



普通高中教科书

全国优秀教材二等奖

英语

必修

第二册

YINGYU

北京师范大学出版社

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主编 王 蔷

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主编寄语

亲爱的同学，时间过得很快，你已经完成了必修第一册的学习，开始进入必修第二册的学习了。这一册的内容包括科学与技术、社会服务与人际沟通、自然生态、环境保护、灾害防范、做人与做事、历史、社会与文化、宇宙探索等主题，我们将继续通过精心设计的听、说、读、写、看等学习活动，帮助你学会运用英语获取中外文化知识，探究中外文化内涵，比较中外文化异同，构建跨文化意识；引导你学会得体地运用英语进行沟通和交流，用英语讲好中国故事；促进你学会多元思维，提升分析和解决问题的能力，养成良好的品格修养和正确的人生观、价值观。要完成好必修第二册的学习，实现上述目标，需要重温并主动实践我们给你提出的学习建议，不断反思和总结适合自己的学习方法，养成良好的学习习惯。以下是我们为你提出的几点学习建议。

1. 在高中阶段的英语学习中，你拥有更多的自主权和选择权。我们建议你根据自己的英语水平，制订学期、单元和周的学习目标和计划，并坚持在实践中反思、总结和调整。

2. 请你认真完成每册教材开篇的 Learning to Learn 板块和每个单元后面 Unit Diary 的内容，同时用好嵌入教材的 Word Builder, Sentence Builder, Text Builder 和 Skill Builder 等板块。它们会帮助你逐步建构适合自己的英语学习方法，提高学习效率，形成未来发展所需要的学习能力。

3. 本教材为你精心选择了丰富的语篇，建议你不要只把它们当作学习词汇和语法知识的载体，而要在探究语篇意义的过程中，整合性地学习语言知识，发展语言技能，分析、推断和评价语篇传递的文化内涵，欣赏语言的美。此外，建议你利用每个单元的 Reading Club 提供的更多语篇，拓展主题阅读，逐步养成良好的阅读习惯。

4. 语法学习是很多学生的难点，本教材将从三个维度帮助你学习英语语法：形式、意义与用法。语法学习强调要在语境中辨识和使用，这样才能知用合一。教材后面的 Grammar Summary 可以帮助你理清和建构起一个相对系统的语法知识体系。

5. 写作恐怕是英语学习中最难的技能了，不过不用担心，本教材为你设计了读写结合、循序渐进提升书面表达能力的活动。你只需在老师的指导下一步一步、扎扎实实地完成这些写作任务，你的英语写作能力就一定能够得到显著提升！







6. 本教材还为你提供了诸多辅助性和拓展性学习资源，等待你去发现和使用！例如，Quote ... Unquote 使你有机会与先哲或名人交流思想。Viewing Workshop 为你提供通过视频学习原汁原味英语的体验！

在全球化的今天，英语已经成为国际政治、经济、文化和教育交流的重要工具，学好英语不仅能为你将来升学和就业提供更多的机会，还能带你领略丰富的中外优秀文化，帮助你学会认识自我、认识他人、认识世界，坚定文化自信，树立人类命运共同体的意识。

衷心希望你喜欢这套英语教材！

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IMPROVE YOUR PRONUNCIATION

ACTIVATE

- 1 What can you do to improve your English pronunciation and intonation? Have you ever tried to improve stress and rhythm? Share with your partner.
- 2 What do babies do to speak with a perfect accent? Share with your partner.

VIEW

-  3 **Pair Work** What are some tips for speaking English? Watch the video and complete the notes below.

| | | |
|--|--|--|
| <p>Tip 1 Focus on _____.</p> <ul style="list-style-type: none"> • This is something I encourage my students to do: • Think about _____, but also think about _____ of the sentence. | <p>Tip 2 Watch _____.</p> <ul style="list-style-type: none"> • Sometimes, I tell my students to watch themselves in a mirror or make a _____ and watch that. • Focus on the mouths of native speakers and pay attention to _____ as you're practising sounds. | <p>Tip 3 Repeat over and over.</p> <ul style="list-style-type: none"> • Toddlers say and do the same thing _____. • In practising, it would make no sense to sing the song from start to finish over and over. You _____. You pick out _____ that are tricky, and you say them over and over again. |
|--|--|--|

-  4 **Watch again and decide if the following statements are true. Write T (true) or F (false) and correct the false statements.**

- () 1 Stress relates to rhythm and intonation. These make up the feeling of English more than the sounds do.
- () 2 Practising individual sounds is more important than practising stress.
- () 3 A baby watches his mother's mouth closely when she speaks, because he wants the combination of the visual information and what he's hearing.
- () 4 It's easy for your English to be natural and clear when you're hardly moving your mouth at all.
- () 5 Children repeat themselves to build muscle memory and to develop the fine and subtle changes in mouth position needed for speaking a language.

EXPRESS

- 5 **Pair Work** What do you think of the three tips given in the video? What can you do to improve your overall pronunciation? Write down what you can do.

UNIT

4

INFORMATION TECHNOLOGY

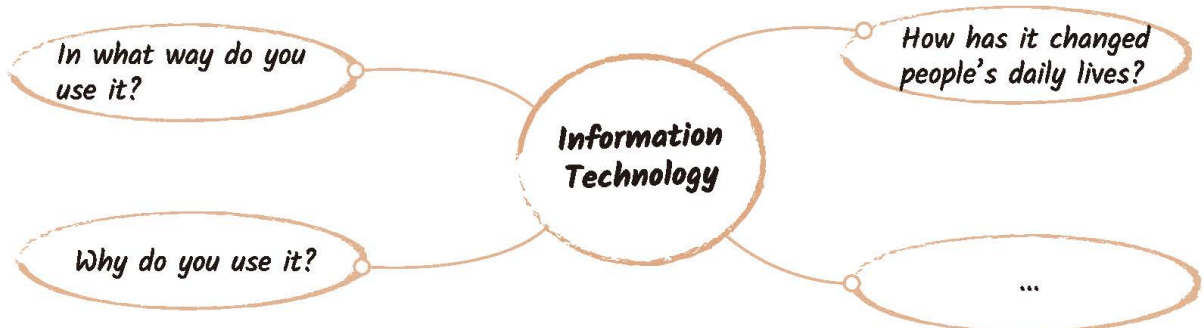


In this unit, you will:

- listen, read and talk about information technology;
- learn to use the past future and compound words to express meaning, and also learn how to ask for and offer help;
- write a personal profile;
- view an episode about publishing in the digital age and express your opinions about the future of printed books.

TOPIC TALK

1 **Pair Work** Use the questions to talk about information technology.



Example I often search for information for my project on the Internet.

4.1 2 Read the Text Builder carefully. Then listen to the dialogue and complete it by underlining the words or expressions you hear.

Text Builder ▶ Information Technology

I love exploring new technologies, because they _____.

▶ Reasons

are so convenient, make life easier, enable better communication

provide convenience / education / information

I use apps to _____ online.

▶ Uses

chat, communicate, buy things, find information, learn about new things

I also like chatting online. It _____.

▶ Effects / Impacts

makes communication convenient / me feel less lonely

helps me develop new friendships

enables people to communicate better

makes us self-focused / live in an unreal world / addicted to it

takes a lot of time

does not encourage face-to-face communication



3 Use the Text Builder to talk about information technology.

4.2 4 Listen to the dialogue. Complete the notes in the table.

| Apps | Reasons for use |
|---------------|--|
| Music app | I listen to songs when _____. |
| | It really helps me _____. |
| Apps for news | _____ with the news all day long. |
| _____ | I use different avatars ... because they let me explore _____. |
| _____ | A bell rings to remind me that _____. |

5 Use the language you have learnt to write a short paragraph about the apps you find useful and the problems you should be aware of. Then share it in groups.

“

Quote ... Unquote

The First Industrial Revolution used water and steam power to mechanise production. The Second used electric power to create mass production. The Third used electronics and information technology to automate production.

– Klaus Martin Schwab

Technology is anything that wasn't around when you were born.

– Alan Kay

The Internet is becoming the town square for the global village of tomorrow.

– Bill Gates

We are all now connected by the Internet, like neurons in a giant brain.

– Stephen Hawking

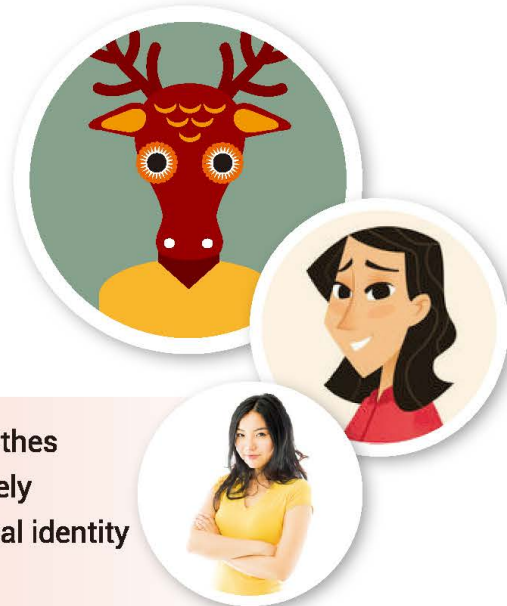


NOTES

- Klaus Martin Schwab (born in 1938), a German engineer and economist, the founder and executive chairman of the World Economic Forum.
- Alan Kay (born in 1940), an American computer scientist best known for his innovative work in the field of computer programming.
- Bill Gates (born in 1955), the co-founder of the Microsoft Corporation.
- Stephen Hawking (1942–2018), an English theoretical physicist and mathematician who was a researcher at the University of Cambridge.

AVATARS

ACTIVATE AND SHARE



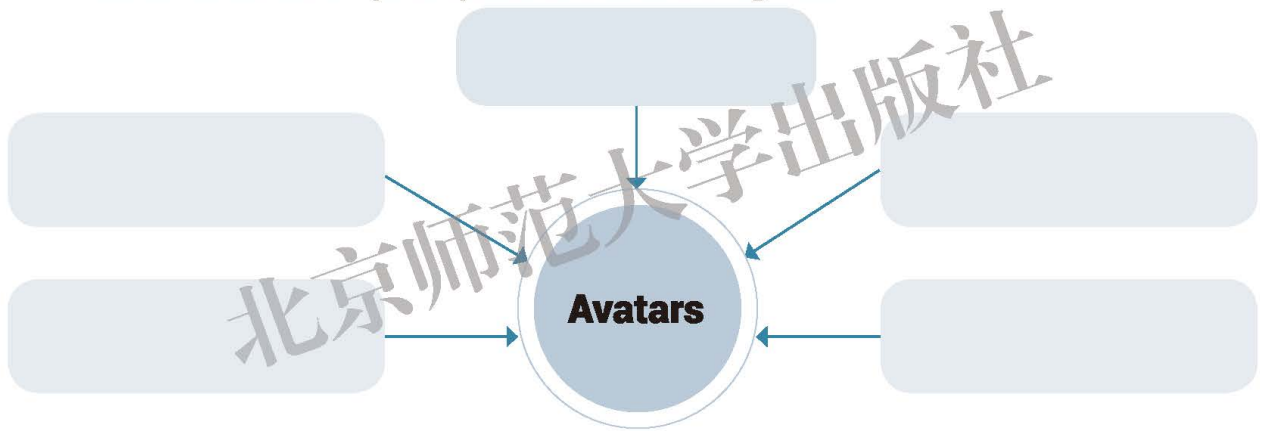
1 What kind of avatar do you use online: a photo of yourself, a cartoon image or something else? Why did you choose it?

- a cute animal avatar
- a cartoon character avatar
- to trick others
- to avoid online safety risks

- an avatar in fancy clothes
- to express myself freely
- to create a real / digital identity
- to protect myself

Example I use a cartoon character avatar instead of a photo to protect myself online.

2 You are going to read an article about avatars. What would you like to learn from it? Write down your questions in the diagram.



READ AND EXPLORE

3 Read the article. Check how many of your questions in Activity 2 are answered. Underline the answers in the text.

The avatar you choose says a lot about you. The article will help you understand your choice of avatars better.

When you are online, you can be anyone or anything. You can create your own image and a new personality. These digital identities, known as avatars, are a key part of how people use the Internet to communicate and express themselves.

5 The first simple 2D avatars appeared in role-playing computer games in the

1980s. Yet, very few people knew that future avatars would have such a wide variety of forms and uses. By the late 1990s, they had been used in web chats.

- 10 When people started creating their own avatars, they discovered that they were going to have the power to create new identities that did not look or act like their real selves at all. They could dress their avatars in fancy clothes, or they could try being someone of the opposite sex, and call themselves “Andy” instead of “Anna”! When Internet users realised that their avatars would be seen by many people, not just their friends, they started having more than one avatar: a sensible one for work; a friendly, good-looking one for meeting people; and a silly one for having fun. Avatars let you express yourself and they give you lots of room for creativity.



- Of course, the avatar you choose says a lot about your personality. If your blog avatar is a picture of a cute cat, your message is “I like relaxing and having fun”. Well-known cartoon characters or laughing monkeys say “I’m a really funny person”. Most people create avatars that have similar features to their personalities and that look more or less like them and act like them. However, nearly all avatars are tall, young and nice-looking, so people obviously make their avatars look better than they do in real life. They also experiment with things like different hairstyles — which says a lot, perhaps, about what they want to look like.
- 30 Nowadays, avatars are everywhere. In most web chats, people choose an avatar from a selection of ready-made images, or create their own images. You can also use avatars that move around and talk when you type in your message. The avatars in online worlds can talk, walk and fly around, meet people, go shopping and attend classes.

35



40



45



The use of avatars has also caused a few concerns. Some users worry that they are spending so much time in virtual worlds that they are becoming afraid of meeting people in the real world. The use of several avatars can also be a risk, as people can use avatars to cheat others online. However, other users view avatars in a more positive light. They look forward to a time when their avatar will act like a real person and travel around bigger, more exciting virtual worlds.

4 Read the article again. Complete the information below.

| Avatars | Details | |
|---------------------------|--|--|
| Definition | <i>A digital image that represents an Internet user.</i> | |
| History | 1980s | |
| | Late 1990s | |
| Purposes of using avatars | To express oneself | |
| | To represent oneself | |
| Views | Negative | |
| | Positive | |

5 Pair Work Ask and answer questions about avatars using the information in Activity 4. Then introduce avatars to your partner.

- 1 What is an avatar?
- 2 How have avatars developed over decades?
- 3 How do people use avatars?
- 4 What are people's views on the use of avatars?

6 Group Work Think and share.

- 1 What does the writer mean by "the avatar you choose says a lot about your personality"? Do you agree with the writer? Give examples to support your opinion.
- 2 Can you give examples of the risks of using avatars? What can you do to prevent such risks?



7 Complete the short text with information from the article.

Avatars are digital **1** _____ that you use to represent yourself online. You can choose an avatar from **2** _____ of ready-made images, or **3** _____. Although avatars haven't been around for long, they are widely used.

Avatars let you **4** _____ and give you **5** _____. But the use of avatars has also caused **6** _____. Some users worry that they are spending too much time **7** _____ that they are becoming afraid of meeting people in the real world. The use of several avatars can also be **8** _____, as people can use avatars to **9** _____. However, many people see avatars in **10** _____.

FOCUS ON LANGUAGE: PAST FUTURE

8 Read the sentences. Write *P* below the underlined parts that refer to the past and *PF* below the underlined parts that refer to the future in the past.

- 1 Yet, very few people knew that future avatars would have such a wide variety of forms and uses.
- 2 When people started creating their own avatars, they discovered that they were going to have the power to create new identities that did not look or act like their real selves at all.
- 3 Many Internet users realised that their avatars would be seen by many people, not just their friends.

9 Complete the sentences talking about the future in the past.

- 1 In the 1990s, few people knew that ...
- 2 When computers were invented, it was believed that ...
- 3 In the 1990s, users of smartphones realised that ...
- 4 The convenience of the Internet made Internet users discover that ...
- 5 When avatars first appeared in the 1980s, few people believed that ...

EXPRESS YOURSELF

10 Pair Work Create your own avatar. Introduce it to your partner.

- What does it look like?
- Why did you decide to create it this way?
- Where would you use it?

APPS

ACTIVATE AND SHARE

1 What apps do you often use? What do you use them for? Use the phrases below to help you make notes.

- to book tickets
- to book accommodation
- to order food
- to find directions
- to learn a language
- to check the weather
- to look for popular restaurants
- to subscribe to newspapers and magazines



LISTEN FOR UNDERSTANDING

4.3 2 Before listening to an interview with an app developer, read and answer the questions. Use the key words to help you. Then listen and check.

- 1 Why are apps so popular?
- 2 What are the difficulties in developing an app?
- 3 What are the latest technologies used in apps?

- to become powerful
- to be useful
- to make life easier
- to solve real-world problems
- to enjoy learning activities
- to find what people need
- to use the latest technology
- VR (Virtual Reality)
- AR (Augmented Reality)
- MR (Mixed Reality)

Skill Builder

Listening for Key Words

Listening for key words helps you understand the conversation better and find the answers to questions more quickly.

- Before listening, read the questions carefully.
- While listening, pay attention to the words related to the questions, e.g. *popular, difficulties, latest technologies*.
- Listen for words that are stressed.

4.3 3 Listen again. Complete the information.

| | | |
|---|-----------------------------------|-----------------------------------|
| <div style="background-color: #4a86e8; color: white; border-radius: 15px; padding: 5px 15px; display: inline-block;">Apps</div> | General functions | • <i>find popular restaurants</i> |
| | Uses of educational apps | |
| | Difficulties in developing an app | |

4 Group Work Answer the questions using the information in Activity 3 to help you.

- 1 What are some general functions of apps?
- 2 What can students do with educational apps?
- 3 According to Li Xing, what are the difficulties in developing an app?
- 4 If you are able to develop an app to solve a real-world problem, what problem would you like to solve? And how?

FOCUS ON FUNCTION: ASKING FOR AND OFFERING HELP

4.4 **5** Listen to two conversations. What help does Dad ask for in the first conversation? What help does Barbara Smith ask for in the second conversation?

4.4 **6** Listen and imitate. Complete the Talk Builder.

| Asking for and Offering Help | | | | | | | | | | | | | |
|---|---|------------------------|----------------------|-------------------------|-------------------------|----------------------------|--------------------------------|---|-------------------|----------------------|---|--|------------------------------|
| Talk Builder | <table border="0"> <thead> <tr> <th style="text-align: left;">Asking for help</th> <th style="text-align: left;">Offering help</th> </tr> </thead> <tbody> <tr> <td>1 _____ with something?</td> <td>1 _____ downloading it?</td> </tr> <tr> <td>2 _____ set up an account.</td> <td>2 No worries. _____ with that.</td> </tr> <tr> <td>3 I haven't received the goods. _____ and find out what's going on?</td> <td>3 _____ help you?</td> </tr> <tr> <td>4 _____ check again?</td> <td>4 _____ enquire about the order with the delivery man.</td> </tr> <tr> <td></td> <td>5 _____ anything else today?</td> </tr> </tbody> </table> | Asking for help | Offering help | 1 _____ with something? | 1 _____ downloading it? | 2 _____ set up an account. | 2 No worries. _____ with that. | 3 I haven't received the goods. _____ and find out what's going on? | 3 _____ help you? | 4 _____ check again? | 4 _____ enquire about the order with the delivery man. | | 5 _____ anything else today? |
| Asking for help | Offering help | | | | | | | | | | | | |
| 1 _____ with something? | 1 _____ downloading it? | | | | | | | | | | | | |
| 2 _____ set up an account. | 2 No worries. _____ with that. | | | | | | | | | | | | |
| 3 I haven't received the goods. _____ and find out what's going on? | 3 _____ help you? | | | | | | | | | | | | |
| 4 _____ check again? | 4 _____ enquire about the order with the delivery man. | | | | | | | | | | | | |
| | 5 _____ anything else today? | | | | | | | | | | | | |

7 Look at the Talk Builder. Pick out the expressions that are formal / informal and explain why.

SPEAK

8 Pair Work Role-play the following situations. Note the formal / informal use of language.

- **Student A:** a mother who wants to choose an app
Student B: the son / daughter offering to help
- **Student A:** a teenager preparing for a party
Student B: a friend offering to help to buy things online for Student A

INTERNET AND FRIENDSHIPS

ACTIVATE AND SHARE

1 Do you think the Internet helps or harms friendships? Give your reasons. Write them down in the following table.

| Positive aspects | Negative aspects |
|--|--|
| <ul style="list-style-type: none"> • <i>brings people closer together</i> • • | <ul style="list-style-type: none"> • <i>makes people self-centred</i> • • |



Skill Builder

Identifying Topic Sentences and Supporting Details

A topic sentence states the general idea or the main point of a text or paragraph. Supporting details give more information about that topic.

- Read the text to get the general idea.
- Identify one sentence for each argument that states this general idea. This is the topic sentence.
- Read the text again. Look for extra information that supports the topic sentence, e.g. examples, reasons. These are the supporting details.

READ AND EXPLORE

2 Read the first blog post "The Internet Harms Friendships". Underline the general idea and the topic sentence for each argument.

3 Read the first blog post again. Complete the information on the left side of the diagram.

Argument 1

Topic sentence:
Supporting details:

Argument 2

Topic sentence:
Supporting details:

Argument 3

Topic sentence:
Supporting details:

Argument 1

Topic sentence:
Supporting details:

Argument 2

Topic sentence:
Supporting details:

Argument 3

Topic sentence:
Supporting details:

Negative aspects Positive aspects



The Internet Harms Friendships



Robert

While the Internet can bring people closer together, it can also harm friendships.

5 Firstly, talking online is no replacement for face-to-face contact — images really cannot replace a real-life smile or hug. According to a parenting expert, Denise Daniels, communicating through a screen makes it more difficult for children to concentrate or show kindness to others. As we know, important social skills are developed through direct contact with other people. It is these skills that enable us to
10 develop lifelong friendships.

Secondly, the Internet can make people self-centred — not thinking of anyone or anything but themselves. For example, instead of having proper conversations with their friends, some people are only concerned with their online popularity — How many “likes”
15 did I get? How many followers do I have? — though we know that the number of “likes” or followers cannot compare to having long-term and rewarding friendships. In addition, a lot of the content posted on social media is shallow or trivial. Posts about funny cat images do not necessarily help form meaningful relationships.

20 Thirdly, online relationships may not be what they appear to be. Friendships are built on the basis of trust, and with online communication you can never be 100 percent sure that the people you are chatting to are being honest about who they are. Because of this, going online can be particularly dangerous
25 for people who are easily influenced or too trusting.

In my opinion, friends should focus more on face-to-face communication, and less on online communication. This is the best way to maintain healthy relationships.

- 4 Read the second blog post “The Internet Helps Friendships”. Complete the information on the right side of the diagram in Activity 3.
- 5 **Group Work** Choose one position. Each member of the group presents one argument to support your position based on the notes taken.



Cathy's Blog

The Internet Helps Friendships

The Internet can help develop friendships in many ways.

5 Firstly, the Internet makes communication much more convenient. You can stay in touch with friends no matter where you are or what you are doing. Using a smartphone, a tablet or a computer, you can be in contact at home and also

10 Secondly, the Internet has also made communication more fun. Traditional ways of communicating, like letters and phone calls, can be limiting and take time. However, you can share photos, videos, news stories and websites with your friends online. You can give a brief response to a message with an emoji or a picture. There are so many online tools you can use to be creative!

15 Thirdly, online communication can actually bring people closer to each other. Nowadays, your friends are just a click away. Whenever someone needs help, friends from all over the world can immediately provide useful suggestions or information. This makes friends feel loved and cared for. To me, this is a very thought-provoking argument, as it points out the benefits of online friendships. As Eileen Kennedy-Moore, an authority on the subject, points out, online friends “fill holes real-life friends can’t”.

Finally, I believe the Internet brings people closer together and makes communication with friends more convenient and interesting.

6 Group Work Think and share.

- 1 Look at the sentence from paragraph 2 in the first blog post, “It is these skills that enable us to develop lifelong friendships”. What does “these” refer to? Do you agree with the statement? Why or why not?
- 2 In the second blog post, what does Eileen Kennedy-Moore mean when she says that online friends “fill holes real-life friends can’t”? Give your reasons.

7 Are there any other advantages or disadvantages of online friendships? If so, list them below.

| Advantages | Disadvantages |
|------------|---------------|
| | |

8 Here are five methods writers often use to support their arguments. Read the two blog posts again. Identify what methods the writers used. Find examples from the text.

- | | |
|---|--|
| a citing ideas from experts or authorities | d referring to common knowledge |
| b giving examples | e using comparison and contrast |
| c using data | |

9 Complete the adjectives. Choose at least five adjectives to write five sentences in the space given. You may express either positive or negative opinions about the use of the Internet.

- | | | |
|----------------|----------------------|---------|
| 1 r_w_rding | 6 b_ief | 1 _____ |
| 2 s_all_w | 7 c_ea_ive | 2 _____ |
| 3 c_n_e_ient | 8 ch_erf_l | 3 _____ |
| 4 sel_-cen__ed | 9 tr_s_ing | 4 _____ |
| 5 l_mi_ing | 10 th__ght-provoking | 5 _____ |

FOCUS ON LANGUAGE: COMPOUND WORDS

10 Complete the compound words with a word from the circles. Then use them in the summary below.

Word Builder

Compound Words

| | | |
|-----------------------|-------|----------------------|
| 1 friend _____ | site | 5 on _____ |
| 2 any _____ | ship | 6 self- _____ |
| 3 per _____ | cent | 7 real- _____ |
| 4 web _____ | thing | 8 smart _____ |

phone
line
centred
life

Some people believe that the Internet has many negative aspects. Talking to people **1** _____ or having a **2** _____ with someone you only talk to on the Internet isn't a replacement for **3** _____ communication. While it can connect you with other people who use a **4** _____, face-to-face contact with others is important to help you maintain healthy relationships. This argument is thought-provoking because it shows that people still need face-to-face communication with others today. In addition, spending too much time on the Internet can make you **5** _____ because you can become obsessed with popularity and gaining followers. Finally, you need to be careful with various **6** _____ because you can never be 100 **7** _____ sure that **8** _____ you read online is true.

EXPRESS YOURSELF

11 **Group Work Debate.** Does the Internet help or harm friendships? Express your opinion by using examples or personal experiences.

A PERSONAL PROFILE


GET READY FOR WRITING

- 1 **Pair Work** You are going to write a personal profile to join a reading club. Discuss what kind of information is needed.



READ FOR WRITING

← → ↻ www.***library.com/newprofile — □ ×



Teens Talk About Books!

Do you want to connect with other teenagers who like to read? How about joining our online discussion? Start by completing your **profile**. *

User name:

Age:

My location (optional):

About me:

Favourite types of books:

Favourite books:

Reason for joining the reading club:

* For your safety and protection, please click here for our [privacy policy](#).

2 Read the profile on page 18. Underline the answers to the following questions.

- 1 How does Happy Hermione feel about reading? What types of books is she interested in reading?
- 2 What reasons does she give for joining the club?
- 3 What expressions are used by Happy Hermione to express her opinions about the first book in the *Harry Potter* series?

FOCUS ON STRUCTURE AND LANGUAGE

3 List the information that is included in the personal profile.

| | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

4 Write 2–3 sentences about the important details you want to include in your profile. Use the Sentence Builder to help you.

Sentence Builder

Expressing Opinions

I believe / That's why I believe that
I believe the first one is the best.

In my opinion / I think
In my opinion, the author did an
amazing job.

COMPOSE YOUR WRITING

- 5** **Outlining** Complete an outline of your profile based on Activities 3 and 4.
- 6** **Drafting** Use your outline and the Writing Help to write your first draft.
- 7** **Editing** Edit your profile in pairs. Then share what you have written in class.

 Peer Editing Sheet for Unit 4, page 90.

Writing Help

Writing a Profile

It's important to:

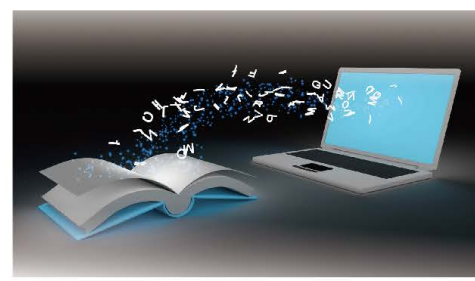
- avoid posting private information;
- tell others what you enjoy;
- give reasons why you want to join the club or group.

PUBLISHING IN THE DIGITAL AGE

Do you think that printed books will be replaced by digital books in the future? This video shows a poem that presents two different ideas on the issue in a very special way.

ACTIVATE AND SHARE

- 1 Do you prefer reading printed books or digital ones? Do you agree with the saying "this is the end of printed books"? Give your reasons.



VIEW AND LEARN

- 2 Watch Part 1 of the video. Tick (✓) the information mentioned or implied in the video.

- Presentation is more important than content.
- Printed books are expensive and not easy to carry.
- People's attention spans are too short for the complex ideas in printed books.
- People want to know the latest news about pop stars, instead of learning about the past.
- Printed books cannot meet people's various reading interests.
- The market for printed books is dying.

What is the speaker's opinion of printed books?

- 3 Watch the beginning of Part 1 again. Copy the first five lines on the screen. Read what you have written down line by line in reverse. Has the speaker's opinion changed? Watch and read with the video.
- 4 Watch Part 2 of the video. What is the speaker's opinion of printed books? What advantages are mentioned? Complete the table below.

| Advantages of printed books |
|--|
| <ul style="list-style-type: none"> • • • • |

EXPRESS YOURSELF

- 5 **Group Work** After watching the video, what is your opinion on "this is the end of printed books"? Use what you have learnt to support your opinion. Discuss and then tell the class.

DIGITISING ANCIENT ART

Ancient art doesn't have to be boring. Technology in the 21st century can help to bring it to life by combining the best of the old and the new.

Along the River During the Qingming Festival

Walking into the China Pavilion¹ at Expo² 2010 in Shanghai, people were amazed by the sight of a huge digital painting. It was a digitisation³ of the famous painting *Along the River During the Qingming Festival* by Chinese artist Zhang Zeduan.

The original painting shows life during the Northern Song period and it includes many details of ancient Chinese customs, lifestyles and technology.

In the digital painting, a lot of these details are animated⁴. Farmers work in their fields; sailors move around on their boats and people eat and conduct business in restaurants. Parts of the background are also animated. You can see the wind blowing through the trees and across the water. These animations perfectly combine modern technology and ancient art.

Digital technology allows today's artists to express their ideas in ways that ancient artists would not believe possible. Techniques such as animation and 3D projection⁵ make art come alive.

Dunhuang Cave Paintings

Dunhuang Caves, which are protected ancient treasures in the Gobi desert in a remote part of Northwest China, are filled with invaluable paintings and sculptures⁶. This Buddhist⁷ artwork was created over a period of around 1,000 years.

The good news for art lovers who cannot travel, and for the caves themselves is that scientists have created a 360-degree, 3D digital projection of the caves. The projection has interactive features that make the artwork come alive. There is also a function that lets viewers zoom in⁸ and see the paintings and sculptures in greater detail.

Digitising ancient art allows us to explore the practices of long ago. It also makes the art accessible to the world while protecting the original artworks for the future.

NOTES

1 China Pavilion 中国馆
4 animate v. 做成动画
7 Buddhist adj. 佛教的

2 Expo n. 博览会
5 projection n. 投影
8 zoom in (镜头) 拉近

3 digitisation n. 数字化
6 sculpture n. 雕塑

GENERAL UNDERSTANDING

1 Read the text. Answer the questions.

- 1 How does digitisation make ancient art interesting to the modern audience?
- 2 What are the benefits of the digital projection of the Dunhuang Caves?

CRITICAL THINKING

2 Do you agree with the author's ideas? What are your reasons?

WEARABLE TECHNOLOGY

Do you know that wearable technology is going to be the next big technology trend? It will help make your life much easier and more convenient.

Smartwatch Fitness Tracker

Do you need help with your exercise routine?

Do you want to keep track of your diet?

Do you want quick and easy access to information about health and fitness?

If you answered "yes" to any of these questions, the Smartwatch Fitness Tracker is right for you. It's **tough, stylish and easy to use.**

And the best thing? It's available in shops now!

Features

Tough rubber wristband available in six cool colours

Easy-to-use smart button









Long-lasting battery

Waterproof case with metal frame

Glass touch-screen display

Large app icons

Apps

| | |
|---|--|
|  <p>Calendar</p> | <p>A calendar to help you keep track of your progress and plan your exercise routine.</p> |
|  <p>Nutrition</p> | <p>A database¹ with helpful information on healthy eating, including daily meal plans to achieve your goals.</p> |
|  <p>Workout</p> | <p>Descriptions, photos and videos of a wide range of exercises. This app includes workout routines that you can adapt to suit your needs.</p> |
|  <p>Pulse²</p> | <p>A tool that tracks and shows your pulse rate while you exercise.</p> |
|  <p>Stopwatch³</p> | <p>An accurate and easy-to-use stopwatch and timer.</p> |
|  <p>Route</p> | <p>A GPS app that maps your routes and records your times and distances. Perfect for jogging or cycling.</p> |

NOTES

1 database *n.* 数据库

2 pulse *n.* 脉搏

3 stopwatch *n.* 秒表

GENERAL UNDERSTANDING

- 1** List the functions and features of the Smartwatch Fitness Tracker.
- 2** Which apps can help you make exercise and diet plans? Explain how.

CRITICAL THINKING

- 3** What is the main purpose of this advertisement? Can you identify any features of language that are frequently found in advertisements?

CHECK YOUR PROGRESS

Use what you have learnt from the unit "Information Technology" to talk about the development of information technology and how it has influenced our lives.



- 1 The class were assigned group projects on the topic "How Information Technology Affects Our Lives". Li Zhen's group is presenting their research on the development of information technology. Use the correct form of the verbs or phrases to complete their presentation.

Information technology has developed in ways that people would never have imagined. In the 1980s, telephones started to become popular in daily life. Nobody at that time imagined that 20 years later people 1 _____ (have) phones in their pockets and 2 _____ (use) them for many functions other than just making calls. In 1983, there were only 200 computers connected to the Internet. At that time, even scientists didn't realise that one day people 3 _____ (be able to) connect with family and friends anywhere through video chats. And most certainly, people back in the 1980s 4 _____ (not understand) that clothing and delicious food 5 _____ (be send) to their homes by simply using an app on the phone.



- 2 Chen Yang's group did a survey among their classmates on the use of avatars and apps.

- (1) Complete the survey report on the use of avatars. Use the correct form of the words and phrase below.

variety
blog

image
chat

safety
virtual

concern
selection

digital identity
personality

The Use of Avatars

In our class, every student has more than two avatars, which are images used as 1 _____ online. There are a wide 2 _____ of forms and uses of avatars among our classmates. Most students choose avatars from a 3 _____ of ready-made images, but some students design avatars in their own 4 _____. More than half of the students want to show different aspects of their 5 _____ through their avatars. Our classmates mainly use avatars for web 6 _____, 7 _____ and in 8 _____ games. But some classmates expressed 9 _____ about online 10 _____ when using avatars. This issue is something that we need to pay attention to in the future.

(2) Complete the survey report on the use of apps. Use the correct form of the phrases below.

personal interests and needs
mobile devices
the latest technologies
solve real-world problems

learning materials
find directions
for short

call for
set up
put in

The Use of Apps

In the survey among our classmates, all students use software applications (called apps **1** _____). They typically use apps on smartphones or **2** _____.



Students agree that apps can help them take part in a whole range of activities. They usually use apps to search for learning resources, find popular restaurants, **3** _____ taxis, **4** _____ to certain places, and order food.

Educational apps are the type of apps most frequently used among our classmates. They allow them to learn at their own pace anywhere. They can choose online teachers and subjects according to their **5** _____. Also, they can share **6** _____ with other users of the same app.

Nearly one third of the students have tried apps with **7** _____, like VR, AR and MR. They believe that new technologies can be used to help people **8** _____. What students dislike is that in order to use apps these days, they are often required to **9** _____ an account and **10** _____ personal information. They worry about the safety of this.



3 Chen Xi's group is discussing people's opinions about chatting online and showing how people changed their attitude towards it. Complete their presentation with the words below.

self-centred
percent

real-life
maintain

online
something

smartphone
anyone

Yuanyuan is a senior secondary school student. She never liked chatting with people online. She thought **1** _____ communication wasn't worth spending time on and it made people more **2** _____. All her friends seemed to spend about 90 **3** _____ of their time talking to friends on the Internet and only about 10 percent talking to them in real life. Yuanyuan couldn't understand it at all. Her best friend Tingting agreed with her and felt that **4** _____ communication is important.

Then, **5** _____ happened that changed how she felt about online communication. Yuanyuan moved to Canada with her family and her **6** _____ became her most valuable possession. By chatting to each other online and using a video chat app, Yuanyuan and Tingting could **7** _____ their friendship even though they were thousands of miles apart. From then on, neither of them criticised **8** _____ for having online friendships.



4 What do you think are the biggest benefits of information technology? List at least three and share them in class.

UNIT DIARY



What have you learnt in this unit? Reflect and complete the diary.

★ *Ways I prefer to communicate with other people and reasons:*

★ *Three impressive sentences I'd like to remember from this unit:*

★ *Three activities I do using apps and other digital tools:*

★ *The parts I like / dislike in this unit:*

UNIT

5

HUMANS AND NATURE

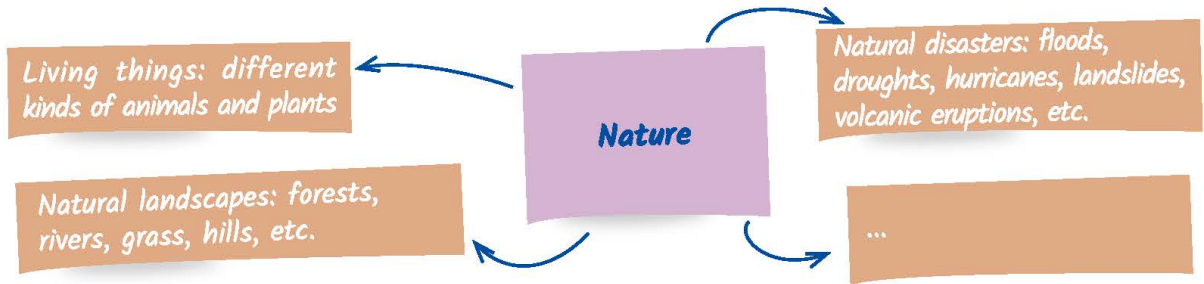


In this unit, you will:

- listen, read and talk about humans and nature;
- learn to use relative clauses (*when*, *where* and *why*) and suffixes to express meaning, and also learn how to maintain, interrupt and end a conversation;
- write a brochure about surviving a disaster;
- view an episode about the universe and use what you have learnt to introduce the universe.

TOPIC TALK

1 **Pair Work** What comes to your mind when you see the word “nature”? Add more words to the diagram. Then talk about each aspect.



Example *There are many different kinds of animals and plants in nature.*

5.1 2 Read the Text Builder carefully. Then listen to the dialogue and complete it by underlining the words or expressions you hear.

Text Builder Humans and Nature

Actually, the whole city is quite _____.

Comments

beautiful, quiet, green, busy, crowded

About 66% of the city is covered with _____.



Natural Landscapes

water or green space, forests, trees and grass

It's great for wildlife. You can see different kinds of _____.



Living Things

plants and animals, trees, flowers, weeds, birds, fish, deer, insects, whales, dolphins, sharks, kangaroos, eagles, foxes

There's less _____ now than fifty years ago. The biggest environmental problems are _____ and _____.



Environmental Problems

noise pollution, air pollution, water pollution, soil pollution, climate change, changes to ecology, the destruction of jungles



3 Use the Text Builder to talk about the natural environment near the place where you live.

5.2 4 Two students are talking about what they have learnt from a lecture about nature. Listen to the dialogue. Complete the information below.

The two students were shocked at the lecture on nature. They didn't know that we were 1 _____ so much. They learnt that we overused nature. As a result, nature 2 _____, felt pain, and finally 3 _____ on us. They realised that nature is our home. Humans, animals, plants and 4 _____ live in it. We should 5 _____ our "home". We should 6 _____ nature.

5 Use the language you have learnt to talk about your understanding of the relationship between humans and nature.

“

Quote ... Unquote

The Earth and sky, woods and fields, lakes and rivers, the mountain and the sea, are excellent schoolmasters, and teach some of us more than we can ever learn from books.

— John Lubbock

Study nature, love nature, stay close to nature. It will never fail you.

— Frank Lloyd Wright

”

We cannot command nature except by obeying her.

— Francis Bacon

Wildlife extinction is not a process that gives you time to fix your mistakes. In the face of science, there are no second chances.

— Pan Wenshi

Francis Bacon ▶



NOTES

- John Lubbock (1834–1913), an English banker, philanthropist and scientist.
- Francis Bacon (1561–1626), an English philosopher, and the father of modern experimental science.
- Pan Wenshi (born in 1937), a Chinese biologist specialising in the study of pandas.
- Frank Lloyd Wright (1867–1959), an American architect who was famous for the philosophy of organic architecture.

A SEA STORY

ACTIVATE AND SHARE

- 1 Do you know any stories about people and the sea? Look at the pictures below. Use the words and phrases below to describe the pictures.



a fisherman
to escape

a fishing boat
to survive a storm

a whirlpool
to float

waves
wild

Example *A fisherman is trying to survive a storm.*

READ AND EXPLORE

- 2 You are going to read a text adapted from the short story "A Descent into the Maelström". Read the fact file on the right. Answer the questions.

- 1 What is a "Moskoe-strom"?
- 2 Who wrote the story?
- 3 What do you think will happen in the story?

- 3 Read the text. Discuss the questions.

- 1 Who are the main characters in the story?
- 2 Who is telling the story?
- 3 When and where did the story happen?
- 4 What effect did the terrible experience have on the storyteller?

Fact File

Maelström: a powerful whirlpool in the sea or ocean.

Moskoe-strom: also known as Moskstraumen, is a system of tidal whirlpools in the Norwegian Sea, which is one of the strongest in the world. The term was first introduced into the English language by Edgar Allan Poe in 1841 through his short story "A Descent into the Maelström".

Edgar Allan Poe (1809–1849) was an American writer, best known for his poetry and short stories, particularly his mystery tales.

About three years ago, something terrible happened to me. That was the day when it took only six hours to break my body and soul. You think I am a very old man — but I am not. It took less than a single day to change my hair from black to white.

- 5 One day, my two brothers and I were coming back from the islands where we often risked going and got more fish than others. All at once, the sky was covered with dark

clouds and in less than a minute we were in a terrible storm. A huge wave covered our boat and my younger brother fell into the sea. My elder brother put his mouth close to my ear and cried out "Moskoe-strom!" The moment I heard the word I became very frightened. I knew what he meant by that one word well enough.

- 10 With the wind and waves, we were going in the direction of the whirlpool. We were hopeless. Nothing could save us. I felt sick, as if I was falling from a mountain top in a dream. We went round and round, nearer and nearer to the horrible edge of the whirlpool. It may appear strange, but at that moment, when we were on the edge of the whirlpool, I felt calmer than when we were moving towards it. I began to think how
- 15 amazing a thing it was to die in such a way, and how wonderful it was to see the power of nature. Suddenly, we went over the edge. I thought my life was over. But moment after moment passed, and I was still safe.

- The boat was on the inside of the huge whirlpool and we were going round in circles at great speed. I saw clearly that there were other objects in the whirlpool — trees and
- 20 barrels. After a while, I became curious about the whirlpool itself. I then made three important observations. The first, the larger the bodies were, the more rapidly they fell; the second, between two objects of equal extent, round objects fell down more rapidly; and the third, between two objects of the same size, objects shaped like a tube fell down more slowly. So I tied myself to a barrel to help me float. I tried to make my
- 25 brother understand, but he was too frightened and stayed in the heavy boat. Without waiting, I jumped into the sea to try and escape.

- As you can see, the reason why I'm here to tell the story is that I made the right decision. Some time after I left the boat, with my brother in it, it was pulled into the bottom of the whirlpool. Soon after that, the whirlpool became less wild. Then the sky
- 30 was clear, the wind calmer, and the moon was shining. I was still tied to the barrel and the waves soon carried me to an area where the other fishermen were. In the end, a boat picked me up. I was very tired. The fishermen were my old friends, but they were unable to recognise me. When I told them my story, they did not believe it. Now I have told you, and I cannot expect you to believe me any more than the fishermen did.

4 Read the story again. Complete the information in the boxes. Then add the storyteller's feelings during each situation.

When we were coming back from the islands, the sky _____.
Then a huge wave _____ and my younger brother _____.
My elder brother _____
"Moskoe-strom!"

The wind and the waves carried us _____.

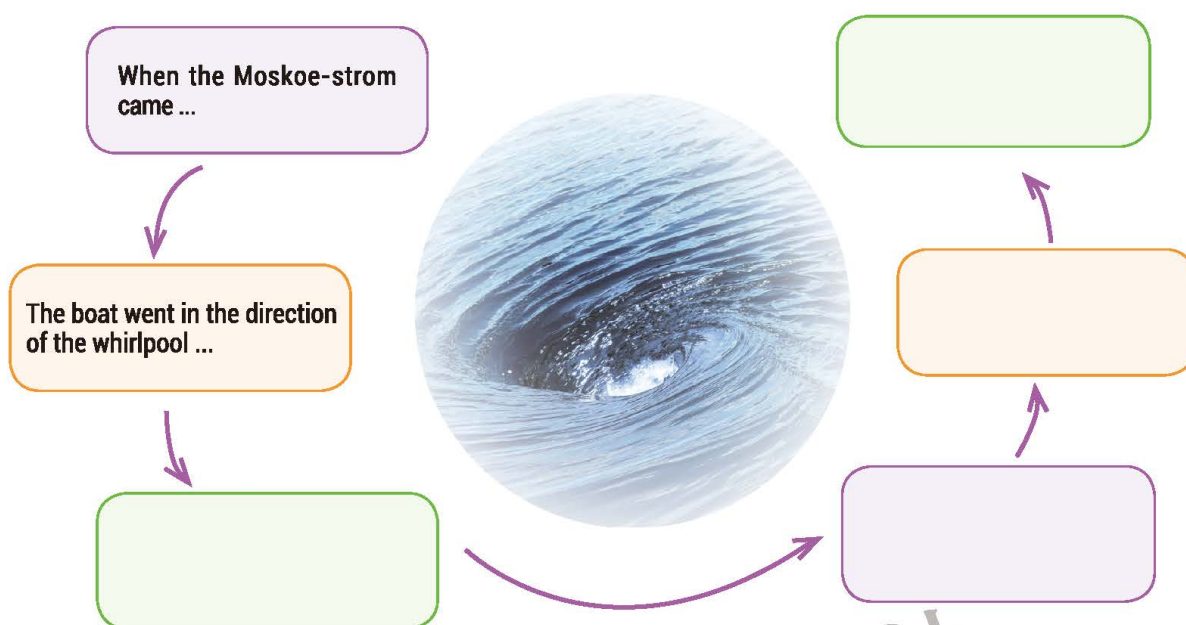
Then, we were _____ it.
Suddenly, we _____.

The boat was on the inside of _____ and we were going round _____.
After I made three important observations, I tied myself to _____.
I tried to make my brother _____, but he was _____.

Soon afterwards, the whirlpool _____.
The waves soon carried me away and finally a boat _____.

The storyteller's feelings:

- 5 Complete the illustration about how the storyteller overcame his fear and struggled to survive the whirlpool. Then use the time words (*when, suddenly, then, finally*) to tell the story.



- 6 **Group Work** Think and share.

- 1 What were the three observations the storyteller made?
- 2 Why did the storyteller survive while his elder brother didn't?
- 3 What does the storyteller mean by "it took only six hours to break my body and soul"?
- 4 What lessons have you learnt from the story? Give your reasons.
- 5 What is the story trying to say about the relationship between humans and nature?

- 7 **Pair Work** In English you get words with similar meanings (**synonyms**) or words with opposite meanings (**antonyms**). Find more pairs of synonyms and antonyms in the story. Discuss why such words are used.

| | |
|-----------------|----------------------------|
| | <i>terrible – horrible</i> |
| Synonyms | |

| | |
|-----------------|----------------------|
| | <i>black – white</i> |
| Antonyms | |

8 Complete the summary with the information from the story.

The storyteller experienced a Moskoe-strom which broke his **1** _____. One day, he was out fishing with his two brothers when the sky suddenly clouded over and they were in **2** _____. A huge **3** _____ covered the boat and his younger brother **4** _____ the sea. The boat went over the edge into the **5** _____ and they went round in circles. The storyteller felt there was no escape but observed that round objects fell down more rapidly, **6** _____ shaped objects of **7** _____ fell down more slowly. So he **8** _____ to help himself float. He tried to make his elder brother understand, but he was too **9** _____. Finally, the storyteller **10** _____ the storm.

FOCUS ON LANGUAGE: RELATIVE CLAUSES (2)

9 Pair Work Read the sentences from the text. Underline the words that introduce relative clauses and circle the words that the relative clauses refer to.

- 1 That was the day when it took only six hours to break my body and soul.
- 2 ... the reason why I'm here to tell the story is that I made the right decision.
- 3 ... and the waves soon carried me to an area where the other fishermen were.

10 Pair Work Read the sentences below and compare them. Which choice (a or b) do you think is better? Why?

- 1 **a** Is there a shop nearby? I want to buy some sweets in the shop.
b Is there a shop nearby where I can buy some sweets?
- 2 **a** We can go there on Sunday. Few people go to work on Sunday.
b We can go there on Sunday when few people go to work.
- 3 **a** He was so upset for some reason. He didn't tell me the reason.
b He didn't tell me the reason why he was so upset.

11 Complete the sentences about yourself using relative clauses.

- 1 I'll never forget the day _____.
- 2 I was born in a city / town _____.
- 3 I'll never know the reason _____.

EXPRESS YOURSELF

12 Pair Work Prepare a story about something scary or unusual you experienced or you know and use relative clauses to tell it to your partner.

Example *My story happened on a dark night when ...*

PROFESSIONAL RESCUE TEAM

ACTIVATE AND SHARE

1 Look at the photos. Use the phrases below to describe what is happening in each photo.

a drought
a landslide

an earthquake
a storm

a flood
a volcanic eruption

a forest fire
a hurricane



Match the photos (a–d) with the descriptions (1–4).

- () 1 Search and rescue vehicles are brought into destroyed areas.
 () 2 Trained dogs are used to help search for anyone who is still alive.
 () 3 Rescue teams try to save people trapped under buildings.
 () 4 Many houses are destroyed by the terrible flood.

LISTEN FOR UNDERSTANDING



2 Listen to the first part of the interview. Answer the questions.

- 1 What is the interview about?
- 2 Who is the interviewee?
- 3 Which two disasters are mentioned?



3 Listen again. Complete the sentences. Then decide if the sentences contain a main idea (MI) about rescue attempts or a detail (D). Write the correct letter in the brackets.

What happens in rescue attempts

- 1 Our first and most important goal is to _____. ()
- 2 We use _____ vehicles and _____ to look for anyone who is still alive. ()
- 3 In a rescue attempt during the Nepal earthquake:
 - Over _____ members and _____ dogs took part, and we were there for _____ days. ()
 - We rescued _____ people and provided medical help to over _____ people. ()
- 4 It's our duty to try to reduce _____ and _____. ()

Skill Builder

Listening for Main Ideas and Details

Main ideas are the key points of a presentation or a talk. They are supported by details.

- When you listen, pay close attention to the statement that is emphasised by the speaker (usually at the beginning and end of the talk). This is often the main idea.
- Listen carefully for key words, phrases and ideas that are repeated. These will confirm the main idea.
- Now listen for specific information that supports the main idea, e.g. examples, causes, reasons, facts and descriptions. These are the details.

- 4 **Pair Work** Work out four questions you may ask according to the information in Activity 3. Then ask and answer the questions.

FOCUS ON FUNCTION: MAINTAINING, INTERRUPTING AND ENDING A CONVERSATION

- 5.4 5 Listen to the second part of the interview. What advice does Mr Wang give about surviving an earthquake when you're outdoors, indoors or trapped?

| Outdoors | Indoors | Trapped |
|---|--|---|
| _____ from any buildings or streetlights. | _____ anything that can break or fall. | _____ to help people find you and _____ when someone is nearby. |

- 5.4 6 Listen and imitate. Decide whether the phrases in *italics* are used to: maintain (*M*), interrupt (*I*) or end (*E*) a conversation. Write the correct letter in the brackets.

Talk Builder

Maintaining, Interrupting and Ending a Conversation

- 1 *Excuse me*, Mr Wang, but can I interrupt you there? ()
- 2 *OK*, if I'm outdoors, ... ()
- 3 *Sorry, but* my advice is to ... ()
- 4 *Sorry for interrupting again...* ()
- 5 Well, I'd love to know more, *but, unfortunately*, we've run out of time. ()
- 6 *So, I'm very sorry, but* we'll have to finish there. ()

- 7 What are polite ways to interrupt and end a conversation? Can you find more expressions? Write them below.

SPEAK

- 8 **Pair Work** Practise maintaining, interrupting and ending a conversation in the following situations. Use the expressions in the Talk Builder to help you.

Situation 1: Two friends talking on the phone

Friend 1: talking about his / her worries for the next day's presentation

Friend 2: needs to end the conversation so as to catch a train

Situation 2: An English teacher and a student in an English class

English teacher: explaining how to use relative clauses

Student: needs to interrupt so as to ask a question

RACE TO THE POLE

ACTIVATE AND SHARE

- 1 Look at the photos of Antarctica. What difficulties do you think explorers may face there? What preparations do they need to make?



READ AND EXPLORE

- 2 Here is an account of two teams' journeys to the South Pole. Read the text and find out when the two journeys began and what happened to the two teams.

On 1 June, 1910, Captain Robert Falcon Scott left London to begin his journey to Antarctica. While he was on the way to Antarctica, he received a message from the Norwegian explorer Roald Amundsen which said he was going south, too. Then the race to the South Pole began!

- 5 During the polar summer of 1910 — 1911, both teams organised food bases in preparation for their journeys the next year. Then came the total darkness of the polar winter. Scott and Amundsen waited anxiously for spring.

Amundsen was the first to leave on 8 September, 1911. He had teams of dogs pulling the sledges and all his men were on skis. Because of this, he made rapid progress. Scott left on 1 November and soon had problems. First, his two sledges broke down and then the horses began to have serious difficulties with the snow and the cold. After a while, Scott and his men had to push the sledges themselves.

- 15 Amundsen reached the Pole on 14 December, 1911 and put a Norwegian flag there. Then he prepared for the return journey. Amundsen and his team arrived safely back to their starting base on 25 January, 1912, ten days ahead of their planned schedule.

Scott finally arrived at the Pole with four team members on 17 January, 1912.

They were shocked when they saw the Norwegian flag. Scott wrote in his diary:

- 20 *"Well, we have now lost the goal of our ambition and must face 800 miles of hard pushing — and goodbye to most of our dreams."*

The return journey was one of the worst in the history of exploration. The men were soon very tired and were running out of food. The weather conditions were terrible. Scott started to realise their hopeless situation:

- 25 *"We are very cheerful, but what each man feels in his heart I can only guess. Putting on our shoes in the morning is getting slower and slower."*

However, on their way back they found time to look for rocks. They carried twenty kilos of rocks all the way with them. Later, these rocks proved that at one time in the distant past, the continent of Antarctica was covered by plants.

- 30 Then disaster came. Edgar Evans had a terrible disease and died after a bad fall. The next to go was Captain Oates, who was having great difficulty walking. Scott recorded his death:

- 35 *"He said, 'I am just going outside and may be some time.'... We knew that poor Oates was walking to his death, but though we tried to stop him, we knew that it was the act of a brave man and an English gentleman. We all hope to meet the end with a similar spirit, and certainly the end is not far."*

- 40 Scott and two of his team members carried on and got within eleven miles of one of their food bases. But then a terrible storm started and they could not leave their tent. Scott spent some of his last hours writing. He wrote a letter full of sadness to his wife Kathleen:

"I could tell you lots and lots about this journey. What stories you would have for the boy ... but what a price to pay."

Scott's diary also told the story of their end:

- 45 *"We are getting weaker and weaker and the end can't be far. It seems a pity, but I do not think I can write more."*

- 50 The news of Scott's death shocked the world. Even Amundsen was moved by Scott's death saying "Captain Scott left a record, for honesty, sincerity, for bravery, for everything that makes a man". Scott had failed to win the race to the Pole, but the great courage shown by Scott and his men made them heroes.



- 3** Read again. Complete the information about the two exploration teams. Then talk about the journeys based on your notes.

| | Scott's team | Amundsen's team |
|------------------------------|--------------|-----------------|
| Nationality of the two teams | | |
| Before the journey | | |
| Journey to the destination | | |
| Arrival at the destination | | |
| The return journey | | |

- 4** **Pair Work** Summarise the change of feelings on Scott's team's return journey. Give reasons for the words or phrases you have chosen.
- 5** Read the underlined sentences from Scott's diary and letter. Work out the implied meaning of these sentences from the context. Write your inferences below.

line 21 _____

line 26 _____

line 33 _____

line 42 _____

Skill Builder

Making Inferences

Sometimes things are not stated explicitly in the text. To understand what is meant, you need to read between the lines. This is called "making inferences".

- Read the sentence / paragraph carefully.
- Read the lines before and after it.
- Use your logic and knowledge to understand the implied meaning of the text.

- 6** **Group Work** Think and share.

- 1 Would you say that Scott and his team were losers? Why or why not?
- 2 How do you understand Amundsen's saying about Scott's death "Captain Scott left a record, for honesty, sincerity, for bravery, for everything that makes a man"?

FOCUS ON LANGUAGE: SUFFIXES

- 7 Complete the Word Builder. Then use the correct form of the words in the Word Builder to complete the sentences below.

| | | | |
|---------------------|-----------------|--------------------|-------|
| Word Builder | Suffixes | | |
| | prepare | <u>preparation</u> | |
| | situate | _____ | -tion |
| | hope | _____ | -less |
| | cheer | _____ | -ful |
| | explore | _____ | -ness |
| | anxious | _____ | -ly |
| | sad | _____ | |

- 1 Scott and Amundsen waited anxiously for spring during the Antarctic winter of 1911.
- 2 Amundsen got to the South Pole before Scott because he had done more _____ before leaving for the Pole.
- 3 Scott and his team got into a difficult _____ because their sledges broke down.
- 4 Scott's team tried to stay _____ despite all the difficulties they faced.
- 5 Scott experienced a great sense of _____ after realising that all of his efforts to reach the South Pole were for nothing.
- 6 Scott wrote about their _____ situation in his diary.
- 7 The bad weather increases the danger of their _____.

EXPRESS YOURSELF

- 8 **Pair Work** Read the sentences from Scott's diary and letter again.
- 1 Discuss what he was trying to say in each one.
 - 2 Highlight the parts that impress you most and explain why.
- 9 **Pair Work** Discuss the following questions. Read the text again if necessary.
- 1 Why do you think the writer of the text used the word "race" in the title?
 - 2 Why was the world shocked by Scott's death?
- 10 **Search online for the main events in China's Antarctica exploration. Why do people try to explore the toughest part of the Earth?**

A BROCHURE

GET READY FOR WRITING

- 1 Pair Work** You are going to write a brochure about surviving a disaster. Discuss with your partner. Which disaster do you want to write about? What advice would you give on surviving it?

READ FOR WRITING

- 2** Read the brochure about surviving an earthquake on page 41. Underline what you should do when you're indoors, outdoors and in a car.

FOCUS ON STRUCTURE AND LANGUAGE

- 3** Read the brochure again. Complete the table.

| How to Survive an Earthquake | |
|------------------------------|-----|
| Situation 1: _____ | { . |
| Situation 2: _____ | { . |
| Situation 3: _____ | { . |

Sentence Builder

Imperatives for Dos and Don'ts

Dos
Drop down onto your hands and knees.
Cover your head and neck with your hands, arms or hard objects.

Don'ts
Don't try to run out of the building during an earthquake.

- 4** Look at the Sentence Builder. Write a few sentences that you may want to include in your brochure about *Dos and Don'ts* for surviving a particular disaster.

COMPOSE YOUR WRITING

- 5 Outlining** Use the structure in Activity 3 to prepare an outline for your brochure.
- 6 Drafting** Use your outline and the Writing Help to write your first draft.
- 7 Editing** Edit your brochure in pairs. Then share what you have written in class.

Writing Help

Writing a Brochure

It's important to:

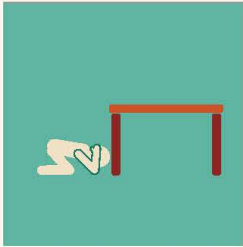
- be clear and direct;
- use simple and clear language. Make the information easy to remember;
- give advice with reasons for actions in different situations;
- use the present tense and imperatives;
- include pictures and key words to show the important actions.

 Peer Editing Sheet for Unit 5, page 90.

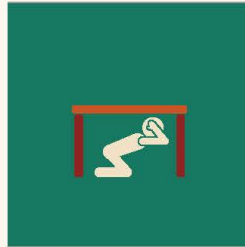
How to Survive an Earthquake



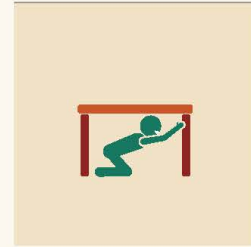
Earthquake Safety



DROP



COVER



HOLD ON

If you're indoors

- **Don't run, but protect yourself.** Don't try to run out of the building during an earthquake. The most important thing is to protect yourself as much as you can.
- **Drop, cover and hold on.** **DROP** down onto your hands and knees. **COVER** your head and neck with your hands, arms or hard objects. If possible, find a strong shelter nearby which will cover your whole body. **HOLD ON** to your shelter until the shaking stops.

If you're outdoors

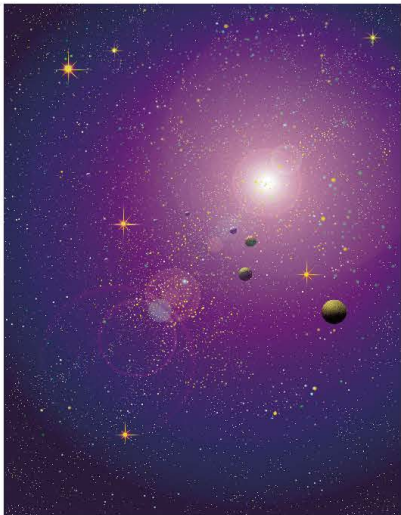
- **Move away from anything that can fall.** Move to open areas. Buildings, trees, streetlights and power lines can fall down during an earthquake.
- **Find a shelter where you can stay.** If you are near objects that can fall, find a shelter to protect yourself from them.
- **Wait before moving to another place.** Objects may also fall after an earthquake and there are always strong aftershocks. Observe carefully before you move away.

If you're in a car

- **Stop.** Stop your car as soon as you can, but avoid stopping near a building or under a tree.
- **Stay seated.** Stay calm in your car. The car's metal body can protect you from falling objects.
- **Drive carefully when the quake stops.** Avoid bridges that have been damaged or may be damaged by the aftershocks.

HOW BIG IS THE UNIVERSE?

How big is the universe? This video provides the answer to the frequently-asked question about the universe.



ACTIVATE AND SHARE

1 What do you know about the universe? Complete the quiz with the right numbers.

13.8 billion 93 billion 46 billion

- 1 The universe is about _____ years old.
- 2 The observable universe is about _____ light years across in diameter.
- 3 Today the distant objects like stars that we can observe are a bit more than _____ light years away.

VIEW AND LEARN

-  **2** Watch the first part of the video. Check your predictions from Activity 1.
-  **3** Watch the rest of the video. Complete the table.

| Questions | Observable Universe | Whole Universe |
|-------------------------|---------------------|----------------|
| 1 How big is it? | _____ | _____ |
| 2 Is there an edge? | _____ | _____ |
| 3 Is there a centre? | _____ | _____ |
| 4 Is it getting bigger? | _____ | _____ |

 **4** **Pair Work** Watch the whole video again. Discuss the questions.

- 1 What is the Earth compared to? Is the comparison useful in understanding the infiniteness of the universe?
- 2 What methods does the presenter use to enable viewers to understand this piece of knowledge in physics?

EXPRESS YOURSELF

 **5** What have you learnt about the size of the universe? Find more information online and share with the class.

NEW ZEALAND

Fact File

- New Zealand is home to nearly 5 million people, 31 million sheep and 10 million cows.
- Moa birds were native to New Zealand, but are now extinct. They were two metres tall and weighed over 250 kilogrammes.
- New Zealand is home to more species of penguins than any other country.
- New Zealand is one of the few countries in the world without snakes.

Geography

New Zealand is a country in the South Pacific. It has a total area of about 270,000 square kilometres and has two large islands (the North Island and the South Island), as well as other smaller islands. Almost every geographical feature in the world can be found in New Zealand—forests, mountains, deserts, beaches and volcanoes. A mountain range runs down the middle of the South Island, and includes the country's highest mountain: Mount Cook (3,724 metres). New Zealand has a varied climate that changes a lot from place to place. In fact, it's a common saying that in New Zealand, you can get four seasons in one day! Generally, the further south you go, the colder it will be.

Wildlife

New Zealand has a lot of unique native animals, including fish, insects, birds and frogs. The country is famous for its birds. The most famous is the kiwi (the symbol of New Zealand), which is a large bird that cannot fly. New Zealand is also home to the world's largest insect — the giant weta¹. It looks like a big, scary grasshopper², but it is actually harmless.

NOTES

- 1 giant weta 巨沙蠡
2 grasshopper n. 蚱蜢

GENERAL UNDERSTANDING

- 1 Read the texts. Find at least five facts about New Zealand which show its uniqueness.

CRITICAL THINKING

- 2 Find three opinions about New Zealand in the texts. Do you agree with these opinions? What's your opinion about New Zealand?

Places to Visit and Things to Do

New Zealand's forests are great for hiking and camping. In fact, one third of the country is made up of national parks, which are full of hiking trails and beautiful campsites. If you love skiing, the South Island is the best place to go, but there are some amazing ski fields on the North Island, too. The country's beaches, lakes and rivers are perfect for boating and water sports.

NATURE FILMS



A place to discuss nature films

Wildlife on the Silver Screen



TomTom

Hey everyone! I just watched the film *Wolf Totem*. It was directed by a French director called Jean-Jacques Annaud — I hope I've spelt that right! It's about a young student who went to Inner Mongolia in the 1960s. He became interested in wolves. I enjoyed the film and I wondered if other people liked it, too. Some things I liked were:

- originality
- exciting scenes — especially the one where the horses are attacked by a pack of wolves
- great shots¹ — the grasslands of Inner Mongolia look really beautiful
- strong environmental message (The main character quickly sees how easy it is for humans to upset the natural balance of the environment.)



Rubicon

Actually, it's not an original story — the film was based on a book by a Chinese writer called Jiang Rong. He wrote the book about his experiences in Inner Mongolia.



Josie55

What were the special effects like in the film? I mean, were the wolves all created by CGI²?



TomTom

@Josie55 No, there's not a lot of CGI in *Wolf Totem* — almost all of the shots are of real wolves! I read in a magazine that the production company chose Annaud to direct the film because he had worked with animals many times. Annaud actually had wolf cubs specially trained for the film. It took several years to train them — they had to learn to trust humans and not to be afraid of cameras. I admire the way the film crew³ took such good care of the animals. For me, this further highlights the environmental message of the film.





Josie55

@TomTom Can you explain the thing about the environmental message? What do you mean by "upset the natural balance"?



TomTom

@Josie55 Maybe I can give you an example from the film to help explain ... At one point, some greedy people steal a lot of meat from the wolf pack. That leaves the wolves with nothing to eat so they start attacking the farmers' animals. As a result, a decision is made to kill the wolves, ignoring the warning that wolves protect the grassland from the invasion of hares⁴, rats and other animals. The disappearance of the wolves brings disaster to the grassland and has inevitable negative effects on the farmers.

If people hadn't taken the meat, the wolves would have left the farmers' sheep alone. This shows how one small human action can cause major problems for many other species.



Rubicon

Yes, the book and the film really show how important it is for humans to protect the environment. Here's a relevant quote from the book, "Protecting the grassland is hard on us. If we don't kill wolves, there'll be fewer of us. But if we kill too many of them, there'll be even fewer."



NOTES

1 shot *n.* 镜头

3 film crew 摄制组

2 CGI (computer-generated imagery) *n.* 电脑生成动画

4 hare *n.* 野兔

GENERAL UNDERSTANDING

- 1 Read the text. List the reasons why people enjoy the film *Wolf Totem*.
- 2 Read TomTom's second post. Why does TomTom admire the crew's treatment of the wolves in the film?

CRITICAL THINKING

- 3 **Pair Work** What do you think the writer Jiang Rong wants to say about people and wolves? Choose from the following statements and use evidence from the text to support your choices.

a People are more dangerous than wolves.

b People should kill dangerous animals.

c People should leave animals alone.

d Wolves are not very dangerous.

CHECK YOUR PROGRESS

Use what you have learnt from the unit “Humans and Nature” to tell stories about humans and nature, and the relationship between the two.



1 Chen Xi's class is sharing stories about “Humans and Nature”. Here are four of them.

(1) Complete the story about a surfer with the relative clauses below. Write down the letter in the space provided.

- a where the other surfers were
- b why I survived that day
- c where we usually surfed

I've surfed since I was a child, and people always told me I was talented. I am a strong swimmer and very used to swimming in the sea. One day last year, however, something terrible happened to me. I began my day as normal and decided to go with my friend to a beach 1 _____.



The sea was dark and the waves were huge but we weren't concerned. I had swum far from the shore when the danger became clear. A whirlpool appeared and I was dragged towards it quickly. I fought as hard as I could but it was useless. I was helpless and so frightened. All of a sudden, another surfer appeared and grabbed me. He managed to pull us both away from the whirlpool and back to the beach 2 _____. I was so thankful and relieved. His bravery and quick thinking was the reason 3 _____.

(2) Complete the story about a search and rescue team with the words and phrases below.

- | | | | |
|----------------------------|--------------|---------------------|---------------------|
| survive | professional | complete operations | people in disasters |
| save lives | a period of | stay calm | move away from |
| search and rescue vehicles | | be anxious | |

Mr Wang is a member of a 1 _____ search and rescue team. His team has participated in the earthquake rescue operations in Sichuan and Nepal. Their role is to 2 _____ and provide medical help to 3 _____. Thanks to their work, lots of people were able to 4 _____ natural disasters. For instance, in Nepal, his team saved two people's lives and assisted more than 2,000 people over 5 _____ nearly two weeks. In order to 6 _____, Mr Wang's team uses many resources, for example, trained dogs and 7 _____. If you are ever in an earthquake, Mr Wang's advice is to 8 _____ things that can break or fall, whether you are inside or outside. If you are trapped in a building, you should not 9 _____. Instead you should 10 _____ and knock on a wall so rescue people can find you.

(3) Read the descriptions about the story of the two exploration teams to the South Pole. Put them in the correct order.

Correct order: _____

- a In the end, the world was moved by the great courage shown by Captain Scott and his men.
- b To celebrate this, he planted his country's flag at the South Pole.
- c Departing Antarctica proved to be deadly for Scott's team: they didn't make it back to the UK alive.
- d The polar summer of 1910–1911 was very special for at least two people: Roald Amundsen from Norway and Captain Scott from the UK.
- e Despite these losses, the team did collect a heavy load of rocks, which proved to be useful for scientific research later.
- f Scott and his men arrived later and were saddened when they learnt that Amundsen had beaten them.
- g Amundsen started his journey earlier and his team arrived first after nearly two months' travelling.
- h Both of them had the ambitious goal of being the first to reach the South Pole.

(4) Choose the correct options to complete the story about an exploration into the Amazon rainforest.

After a lot of **1** *prepare / preparation*, Joseph Lockwood and Philippa Amos were finally ready to start their journey into the Amazon rainforest. They were feeling **2** *cheer / cheerful* as they sailed down the great river. Eventually, they got out of the boat and walked into the **3** *dark / darkness* of the jungle. Neither of them had ever been in such an extreme **4** *situate / situation* before, using just a compass to find the area where the kind of frog they wanted to study lived. Suddenly, Joseph, who was holding the compass, tripped and lost it in a river. The situation seemed **5** *hopeful / hopeless* – how would they find the frogs now? But just as they started to feel really **6** *sadness / sad* and worried that their journey would be a failure, they saw the frogs they had come to look for! All of their worry was forgotten as they enjoyed the view of the frogs jumping over the water.



2 Chen Xi writes a short text about the relationship between humans and nature. Complete the text using the words and phrases below.

reducing

pollution

living things

noise

drought

floods

explore

behaviour

climate change

natural disasters

The natural world is beautiful and is shared by all 1 _____: humans, animals and plants. We can 2 _____ nature but we must not harm it. Human 3 _____ causes environmental problems such as water 4 _____, air pollution, 5 _____ pollution and 6 _____. Some 7 _____ are due to human activities such as 8 _____, 9 _____ and landslides. We must do our best to protect nature including 10 _____, reusing and recycling waste. If we work together, we can protect nature for future generations.



3 What have you learnt so far about humans and nature? Make a list.

UNIT DIARY



What have you learnt in this unit? Reflect and complete the diary.

★ *Words and expressions I learnt to describe nature:*

★ *Three impressive sentences I'd like to remember from this unit:*

★ *Three things I can do to help or protect myself when there's an earthquake:*

★ *The parts I like / dislike about this unit:*

UNIT

6

THE ADMIRABLE



In this unit, you will:

- listen, read and talk about the people you admire;
- learn to use relative clauses, synonyms and antonyms to express meaning, and also learn how to express certainty and uncertainty appropriately;
- write a summary;
- view an episode about Martin Luther King's speech and share your impressions about him and his speech.

TOPIC TALK

1 **Pair Work** Use the diagram to discuss people who you admire.



6.1 2 Read the Text Builder carefully. Then listen to the dialogue and complete it by underlining the words or expressions you hear.

Text Builder The Admirable

I think my uncle is someone I admire. He is a _____.

I think they are admirable because they _____.

I admire them because they are so _____.

Careers

doctor, firefighter, scientist, police officer, writer



Things They Do

put out fires and save people's lives
cure diseases
help people in danger
fight for justice
work for charity / the next generation / towards social reform
protect people / buildings / the environment
make important discoveries / the world a better place / a difference to the world / remarkable contribution to mankind



Qualities

brave, intelligent, creative, sensible, capable, hard-working, generous



3 Use the Text Builder to talk about the person you admire.

6.2 4 Listen to the dialogue. What qualities of people they admire are mentioned by the speakers? Write down the key words in the box below. Which do you agree or disagree with?

5 Use the language you have learnt to write a short paragraph about the person you admire. Then share it in groups.

“

Quote ... Unquote

Experience acclaims as happiest the man who has made the greatest number of people happy.

– Karl Marx

There are admirable potentialities in every human being.

– André Gide

The aim of living is making better lives for others.

– Lei Feng

This is the mark of a really admirable man: steadfastness in the face of trouble.

– Ludwig van Beethoven

”

Lei Feng ►



NOTES

- Karl Marx (1818–1883), a proletarian revolutionist and the founder of Marxism.
- Lei Feng (1940–1962), a soldier in the Chinese People's Liberation Army who was honoured as a role model and dedicated worker on many occasions.
- Ludwig van Beethoven (1770–1827), a German composer and pianist.
- André Gide (1869–1951), a French author who won the 1947 Nobel Prize for Literature.

A MEDICAL PIONEER

ACTIVATE AND SHARE

1 What do you know about malaria? Read the facts about it. Tick (✓) the ones you find most striking or interesting.

FACTS ABOUT MALARIA

- () • Malaria is a mosquito-borne and infectious disease.
- () • The word "malaria" comes from the Latin word for "bad air".
- () • People suffer from high fever, serious vomiting and terrible headaches when they have the disease.
- () • Malaria kills over 1,000,000 people a year — more people than any disease apart from AIDS.
- () • The drug with artemisinin has proved to be the most effective cure.
- () • There is currently no effective vaccine against malaria.

NOTES

- 1 malaria *n.* 疟疾 2 infectious *adj.* 传染的 3 vomit *v.* 呕吐 4 AIDS *n.* 艾滋病
5 artemisinin *n.* 青蒿素 6 vaccine *n.* 疫苗

2 **Pair Work** Share with a partner what you know about Tu Youyou. Use the phrases below to help you.

- a medical researcher a Nobel Prize winner a female scientist
to find a cure for malaria to discover a life-saving drug called artemisinin

READ AND EXPLORE

3 What do you expect to read in a news article about Tu Youyou? Ask as many questions as you can.

- 1 _____
- 2 _____
- 3 _____

4 Read the article and find out how many of your questions are answered.



At the Nobel Prize Lecture on 7 December, 2015, an 84-year-old Chinese woman walked slowly on to the stage. She began to talk about the life-saving drug, artemisinin, which she had discovered with the help of her team in the 1970s. The woman was Tu Youyou, the first Chinese female scientist to be awarded a Nobel

5 Prize for her work. A scientist who was on the Nobel Prize Committee called Hans Forssberg explained that “the discovery of artemisinin has led to the development of new drugs which have saved the lives of millions”. When thanking the Committee for the honour, Tu Youyou said, “This is not only an honour for myself, but also recognition of and encouragement for all scientists in China.”

10 Tu Youyou was born in Zhejiang Province, China, on 30 December, 1930. She studied medicine at Peking University Health Science Centre. After graduation, she became a member of China Academy of Chinese Medical Sciences. Later, she studied Chinese medicine for two and a half years with experts in the field from whom she gained a deep knowledge about traditional practices.

15 In 1969, Tu Youyou was chosen to establish a team to find a cure for malaria — a disease that killed millions of people every year. Across the world, scientists had been trying to find a cure. They tested more than 240,000 chemicals with no success. However, Tu Youyou had an idea that Chinese herbs might hold the secret. She studied ancient Chinese medical literature and visited experts in traditional

20 Chinese medicine. She researched hundreds of traditional recipes connected to anti-malarial cures. Then Tu Youyou and her team began using modern research methods to study these Chinese herbs one by one.

This was not an easy task. The reason why this was difficult was that the team had limited resources. They did not have enough staff, and the laboratory in which they worked had poor air quality. However, after hundreds of failed experiments, they eventually came across a promising chemical. It worked well in experiments on animals, but they had to know if it was safe for humans. Tu Youyou bravely volunteered to be the first human subject when they were ready to start testing and the rest of her team followed her. The test was a success.

25 30 The medicine they discovered, artemisinin, has now become the world’s most effective drug for fighting malaria.

Even though Tu Youyou is not interested in fame, she has become a scientist whose work is internationally renowned. In 2019, she was selected by the BBC as one of the most influential figures of science in the 20th century along with

35 Albert Einstein and Alan Mathison Turing. Tu Youyou was noted for her bravery in being a scientist during a difficult time for science in China, her ability to use old wisdom and new methods to achieve her goals and the fact that her work bridged the Eastern and Western worlds, saving millions of lives. Today Tu Youyou continues to conduct research despite her age. According to Tu Youyou,

40 “From our research experience in discovering artemisinin, we learnt the wisdom behind both Chinese and Western medicine. There is great potential for future advances if these two kinds of wisdom can be fully integrated”.

5 Read and complete the following information. Then introduce Tu Youyou to your partner based on what you have written.



| Basic information | Scientific work | Attitudes |
|--|--|---|
| Date of birth: _____ Birthplace: _____ Education: _____ | Task and difficulties: _____ Research: _____ Discovery: _____ | Towards the honour: _____ _____ Towards future research: _____ _____ |

6 Draw a line to match the words and phrases in columns A and B. Then use the phrases to talk about Tu Youyou's work and achievement.

A

- study
- establish
- find
- research
- use
- have
- come across
- discover
- be awarded

B

- a cure
- hundreds of traditional recipes
- Chinese medicine
- limited resources
- a team
- a promising chemical
- modern research methods
- a Nobel Prize
- artemisinin

7 Use three words or phrases to summarise Tu Youyou's personal quality. Give your reasons and find evidence from the text.

8 Group Work Think and share.

- 1 Why is Tu Youyou considered a medical pioneer?
- 2 What typical writing features can you identify in the news article about Tu Youyou?

FOCUS ON LANGUAGE: RELATIVE CLAUSES (3)

9 Read the sentences. Tick (✓) the sentences that include a relative clause. Underline the clauses.

- () 1 A scientist who was on the Nobel Prize Committee called Hans Forssberg explained that ...
- () 2 When thanking the Committee for the honour, Tu Youyou said, "This is not only an honour for myself, but also recognition of and encouragement for all scientists in China."
- () 3 In 1969, Tu Youyou was chosen to establish a team whose goal was to find a cure for malaria ...
- () 4 The reason why this was difficult was that the team had limited resources.

10 Read the sentences from the article. Which words are used to join the sentences together? Circle them. Try to summarise how they are used.

- 1 Later, she studied Chinese medicine for two and a half years with experts in the field from whom she gained a deep knowledge about traditional practices.
- 2 They did not have enough staff, and the laboratory in which they worked had poor air quality.

11 Join the pairs of sentences using relative pronouns.

- 1 We climbed to the top of the mountain. We had a beautiful view from there.
- 2 David is my friend. I often play tennis with him.
- 3 He has 20 books. Only two of them are interesting.
- 4 This is quite an interesting job. I really want to apply for it.

EXPRESS YOURSELF

12 Suppose your school wants to choose three most admirable people as role models. You have one minute to persuade the committee to include Tu Youyou. Use at least three relative clauses to present your recommendation.

Example *Tu Youyou is the scientist whose discovery has led to the development of new drugs which have saved millions of lives.*

HISTORY MAKERS

ACTIVATE AND SHARE

1 What do you know about Mahatma Gandhi and Martin Luther King? Pick out the right information for each of them. Write **G** for Gandhi and **K** for King.



▲ Mahatma Gandhi

- () 1 He fought to win equal rights for black people in the US.
- () 2 He led his country to independence from British rule.
- () 3 He organised peaceful protests.
- () 4 He suffered racial discrimination in South Africa.
- () 5 He gave a famous and inspiring speech with the words "I have a dream".
- () 6 He was put behind bars many times.
- () 7 He inspired people around the world to fight for equal rights and justice.
- () 8 He won the Nobel Peace Prize.



▲ Martin Luther King

What else do you know about them?

LISTEN FOR UNDERSTANDING

6.3 2 Read the sentences about Martin Luther King. Listen to the discussion and add the year for each event. Then order them.

He ① d ② _____ ③ _____ ④ _____ ⑤ _____

- a organised a march to Washington, D.C. 1963
- b organised a bus protest to help black people win the right to sit next to white people on buses. _____
- c was killed. _____
- d had to give up his seat to two white people on a bus because he was black. _____
- e received the Nobel Peace Prize. _____

Skill Builder

Understanding Sequencing

Sequencing is the order in which things happen.

- When listening, pay attention to words related to order and sequence, e.g. *first, after, the next year, later, in the end.*
- Make a note of any specific dates or time expressions, e.g. *today, January, in 1955.*

6.3 3 Listen again. Complete the answers to the questions about Martin Luther King.

Martin Luther King

What did he suffer?

What did he do?

What did he achieve?

- He suffered _____.
- He organised _____.
- He helped black people _____.
- He received _____.
- He inspired people around the world _____.

4 Pair Work Talk about what Martin Luther King did in the following years.



FOCUS ON FUNCTION: EXPRESSING CERTAINTY AND UNCERTAINTY

6.4 **5** Listen to the conversation between two students. Why does the girl suggest that they talk about Mahatma Gandhi in their project?

6.4 **6** Listen again. Are they certain or uncertain? How do you know?

- 1 **The girl** is *certain / uncertain* that Gandhi was one of the most important figures of the 20th century.
- 2 **The girl** is *certain / uncertain* about the date of India's independence.
- 3 **The boy** is *certain / uncertain* that Gandhi inspired Martin Luther King.
- 4 **The girl** is *certain / uncertain* that Gandhi inspired Martin Luther King.
- 5 **The boy** is *certain / uncertain* that Gandhi did not win the Nobel Peace Prize.

6.4 **7** Listen and imitate. Complete the Talk Builder.

Expressing Certainty and Uncertainty

Certainty

- 1 _____ that he was one of the most important figures of the 20th century.
- 2 Yes, I _____.
- 3 Actually, I _____ Gandhi ever won a Nobel Peace Prize.
- 4 I'm pretty _____ he didn't.

Uncertainty

- 1 I _____ about the exact date.
- 2 _____? Are you _____?
- 3 _____ if that's true ...
- 4 _____ we should check a few other websites.

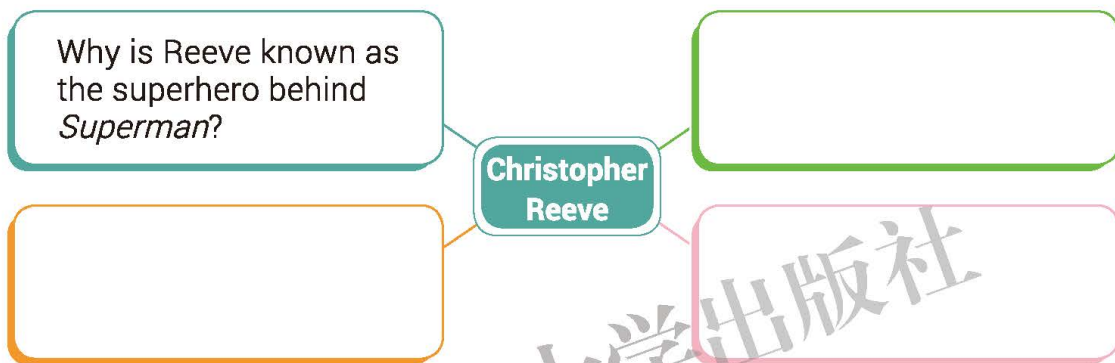
SPEAK

8 Choose a person whom you regard as a history maker for China. Search online and find information about him / her. Make a short presentation about the person.

THE SUPERHERO BEHIND *SUPERMAN*

ACTIVATE AND SHARE

- 1 Look at the two pictures of Christopher Reeve. What do the two pictures tell you about him?
- 2 What do you want to know about him? Ask as many questions as you can.



READ AND EXPLORE

- 3 Read the story below. Have you found the answers to any of your questions? Underline the answers that you have found.

← → ↻ - □ ×

The story of Christopher Reeve's life is one that is almost impossible to imagine — from a wildly successful Hollywood career, to the horror of life-threatening injury; Reeve experienced both. Thus, not only is he known as a superhero in the *Superman* films, but he is also regarded as

5 a superhero to many in real life.

Reeve was born on 25 September, 1952 in New York — the son of Franklin Reeve, a teacher and novelist, and Barbara Pitney, a journalist. He found his passion in acting and starred in his first school play at the age of eight. Although he believed he would only ever act on stage,

10 Reeve tried out for, and was eventually given the lead role in a *Superman* film.

Reeve starred in four *Superman* films from 1978 to 1987. He realised



that his roles in these films had given him the opportunity to be a real-life superman, and he soon gained a reputation for raising
15 awareness for good causes. He visited sick children in hospitals and worked with organisations such as *Save the Children*, speaking out about health, education and child protection to help those most in need.

Unfortunately, in 1995 disaster struck Reeve. While horseback riding, he
20 was thrown off his horse and broke his neck. His injuries were so severe that he had no movement or feeling in his body at all and even needed a machine to help him breathe. At first, his doctors did not believe that he would survive. During this time, Reeve felt like he had lost all hope. Having once been a healthy and successful young man to being trapped
25 in a broken body was like a living nightmare to him. He admitted that during the early stages of living with his injury, he wished that he was dead and even thought of ending his own life. He fell into a depression which lasted for many months. It was only due to the ongoing support of his wife, parents and friends that he eventually found the will to live
30 again. For the years that followed he focused his attention on his goal of one day walking again.

With a new sense of energy and commitment, Reeve undertook an intense exercise programme to help him achieve this goal. He engaged
35 in a wide range of exercises designed to rebuild muscle, and made remarkable progress. Shortly after, he managed to return to his film career by directing, producing and even starring in films. He also wrote a biography and returned to his charity work. Reeve became a passionate and energetic advocate for people with back injuries and disabilities, raising millions of dollars in support of medical research. "What I do is
40 based on powers we all have inside us ... and you don't have to be a 'superman' to do it." His positive attitude inspired many people who were stuck in illness. "With the progress of new medical research, I'm confident that people like me would be able to walk again one day. So you can see, I'm too busy with living to think of giving up!"

45 Sadly, on 10 October, 2004, Christopher Reeve passed away. He will always be remembered as a superhero — in more ways than one.

- 4 Group Work** Read the story again. Take notes of important facts about Christopher Reeve in the diagram below. Then talk about him in groups.

Christopher Reeve

Becoming the star in *Superman* films

Becoming a superhero in real life

- 5** Read the story again and answer the questions.

- 1 What was Reeve's "wildly successful Hollywood career" like?
- 2 How was he injured? Why was it considered a disaster?
- 3 How did he come out of the "nightmare"? From where did he get the strength?
- 4 What did he do as an advocate for medical research?

- 6** Read the story. Pick out the expressions that you feel are the most impressive. Read them aloud and explain why you chose them.

- 7** Imagine yourself in the following situations. Answer the questions.

- 1 What emotional changes did Reeve's wife, family and friends possibly go through after the accident? What might they have said to Reeve?
- 2 After Reeve became an advocate for people with back injuries and disabilities, what might he possibly have said to his audience?
- 3 What might Reeve's doctors have said to Reeve directly after the accident and when he managed to return to his film career?

- 8 Group Work** Think and share.

- 1 Explain the meaning of the sentence "What I do is based on powers we all have inside us ... and you don't have to be a 'superman' to do it".
- 2 What's your understanding of the title "The Superhero Behind *Superman*"?

Skill Builder

Build Up Your Empathy with the Characters

- Empathy means you try to put yourself in others' shoes and be aware of and sensitive to their feelings. You try to gain a deeper understanding of their perspectives.
- It is important to understand the emotions, behaviours and intentions of characters in a story.
- You're not going to be able to experience every single thing that can happen to others, but you can use your imagination to think about how it might feel and use that understanding to empathise with them.

- 9 Find words from the story that complete the verbs or phrasal verbs below. Then complete the sentences with the phrases.

- | | |
|-------------------|---------------------|
| 1 act on _____ | 2 gain _____ |
| 3 raise _____ | 4 work with _____ |
| 5 fall into _____ | 6 engage in _____ |
| 7 undertake _____ | 8 be stuck in _____ |

- 1 She has _____ as a role model for young people.
- 2 As a specialist he tried hard to _____ for environment protection.
- 3 John has devoted his spare time _____ which help disabled people.
- 4 Unfortunately, two members of the team _____ before they started the journey.
- 5 Christopher Reeve started _____ when he was 8 years old.
- 6 When he realised his severe situation, Reeve _____.
- 7 Reeve _____ to help him achieve his goal of walking again one day.
- 8 Christopher Reeve _____ to help him rebuild muscle.

FOCUS ON LANGUAGE: SYNONYMS AND ANTONYMS

- 10 Complete the Word Builder with words from the story. Then use the words to complete the sentences below.

| | | |
|---------------------|------------------------------|------------------|
| Word Builder | Synonyms and Antonyms | |
| | Synonyms | Antonyms |
| | 1 job _____ | 1 healthy _____ |
| | 2 finally _____ | 2 oppose _____ |
| | 3 unusual _____ | 3 negative _____ |
| 4 serious _____ | 4 alive _____ | |

- 1 You'd better maintain a _____ attitude no matter how much you lose.
- 2 Jenny's injuries were so _____ that she had to spend months in hospital.
- 3 He _____ recovered and made his way back to England.
- 4 She once thought of giving up and wished she was _____. Fortunately, she kept fighting her disease and is now a successful writer.

EXPRESS YOURSELF

- 11 What inspiration do you get from Christopher Reeve? Share your ideas in your group.
- 12 Use what you have learnt to introduce a superhero in real life that you admire.



A SUMMARY (1)

GET READY FOR WRITING

1 Pair Work You are going to write a summary of the text "The Superhero Behind *Superman*". Tick (✓) the statements that are true about summary writing.

- 1 A summary should include all the main and supporting information.
- 2 A summary should leave out unnecessary details like examples and explanations.
- 3 You can add your own opinion in a summary.
- 4 It is important to use your own words in the summary.



READ FOR WRITING

2 Read the summary of "A Medical Pioneer", and answer the following questions.

- 1 What main points of the original text are included?
- 2 What information of the original text is left out? Why?
- 3 Does the summary include the opinion of the summary writer?



On 7 December, 2015, Tu Youyou was awarded a Nobel Prize for her discovery of artemisinin, a life-saving drug for malaria.

Tu Youyou majored in medicine in university and later studied Chinese medicine with experts in the field.

In 1969, Tu Youyou was given the mission to set up a team to find a cure for malaria. When worldwide scientists failed to find a cure using modern chemicals, Tu Youyou turned to Chinese herbs for help. Despite their limited resources and hundreds of failed experiments, they found a possible chemical. In order to test the medicine, Tu Youyou and her team tested the medicine on their own bodies. They finally discovered the most effective drug to cure the disease.

Although Tu Youyou has won the Nobel Prize and become well-known, she is uninterested in fame and prefers to continue her research.

I HAVE A DREAM

This video shows the end part of the famous speech "I have a dream", which was made during the Civil Rights March in Washington, D.C., USA on 28 August, 1963.



ACTIVATE AND SHARE

- 1 Group Work** What was the main purpose of the speech? Read the two quotes below from the speech and discuss their meaning.

"I have a dream that one day, on the red hills of Georgia, the sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood."

"I have a dream that one day, even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice."

VIEW AND LEARN

- 2** Watch the end part of the speech. What do you see in the video? Try to describe the scene and the audience.
- 3 Group Work** What impression has this speech made on you? Talk about your feelings and explain why.
- 4 Group Work** Have you noticed the repeated use of certain expressions? Watch again and write down these expressions and put down the times they are repeated in brackets. Then discuss their effects.

_____ () _____ ()

- 5 Group Work** Watch the video again. Why has Martin Luther King's speech inspired many people? Work in groups of four. Each member of the group observes one of the following aspects and talks about how it helped to achieve the overall impact of the speech.

- his facial expression
- his intonation and volume of sound
- his use of gestures
- the content of the speech

EXPRESS YOURSELF

- 6** Prepare a short speech "My Dream". Try to use some of the techniques Martin Luther King used to make your speech impressive. Present your speech to the class.

SPACE HEROES

In the history of space exploration, hundreds of astronauts have made the journey into space. Men and women from all over the world have studied, trained and worked hard in order to go into space. It is a job that calls for a special blend of skill, talent and bravery, as well as great physical and mental strength. There are many risks and dangers, but the work is extremely important, and the knowledge that we can gain from exploring space is invaluable.



Challenger

Sometimes even the best-planned space missions can go terribly wrong. The Challenger mission is an example of this. On 28 January, 1986, seven American astronauts (five men and two women) died when the US space shuttle¹ Challenger exploded soon after it was launched. Among them was Sharon Christa McAuliffe, a secondary school teacher, who was going to be the first teacher in space. Millions of people around the world, including many students in primary and secondary schools, watched the disaster happen live on TV.

Here is part of US President Ronald Reagan's speech after the 1986 Challenger disaster:

"Your loved ones were daring and brave, and they had that special grace², that special spirit that says, 'Give me a challenge and I'll meet it with joy.' They had a hunger to explore the universe and discover its truths. They wished to serve, and they did. They served all of us."

Shenzhou V

China's first manned spaceship lifted off on 15 October, 2003. The spaceship, called Shenzhou V, was carrying China's first astronaut, Yang Liwei.

During the 21-hour space flight, the Shenzhou V circled the Earth 14 times. While the spaceship was circling the Earth, Yang Liwei performed a number of scientific tasks and had a chance to speak to his family. He also flew the flags of China and the United Nations, symbolising China's wish to explore and use space peacefully.

On 16 October, the Shenzhou V landed safely in Inner Mongolia. Millions of people all over the world watched the landing on TV. When Yang Liwei climbed out of the spaceship, he smiled and waved to the crowds waiting for him. Although he was happy to be home, he said, "I thought 21 hours was too short to stay in space."

NOTES

1 space shuttle 航天飞机

2 grace n. 优雅

GENERAL UNDERSTANDING

- 1 Why did the US President make a speech about the Challenger disaster?
- 2 What were the purposes of the Shenzhou V mission?

CRITICAL THINKING

- 3 Why does working in space call for a special blend of skill, talent and bravery as well as physical and mental strength? Explain in your own words and include evidence.

ANNE FRANK AND HER DIARY



Since 1947, *The Diary of Anne Frank* has been one of the most powerful accounts of the experience of the Holocaust¹ and has helped to give a human face to the suffering it involved. Although it was written by a young girl in a terrible situation, it conveys a message of courage and hope.

Throughout history, we can find examples of inspiring young people who showed courage and hope in times of extreme hardship. Anne Frank is one of them. Her diary is one of the most important diaries ever written.

Anne was born on 12 June, 1929, in Frankfurt, Germany. Her family was Jewish. During World War II, they had to live in a secret hiding place to escape the Nazi² Holocaust. This was a time when the German Nazis were killing Jews. Around six million Jews died in the Holocaust.

Anne's father was a successful businessman in Germany. When the Nazis took control of the country in 1933, the Frank family moved to Amsterdam in the Netherlands. Later, this city became unsafe, so Anne's father prepared some secret rooms above his offices. On 6 July, 1942, Anne moved into this "secret annexe"³ with her parents, her older sister Margot, and four other Jewish people.

The annexe was small and crowded. Everyone had to be very quiet. They were often hungry and always afraid of being caught. To keep busy, Anne wrote in her diary. She described her daily life and her struggles, but also wrote about her hopes and dreams. "I don't think of all the misery⁴," she wrote, "but of the beauty that still remains."

The family was in hiding for two years. During that time, Anne kept a diary and wrote in it almost every day. On 4 August, 1944, the annexe was discovered and everyone hiding there were sent to labour camps⁵. Anne and her sister Margot died in

a German camp in March 1945. Of all the people who had hidden in the annexe, only Otto Frank, Anne's father, survived.

Anne's diary was discovered by friends and returned to



Otto Frank after the war. The diary was originally written in Dutch. Since then, it has been published in at least 67 languages and 31 million copies have been sold. The English version is called *The Diary of a Young Girl*. Today, the annexe building in Amsterdam where Anne and her family hid is a museum called *Anne Frank House*.

Although Anne's life in hiding was extremely difficult, her diary reveals her positive attitude. For example, in 1944, she wrote, "In spite of everything I still believe that people are really good at heart."

Anne Frank's diary has inspired teenagers everywhere. "The good news," she wrote, "is that you don't know how great you can be, how much you can love, what you can accomplish⁶, and what your potential is!"



NOTES

1 Holocaust *n.* 大屠杀

4 misery *n.* 不幸

2 Nazi *n.* 纳粹主义者

5 labour camp 劳改营

3 annexe *n.* 辅楼

6 accomplish *v.* 完成

GENERAL UNDERSTANDING

- 1 Who was Anne Frank? What happened to her family during World War II?
- 2 Why did Anne keep a diary and write in it almost every day?

CRITICAL THINKING

- 3 Why is her diary one of the most important diaries ever written?
- 4 Read *The Diary of Anne Frank* either from a printed book or online. Which quote from the diary do you find the most impressive? Why?

CHECK YOUR PROGRESS

Use what you have learnt from the unit "The Admirable" to describe or introduce people who are admired.



1 The students are decorating their classroom with photos of the people that they admire. Use the expressions of certainty and uncertainty to complete their discussion about the characteristics of those admirable people.

Li Zhen: What do you think are the most important characteristics of those admirable people?

Chen Yang: **1** _____ that courage is important.

Li Zhen: Yes, I'm certain that courage is important. Also, these people should have very strong bodies. Don't you agree?

Chen Yang: **2** _____ about that. Some people may be weak.

Li Zhen: **3** _____? A weak person to be admired? Are you **4** _____?

Chen Yang: Listen, not all admirable people are like supermen in films. **5** _____ that some may actually have weak bodies, but they have great intelligence or courage in difficult situations.

Li Zhen: Hmm, **6** _____ if that's true.

Chen Yang: **7** _____. We should search online and find admirable people who have different types of strengths.



2 Li Zhen and Chen Yang are introducing the people they admire. Complete their introductions with the correct form of the words below.

| | | | | | |
|---------|-----------|------------|--------|-------|------------|
| disease | effective | cure | female | award | graduation |
| expert | establish | literature | limit | staff | experiment |

Li Zhen:

I think Tu Youyou is someone that I admire and she would be my choice. She is the first Chinese **1** _____ scientist who was **2** _____ the Nobel Prize. After her **3** _____ from university, she became a member of China Academy of Chinese Medical Sciences. In 1969, she was chosen to **4** _____ a team to find a **5** _____ for malaria – a **6** _____ that killed millions of people every year. It was not an easy task. Scientists over the world had tested more than 240,000 chemicals with no success. And Tu Youyou's team had **7** _____ resources and they did not have enough **8** _____. Tu Youyou studied ancient Chinese medical **9** _____ and visited **10** _____ in traditional Chinese medicine. Tu Youyou and her team used modern research methods to investigate the Chinese herbs one by one. After hundreds of failed **11** _____, they eventually came across a promising chemical. The medicine they discovered was artemisinin, which has now become the world's most **12** _____ drug for fighting malaria.

| | | | | |
|-------------|------------|------------|------------|-----------|
| opportunity | journalist | regard | accident | energetic |
| movement | design | commitment | disability | severe |

Chen Yang:

In our English class, I read an amazing story about Christopher Reeve. He was born in 1952 to a novelist father and a 1_____ mother. From 1978 to 1987, he was given the 2_____ to star in four *Superman* films which were very popular and successful. A terrible 3_____ in 1995 changed the course of his life forever. While horseback riding, he broke his neck. As a result, he had no 4_____ in his body and couldn't even breathe without the help of a machine. His injuries were so 5_____ that many doctors believed he would not survive. At first, Reeve's 6_____ made him very depressed but eventually, he decided to recover as best he could. He undertook an intense exercise programme 7_____ to help him rebuild muscle. Alongside this, he became a passionate and 8_____ advocate for others suffering similar injuries and raised millions for medical research. He inspired many people with his 9_____ to recovery and his desire to help others. For that reason he is 10_____ by many as a superhero in real life, as well as on film.



3 Chen Xi admires Martin Luther King and is making a profile of him. Match a word from the left column with the ending in the right column. Use the phrases in their correct form to complete the profile.

win
be awarded
give up
organise
suffer
be put
make

many peaceful protests
racial discrimination
the Nobel Peace Prize
a famous speech
his seat
equal rights
behind bars

| About Martin Luther King | |
|----------------------------|--|
| Date of birth | 15 January, 1929 |
| Date of death | 4 April, 1968 |
| His early experience | He _____ when he was young. One day in 1943, King took the bus with his black teacher. The white bus driver told them to give their seats to two white people. King had to _____. From that event King was determined to fight for black people to _____. |
| His major achievements | King _____, but he _____ many times for doing so. In 1963, he _____ with the words "I have a dream". King _____ in 1964. |
| Reasons for recommendation | He changed the course of American history. |



4 Li Zhen's choice comes from an exploration story. Complete the story about the Vikings with proper relative pronouns, relative adverbs, or prepositions and relative pronouns.

The Vikings were a group of people **1**_____ came from Scandinavia. By around 900 AD, there were many places in Northern Europe **2**_____ the Vikings chose to live. 982 AD was the year **3**_____ a man called Eric the Red decided to set sail further west. According to the old stories, Eric the Red was forced to leave Iceland because he committed a murder, **4**_____ he got into trouble. Eric the Red reached Greenland and discovered that people could live in the place **5**_____ he landed. In the year 1002, when Eric the Red's son Leif was planning a trip further west, Biarni was the man **6**_____. Leif discussed his plans. He then sailed further south to an island **7**_____ is now known as Newfoundland, in Canada.



UNIT DIARY

What have you learnt in this unit? Reflect and complete the diary.

★ *Useful words and expressions I learnt for describing the qualities of the people I admire:*

★ *Three impressive sentences I'd like to remember from this unit:*

★ *Qualities I learnt from the admirable people of this unit:*

★ *The parts I like / dislike about this unit:*

GENERAL UNDERSTANDING

- 1 Read about the two poets, Christina Rossetti and Georgia Douglas Johnson. What are the themes of their poems? What inspired their work?
- 2 What messages can you get from these poems? Write *W* (for "Who Has Seen the Wind") or *Y* (for "Your World") next to the statements.
 - 1 Fear and uncertainty can prevent us from achieving our goals. ()
 - 2 There is more to the world than we know. ()
 - 3 If you want something badly enough you can make it happen. ()
 - 4 Nobody has the answers to some of life's greatest mysteries. ()
 - 5 We have more strength and courage in us than we think. ()
 - 6 Observing the natural world can help us understand bigger ideas. ()

- 3 Read the two poems. How would you describe the mood of each poem? Why?

| | | | |
|------------|-------------|------------|------------|
| hopeful | peaceful | cheerful | optimistic |
| sad | pessimistic | passionate | energetic |
| thoughtful | | | calm |

- 4 Read the poems again. Look for the rhyming schemes in each and underline the rhyming words.
- 5 Christina Rossetti uses the wind as a metaphor. What do you think the wind represents?
- 6 Georgia Douglas Johnson uses personification in her poem. What is personified in this poem and what emotions does it experience?

CRITICAL THINKING

- 7 What differences and similarities do you see in the two poets' lives?
- 8 Read two more poems on page 73. Which of the four poems do you like best? Why?

TWO POETS

Christina Rossetti (1830–1894) was born in England to Italian parents. Her father was a poet and her brother was a poet and painter. Rossetti's poems are characterised by intense feelings and images. She worked as a nanny, taking care of children and this inspired her to write children's poems and stories. Her most famous work was *Goblin Market and Other Poems* which was published in 1862. Unfortunately, she suffered from a long-term illness and had to give up her work. She died in London in 1894.

Georgia Douglas Johnson (1880–1966) was an African-American poet, playwright and journalist. She was born in Atlanta, Georgia in the United States. Her parents had African American, Native American and English backgrounds. Early in her career, she studied music and worked in a school as an Assistant Principal. Her first poem was published in 1905 and in 1918, a collection of her work entitled *The Heart of a Woman* reached a wide audience. Many of her poems deal with issues related to women's lives at the time, including the difficulties they experienced and the limitations placed on them by society. She was also an outspoken advocate for racial equality in America and explored the theme in much of her work. Johnson died in 1966 but her work remains celebrated to this day.

TWO POEMS



Who Has Seen the Wind?

Christina Rossetti

Who has seen the wind?
Neither I nor you.
But when the leaves hang trembling,
The wind is passing through.
Who has seen the wind?
Neither you nor I.
But when the trees bow down their heads,
The wind is passing by.

北京师范大学出版社

Your World

Georgia Douglas Johnson

Your world is as big as you make it.
I know, for I used to abide
In the narrowest nest in a corner,
My wings pressing close to my side.
But I sighted the distant horizon
Where the skyline encircled the sea
And I throbbed with a burning desire
To travel this immensity.
I battered the cordons around me
And cradled my wings on the breeze,
Then soared to the uttermost reaches
With rapture, with power, with ease!



MORE POEMS

Poem 1

Dreams

Langston Hughes

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.



NOTES

Langston Hughes (1902–1967), an American poet, social activist, novelist, playwright and columnist.

- 1 What message does the poet want to convey in the poem above?
- 2 What metaphors or images does the poet use to convey this message?

Poem 2

Grown About by Fragrant Bushes

Robert Louis Stevenson



Grown about by fragrant bushes,
Sunken in a winding valley,
Where the clear winds blow
And the shadows come and go,
And the cattle stand and low
And the sheep bells and the linnets
Sing and tinkle musically.
Between the past and the future,
Those two black infinities
Between which our brief life
Flashes a moment and goes out.

NOTES

Robert Louis Stevenson (1850–1894), a Scottish poet, novelist and travel writer.

- 1 What lines rhyme in this poem?
- 2 What do you think the poet is trying to say about life in this poem?

DESIGNING A NEW APP

- 1 **Brainstorm** You are going to design a new app and present it to the class. Research apps available for downloading and study their specific functions. Discuss and decide on the main functions of your app (e.g. social media, study, transport, community service).
- 2 **Research** Conduct a survey to find out what new apps your classmates would most like to have on their mobile devices.
- 3 **Work as a Team** Discuss all the ideas. Make sure everyone voices his or her opinions. Then choose one idea. It must be a new idea, not an app that is already available.

- Gather the ideas offered by your classmates in the survey.
 - Think of other ideas for apps in your group.
 - Decide on the app you are going to choose to research.
 - What will the app do? How is it different from existing apps?
 - How would it be useful? For whom it would be useful?
 - How will it work? How will people use it?
- 4 **Prepare** Design your new app. Think about how to explain the new app to the class. You may use graphic organisers to illustrate your app. Write instructions on how to use the app.
- 5 **Present** Tell the class about the new app. Explain how the app will be used. Conduct another survey to see how many classmates find the app useful.



Reflect

- 1 Did your group work well together?
 Yes No Why? _____
- 2 What was your role in the project? (e.g. were everyone's ideas considered?)
- 3 Were the questions you used for your research appropriate? Did they lead to useful ideas from your classmates?
- 4 Were you satisfied with the final product?
 Yes No Why? _____
- 5 How can your project be improved?
- 6 Are there any other things about apps you want to explore further?
- 7 What did you learn from the other groups?

CREATING AN ENVIRONMENTAL INITIATIVE

- 1 **Brainstorm** You are going to put together a plan for a local environmental initiative. Discuss and choose an environmental issue that affects your local area.
- 2 **Research** Think about ways in which you and your group can help, and decide your research topics. Look for information online or get information from local environmental organisations.
- 3 **Work as a Team** Gather your research data and discuss your plan for an initiative that addresses the issue. Allocate the tasks for your group project.

- Describe the initiative.
 - What are the goals of your initiative?
 - Where and when will the initiative take place?
 - What roles will each member of the team play?
 - Who else will be involved? How will you get them involved?
 - How will you promote the initiative?
- 4 **Prepare** Put together your plan. Choose subheadings for different sections and organise the information in steps.
- 5 **Present** You may use visual aids to help present your plan. Pay attention to the acceptability of your plan and the persuasiveness of your presentation.



Reflect

- 1 Did your group work well together?
 Yes No Why? _____
- 2 What was your role in the project? How were the tasks divided? (e.g. were they based on each member's interests or strengths?)
- 3 What resources or strategies did you use for your research? How effective were they?
- 4 Were you satisfied with the final product?
 Yes No Why? _____
- 5 How can your plan be improved?
- 6 Which areas of the topic do you want to explore further?
- 7 What did you learn from the other groups?

WRITING POEMS OR SONGS FOR PEOPLE YOU ADMIRE

- 1 Brainstorm** You are going to write two short poems, or two song lyrics, based on two people you admire. You will present them to your class. Discuss and decide which two people you admire.
- 2 Research** Think creatively. Find out as much as you can about each person and the reasons why you admire them. For each person, write down:

- What are their names and how old are they?
- Where do they come from?
- What do they look like?
- How do you know (about) the people you admire?
- What qualities do these people have that make them admirable?
- How have they used these qualities in an admirable way?
- What do you want people to know about the people you admire?

- 3 Work as a Team** Discuss your ideas and decide what information to include in the poems / song lyrics. Discuss and divide the tasks for your project.
- 4 Prepare** Decide how to present your poems / song lyrics. It can be on a poster, web page or booklet. Think about how to organise and rewrite your information in a way that suits your chosen form. Create your poems / song lyrics.
- 5 Present** Present your poems / song lyrics to the class.



Reflect

- Did your group work well together?
 Yes No Why? _____
- What was your role in the project? How were the tasks divided? (e.g. were they based on each member's interests or strengths?)
- What creative strategies / brainstorming techniques did you use to write about the people you admire? How useful were they?
- Were you satisfied with the final creation?
 Yes No Why? _____
- How can your poems / song lyrics be improved?
- Which areas of the topic do you want to explore further?
- What did you learn from the other groups?

WORKBOOK

★ 北京师范大学出版社



INFORMATION TECHNOLOGY

LANGUAGE IN USE

1 Lesson 1 Complete the following paragraph with the words below.

| | | | | |
|-------------|-----------|------------|------------|------|
| personality | selection | creativity | source | page |
| hairstyles | fancy | images | characters | |

I read an article about avatars on a web **1**_____ yesterday. It was very informative and interesting. I agree with it saying that your choice of avatars says a lot about your **2**_____. I chose my avatar from a **3**_____ of ready-made **4**_____. She is one of my favourite cartoon **5**_____. I like her because she is kind and helpful.

My cousin Wang Ming is very creative. He finds that avatars give him lots of room for **6**_____. He has created several avatars for different occasions. He dressed them in **7**_____ clothes with beautiful **8**_____ and they all act more or less like him. But the article warns that the use of several avatars can be a **9**_____ of risk.

2 Lesson 2 Complete the text using the correct form of the words below.

| | | | |
|---------|-------|---------|----------|
| chat | app | account | download |
| deliver | press | virtual | device |

My mother had never used a mobile phone until she received one for her birthday this year. Since then, she has been addicted to the Internet, using different kinds of software applications on her mobile **1**_____. She spends a lot of time each day exploring websites and **2**_____ with other people online. She has set up her own email **3**_____ and she does most of the shopping online through an **4**_____. Instead of going to supermarkets, nowadays she just **5**_____ a button and then her orders are **6**_____ the next day. At first, my father had some concerns that she was spending too much time in **7**_____ worlds, but now he sees how happy she is. She even **8**_____ some materials that can help my father with his work, so now he's very happy, too! We are all very proud of her as she has proven that it's never too late to learn a new skill.

3 Lesson 3 Choose the correct options.

- I find online communication rather *familiar / shallow*. Face-to-face conversations are more meaningful.
- In my *idea / opinion*, playing computer games is one way to escape from reality.
- Sometimes it's easier to give a *response / understanding* with an emoji, rather than typing out a long answer.
- They *maintain / help* their friendships through online communication.
- Having games on my mobile phone can make it difficult to *be aware of / focus on* my homework.
- When reading an article online, it's important not to skim too much, so that you can understand the full *context / choice*.

4 Past Future Complete the blog extract, using the correct form of the words and phrases below. Some of them can be used more than once.

become appreciate be able to not have to

From the time I met Alicia Tang, I knew she **1** _____ the next big thing in the technology world. A fifteen-year-old app developer, she was confident that her first app **2** _____ one of the biggest selling in the world. Now at only eighteen, she has accomplished her goal as her online shopping comparison app has millions of downloads. "I felt it was going to be a success because I knew that people **3** _____ the fact that they **4** _____ spend so much time searching for products they wanted," says Alicia. "When I was going to launch the app, I spoke to lots of experts and app developers who gave me great advice and guidance. Because I had the support of so many people, I knew I **5** _____ make a successful app," she says.

5 Asking for and Offering Help Complete the dialogues using the phrases below.

do you need help can I help you let me check
let me see what I can do can you help me

Employee: Good morning Sir, **1** _____?

Man: Yes. I downloaded your app but I can't seem to find out how to update my payment information.

Employee: **2** _____ to help. Can you give me your email address? I will check your account.

* * *

Woman: Hello there, **3** _____? You seem a bit lost!

Man: Oh, thank you. It's my first time in this city and I cannot find my hotel. It's near the train station. **4** _____?

Woman: Hmm, I don't know it but **5** _____ online. Oh yes, it's quite close. About ten minutes that way.

Man: Thank you so much for your help.

6 Compound Words Match the words from each column to form a compound word. Write a sentence using each compound word.

| | | | |
|----------|----------|---------|--|
| A | B | | |
| real | site | website | I check my favourite news website every morning. |
| on | phone | _____ | _____ |
| web | thing | _____ | _____ |
| any | line | _____ | _____ |
| smart | life | _____ | _____ |

LISTENING

7 Listen to the conversations. Circle the correct answers.

- | | |
|--|---|
| 1 What job does Li Na want to do when she grows up? a An app and software designer. b A computer programmer. c An information technology lecturer. | 2 What two reasons does Li Na give for wanting this job? a It is creative and challenging. b It is interesting and she can travel a lot. c It is interesting and she can be creative. |
| 3 Zhang Min started designing websites and software when she was _____. a a teenager b a child c 25 years old | 4 When Zhang Min was young, her parents were _____. a concerned b supportive c excited |

8 Listen to the conversations again. Write *T* (true) or *F* (false).

- () 1 Li Wei is excited about Careers Day.
() 2 Li Wei wants to be a doctor.
() 3 Li Na thinks that Li Wei should be the boss.
() 4 Zhang Min sold her Internet company for 100 million dollars.
() 5 Zhang Min finds her work very difficult but she is passionate about it.
() 6 Information technology was like a hobby for Zhang Min when she was younger.

TRANSLATING

9 Translate the sentences into English.

1 在网络世界，你可以创设自己的形象，并且拥有新的个性。

2 开发应用软件最困难的是找到人们的需求，解决现实世界中的问题。

3 面对面交流和网络交流都有助于增进友谊和理解。

4 很多网民意识到，他们的头像会被其他人看到。

5 一些教育类应用程序使学生有可能根据个人兴趣和需求选择网络教师和科目。

6 网络的发展使人与人之间的交流更加便利。

READING AND WRITING

Social Media ... the Highs and Lows

Twenty years ago, the idea of sharing our lives so openly with the world was unheard of. However, for young people today it is considered completely normal to share pictures of their lives and interact online every day. Fans of social media point out that the world has never been so connected as it has allowed people to make friends, learn about the world and celebrate life.

However, many people have concerns about the effects of this new way of living, particularly around the amount and type of information that is shared so openly. Now researchers have found that too much time on social media may indeed have some negative effects. They measured people's attitudes and feelings before and after browsing social media sites. They found that the more time people spent on social media, the more unhappy they became.

There are a number of reasons for this. When browsing social media, people often see photographs and stories showing beautiful holidays, fun parties and fashionable clothes. People rarely post negative stories or bad pictures, so it can be misleading. For those looking at these pictures and comparing them to their own lives, they can end up feeling sad and depressed. They might think their lives are worse in comparison. Even for those people who post positive stories and pictures, they too can feel stressed and worried. The number of "likes" and comments on their posts can make them anxious about their popularity. Of course, there is also the problem of "cyber bullying" where people become victims of bullying online when others make negative or cruel comments about them.

The reality is that social media is a part of modern life and it is not going to go away. This research shows us that it is important to find a balance between our online and offline lives. We don't have to disconnect from the Internet to live a happy life, but we should realise that the pictures we see and stories we read are only part of a bigger picture. If we can do that, we can protect ourselves and enjoy our lives.



10 Decide if the following statements are true according to the article. Write *T* (true), *F* (false) or *NI* (no information).

- () 1 Young people think that it is normal to use social media daily.
- () 2 Researchers have not found anything negative about social media use.
- () 3 Girls are more likely to experience cyber bullying than boys.
- () 4 Most people show their real lives online.

11 Why does the writer say that social media can make people unhappy? Do you agree? Why or why not?

HUMANS AND NATURE

LANGUAGE IN USE

1 Lesson 1 Use the expressions in the boxes to complete the sentence fragments in the right column. Then match the two parts of each sentence.

| | | |
|--|--|-----------------|
| the storm calms down | escape from danger | wave after wave |
| survive | the moment | |
| <ol style="list-style-type: none"> The area was being hit by Because of this, all the athletes were given tips on Find a safe shelter Stay away from tall posts and trees After the storm, the athletes | <ol style="list-style-type: none"> _____ you see a storm approaching. shared how happy they were to _____. how to _____ on a track during a storm. _____ of storms. even after _____. | |

2 Lesson 2 Professional organisations save people trapped in natural disasters. Fill in the missing phrases in the dialogue.

| | | |
|--------------------|-------------------|--------------------|
| time pressure | here and overseas | kinds of disasters |
| suffering and loss | special vehicles | natural disasters |
| help to save | earthquakes | |

- Q:** Have you watched any interesting programmes recently?
A: Yes, I have just watched a documentary about **1** _____.
Q: What **2** _____ did it show?
A: It showed many different kinds but the main ones were **3** _____ and landslides.
Q: What was it like?
A: It was very tough to watch but it was amazing to see how brave the professional teams are when they **4** _____ people who are in trouble.
Q: Do they only work in our country?
A: They work **5** _____. They go whenever and wherever they are needed.
Q: Aren't the sites difficult to reach?
A: Yes, but they have **6** _____ that are able to reach most of the areas.
Q: It must be tough for them to work under **7** _____.
A: Yes, every second counts, so that as many people as possible can be saved.
Q: What is the goal of their team?
A: Their goal is to reduce **8** _____ and save as many people as possible.

3 Lesson 3 Choose the correct options.

For millions of years, humans have been involved in the **1 exploration / eruption** of the world. We've explored the North and South Poles and made our way all around the globe. Our deep curiosity has formed the **2 base / climate** of many greatest historical discoveries such as the discovery of dinosaurs.

Our **3 ambition / landscape** to explore soon became a desire to conquer nature. Humans are constantly trying to **4 prove / comment** our control over nature, and this has resulted in a **5 breakdown / run-out** of our deep-rooted connection to the natural world. Because of this, in the not too **6 distant / equal** future, we may experience large-scale natural disasters. Some people are beginning to make plans in **7 preparation / observation** for the end of the world, when massive natural disasters occur and cause extensive damage. It's certainly not a **8 cheerful / curious** thought, but it's important to recognise our impact on nature and the world before it's too late!

4 Relative Clauses Complete the conversation with proper relative adverbs (*where / when / why*).

Maria: I'm very worried about my aunt and uncle in Indonesia. There have been news reports of a bad landslide near the place **1** _____ they live.

Bi Yu: Oh no! I'm very sorry to hear that. Have you tried to call or email them?

Maria: I couldn't reach them by phone and they are not online. The place **2** _____ they live is quite remote, which is the reason **3** _____ they have no Internet access. When I tried to call, the phone didn't seem to connect.

Bi Yu: Well, I'm sure they will get in touch with you as soon as they can. The bad weather is most likely the reason **4** _____ the phone lines are down. If I can do anything to help, please let me know. I remember the time **5** _____ my sister was in Japan during an earthquake. I was so anxious until I heard from her. Wait ... is that your phone ringing?

Maria: Oh, yes! It's my aunt calling. What a relief!



5 Maintaining, Interrupting and Ending a Conversation Order the dialogue.

Correct Order : _____

- a** Oh, yes. I think so. If that happens, my advice is to stay home.
- b** Excuse me, but can I interrupt you here? The storm isn't expected for days. You could get some supplies now.
- c** Yes, the forecast this week is for heavy rain. Do you think we could have floods?
- d** OK. That makes sense. I'd love to talk more but I'd better go shopping!
- e** Good morning. This is *Weather Watch*. Can I help you?
- f** But I have to take care of my family. What about food and water? What if ...?

6 Suffixes Choose a suffix below to make a new word. Then use the word in a sentence.

-ful

-ness

-tion

-less

Example *sad — sadness*

I felt great sadness the day my friend moved to another country.

prepare — _____
hope — _____
cheer — _____
dark — _____

LISTENING

7 Listen to the conversations. Circle the correct answers.

- 1 What did Sarah learn about for her project?
a Forest fires. **b** Droughts. **c** The Poles and water levels.
- 2 According to Max, what is the most important step towards a better future?
a Education. **b** Science. **c** History.
- 3 How many people has Kang's uncle rescued?
a Over one hundred. **b** More than five hundred. **c** Between fifty and one hundred.
- 4 What three things does Kang say about being a firefighter?
a It is dangerous; it requires bravery and it is low paid.
b It is dangerous; the hours are long and it requires bravery.
c It is stressful, dangerous and the hours are long.

8 Listen again. Write T (true) or F (false).

- () 1 Max doesn't believe in climate change.
() 2 Sarah says if the ice melts, the sea levels will drop.
() 3 Junjie would like to be a firefighter.
() 4 Kang thinks the training to become a firefighter is very difficult.

TRANSLATING

9 Translate the sentences into English.

- 1 听到这个词的那一刻，我恐惧至极。

- 2 天气很糟糕。他开始意识到他们的处境令人绝望。

- 3 我之所以能够在这儿讲述这个故事，就是因为我做出了正确的决定。

- 4 在救援任务中，我们首要的也是最重要的目标就是救人。

- 5 他们的返程是探险史上最糟糕的一次。

READING AND WRITING

Microplastics in Water – a Wake-Up Call for All of Us

- 1 Today researchers announced that they have found tiny pieces of plastic in water samples from around the world. These pieces are called microplastics and are so small that they are invisible to the naked eye and are very difficult to remove from the water. When in the water, they are swallowed by fish and other animals and then enter the food chain.
- 2 Even more concerning is the fact that the plastic has also been found in drinking water across the world. This means that we are drinking plastic every day. Scientists do not know what level of harm this will cause us in the future.
- 3 Microplastics come from a number of different sources, in particular from washing and drying synthetic (non-natural) clothing and from cosmetics and cleaning products, such as toothpaste and face washes. Microplastics are even found in the air outside and at our homes.
- 4 Almost every country across the world agrees that we cannot continue using so much plastic in our lives. We need to find a solution to remove microplastics from our oceans. We also need to introduce new taxes and other means to encourage companies to choose environment-friendly ingredients and recyclable packaging for their products.
- 5 We need to take personal responsibility, too. We all have the freedom to choose how we spend our money and what kinds of business and products we support. Let's work together to protect our environment, both now and for the future. Remember: Reduce — Reuse — Recycle.

**10 Choose headings for paragraphs 1–5.**

- | | |
|----------------------------------|-------------------|
| A It's Up to Us Too | Paragraph 1 _____ |
| B What Can Be Done? | Paragraph 2 _____ |
| C Bad News from Researchers | Paragraph 3 _____ |
| D Microplastics in Everyday Life | Paragraph 4 _____ |
| E Unsafe Drinking Water | Paragraph 5 _____ |

11 Write a summary of the passage above.

THE ADMIRABLE

LANGUAGE IN USE

1 Lesson 1 The following are the steps to develop a new drug. Complete the steps with the words and phrase below. Then put them in order according to your opinion.

| | | | | |
|-----------|------|-----------|------------|-------------|
| establish | cure | disease | literature | experiments |
| prove | test | effective | conduct | come across |

- a study some related _____
- b _____ a team
- c find a _____ for the _____
- d _____ a promising chemical
- e _____ research
- f _____ on animals before starting to test on humans
- g do _____
- h _____ that it is an _____ drug



Correct order: ① _____ ② _____ ③ _____ ④ _____ ⑤ _____ ⑥ _____ ⑦ _____ ⑧ _____

2 Lesson 2 Complete the paragraph using the correct form of the words and phrases below.

| | | | | |
|---------|---------|--------------|---------------------------|------|
| inspire | protest | equal rights | get independence | skin |
| justice | admire | nation | the character of a person | |

There have been, and still are, many admirable people – people who display the characteristics of wisdom, strength and courage. Martin Luther King was such a person. He **1** _____ against racial discrimination. He believed it is **2** _____ that is important and not the colour of one's **3** _____. He fought to win **4** _____ for black people in the US. Mahatma Gandhi is another famous person who was **5** _____ all over the world. He led his **6** _____ to **7** _____ from British rule peacefully. He **8** _____ people around the world to fight for **9** _____ and equal rights.

3 Lesson 3 Complete the following major events about Christopher Reeve.

- Reeve **1** _____ on 25 September, 1952 in New York.
- He **2** _____ in acting and starred in his first school play at the age of eight.
- Reeve **3** _____ in four *Superman* films from 1978 to 1987.
- In 1995, while horseback riding, he was **4** _____ and broke his neck.
- At first, he was so **5** _____ that he wished he was dead, but with the support of his family and friends, Reeve decided to **6** _____.
- Over the next few years, Reeve **7** _____ an intense exercise programme.
- He returned to his film career and also wrote a **8** _____ and returned to his **9** _____ work.
- Sadly, Christopher Reeve **10** _____ on 10 October, 2004.

4 Relative Clauses Use different colours to match the sentence from column A to an appropriate word and a relative clause in columns B and C.

| Column A | Column B | Column C |
|---------------------------------------|----------|--|
| I can't remember the reason ... | that | I only paid 100 dollars. |
| Reeve worked with organisations ... | which | fought to win equal rights for black people in the US. |
| Look at my sofa for ... | who | she first met Maggie. |
| She remembered the time ... | whose | life has been an inspiration to me. |
| My grandfather is a man ... | whom | help people most in need. |
| Martin Luther King is a great man ... | where | I did this. |
| Tu Youyou discovered the drug ... | when | I am very afraid. |
| He is a person of ... | why | is used to treat malaria. |
| This is the place ... | | she lives. |

5 Expressing Certainty and Uncertainty Complete the conversation.

- A:** I watched a documentary last night about the actor Christopher Reeve. He was such a remarkable person.
- B:** **1** _____ that he was a great actor. I loved him in the *Superman* films! **2** _____ I know much else about him to be honest.
- A:** Well, he was a very kind person who gave time and money to charity but he had a very bad accident and after that he showed amazing courage.
- B:** How old was he when he had his accident?
- A:** **3** _____ that, but **4** _____ it was during the 1990s ... **5** _____ online.
- B:** OK, so it says he was only forty-three ... that's sad. I think I read once that he gave up his career after that time.
- A:** **6** _____. I believe he returned to both his career and his charity work eventually.
- B:** **7** _____?
- A:** **8** _____. The accident was very severe and he engaged in many exercises but he did work again and raised lots of money for charity.
- B:** How wonderful!

LISTENING

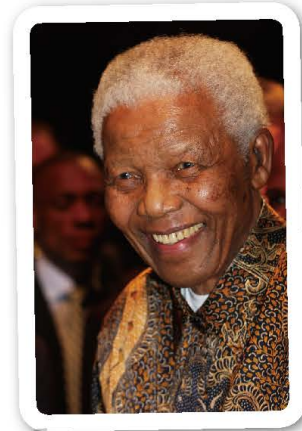
6 Listen to Chen Xi's speech on people he admires. Circle how you feel after listening to this speech. You may circle more than one answer.

- a inspired b impressed c interested
d motivated e uninterested

7 Listen to Li Zhen's speech on famous quotes. Answer the questions.

- 1 Circle how you feel after listening to Li Zhen's speech.
a inspired b impressed c interested
d motivated e uninterested
- 2 Do you prefer the way Chen Xi or Li Zhen starts the speech and addresses the students? Write the name of the student whose speech you prefer. Give a reason for your choice.

- 3 Who has a quote that reminds you of Martin Luther King who fought to win equal rights for all people?
a Maya Angelou. b Nelson Mandela. c Mother Teresa.
- 4 Who used the words "Peace begins with a smile."?
a Maya Angelou. b Nelson Mandela. c Mother Teresa.
- 5 Who used the words that meant the same as "Be optimistic and always try to brighten someone's day."?
a Maya Angelou. b Nelson Mandela. c Mother Teresa.



TRANSLATING

8 Translate the sentences into English.

- 1 这不仅是授予我个人的荣誉，也是对全体中国科学家的认可和鼓励。

- 2 屠呦呦研究了古代中医的医学文献，拜访了传统中医界的专家。

- 3 他们发现的青蒿素现在已经成为世界上抗击疟疾最有效的药物。

- 4 1963年，马丁·路德·金组织了一场赴华盛顿的游行，并发表了以“我有一个梦想”为主题的演说。

- 5 他积极乐观的态度鼓舞了很多疾病缠身的人。

READING AND WRITING

Review of the Film Life Is Beautiful

by Liu Huiliang

This is an incredibly moving and beautiful film. It shows a father's love at its very best. It is a **1 tear-jerker** and I must admit to **2 sobbing** my heart out.

It is a story set in 1939 at the **3 start** of World War II. Guido, an **4 exuberant** and cheerful Italian-Jewish waiter, gets married to Dora, who is not Jewish. They are in love and have a son named Giosuè. As they are **5 preparing for** Giosuè's fifth birthday, Guido and Giosuè are arrested and taken to a concentration camp. Dora **6 begs** to go with them even though she is not Jewish. She is sent to the women's section on the other side of the camp.

To hide the **7 awful** truth from his son, Guido pretends they are at a holiday camp and are playing a game. In the game, they have to win points. He tells his son that the **8 objective** is to get 1,000 points — and the prize is a real tank in which they can leave. Here, he is referring to the tanks belonging to the **9 allies** that he hopes will eventually come to save them from the concentration camp when they win the war. He pretends Giosuè can **10 get** points for things such as not crying, not saying he is hungry, not asking for his mother, and so on. Eventually, Guido hides Giosuè, all the while pretending it is a game and they are playing hide-and-seek.

I won't tell you how the film ends. You will have to watch it for yourself. Many critics have **11 recommended** this film, and said that it is a must-see. I completely agree, as it is one of the most beautiful films I have ever seen — one that I will never forget.

goal _____
 accumulate _____
 beginning _____
 crying a lot as a result
 of strong emotion

 people on their side

 terrible _____
 endorsed _____
 joyful _____
 guaranteed to produce
 tears _____
 getting ready _____
 pleads _____

9 Read the film review. Use the words or phrases in the box on the right to replace the highlighted words or phrases with the same meaning in the text.

10 Use your own words to explain Liu Huiliang's opinion of the film.

11 What do you think of the title of the film? Can you think of another appropriate title?

PEER EDITING SHEET

| Unit 4 | Unit 5 | Unit 6 |
|---|---|--|
| A Personal Profile | A Brochure | A Summary (1) |
| <input type="checkbox"/> Is it a personal profile for a particular club? | <input type="checkbox"/> Does the writer focus on a clear topic? | <input type="checkbox"/> Does the summary cover all the main points? |
| <input type="checkbox"/> Does the writer express his / her interest in joining the club? | <input type="checkbox"/> Does the writer make clear and direct points? | <input type="checkbox"/> Does the writer leave out unnecessary information? |
| <input type="checkbox"/> Does the writer explain why he / she wants to join the club? | <input type="checkbox"/> Does the writer use simple and clear language? | <input type="checkbox"/> Does the writer use his / her own words? |
| <input type="checkbox"/> Does the writer include any personal information? | <input type="checkbox"/> Does the writer give advice with reasons for different situations? | <input type="checkbox"/> Does the writer use transition words to link the writing? |
| | <input type="checkbox"/> Does the writer use the present tense and imperatives? | |
| <ul style="list-style-type: none"> • Mark any spelling, punctuation or grammar errors. • Mark any unclear expressions. Give suggestions if you can. • <u>Underline</u> the expressions you like. | | |
| Comments: | Comments: | Comments: |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

GRAMMAR SUMMARY

UNIT 4 INFORMATION TECHNOLOGY

1 Past Future 过去将来时

We use the past future to talk about what will happen in the future from the point of some time in the past. *Will* and *be going to* are used to talk about the present future. We turn *will* into *would*, *be going to* into *was / were going to* in the past future.

过去将来时表示从过去某时看将来要发生的事情。will 和 be going to 用来表示一般将来时。在过去将来时中，will 变为 would，be going to 变为 was / were going to。

These sentences illustrate how the past future is formed:

以下句子展示了过去将来时的构成：

- *Very few people knew that future avatars **would have** such a wide variety of forms and uses.* (will → would)
- *They discovered that they **were going to** have the power to create new identities.* (are going to → were going to)

The use of *would* in the past future is different to the use of *would* for repeated actions in the past. Compare:

would 用于过去将来时和表示过去重复的动作时含义不同。试比较：

- *He said he **would raise** the question at the meeting.* (past future)
- *When I was small, my mum **would read** me stories at night.* (repeated action in the past)

2 Compound Words 复合词

We link two existing words together to form a compound word. Normally, the first word gives us a key feature of the second word. The second word then describes the part of speech of the compound word.

复合词由两个单词组合而成。通常，第一个词表示第二个词的主要特征，第二个词体现复合词的词性。

The compound words appear in different word classes, such as adjectives (*online, self-centred, real-life*), nouns (*friendship, percent, website*) and verbs (*babysit, overdo*).

复合词有不同词性，如形容词 (*online, self-centred, real-life*)、名词 (*friendship, percent, website*) 和动词 (*babysit, overdo*)。

UNIT 5 HUMANS AND NATURE

Relative Clauses (2) 定语从句 (2)

Relative adverbs *where* and *when* are used to give information about places and time.

关系副词 *where* 和 *when* 引导的定语从句提供地点和时间方面的信息。

- This is the place **where** I lost my purse.
- Marco Polo travelled to China **where** there were inventions and developments at that time.
- She still remembers the day **when** Bill first walked into her office.
- I'll never forget the day **when** I first met this great inventor.

In relative clauses, we use *why* after the word *reason*.

在reason后使用why引导定语从句。

- Do you know the reason **why** he's so angry with me?
- Could you tell me the reason **why** you waste time going to the bank when you can do your banking online?

Sometimes, we might omit the word *why*, or use *that* after the word *reason*.

有时，reason后面的why可以省略，或者使用that。

- The reason (**that**) he's coughing so badly is because of the smog.

UNIT 6 THE ADMIRABLE

1 Relative Clauses (3) 定语从句(3)

Relative clauses with prepositions + **which / whom**

介词+ which / whom 引导的定语从句

Relative pronouns can be used as the objects of prepositions. Usually, we use prepositions before *which* and *whom*, that is, prepositions + *which / whom*.

关系代词可作介词的宾语。通常在which和whom前加介词，即介词+ which / whom结构。

- This is the shop **from which** I bought the book.
- He is the teacher **with whom** I discussed my project.

We choose prepositions either according to the noun or pronoun they define or to the related verb in the clause.

介词的选用或依据定语从句修饰的名词或代词，或依据从句中的相关动词。

- The train **on which** I'm travelling is for Shanghai. (*travel on the train*)
- This is the professor **from whom** I've learnt a lot. (*learn from sb*)
- She's doing an important project **about which** I know little. (*know about sth*)
- Have you seen the telescope **with which** I studied the sky? (*study with the telescope*)

But, in everyday English, it is more common to put the preposition at the end of the clause and to leave out the relative pronoun *which / whom*.

但是在日常英语中，通常把介词放在从句的句末，省略关系代词 which 或 whom。

- The train (**which**) I'm travelling **on** is for Shanghai.
- This is the professor (**whom**) I've learnt a lot **from**.
- She's doing an important project (**which**) I know little **about**.
- Have you seen the telescope (**which**) I studied the sky **with**?

2 Synonyms and Antonyms 同义词和反义词

Synonyms are words that have nearly the same meaning as other words in the same language. They possess the same part of speech.

同义词是意义几乎相同的一组词语，它们词性相同。

- *job (n.); career (n.)*
- *finally (adv.); eventually (adv.)*
- *severe (adj.); serious (adj.)*

Antonyms are words that carry opposite meanings. Similar to synonyms, they carry the same part of speech.

反义词是意义相反的一组词语。和同义词一样，它们词性相同。

- *healthy (adj.); sick (adj.)*
- *positive (adj.); negative (adj.)*
- *alive (adj.); dead (adj.)*

Antonyms can be formed by adding prefixes / suffixes to the root words. These prefixes include: *im-* (e.g. *improper*), *in-* (e.g. *incorrect*), *un-* (e.g. *untidy*). On the other hand, we use *-less* as a suffix to show antonyms, e.g. *hopelessness* (the state of having no hope).

词根加上前缀或后缀构成反义词。前缀有im-, in-, un-等，后缀有-less等。

NOTES ON THE TEXTS

UNIT 4 INFORMATION TECHNOLOGY

Topic Talk

Technology really enables people to communicate better with each other.

科技真的能使人们更好地相互交流。

enable sb to do sth 使某人能够做某事。如：

The new test should enable doctors to detect the disease early. 新的测试应该能够使医生早发现疾病。

Lesson 1

- 1 **2D**是two-dimensional的缩写。2D图形只有水平的X轴向与垂直的Y轴向，是平面图形。
- 2 **They look forward to a time when their avatar will act like a real person and travel around bigger, more exciting virtual worlds.**
他们期待着有朝一日，自己的虚拟形象会像真人一样去环游更广阔、更精彩的虚拟世界。
look forward to 期望，等待。如：
I'm looking forward to your reply. 我期盼您的回复。

Lesson 2

- 1 **VR, AR and MR**
VR (Virtual Reality) 虚拟现实，是一种可以创建和体验虚拟世界的计算机仿真系统。它利用计算机生成一种模拟环境，是多源信息融合的、交互式的三维动态视景和实体行为的系统仿真。
AR (Augmented Reality) 增强现实，是一种实时计算摄影机影像的位置及角度并加上相应图像、视频、3D模型的技术，其目标是在屏幕上把虚拟世界投射到现实世界并进行互动。
MR (Mixed Reality) 混合现实，通过在现实场景中呈现虚拟场景，在现实世界、虚拟世界和用户之间搭起一个交互反馈的信息网络，以增强用户体验的真实感。
- 2 **set up an account** 开一个账户

Lesson 3

- 1 **It is these skills that enable us to develop lifelong friendships.**
正是这些技能使我们能够发展终生的友谊。
本句为强调句句型：It is+被强调部分+that ...。如：
It was I that saw a man running in the cold and rainy night. 是我看到了一个男人在寒冷的雨夜奔跑。

- 2 **Instead of having proper conversations with their friends, some people are only concerned with their online popularity – How many “likes” did I get?**

一些人不再和朋友好好地交谈了，他们只关心自己网上的人气——我得了多少个“赞”？

instead of 而不是……。如：

You probably picked up my keys instead of yours. 你很可能拿的是我的钥匙而不是你的。

be concerned with 关心。如：

We should be concerned with the health of the community. 我们应该关心社区人民的健康。

Writing Workshop

- 1 **Harry Potter** 《哈利·波特》，是英国作家 J.K.罗琳 (J. K. Rowling) 于1997–2007年所著的魔幻文学系列小说，共7部。其中前6部以霍格沃茨魔法学校为主要舞台，描写的是年轻的巫师学生哈利·波特在该校6年的学习生活和冒险故事。
- 2 **Hermione** 赫敏，全名赫敏·简·格兰杰 (Hermione Jean Granger)，是英国作家 J.K.罗琳的魔幻小说《哈利·波特》系列中的主要人物之一。

UNIT 5 HUMANS AND NATURE

Topic Talk

- 1 **the Thames River** 泰晤士河，英国南部最重要的河流。发源于英格兰南部，全长338千米，流经牛津、伦敦等多座城市，流域面积1.5万平方千米。
- 2 **Wildlife extinction is not a process that gives you time to fix your mistakes. In the face of science, there are no second chances.**

野生动物的灭绝不给你时间改正错误，在科学面前，我们没有机会去改过。

本句出自《中学时事报》。

Lesson 1

- 1 **A Descent into the Maelström** 《莫斯肯漩涡沉浮记》，是埃德加·爱伦·坡1841年发表的短篇小说，讲述了一个渔夫如何经历莫斯肯漩涡并生存下来的奇幻故事。
- 2 **All at once, the sky was covered with dark clouds and in less than a minute we were in a terrible storm.**

突然，天空被乌云笼罩，刹那间，我们就被卷入了可怕的风暴中。

all at once 突然间，刹那。如：

All at once, his name came into my mind. 突然，他的名字跃入我的脑海。

be covered with 被……覆盖。如：

The garden is covered with cherry tree flowers so that it looks as though it might be covered with pink snow. 整个花园满是樱花，看起来好像是铺着一层粉色的雪。

- 3 **In the end, a boat picked me up.**
最后，一条船上的人把我救了起来。

pick up 接载, 搭载 (人)。如:

The survivors were picked up by fishing boats from a nearby village. 幸存者被附近村庄的渔船救了起来。

Lesson 2

- 1 **China International Search and Rescue Team** 中国国际救援队 (国家地震灾害紧急救援队), 英文缩写为CISAR, 于2001年4月27日成立。中国国际救援队的主要任务是对因地震灾害或其他突发性事件造成建筑物倒塌而被压埋的人员实施紧急搜索与营救。
- 2 **Wenchuan earthquake** 汶川地震, 发生于北京时间2008年5月12日。汶川地震是中华人民共和国成立以来破坏力最大的地震, 也是唐山大地震后伤亡最严重的一次地震。
- 3 **Nepal earthquake** 2015年4月25日14时11分在尼泊尔发生的8.1级超强地震。

Lesson 3

- 1 **Captain Robert Falcon Scott** 罗伯特·福尔肯·斯科特上校 (1868-1912), 英国海军军官和极地探险家。1901年他第一次到南极探险。1911年, 斯科特从英国出发, 重返南极, 目标是要到达南极点。斯科特带领的五人探险队于1912年1月17日到达南极点。在返回南极洲边缘的路途上, 他们遭遇极强的低温, 五人先后遇难。
- 2 **Antarctica** 南极洲, 位于地球最南端。南极大陆绝大部分位于南极圈内, 被冰雪覆盖。四周被太平洋、印度洋和大西洋环绕, 是世界上平均海拔最高的洲。总面积1,366.1万平方千米, 约占世界陆地总面积的9.4%。南极洲是世界上最寒冷、风暴最多的大陆。
- 3 **Roald Amundsen** 罗尔德·阿蒙森 (1872-1928), 挪威极地探险家, 北磁极的发现者。1911年12月14日, 他成为第一个成功到达南极点的人。
- 4 **First, his two sledges broke down and then the horses began to have serious difficulties with the snow and the cold.**
先是他的两辆雪橇坏了, 后来马匹开始在大雪和严寒的天气下出现严重问题。
break down 停止运转, 出故障。如:
The old electric fan has broken down. We need to buy a new one. 旧电扇坏了, 我们得买个新的。
- 5 **Then he prepared for the return journey.**
然后他准备返回。
prepare for sth 为某事做准备。如:
It's time to prepare for our final exam. 该准备期末考试了。
- 6 **The men were soon very tired and were running out of food.**
队员们很快就精疲力竭, 食物也快吃完了。
run out (of) 用完, 耗尽。如:
They almost ran out of food and felt helpless. 食物快吃光了, 他们感到很无助。
- 7 **Later, these rocks proved that at one time in the distant past, the continent of Antarctica was covered by plants.**
后来, 通过这些石块可以证实, 在遥远的过去, 南极洲曾经被植被覆盖。

at one time 曾经有一个时期，一度。如：
At one time he lived with his uncle. 他曾一度与叔叔住在一起。

8 **Scott and two of his team members carried on and got within eleven miles of one of their food bases.**

斯科特上校和两名队员继续向前，到达距离食品储备处不足11英里的地方。

carry on 继续走，继续行进。如：

She stopped and looked back, then carried on down the stairs. 她停下来往后看了看，又继续下楼。

Writing Workshop

Stop your car as soon as you can, but avoid stopping near a building or under a tree.

尽快停车，但是不要停靠在建筑物附近或者树下。

avoid doing sth 避免做某事。如：

Why do we avoid doing what we love to do? 为什么不去做我们热衷的事情呢？

UNIT 6 THE ADMIRABLE

Topic Talk

- 1 **Helen Keller** 海伦·凯勒 (1880–1968)，美国著名的女作家、教育家、慈善家、社会活动家。在19个月大时因患病失去视力和听力。一生中有86年生活在无光、无声的世界里，却出版了14本著作。她致力于残疾人事业，建立了许多慈善机构。
- 2 **Zhang Haidi** 张海迪 (1955–)，中国著名残疾人作家，哲学硕士，英国约克大学荣誉博士。1960年，张海迪5岁时因患脊髓血管瘤导致高位截瘫，后来她通过自学完成了小学、中学和大学的课程。现任中国残疾人联合会主席。
- 3 **The aim of living is making better lives for others.**
我觉得自己活着，就是为了使别人过得更美好。
本句出自《雷锋日记》。

Lesson 1

- 1 **She began to talk about the life-saving drug, artemisinin, which she had discovered with the help of her team in the 1970s.**
她开始谈论挽救生命的青蒿素，这是她在团队的帮助下于20世纪70年代发现的一种药。
artemisinin 青蒿素，是从复合花序植物黄花蒿茎叶中提取的抗疾病药物，由中国药学家屠呦呦与其团队在1972年发现。
- 2 **The woman was Tu Youyou, the first Chinese female scientist to be awarded a Nobel Prize for her work.**
这位女士就是屠呦呦，是中国第一位获得诺贝尔奖的女科学家。
屠呦呦，女，药学家，中国中医科学院终身研究员兼首席研究员，青蒿素研究中心主任，博士生导师。

Nobel Prize 诺贝尔奖，根据已故瑞典化学家阿尔弗雷德·诺贝尔的遗嘱而设立。分设物理学、化学、生理学或医学、文学、和平五个奖项。诺贝尔奖1901年开始颁发，每年一次，1968年起增设经济学奖。

Lesson 2

- 1 **Mahatma Gandhi** 莫汗达斯·卡拉姆昌德·甘地 (1869—1948)，印度民族运动的领导人，在印度被尊称为“圣雄甘地”。
- 2 **Martin Luther King** 马丁·路德·金 (1929—1968)，美国黑人民权运动领袖。1955—1956年间，他领导了阿拉巴马州蒙哥马利市的黑人罢乘公共汽车活动，获得成功，从而成为民权运动的领导者。1963年8月，他组织集会，反对种族歧视，在林肯纪念堂前发表了题为“我有一个梦想”的著名演说。马丁·路德·金主张非暴力主义，多次被捕入狱。1968年4月4日，他被种族主义分子杀害。
- 3 **Washington, D.C.** 全称“华盛顿哥伦比亚特区”，简称为华盛顿，美国首都。位于美国马里兰州和弗吉尼亚州交界处。华盛顿于1790年被定为首都，为纪念美国第一任总统华盛顿而命名，美国国会、总统府（白宫）、国务院等均设于此。

Lesson 3

- 1 **Superman** “超人”是美国DC漫画公司出版的一本漫画小说中的虚构角色，该角色此后出现在多部电影中。其最早一次亮相是在1951年的《超人与摩尔人》电影中。克里斯托弗·里夫饰演了四部《超人》电影，分别是《超人》（1978年）、《超人2》（1980年）、《超人3》（1983年）和《超人4》（1987年）。
- 2 **Christopher Reeve** 克里斯托弗·里夫 (1952—2004)，美国演员、导演和制片人。他初登银幕是在1976年，出演《重力事件》中的配角。1978—1987年间，克里斯托弗·里夫主演了四部《超人》，也由此赢得了英国电影学院最佳男主角新人奖。1995年，他因一次意外事故而瘫痪，余生在轮椅上度过。1997年，他执导电影《黄昏时刻》。1998年，克里斯托弗·里夫重返银幕，参演了《后窗》。他创立了克里斯托弗·里夫慈善基金组织。2004年10月，克里斯托弗·里夫因心脏病逝世。

TAPESCRIPTS

UNIT 4 INFORMATION TECHNOLOGY

Topic Talk

4.1

(**W** = Woman **M** = Man)

W: I love exploring new technologies, because they are so convenient. You know, I use apps to buy things online and I usually receive them the same day!

M: Wow, that's really convenient.

W: Indeed! I know one that can even help you get what you order within two hours!

M: What is it? I'd like to try that, too.

W: Sure, here it is. Besides shopping online, I also like chatting online. It makes me feel less lonely. Technology really enables people to communicate better with each other.

M: That's true! But are there any disadvantages about these new technologies?

W: Well, too much chatting online takes a lot of time. We really need time to focus on what we are doing.

4.2

(**B** = Boy **G** = Girl)

B: This new phone is a birthday present from my parents. I've downloaded lots of interesting and useful apps already. I like this music app — I can listen to songs when I can't sleep or feel nervous. It really helps me relax.

G: That's cool! I like reading news on my phone. Do you have any recommendation?

B: Oh, yes! You can download this app! You'll get updated with the news all day long.

G: Super! What's your favourite app?

B: I enjoy playing games. I have downloaded quite a few apps for different games. I use different avatars in different games and this is really cool because they let me explore different personalities. New games make my life interesting.

G: Wow! That sounds cool! But you need to be careful about spending too much time on them — you could get addicted.

B: Well, I admit it. So I downloaded an app called "Alarm Clock". Once I play games for more than an hour, a bell rings to remind me that my time is up.

Lesson 2

4.3

(**I** = Interviewer **L** = Li Xing)

I: Welcome to *Teen Tech Talk*. Nowadays, we use many software applications on our mobile devices. We call them apps for short. Today, my guest is Li Xing, an app developer from New-tech Company. Hi, Li Xing!

- L:** Hello! Thanks for having me.
- I:** So, in your opinion, why are apps so popular?
- L:** Well, apps are very useful. They help us find popular restaurants, call for taxis, find directions to different places, and so on.
- I:** Indeed. They make our life much easier, don't they? As many of our listeners are students, could you tell us something about educational apps?
- L:** Sure. Educational apps are becoming increasingly powerful. For example, some apps allow students to choose their online teachers and subjects according to their personal interests and needs. They also ensure that students can all enjoy the same learning materials, even when they're not sitting in the same classroom together!
- I:** Sounds fantastic! But developing an app must be difficult, right?
- L:** Well, yes. The most difficult thing is finding out what people need and solving real-world problems.
- I:** Solving real-world problems, that does sound challenging. What apps are you working on right now?
- L:** We're working on using the latest technologies in our apps, like VR, AR and MR.
- I:** How exciting! Let's continue this discussion after the break ...

4.4

Conversation 1

(D = Dad C = Chen Yu)

- D:** Chen Yu, are you busy? Can you help me out with something?
- C:** Sure, Dad. What's up?
- D:** Remember that shopping app you told me about?
- C:** Yes. Do you need help downloading it?
- D:** No, I've downloaded it, but I can't figure out how to set up an account.
- C:** No worries. I can help you with that. First, press the "Sign Up" button.
- D:** OK ... "Sign Up". So now I start putting in my information, right?
- C:** Yes, put in your name, gender, telephone number and email address.
- D:** OK ... done. Is it all set up, then?
- C:** Not quite. The last step is to press the "Finish" button. OK, you should now be ready to start shopping!
- D:** Great! Thanks ... Actually, just hold on a second. Now I don't understand what this means ...

Conversation 2

(C = Chris B = Barbara Smith)

- C:** Hello. This is ABC Shopping Customer Service. My name is Chris. How may I help you?
- B:** Yes, hello. I placed an order using your app two weeks ago, but I still haven't

received the goods. Can you do me a favour and find out what's going on?

C: Right. Let me check this for you. Could you give me your order number, please?

B: The order number is two-eight-four-seven-five.

C: So that's two-eight-four-seven-five, correct?

B: Yes, that's correct. Would you like me to confirm my account details?

C: No, that's not necessary, thank you. If you could just confirm your name, please?

B: Barbara Smith.

C: OK... Well, according to my records, Ms Smith, your order was delivered last week. Have you not received the package?

B: No, I am afraid I haven't. Would you be able to check again?

C: Of course. Oh, that's strange! There must have been an error. I'm very sorry about this. Let me enquire about the order with the delivery man. Once I have spoken to him, would it be all right for me to call you back on this number?

B: Yes, that would be fine, thanks.

C: Can I assist you with anything else today?

B: No, that's all. Thank you.

UNIT 5 HUMANS AND NATURE

Topic Talk

5.1

(**P** = Presenter **S** = Sarah Hughes)

P: And you are now on *Radio Richmond*. We've got Sarah Hughes from *West London Wildlife*. Sarah, do you teach people about nature in this part of London?

S: Yes, we're lucky. Actually, the whole city is quite green. About 66 percent of the city is covered with water or green space. Amazing, isn't it? And there are three million private gardens.

P: Three million? Wow!

S: Yes. It's great for wildlife. You can see different kinds of birds — there are over 350. And there are other interesting animals too, like deer. My favourite animals are deer. We've got them here in Richmond Park.

P: Talking about nature, what about River Thames?

S: Well, there's less water pollution now than fifty years ago. In fact, there are about 120 different kinds of fish in the river.

P: And climate change?

S: I think our climate is definitely changing. And the greenhouse effect is quite obvious. For example, the winters aren't as cold these days and we don't get snow very often.

P: And other environmental problems?

S: The biggest environmental problems are air pollution and noise pollution from cars and airplanes. Nearly forty days a year in London suffer from dangerous levels of pollution. That's very worrying.

P: OK, thanks a lot, Sarah, for sharing with us.

5.2

(**B** = Boy **G** = Girl)

B: Wow. The lecture was so shocking. I didn't know we were harming nature so much.

G: Me neither. We tried to make use of nature as much as we could, but we overdid it. Nature got hurt, felt pain, and finally turned its back on us.

B: Yes. Nature is our home. Humans, animals, plants and all other living things live in it. We should take care of our "home".

G: Just like the title of the lecture — *Living with Nature* — we should protect nature.

B: I agree. In the future, we should ...

Lesson 2

5.3

(**P** = Presenter **W** = Mr Wang)

P: Today, we're talking about professional teams who work in natural disaster rescue. As you know, natural disasters like earthquakes, floods and landslides can cause death and other loss and damage that is hard to measure. So what do professional rescue teams do when a natural disaster happens? Today, Mr Wang from China International Search and Rescue Team is here to tell us all about this.

W: Hello, everyone!

P: Mr Wang, I know you have been part of many rescue operations overseas, as well as in China, for example the Wenchuan earthquake in 2008. So what happens in your rescue attempts?

W: Well, in the rescue attempts our first and most important goal is to save lives, for example at an earthquake site. So we use search and rescue vehicles and trained dogs to look for anyone who is still alive and try our best to save them.

P: Sounds like a very challenging process. How long does a rescue attempt usually take?

W: To give you an example, one of my recent attempts was the Nepal earthquake. Over sixty members and six dogs took part, and we were there for twelve days. We rescued two people and provided medical help to over 2,000 people.

P: Twelve days! You rescued two people and helped 2,000! Hard to imagine. It must have been really tough.

W: Yes. It was a battle against time.

P: Wow, I can't imagine how much pressure you are under.

W: It's definitely hard. But it's our duty to try our best to reduce suffering and the loss of life. We're trained to do so.

5.4

(**W** = Mr Wang **P** = Presenter)

W: ... So, we feel proud of what we do ...

P: Excuse me, Mr Wang, but can I interrupt you there? You've told us a lot about how you conduct rescue attempts, but could you please tell us more about protection? For example, what should we do in an earthquake?

W: Right. If you're outdoors, stay there and move away from any buildings or streetlights. If you're indoors, stay away from anything that can break or fall, like windows or lamps.

P: OK, if I'm outdoors, move away from any buildings or streetlights. If I'm indoors, stay away from anything that can break or fall. But what if I'm trapped? Should I try to shout as loud as I can, or ...

W: Sorry, but my advice is to knock on a wall to help people find you and only shout when someone is nearby.

P: Sorry for interrupting again. But why so?

W: This is because shouting can cause you to breathe in a dangerous amount of dust.

P: I didn't know that — great advice! We've all learnt a lot today. Well, I'd love to know more, but, unfortunately, we've run out of time. So, I'm very sorry, but we'll have to finish there. Thank you again, Mr Wang.

W: My pleasure.

UNIT 6 THE ADMIRABLE

Topic Talk

6.1

(**B** = Bob **J** = Jenny)

B: Hi, Jenny. Do you have someone in mind that you admire?

J: Well, I think my uncle is someone I admire. He is a firefighter.

B: A firefighter? You're right. A firefighter's work is very important. But why do you think firefighters are admirable people?

J: I think they are admirable because they put out fires and save people's lives. They also spend lots of time helping people who are in danger.

B: That's right! They not only put out fires, but also save people who are in danger. They do such important jobs, I agree. They are admirable.

J: Absolutely, I admire them because they are so brave and they don't seem to be afraid of danger.

6.2

(**B** = Boy **G** = Girl)

B: Talking about people we admire, what qualities do you think they should have?

- G:** Well, there are quite a lot. For me, I think they should be brave. They are not afraid of danger. They fight against evil and save people's lives.
- B:** Yes, being brave is important, but there are also other important things. To be an admirable person doesn't only mean to fight all the time. Some people work very hard and creatively to make our lives better, like scientists. They are also admirable.
- G:** Yes, I agree. And I think people who fight against their own weaknesses are also admirable people, like Helen Keller and Zhang Haidi.
- B:** You're right.

Lesson 2

6.3

(I = Interviewer R = Dr. Sam Roberts)

- I:** Hello. I'm sure everyone knows about Martin Luther King — a great man who fought to win equal rights for black people in the US. Today, we have Dr. Sam Roberts here to tell us more about him. So what was King like as a child?
- R:** Well, he was a smart boy, but he suffered racial discrimination.
- I:** Racial discrimination?
- R:** That's when people were treated unfairly due to their skin colour. Here's an example. In 1943, King took the bus with his black teacher. The white driver told them to give their seats to two white people.
- I:** What? What did he do then?
- R:** King didn't want to give up his seat. He believed that black people should be treated the same as white people. However, in the end, they had to do it.
- I:** Ah, what a shame! Did he do anything about this later?
- R:** Yes. In 1955, King organised a bus protest, and asked all black people to stop taking buses. After some struggles, they won the right to sit next to white people on buses. This was King's first victory.
- I:** Great! And King organised further protests in the 1960s, right?
- R:** Right. He organised many peaceful protests, but he was put behind bars many times for doing so. In 1963, he organised a march to Washington, D.C. and made a speech with the words "I have a dream".
- I:** Yes, that's a really famous and inspiring speech! For example, "I have a dream that one day ... We hold these truths to be self-evident: that all men are created equal ... I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character ..."
- R:** Very impressive indeed! The next year, King received the Nobel Peace Prize. But, unfortunately, he was killed a few years later in 1968. It was a great loss.
- I:** Indeed. King will always be remembered for doing a lot to help black people in the US. He has also inspired people around the world to fight for equal rights and justice.

6.4

(G = Girl B = Boy)

G: So, for our school project, maybe we can talk about Mahatma Gandhi? I really admire and respect him, and there's no doubt that he was one of the most important figures of the 20th century.

B: Great idea! Let me write down some notes. So, let's first talk about why he was so important.

G: OK. Well, Gandhi led India to independence from British rule ... mmm, I'm not sure about the exact date.

B: The date ... mmm. Oh, I can check this on my phone ... India became an independent country in 1947.

G: Right, it was 1947. Gandhi was important also because he believed in the power of peaceful protests where no one was hurt. He inspired many people, including Martin Luther King.

B: Really? Are you sure about that?

G: Yes, I'm certain. I learnt this on a radio programme the other day.

B: Oh! I didn't know about that. And I guess we should also mention Gandhi's Nobel Peace Prize.

G: Actually, I don't think Gandhi ever won a Nobel Peace Prize.

B: Mmm ... I don't know if that's true ...

G: I'm pretty sure he didn't. Look, here, read this web page.

B: Right. But perhaps we should check a few other websites. Sometimes the information on the Internet can be wrong.

G: OK. Let me find a few more sources ...

VOCABULARY IN EACH UNIT

UNIT 4 INFORMATION TECHNOLOGY

Topic Talk

| | |
|--|------|
| app /æp/ <i>n.</i> 应用程序 | (6) |
| enable /ɪ'neɪbəl/ <i>vt.</i> 使可能, 使发生 | (6) |
| convenience /kən'veɪniəns/ <i>n.</i> 方便, 便利 | (6) |
| effect /ɪ'fekt/ <i>n.</i> 效应; 影响 | (6) |
| impact /'ɪmpækt/ <i>n.</i> 影响; 作用 | (6) |
| self-focused | |
| <i>adj.</i> 以自我为中心的; 关注自我的 | (6) |
| addicted /ə'dɪktɪd/ | |
| <i>adj.</i> 对……着迷的; 沉迷的 | (6) |
| be addicted to 沉迷 | (6) |
| indeed /ɪn'di:d/ <i>adv.</i> 确实; 当然 | (99) |
| download /,daʊn'ləʊd/ <i>vt.</i> 下载 | (99) |
| recommendation /,rekəmen'deɪʃən/ | |
| <i>n.</i> 建议, 提议; 推荐 | (99) |
| super /'su:pə/ <i>adj.</i> 极好的, 了不起的 | (99) |
| *avatar /'ævətɑ:/ <i>n.</i> (网络上代表 | |
| 个人的) 头像, 虚拟替身, 图标 | (99) |
| explore /ɪk'splɔ:/ <i>vt.</i> 探究; 探讨; 探险 | (99) |
| personality /,pɜ:sə'næləti/ <i>n.</i> 个性, 性格 | (99) |
| admit /əd'mɪt/ <i>vi. & vt.</i> 承认 | (99) |
| alarm /ə'lɑ:m/ <i>n.</i> 闹钟 | (99) |

Lesson 1

| | |
|--|-----|
| image /'ɪmɪdʒ/ <i>n.</i> 图像; 形象 | (8) |
| fancy /'fænsi/ <i>adj.</i> 花哨的; 别致的 | (8) |
| trick /trɪk/ <i>vt.</i> 欺骗, 诱骗, 哄骗 | (8) |
| identity /aɪ'dentəti/ <i>n.</i> 身份; 特征 | (8) |
| 2D (2-dimensional) <i>adj.</i> 二维的 | (8) |
| variety /və'reɪəti/ <i>n.</i> 多样化, 变化 | (9) |
| a variety of 各种各样的 | (9) |
| sex /seks/ <i>n.</i> 性别 | (9) |

| | |
|---|-----|
| sensible /'sensəbl/ | |
| <i>adj.</i> 朴素实用的; 明智的, 合理的 | (9) |
| creativity /,kri:'eɪ'tɪvəti/ <i>n.</i> 创造力; 独创性 | (9) |
| blog /blɒg/ <i>n.</i> 博客; 网络日志; | |
| <i>vt.</i> 发表博客 | (9) |
| obviously /'ɒbvɪəslɪ/ | |
| <i>adv.</i> 显而易见地, 明显地 | (9) |
| experiment /ɪk'spɜ:mənt/ | |
| <i>vi. & vt.</i> 做实验, 进行试验; <i>n.</i> 实验 | (9) |
| hairstyle /'heəstaɪl/ <i>n.</i> 发型, 发式 | (9) |
| nowadays /'naʊədəɪz/ <i>adv.</i> 现今, 现时 | (9) |
| selection /sɪ'lekʃən/ | |
| <i>n.</i> 供选择的同类物品; 选择 | (9) |
| type /taɪp/ <i>vi. & vt.</i> 打; 打字 | |
| <i>n.</i> 类型, 种类 | (9) |
| concern /kən'sɜ:n/ | |
| <i>n.</i> 担忧, 忧虑; <i>vt.</i> 与……有关; 使担心 | (9) |
| virtual /'vɜ:tʃuəl/ <i>adj.</i> 虚拟的; 模拟的 | (9) |
| cheat /tʃi:t/ <i>vt.</i> 欺骗; 欺诈 | (9) |
| view /vju:/ <i>vt.</i> 看, 把……视为 | (9) |

Lesson 2

| | |
|--|------|
| accommodation /ə,kɒmə'deɪʃən/ <i>n.</i> 住处 | (12) |
| subscribe /səb'skraɪb/ <i>vi.</i> 订阅, 订购 | (12) |
| powerful /'paʊəfəl/ | |
| <i>adj.</i> 效能高的; 强有力的; 强壮的 | (12) |
| latest /'leɪtɪst/ <i>adj.</i> 最新的; 最近的 | (12) |
| reality /ri'æləti/ <i>n.</i> 现实; 真实 | (12) |
| VR (Virtual Reality) 虚拟现实 | (12) |
| AR (Augmented Reality) 增强现实 | (12) |
| MR (Mixed Reality) 混合现实 | (12) |
| account /ə'kaʊnt/ <i>n.</i> 账户 | (13) |

带 * 号的词为《普通高中英语课程标准 (2017 年版)》必修和选择性必修以外词汇。

| | |
|---|-------|
| software /'sɒftweə/ <i>n.</i> 计算机软件 | (99) |
| device /dɪ'vaɪs/ <i>n.</i> 设置, 装置 | (99) |
| mobile device 移动设备 | (99) |
| ensure /ɪn'sʊə/ <i>vt.</i> 确保, 保证 | (100) |
| material /mə'tɪəriəl/ <i>n.</i> 材料; 素材 | (100) |
| press /pres/ <i>vt.</i> 按 | (100) |
| button /'bʌtn/ <i>n.</i> 按钮 | (100) |
| gender /'dʒendə/ <i>n.</i> 性别 | (100) |
| goods /gʊdz/ <i>n.</i> 商品 | (101) |
| favour /'feɪvə/ <i>n.</i> 恩惠; 善意的行为 | (101) |
| confirm /kən'fɜ:m/ <i>vt.</i> 确认; 证实 | (101) |
| deliver /dɪ'lvɪə/ <i>vi. & vt.</i> 递送; 传送 | (101) |
| error /'erə/ <i>n.</i> 错误; 失误 | (101) |

Lesson 3

| | |
|---|------|
| harm /hɑ:m/ <i>vt. & n.</i> 伤害, 损害 | (14) |
| argument /'ɑ:gjʊmənt/ <i>n.</i> 论点; 论据 | (14) |
| replace /rɪ'pleɪs/ <i>vt.</i> 取代; 接替 | (15) |
| hug /hʌg/ <i>n. & vt.</i> 拥抱; 紧抱 | (15) |
| concentrate /'kɒnsəntreɪt/ | |
| <i>vi.</i> 专注, 专心; 集中注意力 | (15) |
| concerned /kən'sɜ:nd/ <i>adj.</i> 关切的, 关心的 | (15) |
| be concerned with 关心…… | (15) |
| rewarding /rɪ'wɔ:dn̩/ | |
| <i>adj.</i> 有益的; 有意义的 | (15) |
| addition /ə'dɪʃən/ <i>n.</i> 增添; 添加 | (15) |
| in addition 除此之外 | (15) |
| content /'kɒntent/ <i>n.</i> 内容 | (15) |
| shallow /'ʃæləʊ/ <i>adj.</i> 肤浅的, 浅薄的 | (15) |
| *trivial /'trɪvɪəl/ | |
| <i>adj.</i> 没有什么价值的; 微不足道的 | (15) |
| basis /'beɪsɪs/ <i>n.</i> 基础; 基点 | (15) |
| percent /pə'sent/ <i>n.</i> 百分比; 百分数 | (15) |
| opinion /ə'pɪnjən/ <i>n.</i> 意见; 看法; 主张 | (15) |
| focus /'fəʊkəs/ <i>vi.</i> 给予某物关注; <i>n.</i> 焦点 | (15) |

| | |
|---|------|
| focus on 关注 | (15) |
| maintain /mem'tem/ <i>vt.</i> 保持; 维持 | (15) |
| smartphone /'smɑ:tfəʊn/ <i>n.</i> 智能手机 | (16) |
| tablet /'tæblɪt/ <i>n.</i> 平板电脑; 药片; 碑, 牌 | (16) |
| limiting /'lɪmɪtɪŋ/ <i>adj.</i> 局限的, 限制性的 | (16) |
| brief /bri:f/ <i>adj.</i> 简洁的, 简明的 | (16) |
| *emoji /ɪ'məʊdʒi/ <i>n.</i> 表情符号 | (16) |
| creative /kri'eɪtɪv/ <i>adj.</i> 创造性的 | (16) |
| *thought-provoking | |
| <i>adj.</i> 发人深省的, 令人深思的 | (16) |
| authority /ɔ:'θɒrəti/ <i>n.</i> 权威人士; 专家 | (16) |

Writing Workshop

| | |
|--|------|
| profile /'prəʊfaɪl/ <i>n.</i> 人物简介; 传略 | (18) |
| location /ləʊ'keɪʃən/ <i>n.</i> 位置; 地点 | (18) |
| optional /'ɒpʃənəl/ | |
| <i>adj.</i> 可选择的; 非强制的 | (18) |
| imaginary /ɪ'mædʒɪnəri/ <i>adj.</i> 想象的, 虚构的 | (18) |
| fantasy /'fæntəsi/ <i>n.</i> 幻想作品 | (18) |
| series /'sɪəri:z/ <i>n.</i> 系列 | (18) |
| author /'ɔ:θə/ <i>n.</i> 作者, 作家 | (18) |
| amazing /ə'meɪzɪŋ/ <i>adj.</i> 了不起的; 惊人的 | (18) |
| privacy /'praɪvəsi/ <i>n.</i> 隐私 | (18) |
| policy /'pɒləsi/ <i>n.</i> 政策, 方针 | (18) |

Reading Club 1

| | |
|---|------|
| digitise /'dɪdʒɪtaɪz/ <i>vt.</i> 把……转变成数字形式, 使……数字化 | (21) |
| sailor /'seɪlə/ <i>n.</i> 水手, 海员 | (21) |
| accessible /ək'sesəbəl/ | |
| <i>adj.</i> 易懂的; 易得到的 | (21) |

Reading Club 2

| | |
|------------------------------------|------|
| wristband /'rɪstbænd/ <i>n.</i> 腕带 | (22) |
|------------------------------------|------|

UNIT 5 HUMANS AND NATURE

Topic Talk

| | |
|---------------------------------------|------|
| disaster /dɪ'zɑ:stə/ <i>n.</i> 灾难; 灾祸 | (28) |
|---------------------------------------|------|

| | |
|----------------------------------|------|
| flood /flʌd/ <i>n.</i> 洪水, 水灾 | (28) |
| drought /draʊt/ <i>n.</i> 旱灾, 干旱 | (28) |

| | |
|--|-------|
| hurricane /'hʌrɪkən/ <i>n.</i> 飓风 | (28) |
| *landslide /'lændslaɪd/ <i>n.</i> 滑坡; 塌方 | (28) |
| volcanic /vɒl'kæɪnɪk/ | |
| <i>adj.</i> 火山的; 由火山作用引起的 | (28) |
| eruption /ɪ'rʌpʃən/ <i>n.</i> 爆发 | (28) |
| wildlife /'waɪldlaɪf/ | |
| <i>n.</i> 野生动植物, 野生生物 | (28) |
| comment /'kɒmənt/ <i>n.</i> 评论; 意见 | (28) |
| crowded /'kraʊdɪd/ <i>adj.</i> 拥挤的; 挤满人的 | (28) |
| landscape /'lændskeɪp/ <i>n.</i> 风景, 景色 | (28) |
| living /'lɪvɪŋ/ <i>adj.</i> 活的, 活着的 | (28) |
| weed /wi:d/ <i>n.</i> 野草; 海藻 | (28) |
| deer /dɪə/ <i>n.</i> 鹿 | (28) |
| insect /'ɪnsɛkt/ <i>n.</i> 昆虫 | (28) |
| whale /weɪl/ <i>n.</i> 鲸 | (28) |
| dolphin /'dɒlfɪn/ <i>n.</i> 海豚 | (28) |
| shark /ʃɑ:k/ <i>n.</i> 鲨 (鱼) | (28) |
| kangaroo /,kæŋgə'ru:/ <i>n.</i> 袋鼠 | (28) |
| eagle /'i:ɡəl/ <i>n.</i> 鹰 | (28) |
| fox /fɒks/ <i>n.</i> 狐狸 | (28) |
| soil /sɔɪl/ <i>n.</i> 土壤 | (28) |
| climate /'klaɪmət/ <i>n.</i> 气候 | (28) |
| ecology /ɪ'kɒlədʒi/ <i>n.</i> 生态; 生态学 | (28) |
| jungle /'dʒʌŋɡəl/ <i>n.</i> (热带) 丛林 | (28) |
| shock /ʃɒk/ <i>vt.</i> 使震惊; 使难以置信 | (29) |
| lecture /'lektʃə/ <i>n.</i> 讲座, 讲课; 演讲 | (29) |
| overuse /,əʊvə'ju:z/ <i>vt.</i> 过度使用; 滥用 | (29) |
| million /'mɪljən/ <i>n.</i> 百万 | (101) |
| greenhouse /'ɡri:nhaʊs/ <i>n.</i> 温室, 暖房 | (101) |
| turn one's back (on sb / sth) 对……置之不理, 对……撒手不管 | (102) |
| title /'taɪtl/ <i>n.</i> 题目, 标题 | (102) |

Lesson 1

| | |
|--|------|
| *whirlpool /'wɜ:lpu:l/ <i>n.</i> 漩涡 | (30) |
| wave /weɪv/ <i>n.</i> 海浪; 波涛 | (30) |
| escape /ɪ'skeɪp/ <i>vi. & vt.</i> 逃离; 逃避 | (30) |
| survive /sə'vaɪv/ <i>vi. & vt.</i> 活下来; 幸存 | (30) |
| *float /fləʊt/ <i>vi.</i> 浮; 漂 | (30) |
| file /faɪl/ <i>n.</i> 档案, 卷宗 | (30) |
| *descent /dɪ'sent/ <i>n.</i> 下降, 下落 | (30) |
| *tidal /'taɪdl/ <i>adj.</i> 潮汐的, 潮水的 | (30) |
| poetry /'pəʊətri/ <i>n.</i> 诗歌; 作诗的艺术 | (30) |

| | |
|--|------|
| *mystery /'mɪstəri/ | |
| <i>n.</i> 神秘事物, 难以理解的事物 | (30) |
| soul /səʊl/ <i>n.</i> 灵魂 | (30) |
| frightened /'fraɪtnd/ <i>adj.</i> 受惊的, 害怕的 | (31) |
| horrible /'hɒrəbəl/ | |
| <i>adj.</i> 可怕的, 吓人的, 令人恐惧的 | (31) |
| edge /edʒ/ <i>n.</i> 边缘 | (31) |
| on the edge of 在……边缘; 某事快要发生 (尤指不好的事) | (31) |
| *barrel /'bærəl/ <i>n.</i> 桶 | (31) |
| curious /'kjʊəriəs/ <i>adj.</i> 好奇的 | (31) |
| observation /,ɒbzə'veɪʃən/ | |
| <i>n.</i> 观察; 观察结果 | (31) |
| equal /'i:kwəl/ <i>adj.</i> 相等的; 相同的 | (31) |
| extent /ɪk'stent/ <i>n.</i> 面积; 长度; 范围; 程度 | (31) |
| tube /tju:b/ <i>n.</i> 圆管, 管子; (伦敦) 地铁 | (31) |

Lesson 2

| | |
|--|-------|
| rescue /'reskjʊ:/ <i>n. & vt.</i> 营救; 救援 | (34) |
| vehicle /'vi:ɪkəl/ <i>n.</i> 交通工具, 车辆 | (34) |
| trap /træp/ <i>vt.</i> 困住; 使陷于危险中 | (34) |
| attempt /ə'tempt/ <i>n. & vt.</i> 努力, 尝试, 企图 | (34) |
| interrupt /,ɪntə'rʌpt/ <i>vt.</i> 打断讲话 | (35) |
| death /deθ/ <i>n.</i> 死, 死亡 | (102) |
| loss /lɒs/ <i>n.</i> 丧失; 死亡 | (102) |
| damage /'dæmɪdʒ/ <i>n.</i> 伤害, 损伤, 损害 | (102) |
| measure /'meʒə/ <i>vt.</i> 估量, 衡量; 测量 | (102) |
| operation /,ɒpə'reɪʃən/ | |
| <i>n.</i> 行动, 活动; 手术; 操作 | (102) |
| overseas /,əʊvə'si:z/ <i>adv.</i> 在海外, 在外国 | (102) |
| site /saɪt/ <i>n.</i> 场所, 地点 | (102) |
| process /'prəʊses/ <i>n.</i> 过程, 进程 | (102) |
| battle /'bætl/ <i>n.</i> 较量, 竞争; 斗争; 战斗 | (102) |
| duty /'dju:ti/ <i>n.</i> 职责, 义务; 责任 | (102) |
| suffering /'sʌfərɪŋ/ | |
| <i>n.</i> (肉体或精神上的) 痛苦; 折磨 | (102) |
| conduct /kən'dʌkt/ | |
| <i>vt.</i> 实施; 进行; 执行; <i>vi. & vt.</i> 指挥 | (103) |
| protection /prə'tekʃən/ <i>n.</i> 保护; 防护 | (103) |
| lamp /læmp/ <i>n.</i> 灯 | (103) |
| nearby /'nɪəbaɪ/ <i>adv.</i> 附近 | (103) |
| breathe /bri:ð/ <i>vi. & vt.</i> 呼吸 | (103) |
| breathe in 吸气 | (103) |

dust /dʌst/ *n.* 灰尘; 尘埃 (103)
run out 用完; 耗尽 (103)

Lesson 3

explorer /ɪk'splɔ:rə/ *n.* 探险者; 勘察者 (36)
preparation /,prepə'reɪʃn/ *n.* 预备, 准备 (36)
*sledge /sledʒ/ *n.* 雪橇 (36)
ski /ski:/ *n.* 滑雪板; *vi.* 滑雪 (36)
captain /'kæptɪn/ *n.* 上校; 队长; 组长 (36)
polar /'pəʊlə/ *adj.* 极地的, 地极的 (36)
base /beɪs/ *n.* 基地, 大本营; 基础
vt. 以……为基地 (36)
anxiously /'æŋkɪəsli/ *adv.* 焦虑地; 不安地 (36)
break down 停止运转, 出故障 (36)
ambition /æm'bɪʃən/
n. 抱负, 雄心; 追求, 夙愿 (37)
exploration /,eksplə'reɪʃən/ *n.* 探险; 探索 (37)
cheerful /'tʃiəfəl/ *adj.* 高兴的, 兴高采烈的 (37)
prove /pru:v/ *vt.* 证明; 证实 (37)
distant /'dɪstənt/ *adj.* 久远的; 遥远的 (37)
continent /'kɒntɪnənt/ *n.* 洲, 大洲; 大陆 (37)
*tent /tent/ *n.* 帐篷 (37)
honesty /'ɒnəsti/ *n.* 坦诚; 诚实, 正直 (37)

sincerity /sm'serəti/ *n.* 真诚, 真挚, 诚实 (37)
bravery /'breɪvəri/ *n.* 勇气; 勇敢的行为 (37)

Writing Workshop

brochure /'brəʊʃə/ *n.* 小册子 (40)
shelter /'ʃeltə/ *n.* 避难所 (41)
aftershock /'ɑ:ftəʃɒk/ *n.* (地震的) 余震 (41)
observe /əb'zɜ:v/ *vt.* 观察; 注意 (41)
metal /'metl/ *n.* 金属 (41)

Reading Club 1

varied /'veəriəd/
adj. 各种各样的, 形形色色的 (43)
scary /'skeəri/ *adj.* 可怕的, 恐怖的 (43)
harmless /'hɑ:mləs/ *adj.* 无害的 (43)
skiing /'ski:ɪŋ/ *n.* 滑雪运动 (43)

Reading Club 2

originality /ə'ɒrɪdʒə'næləti/
n. 独创性; 创造力 (44)
disappearance /,dɪsə'piərəns/
n. 消亡; 消失 (45)

UNIT 6 THE ADMIRABLE

Topic Talk

admirable /'ædmərəbəl/
adj. 令人钦佩的; 极其出色的 (49)
admire /əd'maɪə/ *vt.* 钦佩; 欣赏 (50)
remarkable /rɪ'mɑ:kəbəl/
adj. 不寻常的; 显著的; 非凡的 (50)
career /kə'riə/ *n.* 职业, 事业 (50)
put out fires 灭火 (50)
cure /kjʊə/ *vt.* 治好 (疾病); 治愈
n. 疗法 (50)
fight for ... 努力争取, 为……斗争 (50)
justice /'dʒʌstɪs/ *n.* 公平, 公正 (50)
generation /,dʒenə'reɪʃən/ *n.* 一代 (人) (50)
reform /rɪ'fɔ:m/ *n.* 改革; 改进 (50)
mankind /,mæn'kaɪnd/ *n.* 人类 (50)

intelligent /ɪn'telɪdʒənt/
adj. 灵敏的; 有智慧的 (50)
generous /'dʒenərəs/
adj. 无私的; 慷慨的; 大方的 (50)
have ... in mind 心里已有…… (103)
*evil /'i:vəl/ *n.* 邪恶之事; 祸害
adj. 邪恶的 (104)
creatively /kri'eɪtvli/
adv. 创造性地; 有创造力地 (104)

Lesson 1

mosquito /mə'ski:təʊ/ *n.* 蚊子 (52)
apart /ə'pa:t/ *adj. & adv.* 分开; 散开 (52)
apart from ... 除……之外 (52)
drug /drʌg/ *n.* 药物, 药材; 毒品 (52)

| | | | |
|--|------|---|-------|
| effective /ɪ'fektɪv/ | | inspiring /ɪn'spaɪərɪŋ/ <i>adj.</i> 鼓舞人心的 | (56) |
| <i>adj.</i> 有效的, 产生预期效果的 | (52) | bar /bɑː/ <i>n.</i> 铁栅; (门、窗等的) 闩 | (56) |
| female /'fi:meɪl/ <i>adj.</i> 女(性)的 | (52) | behind bars 在牢里 | (56) |
| stage /steɪdʒ/ <i>n.</i> 舞台; 阶段 | (52) | skin /skɪn/ <i>n.</i> 皮肤 | (104) |
| award /ə'wɔ:d/ <i>vt.</i> 授予; 给予 | (52) | What a shame! 真遗憾! | (104) |
| committee /kə'mɪti/ <i>n.</i> 委员会 | (53) | further /'fɜ:ðə/ <i>adj.</i> 更多的, 进一步 | (104) |
| honour /'ɒnə/ <i>n.</i> 荣誉; <i>vt.</i> 感到荣幸 | (53) | march /mɑ:tʃ/ <i>n.</i> 示威游行, 抗议游行 | (104) |
| recognition /,rekəg'nɪʃən/ <i>n.</i> 表彰; 赞扬 | (53) | self-evident /self'evɪdənt/ | |
| academy /ə'kædəmi/ <i>n.</i> 研究院; 学会 | (53) | <i>adj.</i> 不证自明的; 显而易见的 | (104) |
| gain /geɪn/ <i>v.</i> 获得, 赢得, 取得; 受益 | | judge /dʒʌdʒ/ <i>vt.</i> 评价; 判断 | (104) |
| <i>n.</i> 好处; 利益 | (53) | impressive /ɪm'presɪv/ | |
| establish /ɪ'stæblɪʃ/ <i>vt.</i> 建立, 设立 | (53) | <i>adj.</i> 令人钦佩的, 给人印象深刻的 | (104) |
| chemical /'kemɪkəl/ <i>n.</i> 化学品; <i>adj.</i> 化学的 | (53) | respect /rɪ'spekt/ <i>vt. & n.</i> 尊敬; 敬佩 | (105) |
| herb /hɜ:b/ <i>n.</i> 药草 | (53) | independent /,ɪndɪ'pendənt/ | |
| literature /'lɪtərətʃə/ | | <i>adj.</i> 独立的, 自主的 | (105) |
| <i>n.</i> 文献资料; 著述; 文学 | (53) | the other day 不久前某一天 | (105) |
| recipe /'resɪpi/ <i>n.</i> 处方; 秘诀 | (53) | | |
| limited /'lɪmɪtɪd/ <i>adj.</i> 有限的 | (53) | | |
| resource /rɪ'zɔ:s/ <i>n.</i> 物力; 资源 | (53) | | |
| staff /stɑ:f/ <i>n.</i> 全体职员, 员工 | (53) | | |
| eventually /ɪ'ventʃuəli/ <i>adv.</i> 最终; 终于 | (53) | | |
| come across 偶遇 | (53) | | |
| promising /'prɒmɪsɪŋ/ <i>adj.</i> 大有希望的 | (53) | | |
| *fame /feɪm/ <i>n.</i> 名声, 名誉 | (53) | | |
| *renowned /rɪ'naʊnd/ | | | |
| <i>adj.</i> 著名的, 有名望的 | (53) | | |
| despite /dɪ'spaɪt/ <i>prep.</i> 尽管; 虽然 | (53) | | |
| wisdom /'wɪzdəm/ <i>n.</i> 知识, 学问; 智慧 | (53) | | |
| potential /pə'tenʃəl/ <i>n.</i> 潜力; 可能性 | (53) | | |
| advance /əd'vɑ:ns/ <i>n.</i> 发展; 进步 | (53) | | |
| integrate /'ɪntɪɡreɪt/ | | | |
| <i>vi. & vt.</i> (使) 结合; (使) 成为一体 | (53) | | |
| Lesson 2 | | | |
| *mahatma /mə'hætəmə/ | | | |
| <i>n.</i> 圣雄 (印度对圣贤的称呼) | (56) | | |
| pick out 挑选 | (56) | | |
| independence /,ɪndɪ'pendəns/ <i>n.</i> 独立 | (56) | | |
| peaceful /'pi:sfəl/ | | | |
| <i>adj.</i> 和平的, 没有暴力的 | (56) | | |
| protest /'prəʊtest/ <i>n. & vi. & vt.</i> 抗议; 反对 | (56) | | |
| racial /'reɪʃəl/ <i>adj.</i> 种族的; 人种的 | (56) | | |
| discrimination /dɪ'skrɪmɪ'neɪʃən/ <i>n.</i> 歧视 | (56) | | |
| | | Lesson 3 | |
| | | *horror /'hɒrə/ <i>n.</i> 令人惊恐的事 | (58) |
| | | regard /rɪ'ɡɑ:d/ <i>vt.</i> 认为, 看作 | (58) |
| | | be regarded as 被认为, 被看作 | (58) |
| | | novelist /'nɒvəlɪst/ <i>n.</i> 小说家 | (58) |
| | | journalist /'dʒɜ:nəlɪst/ <i>n.</i> 新闻工作者 | (58) |
| | | passion /'pæʃən/ | |
| | | <i>n.</i> 强烈的爱好, 热爱; 激情 | (58) |
| | | opportunity /,ɒpə'tju:nəti/ <i>n.</i> 机会; 时机 | (59) |
| | | reputation /,repjə'teɪʃən/ <i>n.</i> 名誉; 名望 | (59) |
| | | awareness /ə'weənəs/ <i>n.</i> 认识; 意识 | (59) |
| | | organisation /,ɔ:gənə'zeɪʃən/ | |
| | | <i>n.</i> 组织; 团体; 机构 | (59) |
| | | strike /straɪk/ <i>vi. & vt.</i> 突然发生 (某种不幸); | |
| | | 突然有坏的影响; 打, 击 | (59) |
| | | severe /sə'veɪə/ <i>adj.</i> 很严重的 | (59) |
| | | movement /'mu:vmənt/ | |
| | | <i>n.</i> 运动, 动作, 活动 | (59) |
| | | *nightmare /'naɪtməə/ <i>n.</i> 噩梦, 梦魇 | (59) |
| | | depression /dɪ'preʃən/ | |
| | | <i>n.</i> 忧郁, 沮丧, 消沉; 抑郁症 | (59) |
| | | due to 由于, 因为 | (59) |
| | | ongoing /'ɒn,ɡəʊɪŋ/ | |
| | | <i>adj.</i> 继续进行的, 不断发展的 | (59) |
| | | commitment /kə'mɪtmənt/ | |
| | | <i>n.</i> 投入, 忠诚, 奉献; 承诺 | (59) |

*undertake /ˌʌndə'teɪk/ *vt.* 着手做, 承担 (59)
 intense /ɪn'tens/ *adj.* 强烈的, 剧烈的 (59)
 engage /ɪn'geɪdʒ/ *vi.* 参加, 参与 (59)
 design /dɪ'zaɪn/ *vt.* 计划, 设计 (59)
 *biography /baɪ'ɒɡrəfi/ *n.* 传记 (59)
 passionate /'pæʃənət/
adj. 具有强烈信念的; 热爱的, 酷爱的 (59)
 energetic /ˌenə'dʒetɪk/
adj. 精力充沛的, 充满活力的 (59)
 advocate /'ædvəkeɪt/
n. 提倡者; 拥护者; 鼓吹者 (59)
 disability /ˌdɪsə'bɪləti/
n. 伤残, 残障, 障碍 (59)

attitude /'ætɪtju:d/ *n.* 看法, 态度 (59)

Writing Workshop

summary /'sʌməri/ *n.* 概要; 摘要; 总结 (62)

Reading Club 1

daring /'deərɪŋ/ *adj.* 勇敢的 (65)

Reading Club 2

originally /ə'ɹɪdʒɪnəli/ *adv.* 原先, 最初 (67)
 in spite of 尽管…… (仍……);
 虽然; 不顾 (67)

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WORD LIST

A

- academy /ə'kædəmi/ *n.* 研究院; 学会 (53)
- accessible /ək'sesəbəl/ *adj.* 易懂的;
易得到的 (21)
- accommodation /ə,kɒmə'deɪʃən/ *n.* 住处 (12)
- account /ə'kaʊnt/ *n.* 账户 (13)
- addicted /ə'dɪktɪd/
adj. 对……着迷的; 沉迷的 (6)
- addition /ə'dɪʃən/ *n.* 增添; 添加 (15)
- admirable /'ædmərəbəl/
adj. 令人钦佩的; 极其出色的 (49)
- admire /əd'maɪə/ *vt.* 钦佩; 欣赏 (50)
- admit /əd'mɪt/ *vi. & vt.* 承认 (99)
- advance /əd'vɑ:ns/ *n.* 发展; 进步 (53)
- advocate /'ædvəkeɪt/
n. 提倡者; 拥护者; 鼓吹者 (59)
- aftershock /'ɑ:ftəʃɒk/ *n.* (地震的) 余震 (41)
- alarm /ə'la:m/ *n.* 闹钟 (99)
- amazing /ə'meɪzɪŋ/ *adj.* 了不起的; 惊人的 (18)
- ambition /æm'bɪʃən/
n. 抱负, 雄心; 追求, 夙愿 (37)
- anxiously /'æŋksɪəsli/ *adv.* 焦虑地; 不安地 (36)
- apart /ə'pa:t/ *adj. & adv.* 分开; 散开 (52)
- apart from ... 除……之外 (52)
- app /æp/ *n.* 应用程序 (6)
- AR (Augmented Reality) 增强现实 (12)
- argument /'ɑ:gjʊmənt/ *n.* 论点; 论据 (14)
- attempt /ə'tempt/ *n. & vt.* 努力, 尝试, 企图 (34)
- attitude /'ætɪtju:d/ *n.* 看法, 态度 (59)
- author /'ɔ:θə/ *n.* 作者, 作家 (18)
- authority /ɔ:'θɒrəti/ *n.* 权威人士; 专家 (16)
- a variety of 各种各样的 (9)
- *avatar /'ævəta:/ *n.* (网络上代表
个人的) 头像, 虚拟替身, 图标 (99)
- award /ə'wɔ:d/ *vt.* 授予; 给予 (52)
- awareness /ə'weənəs/ *n.* 认识; 意识 (59)

B

- bar /bɑ:/ *n.* 铁栅; (门、窗等的) 闩 (56)
- *barrel /'bærəl/ *n.* 桶 (31)
- base /beɪs/ *n.* 基地, 大本营; 基础
vt. 以……为基地 (36)
- basis /'beɪsɪs/ *n.* 基础; 基点 (15)
- battle /'bætl/ *n.* 较量; 竞争; 斗争; 战斗 (102)
- be addicted to 沉迷 (6)
- be concerned with 关心…… (15)
- behind bars 在牢里 (56)
- be regarded as 被认为, 被看作 (58)
- *biography /baɪ'ɒgrəfi/ *n.* 传记 (59)
- blog /blɒg/ *n.* 博客; 网络日志
vt. 发表博客 (9)
- bravery /'breɪvəri/ *n.* 勇气; 勇敢的行为 (37)
- break down 停止运转, 出故障 (36)
- breathe /bri:ð/ *vi & vt.* 呼吸 (103)
- breathe in 吸气 (103)
- brief /bri:f/ *adj.* 简洁的, 简明的 (16)
- brochure /'brɔʃə/ *n.* 小册子 (40)
- button /'bʌtn/ *n.* 按钮 (100)

C

- captain /'kæptɪn/ *n.* 上校; 队长; 组长 (36)
- career /kə'riə/ *n.* 职业, 事业 (50)
- cheat /tʃi:t/ *vt.* 欺骗; 欺诈 (9)
- cheerful /'tʃiəfəl/ *adj.* 高兴的, 兴高采烈的 (37)
- chemical /'kemɪkəl/ *n.* 化学品;
adj. 化学的 (53)
- climate /'klaɪmət/ *n.* 气候 (28)
- come across 偶遇 (53)
- comment /'kɒment/ *n.* 评论; 意见 (28)
- commitment /kə'mɪtmənt/
n. 投入, 忠诚, 奉献; 承诺 (59)
- committee /kə'mɪti/ *n.* 委员会 (53)
- concentrate /'kɒnsəntreɪt/
vi. 专注, 专心; 集中注意力 (57)

带 * 号的词为《普通高中英语课程标准 (2017 年版)》必修和选择性必修以外词汇。

concern /kən'sɜ:n/
n. 担忧, 忧虑; *vt.* 与……有关; 使担心 (9)
 concerned /kən'sɜ:nd/ *adj.* 关切的, 关心的 (15)
 conduct /kən'dʌkt/
vt. 实施; 进行; 执行; *vi. & vt.* 指挥 (103)
 confirm /kən'fɜ:m/ *vt.* 确认; 证实 (101)
 content /'kɒntent/ *n.* 内容 (15)
 continent /'kɒntinənt/ *n.* 洲, 大洲; 大陆 (37)
 convenience /kən'vi:niəns/ *n.* 方便, 便利 (6)
 creative /kri'eɪtɪv/ *adj.* 创造性的 (16)
 creatively /kri'eɪtɪvli/
adv. 创造性地; 有创造力地 (104)
 creativity /kri'eɪ'trɪvəti/ *n.* 创造力; 独创性 (9)
 crowded /'kraʊdɪd/ *adj.* 拥挤的; 挤满人的 (28)
 cure /kjʊə/ *vt.* 治好 (疾病); 治愈; *n.* 疗法 (50)
 curious /'kjʊəriəs/ *adj.* 好奇的 (31)

D

damage /'dæmɪdʒ/ *n.* 伤害, 损伤, 损害 (102)
 daring /'deərɪŋ/ *adj.* 勇敢的 (65)
 death /deθ/ *n.* 死, 死亡 (102)
 deer /diə/ *n.* 鹿 (28)
 deliver /dɪ'lvɪə/ *vi. & vt.* 递送; 传送 (101)
 depression /dɪ'preʃən/
n. 忧郁, 沮丧, 消沉; 抑郁症 (59)
 *descent /dɪ'sent/ *n.* 下降, 下落 (30)
 design /dɪ'zaɪn/ *vt.* 计划, 设计 (59)
 despite /dɪ'spaɪt/ *prep.* 尽管; 虽然 (53)
 device /dɪ'vaɪs/ *n.* 设置, 装置 (99)
 digitise /'dɪdʒɪtaɪz/ *vt.* 把……转变成数字
 形式, 使……数字化 (21)
 disability /,dɪsə'bɪləti/ *n.* 伤残, 残障, 障碍 (59)
 disappearance /,dɪsə'piərəns/
n. 消亡; 消失 (45)
 disaster /dɪ'zɑ:stə/ *n.* 灾难; 灾祸 (28)
 discrimination /dɪ'skrɪmɪ'neɪʃən/ *n.* 歧视 (56)
 distant /'dɪstənt/ *adj.* 久远的; 遥远的 (37)
 dolphin /'dɒlfɪn/ *n.* 海豚 (28)
 download /,daʊn'ləʊd/ *vt.* 下载 (99)
 drought /draʊt/ *n.* 旱灾, 干旱 (28)
 drug /drʌg/ *n.* 药物, 药材; 毒品 (52)
 due to 由于, 因为 (59)
 dust /dʌst/ *n.* 灰尘; 尘埃 (103)

duty /'dju:ti/ *n.* 职责, 义务; 责任 (102)

E

eagle /'i:ɡəl/ *n.* 鹰 (28)
 ecology /'i:kɒlədʒi/ *n.* 生态; 生态学 (28)
 edge /edʒ/ *n.* 边缘 (31)
 effect /ɪ'fekt/ *n.* 效应; 影响 (6)
 effective /ɪ'fektɪv/
adj. 有效的, 产生预期效果的 (52)
 *emoji /ɪ'məʊdʒi/ *n.* 表情符号 (16)
 enable /ɪ'neɪbəl/ *vt.* 使可能, 使发生 (6)
 energetic /,enə'dʒetɪk/
adj. 精力充沛的, 充满活力的 (59)
 engage /m'geɪdʒ/ *vi.* 参加, 参与 (59)
 ensure /m'ʃʊə/ *vt.* 确保, 保证 (100)
 equal /'i:kwəl/ *adj.* 相等的; 相同的 (31)
 error /'erə/ *n.* 错误; 失误 (101)
 eruption /ɪ'rʌpʃən/ *n.* 爆发 (28)
 escape /ɪ'skeɪp/ *vi. & vt.* 逃离; 逃避 (30)
 establish /ɪ'stæblɪʃ/ *vt.* 建立, 设立 (53)
 eventually /ɪ'ventʃʊəli/ *adv.* 最终; 终于 (53)
 *evil /'i:vəl/ *n.* 邪恶之事; 祸害
adj. 邪恶的 (104)
 experiment /ɪk'sperɪmənt/
vt. & vi. 做实验, 进行试验; *n.* 实验 (9)
 exploration /,eksplə'reɪʃən/ *n.* 探险; 探索 (37)
 explore /ɪk'splɔ:/ *vt.* 探究; 探讨; 探险 (99)
 explorer /ɪk'splɔ:rə/ *n.* 探险者; 勘察者 (36)
 extent /ɪk'stent/ *n.* 面积; 长度; 范围; 程度 (31)

F

*fame /feɪm/ *n.* 名声, 名誉 (53)
 fancy /'fænsi/ *adj.* 花哨的; 别致的 (8)
 fantasy /'fæntəsi/ *n.* 幻想作品 (18)
 favour /'feɪvə/ *n.* 恩惠; 善意的行为 (101)
 female /'fi:meɪl/ *adj.* 女 (性) 的 (52)
 fight for ... 努力争取, 为……斗争 (50)
 file /faɪl/ *n.* 档案, 卷宗 (30)
 *float /fləʊt/ *vi.* 浮; 漂 (30)
 flood /flʌd/ *n.* 洪水, 水灾 (28)
 focus /'fəʊkəs/ *vi.* 给予某物关注; *n.* 焦点 (15)
 focus on 关注 (15)
 fox /fɒks/ *n.* 狐狸 (28)

frightened /'fraɪnd/ *adj.* 受惊的, 害怕的 (31)
further /'fɜ:ðə/ *adj.* 更多的, 进一步 (104)

G

gain /geɪn/ *v.* 获得, 赢得, 取得; 受益
n. 好处; 利益 (53)
gender /'dʒendə/ *n.* 性别 (100)
generation /,dʒenə'reɪʃən/ *n.* 一代 (人) (50)
generous /'dʒenərəs/
adj. 无私的; 慷慨的; 大方的 (50)
goods /gʊdz/ *n.* 商品 (101)
greenhouse /'gri:nhaʊs/ *n.* 温室, 暖房 (101)

H

hairstyle /'heəstɑ:l/ *n.* 发型, 发式 (9)
harm /hɑ:m/ *vt. & n.* 伤害, 损害 (14)
harmless /'hɑ:mləs/ *adj.* 无害的 (43)
have ... in mind 心里已有…… (103)
herb /hɜ:b/ *n.* 药草 (53)
honesty /'ɒnəsti/ *n.* 坦诚; 诚实, 正直 (37)
honour /'ɒnə/ *n.* 荣誉; *vt.* 感到荣幸 (53)
horrible /'hɒrəbəl/
adj. 可怕的, 吓人的, 令人恐惧的 (31)
*horror /'hɒrə/ *n.* 令人惊恐的事 (58)
hug /hʌg/ *n. & vt.* 拥抱; 紧抱 (15)
hurricane /'hʌrɪkən/ *n.* 飓风 (28)

I

identity /aɪ'dentəti/ *n.* 身份; 特征 (8)
image /'ɪmɪdʒ/ *n.* 图像; 形象 (8)
imaginary /ɪ'mædʒɪnəri/ *adj.* 想象的, 虚构的 (18)
impact /'ɪmpækt/ *n.* 影响; 作用 (6)
impressive /ɪm'presɪv/
adj. 令人钦佩的, 给人印象深刻的 (104)
in addition 除此之外 (15)
indeed /ɪn'di:d/ *adv.* 确实; 当然 (99)
independence /,ɪndrɪ'pendəns/ *n.* 独立 (56)
independent /,ɪndrɪ'pendənt/
adj. 独立的, 自主的 (105)
insect /'ɪnsɛkt/ *n.* 昆虫 (28)
inspiring /ɪn'spaɪərɪŋ/ *adj.* 鼓舞人心的 (56)
in spite of 尽管…… (仍……);
虽然; 不顾 (67)

integrate /'ɪntɪɡreɪt/
vi. & vt. (使) 综合;
(使) 成为一体 (53)

intelligent /ɪn'telɪdʒənt/
adj. 聪敏的; 有智慧的 (50)
intense /ɪn'tens/ *adj.* 强烈的, 剧烈的 (59)
interrupt /,ɪntə'rʌpt/ *vt.* 打断讲话 (35)

J

journalist /'dʒɜ:nəlɪst/ *n.* 新闻工作者 (58)
judge /dʒʌdʒ/ *vt.* 评价; 判断 (104)
jungle /'dʒʌŋɡəl/ *n.* (热带) 丛林 (28)
justice /'dʒʌstɪs/ *n.* 公平, 公正 (50)

K

kangaroo /,kæŋɡə'ru:/ *n.* 袋鼠 (28)

L

lamp /læmp/ *n.* 灯 (103)
landscape /'lændskeɪp/ *n.* 风景, 景色 (28)
landslide /'lændslaɪd/ *n.* 滑坡; 塌方 (28)
latest /'leɪtɪst/ *adj.* 最新的; 最近的 (12)
lecture /'lektʃə/ *n.* 讲座, 讲课; 演讲 (29)
limited /'lɪmɪtɪd/ *adj.* 有限的 (53)
limiting /'lɪmɪtɪŋ/
adj. 局限的, 限制性的 (16)
literature /'lɪtərəʃə/
n. 文献资料; 著述; 文学 (53)
living /'lɪvɪŋ/ *adj.* 活的, 活着的 (28)
location /ləʊ'keɪʃən/ *n.* 位置; 地点 (18)
loss /lɒs/ *n.* 丧失; 死亡 (102)

M

*mahatma /mə'hætəmə/
n. 圣雄 (印度对圣贤的称呼) (56)
maintain /meɪn'teɪn/ *vt.* 保持; 维持 (15)
mankind /,mæn'kaɪnd/ *n.* 人类 (50)
march /mɑ:tʃ/ *n.* 示威游行, 抗议游行 (104)
material /mə'tɪəriəl/ *n.* 材料; 素材 (100)
measure /'meʒə/
vt. 估量, 衡量; 测量 (102)
metal /'metl/ *n.* 金属 (41)

| | | | |
|--|-------|--|-------|
| million /'mɪljən/ <i>n.</i> 百万 | (101) | peaceful /'pi:sfəl/ <i>adj.</i> 和平的, 没有暴力的 | (56) |
| mobile device 移动设备 | (99) | percent /pə'sent/ <i>n.</i> 百分比; 百分数 | (15) |
| mosquito /mə'ski:təʊ/ <i>n.</i> 蚊子 | (52) | personality /,pɜ:sə'næləti/ <i>n.</i> 个性, 性格 | (99) |
| movement /'mu:vmənt/ | | pick out 挑选 | (56) |
| <i>n.</i> 运动, 动作, 活动 | (59) | poetry /'pəʊətri/ <i>n.</i> 诗歌; 作诗的艺术 | (30) |
| MR (Mixed Reality) 混合现实 | (12) | polar /'pəʊlə/ <i>adj.</i> 极地的, 地极的 | (36) |
| *mystery /'mɪstəri/ | | policy /'pɒləsi/ <i>n.</i> 政策, 方针 | (18) |
| <i>n.</i> 神秘事物, 难以理解的事物 | (30) | potential /pə'tenʃəl/ <i>n.</i> 潜力; 可能性 | (53) |
| N | | powerful /'paʊəfəl/ | |
| nearby /'nɪəbaɪ/ <i>adv.</i> 附近 | (103) | <i>adj.</i> 效能高的; 强有力的; 强壮的 | (12) |
| *nightmare /'naɪtmɛə/ <i>n.</i> 噩梦, 梦魇 | (59) | preparation /,prepə'reɪʃn/ <i>n.</i> 预备, 准备 | (36) |
| novelist /'nɒvəlɪst/ <i>n.</i> 小说家 | (58) | press /pres/ <i>vt.</i> 按 | (100) |
| nowadays /'naʊədeɪz/ <i>adv.</i> 现今, 现时 | (9) | privacy /'praɪvəsi/ <i>n.</i> 隐私 | (18) |
| O | | process /'prəʊses/ <i>n.</i> 过程, 进程 | (102) |
| observation /,ɒbzə'veɪʃən/ | | profile /'prəʊfaɪl/ <i>n.</i> 人物简介; 传略 | (18) |
| <i>n.</i> 观察; 观察结果 | (31) | promising /'prɒmɪsɪŋ/ <i>adj.</i> 大有希望的 | (53) |
| observe /əb'zɜ:v/ <i>vt.</i> 观察; 注意 | (41) | protection /prə'tekʃən/ <i>n.</i> 保护; 防护 | (103) |
| obviously /'ɒbvɪəsli/ | | protest /'prəʊtest/ <i>n. & vi. & vt.</i> 抗议; 反对 | (56) |
| <i>adv.</i> 显而易见地, 明显地 | (9) | prove /pru:v/ <i>vt.</i> 证明; 证实 | (37) |
| on the edge of 在……边缘; 某事快要发生 (尤指不好的事) | (31) | put out fires 灭火 | (50) |
| ongoing /'ɒŋ,ɡəʊɪŋ/ | | R | |
| <i>adj.</i> 继续进行的, 不断发展的 | (59) | racial /'reɪʃəl/ <i>adj.</i> 种族的; 人种的 | (56) |
| operation /,ɒpə'reɪʃən/ | | reality /ri'æləti/ <i>n.</i> 现实; 真实 | (12) |
| <i>n.</i> 行动, 活动; 手术; 操作 | (102) | recipe /'resɪpi/ <i>n.</i> 处方; 秘诀 | (53) |
| opinion /ə'pɪnɪən/ <i>n.</i> 意见; 看法; 主张 | (15) | recognition /,rekəg'nɪʃən/ <i>n.</i> 表彰; 赞扬 | (53) |
| opportunity /,ɒpə'tju:nɪti/ <i>n.</i> 机会; 时机 | (59) | recommendation /,rekəmen'deɪʃən/ | |
| optional /'ɒpʃənəl/ | | <i>n.</i> 建议, 提议; 推荐 | (99) |
| <i>adj.</i> 可选择的; 非强制的 | (18) | reform /rɪ'fɔ:m/ <i>n.</i> 改革; 改进 | (50) |
| organisation /,ɔ:gənəɪ'zeɪʃən/ | | regard /rɪ'ɡɑ:d/ <i>vt.</i> 认为, 看作 | (58) |
| <i>n.</i> 组织; 团体; 机构 | (59) | remarkable /rɪ'mɑ:kəbəl/ | |
| originality /ə,rɪdʒə'næləti/ | | <i>adj.</i> 不寻常的; 显著的; 非凡的 | (50) |
| <i>n.</i> 独创性; 创造力 | (44) | *renowned /rɪ'naʊnd/ | |
| originally /ə'rɪdʒɪnəli/ <i>adv.</i> 原先, 最初 | (67) | <i>adj.</i> 著名的, 有名望的 | (53) |
| overseas /,əʊvə'si:z/ <i>adv.</i> 在海外, 在外国 | (102) | replace /rɪ'pleɪs/ <i>vt.</i> 取代; 接替 | (15) |
| overuse /,əʊvə'ju:z/ <i>vt.</i> 过度使用; 滥用 | (29) | reputation /,repjə'teɪʃən/ <i>n.</i> 名誉; 名望 | (59) |
| P | | rescue /'reskjʊ:/ <i>n. & vt.</i> 营救; 救援 | (34) |
| passion /'pæʃən/ <i>n.</i> 强烈的爱好, 热爱; 激情 | (58) | respect /rɪ'spekt/ <i>vt. & n.</i> 尊敬; 敬佩 | (105) |
| passionate /'pæʃənət/ | | resource /rɪ'zɔ:s/ <i>n.</i> 物力; 资源 | (53) |
| <i>adj.</i> 具有强烈信念的; 热爱的, 酷爱的 | (59) | rewarding /rɪ'wɔ:dɪŋ/ | |
| | | <i>adj.</i> 有益的; 有意义的 | (15) |
| | | run out 用完, 耗尽 | (103) |

S

- sailor/'seɪlə/ *n.* 水手, 海员 (21)
- scary/'skeəri/ *adj.* 可怕的, 恐怖的 (43)
- selection/sɪ'leɪʃən/
n. 供选择的同类物品; 选择 (9)
- self-evident/self'evidənt/
adj. 不证自明的; 显而易见的 (104)
- self-focused
adj. 以自我为中心的; 关注自我的 (6)
- sensible/'sensəbl/
adj. 朴素实用的; 明智的, 合理的 (9)
- series/'sɪəri:z/ *n.* 系列 (18)
- severe/sə'veɪə/ *adj.* 很严重的 (59)
- sex/seks/ *n.* 性别 (9)
- shallow/'ʃæləʊ/ *adj.* 肤浅的, 浅薄的 (15)
- shark/ʃɑ:k/ *n.* 鲨 (鱼) (28)
- shelter/'ʃeltə/ *n.* 避难所 (41)
- shock/ʃɒk/ *vt.* 使震惊; 使难以置信 (29)
- sincerity/sɪn'serəti/ *n.* 真诚, 真挚, 诚实 (37)
- site/saɪt/ *n.* 场所, 地点 (102)
- ski/ski:/ *n.* 滑雪板; *vi.* 滑雪 (36)
- skiing/'ski:ɪŋ/ *n.* 滑雪运动 (43)
- skin/skɪn/ *n.* 皮肤 (104)
- *sledge/sledʒ/ *n.* 雪橇 (36)
- smartphone/'smɑ:tfəʊn/ *n.* 智能手机 (16)
- software/'sɒftweə/ *n.* 计算机软件 (99)
- soil/sɔɪl/ *n.* 土壤 (28)
- soul/səʊl/ *n.* 灵魂 (30)
- staff/stɑ:f/ *n.* 全体职员, 员工 (53)
- stage/steɪdʒ/ *n.* 舞台; 阶段 (52)
- strike/straɪk/ *vi. & vt.* 突然发生 (某种不幸); 突然有坏的影响; 打, 击 (59)
- subscribe/səb'skraɪb/ *vi.* 订阅, 订购 (12)
- suffering/'sʌfərɪŋ/
n. (肉体或精神上的) 痛苦; 折磨 (102)
- summary/'sʌməri/ *n.* 概要; 摘要; 总结 (62)
- super/'su:pə/ *adj.* 极好的, 了不起的 (99)
- survive/sə'veɪv/ *vi. & vt.* 活下来; 幸存 (30)

T

- tablet/'tæblɪt/ *n.* 平板电脑; 药片; 碑, 牌 (16)
- *tent/tent/ *n.* 帐篷 (37)
- the other day 不久前某一天 (105)
- *thought-provoking
adj. 发人深省的, 令人深思的 (16)
- *tidal/'taɪdl/ *adj.* 潮汐的, 潮水的 (30)
- title/'taɪtl/ *n.* 题目, 标题 (102)
- trap/træp/ *vt.* 困住; 使陷于危险中 (34)
- trick/trɪk/ *vt.* 欺骗, 诱骗, 哄骗 (8)
- *trivial/'trɪviəl/
adj. 没有什么价值的; 微不足道的 (15)
- tube/tju:b/ *n.* 圆管, 管子; (伦敦) 地铁 (31)
- turn one's back (on sb / sth) 对……置之不理, 对……撒手不管 (102)
- type/taɪp/ *vi. & vt.* 打; 打字
n. 类型, 种类 (9)

U

- *undertake/ˌʌndə'teɪk/ *vt.* 着手做, 承担 (59)

V

- varied/'veəriəd/ *adj.* 各种各样的, 形形色色的 (43)
- variety/və'reɪti/ *n.* 多样化, 变化 (9)
- vehicle/'vi:kləl/ *n.* 交通工具, 车辆 (34)
- view/vju:/ *vt.* 看, 把……视为 (9)
- virtual/'vɜ:tʃuəl/ *adj.* 虚拟的; 模拟的 (9)
- volcanic/vɒl'kæɪnɪk/
adj. 火山的; 由火山作用引起的 (28)
- VR (Virtual Reality) 虚拟现实 (12)

W

- wave/weɪv/ *n.* 海浪; 波涛 (30)
- weed/wi:d/ *n.* 野草; 海藻 (28)
- whale/weɪl/ *n.* 鲸 (28)
- What a shame! 真遗憾! (104)
- *whirlpool/'wɜ:lpu:l/ *n.* 漩涡 (30)
- wildlife/'waɪldlaɪf/
n. 野生动植物, 野生生物 (28)
- wisdom/'wɪzdəm/ *n.* 知识, 学问; 智慧 (53)
- wristband/'rɪstbænd/ *n.* 腕带 (22)

NAMES AND PLACES

Names

| | | | |
|--|------|---|-------|
| Denise Daniels /'denɪs 'dænjəls/ 丹尼斯·丹尼尔斯 | (15) | Mahatma Gandhi /mə'hætmə 'gɑ:ndi:/ 圣雄甘地 | (56) |
| Edgar Allan Poe /'edgə 'ælən ,pəʊ/ 埃德加·爱伦·坡 | (30) | Christopher Reeve /'krɪstəfə ,ri:v/ 克里斯托弗·里夫 | (58) |
| Robert Falcon Scott /'rɒbət 'fɔ:lkn skɒt/ 罗伯特·福尔肯·斯科特 | (36) | Franklin Reeve /'fræŋklən ,ri:v/ 富兰克林·里夫 | (58) |
| Roald Amundsen /'rəʊəld 'æməndsn/ 罗尔德·阿蒙森 | (36) | Barbara Pitney /'bɑ:bərə ,pɪtni/ 芭芭拉·皮特尼 | (58) |
| Edgar Evans /'edgə 'ævəns/ 埃德加·埃文斯 | (37) | Barbara Smith /'bɑ:bərə ,smɪθ/ 芭芭拉·史密斯 | (101) |
| Oates /əʊts/ 奥茨 | (37) | | |
| The Nobel Prize /ðə nəʊ 'bel praɪz/ 诺贝尔奖 | (52) | Places | |
| Hans Forssberg /'hæns 'fɔ:rsbæg/ 汉斯·弗丝拜戈 | (53) | Norwegian Sea 挪威海 | (30) |
| Martin Luther King /'mɑ:tn 'lu:θə kɪŋ/ 马丁·路德·金 | (56) | Nepal /nɪ'pɔ:l/ 尼泊尔 (南亚国家) | (34) |
| | | Pole /pəʊl/ 地极, 极点 | (36) |
| | | Antarctica /æn'tɑ:kktɪkə/ 南极地区 | (36) |
| | | South Pole /saʊθ pəʊl/ 南极 | (36) |
| | | Washington, D.C. / ,wɒʃɪŋtən di: 'si:/ 华盛顿哥伦比亚特区 | (56) |

IRREGULAR VERBS

| Base form | Simple past | Past participle | Base form | Simple past | Past participle |
|-----------|----------------|-----------------|-----------|----------------|-----------------|
| be | was/were | been | hear | heard | heard |
| bear | bore | borne | hide | hid | hidden |
| become | became | become | hit | hit | hit |
| begin | began | begun | hold | held | held |
| blow | blew | blown | hurt | hurt | hurt |
| break | broke | broken | keep | kept | kept |
| bring | brought | brought | know | knew | known |
| build | built | built | lead | led | led |
| burn | burnt/burned | burnt/burned | learn | learnt/learned | learnt/learned |
| burst | burst | burst | leave | left | left |
| buy | bought | bought | lend | lent | lent |
| catch | caught | caught | let | let | let |
| choose | chose | chosen | lie | lay | lain |
| come | came | come | light | lit/lighted | lit/lighted |
| cost | cost | cost | lose | lost | lost |
| cut | cut | cut | make | made | made |
| deal | dealt | dealt | mean | meant | meant |
| do | did | done | meet | met | met |
| draw | drew | drawn | pay | paid | paid |
| dream | dreamt/dreamed | dreamt/dreamed | put | put | put |
| drink | drank | drunk | read | read | read |
| drive | drove | driven | ride | rode | ridden |
| eat | ate | eaten | run | ran | run |
| fall | fell | fallen | say | said | said |
| feed | fed | fed | see | saw | seen |
| feel | felt | felt | sell | sold | sold |
| fight | fought | fought | send | sent | sent |
| find | found | found | set | set | set |
| fly | flew | flown | shine | shone/shined | shone/shined |
| forget | forgot | forgotten | show | showed | shown/showed |
| freeze | froze | frozen | sing | sang | sung |
| get | got | got/gotten | sink | sank | sunk |
| give | gave | given | sit | sat | sat |
| go | went | gone | sleep | slept | slept |
| grow | grew | grown | smell | smelt/smelled | smelt/smelled |
| hang | hung/hanged | hung/hanged | speak | spoke | spoken |
| have | had | had | spend | spent | spent |

| | | | | | |
|--------|--------|--------|------------|------------|------------|
| stand | stood | stood | tell | told | told |
| steal | stole | stolen | think | thought | thought |
| stick | stuck | stuck | understand | understood | understood |
| strike | struck | struck | wake | woke | woken |
| swim | swam | swum | wear | wore | worn |
| take | took | taken | win | won | won |
| teach | taught | taught | write | wrote | written |

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后 记

北师大版普通高中教科书《英语》修订组在《普通高中课程方案（2017年版）》和《普通高中英语课程标准（2017年版）》的指导下，立足当前英语教育的现状和未来发展的新要求，以“立德树人”根本任务为宗旨，以培养学生的英语学科核心素养为目标，吸收国际外语教学的先进理念，秉承学科育人的原则，在继承与发展实验教材原有优势的基础上，有针对性地修改和完善实验教材的不足，为全面落实“立德树人”根本任务，实现学科育人的目标，培养具有中国情怀、国际视野和跨文化沟通能力的社会主义建设者贡献一份力量。

为了实现这一目标，修订组以崇高的使命感和高度的责任心，精心选取教学材料、用心设计教学活动、倾心培育核心素养。修订组经过反复研讨，在保留实验教材优势的基础上，对教材的整体结构进行了全面优化，补充了围绕人与自我、人与社会、人与自然三大主题的多种类型的新语篇，融入了精心设计的英语学习活动，调整了版式设计，使教材更好地满足学生学习和教师教学的需要。经过无数日日夜夜的修改和完善，形成初稿。在此基础上，我们面向广大一线教师、教研员、专家、研究工作者征求意见，并组织了多次的试教和试讲活动。这套最终成型的教材吸收了来自各方的意见与建议，整体质量得到明显提升。

本套教材由中方主导修订。除修订组核心成员外，参与教材修订工作的还有（按姓氏音序排列）陈思雨、关媛、刘桂章、王京华、杨立宪、姚瑞兰、禹海军、赵杰、赵月宁、周亚等。修订过程中，得到了来自英国和中国香港等地的资深英语教育专家和作者的支持，很多一线教师、教研员和专家学者也为本次教材修订提供了宝贵的意见。借本套教材出版之际，我们谨向以不同形式给予教材帮助的各位老师、教研员和专家学者表示崇高的敬意和诚挚的感谢！最后，我们要感谢所有给过我们支持和帮助的广大一线英语教师，特别是北师大版高中英语实验区的老师们、教研员们和使用北师大版高中英语教材的同学们！

如果对教材有任何疑问或建议，欢迎来电来函与我们联系：北京师范大学出版社基础教育一分社，邮编 100088，电子邮箱 gzyy@bnupg.com，电话（010）58804236。

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