



普通高中教科书

# 英语

选择性必修

第二册

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北京师范大学出版社

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主编 王 蔷

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## 主编寄语

亲爱的同学，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。选择性必修第二册的内容包括人际沟通、文学、艺术、社会与文化、生活与学习、做人与做事、科学与技术、宇宙探索等主题。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。要完成好第二册的学习内容，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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# CRITICAL THINKING

## ACTIVATE

- 1 What is critical thinking? Choose an answer to complete the definition or give your own. Explain your choice.

**Critical thinking is** \_\_\_\_\_.

- criticising others  a way of looking at the world  
 a questioning attitude  \_\_\_\_\_

## VIEW

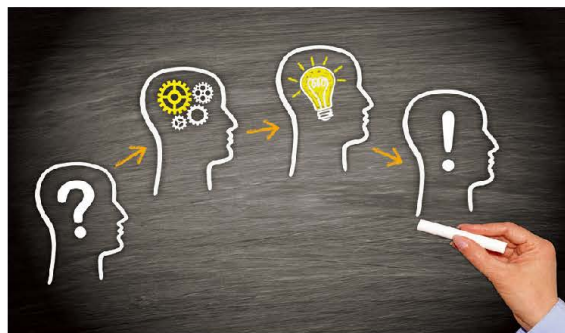
- 2 Watch the video. Complete the text.

Critical thinking is an attitude or a way of 1 \_\_\_\_\_, but it's not a negative attitude. Instead, critical thinking means that we have 2 \_\_\_\_\_ towards things, so a critical thinker asks questions about things. But these questions are not questions about 3 \_\_\_\_\_. In critical thinking, we ask questions about 4 \_\_\_\_\_ for something or we try to 5 \_\_\_\_\_ something, to 6 \_\_\_\_\_ about it, and to decide if it's good or bad.

- 3 The speaker mentioned three types of critical thinking questions that you can ask yourself when reading. Put the following questions (1–7) into the correct column.

Why is the writer writing this text?	How do I know what I'm reading is true?	What is the relationship between the ideas in the text?

- 1 Is the text describing a problem and giving a solution to that problem?
- 2 Does the writer give evidence to support his / her opinions?
- 3 Is the text comparing and contrasting two things?
- 4 What is the writer's aim?
- 5 Is the writer just giving information?
- 6 Is the text examining causes and effects, reasons and results?
- 7 Is the writer trying to persuade you that the writer's ideas are good?



## EXPRESS

- 4 **Group Work** Take turns to explain what critical thinking is and give suggestions on how to be a critical reader or listener.

UNIT

# 4

# HUMOUR



### In this unit, you will:

- listen, read and talk about humour;
- learn to use continuous tenses and various kinds of adverbs to express meaning, and also learn how to elaborate ideas with examples;
- write a funny story in your life;
- view an episode of an enquiry and express your opinions about it.

# TOPIC TALK

- 1 **Pair Work** Do you think it's important that we laugh from time to time? Why? What makes you laugh? Why does it make you laugh?

**Example** *I think it is important that we laugh from time to time because ...*

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

## Text Builder ▶

## Humour

I love / like \_\_\_\_\_.  
My favourite kind of comedy is \_\_\_\_\_.

- ▶ **Funny Things**  
funny stories, comedies, cross talks, clever jokes  
when someone is tricked  
when someone pretends to be someone else  
-----

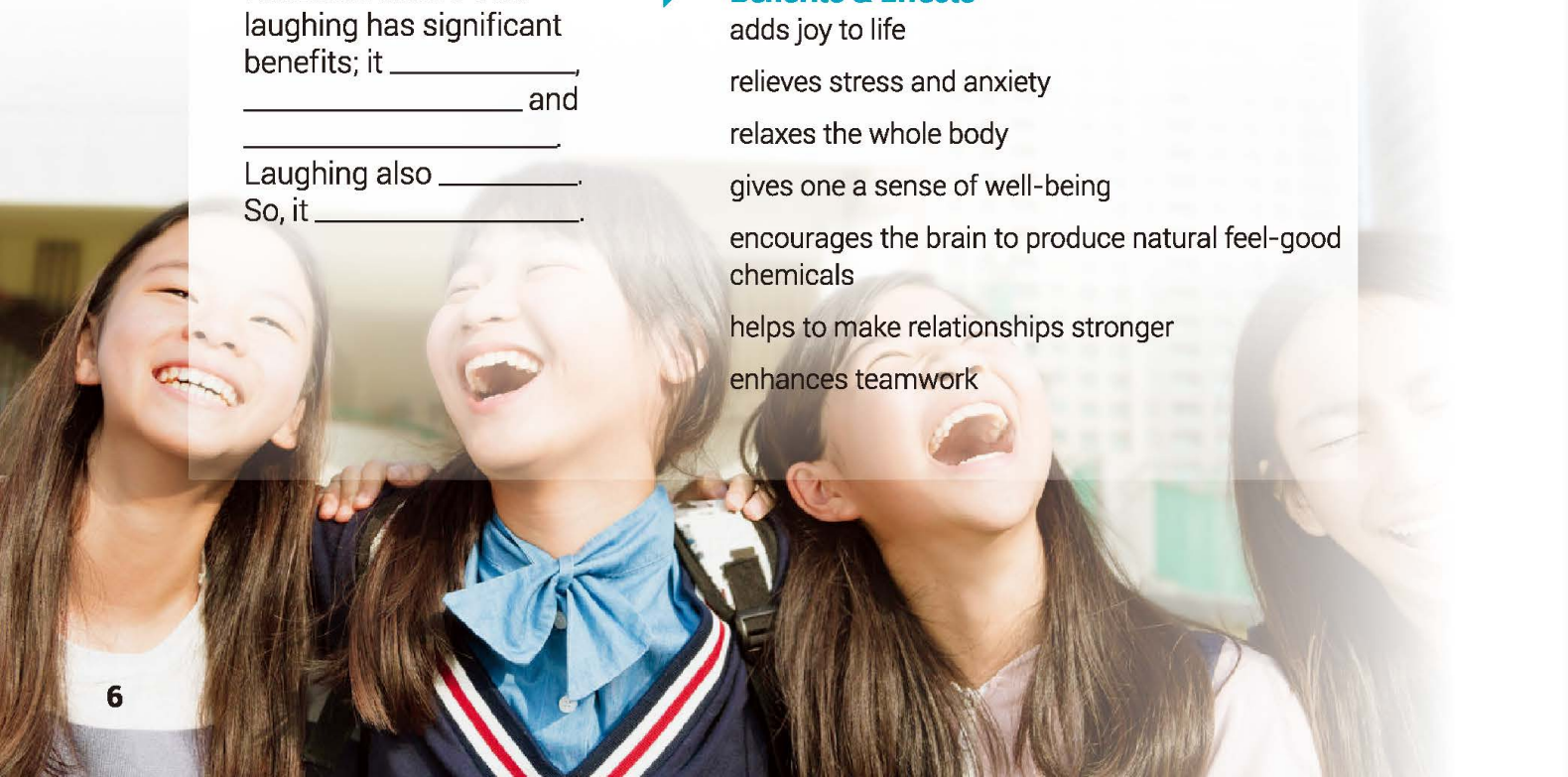
Why do these things make us laugh?  
I think it is because of \_\_\_\_\_.

- ▶ **Reasons**  
the humorous plots, the funny acts, the clever conversations, the play on words  
the accents they are able to imitate  
the way they imitate facial expressions and the manner  
the way they interact with one another  
-----

Research shows that laughing has significant benefits; it \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.

Laughing also \_\_\_\_\_.  
So, it \_\_\_\_\_.

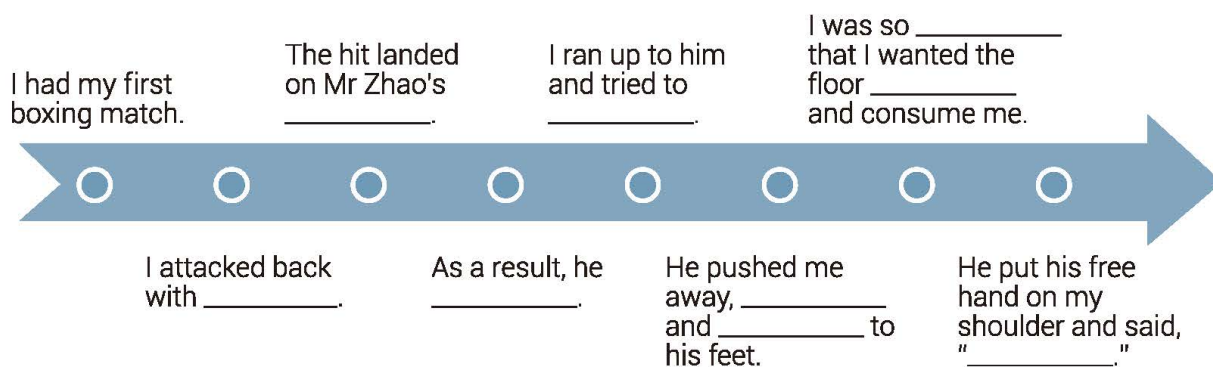
- ▶ **Benefits & Effects**  
adds joy to life  
relieves stress and anxiety  
relaxes the whole body  
gives one a sense of well-being  
encourages the brain to produce natural feel-good chemicals  
helps to make relationships stronger  
enhances teamwork





3 Use the Text Builder to talk about humour and laughter, e.g. funny things you would like to watch and why they make you laugh.

4.2 4 Listen to the dialogue. Complete the diagram.



5 Use the language you have learnt to write a short paragraph about what you find funny and why we need humour.

“

Quote .. Unquote

Laughter is the best medicine.  
– A Chinese proverb

A day without laughter is a day wasted.  
– Charlie Chaplin

Comedy is simply a funny way of being serious.  
– Peter Ustinov

I don't sit down to write a funny story.  
Every single thing I sit down to write is meant to be sad.  
– Lorrie Moore

”



NOTES

- Charlie Chaplin (1889–1977), an English film actor, director, producer, playwright and composer who received an Honorary Academy Award in 1972.
- Peter Ustinov (1921–2004), a Russian-English actor, writer, dramatist, filmmaker and opera director.
- Lorrie Moore (born in 1957), an American fiction writer known mainly for her humorous short stories.

# WHAT'S SO FUNNY?

## ACTIVATE AND SHARE

1 Do you like reading humorous or funny stories? Why?

**Example** *I like reading humorous stories because I like the play on words.*

## READ AND EXPLORE

2 Work in groups of three. Each student reads one of the stories and answers the following questions. Then share what you have read with your group members.

- 1 Which characters are in the story?
- 2 Where are they?
- 3 What happened to / between them?
- 4 Why is it funny?

### Story A

A famous art collector was walking through the city when he noticed a dirty cat lapping milk from a saucer in the doorway of a store. He did a double take.

He noticed that the saucer was an antique and very valuable, so he walked casually into the store and innocently offered to buy the cat for 20 dollars.

The store owner replied, "I'm sorry, but the cat isn't for sale."

The collector said, "Please, I need a hungry cat with a good appetite around the house to catch mice. I'll pay you 200 dollars for that cat."

The owner said "sold" and handed over the cat.

The collector continued, "Hey, for the 200 dollars I wonder if you could throw in that old saucer. The cat's used to it and it'll save me from having to get a dish."

And the owner said, "Sorry my friend, but that's my lucky saucer. So far this week I've sold 68 cats."



### Story B

Sherlock Holmes and Dr. Watson went on a camping trip. After a good dinner and a bottle of wine, they retired for the night, and went to sleep.

Some hours later, Holmes woke up and asked his faithful friend, "Watson, look up at the sky and tell me what you see."

"I see millions and millions of stars, Holmes," replied Watson.

"And what do you deduce from that?"

Watson thought for a minute.

"Well, according to the studies on astronomy, it tells me that there are millions of galaxies and potentially billions of planets. According to the positions of the stars, I observe that Saturn is in Leo. According to the scientific measurement of time, I deduce that the time is probably a quarter past three. According to the current atmosphere, I forecast that we will have a beautiful day tomorrow. What does it tell you, Holmes?"

Holmes was silent for a moment.

"Watson," he said, "someone has stolen our tent!"



### Story C

A middle-aged man was feeling very down. Everything had been going wrong for him. He had had problems at work and his wife had left him for another man. So, after he had been feeling depressed for over a month, he decided to go to the doctor. He had to wait for what seemed like ages in the doctor's surgery. The bleeding man next to him was looking at his watch nervously; a woman was coughing and sneezing badly; and a baby was screaming. Finally, after he had been waiting for about half an hour, he was called in for his consultation. The doctor was writing a note at her desk when he came in. "Sorry, I'm just finishing something. I'm afraid we've been very busy this morning." She then turned to the man. "So, what's the problem?" she asked.

"Well, I've been having a bit of a crisis, you know, lots of problems," replied the man. "And I've been doing a lot of work."

"Mmm, you're looking very pale." The doctor started to examine him. "Well, everything is working OK," she announced afterwards. "You have slightly high blood pressure and you're breathing quite heavily, but otherwise everything's fine."

"So what can I do?" asked the man. "I'm going on a trip soon. I will be working in the United States for three months. This time next week, I'll be arriving in New York."

The doctor thought for a while. "I think what you need is a good laugh. That would do you a lot of good. A circus is performing in town. Why don't you go to see it? I hear there's an amazing clown who'll really make you laugh. His name's Grock."

"I am Grock," replied the man sadly.



- 3 Group Work** Read the three stories. Complete the notes. Then share and check your notes with your group members.

#### Story A

Character	What did each person do?	Real purpose	The result
The art collector			
The store owner			

#### Story B

Character	What did each person do?	Real purpose	The result
Sherlock Holmes			
Dr. Watson			

## Story C

Character	What did each person do?	Real purpose	The result
The middle-aged man			
The doctor			

### 4 Complete the funny part of the three stories.

Story	The funny part
A	The store owner refused to give away the saucer with the cat because ...
B	Sherlock Holmes and Dr. Watson saw millions of stars at night because ...
C	An amazing clown couldn't ...

### 5 Group Work Tell one of the three stories to your group based on your notes.

### 6 Complete the summaries with the words or phrases you have learnt from the stories.

An art collector noticed a cat lapping milk from a **1** \_\_\_\_\_ in the **2** \_\_\_\_\_ of a store. He realised that it was an **3** \_\_\_\_\_ and very valuable. He decided to buy the cat and offered to pay 200 dollars in the end. Then he asked the store owner to **4** \_\_\_\_\_ the saucer, but the owner refused to give it away for he had sold 68 cats because of this lucky saucer.

Sherlock Holmes asked his **5** \_\_\_\_\_ friend Dr. Watson what he saw from the sky. "**6** \_\_\_\_\_ of stars," said Dr. Watson. Based on his knowledge on **7** \_\_\_\_\_, he believed there are millions of galaxies and **8** \_\_\_\_\_ of planets. He deduced that it was probably a quarter past three based on the **9** \_\_\_\_\_ of time. From the **10** \_\_\_\_\_, he forecasted that it would be a beautiful day the next day. Watson didn't realise that someone had stolen their tent!

A middle-aged man who was **11** \_\_\_\_\_ went to the doctor. The doctor examined him and found **12** \_\_\_\_\_ OK. The doctor thought that what the man needed was **13** \_\_\_\_\_, and suggested **14** \_\_\_\_\_. Actually he was **15** \_\_\_\_\_.



### 7 Which of the three stories do you like most? Why?

### FOCUS ON LANGUAGE: CONTINUOUS TENSES

- 8 Pair Work** Read the following sentences from Story C. Discuss which continuous tense (*present perfect continuous, past perfect continuous, future continuous*) is used in each sentence.

- 1 Everything had been going wrong for him.
- 2 Well, I've been having a bit of a crisis.
- 3 This time next week, I'll be arriving in New York.

- 9** Fill in the columns with more examples of the different continuous tenses from the three stories.

Future Continuous ( <i>will be + verb-ing</i> )	Present Perfect Continuous ( <i>have / has been + verb-ing</i> )	Past Perfect Continuous ( <i>had been + verb-ing</i> )

- 10** Complete the sentences using *present perfect continuous, past perfect continuous* or *future continuous* where appropriate.

- 1 The eager fans \_\_\_\_\_ (wait) for six hours before they finally got the tickets for the football match.
- 2 I \_\_\_\_\_ (look for) that for weeks — where did you find it?
- 3 Mrs Wang \_\_\_\_\_ (stay with her friends) when she goes to Hainan.
- 4 As he \_\_\_\_\_ (repair his car) all afternoon, he was messy.
- 5 This book is taking me so long that I \_\_\_\_\_ (still read) it by this time next year!
- 6 She \_\_\_\_\_ (study English) since she left school.

### EXPRESS YOURSELF

- 11 Pair Work** Read the jokes below and talk about the funny part of each joke.

Girl: Why was the cat sitting on the computer?

Boy: He was keeping an eye on the mouse.

Teacher of politics: Who is the speaker of the House?

Student: Mother.

Student: Professor, I did the best I could on this test. I really don't think I deserve a zero.

Professor: Neither do I. But that's the lowest grade I'm allowed to give.

Teacher: What is the chemical formula for water?

Student: HIJKLMNO!

Teacher: What are you talking about?

Student: Yesterday you said it's H to O!

# WHY DO WE NEED HUMOUR?

## ACTIVATE AND SHARE

**1 Group Work** Talk about your understanding of humour and what it can do for us.

- |  |                                  |
|--|----------------------------------|
| to be hard-wired into us                             | to relieve tension               |
| to make the level of stress chemicals fall           | to make our life interesting     |
| to have an influence on one's attitudes and feelings | to relax the muscles in our body |

**Example** *I think humour is hard-wired into us.*

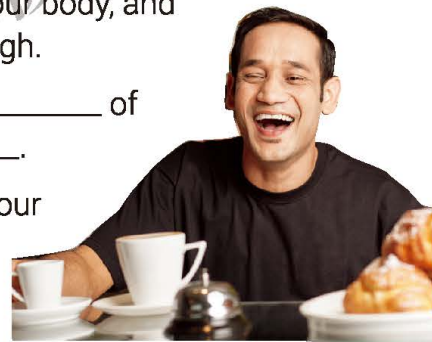
## LISTEN FOR UNDERSTANDING

**4.3** **2** Listen to Part 1 of a speech about humour. Answer the questions.

- 1 What question does the speaker try to answer in his speech?
- 2 From what aspects will he further discuss the question?

**4.4** **3** Listen to Part 2 of the speech. Complete the lists of physical effects that humour can have on our body. Then talk about them in pairs.

- Firstly, laughter helps **1** \_\_\_\_\_. It **2** \_\_\_\_\_ in our body, and the effects can be felt for **3** \_\_\_\_\_ after a good laugh.
- Also, a good laugh **4** \_\_\_\_\_ to the heart and **5** \_\_\_\_\_ of blood vessels, which helps protect us from **6** \_\_\_\_\_.
- Finally, when we laugh, the level of stress chemicals in our body **7** \_\_\_\_\_, and the number of immune cells in our body **8** \_\_\_\_\_. Both mean that our body is better able to **9** \_\_\_\_\_.



**4.5** **4** Listen to Part 3. Complete the information about the two psychological effects of humour on our mind.

The two-way effect between smiling and mood:

When we're happy,  
\_\_\_\_\_.



When we smile, even if we don't feel like it, it can also \_\_\_\_\_.

Far-reaching effects of humour:

It means that it will have a \_\_\_\_\_ on how we live. If we are in a bad mood, we are likely to express \_\_\_\_\_; and this makes those around us down, too. But if we always try to be positive and funny, people will \_\_\_\_\_ and feel energised.

- 4.6** **5** Listen to the speech again. Write down the questions that the speaker used in his speech. Then summarise the speaker's answers to the questions.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Skill Builder

#### Using Questions to Draw Attention

Some speakers use questions from time to time to draw the audience's attention. Then they provide answers to the questions. In this way, it helps the audience to understand the points they are making. Listen carefully to the questions and focus on the answers.

### FOCUS ON FUNCTION: ELABORATING WITH EXAMPLES

- 4.7** **6** Listen to a dialogue and find out Mike's embarrassing situation and his way to handle it.

Mike's embarrassing situation:

He kept on \_\_\_\_\_.

His way to handle the situation:

He made \_\_\_\_\_.

He just started laughing and said, "Oh dear, one of these days I'm going to \_\_\_\_\_!"

- 4.7** **7** Listen and imitate. Complete the Talk Builder.

### Talk Builder

#### Elaborating with Examples

- 1 \_\_\_\_\_ is that you can use humour to get people to laugh at you.
- 2 \_\_\_\_\_, if you accidentally pour coffee all over yourself, you can laugh at yourself or make a joke about it.
- 3 You can say, \_\_\_\_\_, "My T-shirt also wants to have a cup of coffee."

For example

For instance

One example of this

### SPEAK

- 8** **Group Work** Talk about the benefits of humour based on your own experience and elaborate on them with examples.



# MY FAVOURITE COMEDIAN

## ACTIVATE AND SHARE

- 1 **Group Work** Look at the photo. Answer the questions.

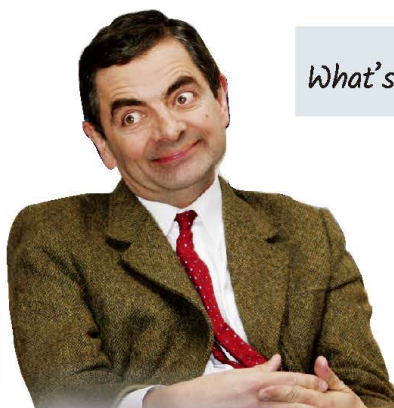
*Who is he?*

*What's he famous for?*

*What TV series and films has he acted in?*

*What's his nationality?*

*What do you think of his performance?*



## READ AND EXPLORE

- 2 **Pair Work** Read paragraph 1 of Text 1. Tell each other who Mr Bean is and what is so special about him.

### TEXT 1

#### Mr Bean

Mr Bean is an internationally recognised comedy character in films and TV series. He has a reputation for constantly encountering awkward situations, which greatly amuses audiences of all nationalities and cultures. His humour is always made clear through a series of simple and

- 5 funny acts that rely purely on body language that is universal.

One of my favourite episodes was Mr Bean in a fancy restaurant. After being seated at his table, Mr Bean takes out a card, writes a few words on it, puts it in an envelope and places it on the table. After a moment, he looks back at the envelope

- 10 but this time he looks surprised, as if he did not know it was there. He opens it to find a birthday card and very happily puts it on the table for everyone to see.

When he looks at the menu, an astonished

- 15 look quickly appears on his face. He takes all the money out of his wallet, counts it and puts it in a saucer. He then looks from the menu to the money with concern until he finds one thing that makes him smile. Then

- 20 he orders a dish called "steak tartare". When





the dish arrives, he is shocked to discover that “steak tartare” is actually raw hamburger. He makes an attempt to eat it, but it is clear from the look on his face as he is chewing that he finds the taste truly awful. He cannot hide his feelings, except when the waiters ask if everything is all right. When this happens, he smiles and nods, indicating that everything is fine. When the waiters are not looking, however, he busies himself hiding the raw meat anywhere he can reach — the sugar bowl, the tiny flower vase, inside a bread roll and under a plate. He becomes so desperate in the end that he even hides some inside the purse of a woman sitting near him and throws some down the trousers of the restaurant’s violinist!

I like to watch Mr Bean on TV but I wouldn’t want to meet someone like him in real life, and I certainly wouldn’t want to have dinner with him!

## TEXT 2

### *The Contemporary Chaplin*

Rowan Atkinson is an English actor, comedian and screenwriter. In Britain, Mr Atkinson is mostly famous for many successful TV shows but internationally we know him best as the awkward, clumsy, but always amusing Mr Bean. If you think that Rowan Atkinson is anything like his famous creation, then you are in for a surprise. On the contrary, he is nothing like Mr Bean.

Rowan was born on 6 January, 1955. He grew up on a farm with his parents and three older brothers. His father was very strict and did not believe in the value of television.

Rowan had a very successful academic career. At the age of 13, he was awarded a scholarship to a boarding school. Later, he studied at Newcastle University where he attained the highest marks in his year. At Oxford, he obtained his master’s degree in electrical engineering. This may explain why he loves fast cars, of which he has many.

When Rowan was young, he had a stutter and to make his speech clearer, he began to speak very carefully. This may be why some of his characters have unusual ways of speaking.

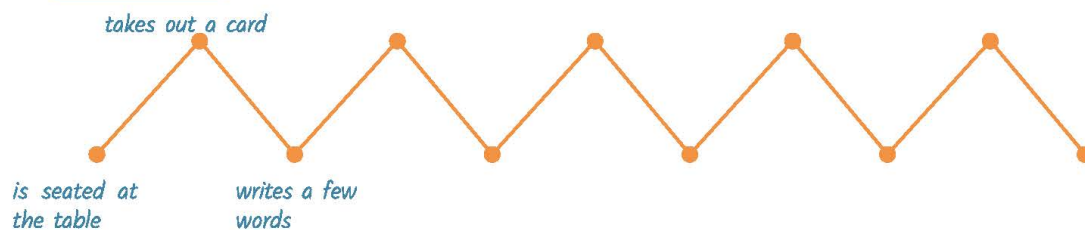
As early as primary school, Rowan had already shown a talent for acting, but it was only later at university that he decided to become an actor. A key event occurred one day in 1976 when he was playing around and pulling a face in the mirror. “I discovered my face,” he said later.

John Lloyd, who worked as a producer for BBC Television, says that one rarely meets someone with such genius, and that when he worked with Atkinson he became convinced that Rowan would be more famous than Charlie Chaplin.

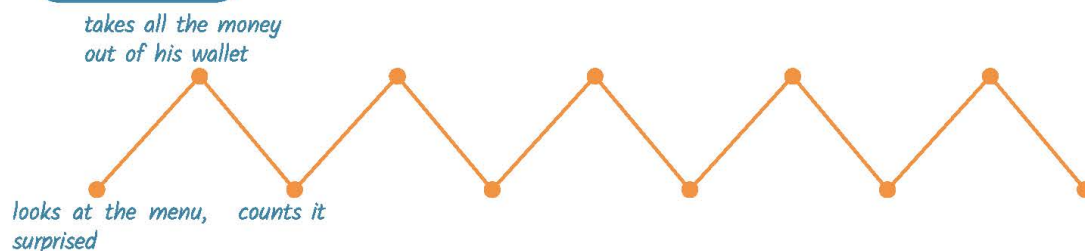


- 3 Read the rest of Text 1 and focus on the two scenes of Mr Bean at the fancy restaurant. Underline all the verbs or verb phrases that are used to describe Mr Bean's actions. Then take notes using the diagrams below.

**Scene 1**



**Scene 2**



- 4 Describe what Mr Bean does at the fancy restaurant based on your notes.
- 5 Read Text 1. Make inferences about Mr Bean and the author.
- 1 Why does Mr Bean go to a fancy restaurant on this particular day?
  - 2 Does Mr Bean have many friends? How do you know?
  - 3 Why does Mr Bean choose the "steak tartare"?
  - 4 Why does Mr Bean pretend to like the food when the waiters ask him?
  - 5 Why does the author say that he wouldn't want to meet someone like Mr Bean in real life?
- 6 **Group Work** Act out the two scenes of Mr Bean at the fancy restaurant with one student being the narrator.
- 7 **Pair Work** Read Text 2. Complete the table about Rowan Atkinson. Then introduce him to your partner.

Rowan Atkinson			
Personal information	Nationality: _____	Acting career	At primary school: _____
	Date of birth: _____		At university: _____
	Occupation: _____		In 1976: _____
Education	At the age of 13: _____	People's comments	_____
	At Newcastle University: _____		_____
	At Oxford: _____		_____

### 8 Group Work Think and share.

- 1 From the scenes in the restaurant, what can you infer about Mr Bean? Find evidence from the text to support your opinion.
- 2 *Mr Bean* is a very popular TV series in Britain. Do you think people like it just for fun? Is there any underlying meaning behind this TV series?
- 3 According to Text 2, what makes Rowan Atkinson successful in playing the role of Mr Bean?

### FOCUS ON LANGUAGE: ADVERBS

### 9 Put the adverbs into the categories given in the Word Builder. Complete the sentences below with the adverbs in the Word Builder.

Word Builder


Adverbs

later quickly constantly happily truly rarely purely

Categories of Adverbs	Adverbs
Adverbs of Time	<i>later</i> _____
Adverbs of Manner	_____
Adverbs of Degree	_____
Adverbs of Frequency	_____

- 1 We don't like snow so we \_\_\_\_\_ go skiing.
- 2 She's very worried so she \_\_\_\_\_ asks where her mother is.
- 3 That painting is \_\_\_\_\_ beautiful! Amazing!
- 4 When Helen got her new ballet shoes, she smiled, put them on and danced around \_\_\_\_\_.
- 5 I could tell, \_\_\_\_\_ by the look on his face, that he was disappointed.
- 6 The rain was pouring down so we \_\_\_\_\_ ran inside.
- 7 She \_\_\_\_\_ wrote warmly of his delightful words and behaviour.

### EXPRESS YOURSELF

-  **10** Watch an episode Rowan Atkinson starred in and try to describe the funniest part. Discuss what makes his acting humorous. In groups, write a few lines to describe a scene in detail. Then share in class.





# A FUNNY STORY

## GET READY FOR WRITING

- 1 **Pair Work** You are going to write a funny story. What is the funniest thing that has ever happened to you? Use the structure below to help you tell your story.

When it took place

Where it took place

Who was involved

What happened

Why it is funny

## READ FOR WRITING

- 2 **Read the funny story "Lost Identity". Answer the questions.**

- 1 When and where did the story take place?
- 2 What happened to the main characters in the story?
- 3 Why is the story funny?

### *Lost Identity*

The heavy snow last winter caused long delays at Heathrow Airport. One afternoon, hundreds of unlucky passengers, who had been expecting to board a flight to New York, were told it had been cancelled. One unfortunate agent was dealing with all the passengers, when an angry man, who had been standing in line for some time, pushed his way to the front.



"I want a first class seat on this flight, now!" demanded the man angrily.

The young agent replied politely, "I'm sorry, sir, but I can't ignore these people. They were here first. If you could wait your turn, I'll see what I can do."

This did not please the man. He screamed at the young agent so that the passengers waiting in line behind him could hear, "DO YOU KNOW WHO I AM?"

The agent smiled, stood up and spoke loudly, "Attention, please! We have a passenger here WHO DOES NOT KNOW WHO HE IS. If anyone can help him find his identity, please come to the gate."

### FOCUS ON STRUCTURE AND LANGUAGE

- 3 Complete the information in the “Details” column based on the structure given.

#### Punchline

A punchline is the part that makes people laugh. It is often unexpected, silly, or a play on words.

Structure	Details	My funny story
Setting	<i>heavy snow; long delays at an airport</i>	
Characters		
Plot		
Punchline		

- 4 Write 2–3 sentences about the setting and the plot in your story. Use the Sentence Builder to help you.

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### COMPOSE YOUR WRITING

- 5 **Outlining** Complete the right column of information in Activity 3 based on the funny story you shared at the beginning of the lesson. Or you may start a new story.
- 6 **Drafting** Use your outline and the Writing Help to write your first draft.
- 7 **Editing** Edit your story in pairs. Then share what you have written in class.

 Peer Editing Sheet for Unit 4, page 93.

### Sentence Builder

#### Writing a Story

- **Write an opening sentence to capture your readers' attention.**

The heavy snow last winter caused long delays ...  
You won't believe it but ...

- **Use clear sentences to create the setting.**

Hundreds of unlucky passengers were told it had been cancelled.  
One unfortunate agent was dealing with ...

- **Use descriptive words and direct speech to make the story vivid.**

"I want a first class seat on this flight, now!" demanded the man angrily.  
The young agent replied politely, "..."

### Writing Help

#### Writing a Funny Story

##### It's important to:

- describe a clear setting (e.g. when, where);
- introduce the main character(s) with some detailed information that helps the development of the story;
- describe the plot that prepares for the punchline;
- deliver the punchline / funny ending clearly and briefly;
- avoid adding anything after the punchline / funny ending.

# AN ENQUIRY

In this video, a man enquires about some sports such as bungee jumping and BASE jumping.

## ACTIVATE AND SHARE

- 1 Look at pictures A–D. What kinds of sports are they? Which sports would you like to try? Which wouldn't you? Why?
- 2 Look at the man in picture E. Which of these sports do you think he would enjoy doing? Why?



## VIEW AND LEARN

- 3 Watch the video. List the sports mentioned. What sports is the man interested in?
- 4 Watch the video again. Complete the dialogue.

Mr Hill: Could you give me **1** \_\_\_\_\_, please?

Josh: Of course. What would you like to know? Sky is **2** \_\_\_\_\_ for **3** \_\_\_\_\_ holidays.

Mr Hill: I'd like **4** \_\_\_\_\_, please. ...

Josh: Em, well, we've got various brochures here.

Mr Hill: Could you tell me **5** \_\_\_\_\_ please? I'm sorry? Is something funny?

Josh: No, no.

Mr Hill: So what activities **6** \_\_\_\_\_?

Josh: Well, there's ... erm ... there's bungee jumping.

Mr Hill: Sorry. What does bungee jumping mean?

Josh: You **7** \_\_\_\_\_ attached to an elastic cord.

Mr Hill: I did something like that in the army. I found it **8** \_\_\_\_\_.

Josh: Well, in that case, what about BASE jumping? That's a bit **9** \_\_\_\_\_.

Mr Hill: What is **10** \_\_\_\_\_?

Josh: It's jumping off **11** \_\_\_\_\_ with a parachute.

Mr Hill: Excellent! That's more like my sort of thing! Do you know where I can do BASE jumping? ...

- 5 Pair Work Role-play the dialogue.

## EXPRESS YOURSELF

- 6 Group Work Do you find this video funny? Do you think the man is humorous? Talk about the funny parts of this video.

# THE LITTLE TRAMP WHO CONQUERED THE WORLD OF COMEDY

Imagine a bowler hat, a moustache and a walking cane. This is probably all it takes to make an image of Charlie Chaplin as the “Little Tramp”, one of the most famous comedy characters in the world.

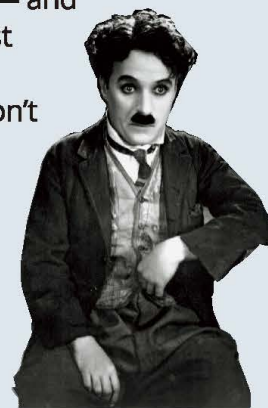
Charles Spencer Chaplin was born in London on 16 April, 1889. Both his father and mother were successful actors and singers, so it was natural for him to follow in their footsteps. However, his father died when Chaplin was just 10 years old, and his mother then became sick. Suddenly, Charlie and his elder brother had to make a life on their own. Chaplin joined a youth stage group. He then began working in stage shows and toured the US in 1910. The audiences loved him, and in 1912, he was offered a movie contract. His early films were such huge commercial successes that film companies were falling over themselves to hire him.

In order to have greater control over his work, Chaplin set up his own studio — United Artists — in Hollywood in 1917. Chaplin wrote, directed, starred in and edited all his own films, producing a series of box office<sup>2</sup> hits. His most successful one is probably the silent film *Modern Times* in 1936. In the film, Chaplin’s Little Tramp character works in a factory, suffers mental torment<sup>3</sup>, goes to jail, but finally becomes a hero. Aside from the physical comedy, the film shines a light on the exploitation<sup>4</sup> of workers on production lines.

Chaplin’s films elevated slapstick comedy<sup>5</sup> to a new level. His films featured carefully designed scenes. Some of Chaplin’s scenes took days to plan and design. Such was how Chaplin went after perfection. Making the joke look effortless and simple was part of his genius.

Chaplin’s films were much more than just a series of slapstick scenes loosely woven together. He took the situation of the underdog — hunger, poverty, laziness — and made it into comedy gold. In an interview in 1950, Chaplin stated “The best definition of humour I ever heard is that it’s getting people in and out of trouble ... I’m emotional about most things but objective about my work. I don’t get satisfaction out of it; I get relief.” Chaplin acted as an ordinary man who had difficulties to overcome, and made sure he always ended up smelling of roses.

Chaplin is sometimes criticised for being overly sentimental, but comic actors of today still think his films are influential in their approach to acting. Would Chaplin have said all those words? A raise of the eyebrow, a deadpan<sup>6</sup> expression and a lift of the bowler hat — sometimes a picture says a thousand words.



## NOTES

1 tramp *n.* 流浪者

4 exploitation *n.* 剥削

2 box office 票房

5 slapstick comedy 打闹喜剧

3 mental torment 精神折磨

6 deadpan *adj.* 面无表情的

## GENERAL UNDERSTANDING

1 Draw a timeline to show Chaplin's life story.

## CRITICAL THINKING

2 What are Chaplin's ideas and opinions in presenting comedies? Find evidence from the text. What do you think of his ideas and opinions?

# BRITISH HUMOUR

If you stopped any person on the street and asked them to name a British comedian, chances are you would find that they could! British comedy is popular and well-liked all over the world. From actors such as Charlie Chaplin, who was famous during the silent age of filmmaking to Rowan Atkinson who plays Mr Bean on TV and in films, British comedy has never gone out of fashion. And while there are many popular dramatic actors in Britain, there is something extra special about British comedy and comedians for global audiences. The reasons for the success and popularity of British comedy in particular, are interesting to explore.

Humour is a part of every culture but it could be said that it is one of the core characteristics of British culture. Most non-British people see the British as being very reserved, polite and formal and while that is true to a certain degree, British people love to express themselves through humour too. Humour can act as a way for more reserved people to express their frustrations with life, daily routines and even other people!

British people expect everyone to have a sense of humour and it's very much a part of daily life. You will often find passengers getting on buses joking with drivers, doctors making light hearted jokes to ease their patients' worries and business people making jokes in presentations to get their audiences' attention. Humour helps to build relationships, relax moods and develop friendships. So now that we have established how important humour is to British people, what exactly makes them laugh? And does British humour make sense to other cultures?

Jokes are often related to culture. One example would be the British class system. There have been many popular comedy TV programmes which have explored the absurdity<sup>1</sup> of people with less money and status attempting to copy the lifestyles of the wealthy and others which humorously explore life for the less well off. It would be difficult perhaps, for non-British people who don't know the culture to fully understand that kind of humour.

Another area that might be difficult for foreigners to get when it comes to British comedy is "word play". British comedy often involve words that have two meanings, or words that sound the same but have different meanings. There are lots of these in English so British people really enjoy this kind of humour. For example, here is a classic joke from a comedian of the 1960s, Tommy Cooper:

*I said to the Gym instructor, "Can you teach me to do the splits?" He said, "How flexible are you?" I said, "I can't make Tuesdays."*

Or this one:

*Patient: "Doctor, Doctor, help me please! I'm getting shorter and shorter."*

*Doctor: "Just wait there and be a little patient."*

Both of these jokes are dependent on double meanings of the words, "flexible" (being able to move your body very well or having an open schedule) and "patient" (someone willing to wait or someone seeing a doctor).



Sometimes, it's not just words that having two meanings but also expressions. Take this joke for example:

*Slept like a log last night ... Woke up in the fireplace.*

*To sleep like a log* is an idiom in English that means to sleep so deeply you seem as solid and unmoving as wood. This joke turns "slept like a log" into a literal meaning with "woke up in the fireplace" where one would burn logs. Now, whether or not you find these types of jokes funny is personal to you but the fact they are easily understood by English speakers of all ages, means that it is very much a part of British comedy.

Two other characteristics of British comedy that are unique are joking about topics that would be considered "taboo"<sup>2</sup> in other cultures and humour focused on self-deprecation<sup>3</sup>. For example, a "taboo" topic might be politics and politicians, which are something British people love to joke about. People might gently mock people in positions of power "my boss can't run a bath, let alone this company!" or mocking oneself, for example "I'm on that new 'seafood' diet. If I see food, I eat it!" Perhaps the most universally appealing type of British humour is the visual, physical type of comedy used by Rowan Atkinson, Charlie Chaplin and others. They find humour in the most simple, everyday situations and we tend to feel a mix of horror, embarrassment and delight watching them!

Of course, what's funny for one person might not be for another. While one person might lightly giggle at a joke, another might fall about with laughter. But the wide range of techniques used by British comedians and comedy writers, from satire<sup>4</sup>, to puns<sup>5</sup>, to self-mockery, means that there is something for every taste in comedy. Although the polite British approach to delivering jokes means that sometimes it's difficult to even tell if it is a joke or not!

## NOTES

1 absurdity *n.* 荒唐  
4 satire *n.* 讽刺

2 taboo *adj.* 忌讳的  
5 pun *n.* 双关语

3 self-depreciation *n.* 自贬

## GENERAL UNDERSTANDING

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

- 1 What's the main idea of the text?
- 2 Why are British jokes difficult to understand according to the author?

## CRITICAL THINKING

- 2  **Work in groups.** Find an example of British humour from the Internet or books. What makes it funny?
- 3 **Pair Work** What are the characteristics of Chinese humour? Are there any similarities and differences between Chinese humour and British humour? Discuss with your partner.

# CHECK YOUR PROGRESS

Use what you have learnt from the unit "Humour" to talk about the benefits of laughter, tell some funny stories, introduce comedians, and discuss comedy films.



**1** The class is having a discussion about humour. Chen Xi gives a presentation on the topic "Benefits of Laughter". Help him complete his presentation using the correct form of the words and phrases below.

have an influence on

mood

enhance

relieve tension

protect oneself from

relaxed

energised

psychological

Everyone experiences stress. For students, studying for many hours and preparing for exams can really **1**\_\_\_\_\_ our well-being and health. Although academic success is important, we need to **2**\_\_\_\_\_ the negative effects of stress. The best way to do that is through laughter!

Just think about when you feel down and someone tells you a joke or you see something funny happening – immediately by the simple act of laughing your **3**\_\_\_\_\_ is improved! Laughter's positive **4**\_\_\_\_\_ effects on us have been measured by scientists. They have found that laughter can **5**\_\_\_\_\_ when we feel stressed. It can also help us to feel more **6**\_\_\_\_\_ and comfortable when we are feeling anxious or worried. Even if you have been studying for a long time and feeling sleepy and bored, laughing can make you feel **7**\_\_\_\_\_ as if you had just had a nap!

There are so many benefits of laughter that I hope you all try and find a way to add more fun and laughter to your daily life. If you can increase the number of times you smile and laugh in a day, I guarantee that you will **8**\_\_\_\_\_ the quality of your life.



**2** Next, Chen Yang shares two funny stories with the class.

**Complete the first funny story with proper tenses.**

A man **1**\_\_\_\_\_ (stay) in a hotel. He **2**\_\_\_\_\_ (talk) to a friend and tells her he **3**\_\_\_\_\_ (have) a drink in the bar at 7 and asks her to join him there. Then, he goes to the bar and **4**\_\_\_\_\_ (order) an orange juice when he hears a voice, "That's a nice tie."

The man **5**\_\_\_\_\_ (look) around but nobody is near him. Then he hears the voice again, "Nice shirt, too."

The man **6**\_\_\_\_\_ (think) that maybe the barman **7**\_\_\_\_\_ (talk) to him, but the barman



8 \_\_\_\_\_ (clean) glasses at the other end of the bar. Suddenly the man hears the voice again, "Your jacket is really smart." Knowing that his friend 9 \_\_\_\_\_ (arrive) soon, the man wonders if it is her, but there is no one he recognises around.

The man can't understand where the voice 10 \_\_\_\_\_ (come) from, so he asks the barman about it. "Excuse me. 11 \_\_\_\_\_ (you talk) to me?" "No, sir," says the barman. "That'll be the complimentary peanuts."

**Read the second funny story. Write a punchline that is both funny and logical.**

A funny thing happened as we were driving to school yesterday. We stopped at a red traffic light and were waiting for it to change to green when a very small car drove up in the lane next to us. The driver put his foot on the brake to stop but as he did so the car started to roll. It rolled over very gently and very slowly right onto its side. The man in the car sat there looking mighty surprised. Fortunately there were some people waiting to cross at the traffic light, so they quickly ran over to the car and checked that the driver was fine, and then pushed the car back onto its wheels. \_\_\_\_\_

\_\_\_\_\_. We were still stopped at the traffic light when it changed back to red again — our mouths wide open in amazement!



**3 Li Zhen tells her class about Rowan Atkinson, her favourite comedian. Complete her speech using the correct form of the words below.**

comedian	reputation	nationality	purely
universal	desperate	contemporary	mostly
contrary	obtain	rarely	amuse

Undoubtedly, one of the funniest and well-known 1 \_\_\_\_\_ in the world has to be Rowan Atkinson, who is 2 \_\_\_\_\_ known as Mr Bean. He has been 3 \_\_\_\_\_ audiences everywhere with his loveable and silly character for many years. Mr Bean's extraordinary actions or tricks seem to have 4 \_\_\_\_\_ appeal to people of all ages and cultures. The uncomfortable and 5 \_\_\_\_\_ situations he gets himself into are just so ridiculous that it's impossible not to laugh.

Rowan Atkinson is 6 \_\_\_\_\_ seen out of character, although generally people know his name and 7 \_\_\_\_\_. 8 \_\_\_\_\_ to his character on screen, he is highly educated. He received a scholarship to attend secondary school and then 9 \_\_\_\_\_ a degree in electrical engineering. It was only at university that he discovered a passion and talent for acting.

He has a high 10 \_\_\_\_\_ among actors but he is very kind and down to earth in real life. His ability to rely 11 \_\_\_\_\_ on his face and body to make people laugh rather than words is such a special talent. Therefore, he is seen as a remarkable comedian in the 12 \_\_\_\_\_ acting world.



4 Chen Yang is seeking help from Li Zhen for her project on comedy films. Complete their conversation using the expressions below.

For instance

That is an interesting example

One example of this

For example

Chen Yang: Hi Li Zhen, I'm doing a project on comedy films, but I need some help! Can you tell me about some different types of comedy?

Li Zhen: 1 \_\_\_\_\_, there are physical comedy films. That's when people use their bodies or objects around them to do funny things.

Chen Yang: Use their bodies in what way exactly?

Li Zhen: 2 \_\_\_\_\_, when people fall down or drive cars in silly ways! Like Mr Bean!

Chen Yang: 3 \_\_\_\_\_. OK, so what's a completely different type of comedy to that?

Li Zhen: I would say dark comedy. 4 \_\_\_\_\_ would be a film I saw recently, where a man was so rude to everyone around him. He was a terrible person but it was also funny to watch. That's why it is called "dark comedy".

Chen Yang: How interesting!

## UNIT DIARY

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

★ *The benefits of laughter I learnt:*

---

---

---

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

---

---

---

★ *Some interesting facts I learnt about Rowan Atkinson:*

---

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

---

---

---

UNIT

# 5

# EDUCATION

**In this unit, you will:**

- listen, read and talk about education;
- learn to use *have / get something done* and words that can go together to express meaning, and also learn how to convince others in a conversation;
- write a description of a picture;
- view an episode about Montessori education and express your opinions about it.

# TOPIC TALK

1 **Pair Work** Do you think education is important in personal and social development? Why or why not?

**Example** *I think education is important for both personal and social development. For example, it provides opportunities for us to acquire knowledge and skills to solve real-world problems.*

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

## Text Builder

### Education

#### Significance

Education \_\_\_\_\_



has great influence on people

facilitates individual development

has great social and personal significance

promotes social development

-----

#### Meaning

When teaching, the subject matter should \_\_\_\_\_, and the method of instruction should \_\_\_\_\_.



be adapted to learners' interests

be consistent with their mental development

promote learners' independent thinking

provide a rich experience of living

a process that facilitates learning

a preparation for life

life itself

-----

#### Aims

Education stresses more on \_\_\_\_\_.



enabling learners to develop the skills, knowledge and attitudes that allow them to be responsible members of the society

cultivating creative minds

exploring the truth

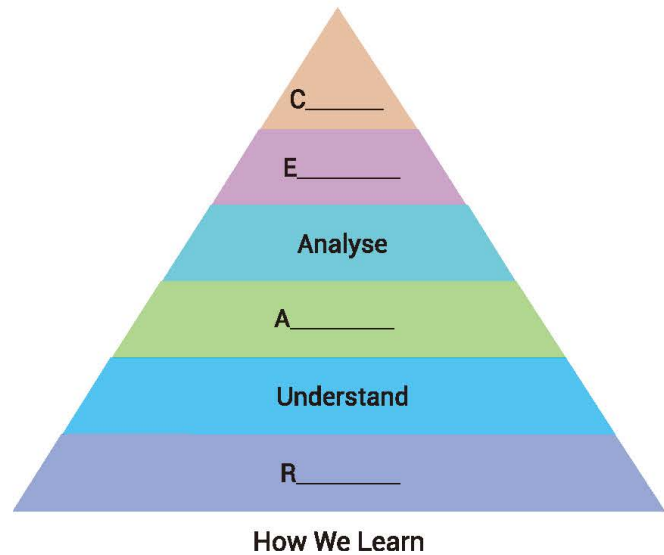
developing sympathy for and understanding of our fellow men



3 Use the Text Builder to talk about your understanding of education.

5.2 4 Listen to the dialogue. Complete the table and the diagram. Then tell your partner what they show.

We remember ____ of what we ____.	
hear	10%
read	_____
see	_____
see and hear	_____
discuss with others	_____
do	_____
teach to others	_____



5 Use the language you have learnt to write a short paragraph about your school education and how to learn better.

“

*Quote... Unquote*

*Education is the most powerful weapon which you can use to change the world.*

– Nelson Mandela

*I hear and I forget. I see and I remember. I do and I understand.*

– Xunzi

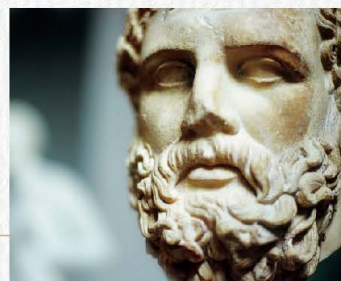
*Educating the mind without educating the heart is no education at all.*

– Aristotle

*We should build an education system which comprehensively fosters the students' all-round moral, intellectual, physical and aesthetic grounding with a hard-working spirit.*

– National Education Conference held in 2018 ”

Aristotle ►



**NOTES**

- Nelson Mandela (1918–2013), the leader of the South African Anti-Apartheid Movement, the 11<sup>th</sup> president of the African National Congress and the first president of South Africa.
- Xunzi (313–238 BCE), a Chinese philosopher and educator at the end of the Warring States period.
- Aristotle (384–322 BCE), an ancient Greek philosopher.

# ENLIGHTENING A MIND

## ACTIVATE AND SHARE

- 1 Think of some possible ways to teach someone who is blind to read and write. Then think of ways to teach someone who is both blind and deaf to read and write.

## READ AND EXPLORE

- 2 **Pair Work** Read paragraphs 1–2 of the story. Discuss Helen Keller and her teacher's characteristics and personalities.
- 3 Read the rest of the story. Answer the questions.
  - 1 How many words were taught to Helen? What were they?
  - 2 Which words were easier to learn? Which were more difficult? Explain why.

Helen Keller was an exceptionally special girl. By the time she was seven years old, she still couldn't speak, read or write and needed to have everything done for her. This was because she couldn't see or hear. With these severe restrictions to her communication, Helen's behaviour was often unbearable. She was sometimes troublesome, stubborn and angry, and had a tendency to break things when no one understood her.

Helen's parents got a superb teacher recommended to them, a woman named Anne Sullivan. Anne was a teacher and former student at a school for the blind in Boston. She'd had eyesight problems early in life as well so she could relate to Helen's difficulties.

- 10 Anne's technique to teach Helen language was simple and straightforward. Anne spelt words by writing on Helen's hand so that Helen could get a mental picture of the words. She started with the word "doll". She would let Helen play with the doll, and then spell the letters "D-O-L-L" on her hand. When they initially did this, Helen thought it was a game. She wrote about her excitement later in her book, *The Story of My Life*:
  - 15

*"Running downstairs to my mother, I held up my hand and made the letters for 'doll'. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation."*

- 20 When they were at the well one day, Anne put one of Helen's hands under the stream of water. As the water flowed over Helen's hand, Anne spelt out "W-A-T-E-R" into Helen's other hand. As Anne wrote on Helen's hand, Helen suddenly realised that the movement of the fingers meant the cool liquid
  - 25





flowing over her hand. This precious knowledge gave her hope and joy. Finally, she got the world of words opened up to her.

Now that Helen grasped the key to language, she was very eager to learn more and use it as much as she could. Children who can see and hear learn language easily, but for Helen, it was a gradual and sometimes painful process. However, because Helen was so enthusiastic about learning, the results were amazing.

As Helen's knowledge and vocabulary expanded, she asked more and more questions. This soon led her to discover more complex words and changed her thinking process. Trying to learn the word "love" was an experience that she remembered well. This is how she described it in her book:

*"I remember the morning that I first asked the meaning of the word 'love'. This was before I knew many words. I had found a few early violets in the garden and brought them to my teacher ... Miss Sullivan put her arm gently round me and wrote on my hand, 'I love Helen.' 'What is love?' I asked. She drew me closer to her and said, 'It is here,' pointing to my heart ... Her words puzzled me very much because I did not then understand anything unless I touched it."*

Although the meaning of love was still not apparent to Helen, she kept on trying to understand it. *"I smelt the violets in her hand and asked, half in words, half in signs, a question which meant, 'Is love the sweetness of flowers?' 'No,' said my teacher."*

When Helen and Anne were outside one day, Helen felt the warmth of the sun's rays. She pointed up and asked if that was love. When her teacher said that it wasn't, she was confused and disappointed. *"I thought it strange that my teacher could not show me love."*

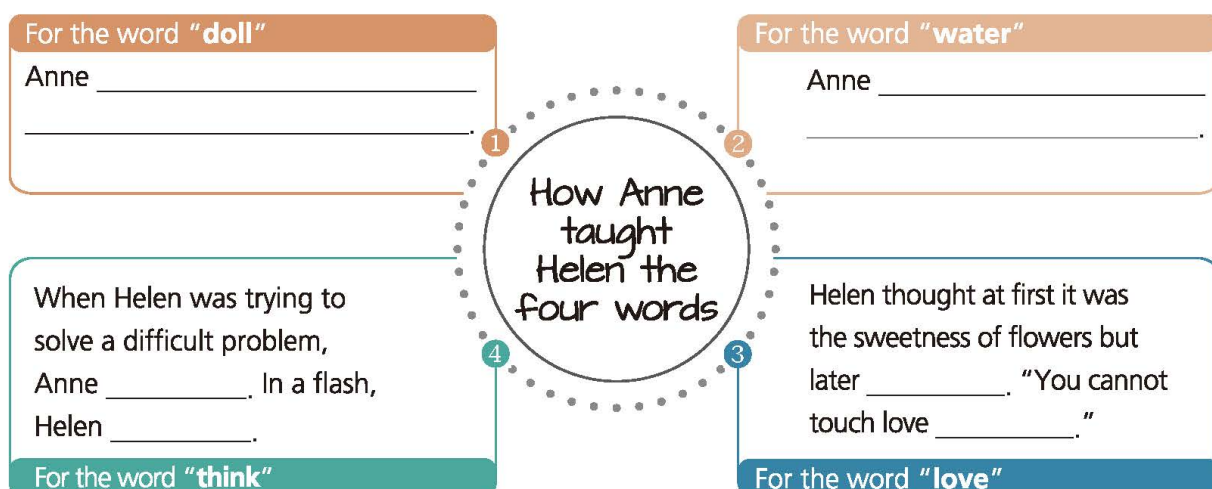
The word "think" was also a difficult one for Helen because it is such an abstract concept. However, one day as she was working on a simple task, she had a breakthrough. She was making necklaces with the help of Anne when she noticed that she had made some mistakes. Because she was uncertain how to fix them, she stopped to think carefully. As she did this, Anne touched Helen's forehead and wrote the word "think" on her hand. *"In a flash I knew that the word was the name of the process that was going on in my head."*

It was the first time Helen had understood such a complex word — a word for something she couldn't touch. At that moment, her mind returned to the word "love". As she thought about its meaning again, the sun came out. She pointed to the sun and asked her teacher again if that was love. Anne answered Helen by explaining that love was like the sun and clouds in a way.

*"You cannot touch the clouds, you know; but you feel the rain ... You cannot touch love either; but you feel the sweetness that it pours into everything. Without love you would not be happy or want to play."*

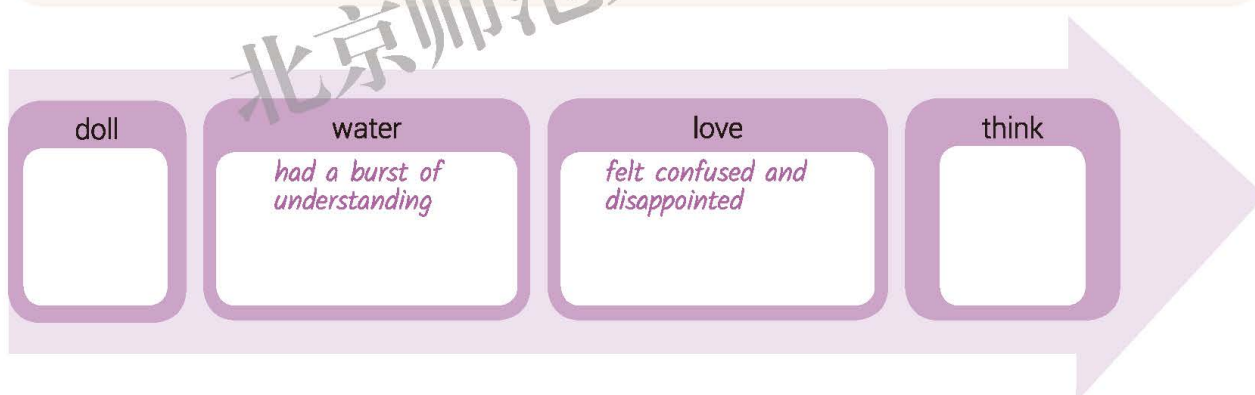
In that vivid moment, Helen finally understood the beautiful truth of the word "love".

**4 Complete the diagram.**



**5 Complete the diagram about how the learning process affected Helen by choosing from the expressions.**

- a felt hope and joy
- b felt puzzled
- c had a breakthrough
- d thought it was a game
- e got the world of words opened up to her
- f understood the beautiful truth of the word
- g knew the meaning of the word in a flash
- h felt it was monkey-like imitation



**6 Group Work** Each member chooses one word. Tell the rest of the group how Anne taught the word and what impact the learning process had on Helen.

**7** How many parts can the story be divided into? What is each part mainly about? Underline the signal expressions that connect the description of Helen's learning processes.

**8 Group Work** What qualities do you think Helen and Anne showed in the story? Choose from the list below. Find evidence to support your opinion.

- determined    perseverant    kind    patient    diligent    willing    creative

**9 Fill in the blanks with the words from the story.**

When Helen was young she lost her sight and hearing. With these **1** \_\_\_\_\_ to her communication, Helen's behaviour was often **2** \_\_\_\_\_ and sometimes she was **3** \_\_\_\_\_, stubborn and angry with a **4** \_\_\_\_\_ to break things when she was not understood. Anne Sullivan was a **5** \_\_\_\_\_ teacher. Anne's technique was simple and **6** \_\_\_\_\_. She put an object into Helen's hand and spelt out the word on her other hand. The **7** \_\_\_\_\_ knowledge she taught Helen gave her hope and joy. From "doll" and "water", Helen's knowledge and **8** \_\_\_\_\_ expanded and this changed her **9** \_\_\_\_\_ process. As Helen grasped the key to language, she discovered more **10** \_\_\_\_\_ words. Helen now understood the beautiful truth of the word "love".

**FOCUS ON LANGUAGE: HAVE / GET SOMETHING DONE**

**10 Find a sentence or part of a sentence in the text which uses *have / get something done* and means the following:**

- 1 She could not do anything for herself.

\_\_\_\_\_

- 2 A great teacher was suggested to Helen's parents.

\_\_\_\_\_

- 3 A new world of language opened up to her.

\_\_\_\_\_

**11 Complete the sentences using *have / get something done* and the cues in the brackets.**

- 1 We're going to (a video of the wedding / make) have a video of the wedding made.

- 2 I don't know what's wrong with my tyres. I'll (them / check) \_\_\_\_\_.

- 3 I'll (the washing machine / repair) \_\_\_\_\_ soon.

- 4 Many years ago Pauline (portrait / paint) \_\_\_\_\_ by a well-known painter.

- 5 (you ever / voice / record) \_\_\_\_\_?

- 6 (you / face / make up) \_\_\_\_\_ with face paint when you were a kid?

**EXPRESS YOURSELF**

**12 Pair Work Write down questions that you would want to ask Anne Sullivan. Then act out a role-play of the interview between you and Anne.**



- 5 Match the expressions to make collocations. Then use the collocations to complete the sentences.

gain	cognition
expose	core values
develop	education
establish	oneself to new things
receive	insights into
give	knowledge

- 1 Everyone has the right to \_\_\_\_\_.
- 2 Don't be afraid of \_\_\_\_\_. We should always learn new knowledge.
- 3 The article \_\_\_\_\_ the purpose of education.
- 4 We \_\_\_\_\_ from reading to improve ourselves.
- 5 Senior Secondary is a critical period to \_\_\_\_\_ and \_\_\_\_\_.

### FOCUS ON FUNCTION: CONVINCING

5.6

- 6 Listen to the Q & A session of the lecture. What question does the student ask? What are Professor James' responses to the question?

The student's question: \_\_\_\_\_

Teachers should:

- facilitate \_\_\_\_\_;
- pass on \_\_\_\_\_ and \_\_\_\_\_;
- stimulate students' \_\_\_\_\_;
- teach students to think \_\_\_\_\_ and \_\_\_\_\_;
- provide rich \_\_\_\_\_ and help students learn to use \_\_\_\_\_.

Students should:

- become \_\_\_\_\_ learners;
- have \_\_\_\_\_ for themselves;
- learn how to \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_;
- make \_\_\_\_\_ to guide one's own beliefs and actions;
- \_\_\_\_\_ what they have learnt.

5.6

- 7 Listen and imitate. Complete the Talk Builder.

Talk Builder

#### Convincing

- 1 \_\_\_\_\_ stimulate students' interests in learning.
- 2 \_\_\_\_\_ students need to have clear learning goals for themselves.
- 3 \_\_\_\_\_ for students is that they need to make proper judgements ...
- 4 \_\_\_\_\_ demonstrate what they have learnt.

Another thing that's important  
That's why  
It's a brilliant idea to  
It's more important to

### SPEAK

- 8 **Group Work** Discuss the objectives of education in groups using convincing expressions.

# UNDERSTANDING

## ACTIVATE AND SHARE

**1** **Pair Work** Which of the following may help you acquire knowledge more effectively? Discuss in pairs and give explanations.

- to be interested in the topic
- to ask questions
- to discuss topics with friends
- to be relaxed and happy
- to have time to think about what you have learnt

## READ AND EXPLORE

**2** Read paragraph 1. According to the writer, how do we acquire knowledge and achieve understanding? Complete the flow chart.

To start with, we need _____.	Then, to find answers, we _____.	After that, we _____.
-------------------------------	----------------------------------	-----------------------

It seems obvious now how we acquire knowledge and understanding. To start with, we need questions. Then, to find answers, we observe the world around us and study the facts. After that, we consider possible answers and test each to find the right ones. Although today we are more used to typing a few key

5 words into a search engine and waiting for the Internet to give us an answer, modern scientists and thinkers are still solving the world's problems with this type of analysis — luckily for us.

10 However, in the 17<sup>th</sup> century when Francis Bacon (1561–1626) suggested that this type of thinking was the way to gain knowledge, he was going against the views of the day. Although Bacon held an important rank in King James' royal court of England, his true interest was not the day-to-day, slow and inefficient working style of the government, but the worthy search for knowledge. This was certainly not the interest of most people in his days. At that time, people believed more in the church than in facts, and people like Galileo Galilei (1564–1642), who proved the idea that “the Earth is not the centre of

15 the universe”, were often punished by the church with no one coming to their defence. The church and many people tended to ignore the facts and didn't want to challenge what they had always comfortably believed. In

20

Who questions much, shall learn much, and remember much.

— Francis Bacon



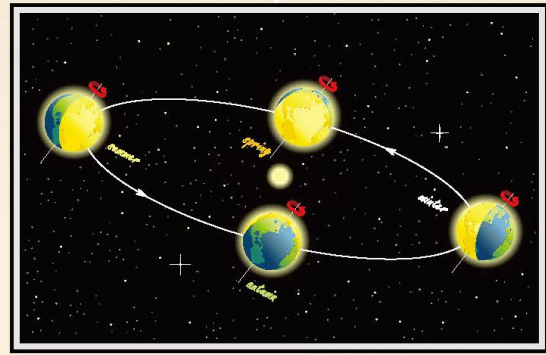
fact, when Galilei proved that the Earth was not the centre of the universe, instead of believing him, people chose to believe views that were almost 2,000 years old!

It is not surprising that people wanted to believe these primitive ideas as they had been put forward by the great philosopher Aristotle (384–322 BCE). He

said that the Earth must be the centre of the universe because it felt like the Earth was standing still. Galilei disagreed. At first, people approved of his studies and urged him to continue, but later when he proved Aristotle wrong, they grew angry and put him in prison. They didn't want to abandon what they'd always thought as true. And this is still often true today. People make the assumption that if someone important and respected says that something is right, then it must be so. But even though Aristotle was a great man who inspired many great scientists and philosophers after him, he was wrong at times. And Galilei also made mistakes. He is now known as the father of astronomy but he believed that the Earth moved round the sun in a perfect circle. He was wrong.

Therefore, our understanding of the world around us is constantly growing and changing. In other words, we learn more every day and none of us can ever sit back and say, "We know it all." We need to thank the great men of the past for their wisdom. They understood that we don't know everything and probably never will, as this would mean a world with questions.

We owe so much of our knowledge and understanding of the world to people like Bacon and Galilei, who were brave enough to step out from the shadows of conventional thought in order to find the kingdom of knowledge that today's civilisation is built upon. These men knew that knowledge and understanding are things to fight for; more vital to a man, and more beneficial to mankind, some might say, than all the money in the world.



All truths are easy to understand once they are discovered; the point is to discover them.

— Galileo Galilei



**3 Read paragraphs 2–3. Complete the sentences.**

- 1 Francis Bacon believed that the way to gain knowledge is \_\_\_\_\_. But most people in his days believed \_\_\_\_\_.
- 2 Galileo Galilei proved that \_\_\_\_\_. But many people in his days \_\_\_\_\_.
- 3 Aristotle's understanding of the universe was that \_\_\_\_\_ because \_\_\_\_\_.
- 4 It is still often true today that \_\_\_\_\_.

**4 Answer the questions.**

- 1 What position did Bacon hold during his days and what was his true interest?
- 2 At first people approved of Galilei's studies, but later they got angry. Why?
- 3 Why did people choose to believe views that were about 2,000 years old?
- 4 Were great men in history always correct? Give examples.
- 5 According to the writer, will anyone be in the position to say "We know it all."? Use examples to explain.

**5 Find out what each pronoun refers to in the text.**

**Example** *After that, we consider possible answers and test each to find the right ones. (Para. 1) ones = answers*

- 1 ... **he** was going against the views of the day. (Para. 2) **he** = \_\_\_\_\_
- 2 **This** was certainly not the interest ... (Para. 2) **This** = \_\_\_\_\_
- 3 ... what **they** had always comfortably believed. (Para. 2) **they** = \_\_\_\_\_
- 4 ... **they** grew angry and put him in prison. (Para. 3) **they** = \_\_\_\_\_
- 5 ... then **it** must be so. (Para. 3) **it** = \_\_\_\_\_
- 6 **He** is now known as ... (Para. 3) **He** = \_\_\_\_\_

**Skill Builder**

**Understanding Cohesion in Context**

- The repetition of key terms or phrases makes meaning coherent in a text.
- The use of synonyms and antonyms helps enhance cohesion in a text.
- Linking words such as *since, so, afterwards, then, although, but, however*, etc. can help connect meanings in sentences.
- Pronouns such as *he, she, it, they*, etc. help carry meaning on into the next point in a text.

**6 Circle the linking words in the text that the writer used in order to express his / her opinion coherently.**

**7 Group Work Think and share.**

- 1 What do you think the last sentence of the passage means?
- 2 What is the writer's attitude towards the way to acquire knowledge? How did the writer make his / her opinion clear to the readers? Underline the expressions that show the writer's attitude.



- 8 The following sentences all contain false information. Use the words and phrases below to correct them.

inefficient	approve of	didn't want to
abandon	constantly growing and changing	continue

- In Bacon's days, the working style of the government was very efficient.  
\_\_\_\_\_
- People were strongly against Galilei's studies at first and then they urged him to give up.  
\_\_\_\_\_
- Our understanding of the world is stable.  
\_\_\_\_\_
- People in the past were willing to give up what they had always thought as true.  
\_\_\_\_\_

### FOCUS ON LANGUAGE: WORDS THAT CAN GO TOGETHER

- 9 Look at the Word Builder. Find the verbs or phrases from the text that can go together with the nouns given. And add more.

Word Builder

#### Words that Can Go Together

### EXPRESS YOURSELF

- 10 **Group Work** Look at the three critical thinking questions below. Prepare at least two more questions you can ask about this passage. Then ask and answer the questions in groups.
- Why did the writer write this passage?
  - How do I know what I'm reading is true?
  - What is the relationship between the ideas in the text?

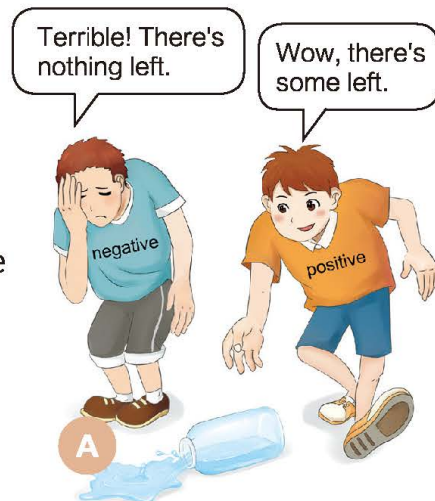


# A PICTURE DESCRIPTION

## GET READY FOR WRITING

**1 Pair Work** You are going to write an essay to describe a picture. Look at picture A. Discuss with your partner.

- What do you see in the picture?
- How would you describe the boy on the left and the boy on the right?
- What lesson do you think the picture is trying to teach us?



## READ FOR WRITING

**2** Look at picture B below and read the essay. From the writer's point of view, what is the man's personality? What lesson is the picture trying to teach?

When I first look at this picture, it seems to be just a pretty simple drawing of a man in a garden. However, when looking at it more closely, I see something interesting.

In the picture, a man is wearing a hat and an apron, and is carrying an umbrella because it is raining heavily. He has his back turned to us. We can see he is in his garden, for he is watering the flowers with a watering can. The drawing is entitled "It's Time to Water the Flowers".

This implies that this man obviously loves routines (and his flowers), and probably waters his flowers every day at the same time. He is doing this even though it is raining heavily. However, the plants don't need the extra water he is providing. He is not seeing the obvious, but is just going through the motions without thinking.

The overall message we can take from this picture is that it is important to have routines and timetables, as they can help us stay organised, but sometimes routines can control us, rather than us controlling the routines. It is important not to become too preoccupied with routines and schedules, because they can make us blind to what is in front of us. Sometimes we need to be flexible and adapt to changing circumstances.



▲ *It's Time to Water the Flowers*

### FOCUS ON STRUCTURE AND LANGUAGE

- 3 Complete the structure of the text by putting the different parts in the correct order.

a Analysis of the picture / person

b Description of the picture

c Lessons from the picture

d General introduction

▼

▼

▼

- 4 Underline all the linking words in the text that are used to give reasons. Write 2–3 sentences about picture A on page 40. Use the Sentence Builder to help you.

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### COMPOSE YOUR WRITING

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

 Peer Editing Sheet for Unit 5, page 93.

### Sentence Builder

#### Linking Words: Reasons

because

A man ... is carrying an umbrella because it is raining heavily.

for

We can see he is in his garden, for he is watering the flowers with a watering can.

as

... it is important to have routines and timetables, as they can help us stay organised.

### Writing Help

#### Writing about a Picture

##### It's important to:

- describe what is shown in the picture firstly;
- analyse its meaning and give your comments;
- use the present tense when describing and commenting on the picture;
- not only describe what it shows, but also tell what lessons are taught.



# MONTESSORI EDUCATION

Rob Gueterbock is introducing Montessori education, which encourages children to learn by doing and following their own interests at their own pace.



## ACTIVATE AND SHARE

- 1 Look at the pictures taken in two different schools. What are the differences? Which one do you like? Why?



## VIEW AND LEARN

- 2 Watch Part 1 of the video. Complete the information.

Rob Gueterbock is a Montessori \_\_\_\_\_. He's been working with children for \_\_\_\_\_. He did so for two reasons. First, he \_\_\_\_\_ the journey that each one has made, from a small cell to a \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, adult human being; and secondly, it's just \_\_\_\_\_ to spend a day to see the children working so independently and \_\_\_\_\_ as a community of human beings working together.

- 3 Watch Part 2 of the video. Write *T* (true) or *F* (false).

- ( ) 1 Children don't want to learn by themselves.  
 ( ) 2 Children want to explore the world around them.  
 ( ) 3 Children don't want to learn things that are told to them.  
 ( ) 4 Children learn best when they're following their own interests.  
 ( ) 5 Children don't learn by doing, but by listening or talking.

- 4 Watch Part 3. What are the differences between Montessori education and traditional education? Put the features (a–i) into the right columns.

Montessori education and traditional education		
Montessori	Features	Traditional
	<p><b>a</b> Children experience learning at their own pace.</p> <p><b>b</b> Lessons are done in a whole class.</p> <p><b>c</b> Children are banded by age.</p> <p><b>d</b> Children learn in mixed-age communities.</p> <p><b>e</b> Value cooperation.</p>	<p><b>f</b> Encourage competition.</p> <p><b>g</b> Lessons tend to be individual or in small groups.</p> <p><b>h</b> They use the word "teacher" instead of "guide".</p> <p><b>i</b> Teaching begins with a curriculum.</p>

- 5 Watch Part 4 of the video. What stages of education can the Montessori Method be applied on? What does Rob mean by "If we give children active toys, then we end up with passive children"?

## EXPRESS YOURSELF

- 6 **Pair Work** What are the advantages of Montessori education? What are the possible drawbacks? Discuss with your partner.

# FROM SLATES TO TABLETS

*Textbooks might be a thing of the past very soon ...*

## Language Learning in the Past, at Present and in the Future

### In the past ...

Five hundred years ago, at 6 am, on a Monday morning, lessons would begin at the local grammar school. The main aim of the lesson was to study Latin grammar — the international language of the time (in Europe, at least) and the language of all university courses. The pupils were all boys; if girls received any education at all, they would get it at home. The boys would take out their slates<sup>1</sup> to learn grammatical rules and translate sentences. Before the production of affordable paper in the mid-19<sup>th</sup> century in Europe, most pupils used slates. They were thin pieces of hard flat rock used as a medium for writing. The boys would have to speak Latin at all times. If they failed at all, their punishment was up to 50 strokes of the cane<sup>2</sup>!

### At present ...

No one knows how many people are learning English today — one common estimate is one billion people. Technology has become more and more important in how people learn: the Internet, videos and tablets have exposed us more to English in the classroom, as many classrooms have Internet access, video facilities and interactive whiteboards<sup>3</sup>. But in most cases, one thing hasn't changed ... there's still a teacher!

### In the future ...

Who knows what language will be used in the classroom of 2050. Many people think that textbooks may soon be a thing of the past and that most students will use tablets or smartphones instead of pen and paper. Some people think that English may not be as popular as it is now. Will Chinese or even a completely new international language designed by computers replace English? There is one thing that is for sure: technology will be at the centre of tomorrow's language education. One interesting thought is that there may no longer be a need for translators as, although not perfect yet, we already have software to do it. Talk about AI!



## NOTES

1 slate *n.* 石板

2 cane *n.* 手杖

3 interactive whiteboard 交互式白板

## GENERAL UNDERSTANDING

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

- 1 What was the difference between education for boys and that for girls 500 years ago?
- 2 According to the text, why is there more exposure to English these days?

## CRITICAL THINKING

### 2 Group Work Do you think technology will be at the centre of tomorrow's language education? Give your reasons.

# MARIA MONTESSORI

*Maria Montessori (1870–1952) is a famous Italian educationalist whose method of teaching has influenced people all over the world.*



Born in the province of Ancona, Italy, in 1870, Montessori became the first female doctor in her country after she graduated from medical school in 1896. Later, working with deprived<sup>1</sup> children, she set up a “Children’s House” (Casa dei Bambini) in Rome. This was the place where she developed the Montessori Method, an educational system that encourages an informal style of teaching. Children learn from handling everyday materials, and they develop at their own pace.

The Montessori philosophy is simple. For instance, one of its principles is that children are unique individuals who must be free to learn without being criticised or restricted. It is the child that controls the pace, topic and lessons, not the rest of the class or the teacher. As a result, children enjoy learning, and this gives them confidence and makes them happy.



The Montessori Method also teaches children skills to help them become independent. Very young children learn to dress themselves, to cook and to put their toys and clothes away. Children are encouraged to repeat activities as often as they wish, and they develop their observation skills by doing different activities.

A Montessori teacher observes children closely in order to provide them with individual learning programmes. The teacher is a guide, not a leader of the classroom, helping to open children’s eyes to the wonders around them.

Maria Montessori wanted to free children’s minds so that they could learn by self-teaching and self-correction. It is an approach to teaching which encourages children to learn through doing and experimenting.

A typical room in a Montessori school has many things children can use, for example, books, objects and games. The furniture is light so they can arrange it as they wish, and the cabinets<sup>2</sup> are low so the children can reach them. Because the environment offers a range of activities, children like to work together, and they develop a social life based on cooperation rather than competition.



But many people nowadays do not understand fully the belief of Montessori when they practise it at school so the effects are questioned. And because the method encourages informal teaching, the formal teaching and the role of teacher may be neglected in children's socialisation<sup>3</sup>.

Maria Montessori travelled all over the world, for instance, throughout Europe, to the United States, and even to India, and she trained teachers how to use her method. It was in her later years when she established the teacher-training centres that would take her work forward. There are now many schools in Asia, Europe and North America which use the Montessori curriculum and methods. She wrote many books and articles about education. Two of her important works include *The Montessori Method*, written in 1912, and *The Secret of Childhood*, written in 1936. Her works have been translated into many languages so that people around the world can learn more about the Montessori philosophy. Later in her life, she focused on using education to promote world peace. For her work she received many awards in several countries and was nominated<sup>4</sup> for the Nobel Peace Prize in three different years. She died in the Netherlands in 1952 at the age of 82.



## NOTES

1 deprived *adj.* 贫困的

3 socialisation *n.* 社会化

2 cabinet *n.* 柜子

4 nominate *v.* 提名

## GENERAL UNDERSTANDING

- 1 Describe the Montessori Method.
- 2 What are the criticisms of the Montessori Method?

## CRITICAL THINKING

- 3 **Group Work** How is Montessori education different from the traditional way of teaching?
- 4 **Group Work** If you were a parent, would you want your children to be educated with the Montessori Method? Why or why not?

# CHECK YOUR PROGRESS

Use what you have learnt from the unit "Education" to introduce how Helen Keller was educated, discuss the meaning of education, and talk about the ways people acquire knowledge.



**1** The class is having a meeting to share views of education. Help Chen Xi complete his summary of Helen's story with the correct form of the words below.

restriction	exceptional	stream	concept
troublesome	abstract	superb	vocabulary
expand	breakthrough	disappointed	

Helen Keller was a(n) **1** \_\_\_\_\_ girl. When she was a child, she couldn't communicate because she couldn't see or hear. As a result of these **2** \_\_\_\_\_, she was often **3** \_\_\_\_\_ and badly behaved. Fortunately, Anne Sullivan, who was a(n) **4** \_\_\_\_\_ teacher, was brought in to help Helen.

Anne had a simple technique for teaching Helen **5** \_\_\_\_\_. Anne would, for example, let Helen play with a doll, and then spell "D-O-L-L" on her hand. In this way, Helen built a mental picture of the word. Anne used this technique for other words as well. For example, she put Helen's hand in a **6** \_\_\_\_\_ of liquid to teach "water".

As Helen's knowledge **7** \_\_\_\_\_, Anne started to teach more complex words. However, it was still hard for Helen to learn **8** \_\_\_\_\_ like "think" because she couldn't touch them, and Helen was often **9** \_\_\_\_\_. Luckily, one day, she had a(n) **10** \_\_\_\_\_. She was making necklaces when she made some mistakes. She didn't know how to fix them, so she stopped to think. When she did this, Anne touched Helen's head and wrote "think" on her hand. It was the first time Helen had understood such a(n) **11** \_\_\_\_\_ word!



**2** Complete Li Zhen's view on the objectives of education with the correct form of the words below.

objective	mental	acquire	expose
insight	regardless	conclusion	responsibility
contribute	stimulate		

I think education has three main **1** \_\_\_\_\_. The first is to gain knowledge. Certain kinds of knowledge are necessary to pursue a career and to **2** \_\_\_\_\_ to society. For example, we need to learn maths to understand business. But education also lets us understand how the world works. It **3** \_\_\_\_\_ us to a variety of ideas and gives us **4** \_\_\_\_\_ into how other people think.

Secondly, education goes beyond the **5** \_\_\_\_\_ of knowledge – it provides learners with the tools to develop skills, to think for themselves and to learn throughout their lives. For



example, it can help individuals **6**\_\_\_\_\_ their critical thinking skills that will help them to successfully analyse information.

Thirdly, education establishes core values and prepares you for social life. It helps you understand what is wrong and right, explore the truth, take **7**\_\_\_\_\_ for your actions and interact with others. It also helps you behave with integrity, **8**\_\_\_\_\_ of your background or circumstances.

In **9**\_\_\_\_\_, education is important not only because it facilitates the acquisition of knowledge, but also because it promotes an individual's **10**\_\_\_\_\_, moral and social development.



**3 Complete Chen Yang's presentation of the ways we acquire knowledge with the correct form of the phrases below.**

scientific method

conventional wisdom

ancient philosopher

make assumption

acquire knowledge and understanding

their theories

Respected **1**\_\_\_\_\_ had their theories about how things worked. Even though most of **2**\_\_\_\_\_ have been proved wrong, the influence of their work is still felt today. It is interesting to read how we **3**\_\_\_\_\_. Today, scientists use **4**\_\_\_\_\_ to analyse how people learn. They start by **5**\_\_\_\_\_ and then try to prove them.

**6**\_\_\_\_\_ says that we should study hard, and this is true, but almost everyone agrees that we perform better when we are relaxed and happy.



**4 Complete the sentences using the correct form of *have / get something done* and the cues in the brackets.**

Sam **1**\_\_\_\_\_ (his / life / change) by one amazing teacher. He had always been a hard-working student but he **2**\_\_\_\_\_ (his / confidence / knock) due to some bad exam results. His teacher Ms Eriksson, noticed that Sam was not doing well in class and seemed tired and withdrawn. She also **3**\_\_\_\_\_ (her / concerns / share) by another teacher that Sam might fail many of his subjects if things didn't change. Ms Eriksson worked with Sam before classes started in the morning, sharing advice on how to manage his time. She also helped Sam to practise breathing and relaxation techniques.

With the study tips and advice he had been given, Sam felt that he **4**\_\_\_\_\_ (his / confidence / increase).

When Sam got his exam results at the end of the year, he could not believe it — he had gotten almost full marks in all subjects! He will never forget the kindness and support his wonderful teacher had shown him.



**5** What's your understanding of education? Write a paragraph about it. Use the following questions to help you.

- What are the top three objectives of education?
- What are the important factors that influence education?
- What do you think are the efficient ways of teaching children?

*My Understanding of Education*

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## UNIT DIARY

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

★ *Ways I learnt to acquire knowledge:*

---

---

---

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

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★ *The study techniques I found most useful:*

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---

---

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

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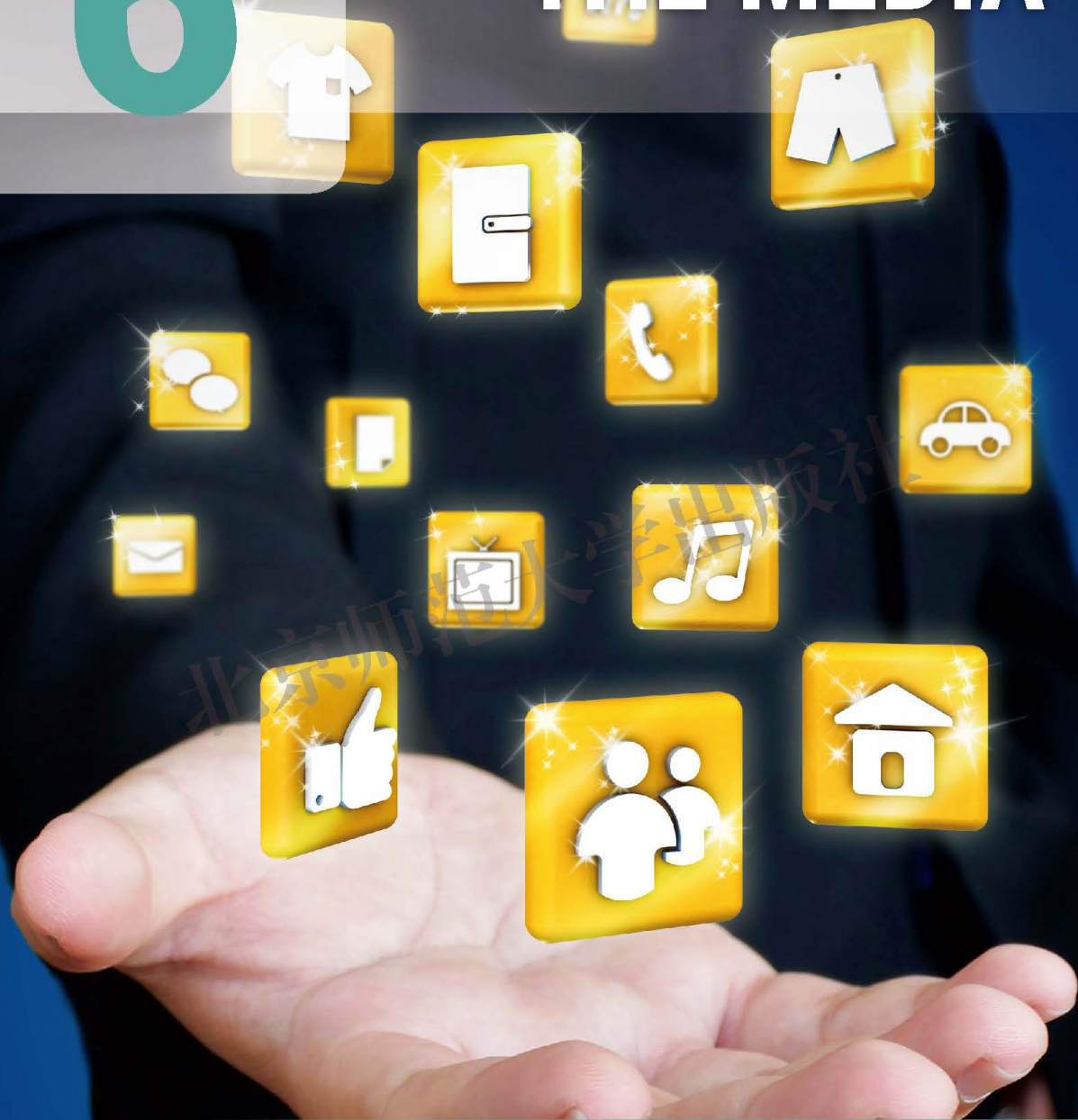
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UNIT

# 6

# THE MEDIA

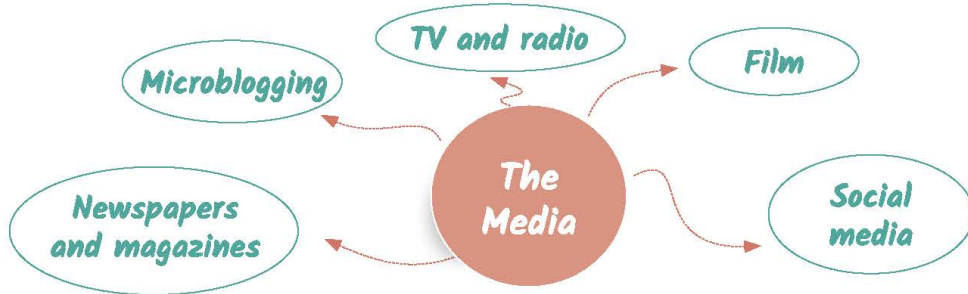


**In this unit, you will:**

- listen, read and talk about the media;
- learn to use *it*, *used to* and *would* to express meaning, and also learn how to clarify and ask questions;
- write a film review;
- view an episode about the rise of digital advertising in Asia and express your opinions about it.

# TOPIC TALK

1 **Pair Work** What kind of media do you use often? What do you use each one for? Give examples and talk about it with your partner.



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

## Text Builder The Media

I use so much media on a daily basis.  
I \_\_\_\_\_ in the mornings; and in the afternoons, I \_\_\_\_\_. In the evenings, I \_\_\_\_\_.

The radio helps give people \_\_\_\_\_. On the other hand, the Internet gives us so much \_\_\_\_\_.

One disadvantage is that \_\_\_\_\_; hence it can be difficult to \_\_\_\_\_. \_\_\_\_\_ is really challenging.

Media allows us to \_\_\_\_\_, and it can also \_\_\_\_\_, so we can \_\_\_\_\_.

**Choices of Information**  
like listening to broadcasts on the radio  
read magazines / newspapers  
catch up on news via the Internet  
enjoy watching TV or films with my family

**Functions of Media**  
quick news about traffic information, weather conditions, news broadcasts, economic or political discussions, the latest music  
diverse information about the world  
updates on election campaigns and candidates  
news coverage of political debates

**Disadvantages**  
there is so much diverse information available  
the information can be of poor quality  
find the right information  
interpret if the information can be trusted  
figuring out what to acknowledge and what to dismiss

**Advantages**  
know what's going on in the world  
get up-to-date information easily  
outline problems in society  
spread positive energy  
work together to find ways to solve them  
contribute to social development

3 Use the Text Builder to talk about what kind of media that you often use to get information.

6.2 4 Listen to the dialogue. Answer the questions.

- 1 What does Ben use the Internet for?
- 2 What type of media does Anna prefer to use?
- 3 What didn't Anna know about the Internet?

5 Use the language you have learnt to write a short paragraph about the advantages and disadvantages of different kinds of media.

“

## Quote ... Unquote

*As journalists, we are the disseminators of beauty. We disseminate the most beautiful things in life to the people, letting them know what is beautiful and what is ugly about the world.*

— Mu Qing

*Film is one of the three universal languages, the other two: mathematics and music.*

— Frank Capra

”

*A good newspaper, I suppose, is a nation talking to itself.*

— Arthur Miller

*Many a small thing has been made large by the right kind of advertising.*

— Mark Twain



Mark Twain ►

### NOTES

- Mu Qing (1921–2003), a Chinese journalist and the former president of Xinhua News Agency.
- Arthur Miller (1915–2005), an American playwright, essayist, and figure in twentieth-century American theatre.
- Mark Twain (1835–1910), an American writer who wrote the famous novel *The Adventures of Tom Sawyer*.
- Frank Capra (1897–1991), an Italian-American film director, producer and writer.

# FROM PAGE TO SCREEN

## ACTIVATE AND SHARE

- 1 Pair Work** Have you ever watched a film that is adapted from a book? Which one do you think is better, the original book or the film made from it? Why?

## READ AND EXPLORE

- 2** What does the title "From Page to Screen" mean? Read paragraph 1. What is the writer's attitude towards it?
- 3** Read the whole article. Complete the diagram on page 53, focusing on the source materials for adapted films and the main challenges faced by filmmakers.



## From Page to Screen

by James Hope (Arts journalist)

Reading a book and watching a film are two very different experiences, but it's normal to have high expectations when a film of a favourite book is made. There are many times I have been pessimistic or even disappointed by a film of a book I love. Although highly regarded books do not always make good

**5** films, it is safe to say that great films may be made from not particularly good books. (*The Godfather* immediately springs to mind.)

The source material for a film may be taken from classic novels, short stories, comic books and stage plays, as well as non-fiction such as biographies and autobiographies, even those written by ghost writers. All can work well, but why

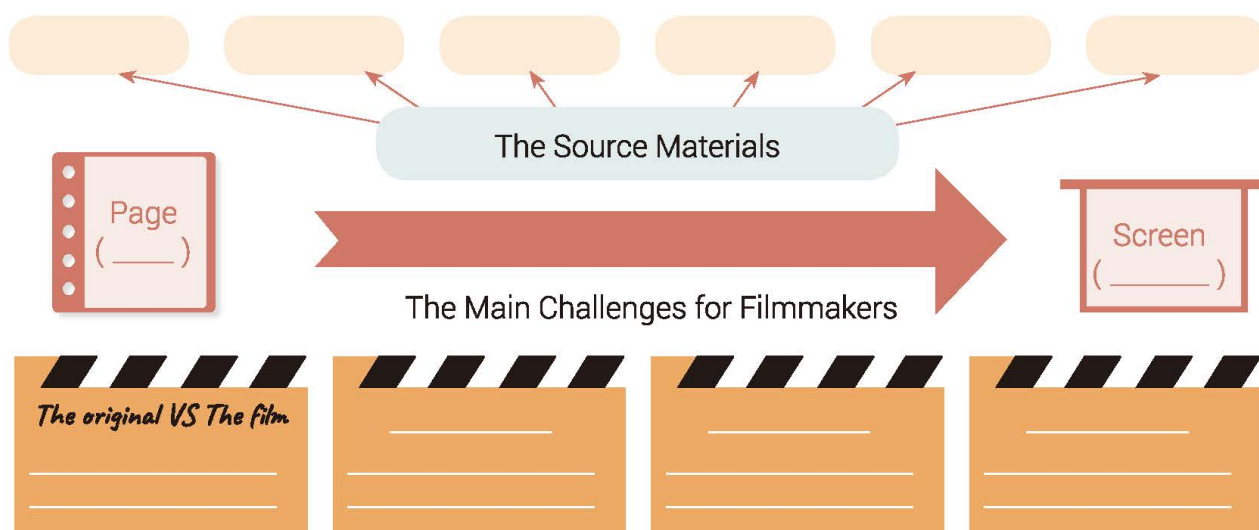
**10** do many adaptations and indeed remakes fail with both cinema audiences and critics? And why do some adaptations get lower ratings than others?

A key question is obviously how close to the original the film is. Since a typical film is only around two hours long, it becomes a question for screenwriters to decide what is appropriate for the screen and what to leave out. Screenwriters

**15** take creative liberty and sometimes there may be changes to the plot, additions, and even different endings to please producers, directors and test audiences. I, like many people, have often left the cinema feeling "the film is not like the book".

Another problem area is the cast. Finding actors acceptable to film audiences

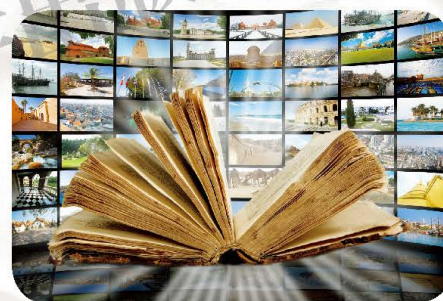
**20** can mean the difference between success and failure. Readers of the book use their imaginations to visualise characters and have very definite ideas about



- 4 Group Work** Talk about the reasons why many adaptations fail with both cinema audiences and critics based on Activity 3.

how characters should look and sound. This is where I think many film adaptations fall down.

25 Some books are just too difficult to be adapted for technical reasons, although films like *The Life of Pi* are changing this idea. CGI (Computer Generated Image) technology has had a huge impact on the film industry. It allowed the previously unfilmable to become a reality.



30 One may think that it is the book writer who is in the best position to do film adaptations. In fact, sometimes authors are very involved in the process and may even be the screenwriter. This can actually be a disadvantage because they may be too close to the material and find it difficult to adapt to a new form. At other times they are not, and there are instances where

35 writers have been very unsatisfied with the film versions of their work; Stephen King is an example of this. Even more extreme was novelist J. D. Salinger, who made sure no film versions of his popular novel *A Catcher in the Rye* could ever be made. In this situation, it is clear that viewers will not be disappointed! For me, anyway, it is always a bad idea to watch a film of a book you love.

40 Despite the challenges, there have been some highly successful films made from popular books. For me, *Jaws*, *Harry Potter* and *The Lord of the Rings* all fit this category. And possibly the best proof of a successful adaptation is the James Bond series, the majority of which has been adapted from the *007* novels of Ian Fleming. Perhaps unusually, audiences seem to accept that the actors who have

45 played James Bond have changed so often, although everyone seems to have their favourite. I know I do.

**5 Group Work Think and share.**

- 1 Why do audiences always have the feeling of "the film is not like the book"?
- 2 What factors should be taken into consideration when adapting books into films?
- 3 What is the author's opinion at the end about adapted films? Highlight the evidence in the article. Do you agree with the author's point of view? Why or why not?

**6 Group Work Discuss how the author develops his argument. Underline the related sentences in the article.**

- 1 How did he introduce the problem?
- 2 From what aspects did he analyse the problem?
- 3 How did the author conclude his argument?

**7 Use the correct form of the words below to complete the sentences.**

pessimistic	journalist	generate	rating
adaptation	liberty	appropriate	screenwriter
cast	version	critic	visualise

- 1 Some film \_\_\_\_\_ get lower \_\_\_\_\_ than the original books because they often fail with both cinema audiences and \_\_\_\_\_.
- 2 Arts \_\_\_\_\_ James Hope has often been \_\_\_\_\_ about a film of a book he loves.
- 3 \_\_\_\_\_ have difficulty deciding what is \_\_\_\_\_ for the screen and take creative \_\_\_\_\_ by changing the plot and making additions.
- 4 The \_\_\_\_\_ may be the problem. Readers \_\_\_\_\_ characters and have definite ideas about how they should look and sound.
- 5 CGI (Computer \_\_\_\_\_ Image) technology has made it possible for the previously unfilmable to become a reality.
- 6 Writers have sometimes been very unsatisfied with the film \_\_\_\_\_ of their books.

**FOCUS ON LANGUAGE: IT**

**8 Find the following sentences in the article. What does "it" refer to in each situation?**

- 1 ... **it** is safe to say that great films may be made from not particularly good books. (lines 5–6)
- 2 **It** allowed the previously unfilmable to become a reality. (lines 28–29)
- 3 ... **it** is the book writer who is in the best position to do film adaptations. (lines 30–31)
- 4 ... find **it** difficult to adapt to a new form. (lines 33–34)
- 5 ... **it** is clear that viewers will not be disappointed! (line 38)

**Find more sentences with "it" in the article. What does each of them refer to?**



**9** Read the sentences in Activity 8. What is the function of "it" in each sentence?

- a a third-person singular pronoun that refers to an object or an idea
- b a pronoun that works as a formal subject / object
- c a pronoun that leads an emphasised part in a sentence

**10** Use "it" to rewrite the sentences according to the requirements.

- 1 Simon spent two hours finishing his homework.

Use "it" to stand for "finishing his homework".

---

- 2 They made such a film in one month, which was unbelievable.

Use "it" to stand for "to make such a film in one month".

---

- 3 Jason was reading the new comic book. He found reading the book so interesting.

Use "it" to stand for "reading the book".

---

- 4 The film is very interesting. Obviously the viewers will not be disappointed.

Use "it" to stand for "the viewers will not be disappointed".

---

- 5 I don't find it easy to learn languages, and I improve my English only by studying very hard.

Use "it" to emphasise "only by studying very hard".

---

**EXPRESS YOURSELF**

- 11** **Pair Work** Discuss a film / TV series you have watched that is adapted from a book. How does the film / TV series differ from the book? Do you think it is as good as the book? Why or why not?



# QUESTIONS ABOUT MEDIA

## ACTIVATE AND SHARE

- 1 Group Work** Talk about the influence of the Internet on your life and on the media.

**Example** *The Internet has changed communication greatly.*

## LISTEN FOR UNDERSTANDING

- 6.3** **2** Listen to the programme and write down the questions the presenter collected for the professor in the left column of the table.

Question	Professor Jessop's answer
Question 1: _____	
Question 2: _____	
Question 3: _____	

- 6.3** **3** Read the following statements. Group the professor's answers for each question in the right column in Activity 2. Then listen to the programme and check.

- ( ) **a** Fewer people and companies chose to advertise in the newspaper.
- ( ) **b** Make a recording of a high-definition video of an event, and upload it to the Internet by smartphones.
- ( ) **c** The Internet has introduced a lot of new words to our language.
- ( ) **d** The word "microblogging" did not exist before the Internet.
- ( ) **e** Every article has reader's comments below it and anyone can express what they think.

- ( ) **f** In my opinion, newspaper businesses will find it much harder to survive in the future.
- ( ) **g** Big media corporations are being cut out.
- ( ) **h** Anyone can decide what is news.
- ( ) **i** Most countries have seen a drop in newspaper sales.
- ( ) **j** The Internet has made a great impact on how news is produced.
- ( ) **k** I believe the Internet has made media more interactive.

- 6.3** 4 Listen to the programme again. Decide whether Professor Jessop's answers are facts (*F*) or opinions (*O*) before each statement in Activity 3.

- 5 **Pair Work** Role-play the programme with your partner. Add your opinions or facts.

### Skill Builder

#### Identifying Facts from Opinions

- Speakers have their opinions when talking about a specific issue.
- They may use the facts to support their opinions.
- Pay attention to the words like *I believe*, *I think*, etc. to indicate the opinions.

### FOCUS ON FUNCTION: CLARIFYING AND ASKING QUESTIONS

- 6.4** 6 Listen to two people talking about how people followed the news 30 years ago. Answer the questions.

- 1 What would families do in the evening?
- 2 How would they get the news?
- 3 Why did they do so?



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

#### Clarifying and Asking Questions

##### Clarifying

- 1 Let me \_\_\_\_\_.
- 2 Did I \_\_\_\_\_?

##### Asking Questions

- 1 So \_\_\_\_\_ everyone watched the same TV programme?
- 2 Can you \_\_\_\_\_?
- 3 \_\_\_\_\_ the same interests?

Talk Builder

### SPEAK

- 8** Search online and find out how the different types of media have changed in the past 100 years. What are the advantages and disadvantages of each type of media?



# THE ADVERTISING GAME

## ACTIVATE AND SHARE

- 1 **Pair Work** Have you ever bought anything as a result of seeing, hearing or reading advertisements? What makes an advertisement attractive?

the product name	the name of a company	words of experts
humorous language	the concept of freedom	pictures or images
the unusual idea	the design	

## READ AND EXPLORE

- 2 The passage below is about advertising. Skim through the passage. What is it mainly about?
- Different types of advertisements
  - The development of advertisements
  - Different attitudes towards advertisements
- 3 What is the text type of this passage? What helped you identify the text type?

### Skill Builder

#### Identifying Text Types

You can identify the text type based on the following information:

- titles (e.g. *A Sea Story, A Medical Pioneer*);
- text structures (e.g. time order, argument and supporting details);
- typical expressions (e.g. *once upon a time, in conclusion*).

- 4 **Pair Work** Underline the main idea of each paragraph. Then compare with a partner.

5 The advertising industry started with the fundamental purpose of promoting and selling goods to people who might need them. Advertising agencies would create a basic type of advertisement known as a commercial advertisement. Such advertisements have gone through a process of change over the years along with social, economic and technological developments.

10 Classic advertisements used to give information about finding certain products. It was likely to be the name of a company, part of which might include the name of the place from which the product originated. For example, it could be "Shanghai Sewing Machines", or "Tsing Tao Beer Corporation". From the name you would know what the company sells, where they are located, and the name of the product.

15 Advertising agencies used to create this kind of advertising and it could be very effective. But then they realised that it might not be suitable for a marketplace where products and services are



20 in direct competition with each other. Particularly now, in modern times, advertisements need to attract and hold the attention of the public. For this reason, it's now normal to see advertisements that consist of pictures or words from experts to show people how good the product is. Others try to create advertisements that people simply enjoy looking at. As present-day advertisers often have large budgets, huge amounts of money are spent on applying modern design techniques to make these advertisements as visually attractive as possible. However, even this is often not enough to be noticed in a modern city.



30 Because of the boost in advertising, people are used to seeing a high standard of visual design. Modern advertisements need something else to separate them from their competitors. To stand out in a world of competitive advertising, they must combine the highest standard of design with creative ways to make people believe that they “must have the product”. For example, some advertisements may suggest that buying a car can make you free. That is, they use the concept of freedom to sell the car. Other common ideas include happiness, wealth and success. In fact, in the world of advertisements, such content is as old as advertising itself.

40 For many of today's advertisers, repeating old ideas is not a successful approach. Ideas that would work in the past genuinely are not as effective now. They realise that it does not matter how attractive the idea linked with the product is — most people know and anticipate that the main purpose of the advertisement is to make customers buy the product. Instead, these advertisers look for other ways to make people notice their products. The top advertisers of today believe that using humour as well as new and unusual ideas to surprise people is important. Their aim is to create something that has never been seen before and that people find interesting. By doing this, they hope to make people forget that someone is trying to sell them something!



50 However, not all advertising is about selling products and services for a profit. Some advertisements nowadays aim to make a contribution to society and welfare. For example, there are public advertisements, which encourage citizens to participate in improving their neighbourhood, protecting the environment, and helping other people. Over the last decade, the government has sponsored advertisements to educate the public on fighting AIDS, saving water, helping the poor, giving up smoking, etc. These advertisements have helped to increase public knowledge about topics that used to be ignored by most people, and this has made our society a better place for everyone.



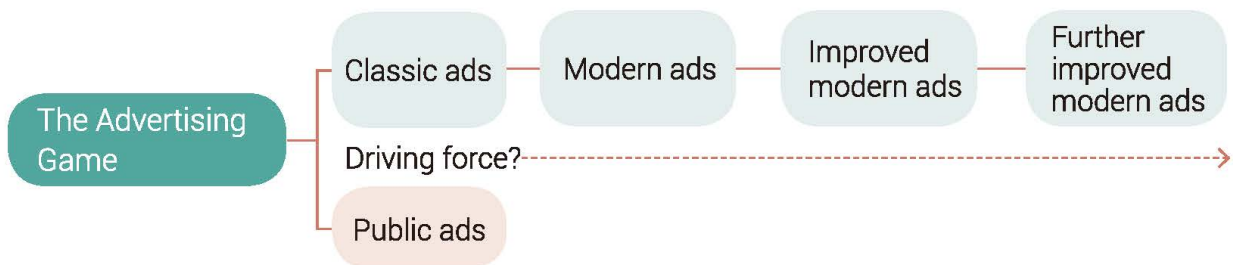
**5 Read the whole passage. Complete the table. Then write three headings that can categorise the information in the first row.**

Types	_____	_____	_____
Classic ads	<ul style="list-style-type: none"> <li>give information about _____</li> </ul>	<ul style="list-style-type: none"> <li>to tell people _____</li> </ul>	<ul style="list-style-type: none"> <li>not suitable when _____</li> <li>not attractive</li> </ul>
Modern ads	<ul style="list-style-type: none"> <li>consist of _____</li> <li>apply _____</li> </ul>	<ul style="list-style-type: none"> <li>to show people _____</li> <li>to make ads _____</li> </ul>	<ul style="list-style-type: none"> <li>not enough to _____</li> </ul>
Improved modern ads	<ul style="list-style-type: none"> <li>combine _____ with _____</li> <li>use concepts including _____</li> </ul>	<ul style="list-style-type: none"> <li>to stand out _____</li> <li>to make people believe that _____</li> </ul>	<ul style="list-style-type: none"> <li>repeating old ideas</li> <li>not _____</li> <li>It does not matter _____</li> </ul>
Further improved modern ads	<ul style="list-style-type: none"> <li>use humour as well as _____</li> <li>_____</li> </ul>	<ul style="list-style-type: none"> <li>_____</li> <li>_____</li> </ul>	/
Public ads	<ul style="list-style-type: none"> <li>help to increase public knowledge and _____</li> </ul>	<ul style="list-style-type: none"> <li>to encourage citizens to _____</li> <li>to educate the public _____</li> </ul>	

**6 Answer the questions.**

- 1 What does a classic advertisement look like?
- 2 Why do modern advertisements have to attract the attention of the public?
- 3 What concepts and ideas are often used in modern advertisements?
- 4 What do advertisers do to make people forget the selling purpose of advertisements?
- 5 How has the government used advertisements in the last decade?

**7 Use the diagram to talk about what you have learnt about advertising.**



**8 Pair Work Think and share.**

- 1 What has been the driving force for the development of advertisements?
- 2 What does the title "The Advertising Game" mean to you?

**9 Complete the sentences using the correct form of the phrases below.**

originate from    link with    consist of    participate in    combine ... with

- 1 You should try to \_\_\_\_\_ exercise \_\_\_\_\_ a healthy diet.
- 2 The advertising team \_\_\_\_\_ people from different areas.
- 3 The idea of the advertisement was \_\_\_\_\_ a film.
- 4 I don't like any activity \_\_\_\_\_ commercial purposes.
- 5 I'd like to \_\_\_\_\_ neighbourhood activities, but I don't have time.

**FOCUS ON LANGUAGE: USED TO AND WOULD**

**10 Complete the table with *used to*, *use to*, *would* or *wouldn't*.**

Affirmative	Negative	Question
We _____ live in a crowded flat.	We didn't _____ live in a crowded flat.	Did you _____ live in a crowded flat?
Visitors _____ come to see us.	Visitors _____ come to see us.	_____ visitors come to see you?

Find more examples of *used to* and *would* in the passage. Did the people do these things regularly or just once? Do they still do them now?

**11 Read the sentences. What verbs cannot follow *would* – verbs expressing states or actions?**

- a We ~~would~~ used to live in a crowded flat in New York.
- b They would / used to climb the mountain every week.
- c She ~~would~~ used to have more friends than anyone.
- d I would / used to buy sweets the size of golf balls.

**12 Complete the sentences with *used to* / *didn't use to* or *would* / *wouldn't*. In some cases, both *used to* and *would* are possible.**

- 1 We \_\_\_\_\_ live in a small town but last year we moved to a big city.
- 2 My primary school teachers \_\_\_\_\_ give us any homework but they \_\_\_\_\_ teach us a lot in class.
- 3 Harrison Ford \_\_\_\_\_ accept the strangest jobs before he became an actor.
- 4 I \_\_\_\_\_ like seafood, but now I just love it.
- 5 Mr Smith \_\_\_\_\_ watch tasteless TV talk shows all day before he lost his sight.
- 6 When I was a child, we \_\_\_\_\_ live near the coast.

**EXPRESS YOURSELF**

**13 Group Work** Bring one of your favourite advertisements to the classroom. Explain why you like it and how you would like to make it even better.



# A FILM REVIEW

## GET READY FOR WRITING

**1 Pair Work** You are going to write a film review to share with the class. Discuss with your partner.

- 1 What is the name of the film?
- 2 Who are the main characters in the film?
- 3 What is the film about?
- 4 What is your opinion about the film?

## READ FOR WRITING

**2** Read the film review of *Beauty and the Beast*. Answer the questions in Activity 1.

### *Beauty and the Beast*

*Beauty and the Beast* (1946), directed by Jean Cocteau, is based on the fairy tale by Madame Le Prince de Beaumont. Jean Marais is the Beast and Josette Day is Beauty.

Beauty is one of the three daughters of a French trader. Her sisters, Felicie and Adelaide, treat Beauty as a servant. One day, Beauty's father gets lost in the forest, but finds a strange castle, which he enters, looking for help. The owner of the castle is an abnormal creature, half-man, half-beast, who tells the trader — either one of his daughters replaces him as a prisoner in the castle, or he will die. Beauty offers to replace her father and be trapped in the castle. In the end, she discovers the Beast is not as awful and cruel as he seems. In fact, he is a handsome prince.

The film deals with the theme of appearances in a very interesting and clever manner. In one vivid scene, Beauty looks in the mirror and her face is transformed into the Beast's. The film also uses some clever special effects. For example, the whispering furniture is as frightening as anything in modern films. The film does, however, have its faults. The voice of the Beast is rather strange, and the lovers flying at the end is a bit silly. All things considered, though, it must be one of the most beautiful and splendid films ever made. Although it is in black and white, the striking use of light makes it seem at times like a moving painting.

*Beauty and the Beast* conveys a message that should be clear to all of us — you shouldn't judge a book by its cover. Although it has neither cute characters nor wonderful songs in this version, it speaks to people of all ages. I recommend it for the whole family.



### FOCUS ON STRUCTURE AND LANGUAGE

3 Read the film review again. Identify its structure. Complete the “Film review of *Beauty and the Beast*” column of the table.

- a Brief summary of the plot  
 b Comments and recommendations  
 c Basic information about the film  
 d Attractive scenes and / or drawbacks

Structure	Film review of <i>Beauty and the Beast</i> (1946)	My film review of _____
	<i>directed by Jean Cocteau; based on the fairy tale; ...</i>	

4 Read the film review again. Underline the linking words that describe two alternatives. Write 2–3 sentences that may be used in your film review. Use the Sentence Builder to help you.

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### Sentence Builder

#### Describing Two Alternatives

either ... or ...

The owner of the castle ... tells the trader — either one of his daughters ..., or he will die.

neither ... nor ...

It has neither cute characters nor wonderful songs ...

The film has neither good special effects nor good music.

### COMPOSE YOUR WRITING

5 **Outlining** Use what you have talked about in Activity 1 to complete “My film review” column in Activity 3.

6 **Drafting** Use the outline and the Writing Help to write your first draft.

7 **Editing** Edit your film review in pairs. Then share what you have written in class.

 Peer Editing Sheet for Unit 6, page 93.

### Writing Help

#### Writing a Film Review

**It's important to:**

- write your review in the present tense;
- give some basic information about the film;
- give a brief summary of the plot;
- analyse the attractive scenes and / or the drawbacks with examples. You can also write about the actors' and actresses' performance;
- give overall comments and recommendations.



# THE RISE OF DIGITAL ADVERTISING IN ASIA



Kevin Huang, CEO of an interactive media company, discusses the surge in digital advertising, programmatic advertising and where he sees growth.

## ACTIVATE AND SHARE

- 1 Pair Work** How do you feel when advertisements pop up while you are using your phone or computer?
- 2** Kevin Huang attends a show *Trending Business*. What would you like to learn from this interview?

## VIEW AND LEARN

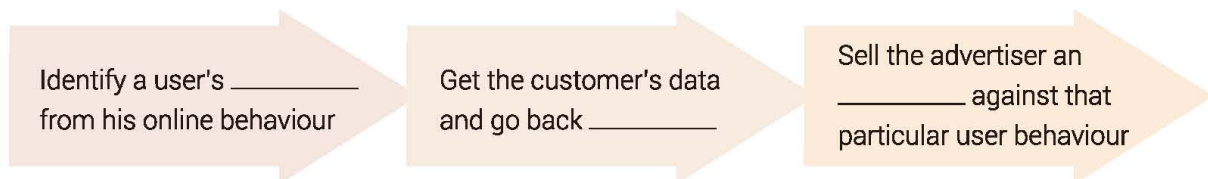
- 3** What types of advertising may be considered digital? Tick (✓) the forms below first. Then watch Part 1 of the interview and check.

- |  |                                 |   |
|--|---------------------------------|---|
| <input type="checkbox"/> display advertising | <input type="checkbox"/> search | <input type="checkbox"/> banner ads on mobile phones                  |
| <input type="checkbox"/> mobile advertising  | <input type="checkbox"/> video  | <input type="checkbox"/> social media in terms of popular advertising |

- 4** Watch Part 1 again. Decide if the statements are true (T) or false (F).

- ( ) 1 Clients in Asia have no interest in digital advertising.  
 ( ) 2 The advertising communities believe that they need to be where the consumers are.  
 ( ) 3 Advertisers tend to take a *wait-and-see* approach to find out if digital advertising is going to be a trend before putting major investments in it.  
 ( ) 4 The real catalysts for growth within digital advertising are only on the mobile phone.

- 5** Watch Part 2. What is the basic idea of programmatic advertising? How does programmatic advertising work? Complete the information.



- 6** Watch Part 3. What is Kevin's team trying to do?

- to make advertising as relevant and less annoying to a particular user
- to localise the product offering
- to bring control and transparency back to advertisers

## EXPRESS YOURSELF

- 7** **Group Work** Why is digital advertising popular nowadays? What are the advantages and drawbacks of it?

# MEDIA: FACTS AND FIGURES

Research has shown that half of our waking hours are spent in contact with mass media in one form or another. Check out our marvelous media infographic.<sup>1</sup>

## Newspaper and Magazine



UK newspaper readership is declining.

The magazine with the highest circulation<sup>2</sup> in the US is for people over 50. In the UK, it's a TV listings magazine. In Germany, it's a car magazine. In Canada, it's a cooking magazine.



## TV and Film

The most watched TV show in the UK is an episode of a soap opera. In the US, it is an episode of a drama series. In Canada, India and New Zealand, it is coverage of a sports event.



Young teenagers in many countries get up to four hours of screen time a day. Most of that is still TV.

## GENERAL UNDERSTANDING

### 1 Scan the media infographic and answer the questions.

- 1 What kind of newspaper is the most popular in the UK?
- 2 What kind of programme is probably the most popular in India?
- 3 How much time do teenagers spend in front of a screen?

## Online

25% of all online time is spent on social media. It is the most interactive form of media.



One million minutes of video is uploaded or downloaded every second.

## CRITICAL THINKING

### 2 Group Work Discuss the questions.

- 1 Why is newspaper circulation declining? What impact will this have?
- 2 What do you learn from the facts and figures? What changes have taken place?

## NOTES

- 1 infographic (information + graphic) *n.* 信息图
- 2 circulation *n.* 发行量



# LETTERS IN THE SMARTPHONE ERA

Dear Max,

It must seem a little odd to get a letter from your own mother whom you see every day, but I hope you will read this and take what I have to say seriously.

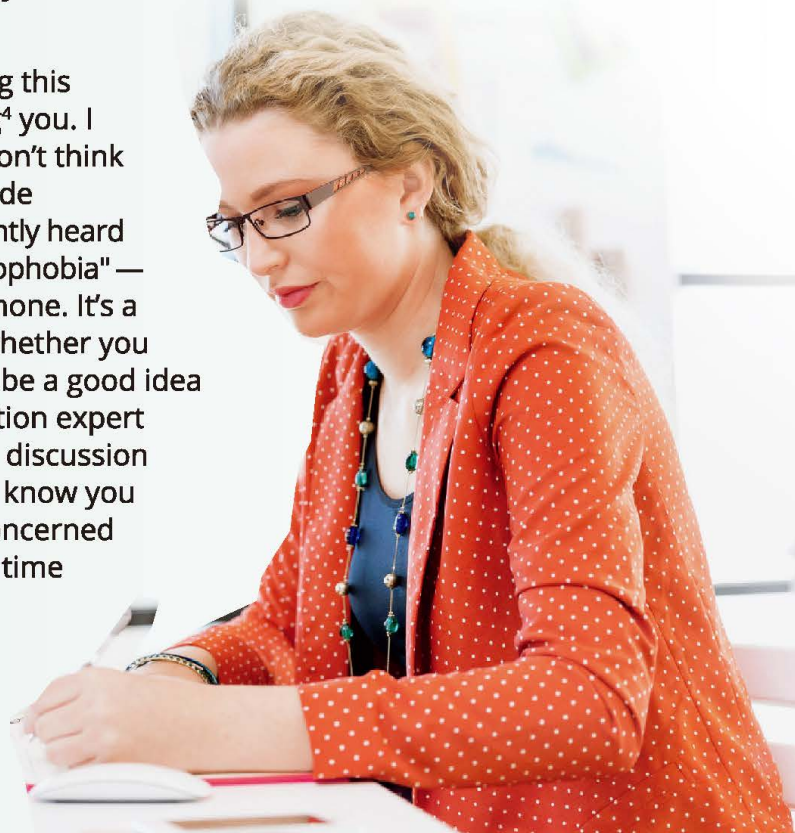
I bought you a phone for your 12<sup>th</sup> birthday because you wanted one so much, and all your friends have one. I know you love your phone, but I wonder whether you are aware of just how much you use it.

From my perspective, it seems that you are constantly checking your phone for notifications<sup>1</sup> or messages. You even do this when we're having a family meal in a restaurant or when I'm talking to you. You may not realise this, but whenever you feel even slightly bored, you check your phone. You never seem to relax. You're constantly on alert, and I don't think this is very good for you. We all need to switch it off every now and then. And if I ask you to leave your phone at home when we go out, you sulk<sup>2</sup> and get twitchy<sup>3</sup>, almost as if you're suffering withdrawal symptoms. It's like your phone is a drug.

I have tried to talk to you about this, but whenever I ask you to put down your phone and look at me, you say "in a minute". Unfortunately, "in a minute" never comes, and we never talk. I can't actually remember the last time we had a proper face-to-face conversation. I even have to message you to let you know dinner is on the table! That's why I decided to put my concerns in a letter to you.

Please don't think I am writing this letter to punish you or to nag<sup>4</sup> you. I know you are a good boy. I don't think you want to hurt me or be rude intentionally. However, I recently heard about something called "nomophobia" — the fear of being without a phone. It's a real illness and I'm worried whether you have it. I really think it would be a good idea if we all went to see an addiction expert together so we can all have a discussion about this serious problem. I know you won't want to, but I'm very concerned about you. Please take some time to think about what I have written. Then let's talk.

Mum



Dear Mum,

It was weird getting a letter from you, but I suppose you felt this was the best way because I'm always on my phone!

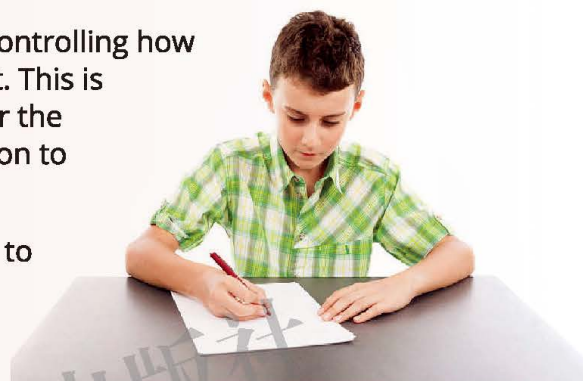
To be honest, I haven't really thought about how you might be feeling. I didn't realise I was upsetting you so much. I suppose I didn't think there was a communication problem because I spend so much time with you.

I spend a lot of time on my phone because I like to keep in constant contact with my friends. We have so much in common and so much to talk about. And it's so easy to just send a message when I want to chat with them.

I hadn't really thought about the importance of controlling how much time I spend on my phone. But you're right. This is something I need to think about, so thank you for the reminder. I agree that I need to pay more attention to how much I use my phone in the future.

Also, I will try to use my phone less. If I agree not to look at it during dinner, will you agree I don't have to go to the addiction specialist? If we manage this, perhaps I can try to wean myself off<sup>5</sup> my phone a bit more.

Max



## NOTES

1 notification *n.* 通知

2 sulk *v.* 生闷气

3 twitchy *adj.* 焦急的, 紧张的

4 nag *v.* 叱责

5 wean off 摆脱, 戒掉

## GENERAL UNDERSTANDING

### 1 Read the two letters. Answer the questions.

- 1 Why does Mum write a letter to Max?
- 2 What is "nomophobia"? Why should Mum worry about this?
- 3 What does Max promise to do?



## CRITICAL THINKING

### 2 Pair Work Are phones a drug or a medicine? Give your reasons.

### 3 Pair Work Do you think writing letters is a good way to communicate between parents and children? Why or why not?

# CHECK YOUR PROGRESS

Use what you have learnt from the unit "The Media" to discuss film adaptations, describe the development of media and advertising, and talk about online and offline media.



1 Complete Chen Xi's passage on film adaptations using the correct form of the words below.

pessimistic	adaptation	critic	appropriate	cast
category	prove	visualise	rating	novelist

We all have books that we love, perhaps even series of books that have captured our hearts and minds over many years. When we hear that they might be adapted into films, some people feel excited while others are unhappy. Often people are 1\_\_\_\_\_ about the chances that their favourite characters and stories will be shown on screen. The problem arises when the readers 2\_\_\_\_\_ its world so clearly. In their mind there are only certain actors that are 3\_\_\_\_\_ and the setting must be as perfect as they imagined.

There have been so many 4\_\_\_\_\_ of books in recent years especially books with superheroes and lots of action. The 5\_\_\_\_\_ of these films appear in several films and the films have 6\_\_\_\_\_ to be internationally successful. Although many 7\_\_\_\_\_ have enjoyed these films and given them high 8\_\_\_\_\_, they have also found that they can feel very similar to each other.

Of course, adaptations come from many different 9\_\_\_\_\_ of literature, such as biographies of famous figures. Some 10\_\_\_\_\_ have happily been involved in the film production while others like the American author J. D. Salinger, fought to ensure that their books would never become films.



2 Li Zhen writes about the changes of media in recent years. Put the missing sentences or part of sentences back into the text to make it a complete essay. Make sure you understand the bolded words in context.

- a For example, people can **upload** videos of events they believe are of interest to others
- b While traditionally, large **corporations** have been the ones to produce and report on the news
- c The widespread use of the Internet **has made impact** on the media
- d TV stations and especially newspapers have been negatively affected, as fewer companies choose to pay to **advertise** through them
- e Another way that news has become **interactive** is through the popularity of commenting on stories, sharing and discussing them

We are living in an unusual time in the history of the media. **1** \_\_\_\_\_, things have changed greatly in recent years. **2** \_\_\_\_\_. In the past, people bought newspapers or watched TV; they now simply open an app on their mobile phone or use their computer to access the news immediately. And mobile phones also mean that everyone can now be a reporter. **3** \_\_\_\_\_. **4** \_\_\_\_\_. It's common for people to engage in activities such as microblogging where they can share their ideas and opinions on whatever topic they choose. While there has been lots of advantages for readers, **5** \_\_\_\_\_. Despite this, they are adapting to this new world and many newspapers now have websites, digital copies and other ways to connect to readers.



**3** Chen Yang writes about the history and purpose of advertising. Complete it using the correct form of the words and phrases below.

fundamental	attract	consist of	combine ... with
be suitable for	technological	participate in	humorous
freedom	agency	economic	budget

Advertising has existed as long as people have been selling goods, but it has gone through many changes over the years as **1** \_\_\_\_\_ development has occurred. **2** \_\_\_\_\_ development has also helped to modernise advertisements through the use of CGI and sharing advertisements on the Internet. The **3** \_\_\_\_\_ purpose of advertising has always been the same, however, which is to encourage people to buy goods and services that they may need (but often don't!).

Advertising **4** \_\_\_\_\_ work with companies to design advertisements that will **5** \_\_\_\_\_ the public and they go to great lengths to understand what people want. Advertisements traditionally **6** \_\_\_\_\_ only basic information about a product, the location where it was made and who owned it. Eventually it became clear that this approach **7** \_\_\_\_\_ situations where companies were directly competing with each other.

In recent years, the approach of the advertisers has changed and now it's common for commercial advertisements to have **8** \_\_\_\_\_ as big as films! It is also common now to pay celebrities from films and sports to **9** \_\_\_\_\_ advertising campaigns to further encourage the public to buy a product. Now when it comes to advertising, often the aim is to try and create an emotion in the person viewing it, either by making it **10** \_\_\_\_\_ or even sad. Advertisers also try to **11** \_\_\_\_\_ the product \_\_\_\_\_ a concept like happiness, **12** \_\_\_\_\_ or power, telling the public that this product will lead to this feeling or outcome. There have been some criticisms and negative views on advertising as people feel that companies are no longer being honest and straightforward. Regardless, it looks like advertising will continue to play a very important role in our society for years to come.



**4** Li Qin notes down his conversation with his uncle about reading the newspaper. Write *Q* (Question) or *C* (Clarification) after each underlined sentence.

Uncle: I used to love reading newspapers. Every morning at breakfast I'd read the paper from cover to cover.

Li Qin: Why don't you do that anymore if you enjoyed it so much? ( )

Uncle: Because everyone reads newspapers online nowadays.

Li Qin: So why does that mean that you can't read the newspaper? ( )

Uncle: I don't want to be behind the times. Does that make sense to you? ( )

Li Qin: I can't say it does. Could you explain yourself more clearly? ( )

Uncle: I need everyone to see that I am up to date with modern technology. Does that explain it? ( )

Li Qin: OK. I understand what you mean.



## UNIT DIARY



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

★ *Three difficulties of making a book into a film:*

---



---



---

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

---



---



---

★ *Three facts I find interesting about the development of advertising:*

---



---



---

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

---



---



---



## GENERAL UNDERSTANDING

- 1 Read about Raymond Chandler. Have you ever read or would you like to read one of his books?
- 2 Read the extract. Put these events in order.
  - ( ) Evans spoke to Mrs Lacey on the telephone.
  - ( ) Evans arrived in Puma Point and went to the hotel.
  - ( ) He walked back to his hotel, got into his car, drove around the lake and stopped.
  - ( ) He found the body of Mr Lacey under the tree.
  - ( ) He spoke to the girl in the phone office.
  - ( ) He smoked his pipe and watched the boats in the lake.
  - ( ) A letter arrived at Evans' office from Mr Lacey.
- 3 Match the characteristics (1–3) with the characters (a–c) in the extract.
 

1 taut and over-strung	a Mr Lacey
2 anxious and frightened	b the girl in the telephone office
3 relaxed and friendly	c Mrs Lacey
- 4 Find examples of Chandler's writing style in the text.
  - Use of irony, metaphor and simile
  - Detailed, vivid descriptions
  - Natural dialogues
- 5 Answer the questions.
  - 1 What does it mean that the note was typed with a number of strikeovers? What does this imply about Lacey?
  - 2 How does the telephone girl know about the Laceys?
  - 3 In your opinion, why did Evans stamp down the dirt over the ashes from his pipe?
  - 4 Why couldn't Evans be sure that there was a scorched hole on Lacey's shirt?

## CRITICAL THINKING

- 6 What are the implications of the dead man having a photostat copy of Lacey's licence instead of the original?

## NO CRIME IN THE MOUNTAINS

Raymond Chandler (1888–1959) was born in California and educated in England. After returning to the US, he started working at an oil company. Chandler lost his job in 1933 when he was in his forties. As a way of making a living, he returned to his love of writing detective stories. Chandler wrote seven detective novels. His most famous novels are *The Big Sleep* (1939), *Farewell My Lovely* (1940) and *The Long Goodbye* (1953). He also wrote short stories which include *No Crime in the Mountains*. Chandler had great powers of observation and he knew his subject well. Chandler's work shows a total mastery<sup>2</sup> of plot and his style is highly distinctive, full of humour and irony<sup>3</sup>.

The letter came just before noon, special delivery, a dime-store envelope<sup>4</sup> with the return address F. S. Lacey, Puma Point, California. Inside was a cheque for a hundred dollars, made out to cash and signed Frederick S. Lacey, and a sheet of plain white bond paper typed with a number of strikeovers. It said:

5     *Mr John Evans,*

*Dear Sir,*

*I have your name from Len Esterwald. My business is urgent and extremely confidential<sup>5</sup>. I enclose a retainer<sup>6</sup>. Please come to Puma Point, Thursday afternoon or evening, if at all possible, register at the Indian Head Hotel, and call me at 2306.*

10    There hadn't been any business in a week, but this made it a nice day. The bank on which the cheque was drawn was about six blocks away. I went over and cashed it, ate lunch, and got the car out and started off.

15    It was hot in the valley, hotter still in San Bernadino, and it was still hot at five thousand feet, fifteen miles up the high-gear road to Puma Lake. I had done forty of the fifty miles of curving twisting highway before it started to cool off, but it didn't really get cool until I reached the dam and started along the south shore of the lake past the piled-up granite boulders and the sprawled camps in the flats beyond. It was early evening when I reached Puma Point and I was as empty as a gutted fish.

20    The Indian Head Hotel was a brown building on a corner, opposite a dance hall. I registered, carried my suitcase upstairs and dropped it in a bleak, hard-looking room with an oval rug on the floor, a double bed in the corner, and nothing on the bare pine wall but a hardware-store calendar all curled up from the dry mountain summer. I washed my face and hands and went downstairs to eat ...

25    I gobbled down what they called the regular dinner, drank a brandy to sit on it, and went out ...

The phone office was a log cabin, and there was a booth in the corner with a coin-in-the-slot telephone. I shut myself inside and dropped my nickel and dialled 2306. A woman's voice answered.

I said: "Is Mr Fred Lacey there?"

30    "Who is calling, please?"

"Evans is the name."

"Mr Lacey is not here right now, Mr Evans. Is he expecting you?"

That gave her two questions to my one. I didn't like it.

35    I said: "Are you Mrs Lacey?" "Yes. I am Mrs Lacey." I thought her voice sounded taut and over-strung, but some voices are like that all the time. "It's a business matter," I said. "When will he be back?"

"I don't know exactly. Sometime this evening, I suppose. What did you ...?"

"Where is your cabin, Mrs Lacey?"

40 "It's ... it's on Ball Sage Point, about two miles west of the village. Are you calling from the village? Did you ...?"

"I'll call back in an hour, Mrs Lacey," I said, and hung up. I stepped out of the booth. In the other corner of the room, a dark girl in slacks was writing in some kind of account book at a little desk. She looked up, smiled and said: "How do you like the mountains?"

45 I said: "Fine."

"It's very quiet up here," she said. "Very restful."

"Yeah. Do you know anybody named Fred Lacey?"

50 "Lacey? Oh, yes, they just had a phone put in. They bought the Baldwin cabin. It was vacant for two years, and they just bought it. It's out at the end of Ball Sage Point, a big cabin on high ground, looking out over the lake. It has a marvellous view. Do you know Mr Lacey?"

"No," I said, and went out of there. I walked back to the Indian Head and got into my car ...

55 I stopped the car on the tip of the point and walked over to a huge tree fallen with its roots twelve feet in the air. I sat down against it on the bone-dry ground and lit a pipe. It was peaceful and quiet and far from everything. On the far side of the lake a couple of speedboats played tag, but on my side there was nothing but silent water, very slowly getting dark in the mountain dusk. I wondered who the hell Fred Lacey was and what he wanted and why he didn't want to stay home or leave a message if his business was so urgent ...

60 At the end of half an hour I got up and dug a hole in the soft ground with my heel and knocked my pipe out and stamped down the dirt over the ashes. For no reason at all, I walked a few steps toward the lake, and that brought me to the end of the tree. So I saw the foot ...

65 The man was middle-aged, half bald, had a good coat of tan and a line moustache shaved up from the lip. His lips were thick, and his mouth, a little open as they usually are, showed big strong teeth. He had the kind of face that goes with plenty of food and not too much worry. His eyes were looking at the sky. I couldn't seem to meet them.

70 The left side of the green sport shirt was sodden with blood in a patch as big as a dinner plate. In the middle of the patch there might have been a scorched<sup>7</sup> hole. I couldn't be sure. The light was getting a little tricky ...

There was twelve dollars in his wallet and some cards, but what interested me was the name on his photostat<sup>8</sup> driver's licence. I lit a match to make sure I read it right in the fading light. The name on the licence was Frederick Shield Lacey.

## NOTES

1 farewell *n.* 告别

2 mastery *n.* 精通

3 irony *n.* 讽刺

4 a dime-store envelope 一个很便宜的信封

5 confidential *adj.* 机密的

6 retainer *n.* 聘用订金

7 scorched *adj.* 烧焦的

8 photostat *n.* 直接影印件

# WRITING A CROSS TALK OR A COMEDY

**1 Brainstorm** You are going to write a cross talk or a comedy and present it in class.

**2 Research** Look for ideas online or think of humorous happenings in your own life.

- What is your cross talk / comedy about?
- When and where does it happen?
- How does your cross talk / comedy develop?
- Who are the characters?
- How to make it humorous?

**3 Work as a Team** Work together to write the cross talk or comedy. Allocate the tasks for the project according to each member's interests and strengths. Include the ideas of everyone in the group.

- Try it out – how does it sound?
- How will you record it? (e.g. a smartphone, a video)
- Make sure everyone is involved in the recording process.
- Practise until you are ready.

**4 Prepare** Make the recording of your cross talk or comedy.

**5 Present** Present the recording of your cross talk or comedy and share your idea of the creation.



## 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. was everyone's input taken into account and then the best ideas chosen?)
- 3 What sources or strategies did you use for finding a suitable topic and words for humorous purpose? How useful were they?
- 4 Were you satisfied with the final product?  
 Yes                       No                      Why? \_\_\_\_\_
- 5 How could your cross talk or comedy be improved?
- 6 Were you satisfied with how your cross talk or comedy was received by your classmates?  
 Yes                       No                      Why? \_\_\_\_\_
- 7 What did you learn from the other groups?

# DESIGNING A QUIZ

**1 Brainstorm** You are going to design a quiz. Decide on the topic of your quiz and brainstorm quiz questions.

**2 Research** Design the quiz. Your quiz may be about a specific topic your class has studied, or it may be a general knowledge quiz. Look for information online or in books, magazines or encyclopaedias.

- Why did you choose this topic for the quiz?
- Research and write the questions and their answers. You may use yes-no questions, multiple choice questions and open questions.
- Decide how many questions you will have.
- Research more questions than you need.

**3 Work as a Team** Decide which questions to use for your quiz. They should be answerable but challenging at the same time. Each group member should provide at least three questions. Put your questions in order of difficulty starting from the easiest ones.

**4 Prepare** Decide how your quiz will work.

- How will you present your questions to the class? (e.g. will they be written or done orally?)
- Do you want the quiz questions to be answered individually or in groups? If in groups, how will you divide up your groups?
- How will the scoring be done?
- Will you give prizes and, if so, what will they be?

**5 Present** Ask the class the quiz questions. Present the prizes to the winners.



## 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 quiz be improved?
- Which areas of the topic do you want to explore further?
- What did you learn from the other groups?

# MAKING A FILM SCRAPBOOK

**1 Brainstorm** You are going to make a scrapbook on a film that has been adapted from a popular book and present it in class. Discuss and choose such a film that appeals to the whole group.

**2 Research** Conduct research on the film. Look for information online, in magazines and in newspapers.

- Why did you choose this film? From what book was the film adapted?
- What genre of the film is it? (e.g. comedy, fantasy, tragedy, adventure, romance)
- Has more than one version of this film been made? If yes, what are they?
- Who acted in the film? Did these actors play the roles well?
- How does the film differ from the book? Which one do you like more, the book or the film? Why?
- Find some interesting reviews of the film. What ratings did the film receive?

**3 Work as a Team** Compile the information you want to include in the scrapbook. Allocate the tasks for your project and make sure everyone is involved.

- Include some interesting reviews of the film.
- Find interviews with some of the actors and include these.
- Which is more popular, the book or the film? Post different opinions on "which one do you like more, the book or the film?"

**4 Prepare** Decide how to organise and present your scrapbook. It could be a PowerPoint presentation, an advertisement, a webpage, a film review or an interview with one of the actors.

**5 Present** Present your scrapbook 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 creation?  
 Yes       No      Why? \_\_\_\_\_
- How could your scrapbook 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



# HUMOUR

## LANGUAGE IN USE

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

innocently	confuse	crisis	depressed	bleed	sneeze
consultation	appetite	surgery	vision	examine	

I became ill last year very suddenly. I always coughed and 1 \_\_\_\_\_ and lost my 2 \_\_\_\_\_. My 3 \_\_\_\_\_ became bad and my teeth 4 \_\_\_\_\_ sometimes. I was very afraid and decided to see the doctor.

While I was at the hospital waiting for a 5 \_\_\_\_\_ with the doctor, an old lady engaged me in conversation in the waiting room. She asked me what was wrong and when I told her, she 6 \_\_\_\_\_ took an apple from her pocket and said, "Can I interest you in this delicious orange?" At first I was 7 \_\_\_\_\_ and told her she was holding an apple. Then she said, "Well, your eyes seem fine to me. Now if I can just get you to eat this then you can go home!" This really made me laugh and cheered me up! I realised that she saw that I was feeling 8 \_\_\_\_\_ and worried and she was trying to help me.

After the doctor 9 \_\_\_\_\_ me, he told me that it wasn't serious and that I wouldn't need any 10 \_\_\_\_\_. I was so relieved. Now I still remember that lady and the "orange". I'm thankful that she made me laugh in a time of 11 \_\_\_\_\_.



### 2 Lesson 2 Choose a word below to replace the words or phrases highlighted in *italics*.

anxiety	embarrassed	pretend	plot	facial
psychological	mood	energised	well-being	enhance

There have been many studies which show the 1 *mind-related* benefits of humour and laughing. A positive 2 *state of mind or feeling* makes us feel far more 3 *enthusiastic* and is associated with better health and 4 *feelings of comfort*. People laugh for lots of reasons; sometimes they laugh at a joke or funny 5 *storyline* of films or TV shows. People laugh even when they are feeling 6 *uncomfortable or ashamed* or experiencing 7 *worry* or occasionally even at the cost of others (which is not a nice thing to do).

Surprisingly, even the 8 *face-related* movement of smiling can make you feel happy even if you are not! You can 9 *fake* a laugh and your body will think you really are happy and relax!

So, remember to laugh and smile as much as possible in order to 10 *increase* your happiness and improve your life.



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

I went to a comedy show for the first time last night. It was so much fun! There were several **1 comedians / commodities** performing during the night, who had their unique style.

There was a young performer from Australia who really **2 amassed / amused** me as she spoke about her **3 nationality / nationally** and culture in a light-hearted way. I loved it a lot. Even though she was from another country, there were funny aspects that are just **4 universal / universe** as we all **5 encompass / encounter** them in life.

Another excellent performer was an Englishman who sang funny songs while playing the piano. We were all **6 astonished / asserted** by his talent. I had heard his name before as he has quite a good **7 reputation / representation**. His humour was very **8 contemporary / contemplative** and he **9 mostly / slowly** spoke about current events. I **10 regularly / rarely** laugh as much as I did last night and I can't wait to go again!



**4 Continuous Tenses Complete the email by using the correct continuous tense of the verb in the brackets.**

**Mail** ← 📧 ! 🗑️ 📧 📧 More ▾

---

**COMPOSE** Inbox x

---

**Inbox** to ▾

Starred

Sent Mail

Drafts

More ▾

---

▾ +

---

Dear Coach Li,

I'm glad you will be able to get to our tennis match. After I sent you the invitation, I **1** \_\_\_\_\_ (wonder) when I would hear from you. Thanks for coming and for your encouragement. We **2** \_\_\_\_\_ (practise) extremely hard for months and we are hoping to win this match and go through to the final. However, we **3** \_\_\_\_\_ already \_\_\_\_\_ (play) by the time you arrived. We **4** \_\_\_\_\_ (hope) to start later but the previous match has been cancelled. So when you come in, just find a good seat and watch. I **5** \_\_\_\_\_ (look) out for you after the match.

Kind regards,  
Wang Yang

**5 Elaborating with Examples Complete the sentences using one of the expressions: for instance, for example and one example of this.**

- 1 I love comedy films, \_\_\_\_\_.
- 2 She spent her life travelling, \_\_\_\_\_.
- 3 He always made me happy, \_\_\_\_\_.
- 4 There are so many good TV shows these days, \_\_\_\_\_.
- 5 I have lots of different hobbies, \_\_\_\_\_.

**6 Adverbs** Combine words (1–6) with words (a–f) to make collocations. Then use the collocations to complete the sentences.

- |               |               |
|---------------|---------------|
| 1 highly      | a cold        |
| 2 painfully   | b sorry       |
| 3 deeply      | c confused    |
| 4 bitterly    | d ill         |
| 5 dangerously | e intelligent |
| 6 hopelessly  | f shy         |

- Ding Yang is a \_\_\_\_\_ pupil and he will do well at university.
- It was snowing and \_\_\_\_\_, so we all wore our warmest coats.
- I have some bad news. Professor James is \_\_\_\_\_ in hospital.
- Lin Xi is \_\_\_\_\_ and does not talk to strangers at all.
- Mr Ma explained it to us but I'm afraid we're still \_\_\_\_\_.
- I was \_\_\_\_\_ to hear about the sudden death of Mr Zhao.

**LISTENING**

**7 Listen to Dialogue 1. Complete the story.**

Tom told me the funniest story the other day! He said that last month he was **1** \_\_\_\_\_ down the road well within the **2** \_\_\_\_\_ when he saw the **3** \_\_\_\_\_ of a **4** \_\_\_\_\_. He thought there must be something wrong so he turned around and went along the road again really slowly. The **5** \_\_\_\_\_ again! He then turned around and went down the road again for a third time and the **6** \_\_\_\_\_ again. He thought there must be something wrong with the camera but in fact, he received **7** \_\_\_\_\_ in the post for not **8** \_\_\_\_\_ a **9** \_\_\_\_\_!

**8 Listen to Dialogue 2. Complete the jokes and explain the funny part.**

- What time is it \_\_\_\_\_? Tooth hurtie!
- A magician was walking down the street when he \_\_\_\_\_!
- My friend recently got crushed by a stack of books, but he's only got \_\_\_\_\_ to blame.

**TRANSLATING**

**9 Translate the sentences into English.**

- 他注意到这个茶碟是个古董并且非常值钱，所以他漫不经心地走进这家商店，装作若无其事地想用二十美元买这只猫。  
\_\_\_\_\_
- 他旁边那个流血的男人正紧张地看手表。  
\_\_\_\_\_
- 大笑有助于缓解紧张情绪，使身体上的肌肉得到放松，其影响能够持续45分钟。  
\_\_\_\_\_
- 我们都知道如果心情不好，我们可能会表达负面的态度和感情。  
\_\_\_\_\_
- 他的幽默总是通过一系列简单好笑、纯粹依赖肢体语言的动作诠释。  
\_\_\_\_\_

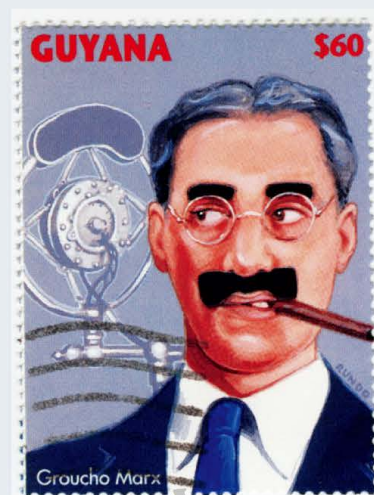
## READING AND WRITING

## Groucho Marx

Julius Henry Marx (1890–1977), better known as Groucho Marx, was an American comedian, film star and TV host. He was famous for his quick wit and is widely considered a comic genius.

Groucho was well-known for his bushy eyebrows, painted-on moustache, glasses, high-pitched voice, stooped walk and cigar.

He was the leader of the group the Marx Brothers. The Marx Brothers was an American family comedy act that was successful in singing, on Broadway, and in films from 1905 to 1949. The group were usually known by their stage names: Chico, Harpo, Groucho, Gummo, and Zeppo. The Marx Brothers broke up in 1949, after which Groucho started performing on his own.



Groucho made 26 films, 13 of them with his brothers Chico and Harpo. Funnily enough in the Marx Brothers films, Groucho almost always played characters with unusual first names, a middle initial and unlikely last names. Two of these were: Otis B. Driftwood, Rufus T. Firefly.

Some of their better known films are *Duck Soup*, *A Night at the Opera*, and *Animal Crackers* among others.

Groucho lost money on the stock exchange in the Wall Street Crash of 1929 and Great Depression. He was married three times and divorced all three of his wives.

He was the host of a radio and popular television quiz show *You Bet Your Life* which spanned the years 1947–1960.

An interesting fact about him was that he never swore on stage, which is a far cry from some of the modern comedians. Another interesting fact about him was that he died three days after the rock and roll star, Elvis Presley. This meant his death didn't receive the attention it would normally have received.

Three of his funny quotes are:

*Outside of a dog, a book is man's best friend. Inside of a dog it's too dark to read.*

*Those are my principles, and if you don't like them... well, I have others.*

*One morning I shot an elephant in my pyjamas. How he got into my pyjamas I'll never know.*

**10 Read the passage. Complete the resume for Groucho Marx.**

Resume for Groucho Marx	
Birth name	
Nationality	
Date of birth and death	
Known for	
Number of films	
Radio and television quiz show	
One interesting fact	
Reputation	

**11 Read the passage again. Make inferences.**

- 1 Because comedians make us laugh, we assume they are happy in life. Do you think this is true? Do you think Groucho was always happy? Give reasons for your answer.
- 2 What can you infer about Groucho from the type of names that he used in the films he made with the Marx Brothers?
- 3 What can you infer from the fact that Groucho was the host of the quiz show *You Bet Your Life*?

**12 Answer the questions.**

- 1 Do you think Groucho had high principles? Give a reason for your answer.
- 2 What do you notice about the stage names for the Marx Brothers? Can you think of a reason for this?

**13 Choose one of Groucho Marx's quotes. Write it in your own words and say why it is funny.**



# EDUCATION

## LANGUAGE IN USE

### 1 Lesson 1 Complete the text using the words below.

initially	gently	eyesight	disappointed	troublesome
vocabulary	severe	apparent	breakthrough	precious

I am a teacher of a special education school. Some students have physical disabilities like problems with their 1 \_\_\_\_\_ or hearing. Others have learning difficulties, which means that they have 2 \_\_\_\_\_ disorders in reading and socialisation. 3 \_\_\_\_\_, their behaviours are sometimes 4 \_\_\_\_\_ but the reality is that these children cannot control what they are doing. It's important not to discipline them too 5 \_\_\_\_\_ as it is not their fault. Instead, I 6 \_\_\_\_\_ explain what I would like them to do and help them.

Some of my students have large 7 \_\_\_\_\_ and can spell words well, while others struggle. Every time my students have a(n) 8 \_\_\_\_\_, for example, they learn a new skill or overcome a challenge, I feel so happy. But of course, if a student cannot make progress I'm never 9 \_\_\_\_\_ — everything happens in its own time. All children are 10 \_\_\_\_\_ and deserve love, care and education.



### 2 Lesson 2 Choose the correct options.

Back in my days, the 1 *subjective / objective* of education was reading, writing and mathematics and after that nothing else mattered. Schools were not expected to 2 *distribute / contribute* to the development of young people as 3 *well-rounded / well-being* individuals. It was seen as the 4 *responsibility / responsible* of the family to provide 5 *overall / moral* education and teach their children to have good character. Besides, it was believed that just by following the law, people would become good 6 *citizens / audiences*.

Nowadays, the 7 *definition / demonstration* of education is understood in much broader terms. It is clear now that the true 8 *principal / priority* of education is to develop the whole person rather than just provide information to learn. Certainly, reading, writing and maths are still 9 *care / core* subjects but there are other important skills and abilities to acquire, such as 10 *autonomous / automatic* learning and initiative, judgement and 11 *integration / integrity*, creativity and 12 *critical / civil* thinking. Likewise, activities outside of the classroom can help develop children's personalities and characters. We now also know that parents and other family members can 13 *stimulate / accumulate* their children's interest in learning and have an important role to play.

**3 Lesson 3** Choose a word below to replace the words and phrases in *italics* in the conversation.

primitive	church	analysis	urge
owe	universe	assumption	vital

- A:** We're so lucky to live in the modern world. We know so much more about science and nature now. People had rather **1** *basic* beliefs in the past.
- B:** Yes, that's true. There were a lot of misunderstandings about science and the world hundreds of years ago, the **2** *idea which was thought to be true* that the Earth was flat, for example.
- A:** Thankfully the study of the stars and planets has developed so much now. We **3** *are in debt to* a lot of people like Galileo for standing up against the **4** *religious organisation* which refused to believe that the Earth wasn't the centre of the **5** *planets and stars*.
- B:** We should remember though that in the future people might also think we knew very little. Perhaps our **6** *studies and examinations* of some basic scientific principles are incorrect.
- A:** That's so strange to think! Of course that is why it is **7** *absolutely important* that we always keep learning and questioning.
- B:** Yes, I always **8** *advise and try to persuade* people to use their critical thinking skills and keep an open mind.

**4 Have / Get Something Done** Read the sentences below and say who (a or b) did / will do the activity in each one.

**a** the people who are talking      **b** someone else

- 1 I must get my broken glasses repaired.
- 2 I am going to cycle to work tomorrow.
- 3 I ordered a new outfit for the party online.
- 4 I had my letter delivered yesterday.
- 5 We are having our house painted next month.
- 6 We are attending the wedding together.

**5 Convincing** Rewrite the underlined clauses using the expressions below.

That's why ...	It's more important to ...
It's a brilliant idea to ...	Another thing that's important ...

- 1 When it comes to studying, finding a superb teacher is necessary.  
\_\_\_\_\_
- 2 Reading, writing and mathematics are core skills. Autonomous learning skill is important.  
\_\_\_\_\_
- 3 We start learning from the time we are born. Our parents are seen as our first teachers.  
\_\_\_\_\_
- 4 Learning as much information as possible should not be the goal of education. Education should aim at developing the whole person.  
\_\_\_\_\_

**6 Words that Can Go Together** Complete the sentences with the correct form of the phrases below.

search for knowledge

solve the problem

ignore the fact

acquire ... knowledge

believe in facts

prove one's idea

- 1 He \_\_\_\_\_ all his \_\_\_\_\_ about the history of the world by self-study.
- 2 Don't worry. Let's work together to find a way to \_\_\_\_\_.
- 3 Her interests in \_\_\_\_\_ never stops although she is in her eighties.
- 4 We should not \_\_\_\_\_ that pollution is still a serious problem though our environment is getting better and better.
- 5 He chose to \_\_\_\_\_ rather than what the authority said.
- 6 To \_\_\_\_\_, he provided some data of several other experiments that had similar results.

### LISTENING

**7** Listen to Dialogue 1. Complete the feedback card.

#### Feedback Card

**Name:** Anne Wellen      **Teacher:** Mr Davis

**Subject:** History      **Grade:** C

**Comments:**

You are a good student who clearly knows the topics, dates, **1** \_\_\_\_\_ and **2** \_\_\_\_\_ but your **3** \_\_\_\_\_ need more work. If a question asks **4** " \_\_\_\_\_ " or **5** " \_\_\_\_\_ " something happened, you don't give your **6** \_\_\_\_\_.

Try and use your **7** \_\_\_\_\_ skills. Take the **8** \_\_\_\_\_ you know and use them to prove your points.

Keep working hard and I know you can improve your grade!

**8** Listen to Dialogue 2. Complete the table below.

Name	What is it?	Purpose
"What Why How"		
"Zero Waste Fix It Club"		
"Learn Town"		

## TRANSLATING

### 9 Translate the sentences into English.

- 1 由于海伦在沟通上有这些严重的限制，她的行为经常令人难以忍受。  
\_\_\_\_\_
- 2 虽然爱的含义对海伦来说依旧不清楚，但是她还是不断地努力去理解它。  
\_\_\_\_\_
- 3 换句话说，它为学习者提供了发展技能、独立思考和终身学习的手段。  
\_\_\_\_\_
- 4 它也帮助你学习怎么和其他人以文明的方式互动，不论国籍、种族和阶级。  
\_\_\_\_\_
- 5 起初人们认可他的研究成果，催促他继续研究，但是当他证实亚里士多德有错时，他们生气了，并把他送进了监狱。  
\_\_\_\_\_
- 6 因此，我们对于周围世界的理解是不断发展和变化的。  
\_\_\_\_\_

## READING AND WRITING

### *What's Your Style?*

Hi all! Thanks for checking out my blog! I learnt something really interesting last week that I thought I'd share with you! Did you know there are four different learning styles?

Visual learners learn best by seeing things. They need to see pictures and images when learning. They also need language to include lots of mental images. A visual learner would enjoy hearing a teacher say "Imagine you are ..." as an activity. I think that a visual learner is a very effective learner.

Auditory learners learn best by listening. These learners usually listen very carefully and think deeply about what they hear. They prefer learning activities where everything is explained to them rather than having to read instructions. They are very logical and take their time to provide answers.

Kinesthetic learners enjoy doing things and using all of their senses. In order to learn successfully they need "real-life" examples and enjoy conducting experiments. They do not enjoy sitting and simply listening or looking at things. To me it seems that a kinesthetic learner has the most fun!



And here's a new one for you. "Read-Write" learners enjoy traditional classroom approaches to learning such as list-making, note-taking and writing things in their own words. They also enjoy multiple choice questions.

So, what's your style? It turns out that I am a visual learner as I love art and also drama where we have to visualise situations. It's really helpful to understand your preferred style as it can help you design strategies that will help you be successful when learning both now and in the future.

**10 Match the preferred activity to the correct type of learner.**

Type of learner	Preferred activity
1 Visual	a "Science is my favourite subject. I need to be involved in learning to understand it."
2 Auditory	b "My favourite activities are art and drama. I love to imagine how things could be."
3 Kinesthetic	c "The teacher asked us to list the reasons why we enjoyed the play. It was a fun activity."
4 Read-Write	d "Can you read it again before I attempt the exercise?"

**11 Write F (Fact) or O (Opinion) in the brackets at the end of each sentence.**

- Auditory learners listen carefully and think deeply about what they hear. ( )
- To me, it seems that a kinesthetic learner has the most fun! ( )
- Logical thinking plays a key part in the life of a Read-Write learner. ( )
- I think that a visual learner is a very effective learner. ( )
- A study conducted on auditory learners last year suggests that they are the most effective learners. ( )

**12 Write a blog about your particular learning style and explain why you find it helpful to know your style.**



# THE MEDIA

## LANGUAGE IN USE

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

novelist	adaptation	proof	visualise	journalist
pessimistic	screenwriter	comic	non-fiction	cast

I've been working as a **1**\_\_\_\_\_ for the *Sunday Post* for almost 15 years. I report mainly on reviews of theatre shows, films, and books. I'm very lucky that I get to read so many wonderful works by writers of both fiction and **2**\_\_\_\_\_ literature.

I recently spoke to a young and very successful writer called Austin Jones, about his first book *Tripping Up*. He originally worked as a **3**\_\_\_\_\_, writing for **4**\_\_\_\_\_ films, but he decided to change his career. As a **5**\_\_\_\_\_, his work is funny, smart and really readable. I laughed out loud as I read it! His previous career helped inspire his work and make his writing very descriptive, so the reader could really **6**\_\_\_\_\_ the world he created.

I love TV and films but I attend the theatre at least once a month. Some people feel **7**\_\_\_\_\_ about the future of theatre as they feel it is not popular with young people anymore. However, there are many modern **8**\_\_\_\_\_ of classic plays and some new musicals which are fun and accessible. I saw a musical version of *Harry Potter* recently that was wonderful and is **9**\_\_\_\_\_ that the theatre world is alive and well! The **10**\_\_\_\_\_ were talented performers and encouraged the audience to participate in making magic spells! I love to see new and different approaches to the arts.

### 2 Lesson 2 Choose the correct options.

In a recent interview, Mayor Janine Fraser spoke about the influence of the media. She said the increase in Internet news and **1** *microchanneling / microblogging* sites gives us a variety of opinions and views.

According to Mayor Fraser, "I was sent an email recently from a citizen who was **2** *witness / witnessing* to a police officer breaking the law. The policeman threatened this person with a fine for speeding. The person used his / her mobile phone to secretly record and **3** *upload / download* this conversation to a news site. Thanks to this, we had evidence to punish this policeman. Another great example was a local worker who used a blog to **4** *outline / output* how the **5** *component / corporation* he worked for was illegally polluting the environment." On the negative side, she did mention that the ability for **6** *advertising / advertisements* companies to monitor people through website usage and comments is a cause for concern.

"The Internet is an **7** *interactive / interactively* tool that works in both ways. People should be aware that when they use the Internet they are **8** *broadcaster / broadcasting* their preferences to lots of different companies. We need to be cautious and protect ourselves."

**3 Lesson 3** Choose a word below to replace the words and phrases highlighted in *italics*.

anticipate	consists	attract	fundamental	technological
suitable	agencies	boost	participate	genuinely

McGill University is now enrolling for its new degree course "Advertising and New Media". The aim of this programme is to give graduates a solid understanding of the **1 *basic*** principles of advertising and marketing. The teaching approach **2 *is made up*** of independent study, project-based teamwork and in-class tuition with lecturers. Students are encouraged to **3 *engage*** in community related projects to support local neighbourhoods with information campaigns.

With this degree, graduates will get a career **4 *step up*** and be highly desirable to advertising **5 *companies***. Graduates would also be **6 *a good fit*** for other industries such as Internet and social media companies, thanks to the **7 *technology-related*** skills they will learn.

We **8 *expect*** that this course will **9 *draw to it*** a lot of interest so please apply soon if you are **10 *truly*** interested in advertising and new media.

**4 *It*** Find examples of *it* used in the following ways in the text.

1 as a pronoun	3 as a formal object
2 as a formal subject	4 used in an emphatic sentence

*The Road to Heaven* is a new film by the famous and well-liked writer and director, Dee O'Connor. The story is about a group of friends who decide to travel around the world together. They expect things will go smoothly but thanks to an unexpected guest, it most certainly doesn't. Comedy is not my preferred genre so I wasn't excited about watching this; however, I must say I loved it!

I found it unusual that they used a cast of new and unknown actors, which is risky, but here it pays off. At two hours long, it is just the right length for this type of film. Overall, it is light, fun and exciting – a perfect choice for your whole family.

If you have seen it already and have any opinions to share, please comment under here and let us know what you think.

**5 Clarifying and Asking Questions** Complete the dialogue with the expressions below.

In other words	Let me put it another way
So does that mean	Could you explain more
But what I don't understand though	Do I make myself clearer
Does that make sense	

**Customer:** Could you tell me how you would charge for a TV advert?

**Agent:** The prices vary so much. It all depends on when you advertise. TV adverts are priced on the basis of viewership.

**Customer:** 1 \_\_\_\_\_ it is better to advertise when there are lots of viewers?  
**Agent:** No, not totally. 2 \_\_\_\_\_, the number of viewers is important but they also have to be the right kind of viewers.  
**Customer:** I don't quite understand. 3 \_\_\_\_\_?  
**Agent:** Sure, the viewers need to be those who would actually be interested in buying your product. 4 \_\_\_\_\_, the demographics have to be right. 5 \_\_\_\_\_?  
**Customer:** Yes, 6 \_\_\_\_\_ is how this affects the price of the advert.  
**Agent:** We need to find a time slot in which your potential customers are watching TV, and this viewership will determine the price. 7 \_\_\_\_\_ to you?

**6 Used to and Would** Complete the text with **would / would not (wouldn't) or used to / never used to**.



Before winning the lottery Mr Loxton 1 \_\_\_\_\_ live in an old house with a small garden. He 2 \_\_\_\_\_ have time to do maintenance on his house so things started to fall apart. The gate which 3 \_\_\_\_\_ be brand-new became old and fell off its hinges but Mr Loxton 4 \_\_\_\_\_ just ignore everything that broke. He 5 \_\_\_\_\_ have an old car which he would wash every Saturday but now he has a new car which he 6 \_\_\_\_\_ dream of washing himself. In the small house he 7 \_\_\_\_\_ have any leisure time as he was always busy working, but now he has stopped working and he is slightly bored and unhappy. In his earlier days he 8 \_\_\_\_\_ dream of having a lifestyle like this – it 9 \_\_\_\_\_ look so appealing, but nowadays he really misses his comfortable old house and his busy lifestyle. I 10 \_\_\_\_\_ have believed that were possible, 11 \_\_\_\_\_ you?

**LISTENING**

**7 Listen to Dialogue 1. Complete the fact file.**

**Harry Potter Facts**

- ★ There are 1 \_\_\_\_\_ books in the *Harry Potter* series.
- ★ The first book was published in 2 \_\_\_\_\_.
- ★ J. K. Rowling is the 3 \_\_\_\_\_ of the books.
- ★ Believe it or not, the first book was 4 \_\_\_\_\_ by 5 \_\_\_\_\_ different publishers!
- ★ J. K. Rowling was only paid 6 \_\_\_\_\_ upfront for the first book (but obviously got a better deal later).
- ★ The books have been 7 \_\_\_\_\_ different languages proving how popular the story is with people of all 8 \_\_\_\_\_ and 9 \_\_\_\_\_.
- ★ The first 10 \_\_\_\_\_ was made in 2001 and each of them has been a worldwide hit with audiences.

## 8 Listen to Dialogue 2. Complete the summary.

Stars such as 1\_\_\_\_\_ can make millions of dollars from advertising products such as sport shoes and cars. People tend to 2\_\_\_\_\_ what a famous person says but it's up to the audience to 3\_\_\_\_\_ about a product. Celebrities have to 4\_\_\_\_\_ with a company to advertise products and agree to maintain a good reputation and 5\_\_\_\_\_ well. If not, the company might 6\_\_\_\_\_ with their bad behaviour. Sometimes celebrities lose deals because videos are 7\_\_\_\_\_ onto the Internet without their knowledge.

### TRANSLATING

#### 9 Translate the sentences into English.

1 通常人们会对由他们最喜欢的书改编的电影有很高的期待。

---

2 书的读者用他们的想象来形象化角色。

---

3 我认为未来报纸行业的生存将会更加艰难。

---

4 传统的广告过去常常提供关于如何找到某种产品的信息。

---

5 由于现在的广告商通常有大笔的预算，因此大量的钱被花在应用现代设计技术上，使这些广告在视觉上尽可能地有吸引力。

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### READING AND WRITING

#### *Ads All Around*

Advertising is all around us and it seems to have become an unavoidable part of our life. Digital marketing experts estimate that most Americans may be exposed to around 4000 to 10 000 advertisements a day.

You may think you will never fall for an ad and be persuaded to buy something, but read the article first before you decide!

While direct hard-sell ads might be easy to detect — such as those for products endorsed by celebrities — soft-sell ads may be more difficult to spot. One such method advertisers use is to make customers believe there is an immediate need to buy the product using words or phrases such as hurry, act now, last chance, now or never.

These are not the only methods, of course. Other methods include giving away samples and sponsorship of events. In fact, there are many methods which work for different products in different places. Gillian Greene, Creative Director of Cheesy Bee, an

advertising agency in London, confirms this, stating their adverts are tailor-made according to the situation.

Not all ads are directed towards the end customer. Advertising agencies will make adverts with the investors and shop owners in mind. An impressive and expensive ad may signal to the investors that the ad agency is successful and they may then be encouraged to invest in it. Similarly, shop owners are more likely to stock well-advertised products because they know customers are more likely to buy them. In this way, ads can help sell products even when they are not directed at the customer.

Ads work in all stages of a business and, perhaps, that is the success of advertising.

**10 Read the article on advertising. Choose the correct option.**

- 1 **What is the article mainly about?**
  - a It is hard not to be influenced by ads.
  - b It is easy to run a good advertising business.
  - c Advertising helps make money.
  - d Advertising helps industries grow.
- 2 **What does the "hard-sell" technique mentioned in paragraph 3 refer to?**
  - a Products that are real bargains.
  - b Short-lived ads.
  - c Misleading words that appear in ads.
  - d Images of celebrities.
- 3 **Which of the following is true according to the article?**
  - a "Soft-sell" methods are easy to detect.
  - b Not all ads speak directly to customers.
  - c Tailors are needed in making ads.
  - d Customers should always think of buying goods in a hurry.
- 4 **What does "it" refer to in the sentence "they may then be encouraged to invest in it" in paragraph 5?**
  - a The advertisement.
  - b The company.
  - c The customer.
  - d The "soft-sell" method.
- 5 **Who is Gillian Greene?**
  - a Someone who works in an advertising company.
  - b Someone who sells bees in London.
  - c Someone who works in markets.
  - d Someone who sells clothes.
- 6 **What can you conclude from the article?**
  - a If we are careful, we can avoid ads.
  - b Expensive ads are more attractive.
  - c Customers will buy goods that are well-advertised.
  - d Ads are powerful.

**11 Explain what Gillian Greene said in your own words.**

**12 Paraphrase the sentence.**

*"One such method advertisers use is to make customers believe there is an immediate need to buy the product using words or phrases such as hurry, act now, last chance, now or never."*

# PEER EDITING SHEET

Unit 4	Unit 5	Unit 6
<b>A Funny Story</b>	<b>A Picture Description</b>	<b>A Film Review</b>
<input type="checkbox"/> Does the writer's opening sentence capture the readers' attention?	<input type="checkbox"/> Does the writer describe what is shown in the picture clearly?	<input type="checkbox"/> Is the writer's review written in present tenses?
<input type="checkbox"/> Does the writer use short, clear sentences to create the situation?	<input type="checkbox"/> Does the writer give comments on the picture?	<input type="checkbox"/> Does the writer give enough basic information about the film?
<input type="checkbox"/> Does the writer use linking words to develop the situation?	<input type="checkbox"/> Does the writer use present tenses to describe and comment on the picture?	<input type="checkbox"/> Does the writer give a brief summary of the plot?
<input type="checkbox"/> Does the writer deliver the punchline / funny ending clearly and briefly?	<input type="checkbox"/> Does the writer tell the lesson the picture presents?	<input type="checkbox"/> Does the writer analyse the attractive scenes and / or drawbacks and give examples?
<input type="checkbox"/> Does the writer finish with a punchline?		<input type="checkbox"/> Does the writer give his / her overall comments and recommendations?
<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>
<hr/>	<hr/>	<hr/>
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# GRAMMAR SUMMARY

## UNIT 4 HUMOUR

### 1 Continuous tenses: *present perfect continuous, past perfect continuous, future continuous* 进行时态：现在完成进行时、过去完成进行时、将来进行时

We use the present perfect continuous tenses for actions that started in the past and continue in the present, or actions that started in the past and have just finished but we are interested in the result.

现在完成进行时表示动作从过去某一时间开始，一直持续到现在，或者始于过去，现在刚刚终止，但注重的是结果。

We form the present perfect continuous tense with **have / has been + main verb-ing**.  
现在完成进行时的构成为：have / has been + 动词的ing形式。

- I **have been waiting** for him for the past hour. (and he still hasn't arrived)
- They **have been working** on their project for the past three weeks. (and they haven't finished it yet)
- Chongan **has been fighting** with his older brother all week. (and he is still fighting with him)
- Ai **has been studying** all day. (and she is still studying now)
- She **has been running** in a lot of races recently. (and she hasn't stopped this)
- I **have been looking** for my smartphone all day. (and I haven't found it yet)
- **She's been finding** the work challenging lately. (and she still finds it challenging)
- I **have been writing** the book all year and am hoping to finish it soon. (I am still writing the book)
- **Have you been looking** for your book all day? (and are you still looking for it)

We use the past perfect continuous tense to describe an ongoing action that started in the past and continued for some time in the past.

过去完成进行时表示过去某时开始并持续到过去某时的动作。

We form the past perfect continuous tenses with **had been + main verb-ing**.  
过去完成进行时的构成为：had been + 动词ing形式。

- I **had been walking** around all morning before I found her.
- We **had been trying** to find the right road for nearly an hour before we finally spotted it.
- They **had been watching** the series for three months.
- She **had been asking** for help but no one took any notice.
- Everything was damp as it **had been raining** all day.
- She had passed the exam with flying colours because she **had been studying** very hard throughout the year.
- We **had been waiting** for him for over an hour when he finally arrived.

We use the future continuous tense to talk about an action that will be in progress (an ongoing or continued action) at some time in the future.

将来进行时表示将来某时持续进行的动作。



We form the future continuous tense with **will be + main verb-ing**.

将来进行时的构成为: will be + 动词ing形式。

- Don't come at eleven because I **will be babysitting** my niece.
- By this time next month, we **will be lying** on the beach sunbathing.
- **Will you be using** your textbook tomorrow?
- We **won't be staying late** as I have an early meeting tomorrow morning.
- If I don't finish this now, I'll still **be reading** it next year!
- Your uncle **will be visiting** us for the holidays.
- We **will be learning** about Galileo Galilei next year.

## 2 Adverbs 副词

Adverbs modify or tell us more about a verb, an adjective or another adverb.

副词用来修饰动词、形容词或其他副词。

- She speaks **softly**. (tells us more about the verb "speaks")
- She is **very** beautiful. (tells us the degree of the adjective "beautiful")
- She runs **extremely** fast. (tells us the degree of the adverb "fast")

Adverbs usually answer the questions of **how, where, when, how often** and **to what extent**.

副词通常表示方式、地点、时间、频率和程度。

Types of adverbs	What it does	Examples
Adverbs of manner 方式副词	Tell us how something is done	happily, sadly, loudly, softly, quickly, easily, carelessly
Adverbs of place 地点副词	Tell us where something takes place	here, there, behind, inside, outside
Adverbs of time 时间副词	Tell us when something takes place	yesterday, tomorrow, soon, immediately, now
Adverbs of frequency 频率副词	Tell us how often something is done	seldom, never, often, rarely, always, usually, occasionally
Adverbs of degree 程度副词	Tell us the extent or degree to which something is done	very, extremely, absolutely, hardly, too, quite

Adverbs of **manner** tell us **how** something is done:

方式副词表示一件事情是如何做的:

- Liu sings **beautifully**. (tells us how Liu sings)
- The little girl played **happily**. (tells us how the little girl played)

Adverbs of **place** tell us **where** something takes place:

地点副词表示事情发生的地点:

- The party will take place **here**. (tells us where the party will take place)
- They ran **outside**. (tells us where they ran)

Adverbs of **time** tell us **when** something takes place:

时间副词表示事情发生的时间:

- We saw the film **yesterday**. (tells us when we saw the film)
- They will arrive **soon**. (tells us when they will arrive)

Adverbs of **frequency** tell us **how often** something takes place:

频率副词表示事情发生的频率:

- We visit our family **often**. (tells us how frequently we visit our family)
- We **rarely** go to town. (tells us how frequently we go to town)

Adverbs of **degree** tell us **to what extent** something is done:

程度副词表示事情发展的程度:

- They were **very** pleased with the results. (tells us to what extent they were pleased)
- Zeng Chun was **absolutely** delighted with the outcome. (tells us to what extent he was delighted)

## UNIT 5 EDUCATION

### Have / get something done have / get something done结构

We use the structure **have / get something done** when we want to say that we ask someone else to do something for us. Compare the sentences:

**have / get something done**结构用来表达要别人为自己做某事。比较下列句子:

I fixed the washing machine. (I did it myself.)

I **had** my washing machine **fixed**. (I asked someone to fix it for me.)

Form 形式

Tense	Have / get something done
Present Simple 一般现在时	I <b>have / get</b> my hair <b>cut</b> .
Past Simple 一般过去时	I <b>had / got</b> my hair <b>cut</b> .
Present Continuous 现在进行时	I' <b>m having / getting</b> my hair <b>cut</b> .
Past Continuous 过去进行时	I <b>was having / getting</b> my hair <b>cut</b> .
Present Perfect 现在完成时	I' <b>ve had / got</b> my hair <b>cut</b> .

Tense	Have / get something done
Past Perfect 过去完成时	<i>I had had / got my hair cut.</i>
Simple Future 一般将来时	<i>I will have / get my hair cut. I'm going to have / get my hair cut.</i>

## UNIT 6 THE MEDIA

### 1 *It* 人称代词 *it*

*It* is a third-person singular pronoun that refers to the person / thing (or people / things) being talked about.

它是一个第三人称单数代词，指代谈到的人或物。

We use *it* to avoid repetition of the noun:

it 用来避免名词的重复：

- *The film of the book was amazing. It stuck to the original story in every last detail. (It refers to the film of the book; therefore, we don't have to repeat the film of the book.)*

*It* can be used as the subject of a sentence:

它可以用作句子的主语：

- *The TV series was even better. It became one of the most popular TV shows and won many awards. (It is the subject of the sentence and refers to the TV series.)*

*It* can be used as the object of a sentence:

它可以用作句子的宾语：

- *The TV series was excellent. We loved it. (it is the object of the sentence and refers to the TV series.)*

*It* can be used as a formal subject, when the clause or verb + infinitive or verb-*ing* acts as the subject.

当从句、动词不定式或动词-ing形式作主语时，可以用*it*作形式主语。

It is + adj. / n. +  $\left\{ \begin{array}{l} \text{从句} \\ \text{verb + infinitive} \\ \text{verb-ing} \end{array} \right.$

- *It is clear that all books ...*
- *It is important to learn a foreign language.*
- *It is no use buying books without reading them.*

We can use the similar pattern "*It* + verb + (object) + *that*-clause".

类似的结构为“*It* + 动词 + (宾语) + *that*从句”。

- *It worried me that my mother's eyesight was declining.*

*It* can also be used as a formal object. Then “it” refers to a clause that comes after, particularly after verbs such as *enjoy, hate, like, love*, etc.

它可以用作形式宾语。it指代后面的从句，特别是用在enjoy, hate, like, love等动词之后的从句。

- *We always like **it** when you stay with us.*
- *I hate **it** when people talk with their mouths full of food.*

*It* can be used as a formal object when the clause or verb + infinitive or verb-*ing* that acts as the object and has an object complement, particularly after verbs such as *think, feel, find, take, make*, etc.

当从句、动词不定式或动词-ing作有宾语补足语的宾语时，它可以用作形式宾语，通常用在think, feel, find, take, make等动词之后。

- *I think **it** important that people should learn a foreign language.*
- *I found **it** important to learn a foreign language.*
- *I think **it** no use buying books without reading them.*

*It* can be used as a dummy subject. Every sentence needs a subject. If it doesn't have a subject, we use *it*. We use *it* to talk about things such as time, dates and weather.

它可以被用作虚主语。每个句子都需要主语。如果某个句子没有主语，可以用it。它可以用来指代时间、日期和天气等。

- ***It's** twelve o' clock already.*
- ***It's** very cold in here.*

We use *it* to refer to ourselves or someone else:

用it指代自己或别人:

- ***It's** me. Let me in!*
- *Oh look, **it's** Chen!*

*It* can be used as a pronoun that leads a cleft sentence. A cleft sentence is a complex sentence (it has a main and a dependent clause). A cleft sentence usually has the dependent clause in front of the main clause to give it greater emphasis.

它可以引导分裂句。分裂句是一种复杂的句子（有主句和从句）。分裂句通常把从句放在主句前面来强调从句。

- ***It** wasn't until I saw the film that I realised how much I had loved the book.*

A cleft sentence connects new information to what is already known to the listener.

分裂句把新信息和已知信息联系起来:

- ***It is December** that we are going away. (new information – December; already known information – that we are going away)*

## 2 *Used to and would used to* 和 *would*

We use *used to* and *would* to talk about things that happened regularly in the past but no longer happen now.

*used to*和*would* 表示过去经常进行而现在不再进行的动作。如：

- She **used to** have more friends than anyone else I knew.
- He **would** walk around with one trouser leg shorter than the other.

We use *would* to describe actions and *used to* to describe actions and states.

*would*描述动作，*used to*描述动作和状态。如：

- We **would / used to** go mushroom-picking in autumn.
- My little sister **used to** be very shy.

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# NOTES ON THE TEXTS

## UNIT 4 HUMOUR

### Topic Talk

- 1 **He was confused and didn't know if he should carry on hitting me, or stop and help Mr Zhao – so he just stood there.**

他不知所措，不知道是继续打我还是帮助赵先生，所以他只是呆呆地站着。

carry on doing sth 继续做某事。如：

*Just carry on doing what I'm doing; that's all I can do.* 继续做我在做的事情，我能做的只是这些了。

- 2 **Laughter is the best medicine.**

欢笑是最好的良药。

### Lesson 1

- 1 **A famous art collector was walking through the city when he noticed a dirty cat lapping milk from a saucer in the doorway of a store. He did a double take.**

一个著名的艺术品收藏家在穿过城市时看见一只脏猫在一家商店门口舔饮浅碟中的牛奶。

他惊讶地又看了一眼。

do a double take 惊讶地又看了一眼。如：

*He stopped and did a double take.* 他停下来，惊讶地又看了一眼。

- 2 **Sherlock Holmes** 夏洛克·福尔摩斯，是由19世纪末的英国侦探小说家阿瑟·柯南·道尔塑造的虚构侦探，善于通过观察与演绎推理和法学知识来解决问题。阿瑟·柯南·道尔一共写了4个中篇、56个短篇福尔摩斯系列小说。所有故事中，几乎全部都是以福尔摩斯的朋友及传记作家约翰·H·华生医生的角度叙述的。

- 3 **Saturn** 土星

- 4 **Leo** 狮子座

### Lesson 2

- 1 **fight infection** 对抗感染

- 2 **It means that it will have a great influence on how we live.**

其意思是它将对我们的生活产生巨大影响。

have an influence on 对……产生影响。如：

*His writing style has a great influence on the young writers.* 他的写作风格对年轻的作者产生了极大的影响。

- 3 **We all know that if we are in a bad mood, we are likely to express negative attitudes and feelings.**

我们都知道如果我们心情不好，我们可能会表达负面的态度和感情。

in a bad mood 心情不好。如：

*She was in a bad mood the whole morning.* 她整个上午都心情不好。

### Lesson 3

- 1 **Mr Bean** 英国情景喜剧《憨豆先生》，由约翰·霍华德·戴维斯、保罗·韦兰德联合导演，罗温·艾金森主演。

- 2 **steak tartare** 鞑靼碎牛排，是把新鲜的牛肉或马肉用刀剁碎而成的一道菜式。
- 3 **When the waiters are not looking, however, he busies himself hiding the raw meat anywhere he can reach – the sugar bowl, the tiny flower vase, inside a bread roll and under a plate.**  
然而，当服务员没有注意的时候，他却忙着把生肉藏在他能够到的任何地方——糖碗、小花瓶、小圆面包里和盘子下面。  
busy oneself doing sth 忙着做某事。如：  
*Her mother busied herself cooking in the kitchen.* 她妈妈正在厨房忙着做饭。
- 4 **Rowan Atkinson** 罗温·艾金森，1955年1月6日出生于英国泰恩河纽卡斯尔，英国喜剧演员、编剧。1990年，罗温·艾金森因出演《憨豆先生》而走红。1997年，艾金森推出了电影《憨豆先生的大灾难》，2003年他主演了《憨豆特工》，2011年，他主演的《憨豆特工2》上映。2013年，获英国女王颁授大英帝国司令勋章。
- 5 **His father was very strict and did not believe in the value of television.**  
他的父亲非常严厉，不相信电视的价值。  
believe in 相信；信任。如：  
*He does not believe in fate.* 他不相信命运。
- 6 **boarding school** 寄宿学校。英国有800余所寄宿学校。寄宿学校分小学部和中学部，小学部的学生一般为7~13岁，中学部为13~18岁。寄宿学校通常是教学质量较好的学校。
- 7 **Newcastle University** 纽卡斯尔大学，位于英国英格兰东北部，创建于1834年，是英国历史最悠久的大学之一，也是世界一流研究型大学。纽卡斯尔大学是英国著名的罗素大学集团和N8大学联盟的成员，长久以来被认为是英国最好的二十所大学之一，拥有欧洲最顶尖的医学院。
- 8 **BBC** 英国广播公司 (British Broadcasting Corporation)，英国公共广播电视机构。成立于1922年，总部位于英国伦敦，是世界上最早的广播公司之一。
- 9 **Charlie Chaplin** 查理·卓别林 (1889–1977)，出生于英国伦敦，英国喜剧演员、导演、编剧。从1919年开始，卓别林独立制片，此后一生共出演80余部喜剧片，其中在电影史上著名的影片有《淘金记》《城市之光》《摩登时代》《大独裁者》《凡尔杜先生》《舞台生涯》等。

## Writing Workshop

- 1 **Heathrow Airport** 希斯罗机场 (LHR)，英国首都伦敦的主要机场，世界主要航空枢纽，是全世界最大、最繁忙的机场之一。
- 2 **New York** 纽约 (City of New York，简称NYC)，位于美国纽约州东南部大西洋沿岸，是美国第一大城市，全国最大的经济中心，也是国际金融中心。
- 3 **He screamed at the young agent so that the passengers waiting in line behind him could hear, "DO YOU KNOW WHO I AM?"**  
他朝那个年轻的柜员大吼，以便让在他后面排队的乘客都听到：“你知道我是谁吗？”  
scream at sb 对着某人大叫。如：  
*He screamed at her to go away.* 他大声叫喊让她走开。

## Topic Talk

- 1 **Well, for example, the first great educational philosopher of modern times, Comenius, insisted that when teaching, the subject matter should be adapted to learners' interests, and the method of instruction should be consistent with their mental development.**

比如，近现代第一位伟大的教育哲学家夸美纽斯认为，在教学时，内容应该适合学生的兴趣，教学方法应该与他们的心智发展相一致。

Comenius 夸美纽斯 (Johann Amos Comenius, 1592–1670)，捷克著名教育家，西方教育理论的奠基者之一。他认为教育能够发展理性，改造社会和建设国家，提出采用班级授课制度，普及初等教育。

adapt to 使适合，使适应。如：

*Children have already adapted to the new life here.* 孩子们已经适应了这里的新生活。

be consistent with 与某事物相一致，与某事物相吻合。如：

*What we say should be consistent with what we do.* 我们应当言行一致。

- 2 **Well, I think it means that education is not simply about passing on knowledge and skills necessary for a future life, but to provide a rich experience of living while learning to use that knowledge and those skills to solve real-world problems.**

我觉得它的意思是教育不仅仅是传授未来生活所需的知识和技能，而是在学习使用知识和技能解决现实世界问题的同时，提供一种丰富的人生经历。

pass on 传授，传给。如：

*As a traditional art form, the skill of paper-cutting has been passed on from generation to generation.* 作为一种传统的艺术形式，剪纸的技能一代一代地传下来。

- 3 **We should build an education system which comprehensively fosters the students' all-round moral, intellectual, physical and aesthetic grounding with a hard-working spirit.**

要培养德智体美劳全面发展的社会主义建设者和接班人。

本句出自新华网对2018年全国教育大会的报道。

## Lesson 1

- 1 **Anne Sullivan** 安妮·莎莉文 (1866–1936)，出生于美国马萨诸塞州。5岁时因一场眼疾失去大部分视力。1880年10月进入帕金斯盲人学校。此间经过两次眼部手术，安妮的视力得到部分恢复。从帕金斯盲人学校毕业后，1887年3月，安妮来到海伦·凯勒家做家庭教师。安妮用极大的爱心、耐心和毅力，成功地将海伦从一个心智未开、任性无知的小女孩逐渐培养成一个知书达理、才华横溢的少女，直至进入大学。
- 2 **Boston** 波士顿，美国东北部沿海城市和海港，是马萨诸塞州的首府。创建于1630年，是美国最古老的城市之一，新英格兰地区主要的外贸港口和渔港，也是美国著名的文化城和重要的教育、科研基地。
- 3 **Now that Helen grasped the key to language, she was very eager to learn more and use it as much as she could.**

由于海伦理解了语言的关键，她非常渴望学习更多语言，并且尽可能运用它。



be eager to do sth 渴望做某事。如：  
*We are eager to come here.* 我们热切盼望来到这里。

- 4 **She was making necklaces with the help of Anne when she noticed that she had made some mistakes.**

她正在安妮的帮助下做项链，这时她发现自己犯了一些错。  
with the help of 在……的帮助下。如：

*He made himself understood with the help of gestures.* 他用手势让人们了解他的意思。

- 5 **In a flash I knew that the word was the name of the process that was going on in my head.**

瞬间我就明白了，我头脑中进行的活动就是这个词的意思。  
in a flash 瞬间。如：

*Wait here and I'll be back in a flash.* 在这等着，我马上回来。

## Lesson 2

- 1 **It gives us insights into how people think and the attitude we need in order to understand people of different cultures.**

它使我们深入了解人们是如何思考的，以及为了理解不同文化背景的人我们需要采取什么态度。

give insight into 使顿悟，猛醒。如：

*This book gives us some insight into the history of the Second World War.* 这本书使我们深入了解第二次世界大战的历史。

- 2 **It helps you to understand what is wrong and what is right, explore the truth and develop cognition, regardless of whether it's easy or what others' opinions are.**

它帮助人们判断正误，探讨真理，培养认知能力，不管其是否容易、不管其他人的看法。  
regardless of 不管；不顾。如：

*They were determined to carry on the experiment regardless of difficulties.* 他们决心继续实验，不管困难如何。

## Lesson 3

- 1 **To start with, we need questions.**

首先，我们需要问题。

to start with 首先；第一。如：

*To start with, you need to read some reference books.* 首先，你需要读一些参考书。

- 2 **Francis Bacon** 弗朗西斯·培根 (1561–1626)，英国哲学家，英国唯物主义和现代实验科学的始祖。历任律师、下院议员、掌玺大臣、大法官。提出“知识就是力量”。对归纳法做了系统的论述，被认为是归纳逻辑的创始人。

- 3 **Galileo Galilei** 伽利略·伽利莱 (1564–1642)，意大利物理学家、天文学家，近代实验科学的奠基者之一。伽利略从实验中总结出自由落体定律，推翻了亚里士多德的很多学说。还发现了惯性定律和抛体运动规律等，确定了力学相对性原理，因此被认为是经典力学和实验物理学的先驱。他是利用望远镜观察天体取得大量成果的第一人。

- 4 **Aristotle** 亚里士多德 (公元前374–322)，古希腊哲学家，和柏拉图一同被认为是“西方哲学之父”。

- 5 **At first, people approved of his studies and urged him to continue, but later when he**

**proved Aristotle wrong, they grew angry and put him in prison.**

起初人们认可他的研究成果，催促他继续研究，但是当他证实亚里士多德有错时，他们生气了，并把他送进了监狱。

approve of 赞成，认可，承认。如：

*The boss wouldn't approve of the plan.* 老板不会赞成这个计划。

*Mother didn't approve of John.* 母亲不认可约翰。

## Writing Workshop

1 **It's time to water the flowers.**

该浇花了。

It's time to do sth 是做某事的时候了。如：

*It's time to go to school.* 该去上学了。

2 **It is important not to become too preoccupied with routines and schedules, because they can make us blind to what is in front of us. Sometimes we need to be flexible and adapt to changing circumstances.**

不过于拘泥于常规日程安排是很重要的，因为它们会让我们忽视眼前的事物。有时我们需要灵活和适应变化的环境。

be preoccupied with 一门心思在……上。如：

*He was too preoccupied with his own thoughts to notice anything wrong.* 他只顾着心事，没注意到有什么不对。

## UNIT 6 THE MEDIA

### Topic Talk

**As journalists, we are the disseminators of beauty. We disseminate the most beautiful things in life to the people, letting them know what is beautiful and what is ugly about the world.**

我们新闻记者是美的传播者，要把生活中最美的东西传播给人民，让大家知道世界上什么是美的，什么是丑的。

本句出自张惠芳、王昉《人民记者穆青传记》。

### Lesson 1

- 1 ***The Godfather*** 《教父》，是由弗朗西斯·福特·科波拉执导，马龙·白兰度、阿尔·帕西诺等人主演的电影，于1972年在美国上映。该片改编自马里奥·普佐的同名小说，讲述了以维托·唐·科莱昂为首的黑帮家族的发展过程以及科莱昂的小儿子迈克如何接任父亲成为黑帮首领的故事。1973年该片获得第45届奥斯卡奖最佳电影、最佳男主角、最佳改编剧本奖。2007年被美国电影协会选为“百年百佳影片”，排名第二。
- 2 **ghost writer** 代笔人
- 3 ***The Life of Pi*** 《少年派的奇幻漂流》，是根据扬·马特尔于2001年发表的同名小说改编的一部电影，由李安执导。影片讲述的是少年派遇到一次海难，家人全部丧生，他与一只孟加拉虎在救生小船上漂流了227天，人与虎建立起一种奇特的关系，并最终共同战胜困难获得重生。2013年，该片在第85届奥斯卡奖颁奖礼上获得了最佳导演、最佳视觉效果奖等四项奖项。

- 4 **CGI (Computer Generated Image) technology has had a huge impact on the film industry.**  
 电脑生成动画技术对电影产业有重大影响。  
 CGI 电脑生成动画，被广泛运用于电影、电视、视频游戏、互动多媒体等领域的计算机图像技术。  
 have an impact on 对……有影响。如：  
*Because this is the most dynamic economic region in the world, what we do will have an impact on everywhere else.* 由于这里是世界上经济最活跃的地区，我们的做法对任何其他地区都将产生影响。
- 5 **Stephen King** 斯蒂芬·金 (1947-)，美国作家，编写过剧本，主持过专栏评论，曾担任电影导演、制片人以及演员。代表作品有《闪灵》《肖申克的救赎》和《末日逼近》等。
- 6 **J. D. Salinger** 杰罗姆·大卫·塞林格 (Jerome David Salinger, 1919-2010)，美国作家，出生于纽约。他于1951年发表的著名小说《麦田里的守望者》被认为是20世纪美国文学的经典作品之一。
- 7 ***A Catcher in the Rye*** 《麦田里的守望者》，是美国作家杰罗姆·大卫·塞林格唯一的一部长篇小说。塞林格将故事的起止局限于16岁的中学生霍尔顿·考尔菲德从离开学校到纽约游荡的三天时间内，并借鉴了意识流天马行空的写作方法，充分探索了一个十六岁少年的内心世界。
- 8 ***Jaws*** 《大白鲨》，是1975年上映的一部美国惊悚电影，是史蒂文·斯皮尔伯格拍摄的经典影片之一，根据彼得·本奇利的同名小说改编。影片讲述了一个名叫艾米蒂岛的暑期度假小镇近海出现一头巨大的食人大白鲨，多名游客命丧其口，当地警长在一名海洋生物学家和一位职业鲨鱼捕手的帮助下决心猎杀这条鲨鱼。
- 9 ***The Lord of the Rings*** 《指环王》系列奇幻电影，改编自J. R. R. 托尔金的小说，由彼得·杰克逊执导。系列电影包括三部：《指环王：护戒使者》《指环王：双塔奇兵》和《指环王：王者归来》。
- 10 **James Bond** 詹姆斯·邦德，虚拟人物，是《007》系列小说、电影的主角。在故事里，他是英国情报机构军情六处的特工，代号007。
- 11 **And possibly the best proof of a successful adaptation is the James Bond series, the majority of which has been adapted from the 007 novels of Ian Fleming.**  
 可能最好的例子是詹姆斯·邦德系列，该系列的大部分作品都改编自伊恩·弗莱明的《007》小说。  
 Ian Fleming 伊恩·弗莱明 (1908-1964)，英国小说家、特工，1908年出生于英国伦敦。从1953年开始，他以自己的间谍经验创作詹姆斯·邦德系列。

## Lesson 2

- 1 **a high-definition video** 高清视频
- 2 **As a result, big media corporations are being cut out.**  
 结果，大型媒体公司正在一个个倒闭。  
 cut out 切断；停止；关掉。如：  
*Some of them will help you cut out some of the stress.* 其中的一些会帮你减轻一些压力。
- 3 **microblogging** 使用微博分享或传播信息。

## Lesson 3

- 1 **Such advertisements have gone through a process of change over the years along with social, economic and technological developments.**

与社会、经济和技术发展过程同步，多年来这些广告经历了一个变化的过程。

go through 经历。如：

*We have just gone through a crisis.* 我们刚刚经历了一场危机。

- 2 **Modern advertisements need something else to separate them from their competitors.**

现代广告需要另外一些东西，以便将它们与其竞争者区别开来。

separate sth from sth 把……与……区别开来。如：

*You should separate what he said from what he has done.* 你应该把他所说与其所为区别开来。

- 3 **To stand out in a world of competitive advertising, they must combine the highest standard of design with creative ways to make people believe that they “must have the product”.**

为了在竞争激烈的广告界凸显出来，他们必须将最高水准的设计与创造性的方法结合起来，使人们确信他们“必须购买这种产品”。

stand out 突出。如：

*He stands out for his brilliant mental powers.* 他非凡的智力使他脱颖而出。

combine sth with sth 把……与……结合起来。如：

*Combine the theory with practice.* 理论联系实际。

- 4 **They realise that it does not matter how attractive the idea linked with the product is – most people know and anticipate that the main purpose of the advertisement is to make customers buy the product.**

他们意识到与产品关联的理念有多么吸引人并不重要——大多数人都明白，广告的主要目的就是让顾客购买产品。

link sth with sth 把……与……联系起来。如：

*She linked the scene with the film she just saw.* 她把这场景与她刚看过的电影联系起来。

- 5 **For example, there are public advertisements, which encourage citizens to participate in improving their neighbourhood, protecting the environment, and helping other people.**

比如公益广告，它鼓励市民参与改善社区、保护环境和帮助他人的活动。

participate in 参与。如：

*Everyone in the class is expected to participate actively in the activities.* 希望班上的每个人都积极参与此次活动。

## Writing Workshop

- 1 ***Beauty and the Beast*** 《美女与野兽》，法国电影，导演是让·考克多。故事改编自格林童话《少女与狮子》。
- 2 ***Madame Le Prince de Beaumont*** 博蒙夫人（1711–1780），移居英国的法国贵族，作家和教育家。

## UNIT 4 HUMOUR

### Topic Talk

#### 4.1

(C = Christina M = Ma Hua)

**C:** What makes you laugh, Ma Hua?

**M:** There are so many things. I love funny stories and cross talks, and I also like comedies. My favourite kind of comedy is when someone pretends to be someone else.

**C:** Yes, I like that, too. But why do these things make us laugh?

**M:** Well, I think it is because of the humorous plots and funny acts. When people imitate someone else, we laugh at the accents they are able to imitate, the way they imitate facial expressions and the manner of the people.

**C:** Do you know why it is good for us to laugh?

**M:** Yes. Research shows that laughing has significant benefits; it relieves stress and anxiety, relaxes the whole body and gives one a sense of well-being.

**C:** That's true.

**M:** You know, laughing also encourages the brain to produce natural feel-good chemicals. So, it helps to make relationships stronger and enhance teamwork.

**C:** All this talk of laughter has made me want to watch something funny. Let's go and find a comedy to watch!

#### 4.2

(D = David J = Jia Lan)

**D:** You'll never believe what happened to me, Jia Lan — I don't think I'll ever live it down.

**J:** Why, what happened, David?

**D:** You know I've been learning to box. I had my first boxing match the other day and Mr Zhao was the referee — and you know what a strict teacher he is.

**J:** I know. We're all terrified of him.

**D:** In the second round, I took such a hard hit from my opponent that I felt dizzy and unbalanced. I wasn't sure where I was. In defence, I attacked back with a wild swing. It was so wild that instead of the hit landing on my opponent, it landed on Mr Zhao's nose. As a result, he collapsed!

**J:** Oh no! What happened then?

**D:** I was shocked. I ran up to him and tried to help him up. I said sorry over and over again. He pushed me away, gathered himself and got up to his feet.

**J:** You must have felt so bad.

**D:** I was so embarrassed that I wanted the floor to open up and consume me.

**J:** And your opponent?

**D:** He was confused and didn't know if he should carry on hitting me, or stop and help Mr Zhao — so he just stood there.

**J:** And Mr Zhao – what happened then?

**D:** He put his free hand on my shoulder and said, "Son, you've got real potential. That was an excellent hit!"

## Lesson 2

### 4.3

Good morning and thank you for joining me today. The title of my speech today is "Why do we need humour?" I believe that all of us enjoy watching a comedy film or hearing a good joke, because it makes us laugh all the time. Babies laugh long before they can speak. It's almost as if humour is hard-wired into us. So there must be some kind of benefit to it. What can humour do for us? According to recent research, humour has both physical and psychological effects.

### 4.4

Let's talk about the physical effects. Firstly, laughter helps relieve tension. It relaxes the muscles in our body, and the effects can be felt for as long as 45 minutes after a good laugh. Also, a good laugh increases blood flow to the heart and improves the function of blood vessels, which helps protect us from heart disease. Finally, when we laugh, the level of stress chemicals in our body falls, and the number of immune cells in our body increases. Both mean that our body is better able to fight infection.

### 4.5

There is a song that says, "Smile, though your heart is breaking." Does it mean there is a relation between smiling and mood? The answer is YES. Humour also has psychological effects on our mind. Scientists have proved that there is a two-way effect between smiling and mood: when we're happy, we naturally smile; and when we smile, even if we don't feel like it, it can also make us feel happy.

Besides, when we incorporate humour as part of our life attitude, it can have far-reaching effects. What does "far-reaching effects" mean? It means that it will have a great influence on how we live. We all know that if we are in a bad mood, we are likely to express negative attitudes and feelings; and this makes those around us down, too. But if we always try to be positive and funny, people will enjoy our company and feel energised by it.

That's the end of my talk. I hope you'll benefit from humour in your lives. Thank you. And now I'm happy to answer any questions ...

### 4.6

Script: see 4.3–4.5

### 4.7

(**M** = Mike   **J** = Jennifer)

**M:** Hi, Jennifer.

**J:** Oh, hello, Mike. How was the party?

**M:** It was great! But I really embarrassed myself.

- J:** Really? What did you do?
- M:** I kept on getting the host's name wrong! When we got there, I introduced him to someone as "Richard". But his name is Cliff.
- J:** Oh dear! That's awkward.
- M:** Very awkward. Then, right at the end of the party, I went to him and said – in front of everybody – "Thanks for the wonderful party, Richard". Everybody else got really quiet. After a while, somebody whispered in my ear: "His name is Cliff, not Richard." I felt so embarrassed. I couldn't stop blushing.
- J:** How did you handle the situation?
- M:** I made a joke about myself and that helped solve all the embarrassments.
- J:** How clever! Tell me more about it.
- M:** Well, you know I'd recently read an article that introduced some ways to solve an awkward situation. One example of this is that you can use humour to get people to laugh at you. For instance, if you accidentally pour coffee all over yourself, you can laugh at yourself or make a joke about it. You can say, for example, "My T-shirt also wants to have a cup of coffee." That way, other people can laugh too, without being rude about laughing at someone else's expense. Laughter is a great way to make people feel comfortable in an awkward situation. So I just started laughing and said, "Oh dear, one of these days I'm going to forget my own name!" Everybody laughed, even Richard – I mean Cliff.
- J:** You're so smart! Humour is really a great way to deal with an awkward situation.

## UNIT 5 EDUCATION

### Topic Talk

#### 5.1

(I = Interviewer W = Professor Wilson)

- I:** Hello, Professor Wilson, and thank you for joining us today. Would you please tell us something about education?
- W:** Sure. Education has great social and personal significance; thus, philosophers and educators have devoted a good deal of time to exploring its meaning.
- I:** So, what are some of their thoughts?
- W:** Well, for example, the first great educational philosopher of modern times, Comenius, insisted that when teaching, the subject matter should be adapted to learners' interests, and the method of instruction should be consistent with their mental development.
- I:** That's very true. It's important to make education match the learners' interests and meet their needs.
- W:** Yes. Another world-famous philosopher and educator, John Dewey, said that "education is not preparation for life; education is life itself."
- I:** What does that mean exactly? Could you explain, please?
- W:** Well, I think it means that education is not simply about passing on knowledge and skills necessary for a future life, but to provide a rich experience of living while learning to use that knowledge and those skills to solve real-world problems.

- I:** Indeed, education and society should be closely connected.
- W:** Yes. Nowadays, education stresses more on cultivating creative minds, exploring the truth and developing sympathy for and understanding of our fellow men.
- I:** Thank you, Professor Wilson.

## 5.2

(**Y** = Yang Ping   **J** = Jason)

- Y:** I've been looking at ways we learn. I saw a diagram on the Internet the other day. It showed that we remember ten percent of what we hear. We remember twenty percent of what we read, thirty percent of what we see, fifty percent of what we see and hear, seventy percent of what we discuss with others, eighty percent of what we do and ninety-five percent of what we teach to others.
- J:** Wow, that is interesting! It ties in with what I've been told, that if you want to be sure you understand something then try and teach it to someone else. If you can't explain it, then you don't understand it clearly yourself.
- Y:** That is true. Remember what our teacher told us the other day about how we learn?
- J:** Yes, actually I do! It goes in this order: first we remember, then we understand, then we apply what we have learnt. After that we analyse and evaluate what happened and then create something new from what we have learnt.
- Y:** Exactly! Let's give it a try!

## Lesson 2

### 5.3

Script: see 5.4–5.5

### 5.4

Good afternoon, everyone. In today's lecture, we'll be discussing education. The questions we often ask about education are: what is education? And what are the main objectives for students to receive education?

Well, what is education? Education comes from the Latin for "to lead". So, when you are educated you are led from one place to another, including physical, moral, mental or academic. It is a process of facilitating learning or the acquisition of knowledge, skills, values, attitudes and habits.

### 5.5

Let's move on to talk about the objectives of education.

For me, education has three main objectives. Firstly, it is to gain knowledge. Obviously, certain kinds of knowledge are necessary not only to pursue certain careers but also to contribute to the world. For example, we need to learn maths to understand finance and economics; we need to be able to read, so that we are able to communicate and expose ourselves to new things. Besides, education provides another deeper kind of knowledge, which lets us understand how the surrounding world works. It gives us insights into how people think and the attitude we need in order to understand people of different cultures.



Secondly, education goes beyond knowledge; it prepares individuals for a well-rounded life in society. In other words, it provides learners with the tools to develop skills, to think for themselves and to continue learning throughout their lives. For example, education can help individuals develop critical thinking skills, which will prevent them from following uncritically traditional ways and will enable them to act based on judgement.

Thirdly, education establishes core values and prepares you for social life. It helps you to understand what is wrong and what is right, explore the truth and develop cognition, regardless of whether it's easy or what others' opinions are; it also helps you learn how to interact with other people in a civil manner, regardless of nationality, race or class. It makes people behave with integrity, regardless of background and circumstances. Therefore, there will be more critical, kind, honest and truthful citizens in society. Eventually, education also enables learners to establish the right values and attitudes, as well as form good habits so that they can become responsible citizens as well.

In conclusion, education is important not only because it facilitates individual development, but also promotes social and national development. Referring back to the definition provided at the very beginning, education facilitates the development of an individual physically, mentally, morally and academically, so that the individual can make effective contributions to social development.

Any questions?

## 5.6

(**S** = A student    **J** = Professor James)

- S:** Professor James, thank you very much for the very insightful talk. It makes me rethink the objectives of education. My question is: in order to achieve the main objectives of education, what should teachers and students do respectively?
- J:** That is a very good question. Let's first talk about teachers' responsibility. I think a teacher's top priority is to facilitate students' learning. That means a teacher's job is not just to pass on knowledge and skills to students, but it's more important to stimulate students' interests in learning and teach them to think critically and creatively. Also, a teacher needs to support students' learning by providing rich resources and helping them learn to use the right strategies to make learning more effective.
- S:** Thank you. What about the students' responsibility?
- J:** Well, I believe it is the students' responsibility to take the initiative to become autonomous learners. That's why students need to have clear learning goals for themselves and to learn how to analyse, compare and evaluate what is taught. Another thing that's important for students is that they need to make proper judgements to guide their own beliefs and actions, and it's a brilliant idea to demonstrate what they have learnt when assessed.
- S:** Thank you.

## UNIT 6 THE MEDIA

### Topic Talk

#### 6.1

(A = Ann M = Mark)

**A:** Hi Mark, talking about media, such as TV, radio, the Internet, or other types of social media, do you have a favourite type of media?

**M:** To be honest, I use so much media on a daily basis. I like listening to broadcasts on the radio in the mornings; and in the afternoons, I catch up on news via the Internet. In the evenings, I enjoy watching TV or films with my family. So I don't really have a favourite type.

**A:** Interesting. It seems that you choose different media at different time.

**M:** Right. The radio helps give people quick news about traffic information, weather conditions, news broadcasts, economic or political discussions and the latest music available. On the other hand, the Internet gives us so much diverse information about the world, from art and literature to science.

**A:** That's true. Do you think media is a positive or a negative thing?

**M:** Well, that's difficult to say — it's a mixture of both. There are both advantages and disadvantages to the media. For example, one disadvantage is that there is so much diverse information available; hence it can be difficult to find the right information and to decide if the information can be trusted. Figuring out what to acknowledge and what to dismiss is really challenging. Therefore, how to interpret and evaluate information we get from the media can be critical for all of us.

**A:** That's true. So, are there any advantages to media?

**M:** Certainly. Media allows us to know what's going on in the world, and it can also outline problems in society, so we can work together to find ways to solve them.

**A:** Precisely! I had not thought of media that way, thanks Mark!

#### 6.2

(A = Anna B = Ben)

**A:** Ben, do you use the Internet often? What do you use it for?

**B:** I use the Internet every single day! It's a very useful piece of media. I consult the Internet to research things for school, to better understand complicated issues by finding alternative opinions on the subject and even to do fun things like watching Ping-Pong tournaments.

**A:** The Internet is really useful. I enjoy using it, but I don't use it as often as you seem to. I still prefer to use traditional media like newspapers, magazines and the radio.

**B:** Well, did you know that you can find all the things you mentioned on the Internet now?

**A:** Really? What do you mean?

**B:** I read the news on my favourite newspaper's website, instead of buying a real newspaper, and I can also purchase e-magazines — magazines you can read online. You can even listen to your favourite radio station on the Internet these days.

**A:** Wow! I didn't know that.

**B:** It's amazing that the Internet can provide so many different types of media!

## Lesson 2

### 6.3

(P = Presenter J = Monica Jessop)

**P:** And now it's time for *Ask the Expert*. Our expert this week is Professor Jessop, a professor of media studies. Good to have you on our programme, Professor Jessop.

**J:** Thanks.

**P:** I have collected a number of questions from our website. Here is the first question. Do you think the Internet has affected traditional media, news, for example?

**J:** Well, yes, absolutely. The Internet has made a great impact on how news is produced. In the past, it was the newspaper editor who decided what was news and covered it, but now anyone can. With the camera in our smartphones, we can make a recording of a high-definition video of an event, upload it to the Internet, and then people all over the world can see it. As a result, big media corporations are being cut out. Some sites are bringing the news directly from the people who are experiencing or witnessing it, on the spot of a car accident for example.

**P:** That's interesting. Just now, you mentioned how the Internet has changed news, Professor Jessop, our second question is: how has it changed the way we use language?

**J:** Well, obviously the Internet has introduced a lot of new words to our language. Who had heard of "microblogging" before the Internet? But more importantly, I believe the Internet has made media more interactive. Media used to be a one-way process — they spoke and we listened. Now it's much more like a dialogue. Every article has reader's comments below it and anyone can express what they think.

**P:** OK, thanks, Professor Jessop. Now we've only got time for one more question. You mentioned newspapers earlier. They're having a hard time. Do you think we will still read newspapers in the future?

**J:** Most countries have seen a drop in newspaper sales in the last few years. It's not just the loss of readers that is a problem. In the US, newspapers make almost 90% of their money from advertising. This has occurred for several reasons. Firstly, a lot of companies and people now choose to advertise online. Secondly, when newspaper sales drop, fewer people want to advertise in the paper and they won't pay as much to advertise. In my opinion, newspaper business will find it much harder to survive in the future.

**P:** OK, thanks Professor Jessop. It's a pleasure as always to talk to you and thanks for taking part in *Ask the Expert*.

### 6.4

(S = A senior person T = A teenager)

**S:** About 30 years ago, everyone watched the same news and talked about it at work the next day.

**T:** Oh? That is very different from what we do nowadays.

**S:** Right. In those days, the families would watch the evening news on TV.

- T:** So does that mean that everyone watched the same TV programme? Can you tell me more about it?
- S:** After dinner, families would gather around the television and watch the news from 7 pm to 7.30 pm.
- T:** Really? That's interesting. But what I don't quite understand is that everyone in the family watched the same news together. Did they all have the same interests?
- S:** Well, let me put it another way. Due to the limited ways to find out the most up-to-date news in those days, watching the evening news became a kind of common practice for many families. Did I make myself clearer?
- T:** Ah, that must have happened before we had computers and the Internet.
- S:** Exactly. We now can follow the news at any time 24 hours a day.

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# VOCABULARY IN EACH UNIT

## UNIT 4 HUMOUR

### Topic Talk

comedy /'kɒmədi/ <i>n.</i> 喜剧; 喜剧片	(6)
cross talk 相声	(6)
pretend /prɪ'tend/ <i>vi. &amp; vt.</i> 假装, 装作	(6)
humorous /'hju:mərəs/ <i>adj.</i> 幽默的, 诙谐的	(6)
plot /plɒt/ <i>n.</i> (书、电影、戏剧的) 情节	(6)
accent /'æksənt/ <i>n.</i> 口音	(6)
*imitate /'ɪmɪteɪt/ <i>vt.</i> 模仿	(6)
facial /'feɪʃəl/ <i>adj.</i> 面部的; 脸上的	(6)
interact /,ɪntər'ækt/ <i>vi.</i> 交流; 交往; 相互作用	(6)
anxiety /æŋ'zæti/ <i>n.</i> 焦虑, 不安, 担心	(6)
well-being <i>n.</i> 舒适; 健康; 幸福	(6)
significant /sɪg'nɪfɪkənt/ <i>adj.</i> 重要的, 重大的	(107)
enhance /ɪn'hɑ:ns/ <i>vt.</i> 增强; 改进; 提高	(107)
*referee /,refə'ri:/ <i>n.</i> 裁判 (员)	(107)
*terrified /'terfaɪd/ <i>adj.</i> 极度惊恐的	(107)
dizzy /'dɪzi/ <i>adj.</i> 头晕目眩的	(107)
unbalanced /ʌn'bælənst/ <i>adj.</i> 不平衡的	(107)
swing /swɪŋ/ <i>n.</i> 挥动, 挥舞; 秋千 <i>vi. &amp; vt.</i> (使) 摆动; (使) 转动; 朝……打去; 荡秋千	(107)
collapse /kə'læps/ <i>vi.</i> 突然倒下	(107)
embarrassed /ɪm'bærəst/ <i>adj.</i> 难堪的, 尴尬的	(107)
consume /kən'sju:m/ <i>vt.</i> 消耗; 吃; 消费	(107)
confused /kən'fju:zd/ <i>adj.</i> 困惑的	(107)
potential /pə'tenʃəl/ <i>n.</i> 潜力, 潜能 <i>adj.</i> 潜在的, 可能的	(108)

### Lesson 1

saucer /'sɔ:sə/ <i>n.</i> 杯托	(8)
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doorway /'dɔ:weɪ/ <i>n.</i> 门口, 出入口	(8)
antique /,æn'ti:k/ <i>n.</i> 古董; <i>adj.</i> 古时制造的	(8)
*casually /'kæʒuəli/ <i>adv.</i> 漫不经心地; 非正式地	(8)
innocently /'mɛsəntli/ <i>adv.</i> 装作若无其事地; 无辜地	(8)
appetite /'æpɪtaɪt/ <i>n.</i> 胃口, 食欲	(8)
faithful /'feɪθfəl/ <i>adj.</i> 忠诚的	(8)
*deduce /dɪ'dju:s/ <i>vt.</i> 推论, 推断	(8)
astronomy /ə'strɒnəmi/ <i>n.</i> 天文学	(8)
*galaxy /'gæləksi/ <i>n.</i> 星系	(8)
potentially /pə'tenʃəli/ <i>adv.</i> 可能地, 潜在地	(8)
*Saturn /'sætən/ <i>n.</i> 土星	(8)
*Leo /'li:əʊ/ <i>n.</i> 狮子座	(8)
scientific /,saɪəntɪ'fɪk/ <i>adj.</i> 科学 (上) 的	(8)
measurement /'meʒəmənt/ <i>n.</i> 测量, 计量, 衡量	(8)
atmosphere /'ætməsfiə/ <i>n.</i> 大气 (层); 气氛, 氛围, 环境	(8)
forecast /'fɔ:kɑ:st/ <i>vt.</i> 预测, 预报	(8)
middle-aged <i>adj.</i> 中年的	(9)
surgery /'sɜ:dʒəri/ <i>n.</i> 诊所; 外科手术	(9)
bleed /'bli:d/ <i>vi.</i> 流血, 出血	(9)
sneeze /sni:z/ <i>vi. &amp; n.</i> 打喷嚏	(9)
scream /skri:m/ <i>vi.</i> 尖声大叫; <i>n.</i> 尖叫声	(9)
consultation /,kɒnsəl'teɪʃən/ <i>n.</i> 就诊; 咨询	(9)
crisis /'kraɪsɪs/ <i>n.</i> 危难时刻; 危机	(9)
examine /ɪg'zæmɪn/ <i>vt.</i> 检查	(9)
announce /ə'naʊns/ <i>vt.</i> 宣布, 宣告	(9)
afterwards /'ɑ:ftəwədz/ <i>adv.</i> 随后, 后来	(9)
circus /'sɜ:kəs/ <i>n.</i> 马戏团	(9)
*clown /klaʊn/ <i>n.</i> 小丑	(9)
deserve /dɪ'zɜ:v/ <i>vt.</i> 应得, 应受到	(11)

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。

## Lesson 2

tension /'tenʃən/ <i>n.</i> 紧张; 焦虑; 焦急	(12)
muscle /'mʌsəl/ <i>n.</i> 肌肉	(12)
*physical /'fɪzɪkəl/ <i>adj.</i> 身体的, 肉体的	(12)
*blood vessel 血管	(12)
psychological /,saɪkə'lɒdʒɪkəl/ <i>adj.</i> 心理的, 精神的	(12)
mood /mu:d/ <i>n.</i> 心情, 情绪	(12)
far-reaching <i>adj.</i> 影响深远的	(12)
energise /'enədʒaɪz/ <i>vt.</i> 使充满活力; 使增强决心	(12)
immune /ɪ'mju:n/ <i>adj.</i> 有免疫力的	(108)
cell /sel/ <i>n.</i> 细胞	(108)
infection /ɪn'fekʃən/ <i>n.</i> 感染; 传染	(108)
*incorporate /ɪn'kɔ:pəreɪt/ <i>vt.</i> 把……并入; 包含	(108)
whisper /'wɪspə/ <i>vi.</i> & <i>vt.</i> 悄声说, 低语, 耳语	(109)
*blush /blʌʃ/ <i>vi.</i> 脸红	(109)
embarrassment /ɪm'bærəsmənt/ <i>n.</i> 窘迫, 尴尬	(109)
accidentally /'æksɪdəntli/ <i>adv.</i> 偶然地, 意外地	(109)
expense /ɪk'spens/ <i>n.</i> 费用, 花费	(109)
at sb's expense 嘲笑某人	(109)

## Lesson 3

comedian /kə'mi:diən/ <i>n.</i> 喜剧演员	(14)
nationality /,næʃə'næləti/ <i>n.</i> 国籍	(14)
reputation /,repju'teɪʃən/ <i>n.</i> 名誉, 名望	(14)
encounter /ɪn'kaʊntə/ <i>vt.</i> 遇到	(14)
amuse /ə'mju:z/ <i>vt.</i> 使开心; 逗笑	(14)
rely /rɪ'laɪ/ <i>vi.</i> 依赖	(14)
rely on 依赖; 信赖	(14)
purely /'pjʊəli/ <i>adv.</i> 完全地, 纯粹地, 仅仅	(14)
universal /,ju:nɪ'vɜ:səl/ <i>adj.</i> 广泛适用的; 共同的, 普遍的	(14)
episode /'epɪsəʊd/ <i>n.</i> 一集	(14)
astonished /ə'stɒnɪʃt/ <i>adj.</i> 吃惊的, 惊讶的	(14)
steak /steɪk/ <i>n.</i> 牛排	(14)
raw /rɔ:/ <i>adj.</i> 生的	(15)
chew /tʃu:/ <i>vi.</i> & <i>vt.</i> 咀嚼	(15)

vase /vɑ:z/ <i>n.</i> 花瓶	(15)
purse /pɜ:s/ <i>n.</i> 女用手提包; 女式钱包	(15)
contemporary /kən'tempərəri/ <i>adj.</i> 当代的	(15)
screenwriter /'skri:n,raɪtə/ <i>n.</i> 影视剧本作家, 编剧	(15)
mostly /'məʊstli/ <i>adv.</i> 主要地; 大部分	(15)
*clumsy /'klʌmzi/ <i>adj.</i> 笨拙的, 不灵活的	(15)
amusing /ə'mju:zɪŋ/ <i>adj.</i> 好笑的, 有趣的	(15)
creation /kri'eɪʃən/ <i>n.</i> 创造物, 作品	(15)
contrary /'kɒntrəri/ <i>n.</i> 正相反, 恰恰相反	(15)
academic /ækə'demɪk/ <i>adj.</i> 学术的	(15)
scholarship /'skɒləʃɪp/ <i>n.</i> 奖学金	(15)
boarding school 寄宿学校	(15)
attain /ə'teɪn/ <i>vt.</i> 得到, 获得	(15)
obtain /əb'teɪn/ <i>vt.</i> 获得, 得到	(15)
electrical engineering 电力 (电气) 工程学	(15)
*stutter /'stʌtə/ <i>n.</i> 结巴, 口吃	(15)
talent /'tælənt/ <i>n.</i> 天资, 天赋, 才能	(15)
mirror /'mɪrə/ <i>n.</i> 镜子	(15)
producer /prə'dju:sə/ <i>n.</i> 制作人, 制片人	(15)
rarely /'reəli/ <i>adv.</i> 很少, 难得	(15)
genius /'dʒi:niəs/ <i>n.</i> 天才, 天赋; 天才人物	(15)
convinced /kən'vɪnst/ <i>adj.</i> 确信的, 信服的	(15)

## Writing Workshop

unfortunate /ʌn'fɔ:tʃənət/ <i>adj.</i> 不幸的, 倒霉的	(18)
*agent /'eɪdʒənt/ <i>n.</i> 代理人	(18)
demand /dɪ'mɑ:nd/ <i>vt.</i> 要求	(18)

## Reading Club 1

loosely /'lu:slɪ/ <i>adv.</i> 不严谨地	(21)
criticise /'krɪtɪsaɪz/ <i>vi.</i> & <i>vt.</i> 批评, 指责	(21)

## Reading Club 2

log /lɒg/ <i>n.</i> 大木头, 原木; (事件的) 正式记录	(23)
idiom /'ɪdiəm/ <i>n.</i> 成语	(23)
politician /,pɒlə'tɪʃən/ <i>n.</i> 政治家	(23)
bath /bɑ:θ/ <i>n.</i> 浴室; <i>vi.</i> 洗澡	(23)

## UNIT 5 EDUCATION

### Topic Talk

significance /sɪg'nɪfɪkəns/ <i>n.</i> 重要性, 意义	(28)
promote /prə'məʊt/ <i>vt.</i> 促进, 增进	(28)
facilitate /fə'sɪlɪteɪt/ <i>vt.</i> 促进; 使便利	(28)
consistent /kən'sɪstənt/ <i>adj.</i> 一贯的, 一致的	(28)
*cultivate /'kʌltɪveɪt/	
<i>vt.</i> 培养, 养成 (技能、态度或素质)	(28)
sympathy /'sɪmpəθi/ <i>n.</i> 同情, 同情心	(28)
fellow man 人类	(28)
analyse /'ænaləɪz/ <i>vt.</i> 分析, 剖析	(29)
philosopher /fɪ'lɒsəfə/ <i>n.</i> 哲学家	(109)
educator /'edʒəkətə/ <i>n.</i> 教育工作者	(109)
insist /ɪn'sɪst/ <i>vi.</i> 坚称; 坚持主张	(109)
evaluate /ɪ'veljueɪt/ <i>vt.</i> 评估, 评价	(110)

### Lesson 1

*enlighten /ɪn'laɪtn/	
<i>vt.</i> 启迪; 指导, 教导	(30)
exceptionally /ɪk'sepʃənəli/ <i>adv.</i> 极其, 非常	(30)
severe /sɪ'veɪə/ <i>adj.</i> 很严重的	(30)
restriction /rɪ'strɪkʃən/ <i>n.</i> 限制, 规定, 约束	(30)
unbearable /ʌn'beərəbəl/	
<i>adj.</i> 难以忍受的; 承受不住的	(30)
troublesome /'trʌbləsəm/	
<i>adj.</i> 引起麻烦的; 令人烦恼的	(30)
*stubborn /'stʌbən/	
<i>adj.</i> 固执的, 执拗的; 倔强的	(30)
tendency /'tendənsi/ <i>n.</i> 倾向	(30)
superb /sju:'pɜ:b/ <i>adj.</i> 极好的, 卓越的	(30)
eyesight /'aɪsaɪt/ <i>n.</i> 视力	(30)
relate /rɪ'leɪt/ <i>vi.</i> 理解; 相联系	(30)
technique /tek'ni:k/ <i>n.</i> 技巧, 手法	(30)
straightforward /,streɪt'fɔ:wəd/	
<i>adj.</i> 简单的, 易懂的; 诚实的, 坦率的	(30)
*doll /dɒl/ <i>n.</i> 玩偶	(30)
initially /ɪ'nɪʃəli/ <i>adv.</i> 起初	(30)
excitement /ɪk'saɪtmənt/ <i>n.</i> 兴奋, 激动	(30)
*imitation /,ɪmɪ'teɪʃən/ <i>n.</i> 模仿, 仿效	(30)
stream /stri:m/ <i>n.</i> 水流	(30)

liquid /'lɪkwɪd/ <i>n.</i> 液体	(30)
precious /'preʃəs/ <i>adj.</i> 宝贵的	(31)
grasp /grɑ:sp/ <i>vt.</i> 理解, 领会	(31)
gradual /'grædʒuəl/ <i>adj.</i> 逐渐的, 逐步的	(31)
painful /'peɪnfəl/	
<i>adj.</i> 令人痛苦的; 困难的; 疼痛的	(31)
enthusiastic /ɪn'θju:zi'æstɪk/	
<i>adj.</i> 热心的, 热衷的	(31)
vocabulary /və'kæbjʊləri/ <i>n.</i> 词汇量	(31)
expand /ɪk'spænd/	
<i>vi. &amp; vt.</i> (使) 扩大; 增加	(31)
complex /'kɒmpleks/	
<i>adj.</i> 复杂的; 难以理解的	(31)
*violet /'vaɪələɪt/ <i>n.</i> 紫罗兰	(31)
gently /'dʒentli/	
<i>adv.</i> 轻柔地; 温和地; 平缓地	(31)
*puzzle /'pʌzəl/ <i>vt.</i> 使困惑, 使迷惑	(31)
apparent /ə'pærənt/	
<i>adj.</i> 显而易见的; 明白的	(31)
ray /reɪ/ <i>n.</i> (太阳或月亮的) 光线	(31)
disappointed /,dɪsə'pɔɪntɪd/	
<i>adj.</i> 失望的, 沮丧的	(31)
abstract /'æbstrækt/ <i>adj.</i> 抽象的	(31)
concept /'kɒnsept/ <i>n.</i> 概念; 想法	(31)
breakthrough /'breɪkθru:/	
<i>n.</i> 突破; 重大进展	(31)
*necklace /'nekls/ <i>n.</i> 项链	(31)
forehead /'fɔ:hed/ <i>n.</i> 额, 前额	(31)
vivid /'vɪvɪd/ <i>adj.</i> 生动的, 逼真的	(31)

### Lesson 2

objective /əb'dʒektɪv/ <i>n.</i> 目的, 目标	
<i>adj.</i> 客观的	(34)
gain /geɪn/ <i>vt.</i> 获得, 赢得, 取得; 受益	(34)
well-rounded <i>adj.</i> 多面的, 全面的	(34)
pursue /pə'sju: / <i>vt.</i> 追求	(34)
critical /'krɪtɪkəl/ <i>adj.</i> 批评的, 批判的	(34)
*cognition /kɒg'nɪʃən/ <i>n.</i> 认识, 认知	(34)
core /kɔ:/ <i>adj.</i> 核心的	(34)
insight /'ɪnsaɪt/ <i>n.</i> 洞察力; 顿悟	(34)

civil /'sɪvəl/	
adj. 文明的, 有礼貌的; 公民的	(34)
integrity /m'tegri:ti/ n. 正直, 诚实; 完整	(34)
*Latin /'lætn/ n. 拉丁语	(110)
educate /'edʒəkert/ vt. 教育; 教导, 指导	(110)
moral /'mɒrəl/ adj. 道德(上)的	(110)
acquisition /,ækwi:'zɪʃən/ n. 获得, 习得	(110)
contribute /kən'trɪbjʊ:t/	
vi. & vt. 奉献, 捐献	(110)
finance /'fama:ns/ n. 金融; 财政	(110)
economics /,ekə'nɒmɪks/ n. 经济学	(110)
expose /ɪk'spəʊz/	
vt. 使接触; 使体验; 使暴露; 揭露	(110)
surrounding /sə'raʊndɪŋ/	
adj. 四周的, 附近的	(110)
uncritically /ʌn'krɪtɪkli/	
adv. 无鉴别力地; 不加批评地	(111)
judgement /'dʒʌdʒmənt/	
n. 判断力; 意见, 评价; 判决	(111)
regardless (of) /rɪ'gɑ:dləs/ adv. 不管; 不顾	(111)
behave /brɪ'heɪv/ vi. 表现	(111)
circumstance /'sɜ:kəmstæns/	
n. 境况, 状况; 情况, 情形	(111)
citizen /'sɪtɪzən/ n. 公民; 市民	(111)
conclusion /kən'klu:ʒən/ n. 结论	(111)
in conclusion 最后	(111)
definition /,defɪ'nɪʃən/ n. 定义, 释义	(111)
respectively /rɪ'spektɪvli/ adv. 各自地	(111)
responsibility /rɪ'spɒnsɪ'bɪləti/ n. 责任	(111)
priority /praɪ'ɔ:rti/	
n. 优先处理的事; 优先权	(111)
stimulate /'stɪmjələt/ vt. 刺激, 促使, 促进	(111)
initiative /ɪ'nɪʃətɪv/ n. 主动性	(111)
autonomous /ɔ:'tɒnəməs/	
adj. 自主的; 自治的	(111)
brilliant /'brɪljənt/	
adj. 聪颖的, 才华横溢的	(111)
demonstrate /'demənstreɪt/ vt. 展示; 说明	(111)
assess /ə'ses/ vt. 评价	(111)

### Lesson 3

obvious /'ɒbvɪəs/	
adj. 显然的, 明显的; 易理解的	(36)

analysis /ə'nælɪsɪs/ n. 分析	(36)
rank /ræŋk/ n. 等级	(36)
royal /'rɔ:əl/ adj. 皇家的; 王室的	(36)
inefficient /,ɪnɪ'fɪʃənt/ adj. 效率低的	(36)
worthy /'wɜ:ði/	
adj. 有价值的; 值得尊敬的	(36)
church /tʃɜ:tʃ/ n. 教会; 教堂	(36)
universe /'ju:nɪvɜ:s/ n. 宇宙	(36)
primitive /'prɪmətɪv/ adj. 原始的	(37)
BCE /bi:'si:'i:/ (before Common Era) 公元前	(37)
approve /ə'pru:v/ vt. 赞成; 赞许; 批准	(37)
urge /ɜ:dʒ/ vt. 强烈要求; 敦促	(37)
prison /'prɪzən/ n. 监狱	(37)
abandon /ə'bændən/ vt. 放弃; 抛弃	(37)
assumption /ə'sʌmpʃən/ n. 假定, 假设	(37)
respected /rɪ'spektɪd/	
adj. 受尊敬的, 受敬重的	(37)
wisdom /'wɪzdəm/ n. 智慧	(37)
owe /əʊ/ vt. 有……是由于; 把……归功于	(37)
shadow /'ʃædəʊ/ n. 阴影	(37)
conventional /kən'venʃənəl/	
adj. 守旧的; 传统的	(37)
kingdom /'kɪŋdəm/ n. 王国	(37)
civilisation /,sɪvəlaɪ'zeɪʃən/ n. 文明	(37)
vital /'vaɪtl/ adj. 极其重要的, 必不可少的	(37)
beneficial /,benɪ'fɪʃəl/	
adj. 有利的, 有帮助的	(37)
mankind /,mæn'kaɪnd/ n. 人类	(37)

### Writing Workshop

*apron /'eɪprən/ n. 围裙	(40)
entitle /m'taɪtl/ vt. 名为……; 使有权利	(40)
imply /ɪm'plaɪ/ vt. 意味着……	(40)
routine /ru:'ti:n/ n. 惯例, 常规; 例行公事	(40)
motion /'məʊʃən/ n. 运动	(40)
overall /,əʊvər'ɔ:l/ adj. 全部的	(40)
timetable /'taɪm,teɪbəl/	
n. 时间表, 日程表; 时刻表	(40)
preoccupied /pri:'ɒkjʊpəɪd/ adj. 全神贯注的	(40)

### Reading Club 1

facility /fə'sɪləti/ n. 设施, 设备	(43)
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## Reading Club 2

philosophy /fə'ləsəfi/ *n.* 思想体系; 哲学 (44)

restrict /rɪ'strɪkt/ *vt.* 约束, 限制 (44)

arrange /ə'reɪndʒ/ *vt.* 排列, 布置 (44)

## UNIT 6 THE MEDIA

### Topic Talk

microblogging /'mɪkrəʊ blɒgɪŋ/

*n.* 用微博分享、传播信息 (50)

hence /hens/ *adv.* 因此, 由此, 所以 (50)

broadcast /'brɔ:dka:st/ *n.* 广播节目; 电视节目

*vi. & vt.* 广播; 播送 (50)

\*via /'vaɪə/

*prep.* 通过 (某人、某机器等) 传送 (50)

economic /,ekə'nɒmɪk/ *adj.* 经济 (上) 的 (50)

political /pə'lɪtɪkəl/ *adj.* 政治的; 政府的 (50)

diverse /daɪ'vɜ:s/ *adj.* 各种各样的 (50)

election /ɪ'lekʃən/ *n.* 选举 (50)

campaign /kæm'peɪn/

*n.* (政治、商业或社会性) 运动 (50)

*vi.* 发起运动; 参加活动 (50)

candidate /'kændɪdɪt/ *n.* 候选人; 考生 (50)

coverage /'kʌvərɪdʒ/ *n.* 新闻报道;

覆盖范围 (50)

debate /dɪ'beɪt/ *n. & vi. & vt.* 讨论, 辩论 (50)

available /ə'veɪləbəl/

*adj.* 可获得的, 可用的; 有空的 (50)

interpret /ɪn'tɜ:pɪt/ *vt.* 解释; *vi. & vt.* 口译 (50)

acknowledge /ək'nɒlɪdʒ/ *vt.* 承认 (50)

dismiss /dɪs'mɪs/ *vt.* 否定 (50)

up-to-date

*adj.* 包含最新信息的; 新式的; 时髦的 (50)

outline /'aʊtlam/ *vt.* 概述; *n.* 纲要; 外形 (50)

mixture /'mɪkstʃə/ *n.* 混合 (112)

precisely /prɪ'saɪsli/ *adv.* 确实如此; 精确地 (112)

consult /kən'sʌlt/ *vt.* 查阅;

*vi. & vt.* 咨询; 商议 (112)

complicated /'kɒmplɪkətɪd/

*adj.* 难懂的; 复杂的 (112)

alternative /ɔ:l'tɜ:nətɪv/ *adj.* 可替代的; 另外的

*n.* 可供选择的事物 (112)

tournament /'tuənəmənt/ *n.* 锦标赛 (112)

purchase /'pɜ:tʃɪs/ *vt.* 购买; *n.* 购买 (物) (112)

### Lesson 1

expectation /,ekspek'teɪʃən/

*n.* 期待, 预期, 预料 (52)

pessimistic /,pesɪ'mɪstɪk/ *adj.* 悲观的 (52)

classic /'klæsɪk/ *adj.* 经典的

*n.* 名著; 经典作品 (52)

novel /'nɒvəl/ *n.* (长篇) 小说 (52)

comic /'kɒmɪk/ *n.* 连环漫画; *adj.* 滑稽的 (52)

non-fiction *n.* 非小说类文学作品 (52)

\*biography /baɪ'ɒgrəfi/ *n.* 传记 (52)

\*autobiography /,ɔ:təbaɪ'ɒgrəfi/ *n.* 自传 (52)

ghost writer 代笔人 (52)

adaptation /,ædæp'teɪʃən/ *n.* 改编版; 适应 (52)

critic /'krɪtɪk/ *n.* 评论家, 批评家 (52)

rating /'reɪtɪŋ/ *n.* (电影、电视的) 收视率排行

榜; 等级, 程度 (52)

appropriate /ə'prəʊpɪət/

*adj.* 恰当的; 合适的 (52)

liberty /'lɪbəti/ *n.* 自由; 自由权 (52)

cast /kɑ:st/ *n.* 演员阵容, 全体演员

*vt.* 投射 (光或影) (52)

visualise /'vɪʒuəlaɪz/ *vt.* 设想, 想象 (52)

definite /'defɪnət/ *adj.* 清楚的, 明确的 (52)

technical /'teknɪkəl/ *adj.* 技术上的 (53)

generate /'dʒenəreɪt/ *vt.* 产生, 创造 (53)

version /'vɜ:ʃən/ *n.* 版本 (53)

category /'kætɪgəri/ *n.* 类别, 种类, 范畴 (53)

proof /pru:f/ *n.* 证明 (53)

### Lesson 2

advertise /'ædvətaɪz/ *vi. & vt.* 为……做广告 (56)

recording /rɪ'kɔ:dɪŋ/ *n.* 录制品 (56)

high-definition <i>adj.</i> 高清晰度的	(56)
upload /ʌp'ləʊd/ <i>vi. &amp; vt.</i> (使) 上载, 上传	
<i>n.</i> 上载 (上传) 的信息	(56)
corporation /,kɔ:pə'reɪʃən/	
<i>n.</i> 大型公司; 企业集团	(56)
interactive /,ɪntər'æktɪv/	
<i>adj.</i> 互动的, 交互的; 合作的	(56)
witness /'wɪtnɪs/ <i>vt.</i> 亲身经历; 目击	
<i>n.</i> 目击者; 证人	(113)
spot /spɒt/ <i>n.</i> 地点	(113)
advertising /'ædvətaɪzɪŋ/ <i>n.</i> 广告 (业)	(113)

### Lesson 3

advertisement /əd'vɜ:təsmənt/ <i>n.</i> 广告	(58)
freedom /'fri:dəm/ <i>n.</i> 自由	(58)
fundamental /,fʌndə'mentl/	
<i>adj.</i> 根本的; 基本的; 基础的	(58)
agency /'eɪdʒənsi/ <i>n.</i> 代理处	(58)
commercial /kə'mɜ:ʃəl/	
<i>adj.</i> 商业的, 商务的	(58)
technological /,tek'nɒlədʒɪkəl/	
<i>adj.</i> 技术的; 科技的; 工艺的	(58)
originate /ə'ɪrɪdʒɪneɪt/ <i>vt.</i> 创始, 创造	(58)
sew /səʊ/ <i>vi. &amp; vt.</i> 缝, 缝纫; 缝制; 缝补	(58)
locate /ləʊ'keɪt/ <i>vt.</i> 位于	(58)
suitable /'su:təbəl/ <i>adj.</i> 合适的, 适宜的	(58)
attract /ə'trækt/ <i>vt.</i> 吸引	(59)
consist of 由……构成	(59)
advertiser /'ædvətaɪzə/ <i>n.</i> 广告商	(59)
budget /'bʌdʒɪt/ <i>n.</i> 预算	
<i>vi. &amp; vt.</i> 把……编入预算	(59)
visual /'vɪʒuəl/ <i>adj.</i> 视觉的, 视力的	(59)
boost /bu:st/ <i>n.</i> 增长; <i>vt.</i> 促进, 推动	(59)
competitive /kəm'petətɪv/	
<i>adj.</i> 竞争性强的, 有竞争力的	(59)
combine /kəm'baɪn/	
<i>vi. &amp; vt.</i> (使) 结合, (使) 组合	(59)

genuinely /'dʒenjʊnli/ <i>adv.</i> 真正地	(59)
link /lɪŋk/ <i>vt.</i> 把……联系起来	
<i>n.</i> 联系, 关联	(59)
anticipate /æn'tɪsɪpeɪt/ <i>vt.</i> 预期, 预料	(59)
profit /'prɒfɪt/ <i>n.</i> 利润, 收益, 盈利	(59)
welfare /'welfeə/ <i>n.</i> 幸福, 健康; 福利	(59)
participate /pɑ:'tɪsɪpeɪt/ <i>vi.</i> 参加, 参与	(59)
neighbourhood /'neɪbəhʊd/	
<i>n.</i> 社区, 住宅小区, 街坊	(59)
sponsor /'spɒnsə/ <i>vt.</i> 赞助, 资助; 为……担保	
<i>n.</i> 赞助商; 资助者	(59)

### Writing Workshop

beauty /'bjʊ:ti/ <i>n.</i> 美人; 美丽; 美感	(62)
*beast /bi:st/ <i>n.</i> 野兽	(62)
*fairy /'feəri/ <i>n.</i> 仙子, 小精灵	(62)
tale /teɪl/ <i>n.</i> 故事; 传说	(62)
fairy tale 童话; 神话	(62)
*prince /prɪns/ <i>n.</i> 王子; 亲王	(62)
servant /'sɜ:vənt/ <i>n.</i> 仆人, 佣人	(62)
castle /'kɑ:səl/ <i>n.</i> 城堡, 堡垒	(62)
abnormal /æb'nɔ:məl/ <i>adj.</i> 不正常的	(62)
creature /'kri:tʃə/ <i>n.</i> 生物; 动物	(62)
prisoner /'prɪzənə/ <i>n.</i> 犯人, 囚犯	(62)
trap /træp/ <i>vt.</i> 困住, 使陷入危险中	(62)
theme /θi:m/ <i>n.</i> 主题	(62)
appearance /ə'piərəns/ <i>n.</i> 外表, 外观; 出现	(62)
transform /træns'fɔ:m/ <i>vt.</i> 使转化, 使改观	(62)
frightening /'fraɪtɪnɪŋ/	
<i>adj.</i> 令人害怕的, 吓人的	(62)
fault /fɔ:lt/ <i>n.</i> 缺点, 缺陷; 责任, 过错	(62)
splendid /'splendɪd/ <i>adj.</i> 极好的; 壮丽的	(62)
*convey /kən'veɪ/ <i>vt.</i> 表达, 传达	(62)

### Reading Club 2

withdrawal /wɪð'drɔ:əl/	
<i>n.</i> 脱瘾 (过程); 取消; 取款	(66)

# WORD LIST

## A

- abandon /ə' bændən/ *vt.* 放弃; 抛弃 (37)
- abnormal /æb' nɔ: məl/ *adj.* 不正常的 (62)
- abstract /' æbstrækt/ *adj.* 抽象的 (31)
- academic /, ækə' demɪk/ *adj.* 学术的 (15)
- accent /' æksənt/ *n.* 口音 (6)
- accidentally /' æksɪdəntli/  
*adv.* 偶然地, 意外地 (109)
- acknowledge /ək' nɒlɪdʒ/ *vt.* 承认 (50)
- acquisition /, ækwɪ' zɪʃən/ *n.* 获得, 习得 (110)
- adaptation /, ædæp' teɪʃən/ *n.* 改编版; 适应 (52)
- advertise /' ædvətəɪz/ *vi. & vt.* 为……做广告 (56)
- advertisement /əd' vɜ: təsmənt/ *n.* 广告 (58)
- advertiser /' ædvətəɪzə/ *n.* 广告商 (59)
- advertising /' ædvətəɪzɪŋ/ *n.* 广告 (业) (113)
- afterwards /' a: ftəwədz/ *adv.* 随后, 后来 (9)
- agency /' eɪdʒənsi/ *n.* 代理处 (58)
- \*agent /' eɪdʒənt/ *n.* 代理人 (18)
- alternative /ɔ: l' tɜ: nərtɪv/ *adj.* 可替代的; 另外的  
*n.* 可供选择的事物 (112)
- amuse /ə' mju: z/ *vt.* 使开心; 逗笑 (14)
- amusing /ə' mju: zɪŋ/ *adj.* 好笑的, 有趣的 (15)
- analyse /' ænəlaɪz/ *vt.* 分析, 剖析 (29)
- analysis /ə' nælɪsɪs/ *n.* 分析 (36)
- announce /ə' naʊns/ *vt.* 宣布, 宣告 (9)
- anticipate /æn' tɪsɪpeɪt/ *vt.* 预期, 预料 (59)
- antique /, æn' ti: k/ *n.* 古董; *adj.* 古时制造的 (8)
- anxiety /æŋ' zaiəti/ *n.* 焦虑, 不安, 担心 (6)
- apparent /ə' pærənt/  
*adj.* 显而易见的; 明白的 (31)
- appearance /ə' pɪərəns/ *n.* 外表, 外观; 出现 (62)
- appetite /' æpɪtaɪt/ *n.* 胃口, 食欲 (8)
- appropriate /ə' prəʊpɪət/  
*adj.* 恰当的; 合适的 (52)
- approve /ə' pru: v/ *vt.* 赞成; 赞许; 批准 (37)
- \*apron /' eɪprən/ *n.* 围裙 (40)
- arrange /ə' reɪndʒ/ *vt.* 排列, 布置 (44)
- assess /ə' ses/ *vt.* 评价 (111)
- assumption /ə' sʌmpʃən/ *n.* 假定, 假设 (37)
- astonished /ə' stɒnɪʃt/ *adj.* 吃惊的, 惊讶的 (14)
- astronomy /ə' strɒnəmi/ *n.* 天文学 (8)
- at sb's expense 嘲笑某人 (109)
- atmosphere /' ætməsfiə/  
*n.* 大气 (层); 气氛, 氛围, 环境 (8)
- attain /ə' teɪn/ *vt.* 得到, 获得 (15)
- attract /ə' trækt/ *vt.* 吸引 (59)
- \*autobiography /, ɔ: təbaɪ' ɒgrəfi/ *n.* 自传 (52)
- autonomous /ɔ: ' tɒnəməs/  
*adj.* 自主的; 自治的 (111)
- available /ə' veɪləbəl/  
*adj.* 可获得的, 可用的; 有空的 (50)
- ## B
- bath /bɑ: θ/ *n.* 浴室; *vi.* 洗澡 (23)
- BCE /, bi: ' si: ' i: / (before Common Era) 公元前 (37)
- \*beast /bi: st/ *n.* 野兽 (62)
- beauty /' bjʊ: ti/ *n.* 美人; 美丽; 美感 (62)
- behave /br' heɪv/ *vi.* 表现 (111)
- beneficial /, benɪ' fiʃəl/  
*adj.* 有利的, 有帮助的 (37)
- \*biography /baɪ' ɒgrəfi/ *n.* 传记 (52)
- bleed /' bli: d/ *vi.* 流血, 出血 (9)
- \*blood vessel 血管 (12)
- \*blush /blʌʃ/ *vi.* 脸红 (109)
- boarding school 寄宿学校 (15)
- boost /bu: st/ *n.* 增长; *vt.* 促进, 推动 (59)
- breakthrough /' breɪkθru: /  
*n.* 突破; 重大进展 (31)
- brilliant /' brɪljənt/  
*adj.* 聪颖的, 才华横溢的 (111)
- broadcast /' brɔ: dka: st/ *n.* 广播节目; 电视节目  
*vi. & vt.* 广播; 播送 (50)

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。

budget /'bʌdʒɪt/ *n.* 预算  
*vi. & vt.* 把……编入预算 (59)

## C

campaign /kæm'peɪn/  
*n.* (政治、商业或社会性) 运动  
*vi.* 发起运动; 参加活动 (50)

candidate /'kændɪdɪt/ *n.* 候选人; 考生 (50)

cast /kɑːst/ *n.* 演员阵容, 全体演员  
*vt.* 投射 (光或影) (52)

castle /'kɑːsəl/ *n.* 城堡, 堡垒 (62)

\*casually /'kæʒuəli/  
*adv.* 漫不经心地; 非正式地 (8)

category /'kætɪgəri/ *n.* 类别, 种类, 范畴 (53)

cell /sel/ *n.* 细胞 (108)

chew /tʃuː/ *vi. & vt.* 咀嚼 (15)

church /tʃɜːtʃ/ *n.* 教会; 教堂 (36)

circumstance /'sɜːkəmstæns/  
*n.* 境况, 状况; 情况, 情形 (111)

circus /'sɜːkəs/ *n.* 马戏团 (9)

citizen /'sɪtɪzən/ *n.* 公民; 市民 (111)

civil /'sɪvəl/  
*adj.* 文明的, 有礼貌的; 公民的 (34)

civilisation /,sɪvəlaɪ'zeɪʃən/ *n.* 文明 (37)

classic /'klæsɪk/ *adj.* 经典的  
*n.* 名著; 经典作品 (52)

\*clown /klaʊn/ *n.* 小丑 (9)

\*clumsy /'klʌmzi/ *adj.* 笨拙的, 不灵活的 (15)

\*cognition /kɒg'nɪʃən/ *n.* 认识, 认知 (34)

collapse /kə'læps/ *vi.* 突然倒下 (107)

combine /kəm'bam/  
*vi. & vt.* (使) 结合, (使) 组合 (59)

comedian /kə'miːdiən/ *n.* 喜剧演员 (14)

comedy /'kɒmədi/ *n.* 喜剧; 喜剧片 (6)

comic /'kɒmɪk/ *n.* 连环漫画; *adj.* 滑稽的 (52)

commercial /kə'mɜːʃəl/  
*adj.* 商业的, 商务的 (58)

competitive /kəm'petɪtɪv/  
*adj.* 竞争性强的, 有竞争力的 (59)

complex /'kɒmpleks/  
*adj.* 复杂的; 难以理解的 (31)

complicated /'kɒmplɪkətɪd/  
*adj.* 难懂的; 复杂的 (112)

concept /'kɒnsept/ *n.* 概念; 想法 (31)

conclusion /kən'kluːʒən/ *n.* 结论 (111)

confused /kən'fjuːzd/ *adj.* 困惑的 (107)

consist of 由……构成 (59)

consistent /kən'sɪstənt/ *adj.* 一贯的, 一致的 (28)

consult /kən'sʌlt/ *vt.* 查阅;  
*vi. & vt.* 咨询; 商议 (112)

consultation /,kɒnsəl'teɪʃən/ *n.* 就诊; 咨询 (9)

consume /kən'sjuːm/ *vt.* 消耗; 吃; 消费 (107)

contemporary /kən'tempərəri/ *adj.* 当代的 (15)

contrary /'kɒntrəri/ *n.* 正相反, 恰恰相反 (15)

contribute /kən'trɪbjʊːt/  
*vi. & vt.* 奉献, 捐献 (110)

conventional /kən'venʃənəl/  
*adj.* 守旧的; 传统的 (37)

\*convey /kən'veɪ/ *vt.* 表达, 传达 (62)

convinced /kən'vɪnst/ *adj.* 确信的, 信服的 (15)

core /kɔː/ *adj.* 核心的 (34)

corporation /,kɔːpə'reɪʃən/  
*n.* 大型公司; 企业集团 (56)

coverage /'kʌvərɪdʒ/ *n.* 新闻报道; 覆盖范围 (50)

creation /kri'eɪʃən/ *n.* 创造物, 作品 (15)

creature /'kri:tʃə/ *n.* 生物; 动物 (62)

crisis /'kraɪsɪs/ *n.* 危难时刻; 危机 (9)

critic /'krɪtɪk/ *n.* 评论家, 批评家 (52)

critical /'krɪtɪkəl/ *adj.* 批评的, 批判的 (34)

criticise /'krɪtɪsaɪz/ *vi. & vt.* 批评, 指责 (21)

cross talk 相声 (6)

\*cultivate /'kʌltɪveɪt/  
*vt.* 培养, 养成 (技能、态度或素质) (28)

## D

debate /dɪ'beɪt/ *n. & vi. & vt.* 讨论, 辩论 (50)

\*deduce /dɪ'djuːs/ *vt.* 推论, 推断 (8)

definite /'defɪnət/ *adj.* 清楚的, 明确的 (52)

definition /,defɪ'nɪʃən/ *n.* 定义, 释义 (111)

demand /dɪ'mɑːnd/ *vt.* 要求 (18)

demonstrate /'demɒnstreɪt/ *vt.* 展示; 说明 (111)

deserve /dɪ'zɜːv/ *vt.* 应得, 应受到 (11)

disappointed /,dɪsə'pɔɪntɪd/  
*adj.* 失望的, 沮丧的 (31)

dismiss /dɪs'mɪs/ *vt.* 否定 (50)

diverse /daɪ'vɜːs/ *adj.* 各种各样的 (50)

dizzy /'dɪzi/ *adj.* 头晕目眩的 (107)  
 \*doll /dɒl/ *n.* 玩偶 (30)  
 doorway /'dɔ:weɪ/ *n.* 门口, 出入口 (8)

## E

economic /,ekə'nɒmɪk/ *adj.* 经济(上)的 (50)  
 economics /,ekə'nɒmɪks/ *n.* 经济学 (110)  
 educate /'edʒukeɪt/ *vt.* 教育; 教导, 指导 (110)  
 educator /'edʒukeɪtə/ *n.* 教育工作者 (109)  
 election /ɪ'lekʃən/ *n.* 选举 (50)  
 electrical engineering 电力(电气)工程学 (15)  
 embarrassed /ɪm'bærəst/  
*adj.* 难堪的, 尴尬的 (107)  
 embarrassment /ɪm'bærəsmənt/  
*n.* 窘迫, 尴尬 (109)  
 encounter /ɪn'kaʊntə/ *vt.* 遇到 (14)  
 energise /'enədʒaɪz/  
*vt.* 使充满活力; 使增强决心 (12)  
 enhance /ɪn'hɑ:ns/ *vt.* 增强; 改进; 提高 (107)  
 \*enlighten /ɪn'lɑ:tn/ *vt.* 启迪; 指导, 教导 (30)  
 enthusiastic /ɪn.θju:zi'æstɪk/  
*adj.* 热心的, 热衷的 (31)  
 entitle /ɪn'taɪtl/ *vt.* 名为……; 使有权利 (40)  
 episode /'epɪsɒd/ *n.* 一集 (14)  
 evaluate /ɪ'vælju:et/ *vt.* 评估, 评价 (110)  
 examine /ɪg'zæmɪn/ *vt.* 检查 (9)  
 exceptionally /ɪk'sepʃənəli/ *adv.* 极其, 非常 (30)  
 excitement /ɪk'saɪtmənt/ *n.* 兴奋, 激动 (30)  
 expand /ɪk'spænd/  
*vi. & vt.* (使) 扩大; 增加 (31)  
 expectation /,ekspek'teɪʃən/  
*n.* 期待, 预期, 预料 (52)  
 expense /ɪk'spens/ *n.* 费用, 花费 (109)  
 expose /ɪk'spəʊz/  
*vt.* 使接触; 使体验; 使暴露; 揭露 (110)  
 eyesight /'aɪsaɪt/ *n.* 视力 (30)

## F

facial /'feɪʃəl/ *adj.* 面部的; 脸上的 (6)  
 facilitate /fə'sɪlɪteɪt/ *vt.* 促进; 使便利 (28)  
 facility /fə'sɪləti/ *n.* 设施, 设备 (43)  
 \*fairy /'feəri/ *n.* 仙子, 小精灵 (62)  
 fairy tale 童话; 神话 (62)

faithful /'feɪθfəl/ *adj.* 忠诚的 (8)  
 far-reaching *adj.* 影响深远的 (12)  
 fault /fɔ:lt/ *n.* 缺点, 缺陷; 责任, 过错 (62)  
 fellow man 人类 (28)  
 finance /'faɪnæns/ *n.* 金融; 财政 (110)  
 forecast /'fɔ:kɑ:st/ *vt.* 预测, 预报 (8)  
 forehead /'fɔ:hed/ *n.* 额, 前额 (31)  
 freedom /'fri:dəm/ *n.* 自由 (58)  
 frightening /'fraɪntɪŋ/  
*adj.* 令人害怕的, 吓人的 (62)  
 fundamental /,fʌndə'mentl/  
*adj.* 根本的; 基本的; 基础的 (58)

## G

gain /geɪn/ *vt.* 获得, 赢得, 取得; 受益 (34)  
 \*galaxy /'gæləksi/ *n.* 星系 (8)  
 generate /'dʒenəreɪt/ *vt.* 产生, 创造 (53)  
 genius /'dʒi:niəs/  
*n.* 天才, 天赋; 天才人物 (15)  
 gently /'dʒentli/  
*adv.* 轻柔地; 温和地; 平缓地 (31)  
 genuinely /'dʒenjʊnli/ *adv.* 真正地 (59)  
 ghost writer 代笔人 (52)  
 gradual /'grædʒʊəl/ *adj.* 逐渐的, 逐步的 (31)  
 grasp /grɑ:sp/ *vt.* 理解, 领会 (31)

## H

hence /hens/ *adv.* 因此, 由此, 所以 (50)  
 high-definition *adj.* 高清晰度的 (56)  
 humorous /'hju:mərəs/ *adj.* 幽默的, 诙谐的 (6)

## I

idiom /'ɪdiəm/ *n.* 成语 (23)  
 \*imitate /'ɪmɪteɪt/ *vt.* 模仿 (6)  
 \*imitation /,ɪmɪ'teɪʃən/ *n.* 模仿, 仿效 (30)  
 immune /ɪ'mju:n/ *adj.* 有免疫力的 (108)  
 imply /ɪm'plaɪ/ *vt.* 意味着…… (40)  
 in conclusion 最后 (111)  
 \*incorporate /ɪn'kɔ:pəreɪt/  
*vt.* 把……并入; 包含 (108)  
 inefficient /,ɪn'fɪʃənt/ *adj.* 效率低的 (36)  
 infection /ɪn'fekʃən/ *n.* 感染; 传染 (108)

initially /ɪ'nɪʃəli/ *adv.* 起初 (30)  
 initiative /ɪ'nɪʃətɪv/ *n.* 主动性 (111)  
 innocently /'mæsəntli/  
*adv.* 装作若无其事地; 无辜地 (8)  
 insight /'ɪnsaɪt/ *n.* 洞察力; 顿悟 (34)  
 insist /m'sɪst/ *vi.* 坚称; 坚持主张 (109)  
 integrity /m'tegriɪti/ *n.* 正直, 诚实; 完整 (34)  
 interact /,ɪntər'ækt/  
*vi.* 交流; 交往; 相互作用 (6)  
 interactive /,ɪntər'æktɪv/  
*adj.* 互动的, 交互的; 合作的 (56)  
 interpret /m'tɜ:pɪt/ *vt.* 解释; *vi. & vt.* 口译 (50)

## J

judgement /'dʒʌdʒmənt/  
*n.* 判断力; 意见, 评价; 判决 (111)

## K

kingdom /'kɪŋdəm/ *n.* 王国 (37)

## L

\*Latin /'lætm/ *n.* 拉丁语 (110)  
 \*Leo /'li:əʊ/ *n.* 狮子座 (8)  
 liberty /'lɪbətɪ/ *n.* 自由; 自由权 (52)  
 link /lɪŋk/ *vt.* 把……联系起来  
*n.* 联系, 关联 (59)  
 liquid /'lɪkwɪd/ *n.* 液体 (30)  
 locate /ləʊ'keɪt/ *vt.* 位于 (58)  
 log /lɒg/  
*n.* 大木头, 原木; (事件的) 正式记录 (23)  
 loosely /'lu:slɪ/ *adv.* 不严谨地 (21)

## M

mankind /,mæn'kaɪnd/ *n.* 人类 (37)  
 measurement /'meʒəmənt/ *n.* 测量, 计量, 衡量 (8)  
 microblogging /,maɪkrəʊ'blɒgɪŋ/  
*n.* 用微博分享、传播信息 (50)  
 middle-aged *adj.* 中年的 (9)  
 mirror /'mɪrə/ *n.* 镜子 (15)  
 mixture /'mɪkstʃə/ *n.* 混合 (112)  
 mood /mu:d/ *n.* 心情, 情绪 (12)  
 moral /'mɔ:rəl/ *adj.* 道德(上)的 (110)

mostly /'məʊstli/ *adv.* 主要地; 大部分 (15)  
 motion /'məʊʃən/ *n.* 运动 (40)  
 muscle /'mʌsəl/ *n.* 肌肉 (12)

## N

nationality /,næʃə'næləti/ *n.* 国籍 (14)  
 \*necklace /'neɪklɪs/ *n.* 项链 (31)  
 neighbourhood /'neɪbəhʊd/  
*n.* 社区, 住宅小区, 街坊 (59)  
 non-fiction *n.* 非小说类文学作品 (52)  
 novel /'nɒvəl/ *n.* (长篇) 小说 (52)

## O

objective /əb'dʒektɪv/ *n.* 目的, 目标  
*adj.* 客观的 (34)  
 obtain /əb'teɪn/ *vt.* 获得, 得到 (15)  
 obvious /'ɒbvɪəs/  
*adj.* 显然的, 明显的; 易理解的 (36)  
 originate /ə'ɪdʒɪneɪt/ *vt.* 创始, 创造 (58)  
 outline /'aʊtlaɪn/ *vt.* 概述; *n.* 纲要; 外形 (50)  
 overall /,əʊvər'ɔ:l/ *adj.* 全部的 (40)  
 owe /əʊ/ *vt.* 有……是由于; 把……归功于 (37)

## P

painful /'peɪnfəl/  
*adj.* 令人痛苦的; 困难的; 疼痛的 (31)  
 participate /pɑ:'tɪsɪpeɪt/ *vi.* 参加, 参与 (59)  
 pessimistic /,pesɪ'mɪstɪk/ *adj.* 悲观的 (52)  
 philosopher /fɪ'lɒsəfə/ *n.* 哲学家 (109)  
 philosophy /fə'lɒsəfi/ *n.* 思想体系; 哲学 (44)  
 \*physical /'fɪzɪkəl/ *adj.* 身体的, 肉体的 (12)  
 plot /plɒt/ *n.* (书、电影、戏剧的) 情节 (6)  
 political /pə'lɪtɪkəl/ *adj.* 政治的; 政府的 (50)  
 politician /,pɒlə'tɪʃən/ *n.* 政治家 (23)  
 potential /pə'tenʃəl/ *n.* 潜力, 潜能  
*adj.* 潜在的, 可能的 (108)  
 potentially /pə'tenʃəli/ *adv.* 可能地, 潜在地 (8)  
 precious /'preʃəs/ *adj.* 宝贵的 (31)  
 precisely /prɪ'saɪslɪ/ *adv.* 确实如此; 精确地 (112)  
 preoccupied /pri:'ɒkjʊpaɪd/ *adj.* 全神贯注的 (40)  
 pretend /prɪ'tend/ *vi. & vt.* 假装, 装作 (6)  
 primitive /'prɪmətɪv/ *adj.* 原始的 (37)

\*prince /prɪns/ *n.* 王子; 亲王 (62)  
 priority /praɪ'ɔːrɪti/  
*n.* 优先处理的事; 优先权 (111)  
 prison /'prɪzən/ *n.* 监狱 (37)  
 prisoner /'prɪzənə/ *n.* 犯人, 囚犯 (62)  
 producer /prə'dju:sə/ *n.* 制作人, 制片人 (15)  
 profit /'prɒfɪt/ *n.* 利润, 收益, 盈利 (59)  
 promote /prə'məʊt/ *vt.* 促进, 增进 (28)  
 proof /pru:f/ *n.* 证明 (53)  
 psychological /,saɪkə'lɒdʒɪkəl/  
*adj.* 心理的, 精神的 (12)  
 purchase /'pɜ:tʃɪs/ *vt.* 购买; *n.* 购买(物) (112)  
 purely /'pjʊəli/ *adv.* 完全地, 纯粹地, 仅仅 (14)  
 purse /pɜ:s/ *n.* 女用手提包; 女式钱包 (15)  
 pursue /pə'sju:/ *vt.* 追求 (34)  
 \*puzzle /'pʌzəl/ *vt.* 使困惑, 使迷惑 (31)

## R

rank /ræŋk/ *n.* 等级 (36)  
 rarely /'reəli/ *adv.* 很少, 难得 (15)  
 rating /'reɪtɪŋ/ *n.* (电影、电视的) 收视率排行榜; 等级, 程度 (52)  
 raw /rɔ:/ *adj.* 生的 (15)  
 ray /rei/ *n.* (太阳或月亮的) 光线 (31)  
 recording /rɪ'kɔ:dɪŋ/ *n.* 录制品 (56)  
 \*referee /,refə'ri:/ *n.* 裁判(员) (107)  
 regardless (of) /rɪ'gɑ:dləs/ *adv.* 不管; 不顾 (111)  
 relate /rɪ'leɪt/ *vi.* 理解; 相联系 (30)  
 rely /rɪ'laɪ/ *vi.* 依赖 (14)  
 rely on 依赖; 信赖 (14)  
 reputation /,repju'teɪʃən/ *n.* 名誉, 名望 (14)  
 respected /rɪ'spektɪd/  
*adj.* 受尊敬的, 受敬重的 (37)  
 respectively /rɪ'spektɪvli/ *adv.* 各自地 (111)  
 responsibility /rɪ,sponsɪ'bɪləti/ *n.* 责任 (111)  
 restrict /rɪ'strɪkt/ *vt.* 约束, 限制 (44)  
 restriction /rɪ'strɪkʃən/ *n.* 限制, 规定, 约束 (30)  
 routine /ru:'ti:n/ *n.* 惯例, 常规; 例行公事 (40)  
 royal /'rɔ:əl/ *adj.* 皇家的; 王室的 (36)

## S

\*Saturn /'sætən/ *n.* 土星 (8)  
 saucer /'sɔ:sə/ *n.* 杯托 (8)

scholarship /'skɒləʃɪp/ *n.* 奖学金 (15)  
 scientific /,saɪən'tɪfɪk/ *adj.* 科学(上)的 (8)  
 scream /skri:m/ *vi.* 尖声大叫  
*n.* 尖叫声 (9)  
 screenwriter /'skri:n,raɪtə/  
*n.* 影视剧本作家, 编剧 (15)  
 servant /'sɜ:vənt/ *n.* 仆人, 佣人 (62)  
 severe /sɪ'verɪ/ *adj.* 很严重的 (30)  
 sew /səʊ/ *vi. & vt.* 缝, 缝纫; 缝制; 缝补 (58)  
 shadow /'ʃædəʊ/ *n.* 阴影 (37)  
 significance /sɪg'nɪfɪkəns/ *n.* 重要性, 意义 (28)  
 significant /sɪg'nɪfɪkənt/  
*adj.* 重要的, 重大的 (107)  
 sneeze /sni:z/ *vi. & n.* 打喷嚏 (9)  
 splendid /'splendɪd/ *adj.* 极好的; 壮丽的 (62)  
 sponsor /'spɒnsə/ *vt.* 赞助, 资助; 为……担保  
*n.* 赞助商; 资助者 (59)  
 spot /spɒt/ *n.* 地点 (113)  
 steak /steɪk/ *n.* 牛排 (14)  
 stimulate /'stɪmjuleɪt/  
*vt.* 刺激, 促使, 促进 (111)  
 straightforward /,streɪt'fɔ:wəd/  
*adj.* 简单的, 易懂的; 诚实的, 坦率的 (30)  
 stream /stri:m/ *n.* 水流 (30)  
 \*stubborn /'stʌbən/  
*adj.* 固执的, 执拗的; 倔强的 (30)  
 \*stutter /'stʌtə/ *n.* 结巴, 口吃 (15)  
 suitable /'su:təbəl/ *adj.* 合适的, 适宜的 (58)  
 superb /sju:'pɜ:b/ *adj.* 极好的, 卓越的 (30)  
 surgery /'sɜ:dʒəri/ *n.* 诊所; 外科手术 (9)  
 surrounding /sə'raʊndɪŋ/  
*adj.* 四周的, 附近的 (110)  
 swing /swɪŋ/ *n.* 挥动, 挥舞; 秋千  
*vi. & vt.* (使)摆动; (使)转动;  
 朝……打去; 荡秋千 (107)  
 sympathy /'sɪmpəθi/ *n.* 同情, 同情心 (28)

## T

tale /teɪl/ *n.* 故事; 传说 (62)  
 talent /'tælənt/ *n.* 天资, 天赋, 才能 (15)  
 technical /'teknɪkəl/ *adj.* 技术上的 (53)  
 technique /tek'ni:k/ *n.* 技巧, 手法 (30)

technological /tekno'lədʒɪkəl/  
*adj.* 技术的; 科技的; 工艺的 (58)

tendency /'tendənsi/ *n.* 倾向 (30)

tension /'tenʃən/ *n.* 紧张; 焦虑; 焦急 (12)

\*terrified /'terɪfaɪd/ *adj.* 极度惊恐的 (107)

theme /θi:m/ *n.* 主题 (62)

timetable /'taɪm, teɪbəl/  
*n.* 时间表, 日程表; 时刻表 (40)

tournament /'tuənəmənt/ *n.* 锦标赛 (112)

transform /træns'fɔ:m/ *vt.* 使转化, 使改观 (62)

trap /træp/ *vt.* 困住, 使陷入危险中 (62)

troublesome /'trʌbəl səm/  
*adj.* 引起麻烦的; 令人烦恼的 (30)

## U

unbalanced /ʌn'bælənst/ *adj.* 不平衡的 (107)

unbearable /ʌn'beərəbəl/  
*adj.* 难以忍受的; 承受不住的 (30)

uncritically /ʌn'krɪtɪkli/  
*adv.* 无鉴别力地; 不加批评地 (111)

unfortunate /ʌn'fɔ:tʃənət/ *adj.* 不幸的, 倒霉的 (18)

universal /ju:nɪ'vɜ:səl/  
*adj.* 广泛适用的; 共同的, 普遍的 (14)

universe /'ju:nɪvɜ:s/ *n.* 宇宙 (36)

upload /ʌp'ləʊd/ *vi. & vt.* (使) 上载, 上传  
*n.* 上载 (上传) 的信息 (56)

up-to-date  
*adj.* 包含最新信息的; 新式的; 时髦的 (50)

urge /ɜ:dʒ/ *vt.* 强烈要求; 敦促 (37)

## V

vase /vɑ:z/ *n.* 花瓶 (15)

version /'vɜ:ʃən/ *n.* 版本 (53)

\*via /'vaɪə/  
*prep.* 通过 (某人、某机器等) 传送 (50)

\*violet /'vaɪələɪt/ *n.* 紫罗兰 (31)

visual /'vɪʒuəl/ *adj.* 视觉的, 视力的 (59)

visualise /'vɪʒuəlaɪz/ *vt.* 设想, 想象 (52)

vital /'vaɪtl/ *adj.* 极其重要的, 必不可少的 (37)

vivid /'vɪvɪd/ *adj.* 生动的, 逼真的 (31)

vocabulary /və'kæbjʊləri/ *n.* 词汇量 (31)

## W

welfare /'welfeə/ *n.* 幸福, 健康; 福利 (59)

well-being *n.* 舒适; 健康; 幸福 (6)

well-rounded *adj.* 多面的, 全面的 (34)

whisper /'wɪspə/  
*vi. & vt.* 悄声说, 低语, 耳语 (109)

wisdom /'wɪzdəm/ *n.* 智慧 (37)

withdrawal /wɪð'drɔ:əl/  
*n.* 脱瘾 (过程); 取消; 取款 (66)

witness /'wɪtnɪs/ *vt.* 亲身经历; 目击  
*n.* 目击者; 证人 (113)

worthy /'wɜ:ði/  
*adj.* 有价值的; 值得尊敬的 (36)



# NAMES AND PLACES

## Names

Sherlock Holmes /'ʃɜ:lɒk həʊmz/ 夏洛克·福尔摩斯 (8)	Jean Cocteau /ʒɔn 'kɒktəʊ/ 让·谷克多 (62)
Watson /'wɒtsən/ 华生 (8)	Madame Le Prince de Beaumont /'mædəm læ prɪns də 'bøʊmənt/ 勒普兰斯·博蒙夫人 (62)
Grock /grɒk/ 格罗克 (9)	Jean Marais /ʒɔn marɛ/ 让·马雷 (62)
Mike /maɪk/ 迈克 (13)	Josette Day /dʒɔ'tzet deɪ/ 朱赛特·黛 (62)
Rowan Atkinson /'rəʊən atkɪnsən/ 罗温·艾金森 (15)	Felicie /fə'li:si/ 菲丽西 (62)
John Lloyd /dʒɔn lɔɪd/ 约翰·劳埃德 (15)	Adelaide /'ædɪləɪd/ 阿德莱德 (62)
Charlie Chaplin /'tʃɑ:li 'tʃæplɪn/ 查理·卓别林 (15)	Jennifer /'dʒenɪfə/ 珍妮弗 (108)
Helen Keller /'helən 'kelə/ 海伦·凯勒 (30)	Richard /'rɪtʃəd/ 理查德 (109)
Anne Sullivan /'ʌnə 'sʌləvən/ 安妮·莎莉文 (30)	Cliff /klɪf/ 克里夫 (109)
Francis Bacon /'frɑ:nsɪs 'beɪkən/ 弗朗西斯·培根 (36)	Wilson /'wɪlsən/ 威尔森 (109)
Galileo Galilei /,galɪ'leɪəʊ ,galɪ'leɪi/ 伽利略·伽利莱 (36)	Comenius /kəʊ'mi:niəs/ 夸美纽斯 (109)
Aristotle /'ærɪstɒtl/ 亚里士多德 (37)	John Dewey /dʒɔn 'dju:ɪ/ 约翰·杜威 (109)
Ben /ben/ 本 (51)	Ann /æn/ 安 (112)
James Hope /dʒeɪmz həʊp/ 詹姆斯·霍普 (52)	Mark /mɑ:k/ 马克 (112)
Stephen King /'sti:vən kɪŋ/ 斯蒂芬·金 (53)	Monica Jessop /'mɒnɪkə 'dʒesɒp/ 莫妮卡·杰索普 (113)
J.D. Salinger /'sælɪndʒə/ J.D.塞林格 (53)	
Ian Fleming /'i:ən 'flemɪŋ/ 伊恩·弗莱明 (53)	
James Bond /dʒeɪmz bɒnd/ 詹姆斯·邦德 (53)	
Jessop /'dʒesɒp/ 杰索普 (56)	

## Places

the United States /ðə ju:'naɪtɪd steɪts/ 美国 (9)
New York /nju: jɔ:k/ 纽约 (9)
Newcastle /'nju:kɑ:səl/ 纽卡斯尔 (15)
Oxford /'ɒksfəd/ 牛津 (15)
Boston /'bɒstən/ 波士顿 (30)
England /'ɪŋɡlənd/ 英格兰 (36)

# 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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