



普通高中教科书

# 英语

选择性必修

第三册

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北京师范大学出版社

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## 主编寄语

亲爱的同学，祝贺你完成了必修阶段的英语学习，进入选择性必修课程的学习。这一阶段的课程与必修课程相衔接，包含了更丰富的主题内容和更多类型的语篇材料。选择性必修第三册的内容包括生活与学习、文学艺术、人与自然、未来职业发展、自然科学研究等主题。我们将一如既往，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。要完成好第三册的学习内容，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. 在选择性必修课程的英语学习中，你拥有更多的自主权和选择权。建议你根据自己的英语水平和发展需求，制订好学期、单元和每周的学习目标和计划，并坚持不断在实践中反思、总结和调整。

2. 请你认真完成教材开篇的 Learning to Learn 板块和单元后面 Unit Diary 的内容，进一步用好嵌入教材的 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. 建议你不要把教材中内容丰富的语篇只当作学习词汇和语法知识的载体，而要在探究语篇主题意义的过程中，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。同时，建议你利用每个单元的 Reading Club 所提供的更多语篇，拓展主题阅读，逐步养成良好的阅读习惯。

4. 关于语法学习，本教材将继续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. 写作是英语学习中最难提升的技能，建议你继续在老师的指导下一步一步、扎扎实实地完成选择性必修阶段的写作任务，你的英语写作能力一定能够取得更大的进步、提升！

6. 建议你继续去发现和使用好教材所提供的诸多辅助性和拓展性学习资源，例如，Quote ... Unquote, Viewing Workshop, 还有 Project, Literature Spot, Notes on the Texts 等，都能从不同角度为你提供学习的资源。

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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# FIVE TIPS TO IMPROVE YOUR WRITING

## ACTIVATE

1 Discuss the questions below with a partner. Then write a formal paragraph with your answers.

- What is education?
- What are the objectives of education?
- What should teachers and students do at school?

2 Share what you have written with another partner. How can you improve your writing?

## VIEW

3 Watch the video. Complete the tips for formal and academic writing. Watch the video again if necessary.

**Tip 1: Do not use \_\_\_\_\_.**

Tick the expressions that are often used in formal writing.

- don't       should not       cannot       didn't

**Tip 2: Avoid " \_\_\_\_\_ " or " \_\_\_\_\_ ".**

Rewrite this sentence to make it clearer and more concise:

*There are many issues that students face at the university.*

**Tip 3: Avoid words such as " \_\_\_\_\_ ", " \_\_\_\_\_ ", " \_\_\_\_\_ " and " \_\_\_\_\_ ".**

Underline the words in each sentence below that may weaken its meaning. Then rewrite the sentences to make them stronger and more concise.

- *Many students think university is very hard.* ( \_\_\_\_\_ )
- *Bill 399 is really controversial.* ( \_\_\_\_\_ )

**Tip 4: Do not use \_\_\_\_\_ voice. Use \_\_\_\_\_ voice (unless for sciences).**

Which sentence below is stronger? Why?

- The French won the war.       The war was won by the French.

**Tip 5: Use \_\_\_\_\_.**

Which expression is stronger?

- a "give assistance"       b "assist"  
 a "conduct an investigation"       b "investigate"

## EXPRESS

4 Revise the paragraph you wrote for Activity 1 according to the five tips presented in the video. Try to make it more formal, stronger and more concise.

UNIT

# 7

# CAREERS

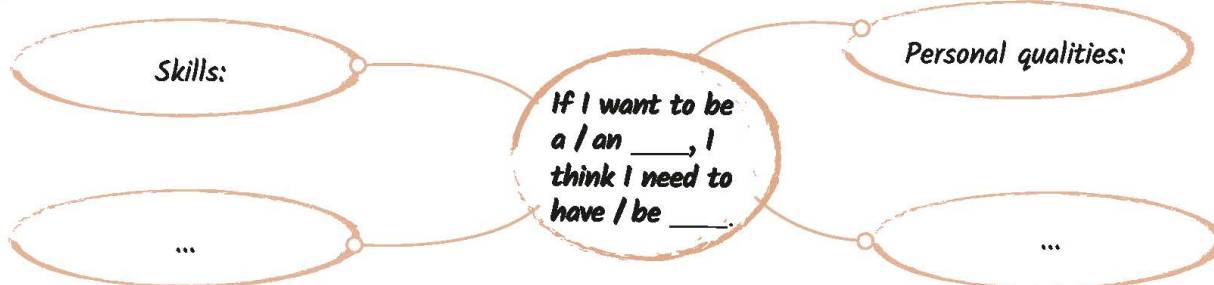


## In this unit, you will:

- listen, read and talk about careers;
- learn to use verb-*ed* forms and negative expressions to express meaning, and also learn how to agree and disagree in a conversation;
- write a letter of application;
- view an episode about the jobs that will survive the robot economy and express your opinions about it.

# TOPIC TALK

1 **Pair Work** Use the diagram to talk about what you need in your future careers.



**Example** *I want to be a lawyer. I think I need to have good communication skills.*

7.1 2 Read the Text Builder carefully. Then listen to the dialogue and complete it by underlining the words or expressions you hear.

## Text Builder ▶ Careers

I hope I'll be a / an \_\_\_\_\_.

▶ **Jobs**  
teacher, secretary, personal assistant, physician, architect, lawyer, receptionist, dentist, chef, butcher, chemist, manager, sales consultant, librarian, radio operator, hotel clerk, salesman / saleswoman

I'd like to work in \_\_\_\_\_.  
I'm fascinated by how \_\_\_\_\_.

▶ **Workplaces and Reasons**  
**Workplaces:** a big company, the marketing department, a school, a research institution, a hospital  
**Reasons:** companies develop under the market economy, children use their imaginations in learning, scientists make inventions to solve real-world problems

I have excellent \_\_\_\_\_ skills.  
I am \_\_\_\_\_ and I always get on well with everyone I meet.

▶ **Skills and Personal Qualities**  
**Skills:** administration, language, technical, management, communication  
**Qualities:** hard-working, confident, reliable, creative, intelligent, open to new ideas



3 Use the Text Builder to talk about your career plans.



4 Listen to the dialogue. Complete the table below.

Information about Rona		
The job she is applying for	Qualifications she's got	Skills and qualities she has

5 Use the language you have learnt to write a short paragraph about your career plan. What do you want to be? How can you get prepared? Share your plan in groups.

“

## Quote ... Unquote

*Communication – the human connection – is the key to personal and career success.*

– Paul J. Meyer

*Those who know it are not as those who love it; those who love it are not as those who find their joy in it.*

– Confucius

*I will work heart and soul for my country to the day I draw my last breath.*

– Zhuge Liang

*By working faithfully eight hours a day you may eventually get to be boss and work twelve hours a day.*

– Robert Quillen



### NOTES

- Paul J. Meyer (1928–2009), an American businessman, regarded as a pioneer of the self-improvement industry.
- Zhuge Liang (181–234), a Chinese politician and military strategist who served as the Prime Minister of the State of Shu Han during the Three Kingdoms period.
- Robert Quillen (1887–1948), fully Verni Robert Quillen, an American journalist and humorist.
- Confucius (551–479 BCE), a philosopher, politician and educationalist at the end of the Spring and Autumn period, the founder of Confucianism.

# EQ: IQ

## ACTIVATE AND SHARE

1 What do you know about EQ and IQ? Which is more important to a person? Why?

a high EQ / IQ

to get promoted

to have positive attitudes towards life

intelligence

to get employed

to get on well with people

to be open to new ideas

to be determined by

to get on well with people

**Example** *A person who has a high IQ is very intelligent, but to get promoted, you need a high EQ.*

## READ AND EXPLORE

2 Read the article. What is the writer's opinion of EQ and IQ? Compare the writer's opinion with your understanding from Activity 1.

### Success Comes with a High EQ

Most students do an IQ (Intelligence Quotient) test early in their school life. Even if they never see their results, they feel that their IQ is what determines how well they are going to do in life. When they see other students doing better than them, they usually believe that those students have a higher IQ and that there is nothing they can do to change their situation. However, new research into EQ (Emotional Quotient) suggests that success is not simply the result of a high IQ.

5 While your IQ tells you how intelligent you are, your EQ tells you how well you use your intelligence. Professor Salovey, who invented the term EQ, gives the following description: at work, it is IQ that gets you employed, but it is EQ that gets you promoted. Supported by his research, Professor Salovey suggests that when predicting someone's future success, their character, as measured by EQ tests, might actually matter more than their IQ.

10 Professor Salovey may be correct. For example, have you ever wondered why some of the smartest students in your class, who you think deserve good grades, sometimes end up failing exams? Perhaps their failure is because of their lower EQ. People are often mistaken in thinking that those with high IQs always have high EQs as well. This association can exist, but it is just as possible for someone with a low IQ to have a high EQ or someone with a high IQ to have a low EQ.



It is generally believed that people with high EQs are open to new ideas and have positive attitudes towards life. They are also less likely to be troubled by internal problems. On the other hand, there is little doubt that

25 people with low EQs often have problems getting on with other people and dealing with difficult situations; hence they have a harder time adjusting in life and in their careers.

People generally believe that a person's IQ is determined by birth. However, most social scientists agree that EQ has a lot to do with education. Some are

30 trying to study the possibility of improving a person's EQ, especially in terms of "people skills", such as understanding and communication.

Professor Mayer, recognised by many as a leading expert in the study of changes to people's EQs, recently announced the results of a study on senior secondary school students. When students were introduced to

35 those who had disabilities, they found that, afterwards, the non-disabled students were more willing to help people with difficulties. Compared to students who had not been involved in the study, they also showed a better understanding of the disabled students' feelings. There was also an obvious change in the disabled students' attitudes. They became more

40 positive about life and more willing to try new things.

Altogether, the results of studies show that EQ is as important, if not more important than IQ. To get ahead in the world and lead a happy successful life requires getting on well with other people and being able to understand and react to situations in the best way possible. A high EQ is

45 necessary for this — the higher the better. And the fact that it might be possible to raise EQs means that schools need to make sure that their students are receiving an education they really need, not solely based on IQ but on developing the entire character.

**3** Read paragraphs 1–2. Complete the information about EQ and IQ.

**Understanding of EQ and IQ**

IQ stands for \_\_\_\_\_. EQ stands for \_\_\_\_\_.

Most students' beliefs IQ: \_\_\_\_\_.

New research findings EQ: \_\_\_\_\_.

Description of IQ and EQ IQ: \_\_\_\_\_.

EQ: \_\_\_\_\_.

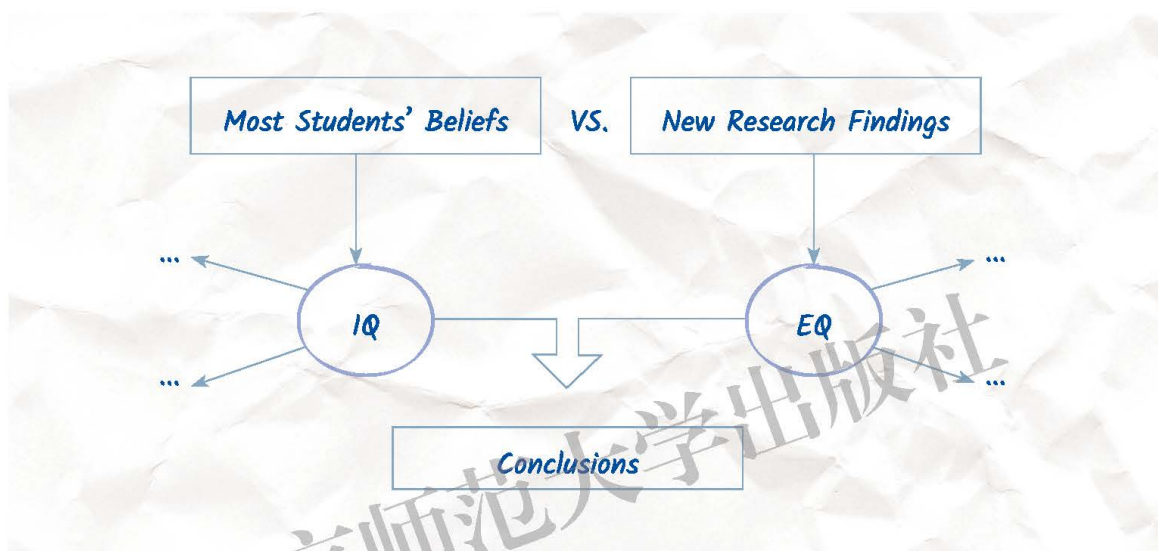
Professor Salovey's description of IQ and EQ at work \_\_\_\_\_.

\_\_\_\_\_.

**4 Read paragraphs 3–7. Answer the questions.**

- 1 What might be the reason for some smart students getting low grades?
- 2 What problems do people with low EQs have?
- 3 What are the characteristics of people with high EQs according to the article?
- 4 What are “people skills”?
- 5 How did the students change in Professor Mayer’s study?
- 6 Why is EQ important to a person?

**5 Pair Work Explain the terms “EQ” and “IQ” to your partner. Use a graphic organiser to help you organise your points. An example is given.**



**6 Group Work Think and share.**

- 1 Why does Professor Salovey say “it is IQ that gets you employed, but it is EQ that gets you promoted”?
- 2 In what ways does the writer present his or her argument? Underline the words and expressions in the text and discuss their functions.

**7 Complete the summary with the words and expressions you have learnt.**

Most students feel their IQ, which refers to **1** \_\_\_\_\_, is what **2** \_\_\_\_\_ how well they are going to do in life, but new research suggests that EQ is a better way for **3** \_\_\_\_\_ success. Professor Salovey says it is IQ that gets you **4** \_\_\_\_\_ but it is EQ that gets you promoted. He may be right. Students with high IQs sometimes end up failing exams and this may be due to a **5** \_\_\_\_\_ EQ. The **6** \_\_\_\_\_ between IQ and EQ is interesting. People with low EQs find it harder **7** \_\_\_\_\_ in life and in their careers. **8** \_\_\_\_\_, the results of studies show that a high EQ is necessary for getting on with people and being able to **9** \_\_\_\_\_ in the best way. So schools need to be **10** \_\_\_\_\_ to develop a student's entire character.

### FOCUS ON LANGUAGE: VERB-ED FORM

#### 8 Pair Work Look at the sentences from the article. Underline the *-ed* form of the verb. Discuss their functions.

- 1 Professor Salovey, who invented the term EQ, gives the following description: at work, it is IQ that gets you employed, but it is EQ that gets you promoted.
- 2 Supported by his research, Professor Salovey suggests that when predicting someone's future success, their character, as measured by EQ tests, might actually matter more than their IQ.
- 3 Compared to students who had not been involved in the study, they also showed a better understanding of the disabled students' feelings.

Look at sentences 2 and 3 again. What is similar about their structures?

#### 9 Join the sentences by using the *-ed* form of the verb.

**Example** John was accused of stealing money. He was brought to court.  
*Accused of stealing money, John was brought to court.*

- 1 Jane was scared of the lightning. She refused to go outside.
- 2 The man was arrested by the police. He felt hopeless.
- 3 The two lions were sent to a local zoo. They are reported to have settled down well.
- 4 The medicine is taken in time. It will be quite effective.

### EXPRESS YOURSELF

#### 10 Group Work Look at the situations. What would you do in each situation? What would a person with a high EQ do?

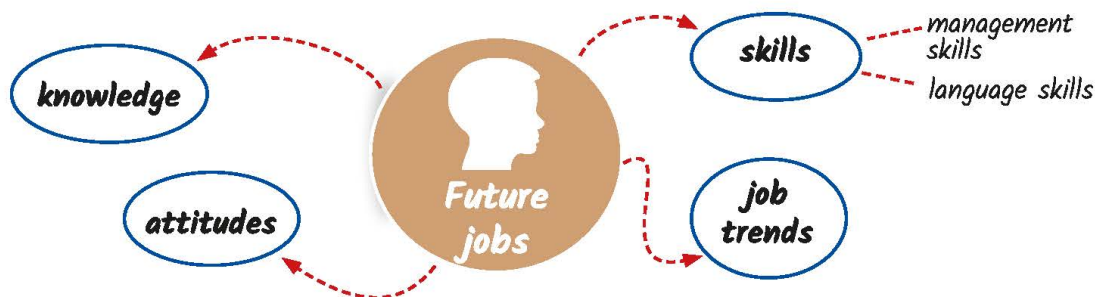
- You always get As in exams, but you have just found out that your teacher made a mistake and gave you a C for your last test.
- You and your parents are having an argument about you staying out late on Friday night.
- You are a group leader. Your group is doing a project to find a solution to a problem. There are disagreements among group members.
- You are on an aircraft that begins to rock from side to side. The person sitting next to you starts to cry.



# CAREER SKILLS

## ACTIVATE AND SHARE

**1 Group Work** What knowledge, skills and attitudes are needed to succeed in future jobs?



## LISTEN FOR UNDERSTANDING

**2** Kristy, a teenager, comes to Mr McDougall, a guidance counsellor, for advice on future jobs. What do you think Mr McDougall will mention as important abilities or skills for the future? Why?

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> computer skills     | <input type="checkbox"/> foreign languages    | <input type="checkbox"/> financial skills     |
| <input type="checkbox"/> critical thinking   | <input type="checkbox"/> logical thinking     | <input type="checkbox"/> creativity           |
| <input type="checkbox"/> presentation skills | <input type="checkbox"/> communication skills | <input type="checkbox"/> comprehension skills |

**7.3** **3** Listen to the dialogue. Check your predictions. Write down the other three abilities or skills in the left column. Then listen again and complete the reasons in the right column.

Abilities / Skills	Reasons
1 Ability to learn new skills	People will probably have _____.
2 Learning new IT skills and keeping up with technology developments	These will give you the tools you need to _____.
3	Understanding languages and cultures will _____.
4	We need the ability to _____ information rather than just learn and remember it.
5	People will be required _____.

**4 Pair Work** Summarise Mr McDougall's ideas about the skills and abilities people need to have for the future in a few sentences.

### Skill Builder

#### Summarising Information

The speaker may present his or her ideas in different parts and use examples or explanations to support his or her idea.

- Focus on the speaker's responses to the questions.
- Listen for signal words, such as *first*, *other*, etc.
- Take notes on key information.
- Listen for examples or explanations given after each key idea.
- When writing the summary, don't add your own ideas.

**7.3** **5 Listen again. Answer the questions.**

- 1 What is Kristy's purpose of visiting Mr McDougall?
- 2 Does Mr McDougall know what jobs Kristy will do in the future? Why?
- 3 What is Mr McDougall's prediction for future jobs?
- 4 What do teenagers need to prepare for future jobs according to Mr McDougall?

**6 Complete the paragraph about Mr McDougall's suggestions. Use the words and phrases you have learnt.**

Kristy comes to a guidance counsellor, Mr McDougall, for advice about future jobs. Mr McDougall says there'll be new jobs related to **1** \_\_\_\_\_ technology, **2** \_\_\_\_\_ and green technology. So he advises Kristy to learn different kinds of skills. First, he thinks **3** \_\_\_\_\_ is important because in the future people may have **4** \_\_\_\_\_. Second, using the Internet, learning new IT skills and keeping up with **5** \_\_\_\_\_ will be important because these will give people the tools they need in the future. He also mentions **6** \_\_\_\_\_. More people may speak **7** \_\_\_\_\_. Lastly, he says **8** \_\_\_\_\_ and **9** \_\_\_\_\_ will be crucial in the future.

**FOCUS ON FUNCTION: AGREEING AND DISAGREEING**

**7.4** **7 Listen to the dialogue between Lu Yan and her uncle. Answer the questions.**

- 1 How will jobs change in the future?
- 2 What will people need to deal with the job market of the future?
- 3 Where will people work in the future?
- 4 What do we need in the changing world?

**7.4** **8 Listen and imitate. Complete the Talk Builder.**

<b>Talk Builder</b>	<b>Agreeing and Disagreeing</b>	
	<b>Agreeing</b>	
	1	Ah, that's _____. I know ...
	2	_____. So people ...
	3	Yes. I _____. It's already happening ...
	4	I _____. That is so important.
	<b>Disagreeing</b>	
	1	_____ I agree with that.
	2	_____. There is a great change going on in the world.

**SPEAK**

**9 Pair Work** Which is more important, work experience or qualifications? Discuss with your partner using expressions of agreeing and disagreeing.

# MEET THE NEW BOSS: YOU

## ACTIVATE AND SHARE

- 1** What do you think are the typical features of careers in the past? What about in the future? What may have caused the changes? How can you get yourself prepared? Use the phrases below to help you.

to follow in one's parents' footsteps  
to be a risk taker  
to develop new skills

to stay at one job  
to be replaced by  
to keep a job for the entire working life

to work in the same field  
to be prepared for

*Features of careers in the past*

*Features of careers in the future*

*Causes of the changes*

*Preparations needed*

## READ AND EXPLORE

- 2** You are going to read an article about future careers. Look at the title of the lesson. Tick (✓) the topics that you think will be mentioned.

- How jobs and occupations will change
- How to become an employer
- How to adapt to the new job trends
- How to avoid losing your job in the future

- 3** Read the article. Check your prediction.



Up until the 1980s, people in many countries regularly followed in their parents' footsteps by working in the family business or joining the same profession as them. You'd follow your father to sea, onto the farm or into the workshop. You'd follow your mother into the kitchen or sewing room. In your grandparents' time, there was the prospect of doing the same job from graduation until retirement. How times have changed! Most people now



have no intention of following in their parents' footsteps or even staying at one job for very long.

15 In fact, planning to work in the same field or industry for your entire working life just isn't practical anymore. One reason for this is technology. The skills you have now are unlikely to remain relevant and be enough to help you through your entire career. In fact, they will probably be out of date very soon. And then what will you do? Work hard? Win the lottery? Hope for the best? You might be lucky.

20 These strategies might bring you a nice, comfortable life: working at a job you like, earning a decent salary and retiring while you're still young and healthy. But most of us today have to look beyond the little box called "career".

25 If you think you can work eight hours a day and build a career, think again. You might be able to keep your job if you finish what you are asked to do, but this is hardly a recipe for great career success. Instead, you'd better keep looking for smarter ways to do your work. You'll need to be a risk taker, an innovator, a problem solver, and a hard worker. Keep doing this, and you can become an expert or a  
30 specialist in something one day. You have a chance to choose to build a career, rather than being told to stay or to go.

35 Jobs and occupations come and go at an amazing pace these days. If you think you can't be replaced by software, or your job can't be outsourced to some robots on the moon, you are wrong. What if your job disappears after working for 10 years in the field? You may have to go back to the classroom and be retrained in order to qualify to work in another field. In fact, in all likelihood, you will have to do this multiple times. But you can  
40 be prepared for developments and changes before you are thrown out of a career. It is entirely your choice to learn, or to be forced to learn.



45 In short, if you want to succeed in a 21<sup>st</sup> century career, you will have to develop new essential skills. Lifetime security from one employer is no longer certain or even likely. The truth is that you are the boss of your career, and it is up to you to decide what you can do and how well you can do it. Are you ready for this?

- 4 Pair Work** Complete the information according to the article. Then talk in pairs about future careers based on the article.

Jobs in the past:			
	Wrong assumptions	Reasons	You should
Jobs in the future	<i>working in the same field or industry for a long time</i>		
How to succeed in a 21 <sup>st</sup> century career.			

- 5 Group Work** Think and share.

- 1 Why does the writer think the "new boss" is "you"?
- 2 On what points do you agree or disagree with the writer? Give your reasons.
- 3 In paragraphs 2–4, the writer discusses some of the wrong assumptions. Why does the writer do this?

- 6 Find verbs in the article to complete the collocations.**

- 1 \_\_\_\_\_ in one's parents' footsteps    2 \_\_\_\_\_ the same profession  
 3 \_\_\_\_\_ the lottery    4 \_\_\_\_\_ a decent salary  
 5 \_\_\_\_\_ a career    6 \_\_\_\_\_ new essential skills

**Complete the sentences with the collocations.**

- 1 John \_\_\_\_\_ and became a sailor.
- 2 Mary is determined to \_\_\_\_\_ in banking after she graduates from university.
- 3 You have to \_\_\_\_\_ to stand out in the competitive job market.
- 4 You must keep learning and work hard, instead of daydreaming to \_\_\_\_\_.
- 5 He \_\_\_\_\_ of \$200,000 a year.
- 6 Tom \_\_\_\_\_ as his mother to become a teacher.

**7 Pair Work** Tick (✓) the sentences that show irony. Then discuss your answers. Explain the examples of irony.

- You might be lucky. These strategies might bring you a nice, comfortable life...
- But most of us today have to look beyond the little box called "career".
- If you think you can work eight hours a day and build a career, think again.
- If you think you can't be replaced by software or your job can't be outsourced to some robots on the moon, you are wrong.

**FOCUS ON LANGUAGE: NEGATIVE EXPRESSIONS**

**8 Complete the Sentence Builder with the expressions.**

**9 Complete the sentences with the expressions from the Sentence Builder.**

- 1 High grades are \_\_\_\_\_ enough to guarantee success in a career.
- 2 Keeping the same job for life is \_\_\_\_\_ a realistic expectation \_\_\_\_\_.
- 3 The job you have today is \_\_\_\_\_ the same as the job you'll have in 20 years' time.
- 4 It's \_\_\_\_\_ surprising he lost his job: he was always late and never met his deadlines.
- 5 The company \_\_\_\_\_ hiring more staff because it can use robots to do the work instead.

**EXPRESS YOURSELF**

- 10 Search online and find out what jobs have disappeared in the past 10 years. What new jobs do you think will appear in the next 10 years?**

**Skill Builder**

**Recognising Irony**

Writers sometimes use irony (sarcasm, exaggeration and humour). We can infer that he / she is not serious and wants to draw the readers' attention.

e.g.:

*Work hard?*

*Win the lottery?*

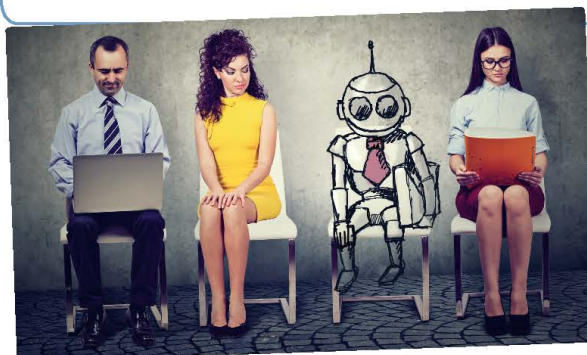
*Hope for the best?*

**Sentence Builder**

**Negative Expressions**

unlikely to be    have no intention of  
not ... anymore    no longer    hardly

- 1 Most people now \_\_\_\_\_ following in their parents' footsteps or even staying in one job for very long.
- 2 In fact, planning to work in the same field or industry for your entire working life just is \_\_\_\_\_ practical \_\_\_\_\_.
- 3 Skills you have now are \_\_\_\_\_ enough to help you through your entire career.
- 4 But this is \_\_\_\_\_ a recipe for great career success.
- 5 Lifetime security from one employer is \_\_\_\_\_ certain or even likely.



# A LETTER OF APPLICATION

## GET READY FOR WRITING

- 1 Pair Work** If you are going to apply for a part-time job with the local newspaper, what will you include in your application letter?



## READ FOR WRITING

- 2 Read the job advertisement below and the application letter on the next page. Answer the questions.**

- 1 What reasons does Li Meiling give for applying for the job?
- 2 What evidence does she give to show that:
  - she is hard-working and committed?
  - she gets on well with people from different backgrounds?
  - she would be a good reporter?

### Part-time Job Advertisement

### Student Post

**We are looking for applications for the following posts:**

- **photographer for school news**
- **reporter for local events**
- **editor of the music column**
- **website engineer**

Applicants with relevant experience can write to Thomas Cowle (thomascowle@\*\*\*.com). In your application, say which job you are interested in, why you are the most suitable candidate for the position and give details about yourself.

## FOCUS ON STRUCTURE AND LANGUAGE

- 3 Read the letter again. Match the five parts (1–5) in the letter with the main topics or functions (a–e) below.**
  - a signing off
  - b personal qualities
  - c qualifications
  - d reasons for being interested in the job
  - e stating the position applying for

**COMPOSE** [Icons: Reply, Attach, Info, Delete, Folder, Tag, More]

**Inbox** Dear Mr Cowle,

Starred ( ) 1 I am writing to apply for a position at *Student Post*, which I saw advertised in the school newspaper last week. I would be interested in the role of reporter for local events. I enclose a copy of my CV.

Sent Mail

Drafts ( ) 2 I am 17 years old and I am in my second year at No. 5 Senior Secondary School. I would like to work for you because I am very interested in becoming a journalist. I would also like to learn more about the things that are going on in the city, as I feel that it is important to know about the city we live in.

More ▾

[Profile Icon] ( ) 3 I am a hard-working and committed person. I have participated in a volunteer programme, visiting elderly people in my area for the last three years. Moreover, I feel that I can get on well with people from different backgrounds since I have worked with lots of different people on many projects for local events.

[Profile Icon]

[Profile Icon] ( ) 4 I think I have the language skills to be a good reporter. I have always been good at writing and I have read many novels. Last year, I won second prize in our District Writing Competition. In addition, I am also a good photographer, which might be useful for some of the articles.

( ) 5 I look forward to hearing from you.

Yours sincerely,  
Li Meiling

- 4 Choose a part-time job in the advertisement. Write 2–3 sentences about your interests, qualities or qualifications for your application. Use the Sentence Builder to help you.
- \_\_\_\_\_
- \_\_\_\_\_

### Sentence Builder

#### Linking Words: Additional Points and Reasons

moreover since

Moreover, I feel that I can get on well with people from different backgrounds since I have worked with lots of different people

...

in addition also

In addition, I am also a good photographer ...

### COMPOSE YOUR WRITING

- 5 **Outlining** Complete the outline of your letter of application based on Activity 3.
- 6 **Drafting** Use your outline and the Writing Help to write an application letter for the job you chose.
- 7 **Editing** Edit your letter in pairs. Then share what you have written in class.

 Peer Editing Sheet for Unit 7, page 93.

### Writing Help

#### Writing a Letter of Application

**It's important to:**

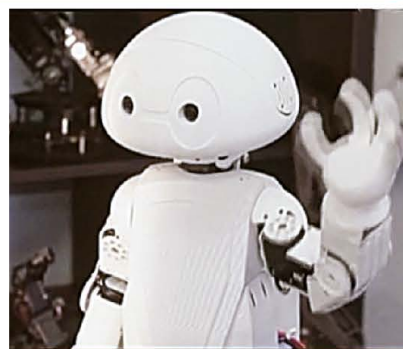
- state the position you are applying for clearly;
- include personal information, personal qualities, education and qualifications, personal skills and interests;
- use linking words for additional points and reasons;
- be formal.

# WHAT JOBS WILL SURVIVE THE ROBOT ECONOMY?

What jobs do you think will still exist in the future? This video presents an interview about what changes the robot economy will bring to jobs and the labour force in the future.

## ACTIVATE AND SHARE

- 1 What do you think "robot economy" is? What effect may robot economy have on the overall labour force? Name at least three jobs that will survive the robot economy and explain why.



## VIEW AND LEARN

- 2 Watch the interview. Tick (✓) the correct options.

- 1 According to the expert, Brad DeLong, what jobs will survive the robot economy?  
 Jobs that use our minds.  
 Jobs that use our backs or fingers.
- 2 Which of the following is more important for jobs in the future?  
 Genuinely original and useful thoughts.  
 Technological progress.
- 3 What is the expert's response to the question "Is this not, to a certain extent, just the natural world order that's playing out?"  
 He thinks there's not much we can do about how things happen naturally.  
 He thinks that technological progress has greatly increased the demand for human labour.
- 4 If computers and robots have brain power, what will people do?  
 People will work in agriculture or fields that will not need brain power.  
 People will move into personal services with genuinely original thoughts and communication.

- 3 Watch the interview again. Answer the questions.

- 1 What can we do in the transition period we are in?
- 2 What countries does the expert mention in the interview? Why does he mention them?
- 3 When machines have gained brain power during the robot economy, what is the value of the human brain?

## EXPRESS YOURSELF

- 4 What have you learnt about future jobs in the robot economy? What do you think of the expert's idea? Prepare to give a presentation for the class discussion.

# HOW TO BE SUCCESSFUL IN A NEW ENVIRONMENT?

Perhaps, you are a smart person with good knowledge and creative ideas, but when you move to a new environment or have to work with some new people, it is not always easy for them to recognise you or respect you immediately. How can you get along with others? How can you get other people to pay attention to you and respect you?

**Be curious and be willing to learn new things, knowledge and skills.** Moving to a new working environment, you may need to deal with things that don't belong to your own field. In such a case, people who are more willing to learn new things can become more flexible and be able to meet new requirements in their job.

**Have a good sense of judgement on important aspects.** Learning or working in a new environment, you need to have a good sense of judgement when joining a discussion or making a decision. You should consider what is virtually right, and look for long-term goals, and not be distracted by small choices for the short term.

**Be confident and make eye contact when talking to people.** When you go out and meet people, it is important to look confident. For example, if you are going to an interview, but you don't feel confident, what can you do? Before you walk in, think to yourself, "I own the room." Then, walk in holding your head high and smile. Remember to look other people in the eye — it's the key to creating a connection with people. Soon, you will feel as confident as you look.

**Set clear goals and learn.** When working together with others, it is important that you have a clear vision and a working plan to achieve it. Let people know what you stand for. You need to find out which ideas can really unite people and then express those ideas clearly. Also, treat your team members respectfully as equals.

**Be helpful to others.** When working, don't focus on what is your work and what isn't. After doing your own work, always be ready to help others.



## GENERAL UNDERSTANDING

### 1 Read the text. Answer the questions.

- 1 How can you be successful in a new environment according to the writer?
- 2 What tips are offered for going to an interview?

## CRITICAL THINKING

### 2 Pair Work Do you agree with the writer? Which suggestion do you think is the most important? Give reasons. What other suggestions would you add to the list?

# WORKING IN THE DARK

9 am – 5 pm: the standard working day for most people. However, for other people, it's bedtime. These people are the night workers – nurses on night shift, lorry drivers crossing continents and bakers preparing breakfast bread. While there may be some advantages to work at this time, working at night also brings particular problems: family life is difficult and social life is limited. Furthermore, cafés and restaurants are closed. There are few transportation options and it's bad for health. With all these problems, who would choose to work on the night shift anyway, and are they planning to stay in their jobs?

*"I work at night because I'm fascinated by the stars, and I have been since I was a little boy. I'm happiest when I'm looking down my telescope. The stars are amazing, and it's great taking pictures of them. Honestly, I'm never going to change my job – I'm going to be an astro-photographer for life. Of course, my social life is poor, but I think I've found a solution to this problem. I'm going to bring my laptop to work and join a chat room online. I'm hoping to make friends with people abroad. They're the only people awake when I'm working!"*



**Robert Moore**

*"My work involves repairing the railway tracks, so we have to work at night because they can't stop the trains during the day. It's not so bad. Our team spirit is great, and we get paid extra. However, I'm going to leave this job soon. It's tiring and I have to find a normal job because my wife's pregnant and I want to be around in the evenings to support her and my baby. I haven't found a new job yet, but I'm hoping to be a builder. It's hard work, but no more nights!"*



**Tony Baggi**



*"When I came to this country, the only work I could find was as a night security guard. This job is boring because it's so quiet, but I've decided to turn this problem into an advantage. Next month, I'm going to start a degree in literature by distance learning. I'm going to read my course books during the long quiet nights! I don't want to be a security guard all my life. I'd like to be a teacher. I'm going to apply for a teacher-training course when I finish my degree. What I'd really like to do is working with high school students and helping them with their future."*



**John Millar**

*"I work in a call centre in India, but I answer calls from people in the UK so I have to work at night because of the time difference between India and the UK. It's a good job with a good salary. It's also interesting because I can use my English. But, to be honest, working at night is depressing — I miss my friends and family — so I'd like to leave this job soon. However, well-paid jobs aren't easy to find, so I don't know what I'm going to do, really. Well, if I can't find a new job, I guess I can stay in this one and save more money. I can still see my family and friends at the weekend."*



**Indira Patel**

## GENERAL UNDERSTANDING

### 1 Read the passages. Answer the questions.

- 1 What kind of people usually work at night?
- 2 What does Robert do? Why doesn't he want to leave his job?
- 3 What does Tony do? Why does he work at night?
- 4 What does John do? What is his plan for his career?
- 5 What does Indira do? Why can't she leave her job right now?

## CRITICAL THINKING

- 2 **Pair Work** What are the advantages and disadvantages of working in the daytime and at night?
- 3 **Group Work** If you were offered a job you like, but it needs to be done at night, would you take the job? Why or why not?

# CHECK YOUR PROGRESS

Use what you have learnt from the unit "Careers" to introduce the importance of EQ in career development, talk about job trends and career skills, and give advice on job interviews.



1 Chen Xi introduces ideas about IQ and EQ. Complete his introduction with the correct form of the words and phrases below.

get ahead	deal with	predict	adjust
deserve	get you employed	association	lower
internal	hence		

Up until quite recently, it was believed that IQ was the most important measure of intelligence and those with high IQs were the ones who 1\_\_\_\_\_ in life. However, experts now say that EQ is as important if not more in 2\_\_\_\_\_ whether someone will be successful in life. Professor Salovey, the expert who invented the term, explains that in the workplace IQ 3\_\_\_\_\_ but EQ gets you promoted.

People with high EQs are described as happy, sociable and can 4\_\_\_\_\_ well in all areas of their lives and careers. They can manage their emotions and are less likely to be troubled by negative 5\_\_\_\_\_ feelings and thoughts. Those with low EQs struggle 6\_\_\_\_\_ challenges and difficult situations; 7\_\_\_\_\_ are more stressed and unhappy.

There can be an 8\_\_\_\_\_ between IQ and EQ but not always. People who have high IQs may not be emotionally intelligent and vice versa. For example, if students who are highly academic and intelligent fail to achieve the grades they 9\_\_\_\_\_ in exams it may be because they have 10\_\_\_\_\_ EQs.



2 Chen Yang presents some advice on career skills. Complete the passage using the correct form of the words and phrases below.

logical thinking	comprehension skill	reliable	persuade
critical thinking	financial skill	trend	routine

I recently spoke to Ms Xue about the skills we will need in years to come and the future 1\_\_\_\_\_ for jobs and careers. According to Ms Xue, in the future a lot of 2\_\_\_\_\_ office and factory jobs will disappear. We need to have many skills which we can start developing now. One of the most important is 3\_\_\_\_\_, which is the ability to analyse and evaluate information. 4\_\_\_\_\_, which is the ability to use our reason well, will be highly useful in the workplace, as it will help us use our knowledge 5\_\_\_\_\_ others. 6\_\_\_\_\_ will be highly valued and companies will always appreciate a 7\_\_\_\_\_ person who they can trust to do their job. Even outside the workplace, there are important skills we will need. For example, good 8\_\_\_\_\_ will benefit us greatly when we start earning money and have financial responsibilities.



**3 Li Zhen now talks about how job trends change over time. Complete the passage with the correct form of the words and phrases below.**

prospect	remain relevant	earn a decent salary	innovator
specialist	occupation	multiple times	pace
be qualified	essential		

Things have changed so much since our parents' and grandparents' time, especially when it comes to jobs and careers. When our parents were starting to find work, the **1** \_\_\_\_\_ of staying in the same **2** \_\_\_\_\_ for your entire life was very common. Nowadays, that idea would be considered really unusual!

There will be new **3** \_\_\_\_\_ 21<sup>st</sup> century skills that we will have to have. For example, a university degree is still useful, but technology developments mean that many skills we have now are unlikely **4** \_\_\_\_\_ in the future. **5** \_\_\_\_\_ is one thing, but if we really want to succeed in our careers we have to be **6** \_\_\_\_\_, thinking of new and exciting ways to do things. It won't be enough to have only a general understanding of our area of work but we should keep learning until we become **7** \_\_\_\_\_. And given that people will not stay in the same career for long, we can expect that we will have to go back to education and training at some stage **8** \_\_\_\_\_ to work in another field. In fact, we might have to do that **9** \_\_\_\_\_!

Jobs change at an amazing **10** \_\_\_\_\_ these days, and if we can keep up, we can have really exciting and rewarding future careers.



**4 Chen Xi's teacher gives a short speech about future job trends. Complete the speech with the correct form of the verbs in brackets.**

**1** \_\_\_\_\_ (give) the fast pace of the job market now, 21<sup>st</sup> century employees **2** \_\_\_\_\_ (face) with challenges that their parents never experienced. **3** \_\_\_\_\_ (compare) to previous generations, standards **4** \_\_\_\_\_ (set) higher for them and they **5** \_\_\_\_\_ (expect) to have more qualifications and a wider range of new and essential skills. **6** \_\_\_\_\_ (require) to innovate constantly, 21<sup>st</sup> century employees need to be ready to adapt to new challenges and roles quickly. **7** \_\_\_\_\_ (throw) into a hyper-connected workplace, today's graduates will also have to **8** \_\_\_\_\_ (prepare) to move around to jobs at different companies.

There are also plenty of advantages to this new working world. **9** \_\_\_\_\_ (design) to be more dynamic and inspiring, working environments will be more exciting than offices of the past. Workers will happily enjoy many extra benefits, such as gyms and games rooms, **10** \_\_\_\_\_ (provide) by companies. Alternatively, if someone prefers more independence, technology will allow for greater opportunities for self employment and starting their own business.



**5** One of the graduates from Chen Xi's school gives them some advice on job interviews. Order the sentences (a–f).

- ( ) a For the same reason, they also don't reply to many of the applicants who send them their CVs.
- ( ) b In addition, they usually ask candidates to take a literacy test after the interview.
- ( ) c Moreover, if you are lucky enough to get an interview with them, you should come to the interview well-prepared.
- ( ) d Due to the large number of applications the company receives, they only ask a small number of applicants to come in for an interview.
- ( ) e Since the company pays well and offers secure jobs, the candidates that do make it through the interview process always say "yes" to the job that is offered.
- ( ) f As the company is determined to find the right candidates, they will ask a lot of detailed questions to find out what you know about the company.

**Write down the questions that you could ask to get this advice.**

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## UNIT DIARY

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

★ *Useful words and expressions for talking about features of careers in the past and future:*

---

---

---

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

---

---

---

★ *Things I can do that will help me when I'm applying for a job:*

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

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UNIT

# 8

# LITERATURE

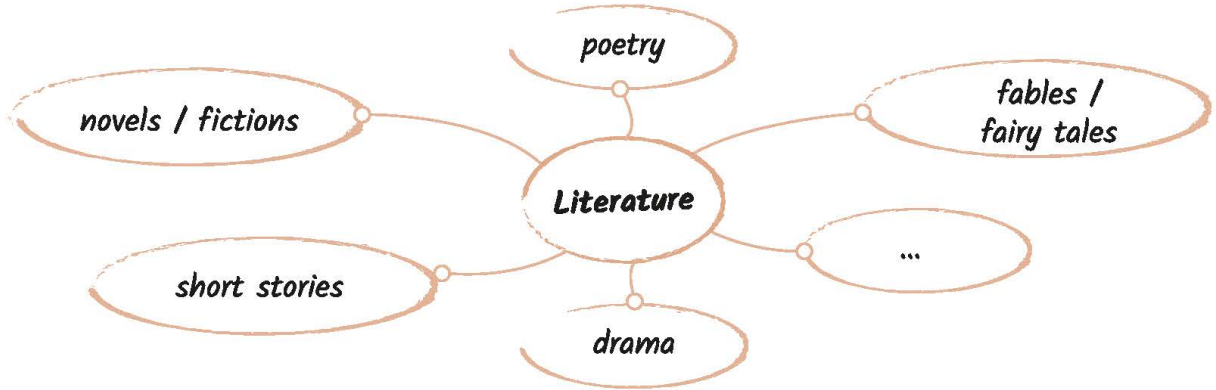
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**In this unit, you will:**

- listen, read and talk about literature;
- learn to use state verbs, activity verbs to express meaning and how to use literary devices;
- write a narrative essay to continue a story;
- view three episodes about fairy tales and try to tell a story.

# TOPIC TALK

1 **Pair Work** Use the diagram to talk about the types of literature you enjoy reading and give your reasons.



**Example** I enjoy reading novels and my favourite author is Mark Twain.

8.1 2 Read the Text Builder carefully. Then listen to the dialogue and complete it by underlining the words or expressions you hear.

## Text Builder

## Literature

I like reading literary works the most, such as \_\_\_\_\_.



### Genre

science fiction, drama, novels, adventure/romance/ detective stories, fantasy novels, children's literature, poetry, short stories, folk tales

I find detective stories \_\_\_\_\_ and \_\_\_\_\_.  
I \_\_\_\_\_. I always \_\_\_\_\_.



### Reasons for Reading

fascinating, exciting, interesting, challenging, stimulating, absorbing, dramatic, subjective

read aloud and enjoy the description, enjoy the logic of the writing, love the mysteries in them

recite my favourite parts of the story, try to figure out contradictory messages / solve the riddles myself

It has a good \_\_\_\_\_, and the \_\_\_\_\_ is interesting!



### Elements of Literary Works

character, setting, plot, rhyme, argument, detail, structure, tone

**3** Use the Text Builder to talk about the literary works you like to read and give your reasons.



**4** Listen to the dialogue. Answer the questions.

- 1 Why does Bob go to the library?
- 2 What kind of books is Bob looking for?
- 3 What does Bob need to do when he wants to take a book out of the library?
- 4 What's the librarian's opinion of real books?

**5** Choose one book that you enjoy reading and write a short paragraph about it explaining why you like reading it.

“

## Quote ... Unquote

*Great literature is simply language charged with meaning to the utmost possible degree.*

– Ezra Pound

*Poetry is simply the most beautiful, impressive, and widely effective mode of saying things.*

– Matthew Arnold

*Literature is one of the most interesting and significant expressions of humanity.*

– Christine Gregoire

*Literature and butterflies are the two sweetest passions known to man.*

– Vladimir Nabokov



### NOTES

- Ezra Pound (1885–1972), an American poet and literary and art critic.
- Christine Gregoire (born in 1947), an American politician and lawyer.
- Vladimir Nabokov (1899–1977), a Russian-American novelist and critic.
- Matthew Arnold (1822–1888), an English poet and cultural critic.

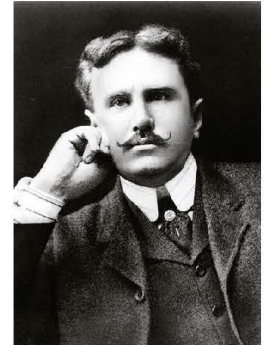


# THE LAST LEAF

## ACTIVATE AND SHARE

**1** How much do you know about O. Henry? Find some background information about him. Search online if necessary.

- 1 Where was O. Henry from?
  - a UK
  - b France
  - c USA
- 2 As a writer, he was most famous for \_\_\_\_\_.
  - a novels
  - b short stories
  - c poems
- 3 He started the writing style of \_\_\_\_\_.
  - a surprise endings
  - b humorous starts
  - c sad endings



## READ AND EXPLORE

**2** "The Last Leaf" is one of O. Henry's most famous short stories. Read the story quickly and answer the questions.

- 1 Who are the main characters?
- 2 When and where did the story take place?
- 3 What happened at the end?

Greenwich Village is a place where the art people came together, hunting for apartments with north-facing windows and low rents. At the top of a three-story building, Sue and Johnsy had their studio.

- 5 In November, a cold, unseen stranger, whom the doctors called Pneumonia, arrived in Greenwich Village. Mr Pneumonia placed his icy finger on Johnsy; and she lay, barely moving, in her bed staring at a blank wall under her blanket.

- 10 The doctor took Sue aside and claimed, "She has one chance in — let us say, ten. And that chance is for her to want to live. Try to encourage her to think more hopeful thoughts, about the future, about living."

- 15 Sue took some paper and a pen into Johnsy's room and began a pen drawing, in an attempt to raise Johnsy's spirits. Johnsy's eyes were open, but they weren't watching her. Instead, she stared out the window and counted backwards: "Ten, nine, eight, seven ..."

- 20 "What are you counting, dear?" asked Sue. "They're falling faster now," replied Johnsy. "Three days ago there were almost a hundred. But now it's easy. There are only five left now. Five leaves on the ivy vine. When the last one falls, I must go, too. Didn't the doctor tell you?"





“Oh, I never heard of such nonsense,” quickly replied Sue. But Johnsy’s mind was made up. “I want to see the last one fall. I’m tired of waiting. I want to go sailing down, down, just like one of those poor, tired leaves.”

“Try to sleep,” said Sue. Then she went to fetch her neighbor, Mr Behrman, to be a model for her drawing. He was a failed painter. In 40 years he had never produced the masterpiece he longed to paint. Sue told him about Johnsy’s longing to slip away like the leaves. Behrman cried with disbelief. “Are there people in the world that foolish to think they’ll die because leaves drop off from a vine? This is not a place in which Miss Johnsy shall lie sick. Someday I will paint a masterpiece, and we shall all go away.”

Behrman and Sue looked out the window at the vine and noticed that there was just one remaining leaf. What’s more, a cold rain was falling, mixed with snow.

The next morning, Johnsy woke and asked for the curtains to be opened. One leaf remained on the vine, bravely holding on in the wind and rain. “It will fall today. And I will die with it.”

The following day, Johnsy asked again for the curtains to be opened. The leaf was still there!

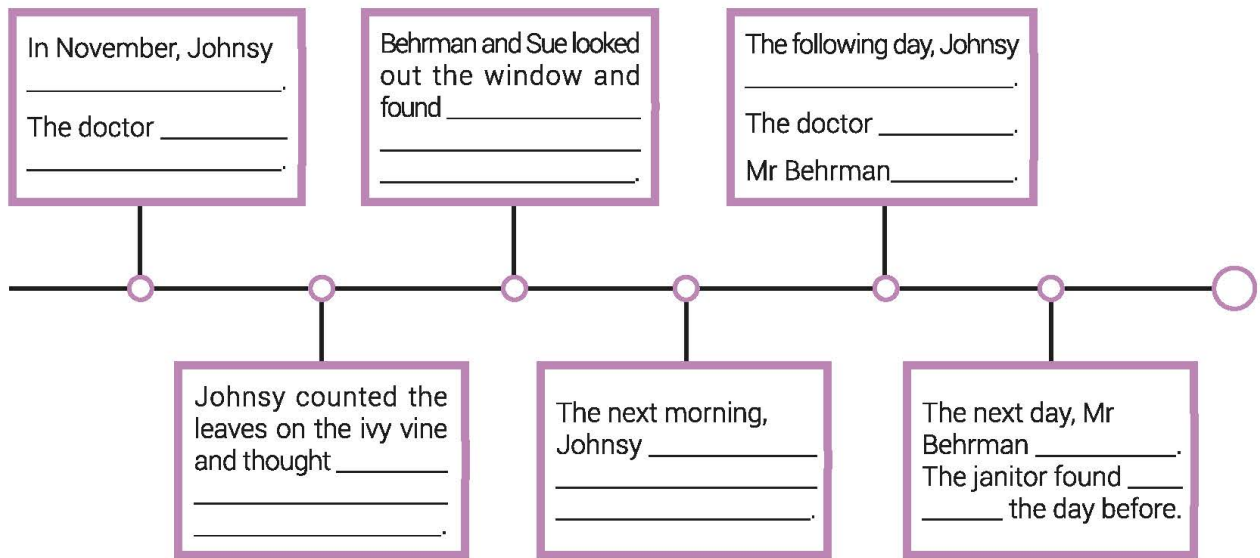
Johnsy lay for a long time looking at it. “I’ve been a bad girl, Sue,” said Johnsy. “It is a crime to want to die.” Then she asked for some food.

In the afternoon, the doctor visited, “Even chances,” said the doctor, “with good nursing, you’ll win. And now I must see a fellow downstairs, Behrman. Pneumonia, too. There is no hope for him.”

The next day, Sue came to Johnsy’s bed. “I have something to tell you,” she said. “Mr Behrman died today. He was ill for only two days. The janitor found him lying in bed helplessly with pain yesterday morning. His shoes and clothing were wet through and icy cold. They couldn’t imagine where he had been on such a terrible night. And then they found a lantern, still lit, and some brushes, and — look out the window, dear, at the last ivy leaf on the wall. Didn’t you wonder why it never moved an inch when the wind blew? Ah, dear, it’s Behrman’s masterpiece — he painted it there the night when the last leaf fell.”



**3 Pair Work** Read the story more carefully. Complete the timeline with what happened in the story. Then tell the story.



**4 Answer the questions.**

- 1 When Sue began a pen drawing in Johnsy's room, what did Johnsy do?
- 2 When Sue told Mr Behrman about Johnsy's belief, what was Mr Behrman's response?
- 3 Behrman said, "This is not a place in which Miss Johnsy shall lie sick. Someday I will paint a masterpiece, and we shall all go away." What did he mean?
- 4 How did Johnsy change her attitude?
- 5 What did the janitor find?
- 6 Why did Mr Behrman get pneumonia?
- 7 Are there any descriptions that you find impressive? Underline them and explain why.

**5 Group Work** Tell the story from Johnsy's or Sue's point of view.

**6 Read paragraph 2 of the story. Answer the questions.**

- 1 How did the writer describe pneumonia?
- 2 Why did he describe pneumonia in this way?
- 3 How do you feel about the description?

**7 Pair Work** In the story, the writer uses different words to express similar meanings. Read the story and write them down. Then work in pairs and use each word to describe a scene.

- say: \_\_\_\_\_
- see: \_\_\_\_\_
- die: \_\_\_\_\_

### 8 Group Work Think and share.

- 1 What do you think Sue's comment "it's Behrman's masterpiece" means?
- 2 What do you think the story is trying to express?
- 3 Does the ending of the story surprise you? If yes, how? What do you think of such an ending?

### FOCUS ON LANGUAGE: STATE VERBS AND ACTIVITY VERBS

### 9 Look at the following verbs from the text. Which verbs can be used in both simple and continuous tenses? Which can be used only in simple tenses?

lie	have	hear	find	watch	stare	notice	count
fall	sail	drop	open	remain	visit	wonder	encourage

#### Only in simple tenses

*is*

#### In both simple and continuous tenses

*arrive*

Can you add other verbs to each column?

### 10 Which sentences cannot be changed into the present continuous tense?

- a The coffee tastes awful.
- b We have breakfast very early.
- c They feel they need more time.
- d I have a serious headache.
- e She thinks about her mother a lot.

### 11 Which of the following sentences are wrong? Correct the wrong ones.

- 1 I'm loving the painting you bought yesterday.
- 2 Dad is lying on the bed now.
- 3 We are noticing the changes in the experiment.
- 4 He's having a bath.
- 5 Why is he staring at me?
- 6 Where did he drop his suitcase?

### EXPRESS YOURSELF

### 12 What typical writing features have you noticed in "The Last Leaf"? Give examples.

-  **13** Find more information about O. Henry's stories and his writing style online. Share the information you found with the class.

# POETRY

## ACTIVATE AND SHARE

- 1 What's your favourite poem, either in English or Chinese? Read it aloud and say why you like it.
- 2 What typical language features do you often find in poems?

## LISTEN FOR UNDERSTANDING

 8.3

- 3 Read the poem "Stopping by Woods on a Snowy Evening". Try to work out the missing words. Then, listen and check.

*Stopping by Woods on a Snowy Evening*  
by Robert Frost (1874-1963)

*Whose woods these are I think I know.  
His house is in the village \_\_\_\_\_;  
He will not see me stopping here  
To watch his woods fill up with snow.*

*My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the \_\_\_\_\_.*

*He gives his harness bells a shake  
To ask if there is some \_\_\_\_\_.  
The only other sound's the sweep  
Of easy wind and downy flake.*

*The woods are lovely, dark and deep,  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I \_\_\_\_\_.*

## Skill Builder

### Understanding Poetry

- Poetry is a form of literature that is usually written in lines and stanzas.
- Words in a poem are put in a special way to make a rhythm (a regular repeated pattern of sounds).
- The theme of a poem is often shown by images and through literary devices (e.g. simile, personification, metaphor, exaggeration).


- 4 Explain the meaning of the poem in your own words.

 8.3

- 5 Listen to the poem. Answer the questions.

- 1 Why did the writer stop by the woods?
- 2 Why did the horse give the harness bells a shake?
- 3 Why couldn't the writer stay longer in the woods?

- 6 **Group Work** What is the effect of the repetition in the last lines of the poem?

-  **7** Read the poem "The Daffodils". Use the words below to fill in the rhyming words in each stanza. Then, listen and check.

line	crowd	trees
daffodils	dance	eye
gay	brought	

### The Daffodils

by William Wordsworth (1770-1850)

*I wandered lonely as a cloud,  
That floats on high o'er vales and hills,  
When all at once I saw a \_\_\_\_\_,  
A host, of golden daffodils;  
Beside the lake, beneath the \_\_\_\_\_,  
Fluttering and dancing in the breeze.*

*Continuous as the stars that shine,  
And twinkle on the milky way,  
They stretched in never-ending \_\_\_\_\_,  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly \_\_\_\_\_.*

*The waves beside them danced; but they  
Outdid the sparkling waves in glee:  
A poet could not but be \_\_\_\_\_,  
In such a jocund company:  
I gazed – and gazed – but little thought,  
What wealth the show to me had \_\_\_\_\_:*

*For oft, when on my couch I lie,  
In vacant or in pensive mood,  
They flash upon that inward \_\_\_\_\_,  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the \_\_\_\_\_.*

-  **8** Listen to the poem. Answer the questions.

- 1 How did the poet feel before he saw the daffodils? How did he feel afterwards? What is the poet's mood in the poem?
- 2 What wealth did the daffodils bring to the writer?
- 3 How is the beauty of the daffodils depicted in the poem?

-  **9** Listen to the two poems again. Read them aloud.

- 10** Read the two poems again. Underline and talk about the literary devices the two poets used to express their feelings.

- 11** **Group Work** Both Robert Frost and William Wordsworth expressed their deep love and appreciation of nature in their poems. Discuss the different ways they expressed their appreciation. Find examples.

### WRITE

- 12** Write a short poem, expressing your love or appreciation of something. Read it aloud to the class.



# 20,000 LEAGUES UNDER THE SEA

## ACTIVATE AND SHARE

- 1 Have you ever read any science fiction? Who are the writers? What are the stories about?

## READ AND EXPLORE

- 2 Read an extract from *20,000 Leagues Under the Sea* by Jules Verne and find out what happened to "I", the professor in the story.

The crash was so violent that I have no clear recollection of falling from the boat. Might I hope to be saved? The darkness was intense. I saw a black mass disappearing in the east.

- 5 It was the boat! I was lost.

"Help, help!" I shouted, swimming towards the boat in desperation. I was sinking! I couldn't breathe!

- 10 "Help!" My mouth filled with water; I struggled against being drawn deeper, deeper down. Suddenly I

felt myself quickly drawn up to the surface of the sea; and I heard these words: "If master would be so good as to hold onto my shoulder, master would swim with much greater ease." I grabbed my faithful Conseil's arm with one hand.

- 15

"Is it you?" said I.

"Myself," answered Conseil.

"That crash threw you as well as me into the sea?"

"No; but, being in my master's service, I followed him."

- 20 Conseil was cool and calm. Nevertheless, our situation was no less terrible. Near one o'clock in the morning, I suddenly felt terribly tired. Conseil had to keep me up, and our preservation depended on him alone. "Leave me! Leave me!" I said to him.

"Never!" replied he. "I would drown first."

- 25 "Help! Help!" cried Conseil. It seemed to me as if a cry answered him. There was no mistake! A human voice responded to ours! Then, I know not why, the thought of the strange, terrible animal came into my head for the first time! But that voice! I had almost no strength left; my fingers could hardly move; my mouth, opening and closing, filled with salt water. I became colder and colder. I raised

### Fact File

**Jules Verne** (1828-1905), a French novelist, was called the "Father of Science Fiction". He wrote a widely popular series of science fictions, including *Journey to the Centre of the Earth* (1864), *20,000 Leagues Under the Sea* (1870), and *Around the World in Eighty Days* (1873).

30 my head for the last time, then I sank.

At this moment a hard body struck me. I held onto it; then I felt that I was being drawn up, that I was brought to the surface of the water, that my

35 chest collapsed — my eyes closed, unconscious. I soon woke up, and half opened my eyes. I saw a face which I immediately recognised. “Ned!” I cried.

“The same, sir!” replied the Canadian.

40 “Were you thrown into the sea when the boat crashed?”

“Yes, Professor, but more fortunate than you, I was able to find safety almost immediately upon this island in the sea. Or, more correctly speaking, on this large whale. Only I soon found out why my weapon had not entered its skin, but bounced off.”

“Why, Ned, why?”

45 “Because that creature is made of steel.” I moved myself quickly to the top of the being, and kicked it. It was evidently a hard, solid body. The black back that supported me was smooth, polished, nothing like an animal. The blow produced a sound of metal; and, incredible though it may be, it seemed as if it was made of metal plates. This monster was a human construction. We were lying upon the

50 back of a sort of underwater boat. I searched all over the outside for an opening, a hole, but found nothing. At last this long night passed. Daybreak appeared.

Suddenly a noise came from inside the boat. One iron plate was moved, a man appeared, uttered an odd cry, and disappeared immediately. Some moments after, eight strong men, their faces covered, appeared noiselessly, and drew us

55 down into their incredible machine.



3 List the names of the main characters and indicate their relationships.

4 Read the extract again. Order the events (a–f).

( ) a The professor sank and swam towards the boat, crying for help.

( ) b The professor learnt that he was above a metal “island” and then he was drawn into it by eight men coming from inside.

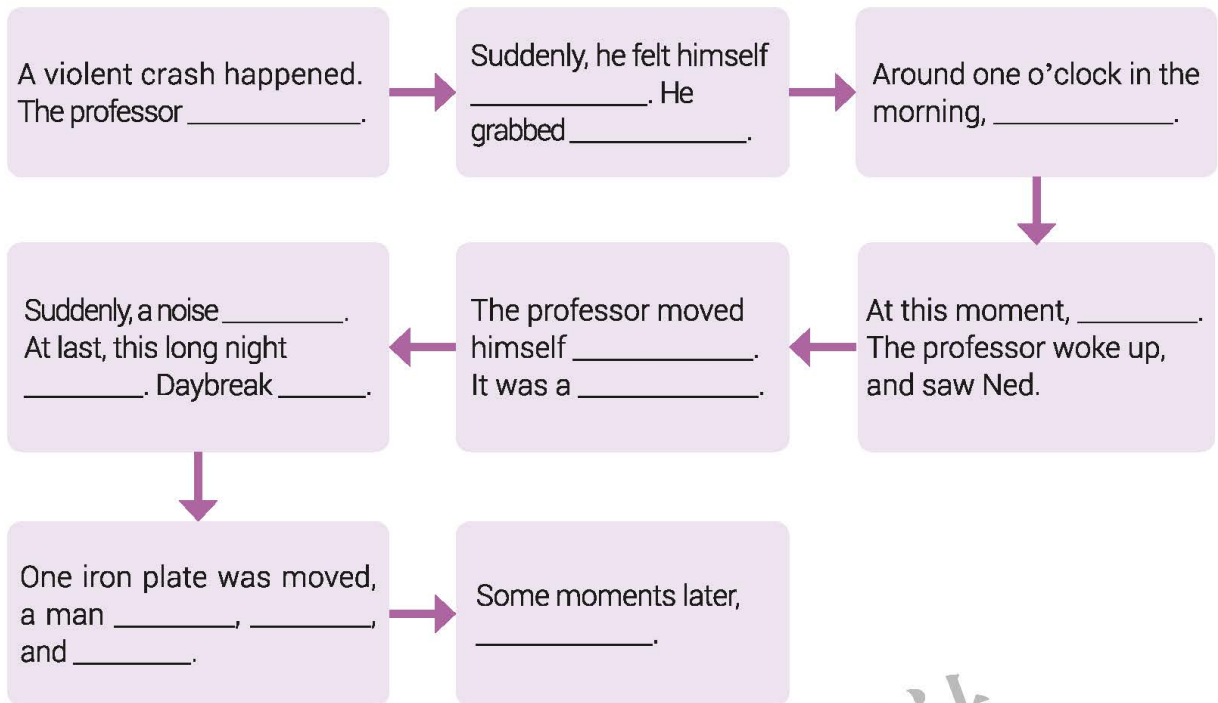
( ) c Conseil supported the professor and stopped the professor from drowning.

( ) d The professor’s chest collapsed, but then he woke up and saw his friend Ned, the Canadian.

( ) e There was a crash and the professor, who was the narrator, fell from his boat.

( ) f A hard body struck the professor. He held onto it and felt that he was being drawn up.

**5 Pair Work** Read again and take notes. Then tell the story to your partner.



**6 Pair Work** Think and share.

- 1 What physical problems did the professor suffer after he fell into the sea?
- 2 What do you think the "creature" is? Find evidence from the extract.
- 3 What social class do you think the professor and Conseil belong to? Underline the expressions that indicate their social status.
- 4 What kind of person is Conseil? Find evidence from the extract to support your judgement.

**7 Complete the summary the with words below.**

solid	responded	evidently	grabbed	desperation
drown	construction	unconscious	violently	sinking

The professor was thrown from the boat when it **1** \_\_\_\_\_ crashed. He had no recollection of falling in but, Conseil **2** \_\_\_\_\_ him and saved him from **3** \_\_\_\_\_. In **4** \_\_\_\_\_, Conseil cried for help and a human voice **5** \_\_\_\_\_ a cry back, just as the professor became **6** \_\_\_\_\_. He started to **7** \_\_\_\_\_ but was struck by a hard body which drew him up to the surface. He came across Ned, who had also been thrown into the sea. The professor could see the "whale" **8** \_\_\_\_\_ was a hard, iron body and was smooth and **9** \_\_\_\_\_ concluding it to be of human **10** \_\_\_\_\_. At daybreak a man opened the door and they were drawn down into the machine.

**ENGAGE AND EXPAND**

**8 Group Work** Work in groups of four. Each student chooses a role below and completes the task independently according to the role descriptions. Share with the group before reporting to the class.



**WORD MASTER**

- Find three words / expressions from the story that describe a situation or a character vividly.
- Explain the meaning of the words / expressions.
- Tell others why you chose the words / expressions.

**Your report may go like this:**

The first word / expression I found was \_\_\_\_\_ in paragraph \_\_\_\_\_ line \_\_\_\_\_. It means \_\_\_\_\_. It is used to describe \_\_\_\_\_. I chose this word / expression because \_\_\_\_\_.

**PASSAGE PERSON**

- Find two passages that contain vivid and impressive descriptions of the characters or events of the story. A passage can be one or two sentences or even a piece of dialogue.
- Read the passage aloud to your group and give your reasons for choosing them.
- Invite your group members to comment on what you have chosen.

**My passages:**

1 Page \_\_\_\_\_ line \_\_\_\_\_  
Reasons for choosing the passage \_\_\_\_\_

2 Page \_\_\_\_\_ line \_\_\_\_\_  
Reasons for choosing the passage \_\_\_\_\_

**Reading Circles**

- Raise at least two open-ended questions and provide answers to the questions.
- Invite other members to answer the questions you raised.
- Organise a group discussion for everyone to share their work and get ready for a class presentation.
- Make sure every member is ready to share with the whole class.

**Your report may go like this:**

Question 1: \_\_\_\_\_

Answer: \_\_\_\_\_

Question 2: \_\_\_\_\_

Answer: \_\_\_\_\_

- Summarise the story in 4–6 sentences. Try to include the settings, the main characters, the plot and plot development.

**Your report may start like this:**

This story is about \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DISCUSSION LEADER****SUMMARISER****EXPRESS YOURSELF**

- 9 Group Work** Change the story into a drama. Choose one of the scenes to act out.
- 10** Search online or use other sources to find more information about the writer and his works. Share with your partner.

# A CONTINUATION OF A STORY

## GET READY FOR WRITING

**1 Pair Work** You are going to write a continuation of the story "The Last Leaf". Discuss the questions with your partner.

- 1 What happened in the story "The Last Leaf"?
- 2 What might happen next?
- 3 What is important in continuing a story?

## READ FOR WRITING

**2 Read a continuation of *20,000 Leagues Under the Sea*. Answer the questions.**

- 1 Where did this part of the story happen?
- 2 What did the narrator meet?
- 3 What did Ned think would happen to them?
- 4 How is the continuation connected with the original story?



### *A Continuation of 20,000 Leagues Under the Sea*

We were aboard the machine now, and I shook with cold in the darkness. My eyes could see nothing. We were alone. I couldn't say where I was, nor could I imagine. All was black, and I was amazed that even after some minutes, my eyes had not been able to see even the smallest shape. I could hear Ned and Conseil breathing quickly. They were nervous, too.

Our prison was suddenly lit, and we closed our eyes painfully at the light. Then came the sound of a heavy door opening, and two seamen appeared. They examined us with great attention, without saying a word. Then they shut the door again and left.

"We will die in this prison!" cried Ned.

"Nonsense!" I said. "We have survived worse than this!" I did not completely believe the words I said, but I knew they would comfort Ned and Conseil.

The door opened again, and the men returned with water and dry biscuits. Hardly a large meal, but it made me realise just how hungry I was. We ate in silence.

"Tomorrow, we take you home," said one of the men in a deep voice. "But first, you must tell us how you found our machine." I smiled. I would never again take my home for granted.

### FOCUS ON STRUCTURE AND LANGUAGE

- 3 Read again. Identify the characters, the setting and the plot of the story.
- 4 Write 2–3 sentences as the continuation of “The Last Leaf”. Use similar expressions in the Sentence Builder that make the description vivid and lively.

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### COMPOSE YOUR WRITING

- 5 **Outlining** Draw a story map for your continuation of “The Last Leaf”. Make sure your continuation is coherent with the original story.

#### My Story Map

Title: \_\_\_\_\_

Setting: \_\_\_\_\_

Characters: \_\_\_\_\_

New plot: \_\_\_\_\_

The development of the story

\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Ending: \_\_\_\_\_

### Sentence Builder

#### Descriptive Language

I could hear Ned and Conseil breathing quickly. They were nervous, too.

Our prison was suddenly lit, and we closed our eyes painfully at the light.

They examined us with great attention, without saying a word.

I did not completely believe the words I said ...

We ate in silence.

... said one of the men in a deep voice.

### Writing Help

#### Writing a Continuation of a Story

##### It's important to:

- understand the setting, the characters and the plot of the original story;
- start your continuation with a new plot based on what has happened;
- include different types of details like sensory details, actions and thoughts;
- create dialogues that sound real and natural;
- write the continuation in the same tone and tense as the original story.

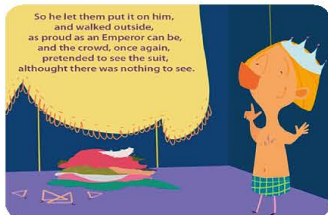
- 6 **Drafting** Use your story map and the Writing Help to write the first draft.
- 7 **Editing** Edit your story continuation in pairs. Then share what you have written in class.
- ➡ **Peer Editing Sheet for Unit 8, page 93.**

# FAIRY TALES

This video presents three famous fairy tales that most children are familiar with from their childhood.

## ACTIVATE AND SHARE

**1 Group Work** You are going to watch the fairy tales below. Who are the main characters in each story? What happens in each story?



▲ *The Emperor's New Suit*





▲ *The Princess and the Frog*



▲ *The Beggar and the Miser*

## VIEW AND LEARN



**2** Watch the three tales. Complete the information about each tale.

 Characters    Setting

\_\_\_\_\_



\_\_\_\_\_

**The Emperor's New Suit**

 Problem    Solution

\_\_\_\_\_



\_\_\_\_\_

 Characters    Setting

\_\_\_\_\_



\_\_\_\_\_

**The Princess and the Frog**

 Problem    Solution

\_\_\_\_\_



\_\_\_\_\_

 Characters    Setting

\_\_\_\_\_

\_\_\_\_\_

**The Beggar and the Miser**

 Problem    Solution

\_\_\_\_\_

\_\_\_\_\_

**3 Group Work** Watch the three tales again. Note down the expressions that you find interesting or useful. Share in groups.

## EXPRESS YOURSELF

- 4 Group Work** Discuss the moral of each tale in groups.
- 5** Imagine you were asked to tell one of the fairy tales to a group of ten-year-old children. Tell it with proper intonation, facial expressions and body language.

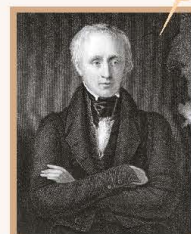
# ROMANTICISM IN POETRY

Romanticism<sup>1</sup> was a literary and artistic movement from the late 18<sup>th</sup> century to the mid-19<sup>th</sup> century in Europe. Romantic emotions were expressed in poems, stories, art and music. These emotional works celebrated the beauty of nature and true human emotions.

## William Wordsworth (1770–1850)

William Wordsworth was a famous Romantic poet in England. In fact, his name is synonymous<sup>2</sup> with the English Romantic Movement.

Wordsworth grew up in one of the most beautiful areas of England, which is called the Lake District. The countryside there is wild, natural and beautiful. Wordsworth's childhood greatly influenced his later poetry.



As an adult, Wordsworth worked together with the fellow poet, Samuel Taylor Coleridge. In 1798, they published a book of poetry called *Lyrical Ballads*. This book announced the beginning of the English Romantic Movement. Its poems used language and situations from real life, and celebrated nature in a new way. The book was a great change from the poetry of the past.

## Li Bai (701–762)

Romanticism has been a part of human creative expression for centuries all over the world.



Li Bai, one of China's greatest poets, wrote poetry during the Tang Dynasty, around a thousand years before Wordsworth. His free, vivid and exaggerated style of poetry is in many ways an early form of the Romantic Movement in 19<sup>th</sup> century Europe. As with Wordsworth and his contemporaries, Li Bai's poems were about beautiful natural scenes and the people who touched his heart.

As a boy, Li Bai lived in Sichuan with his family. At the age of 25, he began travelling around the country. He made friends with scholars and kept journals. His travels were the basis for his works of more than 2,000 poems, of which approximately 1,800 are still read today.

## NOTES

1 romanticism *n.* 浪漫主义

2 synonymous *adj.* 相同的, 近似的

## GENERAL UNDERSTANDING

- 1 What was Romanticism? How were romantic emotions expressed?
- 2 What influenced William Wordsworth and Li Bai's poetry?

## CRITICAL THINKING

### Online Search

Find a poem by Wordsworth and a poem by Li Bai. Read the poems and list some similarities and differences between them. Share your findings in class.

# THE PRINCE OF DENMARK'S DEATH

*King Claudius is Hamlet's uncle. He killed Hamlet's father and married Hamlet's mother Gertrude. Claudius decides to organise a fencing match between Hamlet and Laertes. Laertes is the son of Polonius who Hamlet accidentally killed and the brother of Ophelia, Hamlet's ex-girlfriend who killed herself because Hamlet was cruel to her. Claudius wants Hamlet to be killed in order to protect his position as King of Denmark. He convinces Laertes, who wants revenge for his father's death to use a poisoned sword in order to kill Hamlet during their match. Before the fight, Hamlet talks with his good friend Horatio and then Claudius enters with Gertrude, Laertes and others from the royal court.*

**Claudius** Come Hamlet and shake hands with Laertes.

**Hamlet:** *(to Laertes)* I'm sorry for the pain I have caused you and for my terrible actions. There is a reason for it; one which I am sure you have heard. I am mad. It is my insanity<sup>1</sup> that has made me act so badly.

**Laertes:** I appreciate you saying that – even though I should want revenge<sup>2</sup> for what you have done to my father and sister. Even though I forgive you personally, for the sake of the honour of my family I cannot accept your apology.

**Hamlet:** I'm sorry for that. Well then, let's play this fencing match.

**Claudius:** Osric, pass them their swords<sup>3</sup>. Since Hamlet is the weaker fencer<sup>4</sup>, Laertes will need three more hits than him to win the match. *(to Osric)* Let's put out some wine glasses. If Laertes wins then Hamlet will die and all will be well. But if Hamlet appears to be winning, I'll pretend to drink to his health and I'll poison his wine. Come everyone, let's start!

*Hamlet and Laertes start to fence.*

**Hamlet:** I believe that was a hit.

**Osric:** One hit to Hamlet.



**Claudius:** Let's all drink to Hamlet. *(He puts poison in the wine.)*

Here Hamlet, take this glass of wine and drink with me.

**Hamlet:** In a moment, Claudius. I would prefer to keep playing. Another hit for me! Do you agree, Laertes?

**Laertes:** Yes, you got me there.

**Claudius:** I think Hamlet is going to win this.

**Gertrude:** No, look at him now. He's getting tired. Hamlet my dear son, rest for a minute and take my handkerchief to wipe your brow. The queen drinks to your health, happiness and good luck.

*Gertrude lifts the glass with the poison.*

**Claudius:** Gertrude, put the glass down!

**Gertrude:** How dare you! You cannot tell me whether or not I can drink! *(She drinks.)*

**Claudius:** *(to himself)* That was the poisoned wine but there is nothing I can do about it now.

**Hamlet:** Laertes, are you going to fence or are you just playing around? Come on! Get ready for the third hit!

**Laertes:** You think I'm only playing? Well then and let's really fight!

*In the next moments, Laertes wounds<sup>5</sup> Hamlet. Then in the fight they both lose their swords and pick up each other's. Hamlet wounds Laertes and while this is happening, Gertrude collapses.*

**Hamlet:** What is the matter with Queen Gertrude? Is she unwell?

**Claudius:** She simply cannot stand the sight of blood. She has just fainted.

**Gertrude:** No, that is a lie! The drink was poisoned. Hamlet, I'm dying! *(Gertrude dies.)*

**Hamlet:** Who did this to her?

**Laertes:** I am partly at fault, Hamlet. I poisoned my sword before our match and you are going to die soon. Now that the poison is in your blood, there is no cure. I did not harm your mother, however. It was the King who poisoned the wine your mother drank.

**Hamlet:** You poisoned the sword? Well then hurry up poison and kill me!

*Hamlet attacks Claudius and wounds him with the sword.*

**Hamlet:** Here, you murderer, now you can follow my mother! Drink this wine.

*(Hamlet forces Claudius to drink the poisoned wine and he dies.)*

**Laertes:** You did the right thing, Hamlet. The King got what he deserved. Please forgive me for everything that has happened. *(Laertes dies from the poison.)*

**Hamlet:** *(to Horatio)* God will free him from blame. Horatio, I'm dying. I'll be joining him in Heaven soon. Please tell everyone the truth about what has happened here.

*(They hear the sound of an army approaching.)*

**Osric:** Hamlet, young Fortinbras has won the war in Poland and is returning in triumph<sup>6</sup>.

**Hamlet:** Horatio, I haven't long to live. The poison is killing me. Please tell Fortinbras that I want him to be the next King of Denmark. Make sure he knows this.

**Horatio:** Now a noble heart is breaking. Good night, sweet prince.

## NOTES

**1** insanity *n.* 精神错乱

**4** fencer *n.* 击剑者

**2** revenge *n.* 报复

**5** wound *v.* 伤害

**3** sword *n.* 剑

**6** triumph *n.* 胜利

## GENERAL UNDERSTANDING

**1** Why does Claudius poison the wine? Who dies from drinking it?

## CRITICAL THINKING

**2** What do you think Gertrude, Hamlet's mother would have done if she knew what Claudius was planning? How would the outcome be different? Think and discuss.

# CHECK YOUR PROGRESS

Use what you have learnt from the unit "Literature" to talk about different forms of literature, e.g. short stories, poetry, science fiction and fantasy stories.



1 At the school's Written Word Club, Li Zhen tells the story "The Last Leaf" to her fellow students. Help complete her presentation using the correct form of the words below.

icy	slip	stare	fetch	blank
aside	curtain	three-story	blanket	backwards

"The Last Leaf" is a beautiful short story written by O. Henry. In the story, the two main characters, Johnsy and Sue, lived in a studio apartment in a 1\_\_\_\_\_ building. The author describes the illness "pneumonia" as a person who placed an 2\_\_\_\_\_ finger on Johnsy making her terribly ill. She lay in bed under a 3\_\_\_\_\_, looking 4\_\_\_\_\_ at the wall. The doctor took Sue 5\_\_\_\_\_ and told her that Johnsy had only a small chance of surviving the illness. Sue noticed that Johnsy wasn't 6\_\_\_\_\_ at the wall but was actually looking out the window at leaves on an ivy vine and counting 7\_\_\_\_\_. She said they had been falling for days and when the last one fell, she would die.

Sue went to 8\_\_\_\_\_ her neighbor Mr Behrman and told him what Johnsy said about wanting to 9\_\_\_\_\_ away like the leaves. Mr Behrman said that was nonsense.

The next morning, Johnsy asked Sue to open the 10\_\_\_\_\_ and found that the last leaf remained on the vine, despite the rain and snow having fallen all night. Johnsy came to realise her foolish thought and started to become healthier.

However, Mr Behrman died from pneumonia. In a snowing and raining night, he painted his masterpiece — a vine leaf on the wall outside of Johnsy's window.



2 Chen Xi speaks about a book he is reading. Complete his speech using the correct form of the words below.

grab	violent	weapon	daybreak	desperate
civilisation	preservation	construction	nevertheless	

I don't get so much time to read these days, but 1\_\_\_\_\_ I will always 2\_\_\_\_\_ a science fiction book off the shelf when I have a little time. It's such a fun genre! I'm currently reading a book called *The Third Option*.



The book is set in the future at a time when the world is experiencing a long and **3** \_\_\_\_\_ war with another planet. The other **4** \_\_\_\_\_ are trying to find a new planet to live on and have decided that the Earth will be theirs. Being more advanced than us, they do not want peace but rather to destroy us.

In a **5** \_\_\_\_\_ attempt to win the war, humans decide to develop a very deadly **6** \_\_\_\_\_ that will kill the enemy but also destroy the environment of the Earth. The main character of the book is a scientist called Kate Jones who decides that the **7** \_\_\_\_\_ of the Earth is too important. She gathers a group of soldiers and scientists together to find an alternative solution. They call their group **8** " \_\_\_\_\_ " as they believe they could start a new chapter in human history. While the weapon is under **9** \_\_\_\_\_, they race against time to stay alive and protect the Earth.

I don't want to spoil it by saying too much but I highly recommend this book if you enjoy this genre!



**3** Chen Xi then reads to the class an extract from one of his favourite fantasy books about a princess who lives in a world inhabited by dangerous creatures. Read the extract and identify the different literary devices used in the underlined parts.

simile

metaphor

exaggeration

personification

**1** The wind moaned through the trees as she wandered lost and lonely through the forest. It was **2** as dark as a long winter night without moon or stars. Her **3** fear rose like waves in the ocean. Her **4** breath was icicles in the freezing air. Suddenly, through the forest rose a shadow. She screamed in fear. Dark, dangerous and **5** larger than the highest mountain, it crept towards her. She fled ...

**1** \_\_\_\_\_

**2** \_\_\_\_\_

**3** \_\_\_\_\_

**4** \_\_\_\_\_

**5** \_\_\_\_\_



**4** Next, Li Zhen tries to write a short story. The following is what she has written so far. How can you help her write a continuation of the story? Make notes.

It was late at night. Lindsay was walking home alone in the countryside. It was so dark that she could hardly see a thing. Suddenly, she heard a low howl behind her. "Perhaps it is a wolf," she thought to herself. She began to walk more quickly, but found it difficult to see where she was going in the darkness. She took a step forward, and found herself falling down a hill, rolling over and over. When she finally stopped, her whole body was in pain. She realised her leg was probably broken. During the fall, she had dropped her phone. She could

see the light of her phone, halfway down the hill, out of reach. Then she heard the howl again, but this time it was closer. And then a second animal replied.

Lindsay suddenly realised she needed to get help, and quickly. She tried to climb back up the hill to her phone. But it was so difficult and so painful that she only moved a metre or so before she gave up. Then came the howl again. It was much closer. Lindsay tried to climb back up the hill again, but fell to the ground, unable to move her leg. Suddenly, she felt breath on the back of her neck.

...

The setting (The main character's reaction to the first part of the story): \_\_\_\_\_

The characters: \_\_\_\_\_

The new plot: \_\_\_\_\_

The ending: \_\_\_\_\_

## UNIT DIARY



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

★ *Three types of literary devices and examples I learnt from this unit:*

---

---

---

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

---

---

---

★ *Three descriptive expressions I learnt to describe a scene or emotions:*

---

---

---

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

---

---

---

UNIT

# 9

# HUMAN BIOLOGY



**In this unit, you will:**

- listen, read and talk about human biology;
- learn to use the perfect and phrasal verbs to express meaning, and also learn how to ask for and give advice in a conversation;
- write a summary;
- view an episode about a debate on animal experiments and express your opinions about it.

# TOPIC TALK

1 **Pair Work** Talk about the things your body and mind are capable of doing.

My body is capable of doing many things, such as ...

*running*

-----

-----



My mind is capable of doing many things, such as ...

-----

-----

9.1

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

## Text Builder

## Human Biology

The human body is capable of doing many things, such as \_\_\_\_\_.

The human mind is capable of \_\_\_\_\_. We use our minds to \_\_\_\_\_.

I really admire people who use their minds for the betterment of mankind. For example, \_\_\_\_\_ conduct research to \_\_\_\_\_.

### Capabilities of the Human Body

running very fast, carrying heavy things, jumping high, dancing beautifully, doing gymnastics, running marathons



### Capabilities of the Human Mind

making decisions, reasoning, justifying, memorising facts, predicting the future, thinking and making judgements, inferring meaning  
create, innovate, solve problems, calculate



### What Scientists Can Do

physicists, medical researchers, information technologists

discover the unknown world and the universe, find cures for diseases, make new inventions to better human life, create robots to do the work for human beings



**3 Use the Text Builder to talk about things the human body or mind is capable of doing.**



**4 Listen to the dialogue. Write *T* (true) or *F* (false).**

- ( ) 1 Dr. Millhouse has been doing research into how the human body reacts in extreme conditions.
- ( ) 2 They trained the participants to do special breathing exercises and then had them practise the exercises in extremely low temperatures outside.
- ( ) 3 After about twenty minutes, the participants' bodies started to warm up on their own!
- ( ) 4 When the participants started suffering from tiredness, they stopped doing the exercises properly. Then their body temperature kept warm for a long time.
- ( ) 5 According to the research, people are able to control how hot or cold their bodies are.

**5 Use the language you have learnt to write a short paragraph about the human body or mind can do.**

“

## Quote ... Unquote

*A person's life is limited but serving the people is limitless. I want to devote my limited life to serving the people limitlessly.*

– **Lei Feng**

*It is health that is real wealth and not pieces of gold and silver.*

– **Mahatma Gandhi**

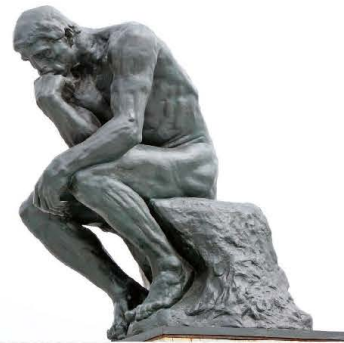
*The human body is the best picture of the human soul.*

– **Ludwig Wittgenstein**

*Every human brain is different – the brain makes each human unique and defines who he or she is.*

– **Stanley B. Prusiner**

”



### NOTES

- 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 Wittgenstein (1889–1951), an Austrian-born British philosopher and logician.
- Stanley B. Prusiner (born in 1942), an American neurologist and biochemist.
- Mahatma Gandhi (1869–1948), the leader of the Indian independence movement against British rule.

# TO CLONE OR NOT TO CLONE

## ACTIVATE AND SHARE

- 1 What do you know about cloning? What additional information would you like to know? Use the words and phrases to help you.

cell	to edit genes	to develop artificially	to break the technical barrier
species	identical genes	to make an exact copy of	to produce animal models

## READ AND EXPLORE

- 2 Read through the article. Draw a structural map to show how the paragraphs are organised.

Cloning is the process of making an exact copy of a plant or animal and developing it either naturally or artificially. Natural cloning has been going on for generations. For example, gardeners have been using a form of cloning when they take a cutting from a plant and place it in a suitable medium, such as soil. Another example of natural cloning is identical twins, who are produced from the same egg.

For years, there had been attempts to clone animals artificially. The first successfully cloned animal was a sheep named Dolly in 1996. At first, Dolly grew normally, but later she developed an illness that is more normally found in much older animals. She lived for six and a half years, only half the life of the sheep from which she was cloned. After Dolly, scientists have cloned more than 20 mammal species, including camels, cattle, deer, dogs, goats and mice. However, they have found a similar pattern of health problems with these other species as well. This has led to questions such as, "Will this be a major issue for all cloned animals?" "Will it continue to happen forever?"

In January 2018, the cloning of two long-tailed monkeys, Zhong Zhong and Hua Hua, was announced by Chinese scientists. They were the first-ever primates (the order of mammals which include apes, monkeys, and humans) to have been cloned! In comparison with other species, cloning primates has proved to be "much harder", and doing so with non-reproductive cells was



even more complicated. Dr. Sun Qiang, director of the research team, said they had been wholly devoted to the research and had been taking care of more than 1,000 monkeys 24 hours a day, 7 days a week for more than 5 years. There had been a number of failures before they eventually found a way to successfully clone a monkey. The reason they

- 3 Group Work** Read paragraphs 1–4 and make detailed notes about cloning that better illustrate the information. Then share your notes in a small group.
- 4 Pair Work** Read the first four paragraphs again. Ask and answer the questions in pairs based on your notes.
- 1 What is cloning?
  - 2 What examples of natural cloning are given?
  - 3 What was the first cloned mammal? What happened to her?
  - 4 How has the science of cloning developed since the first cloned mammal?
  - 5 What development in cloning was announced in 2018? What was special about it?
  - 6 For how long did Dr. Sun Qiang's team work? Why did they work so hard?

worked so hard to break this technical barrier was to get animals with edited genes and produce animal models that are helpful for medical research and human health.

The successful cloning of primates has led to worldwide praise as a huge breakthrough that might lead to cures for various diseases and may also offer clues on how to prevent the aging process. With this technology, we have the potential to raise a large number of monkeys with identical genes in a short amount of time, and we can even change their genes to suit research needs. This could help save research time, reduce the number of animals required for testing, produce more accurate results, and lead to more effective treatments.

Cloning, however, continues to be an issue that causes a great deal of disagreement and provokes strong emotions. While some people believe it is crucial for scientific advancement, others raise moral concerns. They believe it is bound to lead to cloning of other species, and they worry about the ethical questions this raises. For example, they wonder if clones should be treated as objects or as individuals with their own identity. Furthermore, clones may be viewed as mere copies of originals thus being seen as inferior. Finally, they worry that some organisations may abuse the technology for unethical purposes.

So far, it is still unknown what will happen to Zhong Zhong and Hua Hua as they grow up. Researchers insist that the science of cloning should be further explored and advanced. As Einstein said, "Science is a powerful instrument. How it is used, whether it is a blessing or a curse to mankind, depends on mankind and not on the instrument. A knife is useful, but it can also kill."

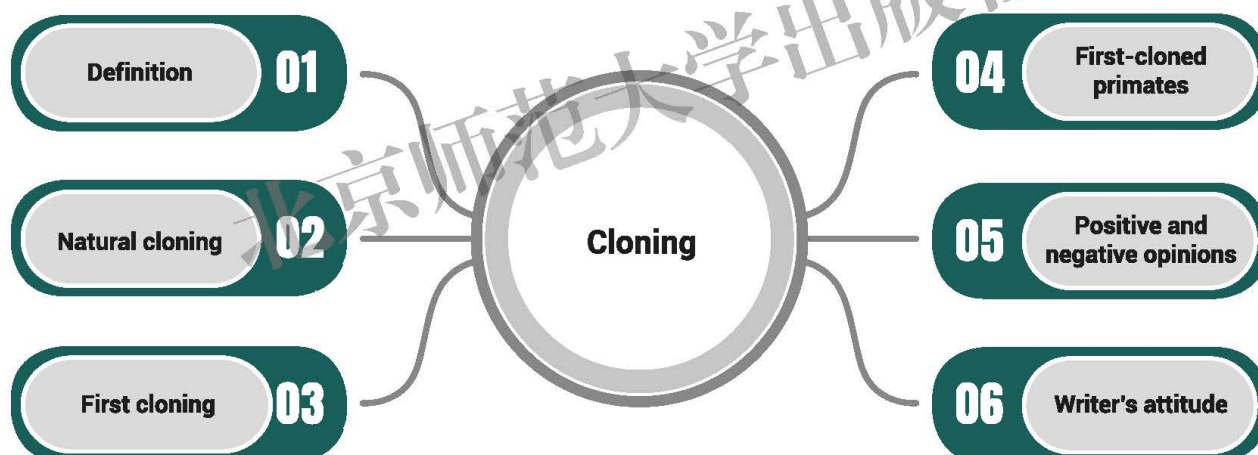


- 5 Group Work** Read paragraphs 5–6. List the potential benefits of, and moral concerns about cloning primates. Add your own concerns. Then share your notes in groups.

Potential benefits	Moral concerns
<ul style="list-style-type: none"> <li>will lead to cures for various diseases</li> </ul>	<ul style="list-style-type: none"> <li>has refreshed the technical possibility of cloning of other species</li> </ul>

- 6** Read the last paragraph. What does Einstein's quote mean?

- 7 Pair Work** Talk about cloning using the information in the article.



- 8 Group Work** Think and share.

- Why do researchers insist that the science of cloning should be further explored and advanced?
- What is the writer's attitude towards cloning? Find evidence.

- 9** Read the first sentence of each paragraph. Are there any signal words, such as linking words or time expressions, that help to make the article coherent?

- 10** Complete the summary using the information in the article.

Natural cloning has taken place for generations. An example of this is identical 1\_\_\_\_\_. A sheep called Dolly was the first mammal to be cloned 2\_\_\_\_\_.



Since Dolly, more than 20 mammal **3**\_\_\_\_\_ have been cloned including camels and goats. In 2018, China announced that two monkeys had been cloned. In comparison with other species, scientists have had to work hard to break the technical **4**\_\_\_\_\_ to get primates with **5**\_\_\_\_\_ genes. Scientists say that this major breakthrough offers the **6**\_\_\_\_\_ to create monkeys with **7**\_\_\_\_\_ genes to give more **8**\_\_\_\_\_ research results and perhaps lead to **9**\_\_\_\_\_ for various diseases. Whilst scientists insist it is **10**\_\_\_\_\_ to continue research, others raise **11**\_\_\_\_\_ concerns and worry that the technology might be **12**\_\_\_\_\_ by some organisations.

### FOCUS ON LANGUAGE: THE PERFECT

#### 11 Identify the tense of the sentences and write the number in the correct columns.

- 1 Natural cloning has been going on for generations.
- 2 Gardeners have been using a form of cloning when they take a cutting from a plant ...
- 3 For years, there had been attempts to clone animals.
- 4 Cloning primates has been proved to be "much harder" than cloning other species.
- 5 Dr. Sun Qiang said they had been wholly devoted to the research ...
- 6 Dr. Sun Qiang said they had been taking care of more than 1,000 monkeys 24 hours a day, 7 days a week ...


Present perfect	Present perfect continuous	Past perfect	Past perfect continuous

#### 12 Complete the passage with the proper form of the words in brackets.

On Thursday, the Institute of Neuroscience announced it **1**\_\_\_\_\_ (clone) two monkeys using non-reproductive cells. It is reported that researchers all around the world **2**\_\_\_\_\_ (conduct) tests on animals, such as mice and dogs, for many years but couldn't find a way to clone monkeys. The news of the successful cloning **3**\_\_\_\_\_ (attract) attention from around the world. However, cloning primates **4**\_\_\_\_\_ (also raise) ethical concerns. For example, some people **5**\_\_\_\_\_ (discuss) issues concerning how clones will be treated in society.



### EXPRESS YOURSELF

-  **13 Search online and find more information about the development of cloning. Share the information in class.**
- 14 Pair Work** Do you think cloning is a good idea? Use what you have learnt to try to persuade someone to accept your point of view.

# BRAIN POWER

## ACTIVATE AND SHARE

- 1 Pair Work** Match the words from the box with their definitions.

atom      nerve      billion      cell      organ

- (    ) 1 one thousand million
- (    ) 2 a part of the body that has a particular purpose, e.g. the heart
- (    ) 3 the smallest piece of something that can exist alone
- (    ) 4 a tiny part of the body that helps carry messages to and from the brain
- (    ) 5 a unit of living matter



## LISTEN FOR UNDERSTANDING

- 2** Before listening to a lecture about the brain, read the statements and write *T* (true) or *F* (false).

- (    ) 1 The brain consists of only white matter.
- (    ) 2 The brain weighs just over a kilo.
- (    ) 3 The brain contains about one billion cells.
- (    ) 4 The brain uses 10% of the body's energy.
- (    ) 5 The brain sends messages in the same way as a computer works.
- (    ) 6 There are more possible connections in your brain than there are atoms in the universe.

-  **3** Listen to the lecture and check your answers to Activity 2. Correct the false ones.

-  **4** Listen again. Complete the information you hear about the brain. Then tell your partner what you have learnt about the brain.

What matter does it consist of?	<i>Grey and white matter</i>
How much does it weigh?	
How much body's energy does it use?	
How many cells does it contain?	
How are messages sent?	The brain cells make up _____, which are connected by _____. The brain sends messages using _____.
What have we learnt about the brain in the last ten years?	There are different areas in the brain, which are _____. We now know which parts of the brain _____ different parts of our _____ from them. The brain also has different areas for different kinds of _____. You have one area for your _____ and another area for _____.

**5 Complete the summary with the words from the lecture.**

The brain consists of **1** \_\_\_\_\_ matter. It weighs **2** \_\_\_\_\_. It uses **3** \_\_\_\_\_ of the body's energy. It contains over **4** \_\_\_\_\_ which make up nerve cells. These nerve cells are connected by electrical impulses. There are more possible connections in one brain than there are **5** \_\_\_\_\_. Scientists have mapped different areas of the brain that are responsible for **6** \_\_\_\_\_. There are also different areas for different types of thinking, such as learning your own language and learning a **7** \_\_\_\_\_ language.

**FOCUS ON FUNCTION: ASKING FOR AND GIVING ADVICE**

**9.4 6 Listen to a student phone-in programme and complete the table.**

What problem do they have?	What can they do?
Anna: _____	_____
John: _____	_____ on junk food, _____ of Omega-3 fats
Bella: _____	_____

**9.4 7 Listen and imitate. Complete the Talk Builder.**

**Asking for and Giving Advice**

**Asking for Advice**

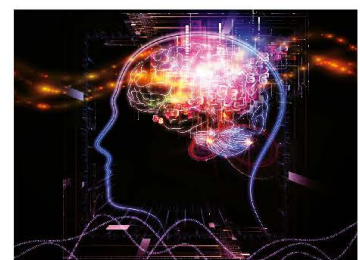
- \_\_\_\_\_ try them?
- \_\_\_\_\_, Professor Kim?
- So what kinds of activities \_\_\_\_\_?
- Is there any particular kind of exercise ...? \_\_\_\_\_?

**Giving Advice**

- \_\_\_\_\_ try learning a new language ...
- \_\_\_\_\_ is to cut down on junk food.
- \_\_\_\_\_ increase your intake of ...
- \_\_\_\_\_ do exercise that is good for your heart.

**SPEAK**

- 8 Search online in groups for more ways to increase brain power. Then give a short presentation to the class.**



# EPIDEMICS EXPLAINED

## ACTIVATE AND SHARE

1 What do you know about epidemics? Tick (✓) the statements that you think are correct.

- An epidemic is the rapid spread of an infectious disease.
- An epidemic can affect a large number of people in a given population.
- An epidemic can occur within a short period of time, usually two weeks or less.
- An epidemic may spread to several countries or continents.
- Some common viruses, such as the common cold, are not epidemics.
- A new epidemic can be a different variation of a virus that people caught in the past.

## READ AND EXPLORE

2 Read the passage. Find out what an epidemic is and how a disease can be classified as an epidemic. Then circle all the epidemics mentioned in the passage.

← → ↻

An epidemic is the name given to an infectious disease that rapidly spreads to a large number of people within a short period of time — usually two weeks or less. Epidemics have been happening for as long as there have been people living on Earth. They can be caused by several different factors, such as a virus being carried into an area, or changes in the way people live, like more people living in an area, which increases the chances of them coming into contact with a virus or bacteria.

5

Each disease can only officially be classified as an epidemic once a certain number of deaths have occurred from the disease. The number of deaths is different for every disease. So a very rare disease will have a low baseline and just a few cases of it in one place will be classified as

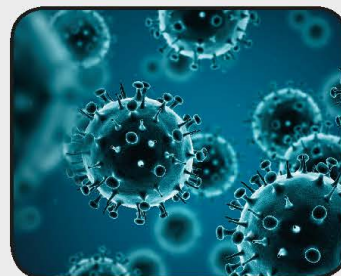
an epidemic; as opposed to more common diseases, such as the flu, that have a higher baseline. The common cold is a widespread virus that affects millions of people, but it is not seen as being a serious enough condition to deserve the classification of epidemic.

10

With recent press reports drawing parallels between bird flu and killer epidemics of the past, Jim Smith looks at the sometimes depressing history of epidemics for clues about how we can create a more positive future without epidemics.

15

Since bird flu first appeared in 1997, it has taken more than a hundred





25 lives. Many people fear it could be the next global epidemic, especially  
as scientists who have gone into detail studying tissue samples from  
the bodies of people who died of the 1918 Spanish Flu have proved  
that bird flu is a modern adaptation of that virus.

30 One of the earliest epidemics on record happened between about 500  
and 550 CE. Scientists now estimate that up to 50% of the area's  
population died from the epidemic, making it one of the main causes of  
the fall of the Roman Empire. Then, in the 1330s, this epidemic returned,  
this time in Asia. It spread rapidly to Europe and became known as "The  
Black Death" because one visible symptom was black spots on the body.

35 Centuries later, the Great Flu Epidemic of 1918, also called the Spanish  
Flu, struck near the end of World War I. Families who had only just got  
through the war now had to bury their loved ones who had died of  
the disease. As a result of the war, more people were travelling and  
moving perhaps than ever before in history and this caused the  
40 epidemic to spread worldwide. Having killed up to 50 million people in  
18 months, the Spanish Flu is believed to have been the most severe  
epidemic in history. More people died of the flu than died in the war.  
Initially, many people believed that such epidemics no longer posed a  
threat until very recently when SARS became a cause for concern.

45 The SARS epidemic began in 2002 with a case of lung disease in  
Guangdong Province. It spread to Canada, Vietnam and Singapore and  
lasted until 2003. SARS was examined by scientists, who were  
confused by this new disease and wanted to learn more about it and  
its causes. Infection rates went up steadily, and in the course of the  
outbreak, about 8,000 people were infected over nine months. Since  
50 the end of the SARS epidemic, scientists have been doing trials on  
treatments to prevent any future outbreaks.

Then, from 2013 to 2016, there was the most widespread outbreak of  
the Ebola Virus Disease (EVD) in West Africa, which resulted in a major  
loss of life in a number of west African countries. 11,310 deaths were  
55 officially recorded, but the actual number of deaths is probably much  
higher. The virus was extremely infectious and the survival rate was as  
low as 30% in some areas, indicating that very few people got over it.

60 Despite, or perhaps because of, the epidemics the world has faced in  
recent years, governments worldwide have underlined the fact that  
they want thorough and systematic medical research on epidemics to  
get at the causes and come up with cures as soon as possible.  
Countries will need to work together to do this because teamwork  
among nations across the globe can save lives.

- 3 Pair Work** Read the passage again. Complete the table about the epidemics mentioned. Then choose one disease to talk about with a partner.

Name	Period	Places	Death toll
Bird Flu		x	
Epidemics in the Roman Empire			
The Black Death			x
The Spanish Flu		x	
SARS			x
EVD			

- 4 Tick (✓) the aspects of information that are mentioned in the passage. Use a diagram to demonstrate in a logical way how they are organised.**

- |   |   |
|---|---|
| <input type="checkbox"/> when epidemics started                 | <input type="checkbox"/> definition                   |
| <input type="checkbox"/> examples of epidemics                  | <input type="checkbox"/> when it ended                |
| <input type="checkbox"/> treatments                             | <input type="checkbox"/> possible causes of epidemics |
| <input type="checkbox"/> baseline number of deaths of epidemics | <input type="checkbox"/> possible solutions           |

**Epidemics**

**Skill Builder**

**Developing Concepts Based on the Text**

Concepts are not always clearly defined in a text. You need to read and develop your understanding.

- Read the text to get the general idea.
- Identify all the information related to the concept, e.g. examples, developments, effects, etc.
- Organise the information and explain the concept from different angles.

- 5 Group Work** Discuss the questions.

- 1 What are the main features of an epidemic? Give at least two examples to illustrate your points.
- 2 What should different countries do to prevent outbreaks of epidemics in the future? Why?
- 3 What does the title mean to you? What does the writer want to convey in the passage?
- 4 Who do you think the passage is written for?

## 6 Complete these sentences in your own words.

- 1 Epidemics can be caused by ...
- 2 Diseases can only be officially classified as epidemics when ...
- 3 The Spanish Flu spread worldwide because ...
- 4 Since the end of the SARS epidemic, scientists ...
- 5 Countries need to work together to conduct thorough and systematic research because ...

### FOCUS ON LANGUAGE: PHRASAL VERBS (2)

## 7 Choose prepositions or adverbs in the box to make phrasal verbs with the three verbs in the Word Builder. Then use the phrasal verbs to complete the following sentences.

Word Builder

### Phrasal Verbs (2)

at into over up with through under up away

(The prepositions and adverbs may be used more than once.)

go \_\_\_\_\_

get \_\_\_\_\_

come \_\_\_\_\_

- 1 The medical expert asked a few questions to try to \_\_\_\_\_ the truth.
- 2 Books on epidemics \_\_\_\_\_ the medicine section of the store.
- 3 During this course, we'll \_\_\_\_\_ the main causes of bird flu.
- 4 It took him a week to \_\_\_\_\_ the flu.
- 5 Has your headache \_\_\_\_\_ yet?
- 6 The price of this drug has \_\_\_\_\_ twenty cents since August.
- 7 Are you willing to stand by him and help him \_\_\_\_\_ this difficult time?
- 8 Jordan has \_\_\_\_\_ some creative ideas for helping the sick.

### EXPRESS YOURSELF

-  **8 Group Work** Search online and find some information about epidemics in China or Asia. Report your information to the class.

# A SUMMARY (2)

## GET READY FOR WRITING

- 1 **Group Work** You are going to write a summary for the text "To Clone or Not to Clone". Put together some tips for writing a summary.

## READ FOR WRITING

- 2 Read the text "Epidemics Explained" in this unit. How many parts can it be divided into? Which paragraphs may be included into each part? Complete the first column of the table. Then match the key information below for each part.

Some epidemics were connected  
Cooperation needed to fight against epidemics

Definition  
Epidemics in the 21<sup>st</sup> century

The Text "Epidemics Explained"		
Parts	Corresponding paragraphs	Key information

- 3 **Pair Work** Read the summary of "Epidemics Explained" below. Find the main focus for each paragraph. Compare the summary with the original text, what information is included and what is left out? Why? Share with your partner.

An epidemic is the rapid spread of an infectious disease over a short period of time, causing a large number of deaths, the number of which differs for different diseases.

Professor Jim Smith conducted a study to compare the bird flu epidemic which occurred in 1997 with other deadly epidemics in our history. He found that the earliest epidemics took place as early as 500 to 550 CE, which killed half of the population in that particular area. The same epidemic, called "The Black Death" returned in the 1330s in Asia and spread quickly to Europe. Some hundred years later, the Great Flu epidemic broke out in 1918, also known as the Spanish Flu, killing 50 million people. This was considered the most severe epidemic in human history. The 1997 bird flu which claimed over 100 lives was an adaptation of the Great Flu of 1918.

At the start of the 21<sup>st</sup> century there were two major epidemics: SARS and EVD. The more recently discovered SARS disease infected about 8,000 people. According to official records EVD has killed more than 11,310 people in West Africa alone.

Globally, researchers are coming together to try to identify the causes for and help to find effective treatments for epidemics.



### FOCUS ON STRUCTURE AND LANGUAGE

- 4 Read the text "To Clone or Not to Clone". How many parts can it be divided into? Which paragraphs may be included in each part? Find out the focus for each part. Complete the table.

The Text "To Clone or Not to Clone"		
Parts	Corresponding paragraphs	Main focuses
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 5 Read the paragraph below. What's the main idea of this paragraph? Underline the key words. Summarise the paragraph in one sentence. Do the same for the other parts of the text.

Cloning is the process of making an exact copy of a plant or animal and developing it either naturally or artificially. Natural cloning has been going on for generations. For example, gardeners have been using a form of cloning when they take a cutting from a plant and place it in a suitable medium, such as soil. Another example of natural cloning is identical twins, who are produced from the same egg.

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### COMPOSE YOUR WRITING

- 6 **Drafting** Draft your summary based on Activities 4 and 5. Use the Writing Help to help you.
- 7 **Editing** Edit your summary in pairs. Then share what you have written in class.

 Peer Editing Sheet for Unit 9, page 93.

### Writing Help

#### Writing a Summary

##### *It's important to:*

- read the text and divide it into parts;
- summarise each part in one or two sentences, covering the key information;
- avoid including examples or explanations;
- avoid adding your own ideas;
- use linking words where necessary.

# ANIMAL EXPERIMENTS

What do you know about using animals in medical research? In this TV programme two participants have a debate on this issue.




## ACTIVATE AND SHARE

- 1 What do you know about animal experiments? Do you think it is necessary to use animals in medical research? Why or why not?

## VIEW AND LEARN

-  2 Watch Part 1 of the TV show. What facts did the presenter mention? Complete the notes.

- In Ancient Greece, animals were used in medical research over 1\_\_\_\_\_.
- In the 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> centuries, some important 2\_\_\_\_\_ were made using animals.
- Last year, 3\_\_\_\_\_ animal experiments were carried out in the UK.
- In the last few years, the numbers of larger animals, such as 4\_\_\_\_\_, 5\_\_\_\_\_ and 6\_\_\_\_\_ have gone down.
- In 2008, the testing of cosmetics was 7\_\_\_\_\_ in Britain.
- Next year, the British government plans to 8\_\_\_\_\_ the testing of 9\_\_\_\_\_.

-  3 Tina Thomas and Sam Bowden are debating the issues surrounding animal experiments. Watch Part 2 of the video and complete the "Main issues" column in the table. Then note down Tina's and Sam's different views in the other two columns.

Tina Thomas	Main issues	Sam Bowden
<i>Be careful about it. We still need it.</i>	_____ animal testing?	<i>Use other ways, e.g. testing on humans, using computer models.</i>
	Duty to help _____?	
	Testing on _____?	
	Controls in _____?	
	Use of _____ animals?	

## EXPRESS YOURSELF

- 4 **Class Work** Who do you agree with, Tina Thomas or Sam Bowden? Why? What are your arguments? Organise a debate in your class.

# TRADITIONAL CHINESE MEDICINE

## History

Traditional Chinese Medicine (TCM) is a system of medical care which originated in ancient China and has evolved<sup>1</sup> over thousands of years. It has developed a unique combination of treatments related to helping well-being and the prevention and treatment of diseases.

## Belief

Practitioners<sup>2</sup> of TCM believe there is no separation between body and mind. They look at the interactions between mind, body and environment. The ancient beliefs include the following:

- The human body is a miniature<sup>3</sup> version of the larger, surrounding universe.
- Harmony between two opposing yet complementary forces, called *yin* and *yang*, supports health, and disease results from an imbalance between these forces.
- Five elements—metal, wood, water, fire and earth—symbolically represent all phenomena, including the stages of human life, and explain the functioning of the body and how it changes during an illness or disease.
- *Qi*, a vital energy that flows through the body, performs multiple functions in maintaining health.

## Treatments

TCM treatments aim to cure problems by restoring the balance of energies. Herbal medicine and acupuncture<sup>4</sup> are the most popular treatments. There are over 10,000 ingredients used in Chinese herbal medicine. Different parts of plants and their extracts are the most commonly used ingredients, although some animal and mineral ingredients are also used. Acupuncture is a treatment that stimulates specific points on the body by inserting extremely thin needles into the skin. It is often used to provide pain relief for conditions like lower back pain, shoulder stiffness<sup>5</sup>, and knee soreness. Other practices include breathing and movement exercises, massage therapy, and diet.



## NOTES

1 evolve v. 逐步发展

2 practitioner n. 从业者 (尤指医生或律师)

3 miniature adj. 很小的, 微型的

4 acupuncture n. 针刺 (疗法)

5 stiffness n. 僵直, 酸痛

## GENERAL UNDERSTANDING

- 1 Read the text. Explain two of the ancient beliefs in your own words.

## CRITICAL THINKING

- 2 What are the most popular TCM treatments? Which treatments would you recommend?

# DNA DETECTIVES



DNA detectives can be used to identify genetic<sup>1</sup> information in order to detect disease. But with the development of technology, the DNA detective has been used in other aspects. For example, DNA detectives can figure out a person's identity and how people were related.

## ***Criminal Found After 31 Years***

Nowadays, DNA detectives can help policemen catch criminals. It has been one of the key weapons for unsolved cases. The DNA is stored in a database, where policemen can find the same or similar DNA to track down suspects and victims.



A 17-year-old girl, Melanie Road, was on her way home alone at night in Bath (UK) on 8 June, 1984. Her body was found the next day in a pool of blood.

Police questioned several suspects, but they couldn't identify the person who killed the girl. From Melanie's body, the police have found a full DNA profile of the killer. They worked through a database of 12,000 male names who were either witnesses or suspects at the time; but no match was found.

After 30 years, the criminal had still not been found. Melanie's mother wrote to a local newspaper: "I know it's a long time ago — to me it's only yesterday. Some people say ... let it rest, but I can't."

In 2014, a woman was arrested for a minor incident and her DNA was profiled. In July 2015, a match was found between her DNA and the DNA of Melanie's killer. The police found the woman was the daughter of the killer, Christopher Hampton. The criminal was finally found 31 years later.

## ***Copernicus' Grave Found***

Copernicus<sup>2</sup>, the Polish astronomer who died nearly 500 years ago, was identified by DNA evidence in the 21<sup>st</sup> century.

In 2005, a skull<sup>3</sup> and an incomplete skeleton<sup>4</sup> were found in Frombork, Poland, where Copernicus was buried on 24 May, 1543.

The skull was used for identification and experts found that it had belonged to a 70-year-old man with a broken nose and a cut above his left eye.

Copernicus died at seventy, had a broken nose as a result of a childhood accident and in a self-portrait<sup>5</sup> painted himself with a scar above the left eye. Experts were able to reconstruct the man's face and it matched Copernicus' portraits.



▲ Copernicus

However, they had to perform DNA tests to confirm the identity of the skull's owner. They couldn't easily find genetic material from Copernicus' close relatives, but they were able to find a book he had owned for decades at Uppsala University. They didn't have to look long to find nine hairs within the pages, some with good DNA samples. The DNA from the hair was the same as that from the bones found at Frombork. Interestingly, the analysis revealed that Copernicus probably had blue eyes, although he usually has dark eyes in his portraits.

Some scientists say the team should not have announced their findings so early — they should have looked more carefully for the DNA from Copernicus' mother or her relatives to check the results, as it is the mother's DNA that is passed on intact<sup>6</sup> to her child.

Despite these controversies, the great astronomer was officially buried again on 22 May, 2010 in Frombork. The search for his mother's DNA still continues.

### NOTES

1 genetic *adj.* 基因的

2 Copernicus 哥白尼

3 skull *n.* 头盖骨

4 skeleton *n.* 骨架

5 self-portrait *n.* 自画像

6 intact *adj.* 完整的, 不受损的

### GENERAL UNDERSTANDING

#### 1 Read the texts. Answer the questions.

- 1 What were the difficulties faced in each of the two cases?
- 2 What have DNA detectives helped to find?

### CRITICAL THINKING

#### Online Search

In which other ways can DNA detectives help us? Search online and prepare a summary to share with the class.

#### 2 Some people are opposed to using DNA detectives to identify criminals or relationships between people. They think DNA should remain private. What do you think? Use examples to support your ideas.

# CHECK YOUR PROGRESS

Use what you have learnt from the unit "Human Biology" to introduce the development of cloning and the history of epidemics, talk about the brain and how to make good use of it, and discuss how to improve our physical ability.



**1** Li Zhen and her friends are designing a poster for their school's monthly activity "Human and Us". Complete her report about the development of cloning using the correct form of the words and phrases below.

forever	barrier	in comparison	clue	crucial
accurate	identical twins	ethical	abuse	blessing

Cloning occurs when an egg splits and creates **1** \_\_\_\_\_. The first animal to be successfully cloned by scientists was a sheep called Dolly. Despite the initial success, she suffered from an illness and died at the age of six. Since then, other animals such as goats and camels have been cloned but have also experienced similar health problems. Scientists are not sure if this problem will continue to happen **2** \_\_\_\_\_.

**3** \_\_\_\_\_ with other species, attempts to clone monkeys have been far more complicated and took Chinese scientists many years. The reason why they wanted to break this technical **4** \_\_\_\_\_ was that monkey cloning might offer **5** \_\_\_\_\_ as to how to cure illness and disease. As the technology improves and becomes more **6** \_\_\_\_\_ there would be even greater benefits.

While some people see cloning as **7** \_\_\_\_\_ for medical and scientific development, others have **8** \_\_\_\_\_ concerns about how it could be used. They worry that this technology will lead to cloning of other species. There is a risk that this could be **9** \_\_\_\_\_ by some companies or people.

Whether it is a **10** \_\_\_\_\_ or a curse for humanity remains to be seen and depends on how we choose to use it.



**2** Complete Chen Yang's outline of the introduction to the human brain using the correct form of the words and phrases below.

contain	electrical impulse	organ	locate
nerve	be responsible for	atom	relate to

- 1 The brain is the most important \_\_\_\_\_ in the human body.
- 2 It \_\_\_\_\_ over one hundred billion \_\_\_\_\_ cells.
- 3 The nerve cells in our brain are connected by \_\_\_\_\_.
- 4 There are more possible connections in one brain than there are \_\_\_\_\_ in the universe.
- 5 Different parts of our brain are \_\_\_\_\_ different parts of our body.

- 6 There are different areas in the brain that \_\_\_\_\_ different functions.  
 7 Scientists have \_\_\_\_\_ different areas of the brain.



**3 Li Zhen is asking for advice from her teacher Ms Wang. Order their dialogue.**

- ( 1 ) How can I increase my brain power? What's your advice?  
 ( ) That's a good idea. Should I change my diet?  
 ( ) I advise you to do exercise that is good for your heart.  
 ( ) What should I eat then?  
 ( ) Is there any particular kind of exercise I could do to help? What do you suggest?  
 ( ) You could try eating fish, nuts and seeds to increase your intake of Omega-3.  
 ( ) One thing you could do is to cut down on junk food.  
 ( ) OK, I was also wondering what else I could do.  
 ( ) It might be a good idea to increase your intake of Omega-3.  
 ( ) You could try learning a new language to keep the brain flexible.

**Which suggestion above do you think will work for you?**

---



**4 Chen Xi is introducing the history of epidemics. Complete his speech using the correct form of the words and phrase below.**

variation	widespread	oppose to	pose	infectious
lung	trial	globe	estimate	

An epidemic is an **1** \_\_\_\_\_ disease that spreads rapidly to a large number of people within a short period of time. Epidemics have been occurring as long as humans have been on Earth. Some epidemics are **2** \_\_\_\_\_ of previous viruses.

A disease reaches epidemic levels when a certain number of deaths occur as a result of it and this number will be different for each disease. One disease might result in just a few deaths but be classified as an epidemic, as **3** \_\_\_\_\_ others such as the flu, which is **4** \_\_\_\_\_ but has much higher baselines.

In human history, there have been some deadly epidemics. In the early 20<sup>th</sup> century, the Spanish Flu of 1918 was a massive epidemic that killed an **5** \_\_\_\_\_ of 50 million people, more than the number of people who died in World War I. Initially, it was believed that epidemics **6** \_\_\_\_\_ little threat to the modern world, until SARS outbreak in 2002. The SARS epidemic started as a **7** \_\_\_\_\_ disease in China but eventually spread across the **8** \_\_\_\_\_ to countries such as Canada and Vietnam. It resulted in the infection of about 8,000 people and since then, scientists have undertaken **9** \_\_\_\_\_ on treatments to prevent future deaths.



**5** Chen Xi and Jonathan, an English exchange student, are talking about their homework to gather facts about the Ebola virus outbreak in Africa in 2014. Complete their dialogue with the correct form of the verbs in brackets.

Chen Xi: Isn't it really bad if you get Ebola?

Jonathan: Yes, Ebola **1** \_\_\_\_\_ (be) a serious life-threatening disease.  
I **2** \_\_\_\_\_ (find) out that the first person to die in this outbreak was a 2-year-old child who **3** \_\_\_\_\_ (live) in a rural village in Guinea, Africa.

Chen Xi: How terrible!

Jonathan: Yes, but by November 2014 there **4** \_\_\_\_\_ (be) almost 5,000 deaths. Some experts believe this figure **5** \_\_\_\_\_ (be) higher because some people **6** \_\_\_\_\_ (do not) seek medical help.

Chen Xi: I **7** \_\_\_\_\_ (discover) that the virus **8** \_\_\_\_\_ (spread) from one person to another. In this outbreak, symptoms **9** \_\_\_\_\_ (appear) between eight to ten days after direct contact with an infected person.

Jonathan: How can they stop another large outbreak?

Chen Xi: They **10** \_\_\_\_\_ (not develop) a vaccine yet, but they have learnt to isolate patients when they have symptoms.

Jonathan: I hope scientists can develop a vaccine soon.

## UNIT DIARY

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

★ *Useful words and expressions to talk about the human body:*

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

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★ *Three ways I can ask for and give advice:*

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

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## GENERAL UNDERSTANDING

1 Read the text. Write *T* (true) or *F* (false).

- ( ) 1 Victor was interested in science.
- ( ) 2 Victor was pleased with his creation.
- ( ) 3 The monster killed the servant girl, Justine.
- ( ) 4 The monster hated people.
- ( ) 5 Victor created the female monster.
- ( ) 6 The police accused Victor of murdering Henry.
- ( ) 7 Victor decided to wait for the monster and kill it on his wedding night.
- ( ) 8 The monster killed Victor's wife and then escaped.
- ( ) 9 In the end, the ship's captain killed the monster.

## 2 The story is told by three people. Order the five parts of the story.

- ( ) Conclusion: Captain Walton
- ( ) Development of the story: Victor Frankenstein
- ( ) The monster's story
- ( ) Introduction: Captain Walton
- ( ) Background to the story: Victor Frankenstein

## 3 Group Work Discuss the questions.

- 1 Why didn't Victor tell anyone what he had done?
- 2 Did you feel sorry for the monster? Why?
- 3 Did you feel sorry for Victor? Why?
- 4 What is the moral of the story?

## CRITICAL THINKING

## 4 Pair Work How much responsibility should Victor take for the deaths of the people the monster killed? Give reasons for your answer.

## 5 Group Work What lessons can today's scientists learn from Victor's experiences with his monster as they experiment with new technologies, such as artificial intelligence?

## FRANKENSTEIN

Mary Shelley was born in 1797 in London. In 1814 Mary met and fell in love with Percy Shelley, the poet. Once Mary travelled around Europe with Percy Shelley and another poet, Lord Byron. One night, while they were staying in a villa in Geneva, Byron announced, "We will each write a ghost story." Percy Shelley began a story but didn't finish it; Byron wrote a story about a vampire; and Mary began to write *Frankenstein*. The sad life story told by the monster has often been ignored in film productions of the book.



My name is Captain Walton. My ship was exploring the Arctic when we found a man on a piece of floating ice. He was called Victor Frankenstein. One night, he told me a strange tale.

5 “My dear captain, how shall I begin? I grew up near Geneva. I was a happy child. My parents had two other sons, Ernest and William, and they took in an orphan<sup>1</sup>, Elizabeth. When I was seventeen, I went to the University of Ingolstadt. A professor there inspired me to study chemistry. This changed my life as I became obsessed with the search for the secret of life. I worked day and night for two years and, finally, I found the secret. To test my discovery, I decided to create a new life in the laboratory.

10 I collected parts of bodies and, after two years, I was ready to bring my creature to life. But when I saw the monster I had created, I felt horror and disgust. How can I describe the monster? You could see the muscles under his thin, yellow skin. His hair was long and black, his teeth were pearly white, but his eyes were watery and his lips black.

15 On the same night, my good friend Henry Clerval arrived. Happy and relieved to see him, I said nothing about the monster, which by that time had left my house. Henry brought news of my family. They were well and had taken in a servant called Justine.

20 The horror of what I had done then hit me and I fell into a fever that lasted several months. Henry nursed me back to health and when I awoke handed me a letter which had arrived during my illness. Imagine my shock when I read it — my young brother William had been murdered!

25 I went to my parents’ house. Just before I got there, I saw the monster running through the trees. I realised the monster I had created had killed my brother! When I got to the house, I was horrified to discover that Justine, who had been found near the scene of the crime, was accused of the murder. I knew she was innocent, but could say nothing. She was hanged.

Soon afterwards, while I was spending some time alone in the mountains, I met my evil creation again. The monster begged me to listen to his story. This is what he said:

When I left your house, I came across a cottage and lived secretly in the barn watching an old, blind man and his children. I learned how to speak and I realised  
 30 how miserable I was. I had no family, no memories, no childhood. One day, I decided to speak to the old man. He was kind and couldn't see my ugly body. But as soon as his children returned, they screamed and hit me with sticks. I ran away. On one occasion, I saved a girl from drowning in a river, but when her friend saw me he fired a gun at me. This was the reward of kindness. I promised eternal hatred and  
 35 revenge on mankind. My first victim was your young brother. But now I want nothing more than a companion. I want you to make me a female companion and we will live together far away from all humans, I promise.'

I agreed to his demand, though the idea was terrible to me. When I returned home, my father mentioned his wish for me to marry Elizabeth, whom I loved dearly. But  
 40 before the marriage, I needed to go to England to complete my work.

Henry came with me to England and, eventually, I completed my second creation. As I was bringing her to life, I began to have serious doubts about what I was doing. But, suddenly, my monster arrived. He said, 'You are my creator, but I am your master!' In my confusion, I broke her body into pieces. The monster left, saying, 'I will  
 45 be with you on your wedding night!'

The next day the police arrested me. I was accused of the murder of a young man. They showed me the body — it was my friend Henry! My monster had claimed his third victim. They put me in prison, but, in the end, I was proved innocent.

I was haunted by what the monster had said about my wedding night and I wanted  
 50 to destroy him. On our wedding night, I was checking for the monster outside when I heard screams. I ran upstairs, only to find Elizabeth dead! The monster was at the window. He laughed before he ran off into the night. The destruction of the monster was now my only aim. I followed him all over the Earth — the Mediterranean, the Black Sea, Russia — but he always escaped. He went north. I followed him to the  
 55 frozen wastes of the Arctic, but he was one step ahead. I was drifting<sup>2</sup> on a piece of broken ice when, dear captain, you found me. I am dying. Please believe my tale and promise me you will do all you can to kill this monster."

Those were his last words. He died in my cabin. I went out and then I heard strange noises. When I returned to my cabin I saw the monster, a horrible creature, kneeling  
 60 next to Frankenstein and crying. He told me how miserable he had been and how guilty he felt. He wanted to die and assured me he would destroy himself. Then, he jumped out of the cabin window onto the ice and was taken away by the waves into the darkness.

## NOTES

1 orphan *n.* 孤儿

2 drift *v.* 漂流

# PLANNING A CAREERS FAIR

**1 Brainstorm** You are going to plan a careers fair and present it to the class. Decide what information your fellow students will need to help them plan their future careers.

**2 Research** Think and discuss the following questions about careers fairs and write a draft of your plan.

- Where will you hold the careers fair?
- When will you hold the fair and how long will it last?
- How many stands will you have? How big will the fair be?
- Who will you invite to have a stand at the fair – companies, universities, non-profit organisations, etc.?
- How much will it cost to hold the fair and what will the entrance fee be?
- Will you provide food and drink for the participants, and if so, how?
- How will you let people know about the fair?

**3 Work as a Team** Discuss your ideas and decide on the details of your plan for the careers fair. Allocate the tasks for your project to ensure all members are involved.

**4 Prepare** Decide how to present your plan to the class.

- You can include a plan to show the layout of the stands and anything else you want to have at the fair.
- It can be a poster, webpage or booklet.
- Think about how you can organise and rewrite the information to suit your chosen text type.

**5 Present** Present your plan for the careers fair in class.



## 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. based on each member's interests or strengths)
- 3 What creative strategies / brainstorming techniques did you use to plan your careers fair? How useful were they?
- 4 Were you satisfied with the final plan?  
 Yes                       No                      Why? \_\_\_\_\_
- 5 How could your plan for the careers fair be improved?
- 6 Which areas of the topic do you want to explore further?
- 7 What did you learn from the other groups?

# DESIGNING A BOOK COVER

- 1 **Brainstorm** You are going to design a cover for a popular book, including the front and back covers, the blurb and the spine, or maybe a flyleaf, and present it to the class. Discuss and choose a book.
- 2 **Research** Look for information about the content, the author and the highlights of the book online or in books, magazines or encyclopaedias.

- Does the book appeal to different groups of readers or the whole group?
- What genre of the book is it? (e.g. mystery, adventure, science fiction, romance)
- Do you have information about the author?
- What are some of the exciting parts of the story or highlights of the book?

**Decide what information to include on your front cover, back cover and the spine. You will need an illustration for the front cover.**

- What will you include on the front cover? What font will you use? What information will you include?
- What will you include on the back cover? What will you write for the blurb?
- What information will be included on the spine?
- Does your cover have a flyleaf? What information will you include on it (author's details, what he / she has written, etc.)?

- 3 **Work as a Team** Think about how to organise and present your information. It could be a book cover display or an oral advertisement for the book. Discuss and allocate tasks for your group work.
- 4 **Prepare** Use your notes to put together your presentation.
- 5 **Present** Present your book cover display or oral advertisement to the class.



## 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. based on everyone's interests or strengths)
- 3 What resources or strategies did you use for your research? How useful were they?
- 4 Were you satisfied with the final product?  
 Yes                       No                      Why? \_\_\_\_\_
- 5 How could your book cover and presentation be improved?
- 6 Which areas of the topic do you want to explore further?
- 7 What did you learn from the other groups?

# PRESENTING AN INSPIRATIONAL STORY

**1 Brainstorm** You are going to research and present an inspirational story about people who have overcome impossible odds or made an enormous contribution to society in some way.

**2 Research** Research inspirational stories and choose one person for your presentation. Look for more information online and in newspapers or magazines about the person.

- Who is the person and why have you chosen him / her?
- What is the story about?
- In what ways is the story inspirational?
- Who was inspired by the story and what did this inspiration lead to?
- What can we learn from the story?

**3 Work as a Team** Gather your research and decide what information to include in your story. You might want to include photos of the person or the events. Discuss and allocate the tasks for your project ensuring everyone is involved.

**4 Prepare** Decide how to present your story.

- It can be a play, an interview with the person or an interview with people who know what happened.
- Write the script or interview highlighting the key points of the person's life.
- Practise the presentation.

**5 Present** Present your story as a play or an interview 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. based on each member's interests or strengths)
- What sources or strategies did you use for your research? How useful were they?
- Were you satisfied with the final product?  
 Yes                       No                      Why? \_\_\_\_\_
- How could your presentation 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



# CAREERS

## LANGUAGE IN USE

### 1 Lesson 1 Complete the paragraph using the correct form of the words below.

intelligence	employ	predict	lower	react
association	adjust	announce	altogether	

If you have recently done well in an IQ test in school you may have proudly **1**\_\_\_\_\_ your results and believed that the result **2**\_\_\_\_\_ your future success in life. Most people tend to **3**\_\_\_\_\_ good results in IQ tests with **4**\_\_\_\_\_ but believe it or not, there is more to the issue than you may first realise.

As a human resources manager, I interview people all the time. If your only aim is to be **5**\_\_\_\_\_, well then a good IQ would probably help that. However, if you really want to succeed in your career you also need a high Emotional Quotient or EQ. People with high EQ scores **6**\_\_\_\_\_ better to stress and pressure and can **7**\_\_\_\_\_ to different environments and situations.

Some people with high IQs also have high EQs but not always. Others may have high EQs but **8**\_\_\_\_\_ IQs. My advice is to remember to focus on developing both your emotional and academic skills **9**\_\_\_\_\_ and you will see the benefits.



### 2 Lesson 2 Complete the paragraph by choosing the correct options.

There are many new skills that will be useful for employment in the future. In years to come there will of course, still be traditional jobs such as doctors, dentists and **1** *lawless / lawyers* but also lots of new areas to work in. For example, the **2** *bio-technology / biological* industry is growing all the time. Lots of traditional jobs such as factory work and administrative jobs will be done by **3** *IQ / AI*, so developing new skills will be important for workers.

The most important skills are **4** *comprehension / competition* and critical thinking, both of which help you to become more **5** *logistical / logical* in your work and **6** *persuade / partake* others to agree with your approaches. The ability to manage money and budgets is always useful, so work on developing good **7** *fanatical / financial* skills too.

Of course, it's impossible to know exactly what will happen in the future. We can look at **8** *trends / tracks* but there are no **9** *grants / guarantees*. The best thing to do is to always keep learning and stay **10** *motivated / managed*.



### 3 Lesson 3 Choose the words below to replace the words or phrases in *italics*.

multiple	pace	salary	retirement	decent
occupations	essential	specialist	retrain	likelihood

I listened to a really interesting podcast about future careers yesterday. It said that we can expect to have **1** *many jobs* over the course of our lives rather than just one. Things are changing at a very fast **2** *speed* these days in the job market and this will continue in the future.

Although there will always be the opportunity to earn a **3** *satisfactory income*, if you want to really achieve great things, you should aim to become a **4** *highly skilled person in one particular area*. There is a strong **5** *chance* that people will regularly **6** *train again* to learn more skills until they reach **7** *the time they stop working*. The podcast also talked about the types of skills that will be **8** *absolutely necessary* in the future such as critical thinking. I can't wait to see what the future brings!

### 4 Verb-*ed* Form Complete the text with the correct form of the verbs in brackets.

Employees in the 21<sup>st</sup> century **1** \_\_\_\_\_ (face) with challenges that their parents' generation never experienced. Standards **2** \_\_\_\_\_ (set) higher for them than they were for their parents and they **3** \_\_\_\_\_ (expect) to have more qualifications and a wider range of skills.

The type of companies 21<sup>st</sup> century employees will work for is also different. An increasing number of them will work at start-ups, which **4** \_\_\_\_\_ (see) as providing a more dynamic and exciting working environment than their parents would have **5** \_\_\_\_\_ (be) used to.

**6** \_\_\_\_\_ (throw) into a hyper-connected workplace, today's graduates also have to **7** \_\_\_\_\_ (prepare) to move around to different companies. Alternatively, you can decide to leave the traditional career path altogether and set up your own company, which means that all the decisions can **8** \_\_\_\_\_ (make) by you instead of your boss or your company.

### 5 Agreeing and Disagreeing Complete the dialogue using the words and expressions below.

not necessarily	I'm not sure that I agree with that	that's a good point
exactly	I can't agree more	in my opinion
		think

**Edward:** Did you know we're going on a school trip to the zoo next month? What do you **1** \_\_\_\_\_ about zoos?

**Miriam:** **2** \_\_\_\_\_, they are a good thing. I'm for them.

**Edward:** Well, **3** \_\_\_\_\_. I'm against them. I don't like to see animals in cages.

**Miriam:** That's **4** \_\_\_\_\_ true. Cages aren't always bad for the animals. Wild animals can be dangerous, so we have to keep them enclosed.

**Edward:** **5** \_\_\_\_\_. A lot of people have been injured by animals in the wild. At least they're kept under control in a zoo.

Miriam: **6** \_\_\_\_\_, but I know zoo animals have sometimes attacked people too.

Edward: Perhaps we should worry less about the possible problems with zoo animals and just enjoy having a nice, relaxing day out at the zoo.

Miriam: **7** \_\_\_\_\_. Let's do that.

### 6 Negative Expressions Choose the correct options.

- 1 It isn't common for children to have the same job as their parents *anymore / anyhow*.
- 2 There are *nearly / hardly* any jobs that a robot can't do.
- 3 People with limited computer skills are *likely to be / unlikely to be* successful in any career.
- 4 It is *no / much* longer strange for people to have several careers during their life.
- 5 The manager *has an intention / has no intention* of giving her a promotion because she's lazy.

## LISTENING

### 7 Listen to two excerpts from a lecture about how job applications have changed in recent years. Based on the excerpts, place a "✓" next to the good advice and a "x" next to the bad advice.

- ( ) "It's really important to both send an email and post your cover letter along with your CV."
- ( ) "Really try and promote your academic achievement above all else."
- ( ) "Don't look too enthusiastic in your cover letter — play it cool!"
- ( ) "Try to show them you're great at communicating and enjoy being around people."
- ( ) "Be careful with errors — check your application carefully before sending!"
- ( ) "Show employers you can solve problems and innovate — that's what they really want."
- ( ) "Stand out from the crowd with a beautiful and engaging CV design."
- ( ) "Don't put too much personal information. Keep the CV about work experience."

### 8 Listen again. Complete the notes a student made on the two excerpts by writing one or two words in each blank.

#### Excerpt 1

- There's been a **1** \_\_\_\_\_ change in how people find jobs recently.
- Employers are more interested in **2** \_\_\_\_\_ & **3** \_\_\_\_\_ skills than grades & qualifications → Show the employer you have them.
- Good idea to use an **4** \_\_\_\_\_ to explain why you're the right candidate.

#### Excerpt 2

- Fierce competition for jobs today **5** \_\_\_\_\_ the large number of people with higher level **6** \_\_\_\_\_.
- Show you have the best skills, the most enthusiasm and good **7** \_\_\_\_\_ skills.
- Try to make your CV interesting or create an **8** \_\_\_\_\_ with text, images, video and audio instead.

## TRANSLATING

### 9 Translate the sentences into English.

- 1 批判性思维是思考和评估信息的能力，而不仅仅是学习和记忆信息的能力。  
\_\_\_\_\_
- 2 梅尔教授被许多人认为是情商变化研究的领军专家。  
\_\_\_\_\_
- 3 学校要确保学生正在接受的是他们真正需要的教育，这种教育不仅仅基于智商，而且要基于全人的发展。  
\_\_\_\_\_
- 4 过去，人们接受某一职业的培训，然后就终生从事这一职业。  
\_\_\_\_\_
- 5 你现在拥有的技能不可能一直有用，或者足以支撑你整个职业生涯。  
\_\_\_\_\_
- 6 如果仅仅完成布置给你的事情，你可能会保住你的工作，但这不是取得职业成功的妙方。  
\_\_\_\_\_

## READING AND WRITING

### *Survival of the fittest*

"Between now and the 21<sup>st</sup> century, citizens of the world's richest and most advanced nations will find it more and more difficult to keep up with the demand for change. For them, the future will arrive too soon," wrote the American writer and futurist Alvin Toffler back in 1970.

Now we find ourselves living at the end of the timeline that Toffler imagined and we're still experiencing rapid changes, not least in the world of work. Jobs in certain areas, such as farming, coal mining and heavy industry, have declined in recent years and this trend is very likely to continue in the decades to come. On the other hand, the number of jobs in the tech sector will continue to increase significantly. It currently employs around 20% of the



world's workforce, but social scientists predict that this will increase to 30% or even 40% by 2050.

There are also many other important changes happening in the world of work that young people today need to be aware of and prepare for. First, fewer and fewer people now have a "job for life". According to researchers, considerably more people will organise their working lives around a variety of jobs in the future, instead of spending their whole lives being an engineer, a teacher or an accountant, for example.

People will also need to move around more so they can take different jobs at different companies, because this will give them their best chance of climbing the career ladder, as the number of internal promotions falls. Many more people will work for small, dynamic companies too, such as start-ups, which can quickly respond to changes in the market. Increasing numbers of people will stop working as company employees altogether and start their own companies instead.

**10 Choose the most suitable title to replace the existing one.**

- A Job trends
- B Young people and the world of work
- C Success in the future job market
- D How to succeed in the job market of the future

**11 Complete the summary of the text.**

In the future, there will be fewer jobs in **1** \_\_\_\_\_ industry and more jobs in the **2** \_\_\_\_\_ sector. Employees won't have a **3** " \_\_\_\_\_ for life" and instead they will do a **4** \_\_\_\_\_ of different jobs and have to show more flexibility, for example, by **5** \_\_\_\_\_ around to take different jobs. There will also be more people who **6** \_\_\_\_\_ their own companies instead of being employees.

**12 After reading the text, think about three other ways that jobs and employment might change in the future.**

**Example** *I think that due to technology improvements, teachers will work online rather than in classrooms ...*

1

---

2

---

3

---

## LITERATURE

## LANGUAGE IN USE

**1 Lesson 1** Complete the text using the correct form of the words below.

slip	sail	stare	unseen	clothing
curtain	blanket	backwards	disbelief	three-story

The evening was cold and dark. He changed out of his **1** \_\_\_\_\_ and **2** \_\_\_\_\_ into bed. He still felt uncomfortably cold, even under a heavy **3** \_\_\_\_\_.

The house was old with **4** \_\_\_\_\_ and a look of somewhere that had not been taken care of for many years. The **5** \_\_\_\_\_ in the bedroom swayed in the wind that blew through the old window frame. If someone had ever told him that he would be back here after so long, he would have looked at them with **6** \_\_\_\_\_.

He fell into a restless sleep. He dreamt he was on a boat, **7** \_\_\_\_\_ through a black, stormy sea. As he looked at the waves crashing, he felt himself falling **8** \_\_\_\_\_ and awoke with a shout. He opened his eyes and looked around. He could sense some **9** \_\_\_\_\_ person in the room and was certain that he saw a pair of dark eyes near the door **10** \_\_\_\_\_ at him. His heart began to beat faster and he felt a terrible unease. He recognised those eyes ...

**2 Lesson 2** Use the correct form of the words below to replace the words or phrases in *italics* in the text.

era	bay	poet	tone	rhyme
frozen	dramatic	continuous	emphasis	collection

My advice to anyone hoping to become a writer or a **1** *person who writes poetry*, is to listen to your emotions and feelings as much as possible. Getting out and about in nature is also highly recommended. You never know what kind of feelings and words, a walk near a **2** *chilled* lake or a **3** *place where the sea curves into the land* can bring to mind.

Most people think that poetry must always **4** *have words that end with the same sound* but that's not the case. However, many poems do have a(n) **5** *ongoing* flow of words which are smooth and enjoyable for the reader. On the other hand, some poems are structured so that there is **6** *particular attention* on some words and not others. I recommend reading some **7** *groups of similar works* of poetry from famous poets from different **8** *times in history*. It's amazing to see how similar people have felt about life and love, despite hundreds of years between them.

For writers, there are also key skills to learn, such as how to develop interesting characters and deciding on a **9** *style or feeling*. If you're writing **10** *emotional and powerful* pieces, it's important to keep the audience interested and excited about what might happen next.

**3 Lesson 3 Choose the correct options.**

The men had been at sea for so long that it was hard to remember what land looked like. Excitement had been building among them as Captain McCormick had said that they were a little more than 30 **1 clubs / leagues** from the island of St Martins where **2 evidence / evidently** sunshine, dry land and fresh food awaited them. At least that's what Officer David said he had overheard when the Captain spoke to Commander Barnaby.

This news came at the right time. In the past few weeks, an increasing sense of **3 depressed / desperation** had been growing among the men. It began the night of the storm. Crashing, **4 violent / variant** waves had nearly destroyed the ship. They thought they would **5 sink / capture** but thankfully, the **6 solid / sawed** wooden frame and sails had held together. Unfortunately, they had lost some food which meant they could no longer have three meals a day. **7 Never again / Nevertheless**, they had survived and that is what mattered.

The first light of the sun lit up the sky as **8 daybreak / dawnbreak** was approaching. The dying moonlight left a shiny, **9 polish / polished** look on the calm sea. It was hard to believe the same sea, which nearly claimed their lives.

**4 State Verbs and Activity Verbs** There are ten incorrect verb forms in this newspaper report. Correct the mistakes.

*Help for hikers and villagers in the Himalayas*

Hikers and villagers in the Himalayas get help from a group of British teenagers, who are working with the British and Nepalese Red Cross. The teenagers go from village to village in the dangerous mountain areas. They give out first aid boxes. "We have a great time," is saying Mandy Richards from Surrey. "We are having First Aid lessons at school back home, so we are knowing how to help when we are coming here. The villagers here are always making their own medicine and sometimes that works and sometimes it isn't working. We feel that we are helping them and the villagers are feeling the same." Mandy, who is wanting to be a doctor when she leaves school, is 16 years old.

**5 Descriptive Language** Write a sentence for each of the options below by using a descriptive word.

violent      intense      faithful      terribly      strange      smooth

**Example** *A car crash: The car crash was violent but nobody was hurt.*

- 1 A friend: \_\_\_\_\_
- 2 A dream: \_\_\_\_\_
- 3 Waves in the sea: \_\_\_\_\_
- 4 A dark night: \_\_\_\_\_
- 5 A frozen lake: \_\_\_\_\_

## LISTENING

6 Listen to a monologue. Complete the interview note.

## Interview with Anna Jones

Occupation: 1 \_\_\_\_\_

In 2 \_\_\_\_\_ Anna studied classic and modern 3 \_\_\_\_\_.

She loves that even though writers may have lived long ago, they share the same

4 \_\_\_\_\_ as those of us who live now.

Three things that inspire poets from all times:

- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

Anna is particularly inspired by the 8 \_\_\_\_\_

in her writing. She uses a lot of imagery and descriptive language in her work. According to Anna, writing poetry helps people:

- 9 \_\_\_\_\_
- 10 \_\_\_\_\_



7 Listen to the speech. Complete the news article.

## Mark McCarthy Wins Top Prize at the London Writer's Festival

by Nicola Barry

A wonderful night was held for literature fans last night, ending with Mark McCarthy winning the top prize for his latest work *Darkness Surrounds*. McCarthy dedicated the award to his 1 \_\_\_\_\_ as he was the one who always 2 \_\_\_\_\_ him to become a writer. He mentioned that his work can be 3 \_\_\_\_\_ and 4 \_\_\_\_\_ but also hopeful.

He mentioned the writer 5 \_\_\_\_\_ as the first author to capture his 6 \_\_\_\_\_ as a young man. He loved the 7 \_\_\_\_\_ and amazing stories Verne wrote, in particular. He advised young writers to allow themselves to be 8 \_\_\_\_\_ and 9 \_\_\_\_\_ to others. Congratulations to Mr McCarthy on his well-deserved award.

## TRANSLATING

### 8 Translate the sentences into English.

- 1 伯曼和苏望着窗外的藤条，看到那上面只有一片叶子了。  
\_\_\_\_\_
- 2 藤条上仍然有一片叶子，在风雨中顽强地坚持着。  
\_\_\_\_\_
- 3 马儿抖了抖身上的铃串，问是否有什么差错。  
\_\_\_\_\_
- 4 (水仙) 连绵不绝，如繁星灿烂，在银河里闪闪发光，它们沿着湖湾的边缘，延伸成无穷无尽的一行。  
\_\_\_\_\_
- 5 我已经没什么力气了；我的手指几乎无法动弹；我的嘴一张一合，灌满了海水。  
\_\_\_\_\_

## READING AND WRITING

### *The Beauty of Poetry*

One of the most commonly asked questions in the English language is “How are you?”, and whether a person is feeling happy or sad, excited or lonely, fantastic or heartbroken, they will just about always answer “Fine”. Why is this? Is it because humans are not good at expressing their emotions? Maybe it is just that emotions are often too personal or too complex to be shared in a casual conversation. However, for centuries, people have often expressed their emotions on paper, in the form of poetry.

The beauty of poetry is that the emotions the poet is trying to convey are often disguised in images so that the poet can maintain a feeling of privacy.

For example, in Li Bai’s poem, “Seeing Meng Haoran

Off at Yellow Crane Tower”, the poet describes the sail of his friend’s boat disappearing into the distance while he watches the river rolling by. This could seem merely like the description of a beautiful scene, but by reading into the poem, you can sense the deep sadness and loneliness that his friend’s leaving has caused him.

Poetry is also written to celebrate positive human emotions like joy, love





and happiness. Throughout history, men and women have written poems to their loved ones to express their deep feelings. Poems about nature, which express the poet's appreciation of the beauty in the world around him or her, are also common. Sadly, many poems have also been written to express anger at the destruction of nature and reactions to horrific events like war and death.

The interesting thing about poetry is that anyone reading a poem can have their own view or feelings about it and heated discussions can often arise over what the poet was originally trying to say or express. Poetry can be interpreted in many different ways. Often, a poem that one person loves another hates. Equally, a poem that one person understands and relates to, may turn another person off.

**9 Read the text. Answer the questions.**

**1 According to the author, which of the following is correct?**

- a Humans wish they could be better at expressing their feelings.
- b The range of human emotions are very hard to capture in everyday conversations.
- c Human emotions are too intense and wide-ranging to be expressed by most people.

**2 According to the author, what makes poetry particularly interesting?**

- a The difference in how different readers interpret and appreciate a poem.
- b The imagery that a poet can use to express emotions can be misunderstood by the reader.
- c The ability of the reader to clearly understand the meaning of a poem.

**10 Which singers would you describe as poets? Write about one of their songs: What emotions does the song describe? What do you enjoy, in particular, about the words of the song?**



# HUMAN BIOLOGY

## LANGUAGE IN USE

### 1 Lesson 1 Complete the dialogue with the words and phrases below.

blessing	merely	cloning	accurate
bound to	be crucial	edit DNA	compared to

Ben: Han Xi, have you seen the movie *Jurassic Park*? Do you think it is possible to  
1 \_\_\_\_\_ of a species after so many years?

Han Xi: Hmm, the movie makes it look so real, and makes the idea of 2 \_\_\_\_\_ extinct animals sound very exciting, but movies are not very 3 \_\_\_\_\_ when it comes to science.

Ben: It certainly is 4 \_\_\_\_\_ make one think about the possibilities. I mean 5 \_\_\_\_\_ sheep, it's a lot more exciting.

Han Xi: I know! But it would 6 \_\_\_\_\_ to get it right, or they could become too smart and fierce like the ones in the movie. It would be such a 7 \_\_\_\_\_ to see such amazing creatures in real life, but I know it's 8 \_\_\_\_\_ a fantasy.



### 2 Lesson 2 Choose the correct options to complete the paragraph.

Most people are aware of the need to keep their bodies healthy but what about their minds? Your brain is an 1 *organ / order* of the body, just like your heart, so it needs to be exercised! I retired last year and I found that after 2 *nearly / merely* a few months, I was getting forgetful and often couldn't 3 *locate / violate* items such as my keys. I realised that I needed to make some changes to my lifestyle.

Now I do 4 *crossroads / crosswords* in the newspaper and other word 5 *puzzles / puddles* I find online. It helps keep me alert and my mind feels clear. I also realised that my diet was really poor and full of 6 *junk / joint* food. Now I've increased my 7 *uptake / intake* of fruit and vegetables. They 8 *contain / complain* lots of vitamins and minerals that are so good for my brain.

Finally, and probably the most difficult for me was joining some new clubs. It's important at my age to get out of my 9 *comfort / conflate* zone. Making new friends and learning new skills keep the brain active. I joined a chess club in my local area and I enjoy it so much.

### 3 Lesson 3 Complete the text using the correct form of the words below.

lung	pose	trial	nation	globe
virus	rare	infectious	factor	

Tuberculosis (TB) is a serious **1** \_\_\_\_\_ disease that can easily spread from one person to another. It affects the **2** \_\_\_\_\_ and is passed on through tiny drops of saliva released when someone coughs or sneezes.

Due to better understanding of the disease and how to treat it, it is now quite **3** \_\_\_\_\_ in the developed world. Parts of the **4** \_\_\_\_\_, such as some parts of Africa, Asia and Latin America experience higher rates of TB. In **5** \_\_\_\_\_ with high rates of human immunodeficiency **6** \_\_\_\_\_ (HIV), however, the incidence of TB is also quite high, as TB spreads quickly among people with weak immune systems. Other risky **7** \_\_\_\_\_ for catching the disease include age (being very young or old), hunger and malnutrition and having serious illnesses such as cancer or diabetes. Living in poor or unhealthy conditions or working in hospitals and other health facilities also **8** \_\_\_\_\_ a risk to people.

There are some vaccines that can be used in young children to prevent TB but they are not effective for adults. **9** \_\_\_\_\_ and testing of other vaccines are ongoing.

### 4 The Perfect Complete the sentences with the perfect form of the verbs in brackets.

- The cyclist \_\_\_\_\_ (perform) impossibly well for several competitions, raising the suspicions of the judges.
- He \_\_\_\_\_ (represent) his country at international events for over a decade and continues to impress everyone.
- Scientists \_\_\_\_\_ (discover) even more ways to improve physical performance over the past ten years.
- I \_\_\_\_\_ (try) to qualify for the swimming team for three years, but I still can't quite make the cut.
- She \_\_\_\_\_ (finish) five seconds earlier in the event, so she was chosen for the Olympic team.

### 5 Asking for and Giving Advice Complete the dialogue with the expressions below.

tell me	should definitely	I'll get
would you give me	it's important to	could try

- Kevin: What tips **1** \_\_\_\_\_ so I can get fitter?  
 Li Qi: Well, how much exercise do you do in a typical week?  
 Kevin: I don't do any exercise at the moment.  
 Li Qi: You **2** \_\_\_\_\_ start doing some exercise then, otherwise you'll never get fit. **3** \_\_\_\_\_ what you like doing in your free time.



Kevin: I like cycling. I used to cycle a lot when I was younger.  
 Li Qi: All right. You 4 \_\_\_\_\_ cycling to school instead of taking the bus, for example.  
 5 \_\_\_\_\_ do a little bit of exercise every day.  
 Kevin: Yes, OK. 6 \_\_\_\_\_ my old bike out of the garage and try it tomorrow.

**6 Phrasal Verbs** Choose the correct phrasal verbs to complete the sentences.

get at	go into	get over	go away
get through	come under	go up	come up with
1	Articles on brain		biology.
2	The company will		a new technique for detecting doping.
3	As a Medicine major, he always		the reasons for diseases.
4	Diseases come on horseback, but		on foot.
5	Sometimes, it is not easy to		the doctor's meaning.
6	It took me a long time to		my cold.
7	Numbers of patients		because of the poor air condition.
8	I cannot imagine how people in the north will		such a long and cold winter.

**LISTENING**

**7 Listen to two excerpts from a lecture about marathon training. Write T (true), F (false) or NI (no information).**

- Not everyone can run a marathon. You need to have a certain type of body and mind. ( )
- Start training a maximum of six months before a marathon otherwise you will be too exhausted. ( )
- Gradually build up the number of miles you run so you can improve your endurance without injury. ( )
- Increasing the speed of your runs quickly teaches your body to burn fat as fuel. ( )
- Run at speeds that are a lot slower than you plan to run the race. ( )
- Participating in shorter races to build up to the marathon is a good idea. ( )
- Painkillers such as ibuprofen are not recommended for runners as they can increase the risk of lung and heart problems if used too much. ( )



**8 Listen again. Complete Chen Yi's marathon training programme.**

<i>Chen Yi's Marathon Training Programme</i>	
<i>Race date: 1 October</i>	
<i>Start Training (1 _____ before) : 1 2 _____</i>	

January - 10 miles per week

February onwards 3 \_\_\_\_\_

Short runs : 4 \_\_\_\_\_ per week

Long run: Every 5 \_\_\_\_\_

Distance 6 \_\_\_\_\_

March - enter some shorter races to build up 7 \_\_\_\_\_.

Suggestion from Amy (who I met at the race last week)

Try 8 \_\_\_\_\_ to improve 9 \_\_\_\_\_.

To do: Buy a water belt to 10 \_\_\_\_\_ and 11 \_\_\_\_\_.

### TRANSLATING

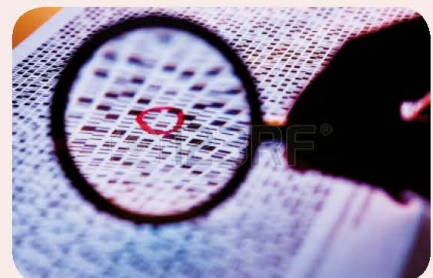
#### 9 Translate the sentences into English.

- 1 天然克隆的现象由来已久。  
\_\_\_\_\_
- 2 团队负责人孙强博士说，他们全身心地投入研究，五年来每周七天、每天24小时地照料1000多只猴子。  
\_\_\_\_\_
- 3 过去十年来，研究大脑的科学家们已经获得了很多关于大脑的知识。  
\_\_\_\_\_
- 4 自从地球有人类居住以来，流行病就时有发生。  
\_\_\_\_\_
- 5 各国政府强调，他们要对流行病进行彻底、系统的医学研究，发现病因并尽快找到治疗方法。  
\_\_\_\_\_

### READING AND WRITING

#### *How to live to 150!*

The first person to live to 150 may already have been born, according to scientists. Worldwide life expectancy has more than doubled in the last 200 years and recent research shows it yet to reach a peak. So, what will life look like living to see your great-great-grandchildren and beyond? Would increased longevity mean years of sickness and frailty



or will people remain fit and healthy — dying young at an older age?

Longevity is one of the modern world's great successes and science is beginning to find evidence that our genes have a lot to do with whether we will live a longer life. Researchers at Harvard Medical School in the US are convinced they have found a so called "longevity gene" and are testing whether the addition of this gene to mice extends their lives. The long-term aim is to find a way of manipulating the gene to add an extra decade or two to human life with gene therapy.

But, what other factors can you adopt now to extend your life? Firstly, exercise regularly. Just 30 minutes of gentle exercise three times a week can add years to our life expectancy. Secondly, a little of what you like does you good! Scientists believe that having small amounts of things we would normally classify as harmful might be good for us, such as chocolate, coffee or sunbathing! Thirdly, where you live can influence your life. So try to live somewhere peaceful and quiet where you get on with your neighbours.

Other factors include eating a healthy diet high in fruit, vegetables, fibre and Omega-3 oils, and keeping an active mind. A sense of community can help too, keeping in touch with family and friends.

So, living to 150 might be a realistic expectation for teenagers today thanks to future scientific advances. There is a certain amount of destiny with the genes you are born with but also you can help yourself by ensuring you stay fit and healthy for longer.



**10 List the key recommendations from the article on how to live a long and healthy life.**

- |   |                      |   |       |
|---|----------------------|---|-------|
| 1 | <i>exercise more</i> | 2 | _____ |
| 3 | _____                | 4 | _____ |
| 5 | _____                | 6 | _____ |

**11 Complete the statement from a scientist based on the information in the text.**

"Improvements in health and lifestyle mean that **1**\_\_\_\_\_ has **2**\_\_\_\_\_ over the past 200 years. We believe the first person to live to 150 may **3**\_\_\_\_\_.

We have identified a '**4**\_\_\_\_\_' that is common in people who live to an old age. We are now conducting experiments on mice by giving them the gene and observing their life span. If we can successfully do this, then we may be able to provide gene **5**\_\_\_\_\_ to humans and ensure everyone can live a longer **6**\_\_\_\_\_ than they currently do."

# PEER EDITING SHEET

Unit 7	Unit 8	Unit 9
<b>A Letter of Application</b>	<b>A Continuation of a Story</b>	<b>A Summary (2)</b>
<input type="checkbox"/> Does the writer clearly state what position he / she is applying for?	<input type="checkbox"/> Does the writer continue the story based on an understanding of the setting, the characters and the plot of the original story?	<input type="checkbox"/> Does the writer summarise the main idea of each section?
<input type="checkbox"/> Does the writer give reasons why he / she is interested in the job and why he /she would be suitable for it?	<input type="checkbox"/> Does the continuation start with a reasonable new plot?	<input type="checkbox"/> Does the writer use his/her own words to summarise?
<input type="checkbox"/> Is the letter linked together well with expressions for additional points and reasons?	<input type="checkbox"/> Does the writer include enough sensory details, actions and thoughts?	<input type="checkbox"/> Does the writer include his/her own opinion?
<input type="checkbox"/> Is the letter written in a formal style?	<input type="checkbox"/> Does the writer create dialogues that sound real and natural?	<input type="checkbox"/> Does the writer use transition words to link the writing?
<ul style="list-style-type: none"> <li>• Mark any spelling, punctuation or grammar errors.</li> <li>• Mark any unclear expressions. Give suggestions if you can.</li> <li>• <u>Underline</u> the expressions you like.</li> </ul>		
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>
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# GRAMMAR SUMMARY

## UNIT 7 CAREERS

### 1 Verb-*ed* Form 动词 -ed 形式

In written English, verb-*ed* forms can be used to link two parts of a sentence. Clauses like these can be used as alternatives to:

在书面语中，动词-ed形式常用来连接句子的两个部分。在句中这些动词-ed形式短语可以代替：

#### Reason clauses

原因状语

- He soon fell asleep, **exhausted** by the journey.
- **Influenced** by Gandhi's ideas about peaceful protests, King organised a bus protest in 1965.

#### Time clauses

时间状语

- **Seen** from the hill, the town looks magnificent.
- **Tried** in some counties in Shandong Province, the new method of farming resulted in a marked rise in grain production.

#### Conditional clauses

条件状语

- **Given** more time and attention, you can do much better next time.
- **Compared** to the other group, we were quite quick.

### 2 Negative Expressions 表达否定意义的词或词组

As well as *no* and *not*, there are many words and phrases we can use to express negative ideas. 除了*no*和*not*以外，还有很多可以表达否定意义的词或词组。

**have no intention of + -ing:** to express a person or an organisation not intending to do something

表示某人或某组织没有做某事的意愿。如：

- *I **had no intention of telling** the truth. It would get me into trouble.*
- *The school **has no intention of hiring** more teachers.*

**not ... anymore:** meaning "no longer / not any longer"

表示“不再”。如：

- *I'm **not** working there **anymore**. They fired me.*
- *Jenny **doesn't** live there **anymore**. She's moved to Shanghai.*

**no longer:** meaning "not any longer / not ... anymore"

表示“不再”。如：

- *We can **no longer** accept applicants without the right qualifications.*
- *I **no longer** want to be a doctor. I've decided to study business instead.*



**unlikely to + bare infinitive:** to express the idea that something is not expected to happen  
表示“不太可能发生……”。如：

- Robbie is **unlikely to** get the job. He doesn't have the necessary experience.
- They are **unlikely to** lose their jobs. They play an important role in the company.

**hardly:** meaning "almost not"

表示“几乎不”。如：

- It is **hardly** a surprise that Maria passed her exams.
- Maria was **hardly** surprised that she passed her exams.
- It is **hardly** suprising that Maria passed her exams.

## UNIT 8 LITERATURE

### State Verbs and Activity Verbs 状态动词和动作动词

In English, verbs can be divided into two groups: state verbs and activity verbs. Activity verbs describe activities and can be used in simple and continuous tenses. State verbs describe states and are **not** usually used in continuous tenses.

英语中动词可以分为两类：状态动词和动作动词。动作动词描述动作，可用于一般时态和进行时态；状态动词描述状态，一般不用于进行时态。

Here are the most common state verbs:

以下是最常见的状态动词：

Verbs related to activities of the mind 表达思维活动的动词

- admit, agree, believe, know, mean, prefer, realise, remember, think, understand, want ...

Verbs related to emotions 表达情感的动词

- adore, care, like, dislike, love, hate, hope ...

Verbs that describe having and being 表示拥有和存在的动词

- appear, be, belong, contain, have, include, need, seem, possess, own ...

Verbs related to senses 感官动词

- feel, hear, look, see, smell, sound, taste ...

Some state verbs can also refer to an activity. In this context they can be used in the continuous tense.

有些状态动词也可以表示动作。在这种语境下，这些动词可以用于进行时态。

- We **have** a second-hand car. (**have = possess**, a state)  
She **is having** some tea. (**have = drink**, an activity)
- I **think** it's a great idea. (**think = believe**, a state)  
I'm **thinking** about my exam. (**think = consider**, an activity)
- I **feel** I can't go through with it. (**feel = believe**, a state)  
How **are** you **feeling**? (**feel = experience**, an activity)

Verbs related to senses are followed by adjectives, **not** adverbs:

感官动词后要使用形容词，而不用副词。例如：

- The roses look and smell beautiful.

## 1 The Perfect 完成时

We use the perfect to express a completed action. It is used in the present, past and future tenses to refer to something that has, had or will be done by a certain time. 完成时表示一个完成的动作。用来表示现在、过去或者未来某个时间点已经或将会完成的动作。

It is formed using the verb "have" and verb-*ed* forms. 完成时的构成一般是动词have+ verb-*ed*形式。

### Present perfect:

现在完成时:

- *I **have enjoyed** working in this job.*
- *She **has thought** about it for a long time.*
- *They **have all agreed** that it is the best course of action.*

### Present perfect continuous:

现在完成进行时:

- *Gardeners **have been using** a form of cloning when they take a cutting from a plant and place it in a suitable medium.*
- *She **has been waiting** for an hour.*

### Past perfect:

过去完成时:

- *We **had visited** the country when we were children.*
- *I **had played** tennis in that club for over a decade.*
- *She **had gone** to the cinema when I called.*

### Past perfect continuous:

过去完成进行时:

- *He said they **had been doing** experiments on goats for the past two years.*
- *Dave **had been driving** for an hour when his car broke down.*

## 2 Phrasal Verbs (2) 短语动词 (2)

Phrasal verbs are verbs that are made up of two or three words. They can be either transitive (they have an object) or intransitive (they have no object).

短语动词是由两三个单词组成的动词，可以是及物的（带宾语）也可以是不及物的（不带宾语）。

Phrasal verbs can be complex as many can look similar but have very different meanings, e.g. *take on*, *take over*, *take down*.

短语动词比较复杂，很多短语形式相似意思却不同。

### Transitive:

及物动词短语:

- *She made us **take down** all the posters.*

### Intransitive:

不及物动词短语:

- *I **get up** early even at the weekend.*

Some phrasal verbs can be separated by the noun whereas others cannot.

有的短语动词中间可以插入名词，有的则不能。

Examples of separable phrasal verbs:

可插入名词的，如:

- *I forgot to **turn off** my computer when I left the office. / I forgot to **turn** my computer **off** when I left the office.*
- *He **threw away** his notebook, accidentally. / He **threw** his notebook **away**, accidentally.*

Examples of inseparable phrasal verbs:

不可拆分的短语动词，如:

- *I **came across** an interesting article in the newspaper.*
- *I'm **looking forward** to spending time with my sister.*

Unfortunately, there are no rules to help understand whether a phrasal verb is transitive / intransitive or separable / inseparable. They must be learnt.

学习短语动词的困难在于，没有规则确定短语动词是及物或不及物，可拆分或不可拆分，必须逐一学习。

Verb	Examples
go	<i>away, around, with, without, against, under, over, for, in for, through, through with, off</i>
get	<i>over, through, in, into, on with, down, at, down with, out of, away from, along, along with</i>
come	<i>along, with, over, into, out, out with, by, down with, on, across</i>

# NOTES ON THE TEXTS

## UNIT 7 CAREERS

### Topic Talk

- 1 **I'm fascinated by how companies develop under the market economy and how they persuade clients to buy products.**

我对公司在市场经济中发展的方式以及它们怎样说服顾客购买产品很着迷。

fascinate sb 使着迷；迷住。如：

*It was a question that had fascinated him since he was a boy.* 这是他自幼就着迷的问题。

*Politics fascinated Franklin's father.* 政治让富兰克林的父亲着迷。

- 2 **I am reliable and I always get on well with everyone I meet.**

我是个值得信赖的人，总能和遇到的每个人相处融洽。

get on well with (与某人) 和睦相处，关系良好。如：

*A good leader should get on well with inferiors.* 好的领导应当与下属相处融洽。

*How can you get on well with your roommates?* 你是怎样与室友和睦相处的？

- 3 **Then I'll be on my way.**

然后我就能朝着理想前进了。

be on one's way 在前往……的路上；往……的途中。如：

*The ships were already on their way to the gulf.* 那些船已经在开往海湾的路上了。

*Start today and you'll be on your way in no time!* 今天就开始，你很快就可以上道了。

- 4 **I see you've applied for the position of sales consultant in our international sales department ...**

我知道你已经申请了我公司国际销售部销售顾问的职位……

apply (to sb / sth) (for sth) (通常以书面形式) 申请，请求。如：

*I would apply for the post if I were you. I think you stand a good chance.* 如果我是你的话，我一定会去申请这个职位。我认为你大有希望。

- 5 **bachelor's degree** 学士学位 (bachelor 学士)

- 6 **the University of Cambridge** (英国) 剑桥大学，坐落于英国剑桥，创立于1209年，是英国本土历史最悠久的高等学府之一。

- 7 **master's** = master's degree 硕士学位 (master 硕士)

- 8 **the University of London** (英国) 伦敦大学，位于英国首都伦敦，是由十几所高校和研究机构组成的大学联邦，是世界上最具影响力的公立大学系统之一。

- 9 **I will work heart and soul for my country to the day I draw my last breath.**

鞠躬尽瘁，死而后已。

本句出自诸葛亮的《后出师表》。

- 10 **Those who know it are not as those who love it; those who love it are not as those who find their joy in it.**

知之者不如好之者，好之者不如乐之者。

本句出自《论语·雍也》。

## Lesson 1

- 1 **IQ** (Intelligence Quotient) 智商，智力商数。代表相对智力水平的值，分数根据测试对象对一系列测验题的回答而判定。
- 2 **EQ** (Emotional Quotient) 情商，情感商数。一种自我情绪控制能力的指数，由美国心理学家彼得·沙洛维等人于1990年提出，属于发展心理学范畴。情商是一种认识、了解、控制情绪的能力。
- 3 **Peter Salovey** 彼得·沙洛维 (1958-)，情商理论创始人之一，著名心理学家，耶鲁大学第23任校长。
- 4 **Some are trying to study the possibility of improving a person's EQ, especially in terms of "people skills", such as understanding and communication.**  
一些社会学家正试图研究提高情商的可能性，特别是“人际技能”方面，例如：理解和沟通。  
in terms of 谈及；就……而言；在……方面。如：  
*The job is great in terms of salary, but it has its disadvantages.* 就薪金而言，这个工作倒是挺不错的，但也有一些不利之处。  
*It is wrong to try to judge happiness in terms of worldly success.* 用世俗认定的成功来判断一个人是否快乐是错误的。
- 5 **John D. Mayer** 约翰·梅尔 (1953-)，著名心理学家、情商理论创立者之一，创造性地提出“人格智商”概念。
- 6 **To get ahead in the world and lead a happy successful life requires getting on well with other people and being able to understand and react to situations in the best way possible.**  
要在这个世界上出人头地，过上快乐又成功的生活，必须要与他人相处融洽，能够以最好的方式理解和应对各种状况。  
get ahead 取得进步，获得成功。如：  
*Getting ahead at work is the most important thing to her at the moment.* 目前对她来说最重要的是在工作中获得成功。  
*Jimmy is bound to get ahead in the world.* 吉米注定要出人头地。

## Lesson 3

### **In your grandparents' time, there was the prospect of doing the same job from graduation until retirement.**

在你祖父母生活的时代，人们有可能从毕业到退休都做同样的工作。  
there be + the prospect of sth / of doing sth 有……可能性。如：  
*There is no immediate prospect of peace.* 短期内没有和平的可能。

## Writing Workshop

### **I enclose a copy of my CV.**

随函附上本人简历一份。

enclose sth (with / in sth) 把……封入(信封)；随函附上。如：

*Please return the completed form, enclosing a recent photograph.* 请将填写的表格寄回，附上近照一张。

*He tore open the creamy envelope that had been enclosed in the letter.* 他撕开了随信寄来的米黄色信封。

## UNIT 8 LITERATURE

### Lesson 1

- 1 Greenwich Village is a place where the art people came together, hunting for apartments with north-facing windows and low rents.**  
格林威治村是艺术人士聚集的地方，他们在那里寻找窗户朝北（阴面）且低租金的公寓。  
hunt for sth 寻找某物。如：  
*They put down what they were doing and started to hunt for the missing child.* 他们放下手里的工作，开始寻找失踪的孩子。
- 2 Instead, she stared out the window and counted backwards: "Ten, nine, eight, seven ..."**  
然而，她凝视着窗外，倒数着“十，九，八，七……”。  
stare out 凝视着……外。如：  
*Have a cup of tea, put your feet up and stare out the window.* 泡一杯茶，跷起脚，凝视窗外。
- 3 "Oh, I never heard of such nonsense," quickly replied Sue.**  
苏立即答道：“我从未听说过这么荒谬的话。”  
hear of 听说，获悉。如：  
*He could not bear to see anyone in pain or even to hear of it.* 他不忍见到任何人痛苦，甚至也不忍听到此类的事。
- 4 But Johnsy's mind was made up.**  
但是约翰西决心已定。  
make up one's mind 下决心，决定。如：  
*It is early to make up your mind now.* 你现在下决心还为时过早。
- 5 In 40 years he had never produced the masterpiece he longed to paint.**  
40年来，他从未创作出他所渴望的杰作。  
long to do sth 渴望做某事。如：  
*He has longed to join the NBA since he was a little boy.* 他从小就渴望加入NBA。
- 6 The janitor found him lying in bed helplessly with pain yesterday morning.**  
昨天早晨，看门人发现他无助地躺在床上，极度痛苦。  
find sb doing sth 发现某人正在做某事。如：  
*His mother found him watching TV when she came home.* 他妈妈回到家的时候发现他在看电视。

### Lesson 2

- 1 Robert Frost** 罗伯特·弗罗斯特 (1874–1963)，美国诗人。作品主要写美国新英格兰的人文和景色，富于地方色彩，擅长用简朴的口语。
- 2 The Daffodils** 《水仙》是英国浪漫主义诗人威廉·华兹华斯的代表作。其口语化的语言是浪漫主义风格的一大特点。这首诗体现了诗人对大自然的热爱。
- 3 William Wordsworth** 威廉·华兹华斯 (1770–1850)，英国浪漫主义诗人，曾是桂冠诗人。其诗歌理论动摇了英国古典主义诗学的统治，有力地推动了英国诗歌的革新和浪漫主义运动的发展。他是文艺复兴运动以来最重要的英语诗人之一。

## Lesson 3

**Suddenly I felt myself quickly drawn up to the surface of the sea; and I heard these words: "If master would be so good as to hold onto my shoulder, master would swim with much greater ease."**

突然，我感到自己被迅速拉出水面；我听见有人说：“如果主人能抓牢我的肩膀，主人会游得轻松很多。”

so ... as to do 如此……以致。如：

*It was so dark as to make a good photograph hard to get.* 天色太黑，以致很难拍出好照片。

## Writing Workshop

### 1 Then came the sound of a heavy door opening, and two seamen appeared.

接着传来了沉重的开门声，两位水手出现了。

本句为倒装句。在倒装句中，被颠倒的成分可以恢复原位而句意基本不变，句法成分不变。如：

*Scattered on the floor were several books and magazines.*

几本书和杂志散落在地面上。

### 2 I would never again take my home for granted.

我再也不会不把家当回事了。

take ... for granted 不关心，不注意。如：

*He's so busy with his work that he takes his family for granted.* 他工作太忙，以致不关心自己的家庭。

## UNIT 9 HUMAN BIOLOGY

## Topic Talk

### 1 ... their bodies started to warm up on their own!

他们的身体开始自行回暖！

warm up 使暖和；变暖和。如：

*The weather had warmed up.* 天气已经转暖。

### 2 A person's life is limited but serving the people is limitless. I want to devote my limited life to serving the people limitlessly.

人的生命是有限的，可是，为人民服务是无限的，我要把有限的生命投入到无限的为人民服务之中去。

本句出自《雷锋日记》。

## Lesson 1

1 **clone** 克隆。克隆是指生物体通过体细胞进行的无性繁殖，以及由无性繁殖形成的基因型完全相同的后代个体组成的种群。通常是利用生物技术由无性生殖产生与原个体基因完全相同的个体或种群。

2 **Dolly** 克隆羊多莉。多莉1996年7月5日诞生于英国爱丁堡市罗斯林研究所，是一只通过现代工程创造出来的雌性绵羊，也是世界上第一个成功克隆的人造动物。

- 3 **Zhong Zhong and Hua Hua** 世界首对体细胞克隆猴。首只克隆猴“中中”于2017年11月27日在位于上海的中国科学院神经科学研究所、脑科学与智能技术卓越创新中心的非人灵长类平台诞生；2017年12月5日，第二只克隆猴“华华”诞生。
- 4 **Dr. Sun Qiang, director of the research team, said they had been wholly devoted to the research and had been taking care of more than 1,000 monkeys 24 hours a day, 7 days a week for more than 5 years.**  
研究小组的负责人孙强博士说，他们全身心地投入到研究中，5年多来每周7天，每天24小时照看1000多只猴子。  
devote to 全身心地投入。如：  
She devoted herself to the study of psychology. 她全身心地投入到心理学的学习中。  
He devoted all his time to writing his novel. 他把所有的时间都用来写小说。

## Lesson 2

- 1 **These make up nerve cells, which are connected by electrical impulses.**  
这些（脑细胞）构成了神经细胞，神经细胞由电脉冲连接起来。  
make up 形成；构成。如：  
Women make up 56% of the student numbers. 女生占学生人数的56%。
- 2 **If your brain has the correct fuel, it can work at its best.**  
如果你的大脑能获得正确的养料，它就能保持最佳工作状态。  
at one's best 处在最佳状态。如：  
The most rewarding result of doing work is that I get to know when and where to be at my best. 在工作的过程中，我最大的收获就是懂得了应该在何时何地保持最佳状态。  
The peach blossoms are at their best now. 桃花正在盛开。
- 3 **One thing you can do is to cut down on junk food.**  
你能做的一件事就是少吃垃圾食品。  
cut down (on sth) 削减，缩小（尺寸、数量或数目）。如：  
The doctor told him to cut down on his drinking. 医生劝他少喝酒。
- 4 **Omega-3** 是一种多元不饱和脂肪酸，因其第一个双键位于第三个碳原子而得名，在深海鱼类和某些植物中含量比较高。

## Lesson 3

- 1 **Each disease can only officially be classified as an epidemic once a certain number of deaths have occurred from the disease.**  
只有致死病例达到一定数量，某种疾病才会被正式定性为流行病。  
classify ... as 将……归类为；将……界定为。如：  
Only eleven of these accidents were classified as major. 这些事故中只有十一例被判定为重大事故。
- 2 **Jim Smith** 吉姆·史密斯，美国加利福尼亚大学洛杉矶分校生态学与进化生物学系教授，对人畜共患传染病进行了大量的权威研究。
- 3 **Families who had only just got through the war now had to bury their loved ones who had died of disease.**  
刚刚熬过战争的人们现在不得不埋葬他们死于疾病的亲人。  
get through 度过，熬过（困难或不快的时期）。如：



*It is hard to see how people will get through the winter.* 难以想象人们将怎样熬过这个冬天。

4 **SARS** (Severe Acute Respiratory Syndrome) 严重急性呼吸道综合征，惯称“非典型肺炎”，简称“非典”，是可致命的传染病。

5 **Ebola Virus Disease (EVD)** 埃博拉病毒性疾病，是一种死亡率高的急性出血性传染病。

6 **The virus was extremely infectious and the survival rate was as low as 30% in some areas, indicating that very few people got over it.**

该病毒传染性极强，一些地区的存活率低至30%，也就是说很少有人能康复。

get over 从（不快或疾病中）恢复过来。如：

*He was disappointed at not getting the job, but he'll get over it.* 没得到这份工作他非常失望，不过他会想开的。

北京师范大学出版社

## UNIT 7 CAREERS

### Topic Talk

#### 7.1

(**W** = Wendy    **S** = Sam)

**W:** So, Sam, which job do you see yourself doing in ten years' time?

**S:** I hope I'll be a manager and be responsible for a team of other members.

**W:** Oh, great. And what type of work would you and your team be doing? What type of company would you be working in?

**S:** I'd like to work in the marketing department of a big company. I'm fascinated by how companies develop under the market economy and how they persuade clients to buy products.

**W:** All right. Can you think of any personal qualities or skills you have which would make you suitable for that?

**S:** Yes. I have excellent communication skills. I am reliable and I always get on well with everyone I meet.

**W:** That sounds perfect!

**S:** Now I need to work hard at school so I get the grades and credits I need to do a degree in business or communication studies at a university. Then I'll be on my way.

#### 7.2

(**C** = Chris    **R** = Rona)

**C:** Hello, Rona. Nice to meet you. My name's Chris.

**R:** Nice to meet you, Chris.

**C:** Now ... I see you've applied for the position of sales consultant in our international sales department ...

**R:** That's right. I've been working in sales for four years since I left university.

**C:** Brilliant, yes, I can see that on your CV here. And what was it that you studied at university again?

**R:** I studied Maths actually.

**C:** Oh yes, I can see it now. You got your bachelor's degree at the University of Cambridge and your master's at the University of London — that's impressive. But you decided to go into sales rather than finance or something more closely linked to Maths?

**R:** Yes, well, I love Maths and I'm fascinated by numbers, but I also love communicating with people and I think I have excellent communication skills. So working in sales is perfect for me because it gives me the chance to do both of those things.

**C:** That's great. And, apart from all of that, what do you think is your best quality as a sales consultant?

**R:** I would say that I'm reliable. I know everyone says that, but I really am a very reliable person and I won't let you down.

## Lesson 2

### 7.3

(**K** = Kristy **M** = Mr McDougall)

**K:** Good morning, Mr McDougall. My name's Kristy. I'm leaving school soon, and I am having difficulty choosing a university course that will lead to a good job in the future.

**M:** Hi Kristy. Well, it's good to look for a course that will help you get a job, but we can't predict exactly what the job trends of the future will be. A lot of routine office or factory jobs will most likely disappear and there'll be many new types of jobs in areas such as information technology, bio-technology and green technology.

**K:** Wow. That means we need to get prepared with new skills and abilities.

**M:** Exactly.

**K:** Can you tell me more about these?

**M:** Well, first, you need to have the ability to learn new skills. In the past, people were trained for one job and then stayed in it for their whole lives. In the future, people will probably have four or five different jobs over many years. So learning throughout life is the most important skill.

**K:** I see. What other skills will I need?

**M:** Well, using the Internet, learning new IT skills and keeping up with technology developments will be very important. These will give you the tools you need to find work in the future.

**K:** And languages? Do you think they will be important?

**M:** A second language is certainly important now and will continue to be so. As work environments become more international and people travel around the world for work, understanding languages and cultures will help greatly in effective communication. Chinese, Spanish and Arabic are languages that are becoming more popular to learn.

**K:** Interesting! Are there any other skills we will need that can be applied to different jobs?

**M:** Yes, there are several important broad skills. Critical thinking is a key area to develop. This is the ability to consider and evaluate information rather than just learn and remember it.

**K:** I see.

**M:** Another important skill is creativity. As many old, routine jobs disappear or are done by AI, people will be required to do more creative work, coming up with new ideas and thinking about how to improve existing processes and activities.

**K:** Thanks very much, Mr McDougall. That's very helpful.

## 7.4

(L = Lu Yan U = Uncle)

**L:** I think I should go to university and get a degree. That way I'll be sure to get a job when I graduate.

**U:** Unless you have something specific you want to study, there are alternatives to going to university. Going to university does not guarantee a job.

**L:** I'm not sure I agree with that. My parents say that a university degree is a guarantee of a good job.

**U:** Not necessarily. There is a great change going on in the world. Probably you will not stay in one job. Also, just think about how AI is changing the job market. Don't spend a lot of time studying for something that AI will be able to do in the future.

**L:** Ah, that's a good point. I know AI will be doing a lot of the jobs people do now.

**U:** Exactly. So people will need different skills to deal with the job market of the future.

**L:** Yes, I suppose staying up to date with all the latest programmes, apps and information technology will be very important.

**U:** Yes. I couldn't agree with you more. It's already happening now and will happen even more in the future. People don't need to go into an office anymore — they can work from anywhere and be in touch with people all over the world. This means that business will be more international.

**L:** That's exciting. I suppose we have to continue learning all the time.

**U:** I agree with you there. That is so important. We also need to be flexible and be good communicators. That is vital.

**L:** To sum it up, I suppose you could say we need to have good computer skills, be motivated, creative, hard-working, ready to learn and be able to communicate well!

**U:** Yes, exactly! We all need to keep developing and adapting to a changing world, don't we?

## UNIT 8 LITERATURE

### Topic Talk

#### 8.1

(G = Girl B = Boy)

**G:** I see that you read a lot. What books do you often read?

**B:** I read a wide variety of books. Among all these books, I like reading literary works the most, such as science fiction, detective stories, novels and poetry.

**G:** Wow! You mean you like detective stories?

**B:** Yes. I find detective stories exciting and stimulating. I love the mysteries in them. I always try to solve the riddles myself.

**G:** I've never read any detective stories. If I want to start reading this kind of stories, do you have any suggestion?

- B:** I suggest you read *The Moonstone* as a start. It's written in the 19<sup>th</sup> century. In fact, it's the first-ever English detective novel!
- G:** Well, isn't it going to be boring? I mean, it takes place such a long time ago.
- B:** Oh no, it has a good plot, and the setting is interesting! Historical novels can teach you a lot about different eras and cultures.
- G:** OK. I'll have a try.
- B:** I have a copy at home. I can bring it to you tomorrow.
- G:** Thanks a lot.

## 8.2

(**B** = Bob    **L** = a librarian)

- B:** Hello, this is the first time that I have come to this library. Can I ask for some information?
- L:** Sure.
- B:** I'm doing a project on comparing English and Chinese poetry. Do you have any books of Chinese poetry in English?
- L:** Yes. We have big collections of literary works in different languages. Just come this way ... Here they are, on this shelf.
- B:** Oh, thank you. What do I need to do if I want to take a book out?
- L:** You just need to fill in and submit a registration form for a library card. Then, all you have to do is to scan your library card, and also scan the number on the book. Then you may take the book out. The registration form is over there on that desk.
- B:** Great, thank you. Nowadays, many of my friends have e-readers or read articles online instead of reading real books, but I'm still used to holding books in my hands.
- L:** I know what you mean. Many people still like to read a real book – at least some of the time, anyway!

## Lesson 2

### 8.3

#### **Stopping by Woods on a Snowy Evening** **by Robert Frost (1874–1963)**

Whose woods these are I think I know.  
His house is in the village though;  
He will not see me stopping here  
To watch his woods fill up with snow.

My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

He gives his harness bells a shake

To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.

The woods are lovely, dark and deep,  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

#### 8.4

##### **The Daffodils**

**by William Wordsworth (1770–1850)**

I wandered lonely as a cloud,  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine,  
And twinkle on the milky way,  
They stretched in never-ending line,  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced; but they  
Outdid the sparkling waves in glee:  
A poet could not but be gay,  
In such a jocund company:  
I gazed – and gazed – but little thought,  
What wealth the show to me had brought:

For oft, when on my couch I lie,  
In vacant or in pensive mood,  
They flash upon that inward eye,  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

#### 8.5

Script: see 8.3-8.4

## UNIT 9 HUMAN BIOLOGY

### Topic Talk

#### 9.1

(**G** = Gina **B** = Bob)

**G:** I've just been watching athletics on television. I'm amazed at the speed and strength of the athletes.

**B:** It's incredible, isn't it? The human body is capable of doing many things, such as jumping high, running very fast.

**G:** That's true. I love watching gymnastics competitions.

**B:** The human mind is amazing, too — the human mind is capable of making decisions, memorising facts, reasoning and doing so many other things.

**G:** That's right. We use our minds to create and innovate as well. I really admire people who use their minds for the betterment of mankind.

**B:** Yes. I do, too! For example, medical researchers conduct research to find cures for diseases. They also look for ways to prevent diseases by developing vaccines. Isn't it amazing what the human mind and body are capable of?

**G:** It truly is!

#### 9.2

(**I** = Interviewer **M** = Dr. Millhouse)

**I:** Thank you for taking the time to talk to us today, Dr. Millhouse.

**M:** You're welcome.

**I:** You've been doing some research into how the human body reacts in extreme conditions. Could you tell us what you've found out?

**M:** Yes, of course. First of all, we looked at human resilience in hot and cold extreme climates. We trained the experiment's participants to do special breathing exercises and then they did them in extremely low temperatures in our lab.

**I:** And what happened?

**M:** After they'd been doing the breathing exercises for about twenty minutes, we noticed something very interesting — their bodies started to warm up on their own!

**I:** Wow, that's amazing!

**M:** Yes, it was. When the participants started to feel tired, they stopped doing the exercises properly. Then their body temperature started to fall again.

**I:** OK, so what you're saying is that people are able to control how hot or cold their bodies are?

**M:** Yes, that's right. We saw similar effects to those we see in the bodies of athletes involved in doping. But we need to do some more research to find out how this all works exactly.

**I:** Thank you very much, Dr. Millhouse. It's been very interesting to talk to you today.

## Lesson 2

### 9.3

Right, the topic of today's lecture is "The Brain". Well, the brain is an absolutely amazing organ. It consists of grey and white matter. It weighs just over a kilo – just imagine that, like a kilo of potatoes. But this is a very special kilo. It uses twenty percent of the body's energy and it contains over one hundred billion cells.

One hundred billion cells! These make up nerve cells, which are connected by electrical impulses. The brain sends messages using electrical impulses, the same way as a computer works. But there are more possible connections in one brain than there are atoms in the universe. Just think about that again. There are more possible connections in your brain than there are atoms in the universe. Amazing, isn't it? Makes a normal computer look simple, doesn't it?

So, what do we know about this organ called "the brain"? Scientists who study the brain have learnt a lot about it in the last ten years. Like explorers exploring the world, they've found that there are different areas in the brain and these areas are responsible for different functions. We now know which parts of the brain are related to different parts of our body and feelings from them. A good example of this can be seen in people who have lost an arm or a leg in an accident. Though they don't have an arm or a leg, they can still have feelings from it, like pain. Incredible, isn't it?

You also have different areas for different kinds of thinking. For example, you have one area for your first language and another area for a foreign language that you learn when you are older. Interesting, isn't it?... But even more interesting than locating different areas of the brain is ...

### 9.4

(**P** = Presenter   **K** = Professor Kim   **A** = Anna   **J** = John   **B** = Bella)

**P:** Good morning and welcome to *Healthy Living*. This morning we're here to discuss the brain. This is Professor Kim, a brain expert. Welcome, Professor.

**K:** Thank you for having me.

**P:** Let's turn to our first caller now. Anna, are you there? What would you like to ask Professor Kim?

**A:** Oh hi, good morning. Yes, I've noticed that my memory isn't as good as it used to be, and I've read about brain exercises – you know, crossword puzzles, games, quizzes, that kind of thing. But do they really work? Should I try them?

**P:** What's your advice, Professor Kim?

**K:** Well, the answer is yes and no. Puzzles and games are good for us to keep our brain active. However, to really exercise the brain, you need to challenge it. That means doing something new, something that perhaps you are not good at. This keeps the brain flexible and helps improve memory.

**P:** So what kinds of activities do you suggest?



- K:** You could try learning a new language, learning to dance or learning to paint ... anything that takes you outside your comfort zone.
- P:** Great. Can we have our next caller, please? Hi, John, what's your question, please?
- J:** Oh, hi. I've got some big exams coming up next month, and I was just wondering if there are certain foods that are good for the brain. What do you suggest?
- K:** Great question. Your diet can definitely improve your brain health. If your brain has the correct fuel, it can work at its best. One thing you can do is to cut down on junk food. Foods that help the brain are natural foods: fruit, vegetables, and so on. It might also be a good idea to increase your intake of Omega-3 fats, which are an important brain food. These are found in food like oily fish and eggs.
- P:** Great advice. And finally, can we hear from Bella?
- B:** Oh, hello. My question is about physical exercise. Is there any particular kind of exercise that can improve the health of my brain? What should I do?
- K:** I advise you to do exercise that is good for your heart, such as walking and running. These kinds of exercise increase the amount of oxygen in the blood, which is also good for the brain.
- P:** Fascinating stuff. Join us after the break ...

北京师范大学出版社

# VOCABULARY IN EACH UNIT

## UNIT 7 CAREERS

### Topic Talk

lawyer /'lɔːjə/ <i>n.</i> 律师	(6)
assistant /ə'sɪstənt/ <i>n.</i> 助手, 助理, 副手	(6)
physician /fə'zɪʃən/ <i>n.</i> 医生	(6)
architect /'ɑːkɪtekt/ <i>n.</i> 建筑师, 建筑设计师	(6)
receptionist /rɪ'sepʃənɪst/ <i>n.</i> 接待员	(6)
dentist /'dentɪst/ <i>n.</i> 牙科医生	(6)
chef /ʃef/ <i>n.</i> 厨师, 主厨	(6)
butcher /'bʊtʃə/ <i>n.</i> 肉铺老板, 肉贩	(6)
chemist /'kemɪst/ <i>n.</i> 化学家	(6)
consultant /kən'sʌltənt/ <i>n.</i> 顾问	(6)
librarian /laɪ'brɛəriən/ <i>n.</i> 图书馆管理员	(6)
operator /'ɒpəreɪtə/ <i>n.</i> 操作员; 电话接线员	(6)
clerk /kla:k/ <i>n.</i> 接待员; 办事员, 文员; (商店的) 售货员, 店员	(6)
salesman /'seɪlzmən/ <i>n.</i> 男推销员, 男售货员	(6)
saleswoman /'seɪlz,wʊmən/ <i>n.</i> 女推销员, 女售货员	(6)
*fascinated /'fæsmertɪd/ <i>adj.</i> 被迷住的, 被吸引住的; 极感兴趣的	(6)
department /drɪ'pɑːtmənt/ <i>n.</i> (医院、大学、公司、政府的)科, 系, 处, 部; (大商场的) 部	(6)
institution /,ɪnstɪ'tjuːʃən/ <i>n.</i> 机构, 团体; 制度	(6)
economy /ɪ'kɒnəmi/ <i>n.</i> 经济, 经济制度	(6)
administration /əd,mɪnə'streɪʃən/ <i>n.</i> 管理, 行政; 执行, 实施	(6)
management /'mænɪdʒmənt/ <i>n.</i> 经营, 管理	(6)
reliable /rɪ'laɪəbəl/ <i>adj.</i> 可信赖的, 可靠的	(6)
persuade /pə'sweɪd/ <i>vt.</i> 说服, 劝服	(104)
client /'klaɪənt/ <i>n.</i> 客户, 顾客	(104)
credit /'kredɪt/ <i>n.</i> 学分; 赊购, 信贷	(104)

brilliant /'brɪljənt/ <i>adj.</i> 极好的, 优秀的; 明亮的, 灿烂的	(104)
*CV /,si:'vi:/ <i>n.</i> 简历, 履历	(104)
*bachelor's degree /'bætʃələz dɪ'griː/ <i>n.</i> 学士学位	(104)
*master's degree /'mɑːstəz dɪ'griː/ <i>n.</i> 硕士学位	(104)
impressive /ɪm'presɪv/ <i>adj.</i> 给人深刻印象的, 令人钦佩的	(104)

### Lesson 1

intelligence /ɪn'telədʒəns/ <i>n.</i> 智力, 智慧, 理解力	(8)
employ /ɪm'plɔɪ/ <i>vt. &amp; n.</i> 雇佣	(8)
determine /drɪ'tɜːmɪn/ <i>vt.</i> 决定, 直接影响; 测定, 确定	(8)
intelligent /ɪn'telədʒənt/ <i>adj.</i> 机智的, 有才智的; 有智慧的, 聪明的	(8)
*quotient /'kwɒʃjənt/ <i>n.</i> (质量、情感等的) 指数, 程度	(8)
predict /prɪ'dɪkt/ <i>vt.</i> 预言, 预料, 预测	(8)
deserve /drɪ'zɜːv/ <i>vt.</i> 应得, 应受到 (奖赏或惩罚)	(8)
lower /'ləʊə/ <i>adj.</i> (数字或数量) 较小的; 较低级的; 下面的	(8)
association /ə,səʊsi'eɪʃən/ <i>n.</i> 联系; 协会, 社团	(8)
internal /ɪn'tɜːnl/ <i>adj.</i> 内心的; 内部的; 国内的	(9)
adjust /ə'dʒʌst/ <i>vi. &amp; vt.</i> 适应, (使) 习惯; 调整, 调节	(9)
announce /ə'naʊns/ <i>vt.</i> 宣布, 宣告, 公布	(9)
disability /,dɪsə'bɪləti/ <i>n.</i> 伤残, 残障, 障碍	(9)

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。

willing /'wɪlɪŋ/	
<i>adj.</i> 乐意、愿意 (做某事) 的	(9)
disabled /dɪs'ɛrbəld/ <i>adj.</i> 残障的, 残疾的, 有学习障碍的	(9)
altogether /,ɔ:l'tə'geðə/ <i>adv.</i> 总而言之, 总的说来; 完全, 全部	(9)
react /ri'ækt/ <i>vi.</i> (作出) 反应	(9)
solely /'səʊli/ <i>adv.</i> 唯一地, 仅仅	(9)

## Lesson 2

trend /trend/ <i>n.</i> 趋势, 趋向, 倾向	(12)
financial /fə'nænʃəl/	
<i>adj.</i> 财政的, 金融的; 财务的	(12)
logical /'lɒdʒɪkəl/	
<i>adj.</i> 合乎逻辑的; 合情合理的	(12)
comprehension /,kɒmpri'hensən/	
<i>n.</i> 理解 (力); 阅读理解测试	(12)
bio-technology /,baɪə'tek'nɒlədʒi/	
<i>n.</i> 生物技术	(105)
guarantee /,gærən'ti:/	
<i>vt.</i> 保证, 担保; <i>n.</i> 保修单	(106)
AI (artificial intelligence) /,eɪ 'aɪ/	
<i>n.</i> 人工智能	(106)
motivated /'mɒtɪvɪtɪd/	
<i>adj.</i> 积极的, 主动的	(106)

## Lesson 3

footstep /'fʊtstep/ <i>n.</i> 脚步声	(14)
follow in one's footsteps 继承某人的事业, 步某人的后尘	(14)
profession /prə'feʃən/ <i>n.</i> 专业, 行业	(14)
workshop /'wɜ:kʃɒp/ <i>n.</i> 车间, 工厂	(14)
prospect /'prɒspekt/ <i>n.</i> 可能性, 希望	(14)
retirement /rɪ'taɪəmənt/ <i>n.</i> 退休, 辞职	(14)
relevant /'reləvənt/ <i>adj.</i> 有关的, 切题的	(15)
*lottery /'lɒtəri/	
<i>n.</i> 抽彩给奖法; 碰运气的事	(15)
decent /'di:sənt/	
<i>adj.</i> 相当好的, 像样的, 可接受的	(15)
salary /'sæləri/ <i>n.</i> 薪金, 工资	(15)
recipe /'resəpi/ <i>n.</i> 烹饪法, 食谱	(15)

innovator /'ɪnəvətə/ <i>n.</i> 革新者, 创新者	(15)
specialist /'speʃəlɪst/ <i>n.</i> 专家	(15)
occupation /,ɒkjə'peɪʃən/ <i>n.</i> 工作, 职业	(15)
pace /peɪs/ <i>n.</i> 速度, 进度	(15)
*outsource /'aʊtsɔ:s/ <i>vt.</i> 外包, 外办	(15)
retrain /,ri:'treɪn/ <i>vt.</i> (为从事新工作) 接受再培训, 对……再训练	(15)
qualify /'kwɒlɪfaɪ/ <i>vi. &amp; vt.</i> (使) 有资格, 有权利; 取得资格, 达到标准	(15)
likelihood /'laɪklihood/ <i>n.</i> 可能, 可能性	(15)
multiple /'mʌltɪpəl/ <i>adj.</i> 多的, 多种的, 涉及多个人 (物, 事等) 的	(15)
essential /ɪ'senʃəl/	
<i>adj.</i> 极其重要的; 最基本的	(15)
security /sɪ'kjʊərəti/ <i>n.</i>	
保障, 保护; 保安措施, 安全工作	(15)
employer /ɪm'plɔɪə/ <i>n.</i> 雇佣者, 雇主	(15)

## Writing Workshop

part-time /,pɑ:t'taɪm/ <i>adj.</i> 部分时间的, 兼职的	(18)
photographer /fə'tɒgrəfə/ <i>n.</i> 摄影者	(18)
column /'kɒləm/ <i>n.</i> (报纸或杂志) 专栏; 支柱, 圆柱	(18)
applicant /'æplɪkənt/ <i>n.</i> 申请人	(18)
*enclose /m'kləʊz/	
<i>vt.</i> 随信附上; 将……围起来	(19)

journalist /'dʒɜ:nəl-ɪst/	
<i>n.</i> 新闻工作者, 新闻记者	(19)
elderly /'eldəli/ <i>adj.</i> 年老的, 渐老的	(19)
district /'dɪstrɪkt/ <i>n.</i> 地区, 区域	(19)

## Reading Club 1

vision /'vɪʒən/ <i>n.</i> 视野; 视力	(21)
respectfully /rɪ'spektfəli/ <i>adv.</i> 有礼貌地, 恭敬地	(21)

## Reading Club 2

option /'ɒpʃən/ <i>n.</i> 选择; (计算机的) 选项, 选择	(22)
telescope /'teləskəʊp/ <i>n.</i> 望远镜	(22)

## UNIT 8 LITERATURE

### Topic Talk

fiction /'fɪkʃən/ <i>n.</i> 小说; 虚构的事	(28)
poetry /'pəʊətri/ <i>n.</i> 诗, 诗歌; 诗情, 诗意	(28)
*fable /'feɪbəl/ <i>n.</i> 寓言	(28)
drama /'drɑ:mə/	
<i>n.</i> 戏剧; 戏剧表演; 戏剧性事件	(28)
*genre /'ʒɒnrə/ <i>n.</i> (艺术、写作、音乐等的)	
类型, 体裁	(28)
adventure /əd'ventʃə/ <i>n.</i> 历险, 奇遇	(28)
romance /rəʊ'mæns/	
<i>n.</i> 爱情故事; 罗曼史; 爱情	(28)
detective /dɪ'tektɪv/ <i>n.</i> 侦探, 警探	(28)
fantasy /'fæntəsi/	
<i>n.</i> 幻想作品; 幻想, 想象; 空想	(28)
folk /fəʊk/ <i>adj.</i> 民间的, 民俗的	(28)
stimulating /'stɪmjələtɪŋ/	
<i>adj.</i> 使人兴奋的; 饶有趣味的	(28)
absorbing /əb'sɔ:brɪŋ/	
<i>adj.</i> 十分吸引人的, 引人入胜的	(28)
dramatic /drə'mætɪk/ <i>adj.</i> 激动人心的;	
给人深刻印象的; 巨大而突然的;	
表演的, 戏剧的	(28)
subjective /səb'dʒektɪv/	
<i>adj.</i> 主观的; 主语的	(28)
*logic /'lɒdʒɪk/ <i>n.</i> 逻辑; 道理, 合理的想法	(28)
mystery /'mɪstəri/	
<i>n.</i> 难以理解的事物, 谜; 悬疑故事	(28)
recite /rɪ'saɪt/ <i>vi.</i> & <i>vt.</i> 背诵; 朗诵	(28)
contradictory /,kɒntrə'dɪktəri/	
<i>adj.</i> 矛盾的; 抵触的	(28)
riddle /'rɪdl/ <i>n.</i> 迷, 谜语; 谜团	(28)
literary /'lɪtərəri/ <i>adj.</i> 文学的	(28)
rhyme /raɪm/ <i>n.</i> 押韵	(28)
structure /'strʌktʃə/	
<i>n.</i> 结构, 构造; 建筑物, 结构体	(28)
tone /təʊn/ <i>n.</i> (说话的) 语气, 口气, 强调;	
(尤指乐器或说话的) 音调, 音色, 音质	(28)
setting /'setɪŋ/ <i>n.</i> (书、影片等中情节发生的)	
背景; 环境	(107)
historical /hɪ'stɔ:rɪkəl/ <i>adj.</i> 历史的	(107)

era /'ɪərə/ <i>n.</i> 时代, 年代	(107)
shelf /ʃelf/ <i>n.</i> 搁板, 架子	(107)
submit /səb'mɪt/ <i>vt.</i> 呈送, 提交, 呈递	(107)
registration /,redʒə'streɪʃən/ <i>n.</i> 登记, 注册	(107)
*scan /skæn/ <i>vt.</i> (用电磁波等) 扫描	(107)

### Lesson 1

unseen /,ʌn'si:n/	
<i>adj.</i> 未受注意的; 未被看见的	(30)
*pneumonia /nju:'məʊniə/ <i>n.</i> 肺炎	(30)
icy /'aɪsi/ <i>adj.</i> 极冷的; 被冰覆盖的	(30)
stare /steə/ <i>vi.</i> 凝视, 盯着看	(30)
blank /blæŋk/ <i>adj.</i> 空白的	
<i>n.</i> (纸张上的) 空白处, 空格	(30)
blanket /'blæŋkɪt/ <i>n.</i> 毯子, 毛毯	(30)
aside /ə'saɪd/ <i>adv.</i> 到旁边, 在旁边	(30)
backwards /'bækwədz/	
<i>adv.</i> 往回, 往前面; 向后, 朝后	(30)
*ivy /'aɪvi/ <i>n.</i> 常春藤	(30)
*vine /vaɪn/ <i>n.</i> 葡萄属植物; 葡萄藤	(30)
*nonsense /'nɒnsəns/	
<i>n.</i> 胡说, 废话; 荒谬的想法 (看法)	(31)
sail /seɪl/ <i>vi.</i> & <i>vt.</i> (乘船) 航行	(31)
fetch /fetʃ/ <i>vt.</i> (去) 拿来; (去) 请来;	
(去) 找来	(31)
slip /slɪp/ <i>vi.</i> 溜走, 悄悄地走; 滑倒	(31)
disbelief /,dɪsbə'li:f/ <i>n.</i> 不信, 怀疑	(31)
curtain /'kɜ:tɪn/ <i>n.</i> 窗帘; 门帘; 帘子	(31)
crime /kraɪm/ <i>n.</i> 罪, 罪行; 犯罪活动	(31)
fellow /'feləʊ/ <i>n.</i> 男人; 家伙	(31)
*janitor /'dʒænɪtə/ <i>n.</i> (学校或大楼的)	
看门人, 门房, 管理员	(31)
clothing /'kləʊðɪŋ/ <i>n.</i> 服装, 衣服	(31)
inch /ɪntʃ/ <i>n.</i> 英寸	(31)

### Lesson 2

*queer /kwɪə/ <i>adj.</i> 奇怪的, 难以解释的	(34)
frozen /'frəʊzən/ <i>adj.</i> (河、湖等) 结冰的;	
冷冻的, 冷藏的	(34)
*harness /'hɑ:nəs/ <i>n.</i> (马的) 挽具, 马具	(34)

sweep /swi:p/  
*vt. & vi.* 扫, 打扫; 扫去; 卷走, 冲走 (34)

\*downy /'daʊni/  
*adj.* 被绒毛覆盖的; 充满绒毛的 (34)

\*flake /fleɪk/ *n.* 小薄片 (34)

\*daffodil /'dæfədɪl/ *n.* 水仙(花), 黄水仙 (35)

wander /'wɒndə/  
*vi. & vt.* 徘徊, 闲逛; 漫步于 (35)

\*vale /veɪl/ *n.* 谷; 山谷 (35)

\*flutter /'flʌtə/ *vi. & vt.* (在空中) 飘扬, 飘动; 振(翼), 拍打(翅膀) (35)

\*breeze /bri:z/ *n.* 微风, 和风 (35)

continuous /kən'tɪnjuəs/  
*adj.* 持续的, 不间断的, 连续的 (35)

\*twinkle /'twɪŋkl/ *vi.* 闪烁, 闪耀 (35)

stretch /stretʃ/ *vi. & vt.* 延伸, 绵延; (使) 变大; (使) 变松; 拉长 (35)

\*margin /'mɑ:dʒɪn/ *n.* (尤指地域或水域的) 边缘, 边隅; 页边的空白, 页边 (35)

bay /beɪ/ *n.* 湾, 海湾 (35)

\*glance /glɑ:ns/ *n.* 一瞥, 很快的一看  
*vi.* 一瞥, 看一眼 (35)

\*toss /tɒs/ *vi. & vt.* 甩头; 扔, 掷, 抛 (35)

\*sprightly /'sprɪtli/  
*adj.* 活跃的, 充满活力的 (35)

wave /weɪv/ *n.* 海浪, 波涛; (行为、活动或感情的) 一阵, 风潮  
*vi. & vt.* 挥动, 摆动; 挥手 (35)

\*sparkling /'spɑ:klɪŋ/ *adj.* 闪亮的, 闪光的 (35)

\*glee /gli:/ *n.* 高兴, 兴奋; 幸灾乐祸 (35)

poet /'pəʊt/ *n.* 诗人 (35)

\*gay /geɪ/ *adj.* 快乐的, 兴奋的 (35)

\*jocund /'dʒɒkənd/  
*adj.* 快活的; 高兴的 (35)

\*gaze /geɪz/ *vi. & n.* 凝视, 盯着看; 注视 (35)

\*oft /ɒft/ *adv.* 经常, 时常 (35)

\*couch /kaʊtʃ/ *n.* 长沙发 (35)

\*vacant /'veɪkənt/ *adj.* 空的, 未被占用的 (35)

\*pensive /'pensɪv/  
*adj.* 沉思的; 郁郁不乐的 (35)

\*inward /'ɪnwəd/ *adj.* 内心的, 精神的 (35)

\*bliss /blɪs/  
*n.* 极乐, 无上幸福, 福佑, 至福 (35)

\*solitude /'sɒlɪtju:d/ *n.* 独处, 独居 (35)

### Lesson 3

league /li:g/ *n.* 里格(旧时长度单位, 相当于3英里或3海里); 体育运动联合会, 联赛; 联盟, 同盟 (36)

\*violent /'vaɪələnt/  
*adj.* 强烈的; 暴力的, 强暴的 (36)

\*recollection /,rekə'leɪʃən/ *n.* 想起, 记起 (36)

desperation /,despə'reɪʃən/  
*n.* 绝望; 拼命, 不顾一切 (36)

sink /sɪŋk/ *vi. & vt.* 下沉, 沉没 (36)

ease /i:z/ *n.* 轻易, 毫不费劲 (36)

grab /græb/ *vt.* 攫取, 抓住 (36)

nevertheless /,nevəðə'les/  
*adv.* 然而, 不过; 尽管如此 (36)

preservation /,prezə'veɪʃən/  
*n.* 维护; 保护; 保持, 维持; 保存 (36)

\*drown /draʊn/  
*vi. & vt.* (使) 淹死, (使) 溺毙 (36)

strike /straɪk/ *vi. & vt.* 打, 击, 撞; 突然发生不幸; *n.* 罢工; 打击 (37)

chest /tʃest/ *n.* 胸部, 胸膛 (37)

\*unconscious /ʌn'kɒnʃəs/  
*adj.* 不省人事的, 失去知觉的 (37)

being /'bi:ɪŋ/ *n.* 生物(尤指人); 诞生; 出现; 存在 (37)

whale /weɪl/ *n.* 鲸 (37)

weapon /'wepən/ *n.* 武器, 兵器; 凶器 (37)

bounce /baʊns/  
*vi. & vt.* (使) 弹起, (使) 反弹 (37)

steel /sti:l/ *n.* 钢, 钢铁 (37)

evidently /'evɪdəntli/ *adv.* 明显地, 显然 (37)

solid /'sɒlɪd/ *adj.* 固体的; 坚硬的 (37)

polished /'pɒlɪʃt/  
*adj.* 擦亮的, 磨光的; 精湛的; 精致的 (37)

construction /kən'strʌkʃən/  
*n.* 建筑物; 建造物; 建造, 建筑 (37)

daybreak /'deɪbreɪk/ *n.* 黎明, 破晓 (37)

\*utter /'ʌtə/  
*vt.* (尤指吃力地) 发出(声音) (37)

## Writing Workshop

- continuation /kənˌtɪnjuː'eɪʃən/  
n. 延续, 继续部分 (40)
- aboard /ə'bo:d/ prep. & adv. 在(船, 飞机, 火车)上; 上(船, 飞机, 火车) (40)
- seaman /'si:mən/  
n. 水手, 海员; 水兵 (40)
- comfort /'kʌmfət/ vt. 安慰, 抚慰  
n. 舒适感, 满足感 (40)
- take ... for granted  
视……为理所当然(而对其不重视) (40)

## Reading Club 1

- emotional /ɪ'məʊʃənəl/ adj. 情绪的, 情感的;  
敏感的; 情绪激动的 (43)
- scholar /'skɒlə/ n. 有学问的人; 学者 (43)

## Reading Club 2

- poison /'pɔɪzən/ n. 毒药, 毒素, 毒物;  
vt. 毒害, 毒杀 (44)
- forgive /fə'grɪv/ vi. & vt. 原谅, 宽恕, 饶恕 (44)
- fence /fens/ n. 栅栏, 围栏, 篱笆 (44)
- handkerchief /'hæŋkətʃɪf/ n. 手帕 (44)
- noble /'nəʊbəl/  
adj. 高尚的, 崇高的; 贵族的 (45)

## UNIT 9 HUMAN BIOLOGY

### Topic Talk

- biology /baɪ'ɒlədʒi/ n. 生物学 (50)
- capability /ˌkeɪpə'bɪləti/  
n. (完成困难事情的)能力, 才能 (50)
- marathon /'mærəθən/ n. 马拉松赛跑 (50)
- justify /'dʒʌstɪfaɪ/  
vt. 证明……有道理, 为……辩护 (50)
- infer /ɪn'fɜ:/ vt. 推断, 推定 (50)
- calculate /'kælkjəleɪt/ vt. 计算, 核算 (50)
- \*physicist /'fɪzɪsɪst/ n. 物理学家 (50)
- \*athletics /æθ'letɪks/ n. 田径运动会 (109)
- innovate /ɪ'nəʊveɪt/  
vi. & vt. 革新, 创新, 改革 (109)
- betterment /'betəmənt/ n. (个人社会和经济地位的)改良, 改善, 提高 (109)
- \*vaccine /'væksɪn/ n. 疫苗 (109)
- \*resilience /rɪ'zɪliəns/ n. 恢复力, 复原力, 适应力 (109)
- participant /pɑ:'tɪsəpənt/ n. 参加者, 参与者 (109)
- \*doping /'dəʊpɪŋ/ n. 使用违禁药物 (以提高体育比赛的成绩) (109)

### Lesson 1

- clone /kləʊn/ vt. 克隆, 使无性繁殖  
n. 克隆动物或植物, 无性繁殖的个体 (52)

- edit /'edɪt/  
vi. & vt. 编辑, 编校; 剪辑, 剪接 (52)
- \*gene /dʒi:n/ n. 基因 (52)
- artificially /,ɑ:tɪ'fɪʃəli/ adv. 人为地, 虚假地 (52)
- barrier /'bæriə/ n. 障碍, 壁垒 (52)
- identical /aɪ'dentɪkəl/  
adj. 完全相同的, 非常相似的 (52)
- twin /twɪn/ n. 双胞胎中的一个 (52)
- \*mammal /'mæməl/ n. 哺乳动物 (52)
- camel /'kæməl/ n. 骆驼 (52)
- cattle /'kætl/ n. 牛 (52)
- goat /gəʊt/ n. 山羊 (52)
- forever /fə'revə/ adv. 永远; 长久地 (52)
- \*primate /'praɪmət/ n. 灵长目动物 (52)
- \*ape /eɪp/ n. 猿 (52)
- comparison /kəm'pærəsən/ n. 比较 (52)
- reproductive /,ri:prə'dʌktɪv/  
adj. 繁殖的, 生殖的 (52)
- wholly /'həʊli/ adv. 完全地 (52)
- clue /klu:/ n. 线索, 提示 (53)
- accurate /'ækjərət/ adj. 准确的, 正确的 (53)
- treatment /'tri:tmənt/ n. 诊疗, 治疗, 疗法;  
对待方式 (53)
- \*provoke /prə'veʊk/ vt. 激起, 引起 (53)
- emotion /ɪ'məʊʃən/ n. 强烈的情感, 激情 (53)
- crucial /'kru:ʃəl/

<i>adj.</i> 至关重要的, 关键性的	(53)
bound /baʊnd/ <i>adj.</i> 很有可能, 肯定会	(53)
*ethical /'eθɪkəl/	
<i>adj.</i> 关于伦理的; 合乎道德的	(53)
mere /mɪə/ <i>adj.</i> 仅仅, 只不过; 极小的, 极不重要的	(53)
*inferior /m'fɪəriə/ <i>adj.</i> 低级别的, 下级的差的, 次的;	(53)
abuse /ə'bjʊ:z/ <i>vt.</i> 滥用, 妄用; 虐待 /ə'bjʊ:s/ <i>n.</i> 滥用; 虐待	(53)
blessing /'blesɪŋ/ <i>n.</i> 福气, 幸运	(53)
*curse /kɜ:s/	
<i>n.</i> 祸因, 祸根; 诅咒, 咒语	(53)

## Lesson 2

*atom /'ætəm/ <i>n.</i> 原子	(56)
*nerve /nɜ:v/ <i>n.</i> 神经; 焦虑, 恐惧, 紧张	(56)
organ /'ɔ:gən/ <i>n.</i> 器官	(56)
contain /kən'teɪn/ <i>vt.</i> 包含, 容纳, 装盛	(110)
*impulse /'ɪmpʌls/ <i>n.</i> (神经) 冲动, (电) 脉冲	(110)
locate /ləʊ'keɪt/	
<i>vi. &amp; vt.</i> 找出……的准确位置	(110)
crossword /'krɒswɜ:d/	
<i>n.</i> 纵横字谜, 纵横填字游戏	(110)
zone /zəʊn/ <i>n.</i> 地区, 地带	(111)
junk food <i>n.</i> (高脂肪、高糖份等的) 不利健康的食品, 垃圾食品	(111)
intake /'ɪnteɪk/ <i>n.</i> 摄入量, 摄取量	(111)
*omega /'əʊməgə/ <i>n.</i> 奥米伽 (希腊字母表的最后一个字母, 即Ω, ω)	(111)

## Lesson 3

*epidemic /,epə'demɪk/ <i>n.</i> 传染病, 流行病	(58)
virus /'vaɪərəs/ <i>n.</i> 病毒	(58)
variation /,veəri'eɪʃən/ <i>n.</i> 变化物, 变体; 差异, 变动	(58)
factor /'fæktə/ <i>n.</i> 因素, 要素	(58)
*bacteria /bæk'tɪəriə/ <i>n.</i> 细菌	(58)
officially /ə'fɪʃəli/ <i>adv.</i> 官方地, 正式地	(58)
classify /'klæsɪfaɪ/ <i>vt.</i> 将……分类; 把……归入一类	(58)
rare /reə/ <i>adj.</i> 稀有的, 罕见的, 不常发生的	(58)

baseline /'beɪslam/	
<i>n.</i> (医学或科学中的) 基线, 准线	(58)
opposed /ə'pəʊzd/ <i>adj.</i> 与某事物相反; 反对某事物, 不赞成某事物	(58)
widespread /'waɪdspred/ <i>adj.</i> 分布广的, 广泛流传的	(58)
classification /,klæsɪfɪ'keɪʃən/ <i>n.</i> 归类, 分类, 分级	(58)
*parallel /'pærəleɪl/ <i>n.</i> (不同地点或不同时间) 的两事物之间的) 联系, 相似	
<i>adj.</i> 平行的	(58)
depressing /dɪ'presɪŋ/	
<i>adj.</i> 令人沮丧的, 让人忧愁的	(58)
sample /'sɑ:mpəl/ <i>n.</i> 样本, 样品	
<i>vt.</i> 品尝, 尝试; 对……做抽样调查	(59)
CE /,si:'i:/ 公元 (用于日期后)	(59)
estimate /'estɪmət/ <i>vt. &amp; n.</i> 估计, 估算	(59)
visible /'vɪzəbəl/ <i>adj.</i> 看得见的	(59)
*symptom /'sɪmptəm/ <i>n.</i> 症状; 征兆, 症候	(59)
bury /'beri/ <i>vt.</i> 埋葬, 安葬; 埋藏	(59)
pose /pəʊz/ <i>vt.</i> 造成, 引起, 产生 (问题、危险、困难等); <i>n.</i> (为画像、拍照等而摆的) 姿势, 姿态	(59)
lung /lʌŋ/ <i>n.</i> 肺	(59)
*steadily /'stedəli/ <i>adv.</i> 稳定地	(59)
outbreak /'aʊtbreɪk/ <i>n.</i> (战争或疾病) 爆发, 突然发生	(59)
trial /'traɪəl/ <i>n.</i> 试验; 审判, 审理	(59)
actual /'æktʃʊəl/ <i>adj.</i> 实际的, 真实的	(59)
underline /,ʌndə'laɪn/ <i>vt.</i> 强调, 使突出; 在……之下划线	(59)
thorough /'θʌrə/	
<i>adj.</i> 彻底的, 全面的, 详尽的	(59)
systematic /,sɪstə'mætɪk/	
<i>adj.</i> 系统化的, 有条理的	(59)
globe /gləʊb/ <i>n.</i> 地球, 世界; 地球仪	(59)

## Writing Workshop

paragraph /'pærəgrɑ:f/	
<i>n.</i> (文章的) 段, 段落	(62)
corresponding /,kɒrə'spɒndɪŋ/	
<i>adj.</i> 相应的; 对应的	(62)
differ /'dɪfə/ <i>vi.</i> 不同, 不一样; 有异意	(62)

identify /aɪ'dentɪfaɪ/  
vt. 确定, 发现; 认出, 识别 (62)

### Reading Club 1

symbolically /sɪm'bɒlɪkli/ *adv.* 象征地,  
象征性地 (65)  
phenomenon /fɪ'nɒmənən/ *n.* 现象 (65)  
mineral /'mɪnərəl/ *n.* 矿物质; 矿产 (65)  
needle /'ni:dl/ *n.* 针 (65)

### Reading Club 2

database /'deɪtə,beɪs/ *n.* 数据库, 资料库 (66)  
suspect /sə'spekt/ *n.* (犯罪) 嫌疑人, 可疑  
分子 (66)  
victim /'vɪktɪm/ *n.* (袭击事件、抢劫事件  
或凶杀案的) 受害者 (66)  
astronomer /ə'strɒnəmə/ *n.* 天文学家 (66)

北京师范大学出版社



# WORD LIST

## A

- aboard /ə'bo:d/ *prep. & adv.* 在(船, 飞机, 火车)上; 上(船, 飞机, 火车) (40)
- absorbing /əb'sɔ:bm/ *adj.* 十分吸引人的, 引人入胜的 (28)
- abuse /ə'bjuz/ *vt.* 滥用, 妄用; 虐待  
/ə'bjus/ *n.* 滥用; 虐待 (53)
- accurate /'ækjərət/ *adj.* 准确的, 正确的 (53)
- actual /'æktʃuəl/ *adj.* 实际的, 真实的 (59)
- adjust /ə'dʒʌst/ *vi. & vt.* 适应, (使)习惯; 调整, 调节 (9)
- administration /əd,mɪnə'streɪʃən/ *n.* 管理, 行政; 执行, 实施 (6)
- adventure /əd'ventʃə/ *n.* 历险, 奇遇 (28)
- AI (artificial intelligence) /,eɪ 'aɪ/  
*n.* 人工智能 (106)
- altogether /,ɔ:l'tə'geðə/ *adv.* 总而言之, 总的说来; 完全, 全部 (9)
- announce /ə'naʊns/ *vt.* 宣布, 宣告, 公布 (9)
- \*ape /eɪp/ *n.* 猿 (52)
- applicant /'æplɪkənt/ *n.* 申请人 (18)
- architect /'ɑ:kətekt/ *n.* 建筑师, 建筑设计师 (6)
- artificially /,ɑ:trɪ'fɪʃəli/ *adv.* 人为地, 虚假地 (52)
- aside /ə'saɪd/ *adv.* 到旁边, 在旁边 (30)
- assistant /ə'sɪstənt/ *n.* 助手, 助理, 副手 (6)
- association /ə,səʊsi'eɪʃən/  
*n.* 联系; 协会, 社团 (8)
- astronomer /ə'strɒnəmə/ *n.* 天文学家 (66)
- \*athletics /æθ'letɪks/ *n.* 田径运动会 (109)
- \*atom /'ætəm/ *n.* 原子 (56)

## B

- \*bachelor's degree /'bætʃələz dɪ'grɪ:/  
*n.* 学士学位 (104)
- backwards /'bækwədz/  
*adv.* 往回, 往前面; 向后, 朝后 (30)
- \*bacteria /bæk'tɪəriə/ *n.* 细菌 (58)
- barrier /'bæriə/ *n.* 障碍, 壁垒 (52)

- baseline /'berslɑ:m/  
*n.* (医学或科学中的) 基线, 准线 (58)
- bay /beɪ/ *n.* 湾, 海湾 (35)
- being /'bi:ɪŋ/ *n.* 生物(尤指人); 诞生; 出现; 存在 (37)
- betterment /'betəmənt/ *n.* (个人社会和经济地位的) 改良, 改善, 提高 (109)
- biology /baɪ'ɒlədʒi/ *n.* 生物学 (50)
- bio-technology /,baɪəʊtekn'ɒlədʒi/  
*n.* 生物技术 (105)
- blank /blæŋk/ *adj.* 空白的  
*n.* (纸张上的) 空白处, 空格 (30)
- blanket /'blæŋkɪt/ *n.* 毯子, 毛毯 (30)
- blessing /'blesɪŋ/ *n.* 福气, 幸运 (53)
- \*bliss /blɪs/ *n.* 极乐, 无上幸福, 福佑, 至福 (35)
- bounce /baʊns/  
*vi. & vt.* (使) 弹起, (使) 反弹 (37)
- bound /baʊnd/ *adj.* 很有可能, 肯定会 (53)
- \*breeze /bri:z/ *n.* 微风, 和风 (35)
- brilliant /'brɪljənt/ *adj.* 极好的, 优秀的; 明亮的, 灿烂的 (104)
- bury /'beri/ *vt.* 埋葬, 安葬; 埋藏 (59)
- butcher /'bʊtʃə/ *n.* 肉铺老板, 肉贩 (6)
- ## C
- calculate /'kælkjələt/ *vt.* 计算, 核算 (50)
- camel /'kæmə/ *n.* 骆驼 (52)
- capability /,keɪpə'bɪləti/  
*n.* (完成困难事情的) 能力, 才能 (50)
- cattle /'kætl/ *n.* 牛 (52)
- CE /,si:'i:/ 公元(用于日期后) (59)
- chef /ʃef/ *n.* 厨师, 主厨 (6)
- chemist /'kemɪst/ *n.* 化学家 (6)
- chest /tʃest/ *n.* 胸部, 胸膛 (37)
- classification /,klæsɪfɪ'keɪʃən/  
*n.* 归类, 分类, 分级 (58)
- classify /'klæsɪfaɪ/  
*vt.* 将……分类; 把……归入一类 (58)

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。

clerk /kla:k/ <i>n.</i> 接待员; 办事员, 文员; (商店的) 售货员, 店员 (6)	<i>adj.</i> 相当好的, 像样的, 可接受的 (15)
client /'klaɪənt/ <i>n.</i> 客户, 顾客 (104)	dentist /'dentɪst/ <i>n.</i> 牙科医生 (6)
clone /kləʊn/ <i>vt.</i> 克隆, 使无性繁殖 <i>n.</i> 克隆动物或植物, 无性繁殖的个体 (52)	department /dɪ'pɑ:tmənt/ <i>n.</i> (医院、大学、公司、政府的) 科, 系, 处, 部; (大商场的) 部 (6)
clothing /'kləʊðɪŋ/ <i>n.</i> 服装, 衣服 (31)	depressing /dɪ'presɪŋ/ <i>adj.</i> 令人沮丧的, 让人忧愁的 (58)
clue /klu:/ <i>n.</i> 线索, 提示 (53)	deserve /dɪ'zɜ:v / <i>vt.</i> 应得, 应受到 (奖赏或惩罚) (8)
column /'kɒləm/ <i>n.</i> (报纸或杂志) 专栏; 支柱, 圆柱 (18)	desperation /,despə'reɪʃən/ <i>n.</i> 绝望; 拼命, 不顾一切 (36)
comfort /'kʌmfət/ <i>vt.</i> 安慰, 抚慰 <i>n.</i> 舒适感, 满足感 (40)	detective /dɪ'tektɪv/ <i>n.</i> 侦探, 警探 (28)
comparison /kəm'pærəsən/ <i>n.</i> 比较 (52)	determine /dɪ'tɜ:mɪn/ <i>vt.</i> 决定, 直接影响; 测定, 确定 (8)
comprehension /,kɒmpri'hensən/ <i>n.</i> 理解(力); 阅读理解测试 (12)	differ /'dɪfə/ <i>vi.</i> 不同, 不一样; 有异意 (62)
construction /kən'strʌkʃən/ <i>n.</i> 建筑物; 建造物; 建造, 建筑 (37)	disabled /dɪs'eɪbld/ <i>adj.</i> 残障的, 残疾的, 有学习障碍的 (9)
consultant /kən'sʌltənt/ <i>n.</i> 顾问 (6)	disability /,dɪsə'bɪləti/ <i>n.</i> 伤残, 残障, 障碍 (9)
contain /kən'teɪn/ <i>vt.</i> 包含, 容纳, 装盛 (110)	disbelief /,dɪsbə'li:f/ <i>n.</i> 不信, 怀疑 (31)
continuation /kən,tɪnju'eɪʃən/ <i>n.</i> 延续, 继续部分 (40)	district /'dɪstrɪkt/ <i>n.</i> 地区, 区域 (19)
continuous /kən'tɪnjuəs/ <i>adj.</i> 持续的, 不间断的, 连续的 (35)	*doping /'dəʊpɪŋ/ <i>n.</i> 使用违禁药物 (以提高体育比赛的成绩) (109)
contradictory /,kɒntrə'dɪktəri/ <i>adj.</i> 矛盾的; 抵触的 (28)	*downy /'daʊni/ <i>adj.</i> 被绒毛覆盖的; 充满绒毛的 (34)
corresponding /,kɒrə'spɒndɪŋ/ <i>adj.</i> 相应的; 对应的 (62)	drama /'drɑ:mə/ <i>n.</i> 戏剧; 戏剧表演; 戏剧性事件 (28)
*couch /kaʊtʃ/ <i>n.</i> 长沙发 (35)	dramatic /drə'mætɪk/ <i>adj.</i> 激动人心的; 给人深刻印象的; 巨大而突然的; 表演的, 戏剧的 (28)
credit /'kredɪt/ <i>n.</i> 学分; 赊购, 信贷 (104)	*drown /draʊn/ <i>vi. &amp; vt.</i> (使) 淹死, (使) 溺毙 (36)
crime /kraɪm/ <i>n.</i> 罪, 罪行; 犯罪活动 (31)	
crossword /'krɒswɜ:d/ <i>n.</i> 纵横字谜, 纵横填字游戏 (110)	
crucial /'kru:ʃəl/ <i>adj.</i> 至关重要的, 关键性的 (53)	
*curse /kɜ:s/ <i>n.</i> 祸因, 祸根; 诅咒, 咒语 (53)	
curtain /'kɜ:tn/ <i>n.</i> 窗帘; 门帘; 帘子 (31)	
*CV /,si:'vi:/ <i>n.</i> 简历, 履历 (104)	
<b>D</b>	<b>E</b>
*daffodil /'dæfədɪl/ <i>n.</i> 水仙(花), 黄水仙 (35)	ease /i:z/ <i>n.</i> 轻易, 毫不费劲 (36)
database /'deɪtəbeɪs/ <i>n.</i> 数据库, 资料库 (66)	economy /i'kɒnəmi/ <i>n.</i> 经济, 经济制度 (6)
daybreak /'deɪbreɪk/ <i>n.</i> 黎明, 破晓 (37)	edit /'edɪt/ <i>vi. &amp; vt.</i> 编辑, 编校; 剪辑, 剪接 (52)
decent /'di:sənt/	elderly /'eldəli/ <i>adj.</i> 年老的, 渐老的 (19)
	emotion /ɪ'məʊʃən/ <i>n.</i> 强烈的情感, 激情 (53)
	emotional /ɪ'məʊʃənəl/ <i>adj.</i> 情绪的, 情感的; 敏感的; 情绪激动的 (43)
	employ /ɪm'plɔɪ/ <i>vt. &amp; n.</i> 雇佣 (8)
	employer /ɪm'plɔɪə/ <i>n.</i> 雇佣者, 雇主 (15)

\*enclose /m'kləʊz/  
*vt.* 随信附上; 将……围起来 (19)

\*epidemic /,epə'demɪk/ *n.* 传染病, 流行病 (58)

era /'ɪərə/ *n.* 时代, 年代 (107)

essential /ɪ'senʃəl/  
*adj.* 极其重要的; 最基本的 (15)

estimate /'estəmət/ *vt. & n.* 估计, 估算 (59)

\*ethical /'eθɪkəl/  
*adj.* 关于伦理的; 合乎道德的 (53)

evidently /'evədəntli/ *adv.* 明显地, 显然 (37)

## F

\*fable /'feɪbəl/ *n.* 寓言 (28)

factor /'fæktə/ *n.* 因素, 要素 (58)

fantasy /'fæntəsi/  
*n.* 幻想作品; 幻想, 想象; 空想 (28)

\*fascinated /'fæsmertɪd/ *adj.* 被迷住的, 被吸引住的; 极感兴趣的 (6)

fellow /'feləʊ/ *n.* 男人; 家伙 (31)

fetch /fetʃ/ *vt.* (去) 拿来; (去) 请来; (去) 找来 (31)

fence /fens/ *n.* 栅栏, 围栏, 篱笆 (44)

fiction /'fɪkʃən/ *n.* 小说; 虚构的事 (28)

financial /fə'nænʃəl/  
*adj.* 财政的, 金融的; 财务的 (12)

\*flake /fleɪk/ *n.* 小薄片 (34)

\*flutter /'flʌtə/ *vi. & vt.* (在空中) 飘扬, 飘动; 振(翼), 拍打(翅膀) (35)

folk /fəʊk/ *adj.* 民间的, 民俗的 (28)

follow in one's footsteps 继承某人的事业, 步某人的后尘 (14)

footstep /'fʊtstep/ *n.* 脚步声 (14)

forever /fə'revə/ *adv.* 永远; 长久地 (52)

forgive /fə'grɪv/ *vi. & vt.* 原谅, 宽恕, 饶恕 (44)

frozen /'frəʊzən/ *adj.* (河、湖等) 结冰的; 冷冻的, 冷藏的 (34)

## G

\*gay /geɪ/ *adj.* 快乐的, 兴奋的 (35)

\*gaze /geɪz/ *vi. & n.* 凝视, 盯着看; 注视 (35)

\*gene /dʒi:n/ *n.* 基因 (52)

\*genre /'ʒɒnrə/ *n.* (艺术、写作、音乐等的) 类型, 体裁 (28)

\*glance /glɑ:ns/ *n.* 一瞥, 很快的一看  
*vi.* 一瞥, 看一眼 (35)

\*glee /gli:/ *n.* 高兴, 兴奋; 幸灾乐祸 (35)

globe /gləʊb/ *n.* 地球, 世界; 地球仪 (59)

goat /gəʊt/ *n.* 山羊 (52)

grab /græb/ *vt.* 攫取, 抓住 (36)

guarantee /,gærən'ti:/ *vt.* 保证, 担保;  
*n.* 保修单 (106)

## H

handkerchief /'hæŋkətʃɪf/ *n.* 手帕 (44)

\*harness /'hɑ:nəs/ *n.* (马的) 挽具, 马具 (34)

historical /hɪ'stɔ:rɪkəl/ *adj.* 历史的 (107)

## I

icy /'aɪsi/ *adj.* 极冷的; 被冰覆盖的 (30)

identical /aɪ'dentɪkəl/ *adj.* 完全相同的, 非常相似的 (52)

identify /aɪ'dentɪfaɪ/  
*vt.* 确定, 发现; 认出, 识别 (62)

impressive /ɪm'presɪv/  
*adj.* 给人深刻印象的, 令人钦佩的 (104)

\*impulse /'ɪmpʌls/ *n.* (神经) 冲动, (电) 脉冲 (110)

inch /ɪntʃ/ *n.* 英寸 (31)

infer /ɪn'fɜ:/ *vt.* 推断, 推定 (50)

\*inferior /ɪn'fɪəriə/  
*adj.* 低级别的, 下级的; 差的, 次的 (53)

innovate /'ɪnəveɪt/  
*vi. & vt.* 革新, 创新, 改革 (109)

innovator /'ɪnəveɪtə/ *n.* 革新者, 创新者 (15)

institution /,ɪnstɪ'tju:ʃən/  
*n.* 机构, 团体; 制度 (6)

intake /'ɪnteɪk/ *n.* 摄入量, 摄取量 (111)

intelligence /ɪn'telədʒəns/  
*n.* 智力, 智慧, 理解力 (8)

intelligent /ɪn'telədʒənt/ *adj.* 机智的, 有才智的; 有智慧的, 聪明的 (8)

internal /ɪn'tɜ:nl/  
*adj.* 内心的; 内部的; 国内的 (9)

\*inward /'ɪnwəd/ *adj.* 内心的, 精神的 (35)

\*ivy /'aɪvi/ *n.* 常春藤 (30)

## J

- \*janitor /'dʒænɪtə/ *n.* (学校或大楼的) 看门人, 门房, 管理员 (31)
- \*jocund /'dʒɒkənd/ *adj.* 快活的; 高兴的 (35)
- journalist /'dʒɜ:nəl-ɪst/  
*n.* 新闻工作者, 新闻记者 (19)
- junk food *n.* (高脂肪、高糖份等的) 不利健康的食品, 垃圾食品 (111)
- justify /'dʒʌstɪfaɪ/  
*vt.* 证明……有道理, 为……辩护 (50)

## L

- lawyer /'lɔ:jə/ *n.* 律师 (6)
- league /li:g/ *n.* 里格 (旧时长度单位, 相当于 3英里或3海里); 体育运动联合会, 联赛; 联盟, 同盟 (36)
- librarian /laɪ'brɛəriən/ *n.* 图书馆管理员 (6)
- likelihood /'laɪklihʊd/ *n.* 可能, 可能性 (15)
- literary /'lɪtərəri/ *adj.* 文学的 (28)
- locate /ləʊ'keɪt/  
*vi. & vt.* 找出……的准确位置 (110)
- \*logic /'lɒdʒɪk/ *n.* 逻辑; 道理, 合理的想法 (28)
- logical /'lɒdʒɪkəl/  
*adj.* 合乎逻辑的; 合情合理的 (12)
- \*lottery /'lɒtəri/  
*n.* 抽彩给奖法; 碰运气的事 (15)
- lower /'ləʊə/ *adj.* (数字或数量) 较小的; 较低级的, 下面的 (8)
- lung /lʌŋ/ *n.* 肺 (59)

## M

- \*mammal /'mæməl/ *n.* 哺乳动物 (52)
- management /'mænɪdʒmənt/ *n.* 经营, 管理 (6)
- marathon /'mærəθən/ *n.* 马拉松赛跑 (50)
- \*margin /'mɑ:dʒɪn/ *n.* (尤指地域或水域的) 边缘, 边隅; 页边的空白, 页边 (35)
- \*master's degree /'mɑ:stəz dɪ'grɪ:/  
*n.* 硕士学位 (104)
- mere /mɪə/ *adj.* 仅仅, 只不过; 极小的, 极不重要的 (53)
- mineral /'mɪnərəl/ *n.* 矿物质; 矿产 (65)
- motivated /'məʊtɪvɪtɪd/  
*adj.* 积极的, 主动的 (106)

- multiple /'mʌltɪpəl/ *adj.* 多的, 多种的, 涉及多个人 (物, 事等) 的 (15)
- mystery /'mɪstəri/  
*n.* 难以理解的事物, 谜; 悬疑故事 (28)

## N

- needle /'ni:dl/ *n.* 针 (65)
- \*nerve /nɜ:v/ *n.* 神经; 焦虑, 恐惧, 紧张 (56)
- nevertheless /,nevəðə'les/  
*adv.* 然而, 不过; 尽管如此 (36)
- noble /'nəʊbəl/ *adj.* 高尚的, 崇高的; 贵族的 (45)
- \*nonsense /'nɒnsəns/  
*n.* 胡说, 废话; 荒谬的想法 (看法) (31)

## O

- occupation /,ɒkjə'peɪʃən/ *n.* 工作, 职业 (15)
- officially /ə'fɪʃəli/ *adv.* 官方地, 正式地 (58)
- \*oft /ɒft/ *adv.* 经常, 时常 (35)
- \*omega /'əʊməgə/ *n.* 奥米伽 (希腊字母表的最后一个字母, 即Ω, ω) (111)
- operator /'ɒpəreɪtə/ *n.* 操作员; 电话接线员 (6)
- opposed /ə'pəʊzd/ *adj.* 与某事物相反; 反对某事物, 不赞成某事物 (58)
- option /'ɒpʃən/  
*n.* 选择; (计算机的) 选项, 选择 (22)
- organ /'ɔ:gən/ *n.* 器官 (56)
- outbreak /'aʊtbreɪk/ *n.* (战争或疾病) 爆发, 突然发生 (59)
- \*outsource /'aʊtsɔ:s / *vt.* 外包, 外办 (15)

## P

- pace /peɪs/ *n.* 速度, 进度 (15)
- paragraph /'pærəgrɑ:f/  
*n.* (文章的) 段, 段落 (62)
- \*parallel /'pærəlel/ *n.* (不同地点或不同时间的两事物之间的) 联系, 相似  
*adj.* 平行的 (58)
- participant /pɑ:'tɪsɪpənt/  
*n.* 参加者, 参与者 (109)
- part-time /,pɑ:t'taɪm/  
*adj.* 部分时间的, 兼职的 (18)
- \*pensive /'pensɪv/ *adj.* 沉思的; 郁郁不乐的 (35)
- persuade /pə'sweɪd/ *vt.* 说服, 劝服 (104)

phenomenon /fi'nɒmənən/ <i>n.</i> 现象	(65)	respectfully /rɪ'spektfəli/ <i>adv.</i> 有礼貌地, 恭敬地	(21)
photographer /fə'tɒgrəfə/ <i>n.</i> 摄影者	(18)	retirement /rɪ'taɪəmənt/ <i>n.</i> 退休, 退职	(14)
physician /fə'zɪʃən/ <i>n.</i> 医生	(6)	retrain /,ri:'treɪn/ <i>vt.</i> (为从事新工作) 接受 再培训, 对……再训练	(15)
*physicist /'fɪzɪsɪst/ <i>n.</i> 物理学家	(50)	rhyme /raɪm/ <i>n.</i> 押韵	(28)
*pneumonia /nju:'mæʊniə/ <i>n.</i> 肺炎	(30)	riddle /'rɪdl/ <i>n.</i> 迷, 谜语; 谜团	(28)
poet /'pəʊɪt/ <i>n.</i> 诗人	(35)	romance /rəʊ'mæns/ <i>n.</i> 爱情故事; 罗曼史; 爱情	(28)
poetry /'pəʊətri/ <i>n.</i> 诗, 诗歌; 诗情, 诗意	(28)		
poison /'pɔɪzən/ <i>n.</i> 毒药, 毒素, 毒物; <i>vt.</i> 毒害, 毒杀	(44)		
polished /'pɒlɪʃt/ <i>adj.</i> 擦亮的, 磨光的; 精湛的; 精致的	(37)		
pose /pəʊz/ <i>vt.</i> 造成, 引起, 产生(问题、 危险、困难等); <i>n.</i> (为画像、 拍照等而摆的) 姿势, 姿态	(59)		
predict /prɪ'dɪkt/ <i>vt.</i> 预言, 预料, 预测	(8)		
preservation /,prezə'veɪʃən/ <i>n.</i> 维护; 保护; 保持, 维持; 保存	(36)		
*primate /'praɪmət/ <i>n.</i> 灵长目动物	(52)		
profession /prə'feʃən/ <i>n.</i> 专业, 行业	(14)		
prospect /'prɒspekt/ <i>n.</i> 可能性, 希望	(14)		
*provoke /prə'vəʊk/ <i>vt.</i> 激起, 引起	(53)		
<b>Q</b>		<b>S</b>	
qualify /'kwɒlɪfaɪ/ <i>vi. &amp; vt.</i> (使) 有资格, 有权利; 取得资格, 达到标准	(15)	sail /seɪl/ <i>vi. &amp; vt.</i> (乘船) 航行	(31)
*queer /kwɪə/ <i>adj.</i> 奇怪的, 难以解释的	(34)	salary /'sæləri/ <i>n.</i> 薪金, 工资	(15)
*quotient /'kwɒʃjənt/ <i>n.</i> (质量、情感等的) 指数, 程度	(8)	salesman /'seɪlzmən/ <i>n.</i> 男推销员, 男售货员	(6)
		saleswoman /'seɪlz,wʊmən/ <i>n.</i> 女推销员, 女售货员	(6)
		sample /'sɑ:mpl/ <i>n.</i> 样本, 样品 <i>vt.</i> 品尝, 尝试; 对……做抽样调查	(59)
		*scan /skæn/ <i>vt.</i> (用电磁波等) 扫描	(107)
		scholar /'skɒlə/ <i>n.</i> 有学问的人; 学者	(43)
		seaman /'si:mən/ <i>n.</i> 水手, 海员; 水兵	(40)
		security /sɪ'kjʊərəti/ <i>n.</i> 保障, 保护; 保安措施, 安全工作	(15)
		setting /'setɪŋ/ <i>n.</i> (书、影片等中情节 发生的) 背景; 环境	(107)
		shelf /ʃelf/ <i>n.</i> 搁板, 架子	(107)
		sink /sɪŋk/ <i>vi. &amp; vt.</i> 下沉, 沉没	(36)
		slip /slɪp/ <i>vi.</i> 溜走, 悄悄地走; 滑倒	(31)
		solely /'səʊli/ <i>adv.</i> 唯一地, 仅仅	(9)
		solid /'sɒlɪd/ <i>adj.</i> 固体的; 坚硬的	(37)
		*solitude /'sɒlɪtju:d/ <i>n.</i> 独处, 独居	(35)
		*sparkling /'spɑ:kɪŋ/ <i>adj.</i> 闪亮的, 闪光的	(35)
		specialist /'speʃjəlɪst/ <i>n.</i> 专家	(15)
		*sprightly /'sprartli/ <i>adj.</i> 活跃的, 充满活力的	(35)
		stare /steə/ <i>vi.</i> 凝视, 盯着看	(30)
		*steadily /'stedəli/ <i>adv.</i> 稳定地	(59)
		steel /sti:l/ <i>n.</i> 钢, 钢铁	(37)
		stimulating /'stɪmjələtɪŋ/ <i>adj.</i> 使人兴奋的; 饶有趣味的	(28)
		stretch /stretʃ/ <i>vi. &amp; vt.</i> 延伸, 绵延; (使) 变大; (使) 变松; 拉长	(35)
		strike /straɪk/ <i>vi. &amp; vt.</i> 打, 击, 撞;	
<b>R</b>			
rare /reə/ <i>adj.</i> 稀有的, 罕见的, 不常发生的	(58)		
react /rɪ'ækt/ <i>vi.</i> (作出) 反应	(9)		
receptionist /rɪ'sepʃənɪst/ <i>n.</i> 接待员	(6)		
recipe /'resəpi/ <i>n.</i> 烹饪法, 食谱	(15)		
recite /rɪ'saɪt/ <i>vi. &amp; vt.</i> 背诵; 朗诵	(28)		
*recollection /,rekə'lekʃən/ <i>n.</i> 想起, 记起	(36)		
registration /,redʒə'streɪʃən/ <i>n.</i> 登记, 注册	(107)		
relevant /'reləvənt/ <i>adj.</i> 有关的, 切题的	(15)		
reliable /rɪ'laɪəbəl/ <i>adj.</i> 可信赖的, 可靠的	(6)		
reproductive /,ri:prə'dʌktɪv/ <i>adj.</i> 繁殖的, 生殖的	(52)		
*resilience /rɪ'zɪliəns/ <i>n.</i> 恢复力, 复原力, 适应力	(109)		

突然发生不幸; *n.* 罢工; 打击 (37)  
structure /'strʌktʃə/

*n.* 结构, 构造; 建筑物, 结构体 (28)  
subjective /səb'dʒektɪv/

*adj.* 主观的; 主语的 (28)

submit /səb'mɪt/ *vt.* 呈送, 提交, 呈递 (107)

suspect /sə'spekt/  
*n.* (犯罪) 嫌疑人, 可疑分子 (66)

sweep /swi:p/  
*vt. & vi.* 扫, 打扫; 扫去; 卷走, 冲走 (34)

symbolically /sɪm'bɒlɪkli/  
*adv.* 象征地, 象征性地 (65)

\*symptom /'sɪmptəm/ *n.* 症状; 征兆, 症候 (59)

systematic /sɪstə'mætrɪk/  
*adj.* 系统化的, 有条理的 (59)

## T

take ... for granted 视……为理所当然  
(而对其不重视) (40)

telescope /'teləskəʊp/ *n.* 望远镜 (22)

thorough /'θʌrə/  
*adj.* 彻底的, 全面的, 详尽的 (59)

tone /təʊn/ *n.* (说话的) 语气, 口气, 腔调;  
(尤指乐器或说话的) 音调, 音色, 音质 (28)

\*toss /tɒs/ *vi. & vt.* 甩头; 扔, 掷, 抛 (35)

treatment /'tri:tment/  
*n.* 诊疗, 治疗, 疗法; 对待方式 (53)

trend /trend/ *n.* 趋势, 趋向, 倾向 (12)

trial /'traɪəl/ *n.* 试验; 审判, 审理 (59)

twin /twɪn/ *n.* 双胞胎中的一个 (52)

\*twinkle /'twɪŋkl/ *vi.* 闪烁, 闪耀 (35)

## U

\*unconscious /ʌn'kɒŋʃəs/  
*adj.* 不省人事的, 失去知觉的 (37)

underline /'ʌndə'laɪn/  
*vt.* 强调, 使突出; 在……之下划线 (59)

unseen /,ʌn'si:n/

*adj.* 未受注意的; 未被看见的 (30)

\*utter /'ʌtə/  
*vt.* (尤指吃力地) 发出 (声音) (37)

## V

\*vacant /'veɪkənt/ *adj.* 空的, 未被占用的 (35)

\*vaccine /'væksɪn/ *n.* 疫苗 (109)

\*vale /veɪl/ *n.* 谷; 山谷 (35)

variation /,veəri'eɪʃən/  
*n.* 变化物, 变体; 差异, 变动 (58)

victim /'vɪktɪm/ *n.* (袭击事件、抢劫事件或  
凶杀案的) 受害者 (66)

\*vine /vaɪn/ *n.* 葡萄属植物; 葡萄藤 (30)

\*violent /'vaɪələnt/  
*adj.* 强烈的; 暴力的, 强暴的 (36)

virus /'vaɪərəs/ *n.* 病毒 (58)

visible /'vɪzəbəl/ *adj.* 看得见的 (59)

vision /'vɪʒən/ *n.* 视野; 视力 (21)

## W

wander /'wɒndə/  
*vi. & vt.* 徘徊, 闲逛; 漫步于 (35)

wave /weɪv/ *n.* 海浪, 波涛; (行为、  
活动或感情的) 一阵, 风潮

*vi. & vt.* 挥动, 摆动; 挥手 (35)

weapon /'wepən/ *n.* 武器, 兵器; 凶器 (37)

whale /weɪl/ *n.* 鲸 (37)

wholly /'həʊli/ *adv.* 完全地 (52)

widespread /'waɪdspred/  
*adj.* 分布广的, 广泛流传的 (58)

willing /'wɪlɪŋ/  
*adj.* 乐意、愿意 (做某事) 的 (9)

workshop /'wɜ:kʃɒp/ *n.* 车间, 工厂 (14)

## Z

zone /zəʊn/ *n.* 地区, 地带 (111)

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## Names

Sam /'sæm/ 山姆	(104)
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McDougall /mæk'du:ɡəl/ 麦克杜格尔	(12)
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Johnsy /'dʒɒsi/ 约翰西	(30)
Behrman /'beɪmən/ 伯曼	(31)
Robert Frost /'rɒbət frɒst/ 罗伯特·弗罗斯特	(34)

William Wordsworth /'wɪljəm 'wɜ:dzwəθ/ 威廉·华兹华斯	(35)
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北京师范大学出版社

# 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](mailto:gzyy@bnupg.com)，电话（010）58804236。

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