalks, frightened. Families gathered together. Babies broke
60 the silence with screams. Some people were stretched across the sidewalks, not moving.

Several days later, people in the tent city were already talking about
65 rebuilding. The mayor had stood in front of a crowd, calling on the crowd not to give up on San Francisco.

"Our city is gone," he said. "But its spirit is here! We will rebuild!"

70 Leo believed it. Grandpa had helped to build this shining city on the coast the first time. Now it was Leo's turn. He looked at his two friends, Morris and Wilkie, who nodded at him. He stuck
75 his hand out, and they put their hands on top of his. Their fingers were cut up, black with ash, scratched raw in spots. But their hands looked strong, especially put together.

● Personal Touch



If you were Leo, would you stay and help build the city? Why or why not?

Digging In

● Comprehension

- I. Complete the sentence based on the clues below.

Where Who What How

The text is mainly about _____
_____.

- II. The story can be divided into four stages according to the time sequence. Fill in the numbered blanks with sentences from the text that describe what happened during and after the earthquake. Think about how Leo felt during and after the earthquake and then write words in the circles to describe his mental states. An example is given.



Most people in the city were still sleeping.

Shopkeepers arranged their stores.

Carriage drivers fed their horses.

Newsboys picked up their newspapers.

Walls collapsed and houses came crashing down.

1. _____.

2. _____.

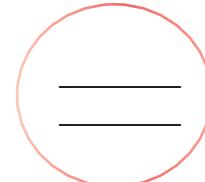
3. _____.

*confused
and scared*

Bricks, stones and glass spilled into the street.

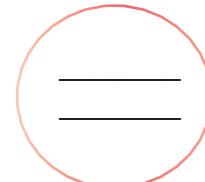
4. _____.

5. _____.



The mayor called on the crowd not to give up on San Francisco.

6. _____.



- III. Answer the questions.

1. According to the text, what caused the earthquake?
2. What dangers did Leo face when the earthquake first struck the city?
3. How did Leo survive the earthquake?
4. Is the author's comparison of the earthquake to a furious giant effective? Why or why not?
5. What was the city of San Francisco like after the earthquake?
6. What do you think gave Leo and other people the courage to stay and rebuild the city?

● Vocabulary Focus

I. Key Vocabulary

Fill in each blank with the appropriate form of a word from the text. The first letter is given.

At 5.12 a.m., I was woken by a loud noise. I wondered whether it was **t**_____ . Then I saw the mirror falling from the wall and breaking into pieces immediately. I suddenly realised that it was an earthquake. I wanted to **s**_____ , but it seemed like my throat was covered with **d**_____ . The shaking was too hard for me to stand. And then I heard a sound like an **e**_____. The **c**_____ above my head broke open. Just at that moment, my roommate grasped my hands and **p**_____ me forward. We ran out of the house quickly to the street just before the bricks fell down. We both would have been **b**_____ if we had not rushed out in time. Finally, the shaking came to a stop and the whole city was almost destroyed. Lying on the ground, I was too frightened to move or take a **b**_____ ; then I felt grateful that I was still alive after this **f**_____ experience. Several days later, people who had **s**_____ the earthquake got together and discussed how to rebuild the city.

II. Topic-Related Expressions

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

| | | | |
|----------------------|----------------------|--------------------|--------------------------|
| survival plan | emergency kit | rescue work | first aid |
| turn off | safe spots | escape from | dangerous objects |

Earthquakes strike without warning and are among the most destructive natural disasters. You can't prevent an earthquake, but you can be prepared. Here is how.



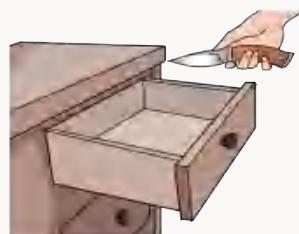
Make a(n) **1**_____. Keep your supplies in an easily accessible spot, such as a cupboard.

Create a(n) 2 _____ . You and anyone you live with should have a plan to quickly get to safety in the event of an emergency.



Identify 3 _____ and dangerous places in each room of your home. Look for tall cabinets, televisions, dressers, bookcases, hanging plants and other objects that could fall and cause injury.

Store 4 _____ in a secure drawer or on lower shelves. Avoid storing heavy objects high up and install brackets to secure tall furniture to walls. Keep any dangerous items, such as sharp objects, glass and flammable or poisonous substances, in locked or low cabinets.



Take 5 _____ classes. If someone nearby is hurt in an earthquake and ambulances are not available, basic knowledge of first aid can be a lifesaver.



Learn how to 6 _____ the water, the electricity and the gas. Earthquakes can damage utilities and cause flooding, fires, or explosions.

● Grammar in Use

Complex -ing forms

I. Underline the -ing forms in the passage. Are they the same or different?

After the earthquake, Chen Yan, a 36-year-old businessman, was one of the first volunteers to reach the disaster area to do volunteer work. He made his way there like thousands of other volunteers, donating money and blood, searching for survivors, taking care of the injured, etc. Never expecting to be paid back for his efforts, he believed that helping those in trouble was the most important and rewarding thing he could do.

Grammar Highlights

| Form | Use | Example(s) |
|--|---|---|
| Perfect form: <i>having done</i> | When one action happens before another, we use the perfect -ing form for the first action. | <ul style="list-style-type: none"> Leo felt very grateful to the person for having pulled him forward. Having helped rebuild the city, Leo was awarded the title "Hero of San Francisco." |
| Negative form: <i>not doing</i> | We put not before the -ing form to create its negative form. | <ul style="list-style-type: none"> Not knowing two pieces of earth were pushing past each other, Leo thought the rumbling was thunder. |
| Passive form: <i>being done</i> | We use being done to create its passive form. | <ul style="list-style-type: none"> Eleven-year-old Leo Ross was afraid of being kept in a broken-down building on Rincon Hill. |
| Doer('s)+doing form: <i>sb('s) doing</i> | The doer of the action can be put before the -ing form to form its complex structure. | <ul style="list-style-type: none"> Leo remembered people('s) talking about rebuilding several days after the earthquake. |

II. Fill in the blanks with correct -ing forms, using the words given in brackets.

- Every summer, there is a lot of news about hurricanes, typhoons, tornadoes, and other forces of nature _____ (kill) people, _____ (destroy) homes, and _____ (ruin) entire towns or cities all over the world.
- Lives can be turned upside down by natural disasters, from earthquakes and fires to hurricanes and floods. Experts believe that the main reason for panic during natural disasters is _____ (not know) what to do. Therefore, our best defence is emergency preparedness — _____ (make) a family emergency plan, _____ (learn) evacuation routes and _____ (build) an emergency kit so that we and our family will be ready if a disaster strikes.
- The heavy rain _____ (accompany) hurricanes can cause flooding, which may result in large numbers of people _____ (lose) their homes, crops _____ (ruin) or rivers _____ (break) their banks.
- _____ (go) through dramatic changes in the past decade, technology can now be effectively employed in the prediction of some natural disasters. For example, off-shore cameras are famous for _____ (use) in hurricane-prone areas to recognise strong winds and waves.



Listening, Viewing and Speaking

Typhoon Mangkhut Struck Southern China (News report)

I. Answer the question and complete the table.

When you think of a typhoon, what words come to mind? Brainstorm in groups and list as many words as possible in the table below.

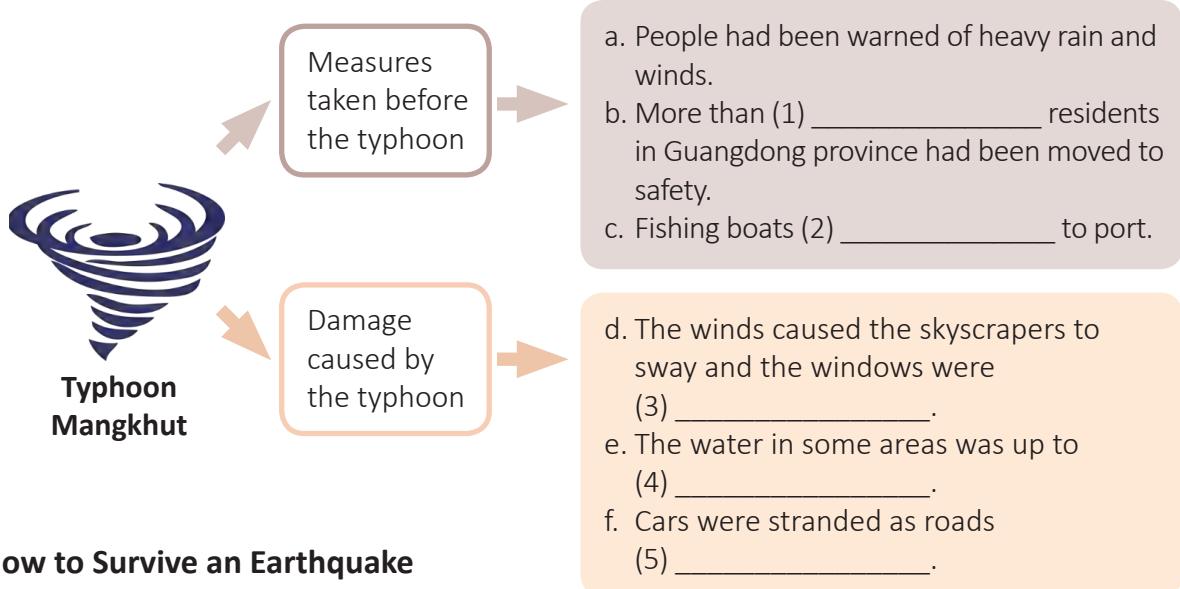
| | |
|------------|--|
| Adjectives | |
| Verbs | |
| Nouns | |

II. Listen and answer the question.

What places did Typhoon Mangkhut strike in southern China?

III. Listen again and complete the diagram.

Listening Strategy Note taking: mapping



How to Survive an Earthquake (Vodcast)

I. Answer the question.

What should people never do in an earthquake? Give examples.

II. Watch the video and answer the questions.

1. How many steps are mentioned in the video?
2. Which are the correct ways to survive an earthquake? Tick them.



(1)



(2)



(3)



(4)



(5)

III. Watch again and complete the table with one word for each blank.

| | Dos | Don'ts |
|--------------------------------------|---|--|
| During the earthquake | <ul style="list-style-type: none"> • (1) _____ all flames and cigarettes. • (2) _____ your knees and curl up. • Ease off the accelerator and come to a stop slowly when driving. | <ul style="list-style-type: none"> • Get close to walls and trees. • (3) _____ buildings. • (4) _____ the car until the shaking stops. |
| After the earthquake | <ul style="list-style-type: none"> • Put on sturdy shoes before you (5) _____. • (6) _____ the building or car. • Use a flashlight to check for broken pipes. | <ul style="list-style-type: none"> • Light matches, a lighter or your (7) _____. • Open closet doors roughly because (8) _____ may have shifted. |

Conducting a survey about residents' awareness of self-protection methods in natural disasters

Suppose the local Disaster Relief Centre (DRC) is going to conduct a survey about the extent to which residents are aware of self-protection methods in the event of a natural disaster. Help the DRC with the survey and find out how prepared your classmates are.

Step 1 Work in pairs. Discuss with your partner the natural disasters which are likely to occur in the area where you live. Make a list.
e.g. typhoon

Step 2 Think of what aspects you need to cover in your questions.
e.g. typhoon: season, cause, measures, prevention...

Step 3 Raise questions based on the first two steps. Focus on the ways to protect oneself and the reason to do so.
e.g. 1. Do you know when the typhoon season is in our area?
2. What will you do if a typhoon strikes?

Step 4 Find a new partner and carry out an interview. Finish the following dialogue or create your own.

EXAMPLE

Cathy (C) is the interviewer and Mark (M) is the interviewee.

C: Hi, I'm Cathy from ... Currently we're carrying out a survey about ...

May I ask you some questions?

M: OK. It's my pleasure. Go ahead.

C: Do you know when the typhoon season is in our area?

M: Well, I think ...

Step 5 Report your findings in class.

Useful Expressions

Interviewer

Excuse me, can you do me a favour and ...?

I'm sorry to interrupt you, but may I ask you ...?

What would you do if ... happened?

What are the possible ways to ...?

Interviewee

In case of ..., don't panic.

Try to minimise injuries by ...

In time of danger, it is important for us to ...

When an emergency occurs, we need to ...

HOW TO SURVIVE NATURAL DISASTERS

Nobody expects a natural disaster to strike. Neither does anyone know the impact it can have on life. Whether you are hit by the terrifying 5 winds of a typhoon, the gushing waters of a flood, the shocking impact of an avalanche, or the raging flames of a wildfire, the following measures can save your life in an emergency.

10 Typhoon

Typhoons occur in the northwestern Pacific Ocean, particularly in exposed regions like the Caroline Islands, the Philippines, Japan and southern China. 15 The best place to hide during a typhoon is a secure basement or a bathroom with no windows. It is also a good idea to get under a solid piece of furniture to save yourself from a collapsing 20 roof. A must-have device is a battery-powered weather radio, through which you will hear evacuation orders or instructions on how to survive in your shelter and learn about the weather 25 situation.

Flood

Floods occur more often than any other natural disaster and change the landscape dramatically. They are 30 usually caused by intense rainfalls lasting for days. Don't try to be the bravest person around and stay in your house. Once you hear the evacuation warning, leave for safer 35 higher grounds with your important papers in a waterproof container.

Avalanche

An avalanche can hit when you are enjoying Alpine skiing in a dreamlike 40 location. It is very fast and disastrous, burying everything in its way under tons of snow. When an avalanche starts, try to move to the side of the slope as fast as you can. There will 45 be more snow in the centre of the flow. To move faster, drop any heavy equipment you have on you. If you get buried in the snow, dig an air pocket to be able to keep breathing. Wait for 50 the rescue team to find you and don't waste your energy shouting or digging frantically. Call out when you hear the team approaching.

Wildfire

55 Wildfires can be both natural and man-made. They spread at an amazing speed and destroy everything in their way. If you are caught in a wildfire, use a wet cloth to cover your nose and mouth to ensure that you can breathe. Try to stay upwind of the fire at all times and get close to a pond or river. If there is no water nearby, move to a place which has already burned 60 out and is less likely to spark again. Stay low and cover yourself with wet clothing, a blanket, or soil until the fire passes. Without any other options, hide in any building you come across. 65 70 Remember to close all the doors, windows and vents in the building but leave its doors unlocked so that the firefighters can save you.

Some rules are universal for 75 most natural disasters. Have a basic



survival kit to provide you with the most important things just in case. Remember you will need to have enough food, water and other supplies for at least 72 hours after the disaster.

Other supplies include a battery-powered weather radio, a flashlight, a first-aid kit, a whistle,

85 a dust mask and personal sanitation items such as damp towels, a can opener for food, maps of your area and an emergency mobile phone with backup batteries.

90 Once you have everything set, you are well-prepared for whatever disaster or emergency that hits.

● Comprehension Plus

I. Complete the disaster files. An example is given.



Disaster: *Typhoon*
Location: *In the northwestern Pacific Ocean, particularly in exposed regions like the Caroline Islands, the Philippines, Japan and southern China*
Cause: *(Not mentioned)*
Effect: *(Not mentioned)*
Action:

- *Hide in a secure basement or a bathroom with no windows*
- *Get under a solid piece of furniture*
- *Have a battery-powered weather radio*



Disaster:
Location: *(Not mentioned)*
Cause:
Effect:
Action:



Disaster:
Location:
Cause: *(Not mentioned)*
Effect:
Action:



Disaster:
Location: *(Not mentioned)*
Cause: *(Not mentioned)*
Effect:
Action:

II. Answer the questions.

1. What measures can be taken in most natural disasters?
2. What can be filled in the “Not mentioned” parts in the files above? Try to add information based on your knowledge.
3. Which piece(s) of advice in the text might be difficult to follow? Explain why.

Critical Thinking

Creating a personalised plan

- I. Reflect on what you have learned about different disasters in this unit. What measures to be taken before, during and after different disasters are mentioned? Fill in the boxes with some measures mentioned in this unit. An example is given.

| Disaster | Measures | | |
|------------|---------------------|---------------------|--------------------|
| | Before the disaster | During the disaster | After the disaster |
| Earthquake | • get a flashlight | | |
| Typhoon | | | (not mentioned) |
| Flood | | | (not mentioned) |
| Avalanche | (not mentioned) | | |
| Wildfire | (not mentioned) | | (not mentioned) |

- II. What kind of disaster is most likely to hit the place where you are? Make disaster preparedness a high priority, and create a personal emergency plan to be better prepared for such a disaster. Explain why each item should be included.



Culture Link

China International Search and Rescue Team (CISAR)

CISAR was officially established on 27 April 2001. In just ten years, its membership expanded from 222 to 450. It has completed post-disaster search and rescue operations, including domestic and overseas missions. For instance, it sent experts to Nepal after the 8.1-magnitude earthquake that occurred there in 2015.

Writing an expository essay on a natural disaster

There is a disaster education week in your high school. Participants in every class are required to write an essay to introduce a certain natural disaster in English to raise students' awareness of natural disasters. The following essay on tsunami is an example.

Tsunami

Introduction:
definition

A tsunami is a series of ocean waves that sends surges of water, sometimes reaching heights of over 100 feet, onto land. It poses great danger to people near the sea.

Supporting detail 1:
harmful effects

The walls of water can cause widespread destruction when they crash ashore. The disastrous effects include flooding, loss of lives due to drowning and damage to property.

Supporting detail 2:
causes

Tsunamis may be caused by an earthquake, a landslide, or a violent volcanic eruption. Tsunamis occur when a major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful waves on the ocean's surface.

Supporting detail 3:
possible locations

Most tsunamis — about 80 percent — happen within the Pacific Ocean's "Ring of Fire," a geologically active area where structural shifts make volcanoes and earthquakes common.

Conclusion:
action to take

Because of the great reach of this phenomenon and the enormous amount of damage it can cause, people in coastal areas should always stay alert for tsunami warnings and plan evacuation routes before one strikes.

Expository writing

Expository writing is used to convey information. Its primary purpose is to deliver information about an issue, subject, method, or idea based on facts. For example: A typhoon occurs in the northwestern Pacific Ocean (**subject**), ... The best place to hide during a typhoon is a secure basement or a bathroom with no windows (**method**).

Features:

Informative: Providing information about a topic.

Clear: Using words that clearly show the point.

Objective: Avoiding giving the author's personal opinions or comments.

● Guided Writing

Work in groups. Each group is going to write an expository essay on a certain disaster.

Step 1 Decide on a certain disaster and brainstorm about its causes, harmful effects and what measures to take. You may search for relevant information on the Internet if necessary.

Step 2 Complete the outline, including an introduction, a body and a conclusion following the given example about tsunami.

Introduction: _____

Body: Supporting detail 1 _____

Supporting detail 2 _____

Supporting detail 3 _____

Conclusion: _____

Step 3 Group the information under suitable headings. Make sure the introduction gives an overview about the disaster, the body covers various aspects of the topic, and the conclusion summarises or restates important points.

Step 4 Complete your essay in 100–120 words. Make sure it is informative, clear and objective.



► Further Exploration

Role-playing in a disaster scene

Work in groups. Act out a disaster story, following the steps below.

Step 1 Choose a disaster story. It can be from a short story, a novel, a documentary, a TV play, a film, etc.

Step 2 Use the material you have found to create a story in dramatic or conversational format, including one line to introduce the upcoming scene followed by the characters' conversation(s). The following is an example.

Film: Titanic

Scene: The ship sinks and both Jack and Rose are in the ice-cold sea.

ROSE: I'm so cold.

JACK: Listen, Rose. You're going to get out of here. You're going to go on and you're going to make lots of babies and you're going to watch them grow and you're going to die an old, old lady, warm in your bed. Not here. Not this night. Not like this. Do you understand me?

ROSE: I can't feel my body.

JACK: Winning that ticket was the best thing that ever happened to me. It brought me to you. And I'm thankful for that, Rose, I'm thankful. You must do me this honour. You must promise me that you will survive ... that you won't give up ... no matter what happens ... no matter how hopeless. Promise me now, Rose, and never let go of that promise.

ROSE: I promise.

JACK: Never let go.

ROSE: I will never let go, Jack. I'll never let go.

Step 3 Assign each of your group members a role from your disaster story.

Step 4 Act out your story.

Step 5 Make brief comments on the role you have played. Imagine his/her feelings or thoughts on helping others.

Self-assessment

Look at the expected learning outcomes of this unit. Tick the items you think you have done well.

- A. Understanding the feelings of survivors in natural disasters
- B. Talking about different ways to survive natural disasters and acting out a disaster story
- C. Discussing humanity and human dignity in natural disasters
- D. Making a personal emergency plan in case of natural disasters
- E. “Mapping” notes while listening
- F. Writing an expository essay to introduce a natural disaster

Write a reflective note on what you think you need to improve. You may include some or all of the following points:

- What you still find difficult
- Possible cause(s) of the problem(s)
- Your plan to solve the problem(s)
- Learning resources that you could use

Excerpts from *Stray Birds*¹

Rabindranath Tagore²

1

Stray birds of summer come to my window to sing and fly away.
And yellow leaves of autumn, which have no songs, flutter and fall there with a sigh.

6

If you shed tears when you miss the sun, you also miss the stars.

35

The bird wishes it were a cloud. The cloud wishes it were a bird.

80

Your voice, my friend, wanders in my heart, like the muffled sound of the sea among these listening pines.

81

What is this unseen flame of darkness whose sparks are the stars?

100

The cloud stood humbly in a corner of the sky.
The morning crowned it with splendour.

102

Do not linger to gather flowers to keep them, but walk on, for flowers will keep themselves blooming all your way.

134

The roots below the earth claim no rewards for making the branches fruitful.

243

The stream of truth flows through its channels of mistakes.

Excerpts from *Sand and Foam*³

Kahlil Gibran⁴

I AM FOREVER walking upon these shores,
Betwixt the sand and the foam,
The high tide will erase my foot-prints,
And the wind will blow away the foam.
But the sea and the shore will remain
Forever.

*

Remembrance is a form of meeting.

*

I AM IGNORANT of absolute truth. But I am humble before my ignorance and therein lies my honor and my reward.

*

The significance of man is not in what he attains, but rather in what he longs to attain.

*

Every seed is a longing.

*

Poetry is not an opinion expressed. It is a song that rises from a bleeding wound or a smiling mouth.

*

Friendship is always a sweet responsibility, never an opportunity.

*

You are indeed charitable when you give, and while giving, turn your face away so that you may not see the shyness of the receiver.

*

You cannot judge any man beyond your knowledge of him, and how small is your knowledge.

*

Perhaps the sea's definition of a shell is the pearl.
Perhaps time's definition of coal is the diamond.



Notes:

1. *Stray Birds* is a collection of short, sometimes merely one-line, poems which help express Tagore's love of nature. He uses the splendid universe to offer inspiration and calmness to the human spirit.
2. Rabindranath Tagore (1861–1941) is one of India's greatest poets and the composer of independent India's national anthem. He wrote successfully in all literary genres, especially poetry. He became the first non-European to win the Nobel Prize in Literature in 1913 for his masterpiece *Gitanjali* and its extremely "sensitive, fresh and beautiful verse."
3. *Sand and Foam* is a collection of wise and inspirational thoughts from the master of timeless wisdom, Kahlil Gibran. Abstract and specific, amusing and awe-inspiring, this work provides advice and motivation to enrich the mind, heart, soul and life of the reader.
4. Kahlil Gibran (1883–1931) was a Lebanese-American artist, poet, and writer. He is chiefly known in the English-speaking world for his 1923 book *The Prophet*, an early example of inspirational fiction including a series of philosophical essays written in poetic English prose.

Excerpt from *The Little Prince* (Chapter XXIV)¹

Antoine de Saint-Exupéry²



When we had trudged along for several hours, in silence, the darkness fell, and the stars began to come out. Thirst had made me a little feverish, and I looked at them as if I were in a dream. The little prince's last words came reeling back into my memory:

"Then you are thirsty, too?" I demanded.

But he did not reply to my question. He merely said to me:

"Water may also be good for the heart..."

I did not understand this answer, but I said nothing. I knew very well that it was impossible to cross-examine him.

He was tired. He sat down. I sat down beside him. And, after a little silence, he spoke again:

"The stars are beautiful, because of a flower that cannot be seen."

I replied, "Yes, that is so." And, without saying anything more, I looked across the ridges of sand that were stretched out before us in the moonlight.

"The desert is beautiful," the little prince added.

And that was true. I have always loved the desert. One sits down on a desert sand dune, sees nothing, hears nothing. Yet through the silence something throbs, and gleams ...

"What makes the desert beautiful," said the little prince, "is that somewhere it hides a well..."

I was astonished by a sudden understanding of that mysterious radiation of the sands. When I was a little boy I lived in an old house, and legend told us that a treasure was buried there. To be sure, no one had ever known how to find it; perhaps no one had ever even looked for it. But it cast an enchantment over that house. My home was hiding a secret in the depths of its heart ...

"Yes," I said to the little prince. "The house, the stars, the desert — what gives them their beauty is something that is invisible!"

"I am glad," he said, "that you agree with my fox."

As the little prince dropped off to sleep, I took him in my arms and set out walking once more. I felt deeply moved, and stirred. It seemed to me that I was carrying a very fragile treasure. It seemed to me, even, that there was nothing more fragile on all Earth. In the moonlight I looked at his pale forehead, his closed eyes, his locks of hair³ that trembled in the wind, and I said to myself: "What I see here is nothing but a shell. What is most important is invisible ..."

As his lips opened slightly with the suspicion of a half-smile, I said to myself, again: "What moves me so deeply, about this little prince who is sleeping here, is his loyalty to a flower — the image of a rose that shines through his whole being like the flame of a lamp, even when he is asleep ..." And I felt him to be more fragile still. I felt the need of protecting him, as if he himself were a flame that might be extinguished by a little puff of wind ...

And, as I walked on so, I found the well, at daybreak.

(Translated by Katherine Woods)

Notes:

1. *The Little Prince*, a novella published in French as *Le Petit Prince* in 1943, is both the most-read and most-translated book in the French language. Philosophical and appealing, this small book tells the story of a child, the little prince, who leaves the safety of his own tiny planet and travels the universe in order to understand life. Though styled as a children's book, this modern classic makes several observations about life and human nature. This excerpt is from Chapter 24 and it brings us back to the desert in the Sahara where the narrator (i.e. the pilot) is stuck because of his plane's accident. Both the narrator and the little prince are extremely thirsty, so they decide to hunt for a well in the desert.

2. Antoine de Saint-Exupéry (1900–1944) was a French writer and pilot. When he was young, he was filled with a passion for adventure, and began flying air mail between remote settlements in the Sahara Desert at the age of 26. He then drew on those experiences to write and illustrate *The Little Prince* in the United States during World War II. He became a laureate of several of France's highest literary awards and also won the U.S. National Book Award.

3. **locks of hair:** small pieces of hair from someone's head

Reading

Unit 1

A

- seed** /si:d/ *n.* the small hard part produced by a plant, from which a new plant can grow 种子；籽
- △ **plateau** /'plætəʊ/ *n.* an area of flat land that is higher than the land around it 高原
- owe** /əʊ/ *v.* to have something because of the help or influence of sb or sth 应把……归功于
to feel that you ought to do sth for sb or give them sth, especially because they have done sth for you 欠（情）
- biology** /baɪ'ɒlədʒɪ/ *n.* the scientific study of the life and structure of plants and animals 生物学
- △ **biodiversity** /,baɪəʊdərɪ'vezɪ:sɪtɪ/ *n.* the existence of a large number of different kinds of animals and plants which make a balanced environment 生态多样性（大量各种生物的共存以维持生态环境平衡）
- △ **elevated** /'elɪveɪtɪd/ *adj.* higher than the area around; above the level of the ground 高的；升高的；高出地面的
- plain** /pleɪn/ *n.* a large area of flat land 平原
- position** /pə'zɪʃn/ *n.* the place where sb/sth is located 位置；地方
- available** /ə'veiləbəl/ *adj.* that you can get, buy or find 可获得的；可购得的；可找到的
- △ **pit** /pɪt/ *n.* a hard shell containing the nut or seed in the middle of some types of fruit 果核
- △ **allergy** /'ælədʒɪ/ *n.* a medical condition that causes you to react badly or feel ill/sick when you eat or touch a particular substance 过敏反应
- despite** /dɪ'spaɪt/ *prep.* used to show that sth happened or is true although sth

else might have happened to prevent it
即使，尽管

△ **hardship** /'ha:dʃɪp/ *n.* a situation that is difficult and unpleasant because you do not have enough money, food, clothes, etc. 艰难；困苦

△ **countless** /'kaʊntləs/ *adj.* very many; too many to be counted or mentioned 无数的；数不尽的

devoted /dɪ'veotɪd/ *adj.* having great love for sb/sth and being loyal to them 热爱的；忠诚的；全心全意的

unfortunate /ʌn'fɔ:tʃənət/ *adj.* having bad luck; caused by bad luck 不幸的；倒霉的

if you say that a situation is unfortunate, you wish that it had not happened or that it had been different 令人遗憾的；可惜的

accident /'æksɪdənt/ *n.* an unpleasant event that happens unexpectedly and causes injury or damage (交通)事故；意外遭遇；不测事件

△ **iceberg** /'aɪsbɜ:g/ *n.* an extremely large mass of ice floating in the sea 冰山（浮在海上的巨大冰块）

on top of sth 除……之外

the tip of the iceberg (问题的) 冰山一角

Tibet /tɪ'bet/ 西藏

Qinghai-Tibet Plateau /'tʃɪŋ'hai tɪ'bɛt 'plætəʊ/ 青藏高原

Tibet University /tɪ'bet ,ju:nɪ'vezɪ:səti/ 西藏大学

B

chemist /'kemɪst/ *n.* a scientist who

【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】

studies chemistry 化学家

△ **helix** /'hi:lɪks/ *n.* a shape like a spiral or a line curved around a cylinder or cone 螺旋 (形)

scientific /,saɪəntɪfɪk/ *adj.* involving science; connected with science 科学 (上) 的; 关于科学的

advance /əd'vens/ *n.* progress or a development in a particular activity or area of understanding 进步, 进展

△ **undying** /ʌn'daɪŋ/ *adj.* lasting for ever 永恒的; 永久的; 不朽的

passion /'pæʃən/ *n.* a very strong feeling of liking sth 酷爱

△ **make-believe** /'meɪk bɪ,li:v/ *n.* imagining or pretending things to be different or more exciting than they really are 虚构; 想象

△ **disapproval** /dɪsə'pru:vəl/ *n.* a feeling that you do not like an idea, an action or sb's behaviour because you think it is bad, not suitable or going to have a bad effect on sb else 不赞成; 反对

publish /'pʌblɪʃ/ *v.* to print a letter, an article, etc. in a newspaper or magazine (在报刊) 发表, 刊登

cycle /'saɪkəl/ *v.* to ride a bicycle; to travel by bicycle 骑自行车; 骑自行车旅行

bomb /bɒm/ *v.* to attack sb/sth by leaving a bomb in a place or by dropping bombs from a plane 轰炸; 对……投炸弹

earn /ɜ:n/ *v.* get sth that you deserve, usually because of sth good you have done or because of the good qualities you have 赢得, 博得

△ **doctorate** /'dɒktərit/ *n.* the highest university degree 博士学位

master /'ma:stə/ *v.* to learn or understand sth completely 掌握, 精通

△ **crystallography** /,krɪstə'lɒgrəfi/ *n.* the branch of science that deals with crystals 晶体学

assign /ə'sain/ *v.* to give sb sth that they can use, or some work or responsibility 分配 (某物); 分派, 布置 (工作、任务等)

unnoticed /ʌn'nəʊtɪst/ *adj.* not seen or

noticed 未被看见的; 未受到注意的; 被忽视的

female /'fi:meil/ *n.* a woman or a girl 女子

△ **puzzle** /'pʌzəl/ *n.* something that is difficult to understand or explain 不解之谜; 疑问; 谜

couple /'kʌpəl/ *v.* to join together two parts of sth 连接, 结合

△ **clarity** /'klærɪti/ *n.* the ability to think about or understand sth clearly 清晰的思维 (或理解) 能力

evidence /'evidəns/ *n.* the facts, signs or objects that make you believe that sth is true 根据; 证明; 证据

data /'deɪtə/ *n.* facts or information, especially when examined and used to find out things or to make decisions 数据, 资料

virus /'vaɪərəs/ *n.* a living thing, too small to be seen without a microscope, that causes infectious disease in people, animals and plants 病毒; 滤过性病毒

credit /'kredit/ *n.* praise or approval because you are responsible for sth good that has happened 赞扬; 称赞; 认可

crucial /'kru:ʃəl/ *adj.* extremely important, because it will affect other things 至关重要的; 关键性的

△ **breakthrough** /'breɪkθru:/ *n.* an important development that may lead to an agreement or achievement 重大进展; 突破

fellow /'feləʊ/ *adj.* used to describe sb who is the same as you in some way, or in the same situation 同类的; 同事的; 同伴的; 同情况的

gender /'dʒendə/ *n.* the fact of being male or female, especially when considered with reference to social and cultural differences, not differences in biology 性别 (尤指社会和文化差异, 而非生理差异)

△ **inequality** /,ɪnɪ'kwɒlɪti/ *n.* the unfair difference between groups of people in society, when some have more wealth, status or opportunities than others 不平等; 不平衡; 不平均

unfair /ʌn'feə/ *adj.* not right or fair according to a set of rules or principles; not treating people equally 不公正的；不公平的；待人不平等的

head-on /hed 'ɒn/ *adv.* if someone deals with a problem head-on, they do not try to avoid it, but deal with it in a direct and determined way 直接地；正面地

get in the way of 挡……路；妨碍

get hold of 抓住；拿着；得到；获得

lose heart 丧失信心；泄气

Rosalind Franklin /'rɒzəlɪnd
'fræŋklɪn/ 罗莎琳·富兰克林（1920年7月25日—1958年4月16日，物理化学家、晶体学家）

X-ray /'eks reɪ/ X射线

DNA /di: en 'eɪ/ 脱氧核糖核酸

Cambridge University /'kæmbrɪdʒ
ju:nɪ've:sətɪ/ 剑桥大学

King's College London /kɪŋz 'kɔ:lɪdʒ
'lændən/ 伦敦国王学院

Maurice Wilkins /mɔ:r'i:s 'wɪlkɪns/
莫里斯·威尔金斯（1916年12月15日—2004年10月5日，生物物理学家）

James Watson /dʒeɪmz 'wɔ:tsn/ 詹姆斯·沃森（1928年4月6日—，分子生物学家）

Francis Crick /'fra:n̩sɪs krɪk/ 弗朗西斯·克里克（1916年6月8日—2004年7月28日，生物学家，物理学家，神经科学家）

Nobel Prize /nəʊ'bəl praɪz/ 诺贝尔奖（1901年开始每年在诺贝尔的逝世日——12月10日颁发）

Unit 2

A

soul /səʊl/ *n.* a person's inner character, containing their true thoughts and feelings 心性；内心；心灵 the spiritual part of a person, believed to exist after death 灵魂

reality /rɪ'ælɪti/ *n.* the true situation and the problems that actually exist in life, in contrast to how you would like life to be 现实；实际情况

△ **Aboriginal** /'æbə'rɪdʒɪnəl/ *adj.* relating to the original people living in Australia 澳大利亚土著的

impact /'impækt/ *n.* the powerful effect that sth has on sb/sth 巨大影响；强大作用

blame /bleɪm/ *n.* responsibility for doing sth badly or wrongly; saying that sb is responsible for sth (坏事或错事的) 责任；责备；指责

brilliant /'brɪljənt/ *adj.* extremely

intelligent or skilful 聪颖的；才华横溢的

elsewhere /'els'weə/ *adv.* in, at or to another place 在（或去、到）别处

beg the question 令人置疑；引起疑问
on the other hand (引出不同的，尤指对立的观点、思想等) 另一方面……

Charlemagne /'ʃɑ:ləmeɪn/ 查理曼（742?—814，即查理大帝，法兰克国王[768—814]、查理曼帝国皇帝[800—814]，称查理一世，扩展疆土，建成庞大帝国，加强集权统治，鼓励学术，兴建文化设施，使其宫廷成为繁荣学术的中心）

Juliet /'dʒu:ljət/ 朱丽叶（人名）

Kuuk Thaayorre /'ku:k 'θa:jurə/ 库克·萨伊奥里（澳大利亚少数民族）

B

highlight /'haɪlæt/ *n.* the best, most interesting or most exciting part of sth 最好（或最精彩、最激动人心）的部分

△ **magnetic** /'mæg'nætɪk/ *adj.* connected with or produced by magnetism 磁的；磁性的

△ **resonance** /'rezənəns/ *n.* the sound or other vibration produced in an object by sound or vibrations of a similar frequency from another object 共鸣；共振

imaging /'ɪmɪdʒɪŋ/ *n.* the process of capturing, storing and showing an image on a computer screen 成像

△ **scan** /skæn/ *n.* a medical test in which a machine produces a picture of the inside of a person's body on a computer screen after taking X-rays 扫描检查

△ **promising** /'prɒmɪsɪŋ/ *adj.* showing signs of being good or successful 有希望的；有前途的；有出息的

enhanced /ɪn'hæ:nst/ *adj.* improved or better 提高的；增强的

△ **cognitive** /'kɒgnɪtɪv/ *adj.* connected with mental processes of understanding 认知的；感知的；认识的

journal /'dʒɜːrnl/ *n.* a newspaper or magazine that deals with a particular subject or profession (某学科或行业的) 报纸，刊物，杂志

comprehension /kəmprɪ'henʃən/ *n.* an exercise that trains students to understand a language (语言学习中的) 理解练习（或训练）
the ability to understand 理解力；领悟能力

corresponding /kɔr'spɔndɪŋ/ *adj.* matching or connected with sth that you have just mentioned 符合的；相应的；相关的

trick /trɪk/ *n.* something that confuses you so that you see, understand, remember, etc. things in the wrong way 引起错觉（或记忆紊乱）的事物

△ **distracting** /dɪ'strækɪŋ/ *adj.* making someone stop giving their attention to something 使分心的，干扰的

target /'ta:gɪt/ *n.* a result that you try to achieve 目标

△ **versus** /'vɜːsəs/ *prep.* used to compare two different ideas, choices, etc. (比较两种不同想法、选择等) 与……相对，与……相比

△ **filter** /'fɪltə/ *v.* to remove sb/sth that you do not want from a large number of people or things using a special system, device, etc. (用专门的系统、装置等) 过滤掉，筛除

△ **considerable** /kən'sɪdərəbəl/ *adj.* great in amount, size, importance, etc. 相当多（或大、重要等）的

△ **bilingual** /baɪ'lɪŋgwəl/ *adj.* able to speak two languages equally well 会说两种语言的

cell /sel/ *n.* the smallest unit of living matter that can exist on its own 细胞

open up 拓展；打开

nothing short of 可以说是；无异于；近乎

Lund University /lʌnt ,ju:nɪ'vesəti/ 隆德大学

Sweden /'swi:dn/ 瑞典（北欧国家）

MRI /'em 'ere 'ai/ 磁共振成像

Northwestern University /,nɔːθ'westən ,ju:nɪ'vesəti/ 西北大学（美国）

Alzheimer's /'æltʃaɪməz/ **disease** 阿尔茨海默病，早老性痴呆病（Alois Alzheimer [1864–1915]，率先确诊此病的德国精神病学家）

Unit 3

A

- △ **prompt** /'prɒmpt/ *v.* to make sb decide to do sth; to cause sth to happen 促使；导致
- △ **drugstore** /'drʌgstɔ:/ *n.* a shop/store that sells medicines and also other types of goods, for example cosmetics (兼售化妆品等的) 药房
- clerk** /kla:k/ *n.* a person whose job is to serve customers in a shop/store 店员；售货员
- supply** /sə'plai/ *n.* [pl.] the things such as food, medicines, fuel, etc. that are needed by a group of people 补给，补给品
an amount of sth that is provided or available to be used 供应量；供给量；储备
- △ **excess** /'ekses/ *adj.* in addition to an amount that is necessary, usual or legal 额外的；超额的；过度的
- cash** /kæʃ/ *n.* money in the form of coins or notes/bills 现金
- moral** /'mɔrəl/ *adj.* concerned with principles of right and wrong behaviour 道德的
- △ **empathy** /'empəθi/ *n.* the ability to understand another person's feelings, experience, etc. 同感；同情
- △ **tricky** /'trɪki/ *adj.* difficult to do or deal with 难办的；难对付的
- △ **lean** /li:n/ *v.* to have a tendency to prefer sth, especially a particular opinion or interest 倾向，偏向（尤指某意见或利益）
- homeless** /'həʊmləs/ *adj.* having no home 无家的
- △ **misfortune** /mɪs'fɔ:tʃən/ *n.* bad luck 厄运；不幸
- slip** /slip/ *v.* to pass into a particular state or situation, especially a difficult or unpleasant one 陷入，进入（困难或不愉快的处境）
to slide a short distance by accident so that you fall or nearly fall 滑倒；滑跤
- △ **empathic** /em'pæθɪk/ *adj.* of or

relating to empathy 共鸣的；同情的

- △ **donor** /'dəʊnə/ *n.* a person or an organisation that makes a gift of money, clothes, food, etc. to a charity, etc. 捐赠者；捐赠机构
- sufferer** /'sʌfərə/ *n.* a person who suffers, especially sb who is suffering from a disease 患病者；受苦者
- △ **furthermore** /,fɜ:ðə'mɔ:/ *adv.* in addition to what has just been stated. Furthermore is used especially to add a point to an argument. 此外；而且；再者
- △ **immense** /'ɪmens/ *adj.* extremely large or great 极大的；巨大的
- △ **universal** /ju:nɪ'versəl/ *adj.* done by or involving all the people in the world or in a particular group 普遍的；全世界的；全体的；共同的
- △ **empathise** /'empəθaɪz/ *v.* to understand another person's feelings and experiences, especially because you have been in a similar situation 有同感；产生共鸣；同情

lean towards 倾向，偏向（尤指某意见或利益）

take sth into account 考虑到；顾及

ALS Ice Bucket Challenge /'eɪləs aɪs 'bʌkɪt 'tʃælɪndʒ/ 肌萎缩性（脊髓）侧索硬化症冰桶挑战

Journal of Consumer Research /'dʒɔ:rnl əv kən'sju:mə rɪ'sɜ:tʃ/ 《消费者研究杂志》

B

- △ **employee** /ɪm'plɔɪi:/ *n.* a person who is paid to work for sb 受雇者；雇工；雇员
- △ **drive-through** /'draɪv θru:/ *n.* a restaurant, bank, etc. where you can be served without having to get out of your car 不必下车即可得到服务的餐

馆 (或银行等)

△ **fierce** /'fɪəs/ *adj.* (of weather conditions or temperatures) very strong in a way that could cause damage (天气或温度) 狂暴的；恶劣的

(especially of people or animals) angry and aggressive in a way that is frightening (尤指人或动物) 凶猛的；凶狠的；凶残的

△ **spit** /spɪt/ *v.* to force saliva (= the liquid that is produced in the mouth) out of your mouth, often as a sign of anger or lack of respect 哺唾沫 (常表示愤怒或鄙视)
to force liquid, food, etc. out of your mouth 吐，唾 (唾沫、食物等)

frost /frɒst/ *n.* the thin white layer of ice that forms when the temperature drops below 0°C 霜
a weather condition in which the temperature drops below 0°C (= freezing point) so that a thin white layer of ice forms on the ground and other surfaces, especially at night 霜冻

△ **headset** /'hedset/ *n.* a pair of headphones, especially one with a microphone attached to it (尤指带麦克风的) 头戴式受话器，耳机
greet /gri:t/ *v.* to react to sb/sth in a particular way (以某种方式) 对……作出反应
to say hello to sb or to welcome them 和(某人)打招呼(或问好)；欢迎；迎接

△ **glare** /gleə/ *v.* to look at sb/sth in an angry way 怒目而视

△ **supervisor** /'sju:pəvəzər/ *n.* a person who supervises sb/sth 监督人，指导者；主管人

△ **sub-zero** /'sʌb'zɪərəʊ/ *adj.* below zero 零下的；零度以下的

△ **seal** /si:l/ *v.* to close a container tightly or fill a crack, etc., especially so that air, liquid, etc. cannot get in or out 密封(容器)
to close an envelope, etc. by sticking the edges of the opening together 封上(信封)

leather /'leðə/ *n.* material made by removing the hair or fur from animal

skins and preserving the skins using special processes 皮革

annoyance /ə'nɔɪəns/ *n.* the feeling of being slightly angry 恼怒；生气；烦恼

△ **snowflake** /'snəʊflēk/ *n.* a small soft piece of frozen water that falls from the sky as snow 雪花；雪片
△ **eyelash** /'aɪlæʃ/ *n.* one of the hairs growing on the edge of the eyelids 睫毛

confused /kən'fju:zd/ *adj.* unable to think clearly or to understand what is happening or what sb is saying 糊涂的；迷惑的

fog /fɒg/ *n.* a thick cloud of very small drops of water in the air close to the land or sea, that is very difficult to see through 雾

cheek /tʃi:k/ *n.* either side of the face below the eyes 面颊；脸颊

△ **facial** /'feɪʃəl/ *adj.* connected with a person's face; on a person's face 面部的
expression /ɪk'spreʃən/ *n.* a look on a person's face that shows their thoughts or feelings 表情；神色

△ **succession** /sək'seʃən/ *n.* a number of people or things that follow each other in time or order 一连串；一系列；连续的人(或事物)

the regular pattern of one thing following another thing 交替；更迭

△ **slide show** /slaɪd'ʃəʊ/ *n.* a number of slides (= small pieces of film held in frames) shown to an audience using a slide projector, often during a lecture (常指讲演中的) 幻灯片放映

disturbed /dr'ɪstɜ:bd/ *adj.* very anxious and unhappy about sth 心神不安的；心烦意乱的；烦恼的

random /'rændəm/ *adj.* (informal) a thing or person that is random is strange and does not make sense, often in a way that amuses or interests you (人或物) 与众不同的，出人意料的，不可思议的
done, chosen, etc. without sb deciding in advance what is going to happen, or without any regular pattern 随机的，随意的

- △ **delighted** /dɪ'laitɪd/ *adj.* very pleased
高兴的；愉快的
- impatient** /ɪm'peɪʃənt/ *adj.* annoyed or irritated by sb/sth, especially because you have to wait for a long time 不耐烦的；没有耐心的
- humble** /'hʌmbəl/ *v.* to make sb feel that they are not as good or important as they thought they were 使感到卑微
- handful** /'hændfʊl/ *n.* the amount of sth that can be held in one hand 一把(的量)；用手抓起的数量
- bend** /bend/ *n.* a curve or turn, especially in a road or river (尤指道路或河流的) 拐弯，弯道
- △ **honk** /hɒŋk/ *v.* to make a loud noise using a horn, especially the horn of a car (使汽车喇叭) 鸣响
- △ **gratitude** /'grætɪtju:d/ *n.* the feeling

of being grateful and wanting to express your thanks 感激之情；感谢

engine /'endʒɪn/ *n.* the part of a vehicle that produces power to make the vehicle move 发动机；引擎

flow /fləʊ/ *n.* the steady and continuous movement of sth/sb in one direction 流；流动
v. (of liquid, gas or electricity) to move steadily and continuously in one direction (液体、气体或电) 流；流动

light up (使)光亮，放光彩
end up 最终成为；最后处于

Alberta /æl'bɜ:tə/ 阿尔伯塔省 (加拿大省名)

Unit 4

A

- shopkeeper** /'ʃɒp,ki:pə/ *n.* a person who owns or manages a shop/store, usually a small one (通常指小商店的) 店主
- arrange** /ə'reɪndʒ/ *v.* to put sth in a particular order; to make sth neat or attractive 整理；排列；布置
to plan or organise sth in advance 安排；筹备
- △ **sidewalk** /'saɪdwɔ:k/ *n.* a flat part at the side of a road for people to walk on (马路边的) 人行道
- △ **rumbling** /'rʌmblɪŋ/ *n.* a long deep sound or series of sounds 低沉而持续的声音
- thunder** /'θʌndə/ *n.* the loud noise that you hear after a flash of lightning, during a storm 雷；雷声
- explode** /ɪk'spləʊd/ *v.* to burst or make sth burst loudly and violently, causing damage 爆炸；爆破；爆裂
- △ **layer** /'leɪə/ *n.* a quantity or thickness

of sth that lies over a surface or between surfaces 层；表层

△ **rip** /rɪp/ *v.* to tear sth or to become torn, often suddenly or violently (突然或猛烈地) 撕破，裂开

△ **sway** /swεɪ/ *v.* to move slowly from side to side; to move sth in this way (使)摇摆，(使)摇动

collapse /kə'læps/ *v.* to fall down or fall in suddenly, often after breaking apart (突然) 倒塌，坍塌

△ **lump** /lʌmp/ *n.* a piece of sth hard or solid, usually without a particular shape (通常为无定形的) 块

△ **pile** /pail/ *n.* a number of things that have been placed on top of each other 棚；垛；沓

△ **tumble** /'tʌmbəl/ *v.* to fall suddenly and in a dramatic way 倒塌；坍塌
to fall downwards, often hitting the ground several times, but usually without serious injury; to make sb/sth fall in this way 滚落，翻滚下来；(使)跌倒，(使)摔倒

- △ **plaster** /'plæstə/ *n.* a substance made of lime, water and sand, that is put on walls and ceilings to give them a smooth hard surface 灰泥
- △ **shatter** /'ʃætə/ *v.* to suddenly break into small pieces; to make sth suddenly break into small pieces (使) 破碎, (使) 碎裂
- △ **throat** /θrəut/ *n.* a passage in the neck through which food and air pass on their way into the body 咽喉; 喉咙
- coat** /kəut/ *v.* to cover sth with a layer of a substance 给……涂上一层; 用……覆盖
- △ **burst** /bɜːst/ *v.* to break open or apart, especially because of pressure from inside; to make sth break in this way (使) 爆裂, (使) 胀开
- △ **leap** /li:p/ *v.* to move suddenly and quickly 猛冲
to jump high or a long way 跳; 跳跃; 跳越
- pour** /pɔː/ *v.* to (cause to) flow quickly and in large amounts 倾泻; 喷发
- △ **spill** /spɪl/ *v.* to come out of a place in large numbers and spread out 涌出; 蜂拥而出
to flow over the edge of a container by accident; to make liquid do this (使) 洒出, (使) 泼出, (使) 溢出
- bury** /'berɪ/ *v.* to cover sb/sth with soil, rocks, leaves, etc. (以土、石、树叶等) 覆盖
to place a dead body in a grave 埋葬; 安葬
- △ **furious** /'fjuəriəs/ *adj.* with great energy, speed or anger 激烈的; 猛烈的; 盛怒的
very angry 狂怒的; 暴怒的
- △ **unsteady** /ʌn'stedi/ *adj.* shaking or moving in a way that is not controlled 抖动的; 摆晃的
- sneeze** /sni:z/ *n.* the act of sneezing or the noise you make when you sneeze 喷嚏; 喷嚏声
- stretch** /stretʃ/ *v.* to put your arms or legs out straight and contract your muscles 伸展
- △ **mayor** /meə/ *n.* the head of the

government of a town or city, etc., elected by the public (民选的) 市长, 镇长

- △ **ash** /æʃ/ *n.* the grey or black powder that is left after sth, especially tobacco, wood or coal, has burnt 灰; 灰烬
- raw** /rəʊ/ *adj.* red and painful because the skin has been damaged 红肿疼痛的; 皮肤破损的; 擦伤的
- not cooked 生的; 未烹制的; 未煮的
- spot** /spɒt/ *n.* a small dirty mark on sth 污迹; 污渍
a small round area that has a different colour or feels different from the surface it is on 斑点

burst open (使) 猛然打开
call on 请求, 要求, 要(某人做某事)
stick ... out (使从某物中) 伸出, 探出, 突出

San Francisco /sæ:n fræn'siskəʊ/ 旧金山 (美国加利福尼亚州西部港市)
Rincon Hill /'rɪŋkən hil/ 林孔山 (旧金山境内)

B

- strike** /strɔːk/ *v.* to happen suddenly and have a harmful or damaging effect on sb/sth 侵袭; 爆发
to hit sb/sth hard or with force 击打; 碰撞
- typhoon** /taɪ'fu:n/ *n.* a violent tropical storm with very strong winds 台风
- △ **gush** /gʌʃ/ *v.* to flow or pour suddenly and quickly out of a hole in large amounts (从……中) 喷出, 涌出, 冒出
- △ **avalanche** /'ævələ:nʃ/ *n.* a mass of snow, ice and rock that falls down the side of a mountain 雪崩; 山崩
- △ **raging** /'reɪdʒɪŋ/ *adj.* very powerful 极其强大的; 猛烈的
- △ **flame** /fleɪm/ *n.* a hot bright stream of burning gas that comes from sth that is on fire 火焰; 火舌

emergency /ɪ'mɜ:dʒənsɪ/ *n.* a sudden serious and dangerous event or situation which needs immediate action to deal with it 突发事件；紧急情况

secure /sɪ'kjuə/ *adj.* not likely to move, fall down, etc. 牢固的；稳固的

feeling happy and confident about yourself or a particular situation 安心的；有把握的

△ **basement** /'beɪsmənt/ *n.* a room or rooms in a building, partly or completely below the level of the ground 地下室；地库

solid /'sɒlɪd/ *adj.* strong and made well 结实的；坚固的；牢固的 hard or firm; not in the form of a liquid or gas 坚硬的；固体的

furniture /'fɜ:nɪtʃə/ *n.* objects that can be moved, such as tables, chairs and beds, that are put into a house or an office to make it suitable for living or working in (可移动的) 家具

battery /'bætəri/ *n.* a device that is placed inside a car engine, clock, radio, etc. and that produces the electricity that makes it work 电池

△ **evacuation** /ɪ,vækjʊ'eɪʃn/ *n.* the process of moving people from a dangerous place to somewhere safe 疏散；撤离；撤出

intense /ɪn'tens/ *adj.* very great; very strong 很大的；十分强烈的

warning /'wɔ:niŋ/ *n.* a statement, an event, etc. telling sb that sth bad or unpleasant may happen in the future so that they can try to avoid it (就可能发生的意外等提出的) 警告，警示

△ **waterproof** /'wɔ:təpru:f/ *adj.* that does not let water through or that cannot be damaged by water 不透水的；防水的；耐水的

△ **container** /kən'teɪnə/ *n.* a box, bottle, etc. in which sth can be stored or transported 容器

△ **Alpine** /'æl,pain/ *adj.* existing in or connected with high mountains, especially the Alps in Central Europe 高山的；(尤指中欧) 阿尔卑斯山的

△ **slope** /sləʊp/ *n.* a surface or piece of land that slopes (= is higher at one end than the other) 斜坡；坡地

equipment /ɪ'kwɪpmənt/ *n.* things that are needed for a particular purpose or activity 设备；器材

△ **frantically** /'fræntɪkli/ *adv.* quickly and with a lot of activity, but in a way that is not very well organised 紧张忙乱地；手忙脚乱地

ensure /ɪn'ʃʊə/ *v.* to make sure that sth happens or is definite 保证；担保；确保

△ **upwind** /ʌp'wɪnd/ *adv.* in the opposite direction to the way in which the wind is blowing 逆风；顶风

pond /pɒnd/ *n.* a small area of still water, especially one that is artificial 池塘；人工池

△ **spark** /spa:k/ *v.* to produce small flashes of fire or electricity 冒火花；飞火星；产生电火花 to cause sth to start or develop, especially suddenly 引发；触发

blanket /'blæŋkit/ *n.* a large cover, often made of wool, used especially on beds to keep people warm 毯子；毛毯

△ **vent** /vent/ *n.* an opening that allows air, gas or liquid to pass out of or into a room, building, container, etc. (空气、气体、液体的) 出口，进口，漏孔

△ **firefighter** /'faɪə,faitə/ *n.* a person whose job is to put out fires 消防队员

kit /kɪt/ *n.* a set of tools or equipment that you use for a particular purpose 成套工具；成套设备

△ **flashlight** /'flæʃlaɪt/ *n.* a small electric lamp that uses batteries and that you can hold in your hand 手电筒

△ **first-aid** /,fɜ:st'eɪd/ *n.* simple medical treatment that is given to sb before a doctor comes or before the person can be taken to a hospital 急救

△ **mask** /ma:sk/ *n.* a covering for part or all of the face, worn to hide or protect it 面具；面罩

△ **sanitation** /,sænɪ'teɪʃn/ *n.* the equipment and systems that keep places clean, especially by removing human

waste 卫生设备；卫生设施体系

damp /dæmp/ *adj.* slightly wet, often in a way that is unpleasant 潮湿的；微湿的；湿气重的

towel /'taʊəl/ *n.* a piece of cloth or paper used for drying things, especially your body 毛巾；手巾；抹布；纸巾

△ **opener** /'əʊpənə/ *n.* a tool that is used to open things 开启的工具

△ **backup** /'bækʌp/ *n.* extra help or support that you can get if necessary 增援；后援

burn out 烧尽；熄灭

the Pacific Ocean /ðə pə'sifik əʊʃn/ 太平洋

the Caroline Islands /ðə 'kærələn
'aɪləndz/ 加罗林群岛（西太平洋）

the Philippines /ðə 'fili,pɪ:nz/ 菲律宾
[东南亚岛国]（在菲律宾群岛）

Listening and Viewing

Unit 1

suffering /'sʌfərɪŋ/ *n.* physical or mental pain 疼痛；痛苦

△ **lifetime** /'laɪftaɪm/ *n.* the length of time that sb lives or that sth lasts 一生；终身；有生之年

best-selling /best 'selɪŋ/ *adj.* extremely popular and selling in very large numbers 畅销的

prove /pru:v/ *v.* to use facts, evidence, etc. to show that sth is true 证明；证实

△ **wheelchair** /'wi:ltʃeə/ *n.* a special chair with wheels, used by people who cannot walk because of illness, an accident, etc. 轮椅

△ **synthesizer** /'sɪnθɪsaɪzə/ *n.* an electronic machine for producing different sounds 音响合成器

brief /bri:f/ *adj.* using few words 简洁的；简单的

potential /pə'tenʃəl/ *n.* qualities that exist and can be developed 潜力，潜质

the possibility of sth happening or being developed or used 可能性；潜在性

software /'softweə/ *n.* the programs, etc. used to operate a computer 软件

contributor /kən'trɪbju:tə/ *n.* someone who gives money, help, ideas, etc. to sth that other people are also involved in 作出贡献者

△ **chimpanzee** /tʃɪmpæn'zi:/ *n.* a small intelligent African ape 黑猩猩

Stephen Hawking /'sti:vən 'hɔ:kɪŋ/ 斯蒂芬·霍金（[1942–2018] 物理学家、宇宙学家、数学家、思想家、哲学家，著有《时间简史》《果核中的宇宙》等）

ALS /'eiles/ 肌萎缩性（脊髓）侧索硬化症

Jane Goodall /dʒeɪn 'gu:dəl/ 珍妮·古道尔（1934年4月3日—，动物学家）

Grace Hopper /greɪs 'hɒpər/ 格蕾丝·霍珀（1906–1992，计算机科学家、数学家）

Unit 2

global /'gləʊbəl/ *adj.* covering or affecting the whole world 全球的；全世界的

△ **mindset** /'maɪndset/ *n.* a set of attitudes or fixed ideas that sb has and that are often difficult to change 观念模式；思维倾向

employ /ɪm'plɔɪ/ *v.* to give sb a job to do for payment 雇用

Unit 3

non-profit /,nɒn 'prɒfɪt/ *adj.* (of an organisation) without the aim of making a profit (机构) 不以营利为目的；非营利的

found /faʊnd/ *v.* to start sth, such as an organisation or an institution, especially by providing money 创建，创办（组织或机构，尤指提供资金）

aim /eɪm/ *v.* to have sth as an aim 目的是；旨在 to try or plan to achieve sth 力求达到；力争做到

charitable /'tʃærɪtəbəl/ *adj.* connected with a charity or charities 慈善团体的；慈善事业的

foundation /faʊn'deɪʃən/ *n.* an organisation that is established to provide money for a particular purpose, for example for scientific research or charity 基金会

motivation /,məʊtɪ'veɪʃən/ *n.* the reason why sb does sth or behaves in a

particular way 动机

inspire /ɪn'spaɪə/ *v.* to give sb the idea for sth, especially sth artistic or that shows imagination 赋予灵感；引起联想；启发思考

△ **necessity** /nə'sesɪtɪ/ *n.* a thing that you must have and cannot manage without 必需的事物；必需品

comforting /'kʌmfətɪŋ/ *adj.* making you feel calmer and less worried or unhappy 令人安慰的

△ **needy** /'ni:dɪ/ *adj.* not having enough money, food, clothes, etc. 缺乏生活必需品的；贫困的

Unit 4

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

resident /'rezɪdənt/ *n.* a person who lives in a particular place or who has their home there 居民；住户

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

△ **strand** /strænd/ *v.* to make a person or vehicle be left in an unfavorable place and unable to move from the place 使滞留；使搁浅

cigarette /,sɪgə'ret/ *n.* a thin tube of paper filled with tobacco, for smoking 香烟；纸烟；卷烟

ease /i:z/ *v.* to move, or to move sb/sth, slowly and carefully (使) 小心缓缓地移动

△ **accelerator** /ək'seləreɪtə/ *n.* the pedal in a car or other vehicle that you press with your foot to control the speed of the engine (汽车等的) 加速装置，油门

△ **sturdy** /'stɜ:dɪ/ *adj.* strong and not easily damaged 结实的；坚固的

pipe /paɪp/ *n.* a tube through which liquids and gases can flow 管子；管道

△ **roughly** /'rʌfli/ *adv.* not gently or carefully 粗暴地

shift /ʃɪft/ *v.* to move, or move sth, from one position or place to another 转移；挪动

Typhoon Mangkhut /taɪ'fu:n
'mæŋkʊt/ 台风山竹，为 2018 年太平洋台风季第 22 个被命名的热带气旋



Grammar Terms

Unit 1

-ing/-ed forms -ing/-ed 形式

predicative 表语

linking verb 系动词

Unit 2

subject clause 主语从句

predicative clause 表语从句

subordinate clause 从句

noun clause 名词性从句

Unit 3

-ing forms -ing 形式

infinitive 不定式

object of preposition 介词宾语

Unit 4

complex -ing forms 复杂的 -ing 形式

perfect -ing form -ing 形式的完成式

negative -ing form -ing 形式的否定式

passive -ing form -ing 形式的被动式

doer + doing form doer + doing 形式



Glossary

A

- Aboriginal** /æbə'rɪdʒɪnəl/ *adj.* 澳大利亚土著的 2
accelerator /æk'seləreɪtə/ *n.* (汽车等的) 加速装置, 油门 4
accident /'æksɪdənt/ *n.* (交通) 事故; 意外遭遇; 不测事件 1
advance /əd've:n:s/ *n.* 进步, 进展 1
aim /eɪm/ *v.* ① 目的是; 旨在 ② 力求达到; 力争做到 3
allergy /'ælədʒɪ/ *n.* 过敏反应 1
Alpine /'æl,pain/ *adj.* 高山的; (尤指中欧) 阿尔卑斯山的 4
annoyance /ə'nɔɪəns/ *n.* 恼怒; 生气; 烦恼 3
arrange /ə'reɪndʒ/ *v.* ① 整理; 排列; 布置 ② 安排; 筹备 4
ash /æʃ/ *n.* 灰; 灰烬 4
assign /ə'saɪn/ *v.* 分配 (某物); 分派, 布置 (工作、任务等) 1
available /ə'veɪləbəl/ *adj.* 可获得的; 可购得的; 可找到的 1
avalanche /'ævələ:tʃəntʃ/ *n.* 雪崩; 山崩 4

B

- backup** /'bækʌp/ *n.* 增援; 后援 4
basement /'beɪsmənt/ *n.* 地地下室; 地库 4
battery /'bætəri/ *n.* 电池 4
bend /bend/ *n.* (尤指道路或河流的) 拐弯, 弯道 3
best-selling /best 'selɪŋ/ *adj.* 畅销的 1
bilingual /baɪ'lɪŋgwəl/ *adj.* 会说两种语言的 2
biodiversity /baɪəʊdai'vɜ:sɪtɪ/ *n.* 生态多样性 (大量各种生物的共存以维持生态环境平衡) 1
biology /baɪ'ɒlədʒɪ/ *n.* 生物学 1
blame /bleɪm/ *n.* (坏事或错事的) 责任; 责备; 指责 2
blanket /'blæŋkit/ *n.* 毯子; 毛毯 4
bomb /bɒm/ *v.* 轰炸; 对……投炸弹 1
breakthrough /'breɪkθru:/ *n.* 重大进展; 突破 1
brief /bri:f/ *adj.* 简洁的; 简单的 1
brilliant /'brɪljənt/ *adj.* 聪颖的; 才华横溢的 2
burst /bɜ:st/ *v.* (使) 爆裂, (使) 胀开 4
bury /'berɪ/ *v.* ① (以土、石、树叶等) 覆盖 ② 埋葬; 安葬 4

C

- cash** /kæʃ/ *n.* 现金 3
cell /sel/ *n.* 细胞 2
charitable /'tʃærɪtəbəl/ *adj.* 慈善团体的; 慈善事业的 3

cheek /tʃi:k/ *n.* 面颊；脸颊 3
chemist /'kemɪst/ *n.* 化学家 1
chimpanzee /,tʃɪmpæn'zi:/ *n.* 黑猩猩 1
cigarette /,sɪgə'ret/ *n.* 香烟；纸烟；卷烟 4
clarity /'klærɪti/ *n.* 清晰的思维（或理解）能力 1
clerk /klerk/ *n.* 店员；售货员 3
coat /kəʊt/ *v.* 给……涂上一层；用……覆盖 4
cognitive /'kɒgnɪtɪv/ *adj.* 认知的；感知的；认识的 2
collapse /kə'læps/ *v.* （突然）倒塌，坍塌 4
comforting /'kʌmfətɪŋ/ *adj.* 令人安慰的 3
comprehension /,kɒmprɪ'hɛnʃən/ *n.* ①（语言学习中的）理解练习（或训练）②理解力；领悟能力 2
confused /kən'fju:zd/ *adj.* 糊涂的；迷惑的 3
considerable /kən'sɪdərəbəl/ *adj.* 相当多（或大、重要等）的 2
container /kən'teɪnə/ *n.* 容器 4
contributor /kən'trɪbju:tə/ *n.* 作出贡献者 1
corresponding /,kɔrɪ'spɒndɪŋ/ *adj.* 符合的；相应的；相关的 2
countless /'kaʊntləs/ *adj.* 无数的；数不尽的 1
couple /'kʌpəl/ *v.* 连接，结合 1
credit /'kredɪt/ *n.* 赞扬；称赞；认可 1
crucial /'kru:ʃəl/ *adj.* 至关重要的；关键性的 1
crystallography /,krɪstə'lɒgrəfi/ *n.* 晶体学 1
cycle /'saɪkəl/ *v.* 骑自行车；骑自行车旅行 1

D

damp /dæmp/ *adj.* 潮湿的；微湿的；湿气重的 4
data /'deɪtə/ *n.* 数据，资料 1
delighted /dɪ'laitɪd/ *adj.* 高兴的；愉快的 3
despite /dɪ'spaɪt/ *prep.* 即使，尽管 1
devoted /dɪ'veutɪd/ *adj.* 挚爱的；忠诚的；全心全意的 1
disapproval /,dɪsə'pru:vəl/ *n.* 不赞成；反对 1
distracting /dɪ'strækting/ *adj.* 使分心的，干扰的 2
disturbed /dɪ'stɜ:bɪd/ *adj.* 心神不安的；心烦意乱的；烦恼的 3
doctorate /dɒktərɪt/ *n.* 博士学位 1
donor /'dəʊnə/ *n.* 捐赠者；捐赠机构 3
drive-through /'draɪv θru:/ *n.* 不必下车即可得到服务的餐馆（或银行等） 3
drugstore /'drʌgstɔ:/ *n.* （兼售化妆品等的）药房 3

E

earn /ɜ:n/ *v.* 赢得，博得 1
ease /i:z/ *v.* （使）小心缓缓地移动 4
elevated /'elɪveɪtɪd/ *adj.* 高的；升高的；高出地面的 1
elsewhere /,els'weə/ *adv.* 在（或去、到）别处 2

emergency /ɪ'mɜ:dʒənsɪ/ *n.* 突发事件；紧急情况 4
empathic /em'pæθɪk/ *adj.* 共鸣的；同情的 3
empathise /'empəθaɪz/ *v.* 有同感；产生共鸣；同情 3
empathy /'empəθɪ/ *n.* 同感；同情 3
employ /ɪm'plɔɪ/ *v.* 雇用 2
employee /ɪm'plɔɪɪ/ *n.* 受雇者；雇工；雇员 3
engine /'endʒɪn/ *n.* 发动机；引擎 3
enhanced /ɪn'hænst/ *adj.* 提高的；增强的 2
ensure /ɪn'ʃuə/ *v.* 保证；担保；确保 4
equipment /ɪ'kwɪpmənt/ *n.* 设备；器材 4
evacuation /ɪ,vækjʊ'eɪʃn/ *n.* 疏散；撤离；撤出 4
evidence /'evɪdəns/ *n.* 根据；证明；证据 1
excess /'ekses/ *adj.* 额外的；超额的；过度的 3
explode /ɪk'spləud/ *v.* 爆炸；爆破；爆裂 4
expression /ɪk'spreʃən/ *n.* 表情；神色 3
eyelash /'ailæʃ/ *n.* 睫；睫毛 3

F

facial /'feɪʃəl/ *adj.* 面部的 3
fellow /'feləʊ/ *adj.* 同类的；同事的；同伴的；同情况的 1
female /'fi:meɪl/ *n.* 女子 1
fierce /fɪəs/ *adj.* ①(天气或温度)狂暴的；恶劣的 ②(尤指人或动物)凶猛的；凶狠的；凶残的 3
filter /'filtə/ *v.* (用专门的系统、装置等)过滤掉，筛除 2
firefighter /'faɪə,faitə/ *n.* 消防队员 4
first-aid /,fɜ:st'eɪd/ *n.* 急救 4
flame /fleɪm/ *n.* 火焰；火舌 4
flashlight /'flæʃlaɪt/ *n.* 手电筒 4
flow /fləʊ/ *n.* 流；流动 *v.*(液体、气体或电)流；流动 3
fog /fɒg/ *n.* 雾 3
found /faʊnd/ *v.* 创建，创办(组织或机构，尤指提供资金) 3
foundation /faʊn'deɪʃən/ *n.* 基金会 3
frantically /'fræntɪkli/ *adv.* 紧张忙乱地；手忙脚乱地 4
frost /frɒst/ *n.* ①霜 ②霜冻 3
furious /'fjuərɪəs/ *adj.* ①激烈的；猛烈的；盛怒的 ②狂怒的；暴怒的 4
furniture /'fɜ:nɪtʃə/ *n.* (可移动的)家具 4
furthermore /,fɜ:ðə'mɔ:r/ *adv.* 此外；而且；再者 3

G

gender /'dʒendə/ *n.* 性别(尤指社会和文化差异，而非生理差异) 1
glare /gleə/ *v.* 怒目而视 3
global /'gləubəl/ *adj.* 全球的；全世界的 2
gratitude /'grætɪtju:d/ *n.* 感激之情；感谢 3

greet /gri:t/ *v.* ①(以某种方式)对……作出反应 ②和(某人)打招呼(或问好);欢迎;迎接 3

gush /gʌʃ/ *v.*(从……中)喷出,涌出,冒出 4

H

handful /'hændfʊl/ *n.*一把(的量);用手抓起的数量 3

hardship /'ha:dʃɪp/ *n.*艰难;困苦 1

head-on /hed 'ɒn/ *adv.*直接地;正面地 1

headset /'hedset/ *n.*(尤指带麦克风的)头戴式受话器,耳机 3

helix /'hi:liks/ *n.*螺旋(形) 1

highlight /'haɪlaɪt/ *n.*最好(或最精彩、最激动人心)的部分 2

homeless /'həʊmləs/ *adj.*无家的 3

honk /hɒŋk/ *v.*(使汽车喇叭)鸣响 3

humble /'hʌmbəl/ *v.*使感到卑微 3

I

iceberg /'aɪsbɜ:g/ *n.*冰山(浮在海上的巨大冰块) 1

imaging /'ɪmɪdʒɪŋ/ *n.*成像 2

immense /ɪ'mens/ *adj.*极大的;巨大的 3

impact /'ɪmpækt/ *n.*巨大影响;强大作用 2

impatient /ɪm'peɪʃənt/ *adj.*不耐烦的;没有耐心的 3

inequality /,ɪnɪ'kwɒlɪtɪ/ *n.*不平等;不平衡;不平均 1

inspire /ɪn'spaɪə/ *v.*赋予灵感;引起联想;启发思考 3

intense /ɪn'tens/ *adj.*很大的;十分强烈的 4

J

journal /'dʒɜ:rnl/ *n.*(某学科或行业的)报纸,刊物,杂志 2

K

kit /kɪt/ *n.*成套工具;成套设备 4

L

layer /'leɪə/ *n.*层;表层 4

lean /li:n/ *v.*倾向,偏向(尤指某意见或利益) 3

leap /li:p/ *v.*①猛冲②跳;跳跃;跳越 4

leather /'leðə/ *n.*皮革 3

lifetime /'laɪftaɪm/ *n.*一生;终身;有生之年 1

lump /lʌmp/ *n.*(通常为无定形的)块 4

M

magnetic /mæg'nɛtɪk/ *adj.*磁的;磁性的 2

make-believe /'meɪk bɪ- li:v/ n. 虚构；想象 1
mask /ma:sk/ n. 面具；面罩 4
master /'ma:stə/ v. 掌握，精通 1
mayor /meə/ n. (民选的) 市长，镇长 4
measure /'meʒə/ n. 措施；方法 4
mindset /'maɪndset/ n. 观念模式；思维倾向 2
misfortune /mɪs'fɔ:tʃən/ n. 厄运；不幸 3
moral /'mɒrəl/ adj. 道德的 3
motivation /,məʊtɪ'veɪʃən/ n. 动机 3

N

necessity /nə'sesɪti/ n. 必需的事物；必需品 3
needy /'ni:dɪ/ adj. 缺乏生活必需品的；贫困的 3
non-profit /,nɒn 'prɒfɪt/ adj. (机构) 不以营利为目的的；非营利的 3

O

opener /'əʊpənə/ n. 开启的工具 4
owe /əʊ/ v. ①应把……归功于 ②欠(情) 1

P

passion /'pæʃən/ n. 酷爱 1
pile /paɪl/ n. 棚；垛；沓 4
pipe /paɪp/ n. 管子；管道 4
pit /pɪt/ n. 果核 1
plain /pleɪn/ n. 平原 1
plaster /'plɑ:stə/ n. 灰泥 4
plateau /'plætəʊ/ n. 高原 1
pond /pɒnd/ n. 池塘；人工池 4
port /pɔ:t/ n. ①港口；避风港 ②港口城市；口岸城市 4
position /pə'zɪʃən/ n. 位置 1
potential /pə'tenʃəl/ n. ①潜力，潜质 ②可能性；潜在性 1
pour /pɔ:/ v. 倾泻；喷发 4
promising /'prɒmɪsɪŋ/ adj. 有希望的；有前途的；有出息的 2
prompt /prɒmp特/ v. 促使；导致 3
prove /pru:v/ v. 证明；证实 1
publish /'pʌblɪʃ/ v. (在报刊) 发表，刊登 1
puzzle /'pʌzəl/ n. 不解之谜；疑问；谜 1

R

raging /'reɪdʒɪŋ/ adj. 极其强大的；猛烈的 4

random /'rændəm/ *adj.* ①(人或物)与众不同的, 出人意料的, 不可思议的 ②随机的, 随意的 3

raw /rɔ:/ *adj.* ①红肿疼痛的; 皮肤破损的; 擦伤的 ②生的; 未烹制的; 未煮的 4

reality /'ri'ælitɪ/ *n.* 现实; 实际情况 2

resident /'rezɪdənt/ *n.* 居民; 住户 4

resonance /'rezənəns/ *n.* 共鸣; 共振 2

rip /rɪp/ *v.* (突然或猛烈地)撕破, 裂开 4

roughly /'rʌfli/ *adv.* 粗暴地 4

rumbling /'rʌmlɪŋ/ *n.* 低沉而持续的声音 4

S

sanitation /sænɪ'teɪʃən/ *n.* 卫生设备; 卫生设施体系 4

scan /skæn/ *n.* 扫描检查 2

scientific /'saɪən'tifik/ *adj.* 科学(上)的; 关于科学的 1

seal /si:l/ *v.* ①密封(容器) ②封上(信封) 3

secure /sɪ'kjʊə/ *adj.* ①牢固的; 稳固的; 坚固的 ②安心的; 有把握的 4

seed /si:d/ *n.* 种子; 茬 1

shatter /'ʃætə/ *v.* (使)破碎, (使)碎裂 4

shift /ʃift/ *v.* 转移; 挪动 4

shopkeeper /'ʃɒp_ki:pə/ *n.* (通常指小商店的)店主 4

sidewalk /'saɪdwɔ:k/ *n.* (马路边的)人行道 4

slideshow /'slaɪd'ʃəʊ/ *n.* (常指讲演中的)幻灯片放映 3

slip /slɪp/ *v.* ①陷入, 进入(困难或不愉快的处境) ②滑倒; 滑跤 3

slope /sləʊp/ *n.* 斜坡; 坡地 4

sneeze /sni:z/ *n.* 喷嚏; 喷嚏声 4

snowflake /'snəʊflaɪk/ *n.* 雪花; 雪片 3

software /'softweə/ *n.* 软件 1

solid /'sɒlid/ *adj.* ①结实的; 坚固的; 牢固的 ②坚硬的; 固体的 4

soul /səʊl/ *n.* ①心性; 内心; 心灵 ②灵魂 2

spark /spa:k/ *v.* ①冒火花; 飞火星; 产生电火花 ②引发; 触发 4

spill /spil/ *v.* ①涌出; 蜂拥而出 ②(使)洒出, (使)泼出, (使)溢出 4

spit /spit/ *v.* ①啐唾沫(常表示愤怒或鄙视) ②吐, 唾(唾沫、食物等) 3

spot /spɒt/ *n.* ①污迹; 污渍 ②斑点 4

strand /strænd/ *v.* 使滞留; 使搁浅 4

stretch /stretʃ/ *v.* 伸展 4

strike /straɪk/ *v.* ①侵袭; 爆发 ②击打; 碰撞 4

sturdy /'stɜ:di/ *adj.* 结实的; 坚固的 4

sub-zero /'sʌb'ziərəʊ/ *adj.* 零下的; 零度以下的 3

succession /sək'seʃən/ *n.* ①一连串; 一系列; 连续的人(或事物) ②交替; 更迭 3

sufferer /'sʌfərə/ *n.* 患病者; 受苦者 3

suffering /'sʌfərɪŋ/ *n.* 疼痛; 痛苦 1

supervisor /'sju:pəvəraɪzə/ *n.* 监督人, 指导者; 主管人 3

supply /sə'plai/ *n.* ①补给, 补给品 ②供应量; 供给量; 储备 3

sway /swεɪ/ *v.* (使) 摆摆, (使) 摆动 4

synthesizer /'sɪnθɪsaɪzə/ *n.* 音响合成器 1

T

target /'ta:gɪt/ *n.* 目标 2

throat /θrəut/ *n.* 咽喉; 喉咙 4

thunder /'θʌndə/ *n.* 雷; 雷声 4

towel /'taʊəl/ *n.* 毛巾; 手巾; 抹布; 纸巾 4

trick /trɪk/ *n.* 引起错觉(或记忆紊乱)的事物 2

tricky /'trɪki/ *adj.* 难办的; 难对付的 3

tumble /'tʌmbəl/ *v.* ①倒塌; 坍塌 ②滚落, 翻滚下来; (使) 跌倒, (使) 摔倒 4

typhoon /taɪ'fu:n/ *n.* 台风 4

U

undying /ʌn'daɪŋ/ *adj.* 永恒的; 永久的; 不朽的 1

unfair /ʌn'feə/ *adj.* 不公正的; 不公平的; 待人不平等的 1

unfortunate /ʌn'fɔ:tʃənət/ *adj.* ①不幸的; 倒霉的 ②令人遗憾的; 可惜的 1

universal /ju:nɪ'versəl/ *adj.* 普遍的; 全世界的; 全体的; 共同的 3

unnoticed /ʌn'nəʊtɪst/ *adj.* 未被看见的; 未受到注意的; 被忽视的 1

unsteady /ʌn'stedɪl/ *adj.* 抖动的; 摆晃的 4

upwind /ʌp'wɪnd/ *adv.* 逆风; 顶风 4

V

vent /vent/ *n.* (空气、气体、液体的) 出口, 进口, 漏孔 4

versus /'vɜ:səs/ *prep.* (比较两种不同想法、选择等) 与……相对, 与……相比 2

virus /'vaɪərəs/ *n.* 病毒; 滤过性病毒 1

W

warning /'wɔ:rniŋ/ *n.* (就可能发生的意外等提出的) 警告, 警示 4

waterproof /'wɔ:təpru:f/ *adj.* 不透水的; 防水的; 耐水的 4

wheelchair /'wi:lʃeə/ *n.* 轮椅 1

▶ 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。

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