



普通高中教科书

英语

选择性必修

第一册



外语教学与研究出版社

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外语教学与研究出版社
北京

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前言

本教材是外语教学与研究出版社根据教育部制定的《普通高中英语课程标准（2017年版）》，在充分调研和科学论证的基础上推出的中小学“一条龙”英语教材——《英语》（新标准）的高中部分。

本教材的主编为北京外国语大学陈琳教授，副主编为张连仲教授，编写团队包括国内高校的知名专家学者、教研人员和一线教师。陈琳教授秉承周恩来总理提出的“一条龙”外语教学理念，总结自己从事外语教育工作70年的经验，提出了符合中国外语教育实践的教育理论——辩证实践外语教育途径，并在《英语》（新标准）教材中贯彻实施。

根据教育部2017年新课程标准的精神，我们启动了《英语》（新标准）高中教材的修订工作。本次修订全面依托新课程标准要求，坚持陈琳教授的特色理论，由陈琳教授、张连仲教授指导编写团队，在充分考虑我国英语教育实际学情和教情的前提下，进行了全面的框架重建和内容设计，保证了理论与实践的紧密结合。

《英语》（新标准）高中教材共分10册：1—3册为必修课程教材，4—7册为选择性必修课程教材，8—10册为选修课程中的提高类教材。

选择性必修课程教材与必修课程教材形成递进关系，进一步夯实基础，为学生的深度发展与进阶做好准备，既适应今后高考的普遍要求，也能够适应学生今后人生和职业发展的语言需求。《英语》（新标准）选择性必修课程教材的主要特色如下：

- 一、坚持立德树人根本任务。在教材的选材、内容、语言等各个方面突出学科的育人本质，帮助学生更好地培育中国情怀，坚定文化自信，拓展国际视野，形成正确的世界观、人生观和价值观。
- 二、突出学科核心素养的重要性，全面培养学生的语言能力、文化意识、思维品质和学习能力，帮助学生逐步形成正确的价值观念、必备品格和关键能力。
- 三、坚持理论与实践的辩证关系。从语言实践的角度设计教材的主题架构、内容结构直至每一项具体活动，确保有实践、可实践，并通过实践促进提升，帮助学生形成素养，发展素养。
- 四、遵循“理解—发展—实践”的原则，以“主题”为纲设计单元任务，重要题材在各册教材中均得到体现，且内容逐步扩展加深、螺旋式上升，符合语言教学规律。
- 五、语篇题材多样、体裁丰富，语言地道鲜活、难度适中，符合学生的兴趣特点，同时能够提升学生的语篇意识，丰富语言感知与学习体验。
- 六、活动设计紧密围绕主题语境，更加突出综合技能的整合训练，充分体现了英语学习活动观；同时强调交际情境的真实性和丰富性，帮助学生掌握语言技能、建构完善的知识基础，在实践中逐步形成交际能力，培养在获取信息、处理信息、重构信息过程中的逻辑思维、多元思维和批判性思维。
- 七、强调学习策略的培养，鼓励学生通过体验、实践、讨论、合作、探究等方式，利用各种学习资源完成学习任务、解决学习中的困难；同时鼓励学生在学习过程中及时进行自我反思和评价，进一步提升自主学习能力。
- 八、突出文化意识（尤其是跨文化意识）的建构与发展。通过介绍及比较中外文化，帮助学生更好地理解文化异同，学会理解和包容不同文化，提升道路自信、文化自信，将文化知识内化为正确的文化价值观和有利于国家和个人发展的跨文化态度与意识。
- 九、为教师编写了流程清晰、内容丰富的教师用书，帮助教师快速理解教材内容和相关背景知识，明确教学目标，掌握教学节奏；同时开发了配套的网络教材和其他多媒体配套资源，丰富课程资源，拓展教学模式。

我们希望，《英语》（新标准）高中选择性必修课程教材能够进一步培养学生的语言能力、文化意识、思维品质和学习能力等英语学科核心素养，为他们继续学习英语和终身发展打下坚实的基础。

《英语》（新标准）系列教材
高中阶段编委会

Scope and sequence

Unit	Starting out	Understanding ideas	Using language	
			Grammar	Integrated skills
1 P1 Laugh out loud!	Video: Comedy through the ages	The best medicine	Non-defining attributive clauses	Fun time! <i>Functions:</i> <ul style="list-style-type: none"> •Telling a story •Making comments
Project: Writing and performing a comedy sketch P73				
2 P13 Onwards and upwards	Video: Success in the face of hardship	We regret to inform you...	-ing and to-infinitive as object	Looking on the bright side <i>Functions:</i> <ul style="list-style-type: none"> •Showing concern •Comforting people
Project: Telling the story of an inspiring person P74				
3 P25 Faster, higher, stronger	Video: Three major world sports events	The road to success	-ing as subject	Sports role models <i>Functions:</i> <ul style="list-style-type: none"> •Agreeing / Disagreeing •Giving an explanation
Project: Organising a fun sports meet P75				
4 P37 Meeting the muse	Video: The man who wanted to know everything	What inspires you?	to-infinitive, -ing and -ed as predicative	Art exhibitions <i>Function:</i> Talking about an artwork <i>Learning to learn:</i> Compound adjectives
Project: Creating an artwork P76				
5 P49 Revealing nature	Video: How seeds travel	A journey of discovery	Past perfect	Biodiversity <i>Functions:</i> <ul style="list-style-type: none"> •Checking background knowledge •Adding information
Project: Giving an introduction to a natural history museum P77				
6 P61 Nurturing nature	Video: UNESCO World Heritage Sites	The sky railway	Present perfect continuous	Tourism and the environment <i>Functions:</i> <ul style="list-style-type: none"> •Persuading others •Compromising
Project: Making a natural heritage brochure P78				
Appendices Learning aid P81 Vocabulary P113 Words and expressions P107 Names and places P120				

	Developing ideas		Presenting ideas	Reflection
	Reading	Writing		
	The importance of humour <i>Learning to learn:</i> Punch lines	Writing about a comedian	Doing a stand-up comedy act	
	Three days to see (excerpts) <i>Learning to learn:</i> Parallelism	Writing about an experience	Debating ways to succeed	
	The return of the champions <i>Learning to learn:</i> Setting a scene	Writing about a sporting moment	Debating the importance of winning	
	Art and technology Video: From paintbrush to lens	Writing an invitation <i>Learning to learn:</i> Formal invitations	Giving a presentation about art in daily life	
	The secret language of plants <i>Learning to learn:</i> Personification	Writing an observational journal	Recommending a nature documentary	
	The best job in the world Video: Saving the reef <i>Learning to learn:</i> Transitions	Writing a job advertisement	Debating whether natural heritage sites should be open to the public	

同学们，欢迎大家继续《英语》（新标准）高中教材的学习！

经过必修课程教材的学习，大家已经打下了更为扎实的英语基础，达到了高中英语学业质量水平一的要求。现在大家应根据升学或就业的需要，对自己的学习目标提出更高的要求。由教育部制定并颁布的《普通高中英语课程标准（2017年版）》明确规定：普通高中英语课程作为一门学习及运用英语语言的课程，与义务教育阶段的课程相衔接，旨在为学生继续学习英语和终身发展打下良好基础。普通高中英语课程强调对学生语言能力、文化意识、思维品质和学习能力的综合培养。这就是同学们在高中阶段学习英语的方向和目标。

要达到这个目标，需要大家的主观努力，也需要一套适应更高更广的语言学习需求的教材。《英语》（新标准）高中选择性必修课程教材在延续了必修课程教材的基础上，为有升学要求或有个性化发展需求的学生设计，在话题内容、语言理论、语言技能、跨文化意识、思维能力、学习能力等方面，都提出了更高的要求，延伸出了如下特点：


- 一、作为必修课程教材的延续，选择性必修课程教材的话题选择更注意广度和深度，既关注话题的现实意义，又关注语言学习的思想内涵，充分反映语言的发展和社会的进步，力求培养同学们的文化意识和思维能力。
- 二、选择性必修课程教材具体语篇内容的选择将会引导大家进入英语语言学习的较高阶段。课文中不但会出现更有挑战性的阅读篇章，同时还会根据每个单元的主题补充更多语篇供大家阅读并赏析，提高语言水平和鉴赏能力。
- 三、思维方面，选择性必修课程教材对高阶思维做了更多要求，且对思维过程的启动、运行和开展均做了更多的过程分解与清晰化设计，更强调基于同学们头脑中已有的内容及其再加工，与新的语言和内容输入相结合，产生更丰富、更复杂的认知互动，深化思维发展活动。
- 四、在新课标规定的英语学习活动观的指导下，遵循“理解—发展—实践”的原则，对活动的要求进一步提升，在“功能运用”板块中，将原有的词汇和听力部分整合成综合语言运用活动，通过创设符合单元主题的话题，设计一系列首尾呼应、前后紧密关联的活动串，灵活融入听、说、读、看、写等各项技能的训练，兼顾学习策略、功能和文化的引导与思考，帮助大家全方位提升综合语言运用水平。
- 五、根据该阶段教学特点、教学内容和教学要求，充分遵循循序渐进的原则，强调对义务教育阶段和高中必修阶段语言知识的复现、综合练习与重新认识，以形成内化的语用能力。
- 六、在呈现更为丰富多彩的文化现象的同时，更加强调中外文化对比，尤其是中国文化、中国故事、中国传统价值观和世界问题的中国视角的介绍，让大家更好地理解文化异同，形成正确的文化价值观和有利于国家、个人发展的跨文化态度与意识。
- 七、在单元学习的过程中帮助大家总结学习成果，发现问题并及时解决，最后通过对单元主题、语言、文化思维等多方面提出问题，帮助大家写出自我反思日志，既完成了对学习目标、语言知识和技能、思维品质、文化意识等维度的自我评价和总结，更显性体现了学习和思维的过程，帮助大家进一步培养自主学习和反思总结的能力。

我们衷心希望，同学们能够通过学习本教材，了解到更加丰富的信息，在理解祖国文化、坚定文化自信的同时，发展跨文化交流能力，更好地适应宽广的世界。愿《英语》（新标准）伴随同学们度过有意义的高中时代！



Laugh out loud!

Starting out ◆

 **1** Watch the video and answer the questions.

- 1 What forms of comedy are mentioned in the video?
- 2 Have you ever been to a comedy show? Share your experience with the class.

2 Complete the questionnaire and find out if you are fun to be with.



ARE YOU FUN TO BE WITH?

1 You tell a joke, which none of your friends find funny.

How do you react?

- a Laugh anyway and apologise for your sense of humour.
- b Tell the joke again, but louder and more slowly.
- c Criticise your friends' sense of humour and walk off.

2 It's a Saturday afternoon and you're not doing much.

A friend calls and invites you on an adventure to explore a new town. What do you say?

- a "Of course! I'll be ready in fifteen minutes!"
- b "Sounds interesting. Tell me more about it."
- c "No, thanks. Maybe next time."

3 You and some friends get lost in an area you've never been to before. What do you do?

- a Lift the mood with a joke and explore the area.
- b Stay positive and try to find your way back.
- c Show everyone you are worried and complain.

4 You receive a birthday present from a friend, but when you open the box it's empty. How do you feel?

- a Think it is a good joke and laugh about it.
- b Feel hurt, but try to laugh about it.
- c Get angry and tell your friend it is a silly joke.

5 You're skateboarding with a friend and he falls over in a dramatic way. What do you do?

- a Laugh loudly non-stop because it's so funny!
- b Check if he's OK and make him feel better with a joke.
- c Help him get back up and avoid mentioning his fall.

Turn to Page 84 to find out your result.



Understanding ideas ▾

- 1 Look at the pictures and tick the places where you would expect to see a clown.



☐ a private garden



☐ a circus



☐ a busy street



☐ a hospital



☐ an amusement park



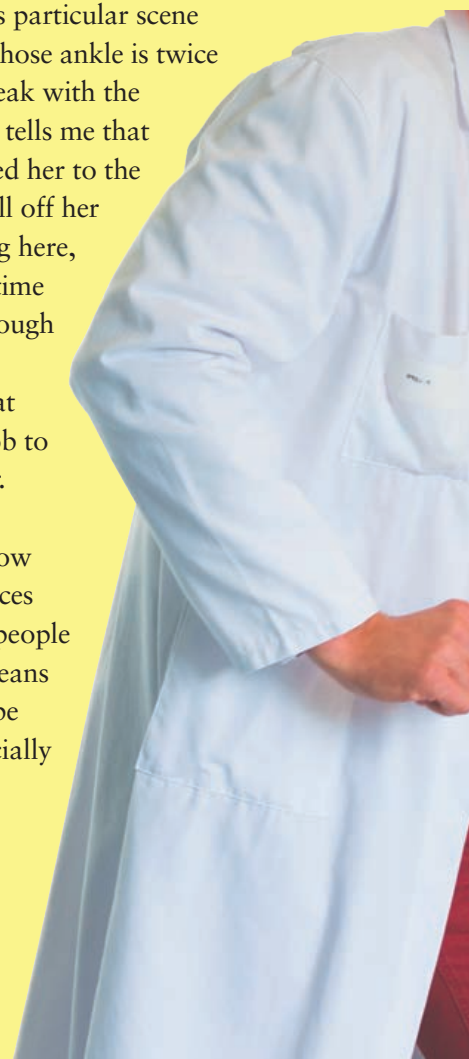
☐ a theatre

Now share what you know about clowns with the class.

- 2 Read the passage and find out what is special about this clown's job.

The

- As I approach the hospital wearing my white coat, I look just like any other doctor. That is until I put on my curly rainbow wig, big red nose, and add my name badge "Doctor Larry Laugh-Out-Loud". I walk through the doors into the waiting area, where there's a familiar atmosphere of boredom and tension. People sit uncomfortably on plastic chairs, looking through old magazines, all of which have been read hundreds of times previously. Anxious parents do what they can to comfort nervous and crying children.
- In the middle of this particular scene I spot a small girl whose ankle is twice its normal size. I speak with the on-duty nurse, who tells me that Lara's parents rushed her to the hospital after she fell off her bicycle. Since getting here, Lara has spent her time crying in pain. Although it's the doctors and nurses who will treat her injury, it's my job to make her feel better.
- Scientific studies show that laughter produces chemicals to make people feel better, which means clown doctors can be helpful. We are specially trained clowns who



Best Medicine

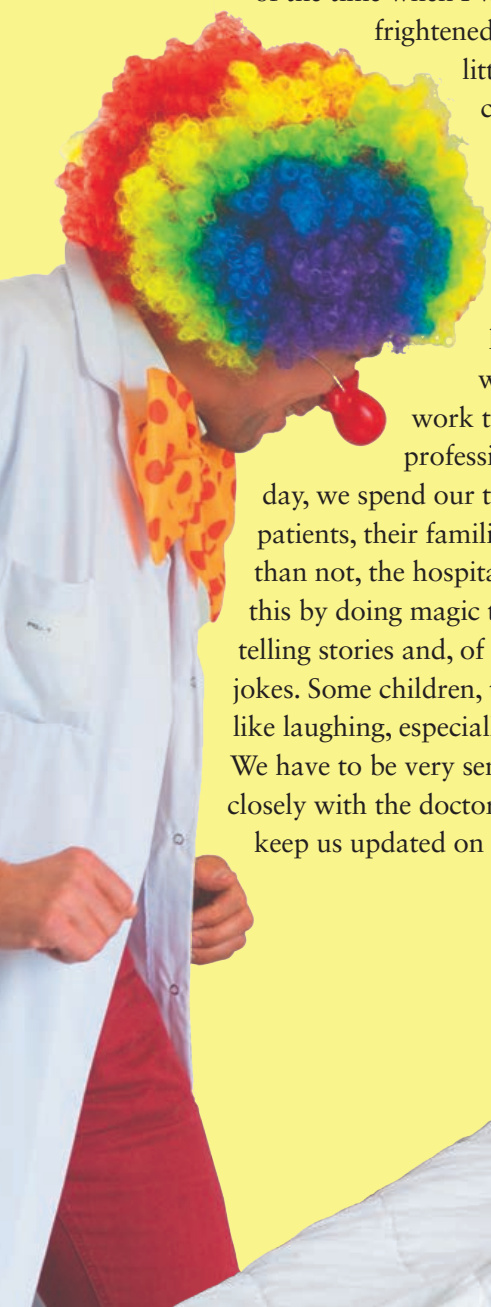
work as part of a programme known as “hospital clowning”. I chose this career because of my experience of going to hospital when I was a kid. Although the doctors and nurses did a great job, hospitals weren’t really designed for children. I spent much of the time when I was there feeling

frightened and more than a little bored! Being a clown doctor means I can help people by entertaining them.

4 Visiting hospitals and other health care facilities, we clown doctors work together with medical professionals. On a typical day, we spend our time cheering up patients, their families, and more often than not, the hospital staff, too! We do this by doing magic tricks, singing songs, telling stories and, of course, telling silly jokes. Some children, though, don’t feel like laughing, especially if they’re in pain. We have to be very sensitive and work closely with the doctors and nurses, who keep us updated on each patient.

5 And my magic medicine does indeed seem to do the trick. While the doctor concentrates on examining Lara’s ankle, I get her attention by doing a magic trick. Although she is clearly still in some pain, her scared and anxious look has been replaced – first by a small smile, and then by loud laughter as I “magically” produce her sock from out of my pocket. Seeing their daughter so much happier has in turn made Lara’s parents more relaxed.

6 And as for me? Well, when I take off my wig and my red nose, I’m still wearing a big smile, as I remember all the fun and laughter of the day. While there might be more hospital visits ahead for Lara and others, I hope that clown doctors help make it a friendlier place to visit. After all, it really is true that “laughter is the best medicine”.



3 Match the questions to the paragraphs and find out the answers.

- ☐ a Which patient is in need of the clown doctor's attention and why?
- ☐ b What is a clown doctor and why did the author choose to be one?
- ☐ c How does the author feel after a day's work?
- ☐ d What are the responsibilities of a clown doctor?
- ☐ e How does the clown doctor help the patient?
- ☐ f What does this clown doctor wear and what is his working environment like?

4 Organise information from the passage and complete the job advertisement.



CLOWN DOCTORS WANTED!

Employer

The Healthy Humour Foundation

Job

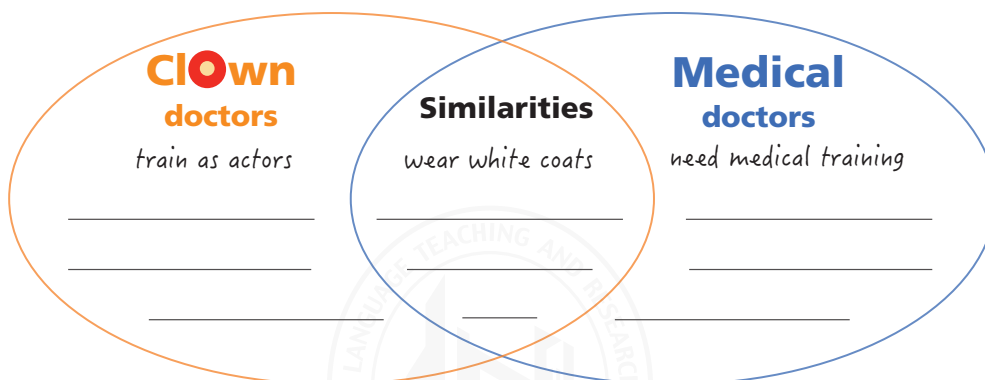
Clown Doctor (part-time)

Responsibilities

- visit hospitals and other ¹ _____ on a weekly basis
- entertain young patients who are feeling ² _____
- cheer up the patients, their families and ³ _____
- sing songs, tell stories and jokes, and do ⁴ _____
- help make the hospital ⁵ _____

Send your CV to: healthyhumourfoundation@email.com

5 Complete the diagram comparing clown doctors and medical doctors.



- 1 How important do you think clown doctors are?
- 2 What is your understanding of the saying "laughter is the best medicine"? Do you agree with it? Why?
- 3 Would you like to work as a clown doctor? Why or why not?
- 4 How does the diagram in Activity 5 help you to better understand the passage?

Think Share

Non-defining attributive clauses

1 Look at the sentences from the reading passage and answer the questions.

- a I walk through the doors into the waiting area, where there's a familiar atmosphere of boredom and tension.
- b ... laughter produces chemicals to make people feel better, which means clown doctors can be helpful.
- c I spent much of the time when I was there feeling frightened...

- 1 What do "where", "which" and "when" refer to in each sentence?
- 2 Which sentences contain a clause with essential information and which with extra information? If you take away the clauses, do the sentences still make sense?
- 3 Which clauses are separated by a comma, the ones with essential information or the ones with extra information?

Now look for more sentences with non-defining attributive clauses in the reading passage, and summarise their uses in your own words.

2 Read the passage and rewrite the tips using non-defining attributive clauses. Add more tips to the list if you can.

SECRETS TO HAPPINESS

Achieving a positive state of mind isn't easy for everyone. But there are ways to maintain a healthy mind even during times of difficulty.

- Go for a walk in the countryside. There you can enjoy the beautiful views and a peaceful atmosphere.
- Spend time with your family and friends. This will activate chemicals in your brain to make you feel happier.
- Try to accept your mistakes. You can learn a lot through them.
- Close your eyes and picture the future. You've made your dreams come true.

3 Complete the joke with the sentence parts in the box using *who* / *which* and put commas in the correct position.

has lost his patience by now
he thinks will impress Holmes
is lying next to him
he finds annoying

One day, Sherlock Holmes and Dr Watson go camping. They put up their tent under the stars and go to sleep. Suddenly, in the middle of the night, Watson is woken up by Holmes ¹ _____.
"Watson," Holmes says, "look up at the stars, and tell me what they tell you." Not quite sure what he means, Watson thinks Holmes is joking ² _____ at this time of night. Even so, he replies, "I see millions of stars and it's quite likely there are some planets like Earth. And if so, this means that there might also be life on other planets." Watson is pleased with his answer ³ _____. But Holmes ⁴ _____ shouts, "Watson, look around you! Use your eyes! Somebody's stolen our tent!"

4 Think of a joke you find funny and write it down using non-defining attributive clauses where appropriate. Then share your joke with the class.

Fun time!

 **5** Listen and complete the conversations.

Why are you **grinning from** ¹ _____?

I've won a free cinema ticket.



Cool! What are you going to watch?

My Crazy Family. Have you seen it?



Yes! I **laughed my** ² _____. You'll enjoy it!

I really don't get Harry.

Why? Is he still not talking to you?



No. Today, he **was all** ³ _____.

He asked me to help him with that website of his.



Really? What did you say?

Well, I said yes. We all deserve a second chance, I guess.

What's the matter? Why the long face?



That's so funny!

Yesterday, I stepped on a banana skin and fell over in front of the whole class.



I was the ⁴ _____ **stock** of the class.

Even my teacher **cracked** ⁵ _____!

6 Match the expressions you have completed in Activity 5 to their meanings.

_____ : a person that everyone laughs at because they have done something funny or silly

_____ : to look friendly and happy, especially when other people are not expecting you to

_____ : to look extremely happy because you are very pleased about something

_____ : to smile slightly

_____ : to laugh very loudly and for a long time

Now work in groups and think of more expressions about laughter.

7 Work in pairs. Discuss other situations in which you could use these expressions.

April Fool's Day is on 1 April. It's the one day of the year when people in many parts of the world play practical jokes on each other. Even newspapers, radio and TV stations play tricks on their readers and audiences. The jokes traditionally last until noon in the UK. But in some other countries, such as the US, they can last all day!



Did You Know ?

- 8 Listen to the radio programme and choose the pictures mentioned.



- 9 Listen again and complete the notes.

Joke 1

- Year: 1698
- Main story: A newsletter reported people going to watch ¹ _____ at the Tower of London. The joke was played on visitors throughout the ² _____.

Joke 2

- Year: ³ _____
- Main story: The ⁴ _____ introduced an invention called "Smellovision". It allowed ⁵ _____ over the airwaves.

Joke 3

- Year: ⁶ _____
- Main story: A news programme told viewers that the spaghetti trees in Switzerland were having ⁷ _____.

Now work in pairs. Discuss which of the practical jokes you think is funny.

- 10 Complete the boxes with expressions from the radio programme.

- | | |
|----------------------------|--------------------|
| • Let's start with... | • It's a good one! |
| • I don't get it. | • That's so funny! |
| • Now, my favourite one... | • I can imagine! |

Telling a story

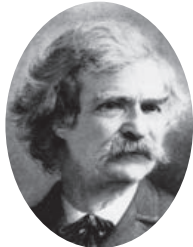
Making comments

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- 11 Work in pairs. Tell each other a funny story and make comments using the expressions in this section.

Now give feedback on each other's stories and help your partner to improve theirs.

- 1 Read the short introductions to Mark Twain and Lin Yutang and share what else you know about them with the class.



Mark Twain (1835–1910) was an American writer, humorist, lecturer and adventurer, who acquired international fame for his travel narratives, in particular *The Innocents Abroad*, and for his adventure stories of boyhood, such as *The Adventures of Tom Sawyer* and *Adventures of Huckleberry Finn*. He is regarded as one of North America's best and most beloved writers due to his wit and satire.

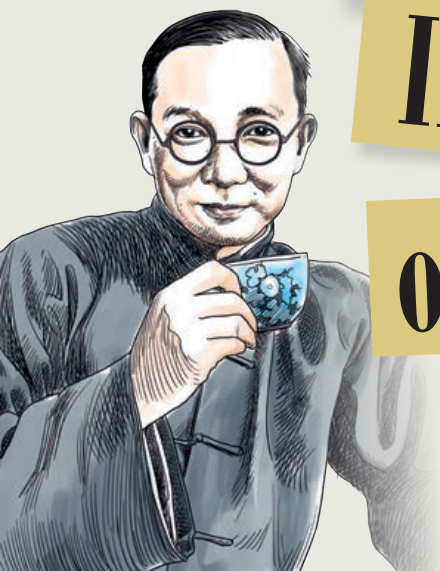


Lin Yutang (1895–1976) was a Chinese writer, translator, linguist, philosopher and inventor. His informal but sophisticated style of writing, in both Chinese and English, made him one of the most influential writers of his generation. His most famous works include *My Country and My People* and *The Importance of Living*. He's also known as a wise and witty populariser of Chinese philosophy and the Chinese way of life.

- 2 Read the passage and find out Mark Twain and Lin's attitude towards humour.

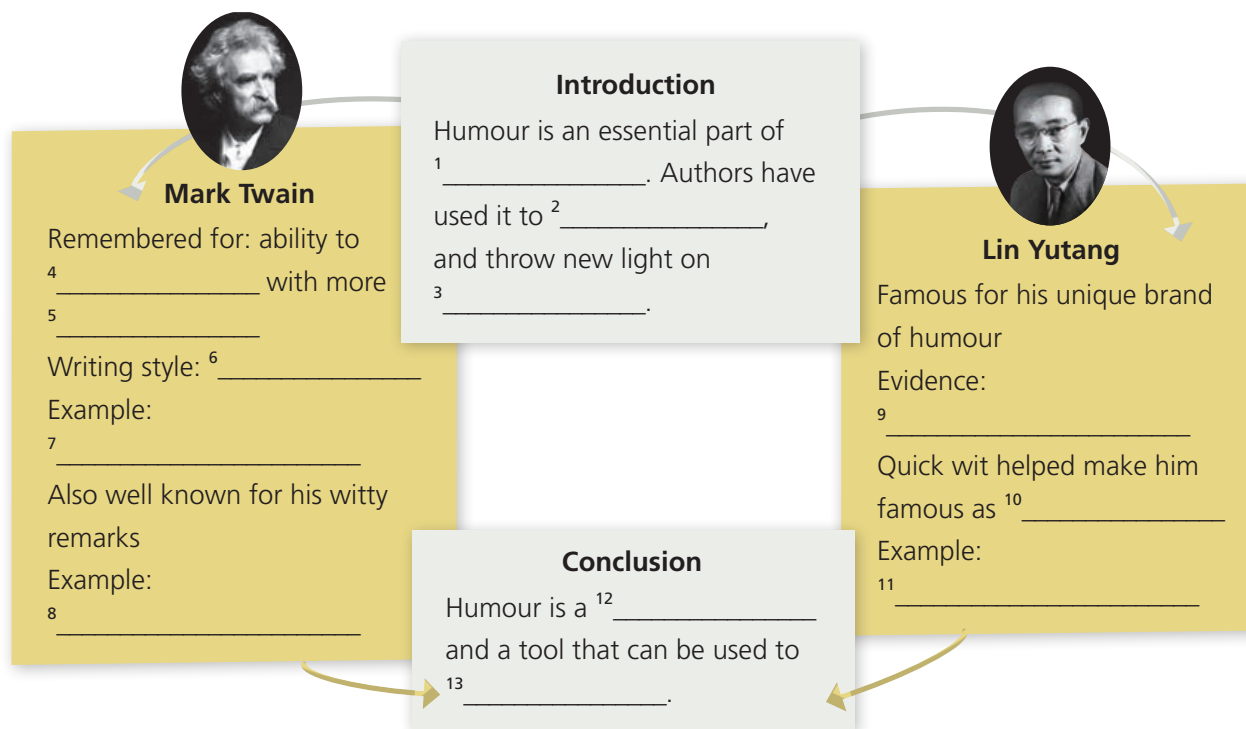
- 1 Humour has been an essential part of human behaviour for thousands of years. There is comedy in the texts of Ancient Greece, and medieval writings are filled with jokes. While these same jokes might not be as funny to us now as they were then, their authors understood that humour could not only entertain but also throw new light on sensitive or emotive issues.
- 2 Closer to modern times, someone who is remembered for his ability to combine humour with more serious messages is American writer, Mark Twain. Twain's particular style of writing is funny and often mischievous. For example, in his classic novel *The Adventures of Tom Sawyer*, he famously says, "Writing is easy. All you have to do is cross out the wrong words." But he is equally well known for his witty remarks in his everyday interactions with people. For instance, while on a lecturing tour of the United States, Twain went into a barber's shop to get a haircut and a shave. The barber, not recognising him, asked if he had a ticket to the lecture. When Twain replied that he didn't, the barber told him that if he wanted to go to the event he would have to stand, as there were no seats left in the theatre. Twain's response was, "That's just my luck. I always have to stand when that fellow lectures!"
- 3 Like Twain, but on the other side of the world, Lin Yutang was soon to become famous for his unique brand of humour. A well-known bilingual writer, Lin brought the concept of humour to modern Chinese literature. In 1924, he creatively borrowed "youmo" from Ancient Chinese as the translation for the English word "humour". "Youmo" is still being used in this way today.

The Importance of Humour



- 4 Lin's quick wit helped make him famous as a master of humour. Once, having been invited to dinner at a university, he was put on the spot when the president suddenly asked him to give a speech. Thinking on his feet, Lin started to tell a story about a cruel Roman emperor who tried to feed a man to wild animals. First came a lion. The man whispered something in the lion's ear, after which the lion shook its head and walked away unhappily. Then along came a tiger. Again, the man whispered in the tiger's ear. The tiger looked shocked and hurried away. "What did you say to my animals?" said the emperor, astonished. "I told them they had to make a speech after eating me for dinner." Lin's audience roared with laughter. With this little joke, Lin was able to make people laugh, while gently telling off the president.
- 5 Both Twain and Lin understood that humour isn't just about laughter, but is a way of life and a tool that can be used to illuminate the world. Lin even created an equation to explain this concept: $\text{Reality} + \text{Dreams} + \text{Humour} = \text{Wisdom}$. Living and working with others can sometimes be complicated, and humour makes this easier. Sharing jokes and laughing together can bring individuals and even communities together. Indeed, some may argue that our need for humour is almost as great as our need for water and air. In the words of Mark Twain, "Humor is mankind's greatest blessing".

3 Organise information from the passage and complete the diagram.



- 1 Why is Lin Yutang's joke about the man and wild animals funny?
- 2 Do you agree with Mark Twain's remark on humour at the end of the passage? Give your reasons.
- 3 How can a sense of humour help you in your daily life? Give an example.
- 4 In what ways do the two reading passages in this unit help you to better understand the meaning of having a light-hearted attitude towards life?

Think & Share

Learning to learn

A punch line concludes a joke and is intended to make people laugh. In a broader sense, a punch line can also refer to the unexpected and funny conclusion of any performance, situation or story.

4 Work in groups. Discuss and present your opinion of the equation from the passage.

Reality + Dreams + Humour = Wisdom

- 1 Work out the meaning of this equation. Consider the following:
 - What is your understanding of "reality" and "dreams"?
 - What is the function of "humour" in this equation?
 - What is your understanding of "wisdom"?
- 2 Decide whether you agree with Lin's definition of wisdom. Think of examples to support your opinion and make notes.
- 3 Share your opinion with the class.

Now think about your performance in this activity. What contribution did you make to your group? How could you improve your performance?

Writing about a comedian

5 Read the blog post and match the headings to the paragraphs.



- 1 Charlie Chaplin was a British actor, filmmaker and composer. He became famous in the 1910s, when films were silent and in black and white.
- 2 Charlie Chaplin was one of the best comedy actors of his time because he knew how to use his body and facial features to make people laugh. In my opinion, the funniest thing about Charlie Chaplin was the way he walked when he was acting as the Tramp, who is his most famous character. The Tramp is a poor man with a kind heart who has unexpected adventures. These adventures, often involving the police, are usually the funniest scenes.
- 3 My favourite Charlie Chaplin film is *Modern Times* and my favourite scene is in the factory where Charlie Chaplin is working on a production line. When a bee starts circling around Charlie's face, he falls behind with his work. It's so funny to watch him trying to keep up!
- 4 I think the power of Charlie Chaplin's works is not only in his acting, but also in the stories and characters he created. The Tramp is a symbol of the silent cinema and even after so many years, he is still able to make people laugh.

- ☐ Charlie Chaplin's Unique Acting Style
- ☐ The Power of Charlie Chaplin's Works
- ☐ My Favourite Charlie Chaplin Film
- ☐ General Introduction to Charlie Chaplin

6 Read the blog post again. Find the information:

- an example of the actor's works
- a reason why the actor is one of the best
- a funny scene
- a famous character played by the actor
- the author's comments on the actor

7 Choose a comedian who makes you laugh. Think of the information you want to include and complete the notes below.

General introduction:

Why I like him / her:

His / Her funniest work:

My comments:

Now write an introduction to this comedian.

8 Work in pairs. Make improvements to each other's introductions and share them with the class. Post your writing on your social media.

Presenting ideas ▴

1 Work in groups. Think about the stand-up comedy acts you have seen and answer the questions.

- 1 What were the main topics of these acts?
- 2 How many people were there on the stage?
- 3 How did they make the audience laugh?
- 4 Were any props used?

2 Prepare your own comedy act. Consider the following:

- the topic of your comedy act: personal experience / social event / popular culture...



- way(s) of presenting: storytelling / joke telling / audience interaction / mime...

- the punch line(s) of your stories / jokes

- the opening and closing: make it surprising / exciting / funny...

3 Write the script for your act and complete the table. Add useful expressions and structures you can think of.

Opening
Main body
Closing

4 Choose a group member to be a stand-up comedian and help them to perform the comedy act you have written. Think of actions or props to include.

5 Perform in front of the whole class and vote for the best act.

Reflection ▴

Write a reflection after completing this unit. Consider the following:

- 1 What is your understanding of a good sense of humour?
- 2 What text types have you learnt about? What are their features?
- 3 What words, expressions and structures have you learnt?
- 4 What improvement have you made in understanding different cultures?
- 5 What improvement have you made in using learning strategies and exploring effective ways of learning?
- 6 What improvement have you made in analysing and solving problems?


2

Onwards and upwards

Starting out ◆

 **1** Watch the video and answer the questions.

- 1 Who are the people mentioned in the video and what are their achievements?
- 2 What made them successful?

 **2** Listen and read the poem. Answer the questions.

- 1 What is the key message of the poem?
- 2 Which of life's difficulties are mentioned in the poem? What is your understanding of the line "Success is failure turned inside out"?
- 3 Do you like the poem? Give your reasons.

Don't quit

*When things go wrong as they sometimes will,
When the road you're trudging seems all uphill,
When the funds are low and the debts are high,
And you want to smile, but you have to sigh,
When care is pressing you down a bit,
Rest if you must, but don't you quit.*

*Life is queer with its twists and turns,
As every one of us sometimes learns,
And many a failure turns about,
When he might have won had he stuck it out;
Don't give up though the pace seems slow –
You may succeed with another blow.*

*Success is failure turned inside out –
The silver tint of the clouds of doubt,
And you never can tell just how close you are,
It may be near when it seems so far;
So stick to the fight when you're hardest hit –
It's when things seem worst that you must not quit.*
(Excerpts from "Don't quit" by Edgar Albert Guest)

- 1 Research these writers online and match them to the information.



J.D. Salinger



Emily Brontë



J.K. Rowling

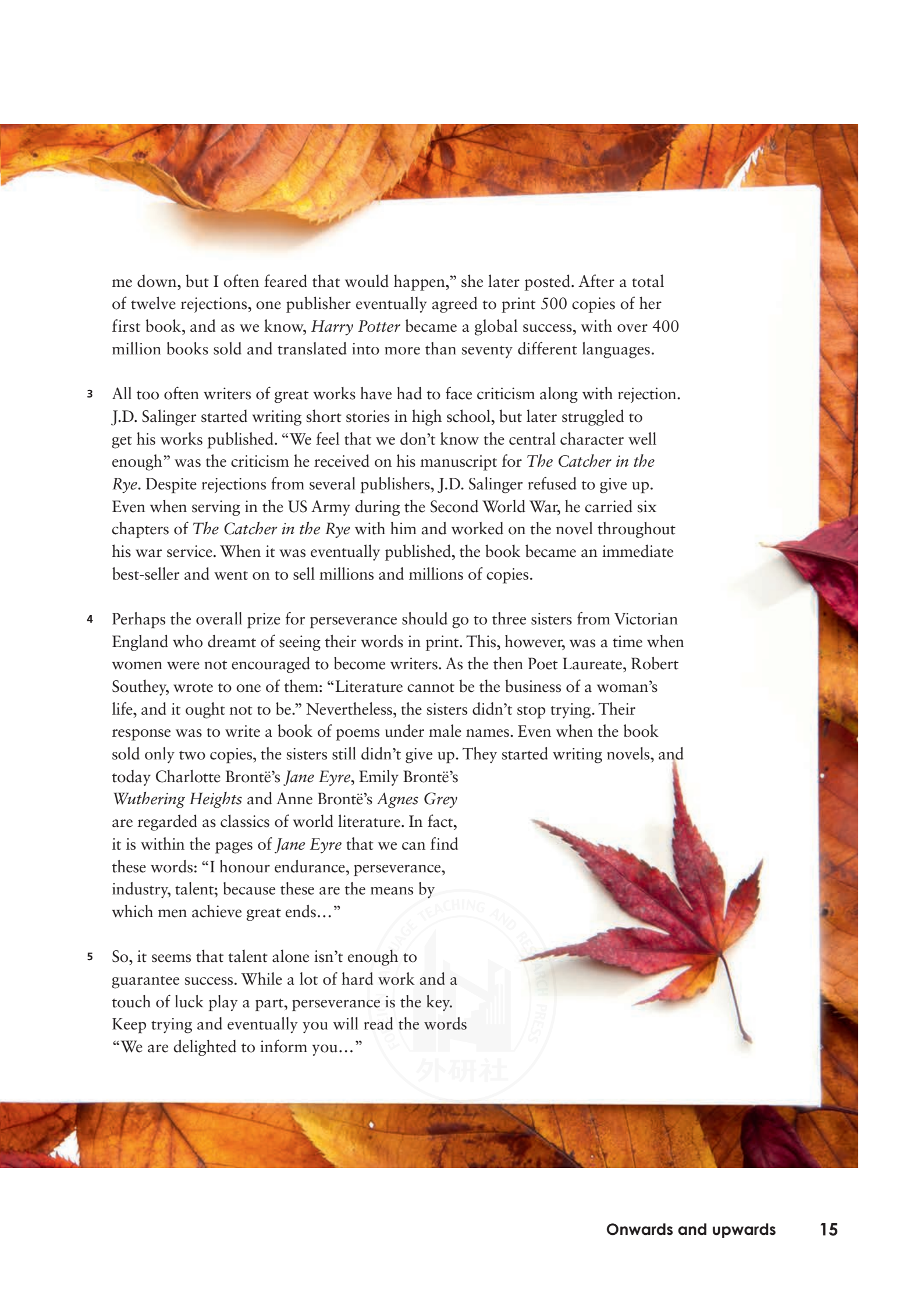
- 1 _____ has the same birthday as his / her most famous character: 31 July.
- 2 _____ may have written and hidden several unpublished works.
- 3 _____ had to pay to have his / her poetry published.

Now share anything else you know about these writers with the class.

- 2 Read the passage and find out what problems the writers overcame.

We Regret to Inform You...

- 1 “We regret to inform you...” These are the words that every writer dreads receiving, but words every writer knows well. The response from a publisher comes back and the writer eagerly opens and reads it, their hearts sinking when they reach that final sentence. You may have spent years giving up your weekends and free time to write your life’s work, yet still this is often not enough. Everyone knows that success rarely happens overnight, but perhaps not many know that a lot of highly successful writers have previously faced rejection.
- 2 Take for example J.K. Rowling. When she received her first rejection letter, she decided that it meant she now had something in common with her favourite writers, and stuck it on her kitchen wall. Rowling had spent years surviving on little money, spending all her time writing. When she finally finished her first book, she received comments from publishers along the lines of “too difficult for children”, “too long”, “Children would not be interested in it”. Nevertheless, she persevered. “I wasn’t going to give up until every single publisher turned



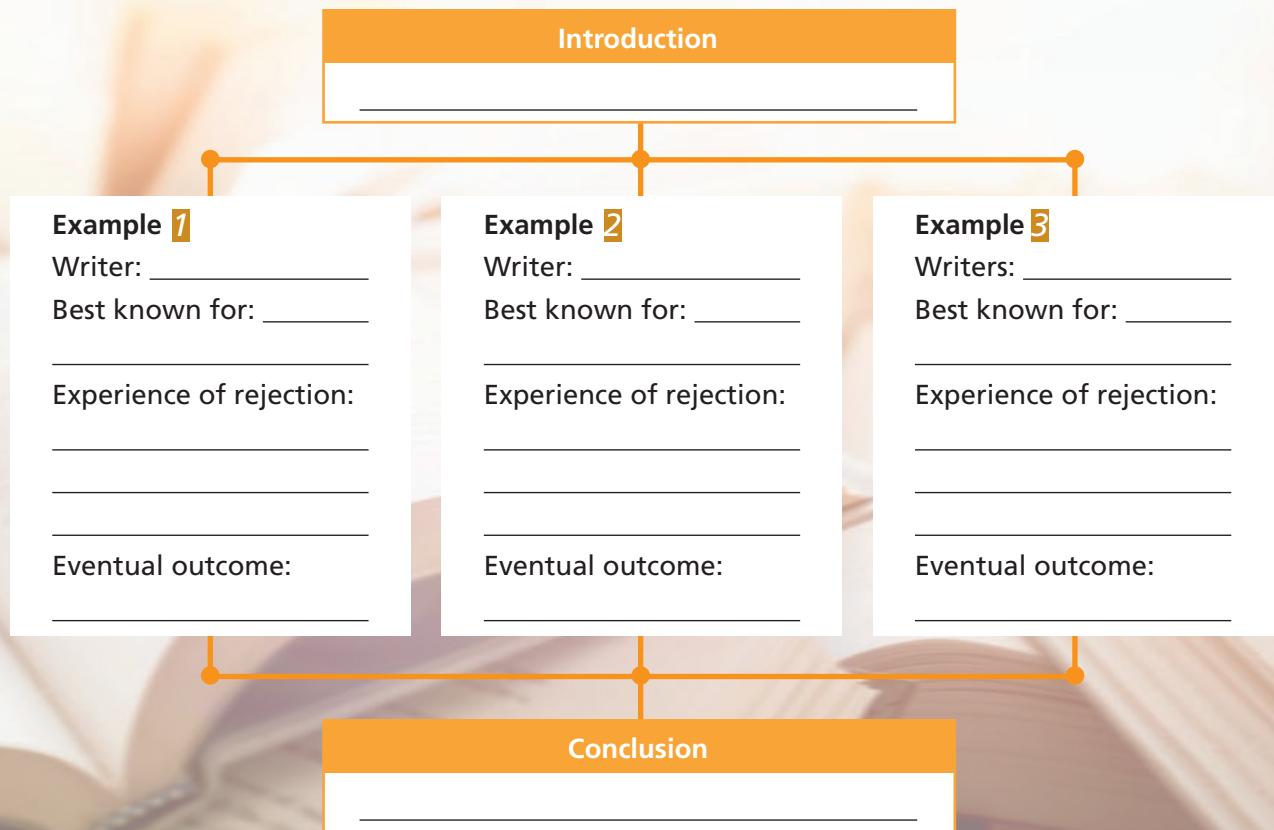
me down, but I often feared that would happen,” she later posted. After a total of twelve rejections, one publisher eventually agreed to print 500 copies of her first book, and as we know, *Harry Potter* became a global success, with over 400 million books sold and translated into more than seventy different languages.

- 3 All too often writers of great works have had to face criticism along with rejection. J.D. Salinger started writing short stories in high school, but later struggled to get his works published. “We feel that we don’t know the central character well enough” was the criticism he received on his manuscript for *The Catcher in the Rye*. Despite rejections from several publishers, J.D. Salinger refused to give up. Even when serving in the US Army during the Second World War, he carried six chapters of *The Catcher in the Rye* with him and worked on the novel throughout his war service. When it was eventually published, the book became an immediate best-seller and went on to sell millions and millions of copies.
- 4 Perhaps the overall prize for perseverance should go to three sisters from Victorian England who dreamt of seeing their words in print. This, however, was a time when women were not encouraged to become writers. As the then Poet Laureate, Robert Southey, wrote to one of them: “Literature cannot be the business of a woman’s life, and it ought not to be.” Nevertheless, the sisters didn’t stop trying. Their response was to write a book of poems under male names. Even when the book sold only two copies, the sisters still didn’t give up. They started writing novels, and today Charlotte Brontë’s *Jane Eyre*, Emily Brontë’s *Wuthering Heights* and Anne Brontë’s *Agnes Grey* are regarded as classics of world literature. In fact, it is within the pages of *Jane Eyre* that we can find these words: “I honour endurance, perseverance, industry, talent; because these are the means by which men achieve great ends...”
- 5 So, it seems that talent alone isn’t enough to guarantee success. While a lot of hard work and a touch of luck play a part, perseverance is the key. Keep trying and eventually you will read the words “We are delighted to inform you...”

3 Choose another suitable title for the passage and give your reasons.

- 1 Life Is Hard for Female Writers
- 2 Good Things Come to Those Who Wait
- 3 Never Give Up on Your Dreams
- 4 Successful Writers

4 Organise information from the passage and complete the diagram.



Now read the sentences from the passage and answer the questions.

“We regret to inform you...”

“We are delighted to inform you...”

- 1 What might come next in each sentence?
- 2 Which paragraph does each of the sentences come from? Why does the author use them like this within the passage?

- 1 What can you learn from these writers?
- 2 Have you read any books by these writers? Recommend one to your classmates.
- 3 Do you know of any other writer who had similar experiences? Share their stories with the class.
- 4 What words and expressions from the passage have you used to tell these stories?

Think & Share

-ing and to-infinitive as object

- 1 Look at the sentences and answer the questions. Sentences (a), (c) and (e) are from the reading passage.

- a J.D. Salinger started **writing** short stories in high school, ...
- b J.D. Salinger started **to write** short stories in high school, ...
- c Nevertheless, the sisters didn't stop **trying**.
- d Nevertheless, the sisters didn't stop **to try**.
- e These are the words that every writer dreads **receiving**, ...

- 1 Do sentences (a) and (b) have the same meaning?
- 2 Do sentences (c) and (d) have the same meaning?
- 3 Can "receiving" in sentence (e) be changed into "to receive"?

Now look for more sentences with these structures in the reading passage, and summarise their uses in your own words.

- 2 Complete the passage with the correct form of the verbs in brackets.

At the age of ten, Liu Wei lost both his arms in an accident.

Despite this, he wanted

¹ _____ (live) life

to the full. He learnt

² _____ (use) his feet for everyday activities, such as eating and brushing his teeth. He also started

³ _____ (swim) and won two gold medals at the National Games for People with Disabilities. When

he had to stop ⁴ _____ (swim) due to health problems, he decided ⁵ _____ (learn) how to

play the piano with his toes. It was difficult, but he kept ⁶ _____ (practise) until he had achieved

his goal. In 2010, he won in *China's Got Talent* and became famous nationwide. Today, Liu Wei still enjoys

⁷ _____ (play) music, and his positive attitude is an inspiration to us all.



- 3 Write a report based on the interview with the words in the box.

admit decide enjoy fail
regret want




Many students choose to take a camping programme during the summer holiday, aiming at building character and developing physical fitness. Today, we're with camper Jamie Wells. Hi, Jamie. Could you share your experience with us?

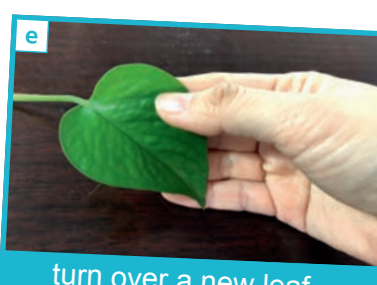
Sure. I joined the sports camp because I like to challenge myself. I also like to meet new friends. The camp was fun, but not without its challenges! Each day began with a 5-kilometer cross-country run – at 6 am! At first I couldn't finish the whole route. On the fourth day, I was so tired that I even didn't want to get out of bed. I felt homesick and almost phoned my dad to take me home. But I didn't give up. Things soon got better. I felt I had become stronger and more confident and had made new friends. Even though being a camper has its challenges, I feel it is worthwhile.



- 4 Work in pairs. Share a story of your own about overcoming challenges using the words and structures in this section where appropriate.

Looking on the bright side

 **5** Listen to the conversations and match the expressions to their meanings.



- 1 _____ to change your life by starting to be a better person or stopping a bad habit
- 2 _____ someone who is extremely enthusiastic and enjoys working extremely hard
- 3 _____ to not make any effort
- 4 _____ very calm and relaxed, especially in a difficult situation
- 5 _____ to do something very slowly because you do not really want to do it
- 6 _____ someone who refuses to join in, or wants to stop other people having fun

6 Put the expressions in Activity 5 into the boxes. Add any more you can think of.

Positive

Negative

--	--

7 Read the passage and answer the questions.

With life being made up of ups and downs, it is not always easy to maintain a good and enthusiastic attitude. Nevertheless, looking on the bright side is the best thing that we can do for ourselves as well as for others. A good attitude can have a positive effect on other people. So if someone you know is feeling low, lend them an ear and try to cheer them up. Remember, your attitude is contagious, so make sure you pass on a good one!

- 1 Why is it important to "look on the bright side"?
- 2 How can our attitude affect others?

- 8 Listen to the conversation and number the pictures according to the sequence of events.



- 9 Listen again and complete the journal entry.

Friday 10 May

Today I came across my friend Dawei. He looked sad, so I asked him what was wrong. He said that he failed in a ¹ _____ contest. Before the contest, he competed against a girl at school. He won, but he said it was because ² _____. He thought the girl should have gone to ³ _____ instead. If she had, the school would have been ⁴ _____. I tried to make him look on the bright side, and he admitted that he had a good time at the national contest. He met some ⁵ _____ and he liked the city. He also said his parents felt ⁶ _____. I think I made him feel better.

Now act out a conversation between Dawei and Jack, and think about how you would comfort Dawei if you were Jack.

- 10 Complete the boxes with the expressions from the conversation.

- Are you OK?
- I don't mean to be nosy, but are you sure?
- Why don't you tell me what's up?
- I'm sure you did your best.
- You should be proud of yourself.
- Why are you so upset?
- I know this is hard for you, but you should cheer up.

Showing concern

Comforting people

- 11 Work in pairs. Choose one situation and act out a conversation to show concern for people and comfort them. Use the expressions in this section.

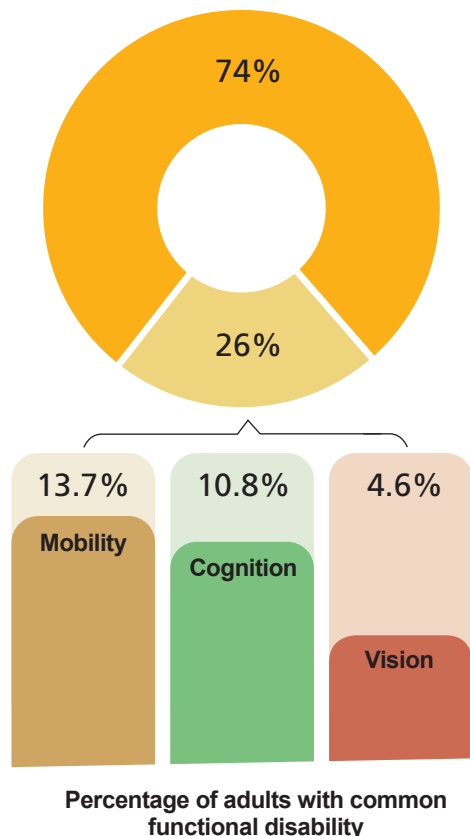
- 1 You ran for Head of the Student Committee but weren't elected.
- 2 You feel annoyed because a group member doesn't want to contribute to your group's work.

Now think about what language in this section you used to show concern and comfort others.

- 1 Look at the charts and answer the questions.

Percentage of adults with a disability in the US

■ People with a disability
■ People without a disability



- Are the numbers different from what you expected? In what way?
- What special assistance can people with disabilities make use of in their daily lives?

- 2 Read the passage and find out what the author would do if she could see.

- I have often thought it would be a blessing if each human being were stricken blind and deaf for a few days at some time during his early adult life. Darkness would make him more appreciative of sight; silence would teach him the joys of sound.
- Now and then I have tested my seeing friends to discover what they see. Recently, I asked a friend who had just returned from a long walk in the woods what she had observed. "Nothing in particular," she replied.
- How was it possible, I asked myself, to walk for an hour through the woods and see nothing worthy of note? I who cannot see find hundreds of things to interest me through mere touch. If I can get so much pleasure from touch, how much more beauty must be revealed by sight? And I have imagined what I should most like to see if I were given the use of my eyes, say for just three days.
- On the first day, I should want to see the people whose kindness and gentleness and companionship have made my life worth living. I do not know what it is to see into the heart of a friend through that "window of the soul", the eye. I can only "see" through my fingertips the outline of a face. I should like to see the books which have been read to me, and which have revealed to me the deepest channels of human life and the human spirit. In the afternoon I should take a long walk in the woods and intoxicate my eyes on the beauties of the world of nature. That night, I should not be able to sleep.
- On my second day, I should like to see the pageant of man's progress, and I should go to the museums. I should try to probe into the soul of man through his art. The things I knew through touch I should now see. The evening of my second day I should spend at a theater or at the movies.

Three Days to See



- 6 The following morning, I should again greet the dawn, anxious to discover new delights, new revelations of beauty. Today I shall spend in the workaday world, amid the haunts of men going about the business of life.
- 7 At midnight permanent night would close in on me again. Only when darkness had again descended upon me should I realize how much I had left unseen.
- 8 I who am blind can give one hint to those who see: Use your eyes as if tomorrow you would be stricken blind. And the same method can be applied to the other senses. Hear the music of voices, the song of a bird, the mighty strains of an orchestra, as if you would be stricken deaf tomorrow. Touch each object you want to touch as if tomorrow your tactile sense would fail. Smell the perfume of flowers, taste with relish each morsel, as if tomorrow you could never smell and taste again. But of all the senses, I am sure that sight must be the most delightful.

(Excerpts from "Three Days to See" by Helen Keller)

3 Choose the author's purpose in writing the passage and give your reasons.

- 1 To help readers understand what it is like to be blind.
- 2 To make readers without disabilities appreciate what they have.
- 3 To persuade readers to care about the blind.

- 1 What are the main wishes of the author? Give an example.
- 2 Do you know of any stories about people with disabilities? Share one with the class.
- 3 How should we interact with people with disabilities?
- 4 What qualities do both reading passages in this unit convey?

Think & Share

4 Read the sentences from the passage and answer the questions.

Use your eyes as if tomorrow you would be stricken blind. And the same method can be applied to the other senses. Hear the music of voices, the song of a bird, the mighty strains of an orchestra, as if you would be stricken deaf tomorrow. Touch each object you want to touch as if tomorrow your tactile sense would fail.

- 1 What sentence structure is used repeatedly? What figure of speech is it?
- 2 How does this technique help to express the author's emotions?

Now make your own sentences using this technique.

Learning to learn

Parallelism as a literary device is the use of expressions, clauses or sentences that are similar in their structure. It can make the content more rhythmic, engaging and easier to remember. It is commonly used in literary works and speeches.

5 Work in groups. Give a talk about your opinion on the sentence from the passage.

... it would be a blessing if each human being were stricken blind and deaf for a few days at some time during his early adult life.

- 1 Read and discuss the meaning of the sentence and decide whether you agree or disagree with it.
- 2 Organise your talk and make notes.

Point of view	<input type="text"/>
Arguments	<input type="text"/>
Supporting examples	<input type="text"/>

- 3 Give your talk to the class.

Now think about your performance during group discussion. Did you actively participate and contribute ideas?

Writing about an experience

6 Read the passage and answer the questions.



Recently I accompanied a friend to dine at a “dark restaurant”, where people eat in complete darkness, served by blind staff. We wanted to understand the experience of being blind, and we thought eating would be the most difficult activity.

It was a difficult meal. Because we couldn’t see where anything was, my friend and I knocked over glasses and dropped food. My senses of taste and smell became more sensitive, and I ate much more slowly, trying to guess what I was eating. Pouring water was very difficult, plus I kept drinking from my friend’s glass.

After failing to pick up any food with a fork for five minutes, I decided to use my hands. I reached down, expecting rice and vegetables, but instead stuck my hand into a bowl of warm, thick soup. “It’s best to use a spoon for this course,” the waiter said into my ear, helpfully but much too late. Even using a spoon, I spilled most of the soup on my shirt. I felt embarrassed, even though no one could see me.

Our waiter advised us to lift the plates and bowls close to our faces. However, I still left the restaurant feeling hungry, though I was much more aware of the challenges that blind people face.

- 1 Why did the author go to the “dark restaurant”?
- 2 What difficulties did the author have during the meal?
- 3 How did the author feel after finishing the meal?

7 Try to experience what it is like to have a disability and make notes.

1 What kind of experience you had

2 What the most difficult thing was and why

3 How you overcame the difficulty

4 What you have learnt

Now write a short passage to describe your experience.

8 Work in pairs. Make improvements to each other’s passages and share them with the class.

Presenting ideas ▸

- 1 Read the two points of view and explain their meanings in your own words.

If at first you don't succeed,
try, try on and on.

VS

If at first you don't succeed, set
yourself another goal.

- 2 Work in groups and decide which opinion you agree with more. Think of arguments to support your point of view and make notes.



Point of view: _____

Arguments: _____

Supporting examples: _____

- 3 Prepare for a debate. Consider the following:

- 1 the roles and responsibilities for each member of your group
- 2 your arguments, opening and summary
- 3 the opposing arguments you might face and how you can respond to them
- 4 useful words, expressions and structures

- 4 Team up with a group with the opposite point of view and hold the debate.

Reflection ▴

Write a reflection after completing this unit. Consider the following:

- 1 What is your understanding of positive ways of facing frustration?
- 2 What text types have you learnt about? What are their features?
- 3 What words, expressions and structures have you learnt?
- 4 What improvement have you made in understanding different cultures?
- 5 What improvement have you made in using learning strategies and exploring effective ways of learning?
- 6 What improvement have you made in analysing and solving problems?

3

Faster, higher, stronger

Starting out

1 Watch the video and answer the questions.

- 1 What major sports events are mentioned in the video?
- 2 What are the features of these sports events?

2 Look at the pictures and answer the questions.

- 1 What do you know about these sportspeople?
- 2 What can you learn from them?
- 3 Are there any other sportspeople who inspire you? Who are they and why do they inspire you?



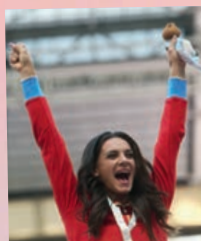
Xu Haifeng

- Chinese former shooter born in 1957
- First athlete to win an Olympic gold medal for China
- Coach of two Chinese Olympic gold medalists



Wayne Gretzky

- Canadian former ice hockey player born in 1961
- One of the greatest players in the history of the National Hockey League (NHL) in Canada
- Over 100 official and unofficial NHL records



Yelena Isinbayeva

- Russian former pole-vaulter born in 1982
- Two-time Olympic gold medalist
- First woman to jump over five metres



- 1 Research online and match the five basketball positions to their descriptions.



- ☐ 1 usually the best ball handler and / or best passer
- ☐ 2 usually the main shooter playing on the wing
- ☐ 3 usually the most athletic player on the team who can play inside and outside the key
- ☐ 4 usually a taller player who catches the ball after a player has tried but failed to get a point
- ☐ 5 usually the tallest player on the team who plays inside the key and should be a good scorer

- 2 Read the passage and find out what Stephen Curry has achieved.

THE ROAD



- 1 Near the small town of Grottoes, Virginia, a narrow dirt road goes from the house of Stephen Curry's grandfather to the woods nearby. A far cry from the bright lights and shiny courts of the National Basketball Association (NBA), it was along this road that Stephen's grandfather built a simple basket by attaching a piece of plastic to a telephone pole.
- 2 Like his father, basketball star Dell Curry, Stephen spent many childhood hours playing on this muddy basketball court. He probably didn't realise it at the time, but it was where he learnt to be creative and flexible as a player. You see, with every shot, the weak plastic backboard gave way. The bumps and rocks that lined the road under the basket caused the ball to bounce in all directions. Knowing where the ball would go wasn't easy. He had to adjust his own playing style as a result. Shooting with great accuracy was another thing he learnt. Only shots perfectly aimed at its centre went into the heavy, thick basket. In this way, practising day in and day out helped Stephen sharpen his skills.
- 3 Despite his father's successful career, Stephen was thought by many people, including his high school teammates and coaches, to be too short, too thin and too weak to follow in his father's footsteps. But Stephen carried on. Playing basketball was his dream. He would

T SUCCESS



not give up. He finally ended up playing college ball at a small, little-known school, Davidson College, not too far from where he lived. His creativity and perseverance made him Davidson's star player.

- 4 Selected for the NBA in 2009, Stephen joined the Golden State Warriors. He performed beyond everyone's expectations with his accurate shooting and continuous efforts. In 2015, Stephen won his first NBA championship, and he led the Warriors to their first championship since 1975.
- 5 After receiving the Most Valuable Player award for two years in a row, Stephen explained his philosophy, "I never really set out to change the game... What I wanted to do was just be myself... I know it inspires a lot of the next generation, a lot of people who love the game of basketball to value the skill of it, value the fact that you can work every single day to get better. You've got to be able to put in the time and the work. That's how I got here. That's how I continue to get better every single day." Inspiring others to believe in themselves, Stephen Curry is living proof that what other people think of you does not have to influence what you become. Through self-belief, hard work, perseverance and some help from an old hoop, he has shown that anything is possible.



3 Choose the author's purpose in writing the passage and give your reasons.

- 1 To explain why Stephen Curry was doubted by many people.
- 2 To inform people about Stephen Curry's basketball skills.
- 3 To inspire people with Stephen Curry's determination to succeed.

4 Organise information from the passage and complete the profile of Stephen Curry.

Stephen Curry is the son of the famous basketballer Dell Curry. He spent his childhood years practising basketball on ¹ _____. The poor conditions helped him develop his own playing style. He also learnt to ² _____. Despite this, it seemed unlikely to many people that Stephen would be a great basketball player, as he was ³ _____. Nonetheless, Stephen refused to ⁴ _____, and ended up playing college ball for Davidson College. In 2009, he joined the NBA's Golden State Warriors. In 2015, he led them to their first NBA championship since 1975. Stephen achieved his dream through ⁵ _____.

Nationality: ⁶ _____

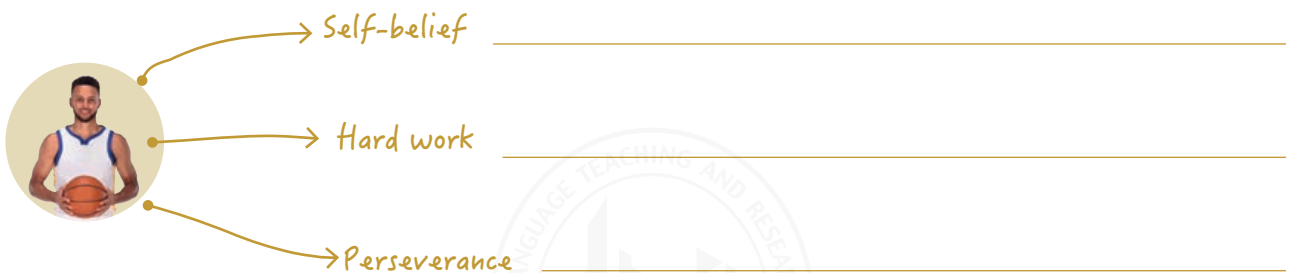
Occupation: ⁷ _____

Awards: ⁸ _____

Stephen Curry



5 Complete the mind map with supporting details.



- 1 Why does the author mention the "simple basket" at the start of the passage?
- 2 Can you think of any other famous basketball players? Which of their qualities inspires you?
- 3 What have you learnt from doing sport? Share your experiences with the class.
- 4 How can you use the language in this passage to talk about sportspeople? Give examples.

Think Share

-ing as subject

- 1 Look at the sentences from the reading passage and answer the question.

- a **Knowing where the ball would go** wasn't easy.
- b **Shooting with great accuracy** was another thing he learnt.

- 1 What are the subjects in sentences (a) and (b)?

Compare them with the following sentences and answer the questions.

- c Stephen Curry **knew where the ball would go**. It wasn't easy.
- d Stephen Curry **shot with great accuracy**. It was another thing he learnt.

- 2 What does "it" refer to in sentences (c) and (d)?

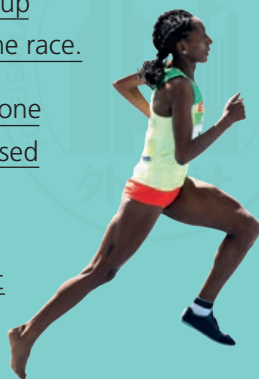
- 3 Why does the author choose to use sentences (a) and (b) in the reading passage?

Now look for more sentences with *-ing* as subject in the reading passage, and summarise its use in your own words.

- 2 Rewrite the underlined sentences with the *-ing* form as subject.

Etenesh Diro had almost completed two thirds of the 3000m steeplechase, when disaster struck. She got tangled up with some other competitors. It made her fall. Her right shoe started to come off. She tried to pull the shoe back on, but it cost her precious time. One after the other, the runners overtook her. She threw the shoe away. This meant she could get up quickly and fight for her position in the race.

She ran the rest of the race with just one shoe on and her right foot bare. It raised a big cheer for her. Luckily, she was later given a chance to compete in the final. She lost a shoe. But it didn't keep her from taking part. This is the true spirit of sport.



- 3 Complete the passage with the correct form of the words in the box.

wear let miss make use



I like how technology is changing sports. ¹ _____ the latest equipment, such as smart earphones, allows people to get the best out of their training. ² _____ video technology to help judge our sporting competitions can ³ _____ sure that no one cheats. Best of all, instant replay facilities ⁴ _____ us see all the action all over again. ⁵ _____ our favourite sporting moments is now a thing of the past!

- 4 Think about whether you agree with the point of view in Activity 3 and share your opinion with the class. Use the *-ing* form as subject where appropriate.

Sports role models

5 Complete the voicemail messages with the correct form of *do*, *play* and *go*.

Senior Citizens' Sports Club



Hi Ellen, it's Todd here. I've just finished my first day volunteering at the Senior Citizens' Sports Club! It's made me see life as an older person with fresh eyes! Some members like to ¹ _____ **yoga** because it helps them keep their muscles toned, while others love to ² _____ **aerobics** – one elderly man says the energy of it makes him feel young again! Ball games are also popular. Many enjoy ³ _____ **table tennis** or ⁴ _____ **bowling**, while there were lots of people ⁵ _____ **badminton**, and many like to ⁶ _____ **golf**. I even encountered a man who, at the age of 68, was brave enough to ⁷ _____ **roller skating**! Not only did he have guts, he was much faster than me!

I must say, it was really inspiring to see the people there ⁸ _____ **sports**, even at such advanced ages. It made me think about going to the Central Stadium this Saturday. The sports club there doesn't ask for membership. We can ⁹ _____ **tennis** or ¹⁰ _____ **rock climbing**. It would do us a lot more good than ¹¹ _____ **computer games**.

Now listen to the voicemail and check your answers.

6 Underline the sports with *do*, *play* and *go* in Activity 5 and put them into the boxes. Add any more you can think of.

Do	Play	Go

7 Read the passage and answer the questions.

A sports role model is a sportsperson who inspires other people in a certain way. In this spirit, the Laureus World Sports Awards is an annual ceremony to honour remarkable sportspeople. The first ceremony was held in 2000 in Monaco, where Pelé was given the Lifetime Achievement Award. In 2003, Yao Ming became the first Chinese sportsperson to win the award, and in Shanghai in 2015 Yao Ming and Li Na both won awards. These sports role models show us what sporting spirit really means – that is, faster, higher and stronger!



- 1 Who do the Laureus World Sports Awards honour?
- 2 What other sports role models do you know? Share some examples with the class.

8 Listen to the conversation and choose a topic for it.

- 1 The history of the Laureus World Sports Awards.
- 2 Laureus World Team of the Year.
- 3 Laureus World Sportsman of the Year.
- 4 The childhood of LeBron James.

9 Listen again and complete the table.

Nominees	Michelle's opinion	Sam's opinion
Usain Bolt	He has won it three times and other people should 1 _____, too.	He should win it because he deserves it.
Andy Murray	Hopefully, he will win. He has won two 2 _____ and more importantly, he is a spokesperson for 3 _____.	He could have 4 _____, but the winner should not be chosen based on 5 _____.
LeBron James	He will not win because he is 6 _____.	LeBron is world-famous. He is an excellent 7 _____ and a great 8 _____.

Now work in pairs. Act out a similar conversation based on the table.

10 Complete the boxes with the expressions from the conversation.

- I don't think it should be...
- Are you serious?!
- Well, I just think...
- Besides, ...
- That's why...
- I mean, ...

Agreeing / Disagreeing

Giving an explanation

--	--

11 Work in pairs. Nominate three Chinese sportspeople for the next Laureus World Sports Awards. Give your reasons and share your ideas using the expressions in this section.

Now talk about whether you have actively participated in the group discussion. Were you able to express yourself clearly and understand what your partner was saying?

Developing ideas ◀

- 1 Look at the pictures and answer the questions.



- 1 What are the key differences between team sports and individual sports?
- 2 Can you think of any famous sports teams? Why are they so well-known?

- 2 Read the passage and find out about the events mentioned.

Learning to learn

Setting a scene involves establishing the time and place where events take place and describing any main sights and sounds. The scene you set at the beginning of your writing – whether it is fiction or non-fiction – will engage your readers and help set the right atmosphere for the remainder of your writing.

- 1 “The atmosphere here at Rio de Janeiro is electric! If China wins this point, they will walk out of the stadium with an Olympic gold medal. Zhang Changning serves. Over the net, Popovic dives for the ball. She only just reaches it... and it’s sent straight back to her by the Chinese spiker Hui Ruoqi. Popovic can’t get the ball back this time... and that’s it! It’s over! It’s gold for China! Look how the crowd has gone wild. You can see the joy and pride on the faces of the Chinese fans. And there we see the Chinese players embracing, with tears of happiness in their eyes... It’s a dream come true for China! The Chinese women’s volleyball team is Olympic champion once again!”
- 2 The Chinese women’s volleyball team holds a very special place in the nation’s heart. In the 1980s, the team burst onto the international volleyball scene with several major world titles, and an amazing three-set victory over the United States in the final of the 1984 Los Angeles Olympics. They became national heroes overnight. There was gold once more at Athens in 2004. But winning gold in Rio



paints the most vivid portrait of the team's competitive spirit.

- 3 In Rio, the Chinese women's volleyball team needed all of its fighting spirit after it was assigned to the "group of death", where it faced several strong opponents in the group stage matches. Despite reaching the quarter-finals as the fourth team in the group, with just two wins in preliminary matches, they were not going to give up. Every single member of the team gave their all to the fight, including Hui Ruoqi who had had heart surgery less than five months previously.
- 4 Their perseverance paid off with an epic comeback against the defending champion Brazil in the quarter-finals. Next, the Chinese team defeated the Netherlands in the semi-final matches, having lost to them in the preliminaries. At last, showing a strong will and the steeliest nerves, they played a close match against Serbia to seize gold in the final.

- 5 But fighting spirit alone was not enough to guarantee victory. Strong team spirit also contributed greatly to their success. Cooperation between team members is essential. If each individual does her job and works well with others, then the end goal can be achieved. In fact, strong team spirit is more important than the skills of individual players. Zhu Ting, named Most Valuable Player at the Rio Olympics, also identified this as the special ingredient in the team's success: "Teamwork is the key to China's victory. Thanks to my teammates' hard efforts, I had the opportunity to show my spiking skills."
- 6 Together, the Chinese women's volleyball team has fought their way through ups and downs. Led by well-known Chinese volleyball player and coach Lang Ping, they have continued to aim high. Lang is only too aware that as soon as a team steps off the victory podium, they need to start from zero to prepare for new challenges ahead. In this way, the team begins its journey to the next Olympics.



of the Champions

3 Read the sentences and decide if they are facts (F) or opinions (O).

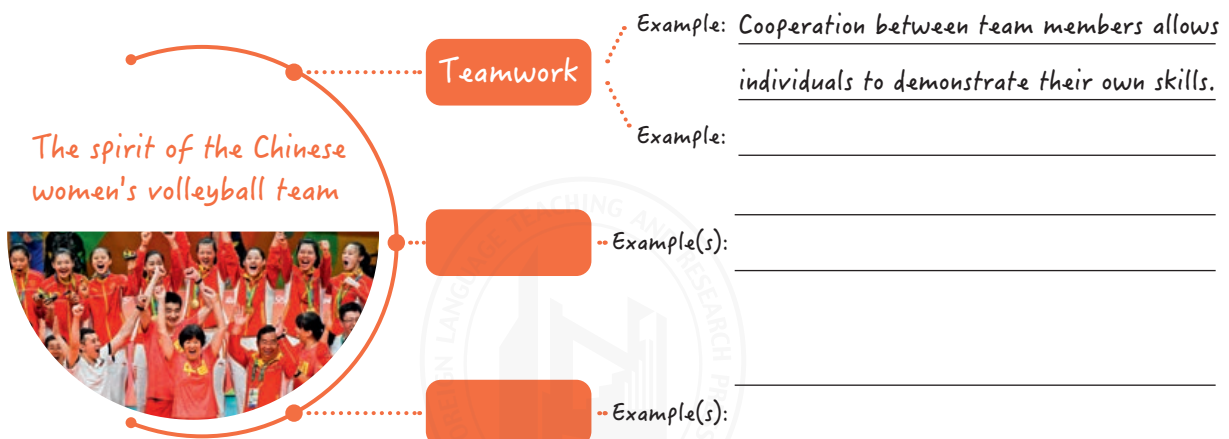
- 1 The Chinese women's volleyball team won a three-set victory in the final of the 1984 Los Angeles Olympics. _____
- 2 Facing several strong competitors in Rio, the Chinese women's volleyball team eventually won in the final. _____
- 3 Fighting spirit alone was not enough for victory. _____
- 4 Strong team spirit is more important than the skills of individual players. _____
- 5 Zhu Ting was voted Most Valuable Player at the Rio Olympics. _____

Think & Share

- 1 How does the author start the passage? What effect does it achieve?
- 2 What do you think of the opinion that a team needs to start from zero after winning a gold medal?
- 3 What achievements by other Chinese sports teams have made the greatest impression on you? Give an example of their sporting spirit.
- 4 What kind of sporting spirit does each of the reading passages in this unit reflect? Talk about their similarities and differences.

4 Work in groups. Give a talk about the spirit of the Chinese women's volleyball team.

- 1 Discuss the questions below.
 - What spirit does the Chinese women's volleyball team show in the passage?
 - What else do you think has contributed to their success?
 - What are the examples that support your ideas?
- 2 Complete the mind map with your ideas and the examples that support them.



- 3 Give a talk to the class.

Now talk about how well you have contributed to your group discussion and help each other to make improvements.

Writing about a sporting moment

5 Read the passage and answer the questions.

Last Saturday, I went to the school playground to watch the final of the 4×100-metre relay at our annual sports tournament. It was an extraordinary experience and something I will never forget. Before the race, everyone was quiet and still. I had never imagined that the atmosphere at a sports event could be so intense. When the runners set off, everyone went wild! We all stood up and started cheering and shouting. It was like being hit by a huge wave of excitement. I could see the runners straining to run as fast as they could, while trying not to drop their batons at the change. The race was all over in just one minute. It was Li Chong, the fastest student in our school, who first crossed the finish line. Everyone was on their feet, cheering. I was also caught up in the excitement and cheered so hard that I thought my lungs would burst! It was so wonderful to be part of this sporting moment and enjoy its speed and passion.



- 1 What event is described?
- 2 When and where did the event take place?
- 3 What did the author see?
- 4 What did the author hear?
- 5 How did the author feel?

6 Think about a sporting moment you have experienced and complete the table.

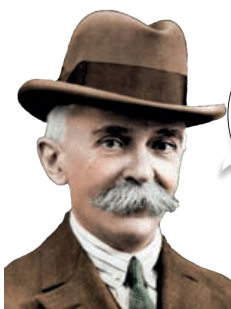
General introduction		
What you saw and heard	before the event	
	during the event	
	after the event	
How you felt		

Now write a passage about the sporting moment.

7 Work in pairs. Make improvements to each other's passages and share them with the class.

Presenting ideas

- 1 Work in groups. Read the two points of view about winning and take sides.



Pierre de Coubertin
Founder of the modern Olympic Games

The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle.

The person that said winning isn't everything, never won anything.



Mia Hamm
US soccer player

- 2 Think of arguments to support your point of view and make notes.

Point of view: _____

Arguments: _____

Supporting examples: _____

- 3 Prepare for a debate. Consider the following:

- 1 the roles and responsibilities for each member of your group
- 2 your arguments, opening and summary
- 3 the opposing arguments you might face and how you can respond to them
- 4 useful words, expressions and structures

- 4 Team up with a group with the opposite point of view and hold the debate.

Reflection


Write a reflection after completing this unit. Consider the following:

- 1 What is your understanding of sporting spirit?
- 2 What text types have you learnt about? What are their features?
- 3 What words, expressions and structures have you learnt?
- 4 What improvement have you made in understanding different cultures?
- 5 What improvement have you made in using learning strategies and exploring effective ways of learning?
- 6 What improvement have you made in analysing and solving problems?

UNIT 4

Meeting the muse

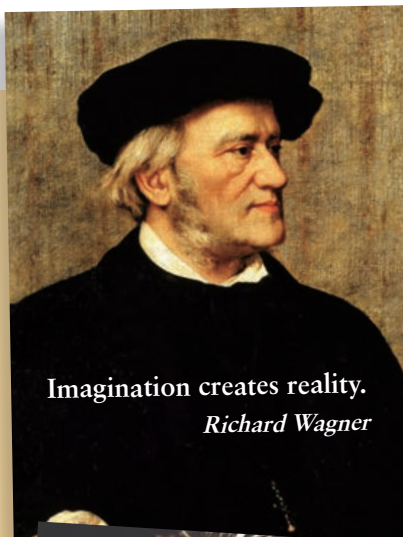
Starting out

 **1** Watch the video and answer the questions.

- 1 Which artist is the video about? Which of his works are mentioned?
- 2 What inspired the artist?

2 Look at the pictures and read the quotes. Answer the questions.

- 1 What do you know about these people?
- 2 What is your understanding of the words "imagination", "inspiration" and "rediscover"? How do they help your understanding of the quotes?
- 3 Which quote do you most or least agree with? Give your reasons.

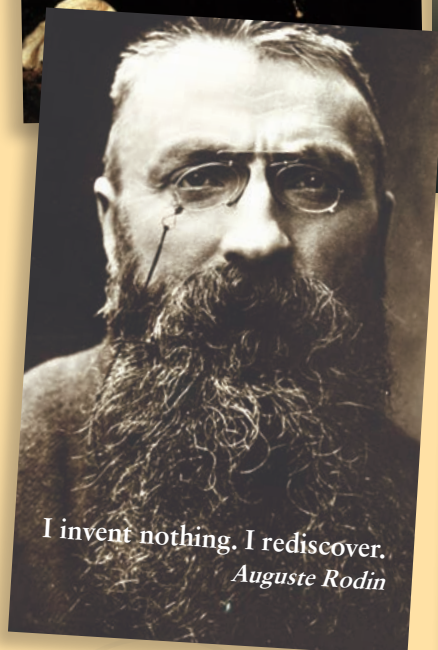


Imagination creates reality.
Richard Wagner

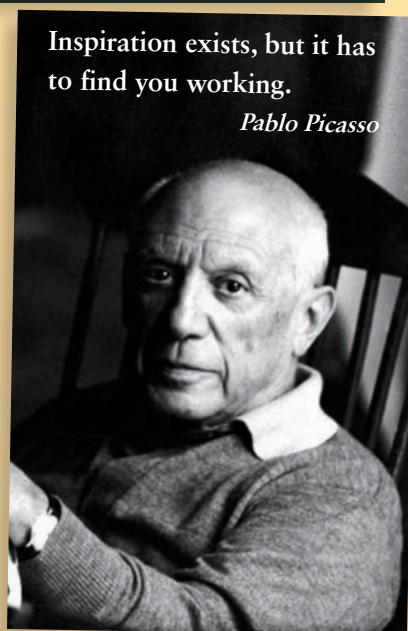


If we want to be struck by inspiration, we must go deep into our lives.

Mo Yan

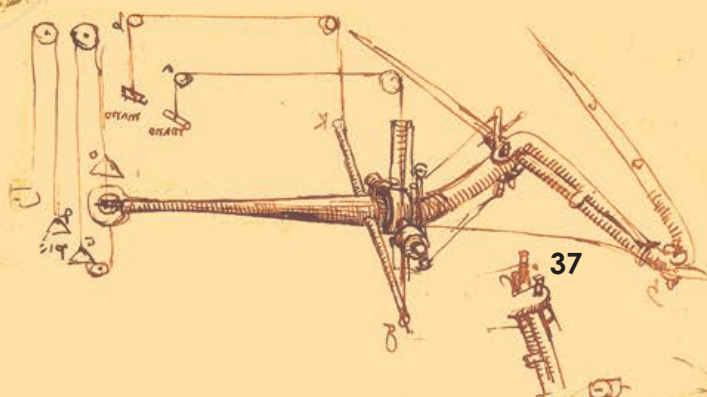


I invent nothing. I rediscover.
Auguste Rodin



Inspiration exists, but it has to find you working.

Pablo Picasso



1 Tick what you think are the most important sources of inspiration for artists.

- ☐ childhood
- ☐ family and friends
- ☐ books and films
- ☐ other artists
- ☐ history
- ☐ travel
- ☐ nature
- ☐ social issues
- ☐ private feelings
- ☐ culture and traditions
- ☐ imagination

Now work in pairs to compare and explain your choices.

2 Read the passage and find out what inspires each artist.

What inspires you?

Every artist's wish is to create something that expresses an idea. But where do artists get their ideas from? Who or what inspires them? Here we find out more about the influences behind the successes of three very different artists.





Florentijn Hofman, visual artist

- 1 Florentijn Hofman is a Dutch artist, whose large sculptures are on display all over the world. One way for him to find inspiration is turning to his children's toys. These objects have given him ideas for his animal sculptures, such as the famous *Rubber Duck*. A more recent work of his is the huge *Floating Fish*, which was set among the beautiful landscape of Wuzhen West Scenic Zone.
- 2 Hofman's inspiration for *Floating Fish* came from Chinese folk tales passed down through the generations. He was particularly interested in the old story about a fish jumping through the "Dragon Gate". This story came to life for Hofman when he visited Wuzhen and saw how people lived there.
- 3 "During the walk and my stay here in the town, I saw the fish being fed by people. You see also some fish sculpted on the wall." These sights set Hofman's idea for *Floating Fish* in motion.



Tan Dun, composer

- 4 "There is no territory in the world of music." These are the words of Chinese composer Tan Dun. He is most widely known for composing music for the film *Crouching Tiger, Hidden Dragon* and the 2008 Beijing Olympics.
- 5 To listen to Tan's music is to experience a mix of Chinese musical traditions and Western influences. Since his first opera, *Nine Songs*, Tan Dun has been using a combination of Chinese music and sounds from all over the world to tell stories. As Tan once said, Chinese music should carry "universal expression" of the human spirit so as to be recognised by the whole world.



Yang Liping, dancer


- 6 Yang Liping's passion is dancing. After winning a national competition in 1986 with her *Spirit of the Peacock* dance, she has been known as the "Peacock Princess". The inspiration for her famous dances has come from the time she spent in Xishuangbanna, Yunnan Province.
- 7 "I feel very grateful for the years in Xishuangbanna," says Yang. "It gave me a chance to go deeper into the lives of various ethnic groups... Our ethnic groups, especially the Dai people, admire the peacock. They think the peacock represents the beauty of nature. I especially like the dance style of the Dai people and it gives me lots of inspiration. My dance comes from their traditional belief and aims to bring out the Dai women's beauty."




3 Choose where you would most likely find the passage and give your reasons.


- 1 An art magazine.
- 2 An artist biography.
- 3 An online art forum.
- 4 A poster for an art festival.

4 Organise information from the passage and complete the diagram.



Artists and their inspiration






Florentijn Hofman

Well-known works:

- *Rubber Duck*
- 1 _____

Sources of inspiration:

- his children's toys
- 2 _____
- 3 _____




Tan Dun

Well-known works:

- 4 _____
- 5 _____

Sources of inspiration:

- 6 _____
- Western influences



Yang Liping

Well-known work:

- 7 _____

Sources of inspiration:

- her life in Xishuangbanna
- 8 _____
- 9 _____

Now work in pairs. Read the quotes from the passage and answer the questions.

“During the walk and my stay here in the town, I saw the fish being fed by people. ...”

“There is no territory in the world of music.”

“I feel very grateful for the years in Xishuangbanna, ...”

- 1 Can you use reported speech to rewrite the quotes?
- 2 Why do you think the author chose to use quotes instead of reported speech in the passage?

- 1 What does the three artists' inspiration have in common?
- 2 What do you think is the “universal expression” of the human spirit?
- 3 What might inspire you to create an artwork?
- 4 What difficulties have you encountered in understanding this passage? Share them with the class and ask for their advice.

Think & Share

to-infinitive, -ing and -ed as predicative

1 Look at the sentences from the reading passage and answer the questions.

- a Every artist's wish is **to create** something that expresses an idea.
- b He was particularly **interested** in the old story about a fish jumping through the "Dragon Gate".
- c Yang Liping's passion is **dancing**.

1 Apart from nouns and adjectives, what other word forms can serve as predicative?

2 Can "interested" in sentence (b) be replaced by "interesting"? Why or why not?

Now look for more sentences with these structures in the reading passage, and summarise their uses in your own words.

2 Read the passage and underline the predicatives.

One of my biggest dreams had always been to see the painting *Girl with a Pearl Earring*, by the Dutch artist, Vermeer. It wasn't until we went on a trip to The Hague last year that this dream came true! There were lots of people waiting to enter the Mauritshuis. Although my legs were tired from walking around the city, I was determined to see the painting, which is often called the "Mona Lisa of the North". Nobody is sure of the identity of the girl in it. And there she was. It was amazing to be standing in front of her at last! The girl is looking over her shoulder. Her eyes are wide and her mouth is parted, just as if she were about to speak. I would love to know what she was going to say!



3 Complete the passage with the correct form of the verbs in brackets.

Chinese artist Wu Guanzhong is ¹ _____ (know) for his paintings using oils and also for those using the more traditional Chinese method of ink. According



Wu Guanzhong

to Wu Guanzhong, his goal as an artist was ² _____ (combine) Western principles of art with Chinese spirit, and his passion is ³ _____ (seek) a point at which the two could meet. To him, the important value of an artwork was ⁴ _____ (reflect) the art within the life of Chinese people, and ⁵ _____ (express) love of and responsibility to his motherland. Wu Guanzhong remained ⁶ _____ (interest) in exploring ways of expression, with his style changing and developing throughout his career. His life's work is now ⁷ _____ (inspire) artists not only in China but across the world.



4 Think of an artist you admire and talk about his or her inspiration and artworks using to-infinitive, -ing and -ed as predicative where appropriate.

Art exhibitions

- 5 Read the comments and answer the questions on the right. Pay attention to the compound adjectives in bold.



Amy @amyheart 9 Nov

What an exhibition! There are many **well-known** artists exhibiting their **awe-inspiring** works. I'm totally amazed by *Storm*. I think the artist got that idea from trees and fallen leaves after a storm.



Richard @richard77 9 Nov

Replying to @amyheart

Indeed the exhibition is worth visiting, despite the **over-priced** tickets. But personally, I think the inspiration for *Storm* might be the overwhelming amount of information in the digital age. The **highly-skilled** artist is voicing her attitude through the natural form of a storm.



Meimei @meimei01 8 Nov

Check out the **ground-breaking** installations. The one named *Superhighway* is **breathhtaking!** It is absolutely astonishing to see a superhighway world map made entirely of wires and cables. Like *Storm*, I think the artist is trying to state his attitude towards the digital age.

- 1 What is the exhibition about? What artworks might you see in it?
- 2 Which comment makes the greatest impression on you? Give your reasons.
- 3 Do you want to go to this exhibition after reading the comments? Why or why not?

- 6 Match the compound adjectives in Activity 5 to their meanings. Think of other words and expressions that can express the same meanings.

- 1 _____: extremely impressive so as to take one's breath away
- 2 _____: known by a lot of people
- 3 _____: making you feel great respect and admiration, and sometimes fear
- 4 _____: very good at doing something
- 5 _____: innovative, using new methods or achieving new results
- 6 _____: very expensive

Now work in groups and think of more compound adjectives to describe an art exhibition or an artwork.

Learning to learn

In English, you can create compound adjectives by joining two or more words together. You can guess the meaning of compound adjectives by looking at the individual words that make them up. You can even try creating your own compound adjectives!

7 Read the passage and answer the questions.

Since the earliest cave paintings, humans have been exhibiting art on walls. There has always been a connection between artists and their works, their points of view, and the viewers. Bringing artworks together into an exhibition enables all of us to experience the works, to respond to, to enjoy and to connect with them.

Art exhibitions can have many themes, such as a historical period, a location or a trend. Of them all, one everlasting source of inspiration is war and peace. Countless artists have been protesting wars and promoting peace via their works, including Spanish artist Pablo Picasso and Chinese artist Feng Zikai, to name just a couple.

- 1 What else do you know about Pablo Picasso and Feng Zikai?
- 2 What other artists are famous for representing war and peace? What are their best-known artworks?

8 Listen to the audio guide and find out the main message of each artwork.



①



②

- ① *Guernica*
- ② *The Battlefield in Spring*

9 Listen again and complete the notes.

Guernica, by Pablo Picasso

- Painted after ¹ _____ of Guernica
- Size: ² _____
- Images: a bull, a horse, a light bulb and a(n) ³ _____ lying on the ground
- Using only three colours for ⁴ _____

The Battlefield in Spring, by Feng Zikai

- Painted ⁵ _____ Japanese aggression against China
- Images: sandbags, an army cap, a wire fence and ⁶ _____
- Contrast achieved with ⁷ _____
- Showing Feng Zikai's ⁸ _____

Now work in pairs. Discuss which artwork makes the greater impression on you and why.


10 Complete the table with the expressions from the audio guide.

- ... by the well-known...
- It measures...
- In the centre of the painting, we can see...
- Through..., I can see / feel...
- In my opinion, this makes...
- ... create a strong contrast.
- I personally think...
- It is widely believed...

About an artwork		
Basic information	What you see	How you feel

11 Choose an art exhibition, or an artwork from an exhibition you like, and write about it using the words and expressions in this section.

Now work in pairs. Make improvements to each other's writings and share them with the class.

 **1** Watch the video and answer the questions.

- 1 How many artworks did you see?
- 2 What methods did they use to create the artworks?
- 3 Do you think technology can be considered a form of art?

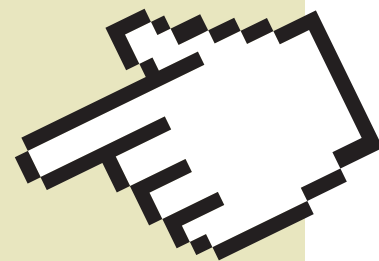
2 Read the passage and compare your ideas with those of the author.



- 1 Think “art”. What comes to your mind? Is it Greek or Roman sculptures in the Louvre, or Chinese paintings in the Palace Museum? Or maybe, just maybe, it’s a dancing pattern of lights?
- 2 The artworks by American artist Janet Echelman look like colourful floating clouds when they are lit up at night. Visitors to one of her artworks in Vancouver could not only enjoy looking at it, they could also interact with it – literally. They did this by using their phones to change its colours and patterns. Exhibits such as these are certainly new and exciting, but are they really art?
- 3 Whatever your opinion, people have been expressing their thoughts and ideas through art for thousands of years. To do this, they have used a variety of tools and technologies. Yet Michelangelo and others have been labelled as “artists” rather than “technicians”. This means that art and technology have always been seen as two very separate things.
- 4 Today, however, technological advances have led to a combination of art and technology. As a result, the art world is changing greatly. Now art is more accessible to us than ever before. Take for example one of China’s most famous paintings from the Song Dynasty, *Along the River During the Qingming Festival*. As this artwork is rarely on display, people have sometimes queued up to six hours for a chance to see it. Once in front of the painting, they



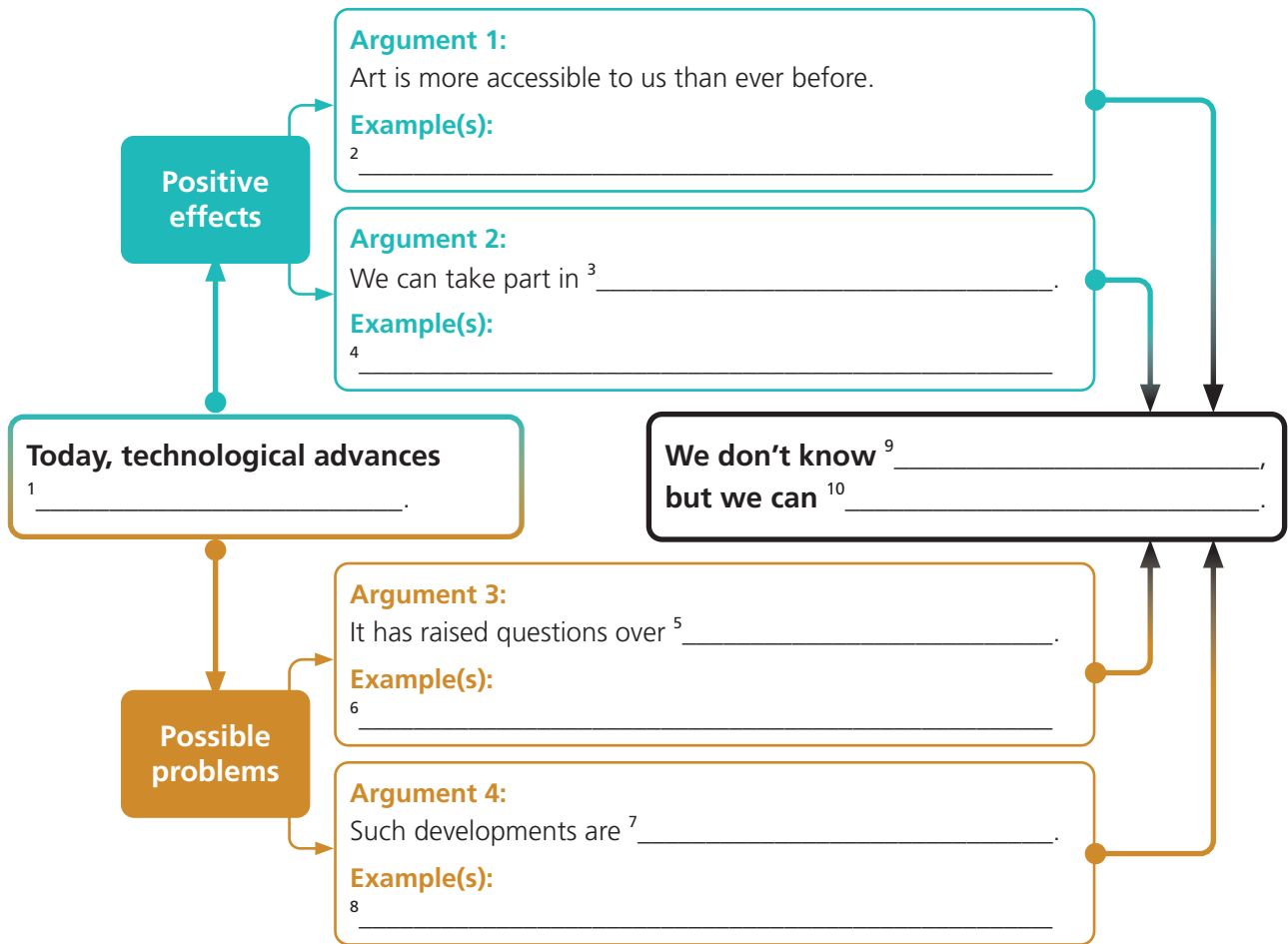
ART & TECHNOLOGY



only have limited time to spend taking in its five metres of scenes along the Bian River in Bianjing. Thanks to technology however, millions more people have been able to experience a digital version of this painting. Three-dimensional (3D) animation means that viewers can see the characters move around and interact with their surroundings. They can also watch as the different scenes change from daylight into nighttime.

- 5 The art-tech combination is also changing our concepts of “art” and the “artist”. Not only can we interact with art, but also take part in its creation. With new technological tools at our fingertips, more and more people are exploring their creative sides. The result has been exciting new art forms, such as digital paintings and videos.
- 6 However, the increase in the amount and variety of art produced has also raised questions over its overall quality. Can a video of someone slicing a tomato played in slow motion really be called “art”?
- 7 Similarly, such developments are making the line between art and technology less distinct. Can someone unfamiliar with traditional artists’ tools really call themselves an “artist”? And is the artist the creator of the art itself, or the maker of the technology behind it? A recent project used technology and data in the same way that Rembrandt used his paints and brushes. The end result, printed in 3D, was a new “Rembrandt painting” created 347 years after the artist’s death. These advances are perhaps bringing us closer to a time when computers rather than humans create art.
- 8 Where technology will take art next is anyone’s guess. But one thing is for sure – with so many artists exploring new possibilities, we can definitely expect the unexpected.

3 Organise information from the passage and complete the diagram.



- 1 What effect do you think technology will have on art in the future?
- 2 Do you know of any artworks created mainly by technology? Share an example with the class.
- 3 What work of art can you create with the help of technology?
- 4 Which of the two reading passages in this unit, both about the artists' inspiration, do you prefer? Why?

Think & Share

4 Work in groups. Hold a debate on whether technology has had a positive effect on art.

- 1 Divide each group in half. Each half takes a side in the debate.
- 2 Do further research to find more arguments and supporting examples besides those in the passage.
- 3 Organise your ideas from the most important to the least important.
- 4 Hold the debate.

Now think about your performance in the debate. Vote for a group member who performs the best. Ask them to share their experience.

Writing an invitation

- 5 Read the invitation to an art festival and answer the questions.

5 November 2019

Mr John Smith
14 New Road
Surrey
TW14 2EH

Dear Mr Smith,

Woods High School requests the honour of your presence at the opening of Tech Art Festival on the twelfth of November. The event will begin at Williams Sports Centre at 6 pm with a welcome address followed by awards ceremony, with the evening closing at 8 pm.

Tech Art will run from the twelfth to the sixteenth of November and will feature the works of over one hundred of our students. Visitors will be able to see and experience a wide variety of artworks from 3D sculptures to artworks made out of phone and computer parts.

We do hope you are able to join us at this event. Please reply to confirm your attendance.

Yours sincerely,

Jane Brown
Woods High School

- 1 What is the topic of each paragraph?
- 2 Is the invitation written in formal or informal style? Give three examples.



Learning to learn

An invitation should give clear details about the name, place and time of the event, and details about how to reply. A formal invitation letter may use either the third person or first person "we" with the place and date often spelt out. The wording and tone should be formal rather than conversational.

- 6 Imagine you are helping to prepare an art festival in your school. Answer the questions to help you write the invitation.

- 1 What is the topic of the art festival?
- 2 When and where will it be held?
- 3 What artworks will be included?
- 4 What style will you use for the invitation?

Now write your invitation.

- 7 Work in pairs. Make improvements to each other's invitations and share them with the class.

Presenting ideas ▴



tree hole painting



glass harp playing



yarn bombing



manhole cover painting

1 Work in groups. Look at the pictures and answer the questions.

- 1 What form of art does each picture show?
- 2 Have you ever come across them?

2 Think of other forms of art in daily life and make notes.

Examples of artworks:

Detailed description:

3 Talk about these artworks and complete the table. Do further research if necessary.

Inspiration for these artworks	
Innovation behind these artworks	
Importance of art in our lives	

4 Prepare a short presentation. Consider the following:

- 1 the structure of your presentation
- 2 useful words, expressions and structures

5 Give your presentation to the class.

Reflection ▴

Write a reflection after completing this unit. Consider the following:

- 1 What is your understanding of art and artists' inspiration?
- 2 What text types have you learnt about? What are their features?
- 3 What words, expressions and structures have you learnt?
- 4 What improvement have you made in understanding different cultures?
- 5 What improvement have you made in using learning strategies and exploring effective ways of learning?
- 6 What improvement have you made in analysing and solving problems?

Starting out



- 1 Look at the page from a science magazine and answer the questions.
 - 1 What do you know about these animals? What makes them special?
 - 2 What other similar animals do you know about? Share your knowledge with the class.

- 2 Watch the video and answer the questions.
 - 1 How can seeds travel? How can this benefit plants?
 - 2 Can you think of another example of seeds travelling? Share it with the class.

UNUSUAL ANIMALS TODAY

36



Komodo dragon:

Komodo dragons were first encountered by Western researchers in 1910.

The researchers said the ancestor of the Komodo dragon most likely evolved in Australia and spread westward, reaching the Indonesian island of Flores 900,000 years ago.



Duck-billed platypus:

The first scientists to examine a preserved platypus body judged it a fake in the late 18th century.

The oldest discovered fossil of the modern platypus dates back to about 100,000 years ago.



Nautilus:

Fossil records indicate that the nautilus has survived relatively unchanged for around 500 million years. It is often considered a "living fossil".

- 1 Look at the evolutionary tree and answer the questions.

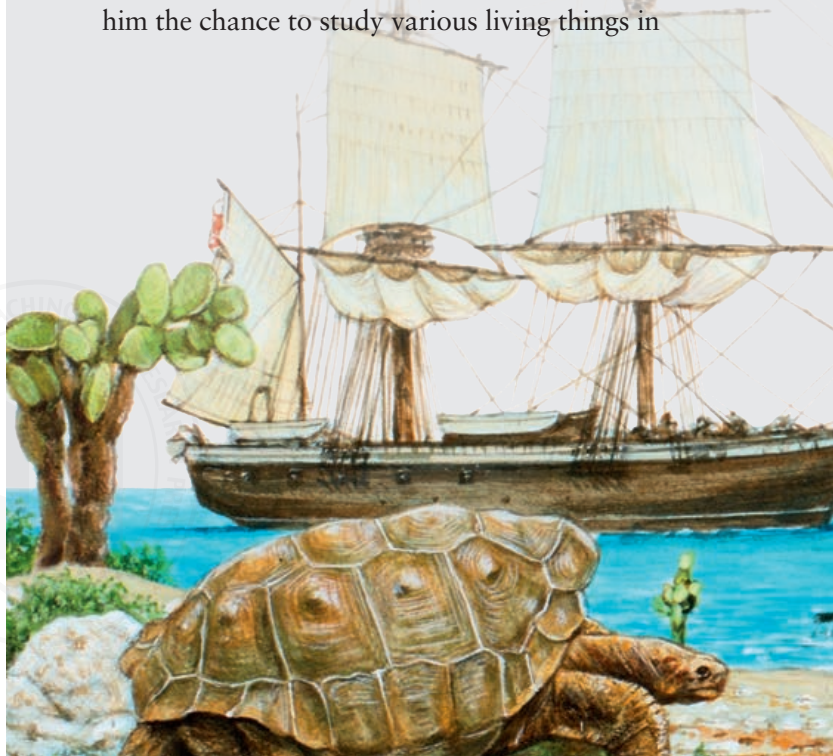


- 1 What species do you recognise in the picture?
- 2 What factors can cause the process of evolution?

- 2 Read the passage and talk about your understanding of the title.

A Journey of Discovery

- 1 The captain of the ship, the *Beagle*, wanted someone who would “profit by the opportunity of visiting distant countries yet little known”. The person who answered the call was not the captain’s first choice. It was a young man who had left medical school without completing his degree. What’s more, he had recently received a letter from his father predicting that he would be “a disgrace to yourself and all your family”. Despite all this, his adventures on this ship would lead to one of the most important scientific discoveries of all time.
- 2 The young man in question, Charles Darwin, was a geologist and naturalist, fascinated by rocks, plants and animals. He left England on the ship, the *Beagle*, in 1831. The journey gave him the chance to study various living things in



their natural environments. After Darwin had spent some time in South America, his room on the ship was crowded with samples of the plants and animals he had collected. As he studied these, he asked himself the question: how did different species come to exist?

- 3 At that time, people believed that all species had appeared on Earth at the same time, and had not changed since. But Darwin began to think differently. He noticed that some species of animals were very similar to each other. Maybe animals evolved as they adapted to their changing environments? It was just an idea, but enough to inspire Darwin to look for more evidence.
- 4 When the *Beagle* reached the Galápagos Islands in 1835, Darwin saw a variety of new species, but it was the birds that interested him the most. Darwin noticed that there was a difference between the finches on each of the islands. It seemed their beaks had evolved according to what food was available on that particular island.

- 5 Darwin suspected that the finches had evolved from a common ancestor, which had arrived on the islands a long time before. Over time, it had slowly evolved into many new species. And that was the answer to how new species of plants and animals came to exist: they evolved from earlier ancestors.
- 6 It was a completely new idea – a theory of evolution. Darwin explained this theory in his book, *On the Origin of Species*. It was not published until 1859 and immediately caused a storm. Many people refused to believe that living things, including humans, had evolved from lower forms of life. They were shocked. But Darwin's scientific studies were so convincing that more and more people started to believe his theory.
- 7 Today, *On the Origin of Species* is regarded as one of the most important works ever written. It has changed ideas about life on Earth forever. And it all began with the journey on the *Beagle*.



3 Choose the main idea of the passage and give your reasons.

- 1 Darwin's interest in various living things made him a great naturalist.
- 2 Darwin's journey on the *Beagle* inspired his Theory of Evolution.
- 3 Darwin went on a journey to confirm his theory that humans had evolved over time.

4 Number the puzzle pieces in order. Organise information from the passage and complete them.



Now discuss why Darwin did not publish his Theory of Evolution until 1859, about twenty years after his discovery. Do further research if necessary.

- 1 Why were many people "shocked" by Darwin's theory?
- 2 What kind of person was Darwin according to the passage?
- 3 How do you think the human species will evolve in the future?
- 4 What have you learnt about the spirit of scientific exploration? How can this spirit help you in your life and studies?

Think Share

Past perfect

- 1 Look at the sentences from the reading passage and answer the questions.

- a Darwin suspected that the finches **had evolved** from a common ancestor, ...
- b Many people refused to believe that living things, including humans, **had evolved** from lower forms of life.

- 1 In sentence (a), which action happened first, "suspected" or "evolved from a common ancestor"?
- 2 In sentence (b), which action happened first, "refused to believe" or "evolved from lower forms of life"?
- 3 What does the structure *had done* indicate?

Now look for more sentences with the past perfect tense in the reading passage, and summarise its use in your own words.

- 2 Complete the paragraphs with the information from the given sentences. The sentences are in the order in which they happened. They can help you to decide the use of tenses.

- 1 a Natural disasters led to food shortages in the 1960s.
- b Yuan Longping began to do research on hybrid rice.
- c Yuan Longping developed a better type of rice.

Yuan Longping ¹ _____ to do research on hybrid rice because natural disasters ² _____ food shortages in the 1960s. In the end, he ³ _____ a better type of rice.

- 2 a Gregor Mendel chose to study pea plants because their characteristics were easy to control.
- b Gregor Mendel made important discoveries about genetics.
- c Gregor Mendel died in 1884.

Gregor Mendel ⁴ _____ study pea plants because their characteristics were easy to control. By the time of his death in 1884, he ⁵ _____ important discoveries about genetics.

- 3 Complete the online encyclopaedia entry with the correct form of the words in the box.

compete decline eat
live introduce arrive

Lonesome George

Lonesome George was the last Pinta




Island tortoise. He died in 2012. After George's death, the Pinta Island tortoise was declared extinct.

The extinction of the Pinta Island tortoise is blamed on humans. Before humans ¹ _____ on the island, the species ² _____ in isolation and ³ _____ the plants that naturally grew there. George was discovered many years after their arrival, and by then humans ⁴ _____ new species that ⁵ _____ for the food the tortoises ate. After goats in particular had been brought to the island, the Pinta Island tortoise population ⁶ _____. Eventually, only George remained.

- 4 Work in pairs. Act out a role-play using the information in Activity 3. One of you will play the keeper of Lonesome George, and the other will play the reporter asking about George. Use the past perfect tense where appropriate.

Biodiversity

 **5** Listen to the podcast and choose the statements that are made.

- 1 Biodiversity is important.
- 2 Bacteria are always harmful to humans.
- 3 Some species of bacteria are used in food production.
- 4 Many species of bacteria recycle dead organic matter.
- 5 Our immune systems are able to fight off all germs.

 **6** Listen again and complete the fact sheet.



Cells

- Every living thing is ¹ _____.
They are like ² _____.
- In the human body there are about
³ _____ human cells and around
⁴ _____ bacteria cells.

Bacteria

- Most bacteria in the human body can ⁵ _____.
- In the food production process, bacteria can
⁶ _____ dead organic matter.

Now work in pairs. Discuss what you know about cells and bacteria.

7 Complete the boxes with the expressions from the podcast.

- | | |
|-------------------------|--------------------------|
| • Do you know about...? | • Have you heard of...? |
| • By the way, ... | • In fact, ... |
| • Actually, ... | • Speaking of which, ... |

Checking background knowledge

Adding information

8 Read the passage and answer the questions.

Earth is home to millions of different species. Some can be very small, like bacteria and viruses, which are so small that we cannot see them with only our eyes. By contrast, the largest animal species so far found on our planet is the blue whale, which can grow up to almost 30 metres in length and weigh over 130,000 kilos. The toughest species is probably the water bear. This tiny organism can survive temperatures from 150 °C to a below freezing -272 °C. To best survive in their environment, each species has developed its own unique physical characteristics.



Each year, scientists identify around 15,000 new species. However, diversity on our planet is such, that there are still millions of species on Earth remaining to be discovered.

- 1 What species are mentioned and what is special about them?
- 2 What other unusual life forms do you know of?



- 9 Complete the paragraphs with the correct form of the words and expressions in the box.

ancestor scientific be native to primitive
habitat appearance be home to ecosystem



1 The Galápagos Islands are renowned worldwide for their unique biodiversity. The Giant Tortoise Reserve on Santa Cruz ¹ _____ several species of giant tortoise that ² _____ the Galápagos Islands. The island is also home to the Charles Darwin Research Station, where ³ _____ studies are carried out.

2 Mangroves are one of the coastal plants that grow on Isabela. They serve as the ⁴ _____ for various birds and fish, and are very important to the ⁵ _____.

3 Iguanas can be found on San Cristóbal. They have a very special ⁶ _____, with comb-like spines on their back. There is evidence that all the different iguanas have developed from more ⁷ _____ ones and share a common ⁸ _____.

- 10 Work in pairs. Look at the pictures of the species native to different regions of China. Talk about biodiversity in China using the words and expressions in this section. Do online research to find more information.

Now talk about what methods you used to collect the information required. Compare your methods with your partner's and think about which methods are more efficient.



- 1 Look at the pictures and tick what plants can do.



- | | |
|----------------------------------|--------------------------------|
| <input type="checkbox"/> attack | <input type="checkbox"/> move |
| <input type="checkbox"/> breathe | <input type="checkbox"/> speak |
| <input type="checkbox"/> eat | <input type="checkbox"/> steal |
| <input type="checkbox"/> sleep | <input type="checkbox"/> think |

Now talk about what else you think plants can do and give examples.

- 2 Read the passage and find out the ways in which plants communicate.

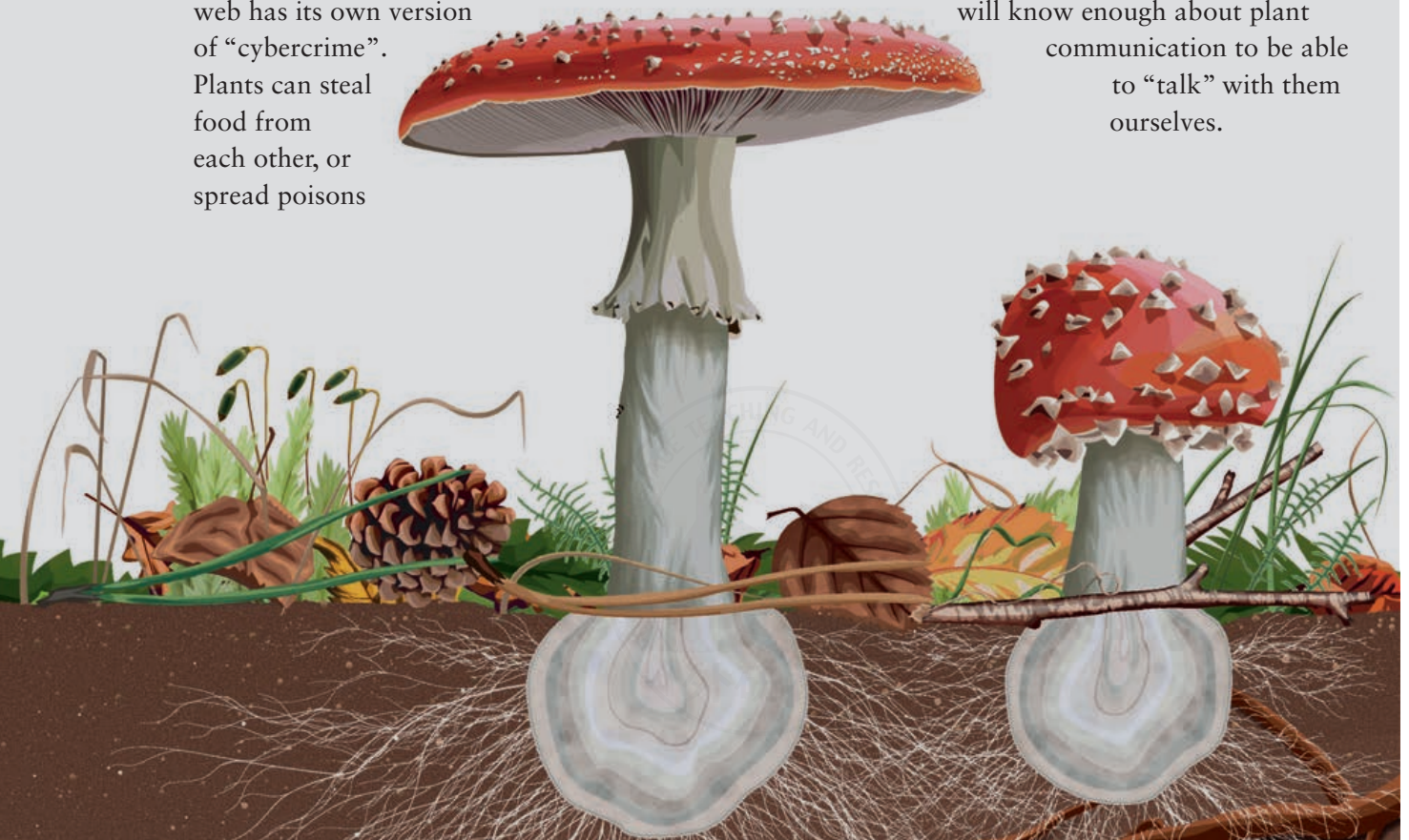
- 1 Talking plants have long been a thing of myths and legends. Many cultures have stories of talking trees that give advice as well as warnings to people. Alexander the Great and Marco Polo were said to have visited such a tree in India. And in some modern stories, such as the film *Avatar*, trees can communicate with animals and people.
- 2 With us long believing that talking plants are fantasy, new research has revealed something amazing: it appears that plants can communicate after all.
- 3 It has been known for some time that plants use chemicals to communicate with each other. This happens when a plant, say a bean plant, gets attacked by insects. The plant releases tiny amounts of chemicals from the leaves that are being eaten. This is like a warning, or a call for help: "I'm being attacked!" When another bean plant detects the chemicals from its injured neighbour, it starts to release its own, different chemicals. Some of these chemicals drive insects away. Others attract insects – the wasps! The wasps kill the insects that are eating the bean plants. Scientists hope to learn more about this plant warning system, so that we can use it to grow crops without pesticides.
- 4 More surprisingly, plants also use sound to communicate. People can't hear these sounds, but plants are making them. Some plants make noises with their roots. Corn and chilli plants do this. They also "listen" to the noises from other plants. A chilli plant can tell if a neighbouring plant is helpful, or unfriendly. Some trees make clicking noises when there is not enough water, indicating drought is arriving.
- 5 Most surprisingly of all, plants have an amazing system of communication that can link nearly every plant in a forest. Scientists call this system the "wood wide web". It is in some ways similar to the Internet we use. While the Internet is a worldwide network of computers linked by cables

The Secret Language of Plants

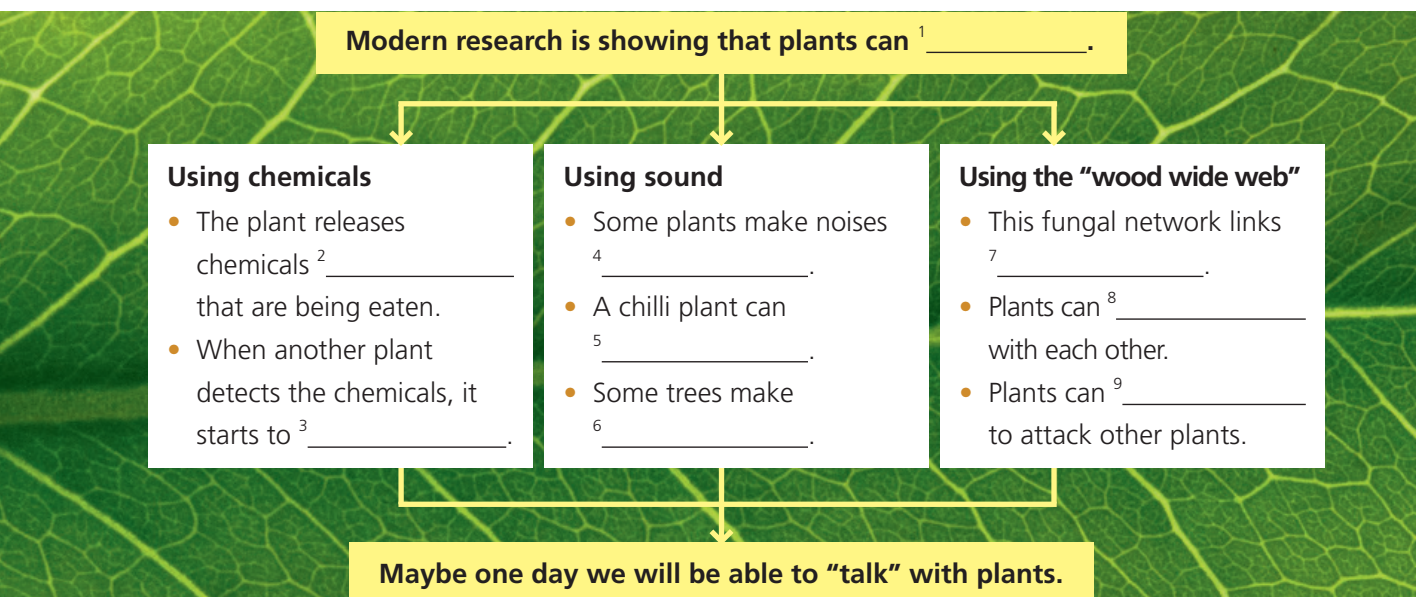
and satellites, the wood wide web is linked underground by fungi. This fungal network links the roots of different plants to each other. Using the wood wide web, plants can share information and even food with each other. For example, some pine trees can send food to smaller pine trees to help them grow. But just like our own Internet, the wood wide web has its own version of “cybercrime”. Plants can steal food from each other, or spread poisons

to attack other plants. Perhaps one day scientists will learn how to create a “firewall” to help prevent these attacks within the wood wide web.

- 6 Scientists are learning more every day about the secret ways in which plants talk to each other. Who knows? Maybe one day we will know enough about plant communication to be able to “talk” with them ourselves.



3 Organise information from the passage and complete the diagram.



Learning to learn

Personification means giving human characteristics to something that is not human. By using human characteristics to describe an object, animal or even a place, personification can make descriptions more vivid.

Think & Share

- 1 What figure of speech is being used when the plants are described as calling for help? What is its function?
- 2 What does “wood wide web” mean?
- 3 What do you think are the benefits of studying plant communication?
- 4 What discoveries are described in the two reading passages in this unit and what do their meanings have in common?

4 Work in groups. Give a talk about communication between living things.

- 1 Read the passage again and talk about how plants communicate.
- 2 Think about and discuss the following ways of communication in the animal world.
 - Bees “dance” to signal to other bees that they have found food.
 - Ants communicate with each other through touch, chemical signals, moving their bodies and even using their legs to make sounds.
 What other ways can you think of?
- 3 Organise your ideas following the steps below.
 - Begin with what living things you have chosen to talk about.
 - Explain how they communicate and give examples.
 - Conclude by explaining what we have learnt from their behaviour.
- 4 Give a talk to the class about communication between living things.

Now talk about how well you contributed to your group discussion and help each other to make improvements.

Writing an observational journal

5 Read the observational journal and answer the questions.

Week 1

The daffodil bulbs have been planted side by side in soil, with the pointed ends facing up. Water has been added and the container was put in a cool, dark place. The bulbs are being watered regularly.



Week 3

A single stem has sprouted from each of the bulbs. On each stem are two leaves, which are long and narrow with a waxy texture. The container has been moved to a sunny, but cool place.

Week 6

The stems have grown to around 20 centimetres tall and each has produced a single flower. The flowers are yellow and white, and shaped like trumpets.



- 1 How were the daffodil bulbs planted?
- 2 In what environment did the leaves grow?
- 3 What do the flowers look like?

6 Work in pairs. Look at the pictures and talk about how the sunflower grows.



1 June



6 July



26 July

Now write your observational journal about the sunflower.

7 Work in pairs. Make improvements to each other's observational journals and share them with the class.

Presenting ideas

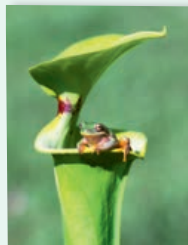
- 1 Work in groups. Look at the information about the nature documentaries and answer the questions.



Life
(2009, UK)



Born in China
(2016, China, US & UK)



The Private Life of Plants
(1995, UK)



Big Cats
(2018, UK)

- 1 Can you guess what secrets of nature are revealed in these documentaries?
- 2 What other nature documentaries have you watched? Which one do you like most? Give your reasons.

- 2 Choose one nature documentary you like and complete the notes.

Title: _____

Main theme: _____

Reasons you recommend it: _____

- 3 Practise presenting information about your documentary. Consider the following:

- 1 the structure of your presentation
- 2 useful words, expressions and structures

- 4 Give your presentation to the class.

Reflection

Write a reflection after completing this unit. Consider the following:

- 1 What is your understanding of the importance of revealing nature's secrets?
- 2 What text types have you learnt about? What are their features?
- 3 What words, expressions and structures have you learnt?
- 4 What improvement have you made in understanding different cultures?
- 5 What improvement have you made in using learning strategies and exploring effective ways of learning?
- 6 What improvement have you made in analysing and solving problems?



Nurturing nature

Starting out ◆

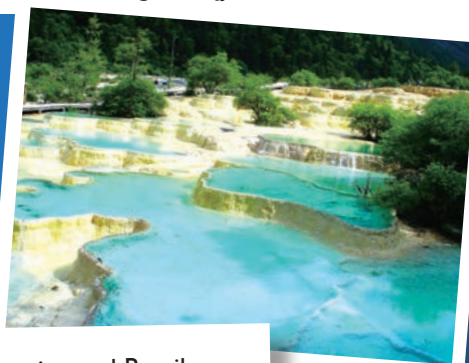
1 Look at the pictures and answer the questions.

- 1 What do you know about these places?
- 2 What do these places have in common?

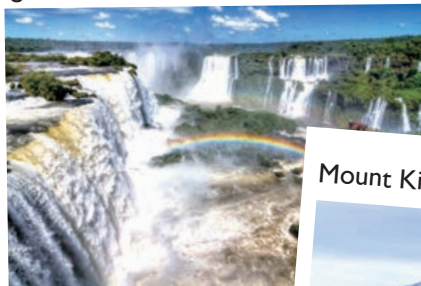
2 Watch the video and answer the questions.

- 1 What are the three types of World Heritage Sites?
- 2 What other natural heritage sites in China do you know of?

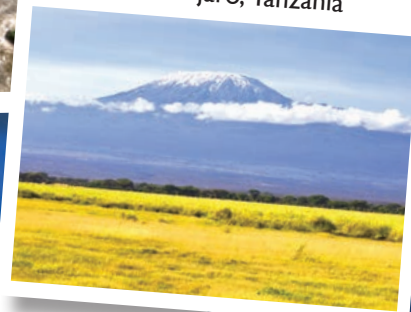
Huanglong, China



Iguazú Falls, Argentina and Brazil



Mount Kilimanjaro, Tanzania



Uluru, Australia



- 1 Work in pairs and complete the quiz.
Try to guess if you are not sure of the answers.

Quiz

- 1 Which is the highest railway in the world?
 - a The Trans-Siberian Railway.
 - b The Qinghai-Tibet Railway.
 - c The Chengdu-Kunming Railway.
- 2 In which year was the completed Qinghai-Tibet Railway put into operation?
 - a 1984.
 - b 2001.
 - c 2006.
- 3 Which of these stations is not on the Qinghai-Tibet Railway?
 - a Lhasa.
 - b Golmud.
 - c Lanzhou.
- 4 Which of these natural World Heritage Sites does the Qinghai-Tibet Railway pass by?
 - a Xinjiang Tianshan.
 - b Qinghai Hoh Xil.
 - c South China Karst.

- 2 Read the passage and find out why the railway is particularly special to the author.

The Sky Railway

- 1 Sitting back in my seat, I can't quite believe that I'm about to travel along the railway that many foreign experts claimed was "impossible". The train has been racing along steadily since it left Xining. All this time, the song "Sky Railway" has been playing inside my head. The words "railways like massive dragons are winding among the mountains" seem particularly vivid as I travel across the "roof of the world".
- 2 I was one of the people who came from all parts of China to work on this railway. Taking years to complete, the Qinghai-Tibet Railway is a record of all of our efforts to overcome the most difficult



engineering challenges. How to protect the delicate ecosystem was among the top concerns.

- 3 The first landmark to catch my eye is the splendid Qingshuihe Bridge, the world's longest bridge built over permafrost. Look! A group of Tibetan antelopes is moving under the bridge, with some stopping to eat grass at their leisure. Thirty-three passages have been built under the railway to allow the animals to move safely and freely in their natural habitat. Wild animals such as these Tibetan antelopes have now been using these passages for years. They seem totally unaware that we are speeding past at over 100 kilometres an hour.
- 4 To prevent damage to wetlands and grasslands, 675 bridges with a total length of about 160 kilometres were built between Golmud and Lhasa. We even moved 140,000 square metres of wetland to a new area in order to protect its distinct ecosystem.
- 5 The journey has been flying by, and before I know it, we have reached Tanggula Station. Located at over 5,000 metres above sea level,

this is the highest railway station in the world. In locations such as this, the thin air, changeable weather and high levels of UV radiation presented perhaps the greatest challenge for railway workers. To make sure we stayed healthy, several oxygen-making stations were constructed. We were also able to enjoy regular breaks in lower areas.

- 6 As we pass Cuona Lake, I feel a sense of pride and achievement. Using thousands and thousands of sandbags, we built a twenty-kilometre wall along the lake to protect it from construction waste. Cuona Lake is so close to the railway that I want to reach out and touch its pale blue mirror-like surface. Water birds playing in the lake, and cattle and sheep wandering the grasslands bring the scenery to life.
- 7 The Qinghai-Tibet Plateau has been attracting people's admiration for centuries. Now, thanks to our efforts, passengers from all over the country have been enjoying these magical landscapes. I am proud that we built our "impossible" railway, and did so with the care that the environment deserves. It truly is an extraordinary "Sky Railway".



3 Choose the author's purpose in writing the passage and give your reasons.

- 1 To prove that humans can conquer nature.
- 2 To highlight the amount of work required to build the Qinghai-Tibet Railway.
- 3 To praise the workers' efforts in building the Qinghai-Tibet Railway.

4 Organise information from the passage and complete the table.

Challenges	Solutions
To protect wild animals.	<ul style="list-style-type: none"> 1 _____ have been built under the railway to allow the animals to 2 _____.
To 3 _____.	<ul style="list-style-type: none"> 675 bridges with 4 _____ were built between Golmud and Lhasa. 140,000 square metres of wetland were 5 _____ in order to protect its distinct ecosystem.
To make sure the workers stayed healthy.	<ul style="list-style-type: none"> 6 _____ were constructed. The workers also enjoyed 7 _____ in lower areas.
To 8 _____.	<ul style="list-style-type: none"> Thousands and thousands of sandbags were used to 9 _____ along the lake to 10 _____.

The above table explains how the "impossible" railway was built. Now do some online research to find out what other challenges were met and overcome by the railway workers.



- 1 Which of the solutions are you most impressed by? Why?
- 2 Which words in the passage are used to describe the Qinghai-Tibet Railway? What other words could you think of to describe it?
- 3 What changes do you think the Qinghai-Tibet Railway has brought to the people living along the railway?
- 4 What method did you use to collect information? How did the information help you to better understand the passage?

Think & Share

Present perfect continuous

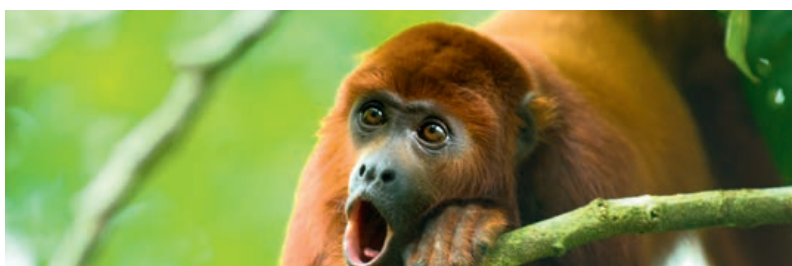
- 1 Look at the sentences from the reading passage and answer the questions.

- a Wild animals such as these Tibetan antelopes **have now been using** these passages for years.
b ... before I know it, we **have reached** Tanggula Station.

- 1 Which of these statements are true about sentence (a)?
(1) Wild animals started using these passages in the past.
(2) Wild animals used these passages only once.
(3) Wild animals still use these passages now.
2 What is the difference between the expressions in bold in sentences (a) and (b)?

Now look for more sentences with the present perfect continuous tense in the reading passage, and summarise its use in your own words.

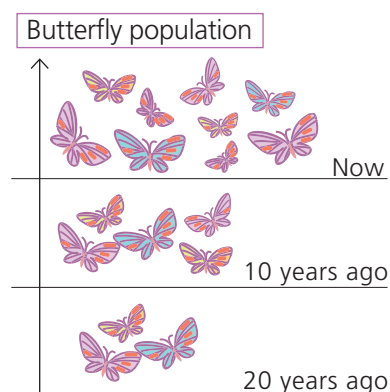
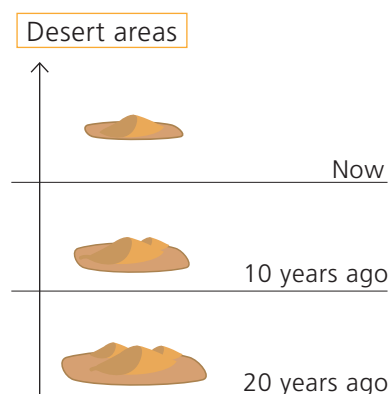
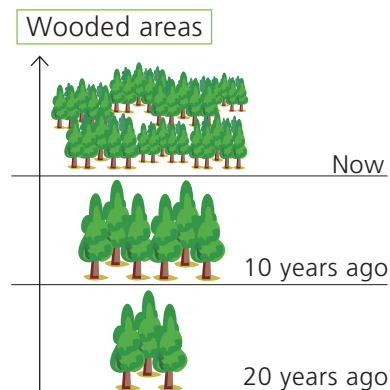
- 2 Complete the passage with the correct form of the verbs in brackets.



I ¹ _____ (hear) a strange sound for a while. It's a deep, loud roar, like a lion's. But there aren't any lions here... Or are there? Soon I see what ² _____ (make) the noise: a howler monkey. Now I feel less worried. Realising that something ³ _____ (move) on my shoulder, I turn my head to look at it. Oh no! It's a giant spider! I brush it off and it runs under some leaves. I try to bat away the huge insects, which ⁴ _____ (fly) around my head in a black cloud for quite a while.

I pull off the headset and I'm back in my living room. Thank goodness! I ⁵ _____ (give) the latest virtual reality headset and, for the last twenty minutes, I ⁶ _____ (use) it to explore the Amazon. This is an amazing experience and a reminder of how many species there are in the rain forest. We must do all we can to protect it.

- 3 Look at the charts and make sentences using the present perfect continuous tense.



- 4 Work in pairs. Talk about how the environment where you live has changed. Use the present perfect continuous tense where appropriate.

Tourism and the environment



Ecotourism is a type of tourism that conserves the environment. It encourages people to be responsible travellers and involves educating them about the natural world. For countries such as Costa Rica, Kenya and Nepal, ecotourism is an important part of the economy. Some ecotourism holidays involve voluntary work, such as planting trees or counting endangered animals.

Did You Know ?

6 Listen again and complete the notes.

The first option

Rachel wants to

- ¹ _____ and plant trees.
- also ² _____ rhinos, which will help protect them.
- eat local food.

Rachel's dad thinks

- he can eat that kind of food at home.
- the activities sound like ³ _____.

The second option

Rachel wants to

- look after ⁴ _____.
- sleep in a treehouse.

Rachel's dad wants to

- ⁵ _____ and read a book.

Compromise

They will stay in ⁶ _____.

Rachel can do ecotourism activities while her dad does what he likes.

They will go on ⁷ _____ of the jungle.

5 Listen to the conversation and choose the places mentioned.



a Australia



b Nepal



c Thailand



d South Africa

Now work in pairs. Discuss what type of travel you prefer.

7 Complete the boxes with the expressions from the conversation.

- | | |
|-------------------------------|-----------------------------|
| • The fact is that... | • Let's meet in the middle. |
| • Wouldn't you agree that...? | • As a compromise, ... |
| • Let's find a compromise. | • I agree, but... |

Persuading others


Compromising

--	--

8 Complete the passage with the expressions in the box.

not eco-friendly create opportunities for new businesses
disturb the wildlife help the local economy
higher carbon emissions provide more jobs use up natural resources

As tourism develops, people are becoming increasingly concerned about the environment. Here in our city, there is a heated discussion about whether a hotel should be built at White Beach. The owner of the company thinks the hotel would attract more tourists, which will ¹ _____ and ² _____. However, the local people worry that building the hotel is ³ _____ and will ⁴ _____, in particular the turtles which lay their eggs on White Beach. But they also admit that building the hotel will ⁵ _____ for people living in the area. Even though the owner of the company guarantees that the design will be in harmony with its beautiful surroundings, the local people are still concerned that the hotel may ⁶ _____. Increased tourist numbers will also mean more cars and aeroplanes, which in turn means ⁷ _____.

 Now listen to the passage and check your answers.

9 Complete the boxes with the expressions in Activity 8.

Advantages

Disadvantages

Now think about more advantages and disadvantages of building the hotel at White Beach.


10 Work in pairs. Role-play a discussion to reach an agreement that is satisfactory for everyone. Use the expressions in this section.

Student A: You are a hotel operator who wants to build a hotel on some forested land.

Student B: You are a conservationist who wants to protect the wildlife there.

Now think about how well you approached the problem from different perspectives and reached an agreement.

Developing ideas ◀

 **1** Watch the video and answer the questions.

- 1 Which natural heritage site is introduced in the video?
- 2 What kind of threat is it facing?

2 Look at the title of the passage and the pictures. Predict what the passage is about.



Now read the passage and check your prediction.

1 How would you like to spend six months living on an island and looking after the Great Barrier Reef? The working hours are flexible and accommodation is provided. Key duties include exploring the islands of the reef and finding out what the area has to offer. You'll need to report back via weekly blogs, photo diaries and video updates. You'll also be asked to promote the islands through newspapers, magazines and TV interviews.

2 It was actually a very clever means to highlight the importance of the Great Barrier Reef and the need to protect it.

3 About the size of Japan, it even can be seen from outer space. More than 25 million years old, the Great Barrier Reef is made up of living coral growing on dead coral. It is host to many species of birds and sea creatures. But this unique and delicate place is now under threat from pollution and climate change.

4 To get this job, the candidates had to make a short video showing how much they knew about the reef. They also needed to prove why they were the best person to do the job. Out of the thousands of applicants, eleven were selected, including a young woman from China. Eventually, the job was offered to Ben Southall from the UK.



THE BEST JOB IN THE WORLD

5

In addition to blogging, taking photos and writing articles about the reef, he made a number of appearances on television to argue in favour of its defence. He also worked as a presenter for the National Geographic Channel, before going on to write a book about his experiences. Ben later joked that the job should have been advertised not as the “best”, but the “busiest job in the world”!

6

The most important thing was that people all over the world became aware of the beauty of the ocean in the area. What’s more, they came to understand the delicate balance that the environment exists in and what can, and must, be done to protect the reef. That way, it will remain a safe habitat for wildlife, as well as a dream destination for the millions of tourists who visit it each year.

3 Choose the appropriate sentences and write them on the lines to complete the passage.

- a Located off the coast of North-east Australia, the Great Barrier Reef is the largest living thing on the planet.
- b Whether it was a genuine job offer or an eye-catching marketing event isn't really important.
- c This call for an island caretaker attracted interest from all over the world.
- d Ben did a lot during his time as an island caretaker.

Learning to learn

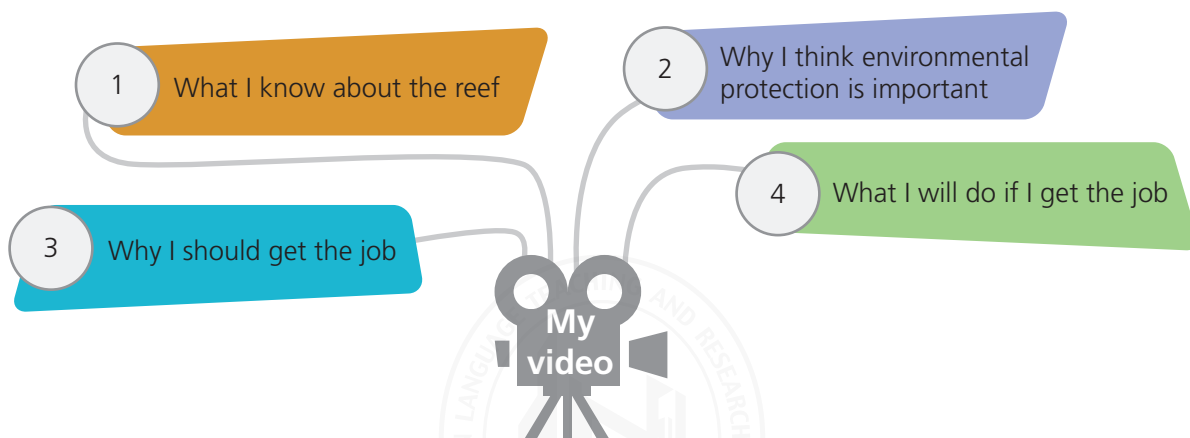
Good transitions highlight the ideas that connect different paragraphs and bring the text together as a whole. Transitions can help readers understand how paragraphs work together; how they relate to one another; and how they build to a larger point.

Think & Share

- 1 What are the requirements of the job?
- 2 Why is the position described as "the best job in the world"? Do you agree with this description? Why?
- 3 Can you think of some other creative ways of raising awareness of protecting the reef?
- 4 How is the theme of nurturing nature presented differently in the two reading passages of this unit?

4 Work in groups. Imagine you are an applicant for the job of island caretaker. Discuss and present your ideas for the short video required.

- 1 Think about what you would present in the video.
- 2 Organise your ideas by considering the following points.



- 3 Share your ideas within the group.
- 4 Choose a group member to present their ideas to the class.

Now think about how you could use the language you have learnt from the passages in your presentation and what you have learnt from others' presentations.

Writing a job advertisement

5 Read the job advertisement and answer the questions.

- 1 How long will the job last?
- 2 What are the responsibilities of the job?
- 3 What benefits does it offer?

6 Read what the three people say about their jobs. Choose one of the jobs and complete the notes. Do research if necessary.



I'm lucky enough to call myself the "Guardian of the Pine Tree"! I work on Mount Huangshan in Anhui Province, which is home to the famous Welcoming-Guest Pine. I make sure that nothing harms the tree. I check it several times a day and take notes recording my observations. I occasionally feel lonely, but overall, it's a hugely rewarding job.



My name's Li Wei, but I'm also known as the "Panda Nanny of Wolong". As you can probably guess, I take care of the pandas living in Sichuan's Wolong National Nature Reserve. As well as looking after these incredible animals, I talk to visitors and post updates on social media. I hope that one day, more people can join me in taking care of the pandas.



When people ask me what I do, I tell them that I'm a "spiderman". For me, a day at work involves climbing up and down the cliffs of Mount Yuntai's Red Stone Gorge. With a rope tied around my waist, I clear rubbish left by tourists. The job isn't without its risks, but I enjoy it. I'm very proud that I can help conserve the environment.

Taihu, China's third-largest freshwater lake, needs you!

- Environmental worker, full-time from 1 June to 30 September
- Taihu Lake, Wuxi, Jiangsu Province
- Monitoring the area for algae; working on ships removing algae from water
- Salary negotiable; accommodation and meals provided

All applications welcome, but preference will be given to those with diving qualifications.

*Visit our website for a detailed job description.



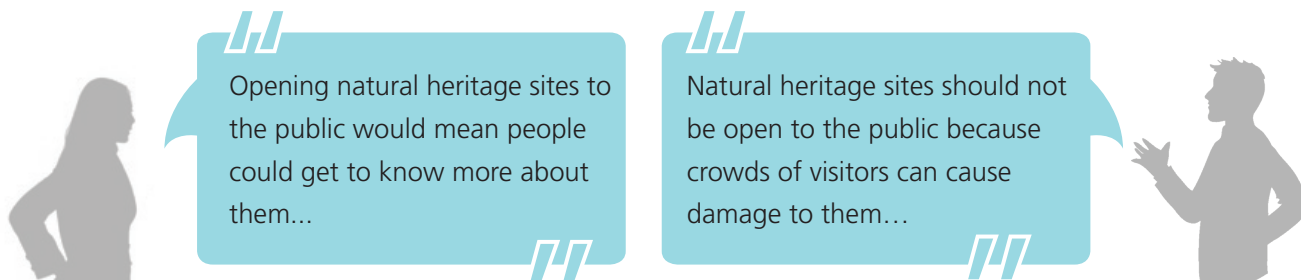
Job	<input type="text"/>	Location	<input type="text"/>
Responsibilities	<input type="text"/>		
Benefits	<input type="text"/>		

Now write a job advertisement. Do further research if necessary.

7 Work in pairs. Make improvements to each other's job advertisements and share them with the class.

Presenting ideas

- 1 Work in groups. Read the two points of view about whether natural heritage sites should be open to the public and take sides.



- 2 Think of arguments to support your point of view and make notes.

Point of view

Arguments

Supporting examples

- 3 Prepare for a debate. Consider the following:

- 1 the roles and responsibilities for each member of your group
- 2 your arguments, opening and summary
- 3 the opposing arguments you might face and how you can respond to them
- 4 useful words, expressions and structures

- 4 Team up with a group with the opposite point of view and hold the debate.

Reflection

Write a reflection after completing this unit. Consider the following:

- 1 What is your understanding of protecting nature?
- 2 What text types have you learnt about? What are their features?
- 3 What words, expressions and structures have you learnt?
- 4 What improvement have you made in understanding different cultures?
- 5 What improvement have you made in using learning strategies and exploring effective ways of learning?
- 6 What improvement have you made in analysing and solving problems?

UNIT 1 Project

Writing and performing a comedy sketch

Comedy isn't just about having a good laugh – it's also about sharing ideas, seeing the funny side of things and improving our overall well-being. There are many different forms of comedy, among which comedy sketches are very popular. A comedy sketch is a short comic play or performance which typically consists of one scene.

Investigate

Work in groups. Go online to find out more about comedy sketches:

- Describe the sketches you saw.
- How long does each last?
- What do you find funniest about them?
- What messages do they try to convey?



Plan

- 1 Work together to brainstorm the subject and setting of your own comedy sketch. Think about what message you want to convey and how you can best do this.
- 2 Assign roles to each member of the group:
 - director
 - actor(s)
 - scriptwriter(s)
 - costume and set designer(s)
- 3 Consider how you might present the sketch on stage. Think about:
 - the characters
 - the setting
 - the key actions

Create

- 1 Write your script and prepare the costumes and any props you will need.
- 2 Work together to practise saying the lines. Decide when and where the actor(s) should appear on stage.
- 3 Rehearse with everyone together. You might need to do this more than once.

Present

- 1 Perform your comedy sketch for the class.
- 2 Vote for the best sketch.

UNIT 2 Project

Telling the story of an inspiring person

As we face life's challenges, stories of courage and determination can help us face our fears and overcome them. We can draw strength and inspiration from these stories, and they're often closer than you think. After all, the most extraordinary stories often happen in the most ordinary places.

Investigate

- 1 Go online to find inspiring stories. What challenges have the people overcome and how? Why are the stories inspiring?
- 2 Work in groups. Tell your group about someone who you think is inspiring. It could be a family member, a classmate, a neighbour, or someone else you know.



Plan

- 1 Decide whose story you want to tell and what information you will include. For example:
 - their personal information and background
 - photos and other visuals
 - what happened to them and how they overcame their challenges
 - why they are a good role model and what we can learn from them
- 2 If possible, interview the person.
- 3 Decide who will be responsible for each aspect of the storytelling, including:
 - who will write the text
 - who will look for photos and other visuals
 - who will create the slide presentation
 - who will present the story

Create

- 1 Write the text for your story.
- 2 Look for photos and other visuals to bring the person and their story to life.
- 3 Set up the presentation and add your content to tell the story slide by slide.

Present

Tell the story to the class. Find out what aspect they think is the most inspiring.

UNIT 3 Project

Organising a fun sports meet

“Faster, higher, stronger.” So goes the Olympic motto, encouraging athletes to continuously push their limits. This doesn’t mean, of course, that sports can’t be fun. A fun sports meet is a way to try out new and exciting activities in a relaxing and enjoyable environment. You don’t need to worry about being “not good at sports”. It’s about taking part, being active and feeling a sense of achievement.

Investigate

- 1 Go online to research fun races or activities you could include in your fun sports meet. Make a list.
- 2 For each race or activity on your list, find out:
 - what are the rules
 - how many people take part
 - where it takes place
 - how long it takes
 - what objects or materials it requires



Plan

- 1 Work in small groups. Discuss and decide which races and activities to include in your fun sports meet.
- 2 Choose a date, time and location.
- 3 Decide how to advertise your fun sports meet, for example, on a poster or via email.

Create

Make an advertisement for your fun sports meet. You may want to include details about:

- the races and activities
- the date, time and location
- how to sign up to participate
- prizes to be won

Present

- 1 Present the advertisement of your fun sports meet to the class. Vote for the best races and activities.
- 2 Choose the most suitable date, time and location, and hold your fun sports meet!

UNIT 4 Project

Creating an artwork

Art is much more than something nice to look at – it's a way of communicating ideas. For some, it inspires; for others, it's a form of meditation. Art can make us see ourselves clearly. It can also help us see the world from a new perspective.

Investigate

- 1 Work in groups. Find inspiration from your life and discuss:
 - What inspires you most?
 - How could you make an artwork based on this inspiration?
- 2 Go online or to the library to get ideas for the forms of your artwork. Make sure that your research includes interactive as well as more traditional forms of art.



Plan

- 1 Decide what message you want your artwork to give and make notes.
- 2 Decide what form this artwork will take.
- 3 Find out what skills and materials you will need to create your work.

Create

- 1 Get creative! Make sure you have a large enough space to create your work.
- 2 Draw a draft picture or make a draft model of your work, based on the chosen form.
- 3 Further develop your work.
- 4 Write a short introduction to your work, explaining:
 - its main message
 - the inspiration behind it
 - the material(s) used
 - what you found most challenging about the creative process
 - what you enjoyed most about the creative process

Present

- 1 Display your artwork and present it to the class. Find out what they think of your work and answer any questions they have about it.
- 2 Vote for the most inspiring artwork.

UNIT 5 Project

Giving an introduction to a natural history museum

A natural history museum can both keep and reveal nature's secrets. Its collections and exhibits tell us about our own history as well as that of the world long before humans appeared on Earth. By combining research with learning experiences, a natural history museum can arouse our interest in the world and help us understand it better.

Investigate

- 1 Work in groups. Find information about some of the most important natural history museums in the world.
- 2 Visit a natural history museum. If it isn't possible for you to do this, visit its website. Here are some options:
 - Beijing Museum of Natural History
 - National Museum of Natural History, Washington, DC
 - Natural History Museum, London



Plan

- 1 Work in groups. Discuss and decide which natural history museum you will give a presentation about and make notes:
 - history of the museum
 - its collections and permanent exhibitions
 - its contribution to society
- 2 Do further research on the museum's collections. Take notes of the important information, including:
 - any special collections or items on exhibit
 - facilities available to visitors and suggested routes around the exhibitions
- 3 Do more research into temporary exhibitions and special events at the museum if necessary.

Create

- 1 Organise the information from your research.
- 2 Search for photos and other pictures related to the museum.
- 3 Add your content to your presentation. Pay attention to the design and layout, and carefully check all text.

Present

- 1 Give your introduction to the natural history museum to the class.
- 2 Vote for the museum the class would most like to visit.

UNIT 6 Project

Making a natural heritage brochure

From ocean reefs to mountain peaks, there are many natural heritage sites all over the world. UNESCO – the United Nations Educational, Scientific and Cultural Organisation – maintains a list of sites of outstanding natural importance, so as to protect, conserve and promote awareness of them.

Investigate

- 1 Visit UNESCO's official website to find out what natural heritage sites there are in China. Write down the names of the three sites that you would most like to visit.
- 2 Work in groups. Share the three sites you have chosen with your group members.
- 3 Choose the top three sites that your group wants to visit and do further research online or in the library to find out:
 - their locations
 - how many visitors each of them receives each day / month / year
 - what the key features of each site are
 - why they are significant
 - what is being done to protect them
 - any interesting facts and figures



Plan

- 1 Decide what information about the natural heritage sites to include in your brochure.
- 2 Make a list of visuals, such as photos, diagrams and maps.
- 3 Draft the layout of your brochure.

Create

- 1 Write the text for your brochure.
- 2 Select or create suitable visuals.
- 3 Set up the layout of your brochure.
- 4 Insert your content.

Present

Present your brochure to the class. Find out which place they would most like to visit and why.



Appendices

- Learning aid
- Words and expressions
- Vocabulary
- Names and places



UNIT 1

Key expressions

in pain

do a great job

more often than not

work closely with

do the trick

throw light on

brand of

put... on the spot

think on one's feet

hurry away

roar with laughter

tell off

1 I walk through the doors into the waiting area, where there's a familiar atmosphere of boredom and tension. People sit uncomfortably on plastic chairs, looking through old magazines, all of which have been read hundreds of times previously.

We could also say

I walk through the doors and get to the waiting area. There is a familiar atmosphere of boredom and tension here. People sit uncomfortably on plastic chairs and look through old magazines. All of the magazines have been read many times before.

I walk through the doors into the waiting area, where there's a familiar atmosphere of boredom and tension. → I walk through the doors into the waiting area. There's a familiar atmosphere of boredom and tension here.

这句里的 where there's a familiar atmosphere of boredom and tension 是非限制性定语从句，修饰前面的 the waiting area。

Q: 什么是非限制性定语从句？

A: 非限制性定语从句是指对先行词加以描述、解释或补充说明的定语从句。它不是句中不可或缺的部分，如果去掉它，不会影响主句意思的完整性。在形式上，非限制性定语从句同主句之间一般用逗号隔开。

Q: 能够引导非限制性定语从句的关系词有哪些？

A: 能够引导非限制性定语从句的关系词包括关系代词 which, who, whom, whose 和关系副词 when, where。

2 Scientific studies show that laughter produces chemicals to make people feel better, which means clown doctors can be helpful. We are specially trained clowns who work as part of a programme known as "hospital clowning".

Background information

Hospital clowning is also known as “clown care”. Specially trained clowns visit health care facilities and use magic tricks, music, storytelling and other clowning skills to entertain children and make the hospital feel more welcoming.

Professional clown doctors began working in hospitals in 1986 in the US and now there are clown doctor programmes in many countries.

3 On a typical day, we spend our time cheering up patients, their families, and more often than not, the hospital staff, too!

more often than not: most of the time

eg *More often than not, I can get the right answers.*

4 And my magic medicine does indeed seem to do the trick.

We could also say

And my magic is like medicine. It does indeed seem to be effective.

do the trick: if something does the trick, it solves a problem or provides what is needed to get a good result

eg *The surgery on my knee seemed to do the trick.*

5 While these same jokes might not be as funny to us now as they were then, their authors understood that humour could not only entertain but also throw new light on sensitive or emotive issues.

We could also say

We might not enjoy these jokes as much as the people who first heard them did, but the authors understood that humour could help people understand sensitive or emotional issues as well as make them laugh.

throw light on: to provide new information that helps you understand something

eg *I had hoped that he would be able to throw some light on the problem.*

6 Like Twain, but on the other side of the world, Lin Yutang was soon to become famous for his unique brand of humour.

We could also say

Similar to Mark Twain, the Chinese writer Lin Yutang was soon to become famous for his unique style of humour.

brand of: a particular style of something

eg *Churchill's brand of politics was not suited to the mood of post-war Britain, and he lost the general election of 1945.*

7 Once, having been invited to dinner at a university, he was put on the spot when the president suddenly asked him to give a speech. Thinking on his feet, Lin started to tell a story about a cruel Roman emperor who tried to feed a man to wild animals.

put... on the spot: if you put someone on the spot, you cause them embarrassment or difficulty by forcing them at that moment to answer a difficult question or make an important decision

eg *I don't want to put you on the spot, but I'm really curious about how you know Tim.*

think on one's feet: to have good ideas and make decisions quickly in a difficult situation

eg *You have to think on your feet in this job.*

8 Lin's audience roared with laughter. With this little joke, Lin was able to make people laugh, while gently telling off the president.

We could also say

Lin's audience burst into laughter. With this little joke, Lin was able to make people laugh and to criticise the president in a subtle way.

tell off: to criticise someone angrily for doing something wrong

eg *The teacher told me off for talking in class today.*

Results of the questionnaire on Page 1

Mostly “a”

You’re fun to be with, which means most people like you. However, make sure you’re not the type of person who does things only to please other people. It’s also important to make time for the things that you enjoy, otherwise you might end up feeling miserable.

Mostly “b”

Your close friends probably think you’re fun to be with, which is great, but what about other people? Try making an effort to understand others and accept that not everyone has the same sense of humour or fun.

Mostly “c”

You’re probably really happy to spend time by yourself, but try sharing your time and interests with others. Finding people you can laugh with and have adventures with is what lifelong friendships are all about.

Supplementary reading

The Fable of the Chicken

Some stories have universal appeal: they go beyond the boundaries of individual countries and cultures. Sometimes they achieve this by using animal characters with human faults and weaknesses. By doing this, the storyteller does not have to make references to a specific culture. Such stories that include animals and focus on what is right and what is wrong are called “fables”. Fables can be found all over the world, part of their appeal being how they add humour to a more serious message. Some fables are very old, for example those said to be written by Aesop.

Although we often do not know who first told the fables, they are passed down through the generations from storyteller to storyteller, as is the case with *The Fable of the Chicken* from Africa.

Once upon a time, all the animals were called to an early morning meeting. As they gathered in the public square, one of them, the chicken, was seen by her neighbours going in the opposite direction. “Hey, Chicken! Why are you going away from the square?” they asked. “Didn’t you receive the invitation?”

“Yes, I did,” replied the chicken. “And I would of course come to the meeting. The thing is, I have some very important personal business that I must attend to. Now, if you’ll excuse me, I really must go home. Please let everyone at the meeting know how sorry I am. Tell them that although I won’t be there in body, I’ll certainly be there in spirit! Whatever you decide, you can count on my complete support. Bye!”

The question that the animals were due to debate was what to do with the issue of humans making frequent animal sacrifices. After a lively but surprisingly short debate, they decided that they would offer the humans just one animal to sacrifice on a regular basis. All they asked in exchange was that the humans left the other animals in peace. The decision about which animal to offer was reached without any disagreement. They chose the chicken.



UNIT 2

Key expressions

regret to do

take for example

have... in common

stick... on

along the lines of

turn... down

a total of

within the pages of

play a part

be stricken blind and deaf

appreciative of

worthy of note

probe into

go about

close in on

descend upon

give one hint to

1 “We regret to inform you...” These are the words that every writer dreads receiving, but words every writer knows well. The response from a publisher comes back and the writer eagerly opens and reads it, their hearts sinking when they reach that final sentence.

We could also say

“We are sorry to tell you...” Every writer is afraid of receiving these words, but they are familiar with them. The writer receives the response from a publisher, and opens it with excitement and starts to read it. And they feel very disappointed when they come to that final sentence.

这句中的 receiving 是动词的 -ing 形式作 dread 的宾语。

Q: 后接动词的 -ing 形式作宾语的动词有哪些?

A: 有些动词后面通常用动词的 -ing 形式作宾语, 如 avoid, enjoy, mind 等。

Q: 哪些动词后面既可以用动词的 -ing 形式, 又可以用动词不定式作宾语?

A: 有些动词后面可以用这两种形式作宾语, 且两种用法意思通常相同, 如 like, love, prefer, hate, start 等。但有些动词后接这两种形式时意思不同, 如 forget, remember, stop 等。

Q: 动词的 -ing 形式和动词不定式作宾语时, 其否定形式是什么?

A: 动词的 -ing 形式作宾语的否定形式是 not + -ing。例如: When I'm on holiday, I enjoy not having to get up early. 动词不定式作宾语的否定形式是 not + to do。例如: We decided not to go out because of the weather.

2 Take for example J.K. Rowling. When she received her first rejection letter, she decided that it meant she now had something in common with her favourite writers, and stuck it on her kitchen wall.

have... in common: to share the same interests or to have similar characteristics
eg *I found I had a lot in common with these people.*

Background information

J.K. Rowling, born in 1965, is a British author and screenwriter, best known for her Harry Potter series of books. Before her first novel was published, Rowling was working as a teacher in Edinburgh and using every spare moment to work on its manuscript. Now she is one of the world's best-selling authors.

3 J.D. Salinger started writing short stories in high school, but later struggled to get his works published.

Background information

Born on New Year's Day 1919, J.D. Salinger was raised in Manhattan. He attended night school at Columbia University, where his professor recognised his talent as a writer and helped him get some of his stories published. After achieving literary fame from the publication of *The Catcher in the Rye* in 1951, Salinger lived a very private life until his death in 2010.

4 Perhaps the overall prize for perseverance should go to three sisters from Victorian England who dreamt of seeing their words in print. This, however, was a time when women were not encouraged to become writers. As the then Poet Laureate, Robert Southey, wrote to one of them: "Literature cannot be the business of a woman's life, and it ought not to be."

Background information

- The Brontë sisters, Charlotte (1816–1855), Emily (1818–1848) and Anne (1820–1849), lived in nineteenth-century Yorkshire, England. In 1846, they paid to publish their own poetry, and like many of their female contemporaries they used male names to do this. In 1847, *Wuthering Heights* by Emily, *Agnes Grey* by Anne and *Jane Eyre* by Charlotte were published, and *Jane Eyre* became one of the best-sellers of that year.
- Robert Southey (1774–1843) was an English poet. He was Poet Laureate for 30 years. A Poet Laureate is a person who has been officially chosen to write poetry for the country's important occasions.

5 I have often thought it would be a blessing if each human being were stricken blind and deaf for a few days at some time during his early adult life.

■ We could also say

I have often thought that if everyone became blind and deaf for a few days at some time when they are young, it would be a good thing.

■ Background information

This passage was excerpted from Helen Keller's essay "Three Days to See". Helen Keller (1880–1968) was an American writer, lecturer and social activist. She was born with the ability to see and hear. Aged just 19 months old, she lost her hearing and sight as the result of an illness. With the help of her teacher, Anne Sullivan, she overcame her disabilities and went on to earn a Bachelor of Arts degree.

6 How was it possible, I asked myself, to walk for an hour through the woods and see nothing worthy of note? I who cannot see find hundreds of things to interest me through mere touch.

■ **worthy of note:** important or interesting and deserving particular attention
eg *These are the recent books that are especially worthy of note.*

7 Today I shall spend in the workaday world, amid the haunts of men going about the business of life.

■ **go about:** to do something that you usually do
eg *The villagers were going about their business as usual.*

8 At midnight permanent night would close in on me again.

■ **close in on:** to move closer to someone or something, especially in order to attack them
eg *Enemy soldiers closed in on them from all sides.*

Supplementary reading

A Story of Survival

On 5 December 1914, the ship *Endurance* left the remote island of South Georgia in the South Atlantic Ocean. On board the ship were twenty-seven men and their leader, the Irish explorer Ernest Shackleton.

Shackleton's goal was to become the first person to cross the frozen continent of Antarctica. Despite warnings of bad ice conditions at sea, Shackleton thought this journey of almost 3,000 kilometres would take just six months.

Early in 1915, with land of Antarctica in sight, the *Endurance* became trapped in the ice. Shackleton and his men lived on the ship for ten months while they waited for the ice to melt. When the ice did begin to melt, it started to destroy the ship, leaving the men with no other choice but to set up camp on the ice. It was from this cold, wet and uncomfortable camp that they watched the *Endurance* sink into the icy sea.

In April 1916, Shackleton and his men eventually left the ice in three small boats that had been on the *Endurance*. After seven long and difficult days, they reached Elephant Island, an uninhabited island little more than a large rock in the sea.

Once there, Shackleton realised that their only hope was to sail back to South Georgia. This meant crossing the Weddell Sea, one of the roughest waters in the world. Shackleton and his men had crossed the Weddell Sea in the *Endurance*, but doing so in a small boat was considered deadly.

With no other alternative, Shackleton and five other men set sail in a small boat across the Weddell Sea. After more than two terrible weeks of strong winds and monster waves, the boat reached South Georgia Island. But the journey was not yet over for the exhausted men – they then had to endure thirty-six hours of walking and climbing over mountains to reach the whale hunters' camp. The whale hunters couldn't believe their eyes when they saw the six men approaching.

More than three months later, Shackleton returned to Elephant Island to rescue the men that he had been forced to leave there. He might have failed in his goal to cross Antarctica, but he had ensured that everyone on board the *Endurance* survived.

UNIT 3

Key expressions

a far cry from
attach... to
sharpen one's skills
follow in one's
footsteps
set out to do
living proof
go wild
burst onto
be assigned to
ups and downs

- 1 A far cry from the bright lights and shiny courts of the National Basketball Association (NBA), it was along this road that Stephen's grandfather built a simple basket by attaching a piece of plastic to a telephone pole.

We could also say

Along this road, Stephen's grandfather built a simple basket by fixing a piece of plastic to a telephone pole. It was very different from the bright lights and shiny courts of the National Basketball Association (NBA).

a far cry from: very different from

eg *This place was a far cry from the village where she grew up.*

Background information

The National Basketball Association (NBA) is the main professional basketball league in the United States. It was formed in 1946 as the Basketball Association of America and renamed as the National Basketball Association when it merged with the National Basketball League in 1949. The NBA originated with eleven teams, and currently consists of thirty teams; twenty-nine of these teams are located in the US, and one in Canada.

- 2 The bumps and rocks that lined the road under the basket caused the ball to bounce in all directions. Knowing where the ball would go wasn't easy. He had to adjust his own playing style as a result.

Knowing where the ball would go wasn't easy. → It wasn't easy knowing where the ball would go.

Knowing where the ball would go 是动词的 -ing 形式作句子主语。也可用 it 作形式主语，把动词的 -ing 形式放到句子后部去。

Q: 动词的 -ing 形式在句中作主语有哪些形式?

A: 一般而言，有三种形式，(1) 在句首直接作主语；(2) it 在句首作形式主语，动词的 -ing 形式在句子后部作真正的主语；(3) There be + no + 动词的 -ing 形式。例如：There was no telling when this might happen again. 意为“没法预料这样的事什么时候会再发生”。

Q: 动词的 -ing 形式作主语时，句子的谓语动词要用单数吗?

A: 是的。动词的 -ing 形式作主语通常表示抽象性、经常性以及习惯性动作，谓语动词要用单数。

Q: 动词的 -ing 形式作主语和动词不定式作主语有何区别?

A: 动词的 -ing 形式作主语通常表示抽象动作，往往是普通的、一般的行为；动词不定式作主语通常表示某次具体动作或行为。前者表示已知的事情或经验，后者通常表示一件未完成的事情或未达成的目的。例如：Reading French is easier than speaking it. 意为“读法语比讲法语容易”；To stop the work now seems impossible. 意为“现在把工作停下来似乎已不可能”。

- 3 Shooting with great accuracy was another thing he learnt. Only shots perfectly aimed at its centre went into the heavy, thick basket. In this way, practising day in and day out helped Stephen sharpen his skills.

We could also say

Another thing he learnt was shooting accurately. The ball could go into the heavy, thick basket only when he shot perfectly at its centre. In this way, Stephen improved his skills day after day.

- 4 Despite his father's successful career, Stephen was thought by many people, including his high school teammates and coaches, to be too short, too thin and too weak to follow in his father's footsteps.

We could also say

Many people, including his high school teammates and coaches, thought Stephen was too short, too thin and too weak to have a basketball career as successful as his father's.

follow in one's footsteps: to do the same job or to work or live in the same way as someone else before you, especially someone in your family
eg *He is a doctor and expects his son to follow in his footsteps.*

5 Inspiring others to believe in themselves, Stephen Curry is living proof that what other people think of you does not have to influence what you become. Through self-belief, hard work, perseverance and some help from an old hoop, he has shown that anything is possible.

We could also say

Stephen Curry has motivated others to believe in themselves. He is a good example to show that the opinions of others do not have to affect who you are and what you achieve. With self-belief, hard work, determination and some help from the simple basket his grandfather built, Stephen has proved that nothing is impossible.

living proof: a good example of how true a particular fact is
eg *He is living proof that people can make their dreams come true.*

6 The atmosphere here at Rio de Janeiro is electric! If China wins this point, they will walk out of the stadium with an Olympic gold medal. Zhang Changning serves. Over the net, Popovic dives for the ball.

We could also say

The atmosphere here at Rio de Janeiro is exciting! If China gets this point, they will win an Olympic gold medal. Zhang Changning hits the ball over the net. On the other side, Popovic moves quickly to save the ball.

7 In the 1980s, the team burst onto the international volleyball scene with several major world titles, and an amazing three-set victory over the United States in the final of the 1984 Los Angeles Olympics. They became national heroes overnight. There was gold once more at Athens in 2004. But winning gold in Rio paints the most vivid portrait of the team's competitive spirit.

We could also say

In the 1980s, the team suddenly became famous in the international volleyball scene with several major world titles, and they beat the United States three to zero in the final of the 1984 Los Angeles Olympics. They became national heroes quickly. They won gold once more at Athens in 2004. But it is the team's victory in Rio that best represents their competitive spirit.

burst onto: to suddenly appear and become very successful
eg *The band burst onto the music scene in 1997.*

8 Their perseverance paid off with an epic comeback against the defending champion Brazil in the quarter-finals. Next, the Chinese team defeated the Netherlands in the semi-final matches, having lost to them in the preliminaries. At last, showing a strong will and the steeliest nerves, they played a close match against Serbia to seize gold in the final.

We could also say

The Chinese team was rewarded for their perseverance. They defeated the defending champion Brazil in the quarter-finals. Next, in the semi-final matches, they played against the Netherlands, who had previously beaten them. This time, the Chinese team won. The final saw them in a fierce fight against Serbia, and they won gold with a strong will and determination.

9 Lang is only too aware that as soon as a team steps off the victory podium, they need to start from zero to prepare for new challenges ahead.

We could also say

Lang knows only too well that a team needs to start from zero to prepare for new challenges ahead after ranking at the top.

Supplementary reading

The Cloud Runners

Today, the first thing you see when you drive into the small town of McFarland, California, is a welcome poster. “Home of the State Champions,” it says proudly. Written across the bottom are the names of the members of the running teams that have brought McFarland nine state championships over the past twenty years. Today, this little farming town is the “home of champions”, but things weren’t always like this.

It all began with a group of seven young men, who were McFarland High School’s first running team. They were called “cloud runners” because it looked like they were floating on a brown cloud of dust as they carved paths through the surrounding fields.

They weren’t a very good team. But the turning point came one hot summer afternoon when the young men were doing hill practice. As there were no hills in McFarland, their coach, Jim White, made them run up and down large piles of nut shells covered in white plastic sheets.

“Enough!” one of the young men cried. The sound of breaking shells could be heard as he beat his fists on the sheet. The plastic tore and a river of nut shells poured out. “Do you know what these are, Mr White? They’re almond shells. Do you know where they come from? My family has been working on farms picking almonds for forty years. You and your family, living in your big comfortable home, eat these without giving a single thought to where they came from. And now you are making us run on them! I’ve had enough!”

“We’re losers, Mr White, not winners,” another young man continued, his face wet with tears and sweat. “Nothing has changed here for forty years and nothing’s ever going to change! Running is for rich kids in private schools in the big city, not for us poor farm boys. We can’t even afford real shoes for running. We belong in the fields, picking. We’re ‘pickers’. I’m going home!”

Something in Jim White’s heart changed that day. He went into the fields and worked with the “pickers”. He bought running shoes for the boys. He spent evenings having dinner with the boys’ families. His wife baked and sold cookies to raise money. One small act of kindness led to another. Other families began to take notice, and slowly, the entire town came to support Mr White as he helped these young men change from farm workers to champions.

4

Key expressions

on display
come to life
so as to do
go deeper into
bring out
label... as
unfamiliar with
expect the unexpected

1 Every artist's wish is to create something that expresses an idea.

to create something 是动词不定式作表语。

Q: 动词不定式作表语有何功能?

A: 动词不定式作表语可以说明主语的具体内容, 还可以表示目的、结果、安排、命令、决定、劝告、意愿等。

Q: 动词不定式作表语时 to 能否省略?

A: 一般情况下, 不定式作表语 to 不能省略。但也有特殊情况, 即其前面的主语从句中含有 do 时, 可以省略 to。例如: All I could do was wait. 此外, 由 and 或 or 等连接并列的动词不定式时, 第二个 (和后面的) 不定式可以省略 to。

2 One way for him to find inspiration is turning to his children's toys.

turning to his children's toys 在句中作表语, 对主语进行解释、说明。

Q: 动词的 -ing 形式作表语有何功能?

A: 动词的 -ing 形式作表语用来说明主语的内容, 表示主语的某种性质或状态。当与主语是同一概念的时候, 主语与表语的位置可以互换。例如本句也可以改为: Turning to his children's toys is one way for him to find inspiration.

3 He was particularly interested in the old story about a fish jumping through the "Dragon Gate". This story came to life for Hofman when he visited Wuzhen and saw how people lived there.

interested in the old story 在句中作表语，表示一种状态。

Q: 动词的 -ed 形式作表语和被动语态有何区别？

A: 动词的 -ed 形式作表语通常用来描写情景、叙述人或事物的特征及所处的状态，而被动语态强调动作，重点说明动作由谁完成、怎样完成。试比较以下两个句子：（1）The shop is closed now. （2）It was closed by the manager. 此外，过去分词用作表语时，在功能上更接近形容词，它不仅可用于系动词 be 之后，也可根据需要用于其他系动词（如 seem）之后，而被动语态中的过去分词动作意味较强，它只能与助动词 be（有时可能是 get）构成被动结构，不宜用于其他动词之后。

- 4 To listen to Tan's music is to experience a mix of Chinese musical traditions and Western influences. Since his first opera, *Nine Songs*, Tan Dun has been using a combination of Chinese music and sounds from all over the world to tell stories.

We could also say

Tan Dun's music combines Chinese musical traditions and Western influences. You can experience it when listening to his music. *Nine Songs* was Tan Dun's first opera. From then on, he has been using a combination of Chinese music and sounds from all over the world to tell stories.

Background information

Tan Dun is a Chinese contemporary classical composer and conductor. His works often incorporate audiovisual elements (achieved using instruments constructed from materials such as paper, water and stone) and are often inspired by traditional Chinese theatrical and ritual performances. In 2013, he was named a UNESCO Goodwill Ambassador. He has won numerous awards for his works, including an Academy Award, a Grammy Award and a BAFTA Award.

- 5 Yang Liping's passion is dancing. After winning a national competition in 1986 with her *Spirit of the Peacock* dance, she has been known as the "Peacock Princess".

We could also say

Yang Liping loves dancing. She won a national dance competition in 1986 with her *Spirit of the Peacock*. After that, she became famous as the "Peacock Princess".

- 6 Yet Michelangelo and others have been labelled as “artists” rather than “technicians”. This means that art and technology have always been seen as two very separate things.

■ **We could also say**

Yet Michelangelo and others have been categorised as “artists” instead of “technicians”. This shows that art and technology have always been seen as two very different things.

■ **label... as:** to use a word or phrase to describe someone or something as belonging to a particular category
eg *The newspapers had unjustly labelled him as a troublemaker.*

- 7 A recent project used technology and data in the same way that Rembrandt used his paints and brushes. The end result, printed in 3D, was a new “Rembrandt painting” created 347 years after the artist’s death. These advances are perhaps bringing us closer to a time when computers rather than humans create art.

■ **We could also say**

A recent project used technology and data just like Rembrandt used his paints and brushes. The result was that a new “Rembrandt painting” was created by using 3D technology 347 years after the artist’s death. The development shows that computers could soon take the place of humans in creating art.

■ **Background information**

Rembrandt van Rijn (1606–1669) was a Dutch painter and printmaker and is one of the most important figures in European art. He is also known as a painter of light and shade and as an artist who favoured a realism that leads some critics to claim that he preferred ugliness to beauty. His many self-portraits provide us with a visual autobiography.

Supplementary reading

The Hidden Letter

At the height of his fame as a musician and composer, Ludwig van Beethoven slowly began to lose his hearing. Beethoven did everything he possibly could to keep his disability a secret from everyone. As his hearing got worse and worse, doctors sent him to the village of Heiligenstadt, near Vienna, in the hope that he would recover.

It was there, after realising the awful truth that his disability was permanent, that Beethoven wrote a letter to his two brothers, confessing his terrible secret. Beethoven, however, never sent them the letter. He kept it hidden in a drawer in his desk. It was found years after his death. Now known as the Heiligenstadt Testament, this letter reveals much about the heart and soul of this great artist.

Oh you men who think or say that I am bitter, stubborn, or unfriendly, how greatly do you wrong me. You do not know the secret reason which makes me seem that way to you. From childhood on my heart and soul have been full of kindness, but for six years now, I have been forced to remove myself from society, to live life alone.

Ah, how could I possibly admit an illness in the one sense, the sense of hearing, which should be more perfect in me than others, a sense which I once possessed in the highest perfection, a perfection that few in my profession enjoy or ever have enjoyed. Oh I cannot do it; therefore forgive me when you see me withdraw when I would have gladly joined you in conversation. If I approach near to people, a hot terror seizes upon me, and I fear being exposed to the danger that my weakness might be noticed.

Thus it has been during the last six months which I have spent in the country. How shameful it is for me when someone standing next to me heard a flute or person singing in the distance and I heard nothing. Such events drove me almost to hopelessness; a little more of that and I would have ended my life – it was only my art that held me back. Ah, it seemed impossible for me to leave the world until I had expressed all that I felt was within me. Patience, they say, is what I must now choose for my guide, and I have done so – I hope my courage will remain firm to continue until the bitter end.

Perhaps I shall get better, perhaps not; I am ready. ... you know well that deep within me lives the love of mankind and the desire to do good. Oh fellow men, when some day you read these words, reflect that you have done me no justice. Farewell and love each other. With joy I race towards death.

(Adaptation from "Heiligenstadt Testament" by Ludwig van Beethoven)

5

Key expressions

first choice
of all time
in question
be crowded with
come to exist
adapt to
a variety of
tiny amounts of
drive... away

- 1 The captain of the ship, the *Beagle*, wanted someone who would “profit by the opportunity of visiting distant countries yet little known”. The person who answered the call was not the captain’s first choice.

We could also say

The captain of the ship, the *Beagle*, needed someone who would benefit from the chance to visit countries that were far away and then unknown. One person applied for the job, but he was not the person that the captain would have chosen first.

first choice: the thing or person you like best
eg *Acting wasn't her first choice of vocation.*

- 2 The young man in question, Charles Darwin, was a geologist and naturalist, fascinated by rocks, plants and animals.

We could also say

The young man we are talking about here is Charles Darwin. He was a geologist and naturalist and he was very interested in rocks, plants and animals.

in question: being discussed or considered
eg *The photograph in question was taken long before I met you.*

Background information

Charles Darwin (1809–1882) was an English geologist and naturalist. He is known for his Theory of Evolution by natural selection. His father wanted him to study medicine, but he was more interested in natural science. After achieving a Bachelor of Arts degree in 1831, he started his five-year voyage on the *Beagle*, which led to his important discoveries and his famous work *On the Origin of Species*.

- 3 When the *Beagle* reached the Galápagos Islands in 1835, Darwin saw a variety of new species, but it was the birds that interested him the most.

a variety of: a lot of things of the same type that are different from each other in some way

eg *The island offers such a wide variety of scenery and wildlife.*

Background information

The Galápagos Islands are situated in the Pacific Ocean around 1,000 kilometres off the west coast of South America. This remote location is in part responsible for the islands' diverse wildlife, such as the giant tortoise. The unusual development of the wildlife on the islands, notably the many types of finches, was the inspiration for Charles Darwin's Theory of Evolution. Today, scientists as well as tourists visit the Galápagos Islands to experience the variety of flora and fauna.

- 4 Darwin explained this theory in his book, *On the Origin of Species*. It was not published until 1859 and immediately caused a storm. Many people refused to believe that living things, including humans, had evolved from lower forms of life.

had evolved 是过去完成时，其结构是“had + 过去分词”，意为“had evolved”这个动作发生在“refused”之前。

Q: 过去完成时的功能是什么？

A: 过去完成时表示过去某一时刻或某一动作之前已完成的动作或状态，也可以说是“过去的过去”。

Q: 过去完成时和现在完成时有什么区别？

A: 现在完成时以“现在”作为时间参照来谈论过去，而过去完成时则以“过去”作为时间参照来谈论更远的过去。例如：I have lived in Beijing for one year. 表示到现在为止，“我已经在北京住了一年了”；I had lived in Shanghai for three years before I went to Beijing. 则表示在“去北京”这个过去的动作发生之前，“我曾在上海住了三年”。

5 Alexander the Great and Marco Polo were said to have visited such a tree in India. And in some modern stories, such as the film *Avatar*, trees can communicate with animals and people.

Background information

- Alexander the Great (356–323 BC) was a Macedonian ruler and one of history's greatest military leaders. As king of Macedonia, he established the largest empire the ancient world had ever seen.
- Marco Polo (1254–1324) was a Venetian merchant and explorer believed to have journeyed from Europe to Asia from 1271 to 1295 and have remained in China for 17 of those years. He was known for his book *The Travels of Marco Polo*, which describes his voyage to and experiences in Asia.
- *Avatar* is a 2009 American science fiction film directed by James Cameron. It tells the story of a marine who is sent to the moon Pandora and becomes torn between following his orders and protecting the world he feels is his home.

6 With us long believing that talking plants are fantasy, new research has revealed something amazing: it appears that plants can communicate after all.

We could also say

While we have believed for a long time that talking plants are unreal, new research has found out something amazing: it seems that plants can talk to each other after all.

Supplementary reading

Antarctica: the Last Continent

Antarctica is the coldest place on Earth. It's also the driest. With very little rainfall, Antarctica is technically a desert. Covering about 14 million square kilometres around the South Pole, it is the fifth largest continent in the world. Antarctica holds about 90 per cent of the world's ice, with most of its fresh water in a frozen state. Almost all of

its surface is covered by a vast ice sheet. Strong winds driven by gravity blow from the pole to the coastline, while other winds blow round the coast. It is difficult to imagine a more unwelcoming place.

Yet Antarctica is home to a variety of wildlife that has adapted to its extreme conditions. There are different types of penguins, flying birds, seals and whales. Most animals survive thanks to their fat, which protects them from the cold. But the long Antarctic winter night, as well as the extreme cold and lack of rainfall, means that only a few primitive plants can grow.

Most of the ice in Antarctica has been there for thousands of years. As a result, it has become a window to the past, and can give researchers lots of useful information. Gases and minerals, in the form of volcanic dust trapped in the ice, can tell us a lot about the history of our planet's climate. Likewise, the rocks are also very important for scientific research. Incredibly, Antarctica is the best place in the world to find meteorites, meaning that not only is it a window to the past, but also to the solar system.

Antarctica was the last continent to be discovered. But more than 2,000 years ago Greek geographers believed that there was a large land mass in the south which balanced the frozen land in the north. They called it *Anti-Arktikos*, or *Antarctica*: the opposite of the Arctic. It wasn't until 1895 that the first confirmed landing was conducted by a team of Norwegians.

Today, scientists from many countries travel to Antarctica to study its resources. In 1959, an agreement was signed by twelve countries, and since then many more countries have joined. The countries discuss topics together, such as scientific cooperation and protecting the environment. They are committed to making sure that Antarctica should not become the scene or object of international conflict.



Key expressions

overcome the challenges

among the top concerns

catch one's eye

at one's leisure

bring... to life

highlight the importance of

be made up of

under threat

in favour of

1 Wild animals such as these Tibetan antelopes have now been using these passages for years. They seem totally unaware that we are speeding past at over 100 kilometres an hour.

have been using..., 其结构是“have / has + been + 现在分词”, 意为“(类似藏羚羊等野生动物)已经使用(通道有好几年了)”。

Q: 现在完成进行时的用法是什么?

A: 现在完成进行时表示从过去开始一直延续到现在的动作, 该动作在说话时仍在继续进行, 而且可能还要继续下去。这个时态常和 recently, all day, this week 等状语或 for, since 引导的时间状语连用。例如: It has been raining all day. 意为“雨已经下了一整天”, 表示下雨这个动作从过去一直延续到现在, 很有可能继续下雨。

Q: 现在完成进行时和现在完成时有什么区别?

A: 首先, 现在完成时更多地体现动作的完成, 而现在完成进行时则更强调动作的延续。例如: I have knocked at the door twice. 意为“我敲了两次门”; I have been knocking at the door for five minutes. 意为“我不断敲门已经敲了五分钟了”, 强调现在还在敲门, 很有可能接着敲门。其次, 现在完成进行时有时带有感情色彩, 而现在完成时则是平铺直叙, 说明一个事实、一种影响或结果。例如: Who has been shouting outside? 意为“谁一直在外面大喊大叫呢?”, 带有某种不满的情绪; Who has shouted outside? 意为“谁在外面大喊大叫来着?”, 则只是询问一件事情。

2 To prevent damage to wetlands and grasslands, 675 bridges with a total length of about 160 kilometres were built between Golmud and Lhasa.

Background information

Golmud is a city on the Qinghai-Tibet Railway, to the west of Xining, in Qinghai Province. The area holds large resources of natural minerals, such as gold, copper, jade and precious stones.

3 As we pass Cuona Lake, I feel a sense of pride and achievement.

Background information

Cuona Lake is located in China's Tibet Autonomous Region. It is the source lake of Nu River and is also the highest fresh water lake in the world. It can be seen on the right (west) as the train passes Cuona Lake Railway Station towards Lhasa.

4 The Qinghai-Tibet Plateau has been attracting people's admiration for centuries.

Background information

The Qinghai-Tibet Plateau in South-west China is the highest plateau in the world. With an average elevation of about 4,000 to 5,000 metres, the Plateau is surrounded by massive mountain ranges. It is home to over one hundred nature reserves and many rare species of animals and plants.

5 How would you like to spend six months living on an island and looking after the Great Barrier Reef?

Background information

The Great Barrier Reef is located off the coast of Queensland, Australia. It is the world's largest reef system and comprises around 3,000 individual reefs. Because of its natural beauty, the Great Barrier Reef has become one of the world's most popular destinations, attracting about two million visitors each year.

6 More than 25 million years old, the Great Barrier Reef is made up of living coral growing on dead coral. It is host to many species of birds and sea creatures. But this unique and delicate place is now under threat from pollution and climate change.

■ **be made up of:** to be composed of
eg *The committee is made up of six women.*

■ **under threat:** if a person or thing is under threat, there is a danger that something bad might be done to them, or that they might cease to exist
eg *The ecosystem is under threat.*

7 In addition to blogging, taking photos and writing articles about the Reef, he made a number of appearances on television to argue in favour of its defence. He also worked as a presenter for the National Geographic Channel, before going on to write a book about his experiences.

■ **in favour of:** if you are in favour of something, you support it and think that it is a good thing
eg *I am all in favour of trying to find ways to save money.*

■ Background information

The National Geographic Channel is an American digital cable and satellite television network. The channel features documentaries with factual content involving nature, science, culture and history, plus some reality and pseudo-scientific programmes.

Supplementary reading

Is Wildlife Ecotourism Eco-friendly?

“Join our exciting wildlife watching tours and experience the holiday of a lifetime!” Eco-wildlife tours like this are becoming more and more popular with tourists. The opportunity to see whales and dolphins swimming in their natural habitat is so much better than seeing these great mammals in zoos and aquariums. As your boat edges out into the blue water, a group of dolphins come to greet you and swim around the boat,

jumping playfully around you. In some places, tour companies even encourage tourists to go swimming with the dolphins. These intelligent mammals seem to enjoy our company, and interact with us. But is it possible that this kind of human activity is putting their survival at risk?

A recent study has shown that the behaviour of whales and dolphins changes greatly when they are close to boats. Interpreting the boats as a possible danger, they start to breathe more quickly. The boats drive them away from the places where they feed and interrupt their routine of resting and taking care of their young. All of these factors could have a very negative effect on their general health.

Another factor that should be taken into account is the effect of human attention on the animals. As they become more used to interacting with humans, they become less afraid of them. There have been several cases of tour boats running into dolphins or whales and causing their deaths. As dolphins live within close communities, events like these cause a lot of stress.

Perhaps the best way to protect these animals is to reduce our interaction with them. This we could do by keeping a minimum distance between the animals and the boats, and by limiting the number of boats out on the water at one time. Most importantly, instead of disrupting these animals' routines, we should try to adapt to them. In this way, we could learn to exist in harmony with these wild animals and ensure our continued co-existence on the planet that we all share.



Words and expressions

UNIT 1

mood /mu:d/ <i>n.</i> 心情	1	practical joke 恶作剧	7
circus /'sɜ:kəs/ <i>n.</i> 马戏团	2	* fame /feɪm/ <i>n.</i> 名声, 名誉	8
amusement /ə'mju:zmənt/ <i>n.</i> 娱乐, 消遣	2	* linguist /'lɪŋgwɪst/ <i>n.</i> 语言学家	8
amusement park 游乐场	2	* witty /'wɪti/ <i>adj.</i> 说话风趣的; 妙趣横生的	8
* curly /'kɜ:li/ <i>adj.</i> 卷曲的	2	* medieval /,medi'i:v(ə)l/ <i>adj.</i> 中世纪的, 中古时期的	8
* wig /wɪg/ <i>n.</i> 假发	2	* emotive /ɪ'məʊtɪv/ <i>adj.</i> 使情绪激动的	8
* badge /bædʒ/ <i>n.</i> 徽章	2	* mischievous /'mɪstʃɪvəs/ <i>adj.</i> 调皮的, 淘气的	8
ankle /'æŋk(ə)l/ <i>n.</i> 脚踝	2	* remark /rɪ'mɑ:k/ <i>n.</i> 言论; 意见, 评论	8
* clown /klaʊn/ <i>n.</i> 小丑	2	interaction /,ɪntər'ækʃ(ə)n/ <i>n.</i> 交流	8
entertain /,entə'teɪn/ <i>v.</i> 使快乐	3	* barber /'bɑ:bə/ <i>n.</i> 男理发师	8
health care 医疗保健	3	shave /ʃeɪv/ <i>n.</i> 刮脸, 刮胡子	8
cheer up (使) 高兴起来, (使) 振作起来	3	fellow /'feləʊ/ <i>n.</i> 男人; 家伙	8
do the trick 奏效, 达到预期效果	3	* brand /brænd/ <i>n.</i> 品牌, 牌子	8
examine /ɪg'zæmɪn/ <i>v.</i> 检查 (身体)	3	brand of humour 某种类型的幽默	8
advertisement /əd'vɜ:tɪsmənt/ <i>n.</i> 广告	4	concept /'kɒnsəpt/ <i>n.</i> 概念, 观念	8
employer /ɪm'plɔɪə/ <i>n.</i> 雇用者, 雇主	4	spot /spɒt/ <i>n.</i> 地点, 处所	9
essential /ɪ'senʃ(ə)l/ <i>adj.</i> 极其重要的, 必不可少的	5	put sb on the spot (故意提出难以回答或尴尬的问题) 使某人难堪	9
impress /ɪm'pres/ <i>v.</i> 使钦佩, 使留下深刻印象	5	cruel /'kru:əl/ <i>adj.</i> 残忍的	9
* grin /grɪn/ <i>v.</i> 露齿而笑, 咧着嘴笑	6	whisper /'wɪspə/ <i>v.</i> 悄声说, 低语	9
deserve /dɪ'zɜ:v/ <i>v.</i> 应得, 应受到	6	* roar /rɔ:/ <i>v.</i> 哄笑, 大笑	9
long face 愁眉苦脸	6	* gently /'dʒentli/ <i>adv.</i> 温和地; 轻柔地	9
laughing stock 笑料, 笑柄	6	tell off 斥责, 责骂	9
crack a smile 笑了起来	6	* illuminate /ɪ'lu:mɪneɪt/ <i>v.</i> 照亮, 照明	9

注: 词汇表中, 未加符号的单词为选择性必修单词; 加 * 的为未做要求的单词。

Words and expressions

* equation /'kweɪʒ(ə)n/ <i>n.</i> 等式, 方程式	9	* endurance /ɪn'dʒʊərəns/ <i>n.</i> (忍) 耐力	15
complicated /'kɒmplɪkeɪtɪd/ <i>adj.</i> 难处理的; 难懂的	9	guarantee /'gærən'ti:/ <i>v.</i> 保证; 确保	15
conclude /kən'klu:d/ <i>v.</i> 结束, 终止	10	* delighted /dɪ'laɪtɪd/ <i>adj.</i> 愉快的, 高兴的	15
composer /kəm'pəʊzə/ <i>n.</i> 作曲家	11	outcome /'aʊtkʌm/ <i>n.</i> 结果, 后果	16
fall behind 不能按时完成 (工作)	11	worthwhile /'wɜ:θ'waɪl/ <i>adj.</i> 重要的; 值得做的	17
		blanket /'blæŋkɪt/ <i>n.</i> 毯子, 毛毯	18
		* beaver /'bi:və/ <i>n.</i> 河狸, 海狸	18
		* cucumber /'kju:kʌmbə/ <i>n.</i> 黄瓜	18
		enthusiastic /ɪn'θju:zi'æstɪk/ <i>adj.</i> 热心的, 热衷的	18
debt /det/ <i>n.</i> 债务, 欠款	13	contest /'kɒntest/ <i>n.</i> 比赛, 竞赛	19
pace /peɪs/ <i>n.</i> 速度; 进度	13	upset /'ʌp'set/ <i>adj.</i> 心烦意乱的, 烦恼的	19
* inform /ɪn'fɔ:m/ <i>v.</i> 通知, 告知	14	elect /ɪ'lekt/ <i>v.</i> 选举, 推选	19
* dread /dred/ <i>v.</i> 畏惧, 惧怕	14	blessing /'blesɪŋ/ <i>n.</i> 幸事, 幸运	20
rarely /'reəli/ <i>adv.</i> 很少, 难得	14	appreciative /ə'pri:ʃətɪv/ <i>adj.</i> 感激的	20
* overnight /'əʊvə'nait/ <i>adv.</i> 突然, 一下子	14	worthy /'wɜ:ði/ <i>adj.</i> 值得尊敬的; 值得赞赏的	20
rejection /rɪ'dʒekʃ(ə)n/ <i>n.</i> 拒绝, 否决	14	worthy of 值得……的	20
nevertheless /'nevəðə'les/ <i>adv.</i> 然而, 不过	14	mere /mɪə/ <i>adj.</i> 仅仅, 只不过	20
* persevere /pə'seɪvɪə/ <i>v.</i> 锲而不舍, 坚持不懈	14	gentleness /'dʒentlnɪs/ <i>n.</i> 和蔼, 温和	20
criticism /'krɪtɪsɪz(ə)m/ <i>n.</i> 批评; 指责	15	* companionship /kəm'pænjənʃɪp/ <i>n.</i> 友谊; 友好交往	20
* manuscript /'mænjʊskɪpt/ <i>n.</i> 手稿, 底稿	15	* fingertip /'fɪŋgə'tɪp/ <i>n.</i> 指尖	20
* rye /raɪ/ <i>n.</i> 黑麦	15	outline /'aʊtlam/ <i>n.</i> 外形, 轮廓	20
* best-seller /'best'selə/ <i>n.</i> 畅销书; 畅销产品	15	* intoxicate /ɪn'tɒksɪkeɪt/ <i>v.</i> 使兴奋, 使陶醉	20
* Victorian /vɪk'tɔ:riən/ <i>adj.</i> 英国维多利亚 (女王) 时代的	15	* pageant /'pædʒ(ə)nt/ <i>n.</i> 盛大的 (露天) 演出	20
* laureate /'ləʊreɪt/ <i>n.</i> 重要奖项获得者	15	the pageant of (历史事件的) 缤纷场景	20
Poet Laureate 桂冠诗人	15		
classic /'klæsɪk/ <i>n.</i> 名著; 经典作品	15		

* probe /prəʊb/ <i>v.</i> 调查; 探究	20	muddy /'mʌdi/ <i>adj.</i> 沾满泥的, 泥泞的	26
* dawn /dɔːn/ <i>n.</i> 黎明, 破晓	21	* shot /ʃɒt/ <i>n.</i> 投球, 射球, 击球	26
* delight /dɪ'laɪt/ <i>n.</i> 使人高兴的事	21	* backboard /'bækboːd/ <i>n.</i> 篮板	26
* revelation /ˌrevə'leɪʃ(ə)n/ <i>n.</i> 展现, 显示	21	give way 倒塌, 向下垮	26
* workaday /'wɜːkədeɪ/ <i>adj.</i> 平凡的; 平淡的	21	* bump /bʌmp/ <i>n.</i> 隆起之处	26
* amid /ə'mɪd/ <i>prep.</i> 在……之中	21	bounce /baʊns/ <i>v.</i> (使) 弹起, (使) 反弹	26
* haunt /haʊnt/ <i>n.</i> (某人) 常去的地方	21	* sharpen /'ʃɑːpən/ <i>v.</i> 使提高, 使改进	26
permanent /'pɜːmənənt/ <i>adj.</i> 长久的; 永久的	21	* teammate /'tiːmmet/ <i>n.</i> 队友	26
* descend /drɪ'send/ <i>v.</i> 降临; 来临	21	* footstep /'fʊtstep/ <i>n.</i> 脚步声; 足迹	26
* mighty /'maɪti/ <i>adj.</i> 强有力的; 雄伟的	21	follow in one's footsteps 仿效某人; 继承某人	
strains of 音乐的曲调或旋律	21	(尤指家人) 的事业	26
* orchestra /'ɔːkɪstrə/ <i>n.</i> (大型的) 管弦乐队	21	carry on 继续	26
* tactile /'tæktail/ <i>adj.</i> 触觉的	21	* warrior /'wɒriə/ <i>n.</i> 武士, 战士	27
* perfume /'pɜːfjuːm/ <i>n.</i> 香味	21	expectation /ˌekspek'teɪʃ(ə)n/ <i>n.</i> 预料, 预期	27
* relish /'relɪʃ/ <i>n.</i> 享受, 乐趣	21	beyond one's expectations 超出某人的预期	27
* morsel /'mɔːs(ə)l/ <i>n.</i> (尤指食物的) 一小片,		in a row 连续地	27
一小块	21	philosophy /fɪ'lɒsəfi/ <i>n.</i> 人生哲学	27
* delightful /dɪ'laɪt(ə)l/ <i>adj.</i> 令人愉快的,		* self-belief /ˌselfbɪ'liːf/ <i>n.</i> 自信	27
讨人喜欢的	21	* hoop /huːp/ <i>n.</i> (篮球中的) 篮圈	27
literary /'lɪt(ə)rəri/ <i>adj.</i> 文学的	22	cheat /tʃiːt/ <i>v.</i> 欺骗, 作弊	29
embarrassed /ɪm'bærəst/ <i>adj.</i> 难堪的, 尴尬的	23	* yoga /'jəʊgə/ <i>n.</i> 瑜伽	30
		roller skating 滑旱冰	30
		remarkable /rɪ'mɑːkəb(ə)l/ <i>adj.</i> 非凡的;	
		不寻常的	31
* shiny /'ʃaɪni/ <i>adj.</i> 光滑发亮的, 闪光的	26	net /net/ <i>n.</i> 球网	32
association /əˌsəʊsi'eɪʃ(ə)n/ <i>n.</i> 协会, 社团	26		

UNIT 3

Words and expressions

* spiker /'spaɪkə/ <i>n.</i> (排球队的) 扣球队员,	
主攻手	32
* burst /bɜːst/ <i>v.</i> 突然出现	32
burst onto 突然出现在…… (指突然成功)	32
vivid /'vɪvɪd/ <i>adj.</i> 生动的, 逼真的	33
assign /ə'saɪn/ <i>v.</i> 分配, 分派	33
opponent /ə'pəʊnənt/ <i>n.</i> (竞争、比赛等的)	
对手	33
* quarter-final /'kwɔːtə'fainl/ <i>n.</i> 四分之一决赛	33
* preliminary /prɪ'limɪn(ə)ri/ <i>adj.</i> 初步的;	
预备的	33
surgery /'sɜːdʒ(ə)ri/ <i>n.</i> 外科手术	33
pay off 取得成功	33
* comeback /'kʌmbæk/ <i>n.</i> 东山再起	33
defeat /dɪ'fi:t/ <i>v.</i> 战胜, 打败	33
* semi-final /,semi'fainl/ <i>n.</i> 半决赛	33
steely /'stiːli/ <i>adj.</i> 钢铁般的; 坚定的	33
* nerve /nɜːv/ <i>n.</i> 意志力	33
seize /siːz/ <i>v.</i> 夺取	33
cooperation /kəʊ'pə'reɪʃ(ə)n/ <i>n.</i> 合作, 协作	33
* ingredient /m'ɡriːdiənt/ <i>n.</i> (完成某事的) 要素,	
因素	33
* teamwork /'tiːmwɜːk/ <i>n.</i> 合作, 协作	33
* podium /'pəʊdiəm/ <i>n.</i> 表演台, 讲台	33
tournament /'tʊənəmənt/ <i>n.</i> 锦标赛	35
intense /m'tens/ <i>adj.</i> 紧张的, 激烈的	35

UNIT 4

quote /kwəʊt/ <i>n.</i> 引文, 引语	37
* Dutch /dʌtʃ/ <i>adj.</i> 荷兰的	39
* float /fləʊt/ <i>v.</i> 浮, 漂	39
folk /fəʊk/ <i>adj.</i> 民间的, 民俗的	39
tale /teɪl/ <i>n.</i> 故事	39
folk tale 民间故事	39
motion /'məʊʃ(ə)n/ <i>n.</i> 动, 运动	39
set... in motion 使……开始	39
compose /kəm'pəʊz/ <i>v.</i> 作 (曲)	39
* crouch /kraʊtʃ/ <i>v.</i> 蹲下; 蹲伏	39
* peacock /'piːkɒk/ <i>n.</i> (雄) 孔雀	39
* princess /,prɪn'ses/ <i>n.</i> 公主	39
* ethnic /'eθnɪk/ <i>adj.</i> 民族的	39
abstract /'æbstrækt/ <i>adj.</i> 抽象 (派) 的	42
* awe-inspiring /'ɔːm,spaɪərɪŋ/ <i>adj.</i> 令人起敬的,	
令人钦佩的	42
* installation /,ɪnstə'leɪʃ(ə)n/ <i>n.</i> 现代雕塑装置	
(除物体外还包括光、声等)	42
wire /waɪə/ <i>n.</i> 金属丝; 电线	42
* cable /'keɪb(ə)l/ <i>n.</i> 电缆	42
innovative /'ɪnəvətɪv/ <i>adj.</i> 新颖的, 创新的	42
trend /trend/ <i>n.</i> 趋势, 动向	43
wire fence 铁丝网, 铁丝栅栏	43
contrast /'kɒntrɑːst/ <i>n.</i> 反差, 对比	43
* Greek /ɡriːk/ <i>adj.</i> 希腊的	44

literally /'lɪt(ə)rəli/ <i>adv.</i> 根据字面意思	44	goat /gəʊt/ <i>n.</i> 山羊	53
* technician /tek'nɪʃ(ə)n/ <i>n.</i> 巧匠	44	be native to 源于……的, 原产于……	55
* animation /ˌæni'meɪʃ(ə)n/ <i>n.</i> 动画片	45	primitive /'prɪmɪtɪv/ <i>adj.</i> 原始的, 低等的	55
distinct /dɪ'stɪŋkt/ <i>adj.</i> 清晰的; 明显不同的	45	* worldwide /ˌwɜ:ld'waɪd/ <i>adv.</i> 遍及全世界	55
innovation /ˌɪnə'veɪʃ(ə)n/ <i>n.</i> 革新, 创新	48	* giant /'dʒaɪənt/ <i>adj.</i> 巨大的, 特大的	55
		giant tortoise 巨型陆龟	55
		* mangrove /'mæŋgrəʊv/ <i>n.</i> 红树 (一种热带树木, 生于水中或水边, 并从树枝上长出新根须)	55
seed /si:d/ <i>n.</i> 种子, 籽	49	* iguana /ɪ'gwɑ:nə/ <i>n.</i> 鬣蜥 (一种大型热带美洲蜥蜴)	55
distant /'dɪstənt/ <i>adj.</i> 遥远的	50	* comb-like /'kəʊmlaɪk/ <i>adj.</i> 梳状的	55
answer the call 响应号召	50	* spine /spain/ <i>n.</i> (动植物的) 刺, 刺毛	55
* disgrace /dɪs'ɡreɪs/ <i>n.</i> 丢脸, 耻辱	50	* myth /mɪθ/ <i>n.</i> (古代的) 神话	56
be a disgrace 是耻辱, 是丢脸的事	50	* legend /'ledʒ(ə)nd/ <i>n.</i> 传说, 传奇 (故事)	56
* geologist /dʒɪ'blədʒɪst/ <i>n.</i> 地质学家	50	detect /dɪ'tekt/ <i>v.</i> 发现, 察觉 (尤指不易觉察到的事物)	56
sample /'sɑ:mpl(ə)l/ <i>n.</i> 样本	51	* wasp /wɒsp/ <i>n.</i> 黄蜂	56
* evolve /ɪ'vɒlv/ <i>v.</i> 进化	51	* pesticide /'pestɪsaɪd/ <i>n.</i> 杀虫剂, 农药	56
* finch /fɪntʃ/ <i>n.</i> 雀科鸣禽	51	root /ru:t/ <i>n.</i> 根	56
* beak /bi:k/ <i>n.</i> 鸟嘴, 喙	51	* chilli /'tʃɪli/ <i>n.</i> 辣椒	56
suspect /sə'spekt/ <i>v.</i> 猜想, 怀疑, 觉得	51	link /lɪŋk/ <i>v.</i> 把……联系起来; 连接	56
ancestor /'ænsəstə/ <i>n.</i> (动物的) 原种, 祖先	51	* fungus /'fʌŋɡəs/ <i>n.</i> 真菌 (复数 fungi)	57
* evolution /ˌɪ:və'lʊ:ʃ(ə)n/ <i>n.</i> 进化 (论)	51	* fungal /'fʌŋɡ(ə)l/ <i>adj.</i> 真菌的	57
generate /'dʒenəreɪt/ <i>v.</i> 产生, 创造	52	* cybercrime /'saɪbəkraɪm/ <i>n.</i> 网络犯罪	57
characteristic /ˌkærɪktə'rɪstɪk/ <i>n.</i> 特征, 特性	53	centimetre /'sentɪ'mɪtə/ <i>n.</i> 厘米	59
decline /dɪ'klaɪn/ <i>v.</i> 减少	53		
* tortoise /'tɔ:təs/ <i>n.</i> 陆龟	53		
blame /bleɪm/ <i>v.</i> 责怪, 指责; 把……归咎于	53		

UNIT 6

* steadily /'stedɪli/ <i>adv.</i> 平稳地	62	disturb /dɪ'stɜ:b/ <i>v.</i> 干扰, 扰乱	67
massive /'mæsɪv/ <i>adj.</i> 巨大的	62	* emission /ɪ'mɪʃ(ə)n/ <i>n.</i> 散发物, 排放物	67
delicate /'delɪkət/ <i>adj.</i> 脆弱的	63	operator /'ɒpəreɪtə/ <i>n.</i> 经营者	67
* landmark /'lændmɑ:k/ <i>n.</i> 地标	63	conservationist /kən'sə'veɪʃ(ə)nɪst/ <i>n.</i> (动植物或古旧建筑的) 保护工作者; 环境保护主义者	67
splendid /'splendɪd/ <i>adj.</i> 壮丽的	63	* via /'vaɪə/ <i>prep.</i> 通过 (某人、某机器等) 传送	
* permafrost /'pɜ:məfrɒst/ <i>n.</i> 永久冻土层	63	(某物); 借助于	68
* Tibetan /tɪ'bet(ə)n/ <i>adj.</i> 西藏的	63	candidate /'kændɪdɪt/ <i>n.</i> 申请者	68
* antelope /'æntɪləʊp/ <i>n.</i> 羚羊	63	applicant /'æplɪkənt/ <i>n.</i> 申请人	68
leisure /'leɪʒə/ <i>n.</i> 空闲, 闲暇	63	favour /'feɪvə/ <i>n.</i> 支持, 赞同	69
at one's leisure 空闲时	63	in favour of 支持, 赞同	69
* wetland /'wetlənd/ <i>n.</i> 湿地	63	advertise /'ædvətaɪz/ <i>v.</i> (为……) 做广告	
* grassland /'grɑ:slænd/ <i>n.</i> 草原	63	(宣传)	69
radiation /ˌreɪdɪ'eɪʃ(ə)n/ <i>n.</i> 辐射	63	genuine /'dʒenjʊn/ <i>adj.</i> 真的, 真正的	70
mirror-like /'mɪrəˌlaɪk/ <i>adj.</i> 如镜面般的	63	salary /'sæləri/ <i>n.</i> 薪金, 工资	71
wander /'wɒndə/ <i>v.</i> 徘徊	63	negotiable /nɪ'gəʊʃiəb(ə)l/ <i>adj.</i> 可协商的	71
* scenery /'si:nəri/ <i>n.</i> 风景, 景色	63	preference /'pref(ə)rəns/ <i>n.</i> 优先 (权)	71
* plateau /'plætəʊ/ <i>n.</i> 高原	63	qualification /kwɒlɪfɪ'keɪʃ(ə)n/ <i>n.</i> 技能条件, 资格	71
economy /ɪ'kɒnəmi/ <i>n.</i> 经济	66	waist /weɪst/ <i>n.</i> 腰, 腰部	71
jungle /'dʒʌŋg(ə)l/ <i>n.</i> (热带) 丛林	66		



A

a far cry from 与……大不相同	26	be a disgrace 是耻辱, 是丢脸的事	50
abstract /'æbstrækt/ <i>adj.</i> 抽象(派)的	42	be native to 源于……的, 原产于……	55
advertise /'ædvətaɪz/ <i>v.</i> (为……)做广告 (宣传)	69	* beak /bi:k/ <i>n.</i> 鸟嘴, 喙	51
advertisement /əd'vɜ:tɪsmənt/ <i>n.</i> 广告	4	* beaver /'bi:və/ <i>n.</i> 河狸, 海狸	18
* amid /ə'mɪd/ <i>prep.</i> 在……之中	21	* best-seller /best'selə/ <i>n.</i> 畅销书; 畅销产品	15
amusement /ə'mju:zmənt/ <i>n.</i> 娱乐, 消遣	2	beyond one's expectations 超出某人的预期	27
amusement park 游乐场	2	blame /bleɪm/ <i>v.</i> 责怪, 指责; 把……归咎于	53
ancestor /'ænsəstə/ <i>n.</i> (动物的)原种, 祖先	51	blanket /'blæŋkɪt/ <i>n.</i> 毯子, 毛毯	18
* animation /,æni'meɪʃ(ə)n/ <i>n.</i> 动画片	45	blessing /'blesɪŋ/ <i>n.</i> 幸事, 幸运	20
ankle /'æŋk(ə)l/ <i>n.</i> 脚踝	2	bounce /baʊns/ <i>v.</i> (使)弹起, (使)反弹	26
answer the call 响应号召	50	* brand /brænd/ <i>n.</i> 品牌, 牌子	8
* antelope /'æntɪləʊp/ <i>n.</i> 羚羊	63	brand of humour 某种类型的幽默	8
applicant /'æplɪkənt/ <i>n.</i> 申请人	68	* bump /bʌmp/ <i>n.</i> 隆起之处	26
appreciative /ə'pri:ʃətɪv/ <i>adj.</i> 感激的	20	* burst /bɜ:st/ <i>v.</i> 突然出现	32
assign /ə'saɪn/ <i>v.</i> 分配, 分派	33	burst onto 突然出现在……(指突然成功)	32
association /ə'səʊsi'eɪʃ(ə)n/ <i>n.</i> 协会, 社团	26		
at one's leisure 空闲时	63		
* awe-inspiring /'ɔ:m,spaɪərɪŋ/ <i>adj.</i> 令人起敬的, 令人钦佩的	42		

B

* backboard /'bækbo:d/ <i>n.</i> 篮板	26		
* badge /bædʒ/ <i>n.</i> 徽章	2		
* barber /'bɑ:bə/ <i>n.</i> 男理发师	8		
		C	
		* cable /'keɪb(ə)l/ <i>n.</i> 电缆	42
		candidate /'kændɪdɪt/ <i>n.</i> 申请者	68
		carry on 继续	26
		centimetre /'sentɪ,mi:tə/ <i>n.</i> 厘米	59
		characteristic /,kærɪktə'rɪstɪk/ <i>n.</i> 特征, 特性	53
		cheat /tʃi:t/ <i>v.</i> 欺骗, 作弊	29
		cheer up (使)高兴起来, (使)振作起来	3
		* chilli /'tʃɪli/ <i>n.</i> 辣椒	56
		circus /'sɜ:kəs/ <i>n.</i> 马戏团	2

Vocabulary

classic /'klæsɪk/ <i>n.</i> 名著; 经典作品	15	D	
* clown /klaʊn/ <i>n.</i> 小丑	2	* dawn /dɔ:n/ <i>n.</i> 黎明, 破晓	21
* comb-like /'kəʊmlaɪk/ <i>adj.</i> 梳状的	55	debt /det/ <i>n.</i> 债务, 欠款	13
* comeback /'kʌmbæk/ <i>n.</i> 东山再起	33	decline /dɪ'klaɪn/ <i>v.</i> 减少	53
* companionship /kəm'pænjənʃɪp/ <i>n.</i> 友谊; 友好交往	20	defeat /dɪ'fi:t/ <i>v.</i> 战胜, 打败	33
complicated /'kɒmplɪkeɪtɪd/ <i>adj.</i> 难处理的; 难懂的	9	delicate /'delɪkət/ <i>adj.</i> 脆弱的	63
compose /kəm'pəʊz/ <i>v.</i> 作(曲)	39	* delight /dɪ'laɪt/ <i>n.</i> 使人高兴的事	21
composer /kəm'pəʊzə/ <i>n.</i> 作曲家	11	* delighted /dɪ'laɪtɪd/ <i>adj.</i> 愉快的, 高兴的	15
concept /'kɒnsept/ <i>n.</i> 概念, 观念	8	* delightful /dɪ'laɪtfl(ə)l/ <i>adj.</i> 令人愉快的, 讨人喜欢的	21
conclude /kən'klu:d/ <i>v.</i> 结束, 终止	10	* descend /dɪ'send/ <i>v.</i> 降临; 来临	21
conservationist /kɒnsə'veɪʃ(ə)nɪst/ <i>n.</i> (动植物 或古旧建筑的) 保护工作者; 环境保护主义者	67	deserve /dɪ'zɜ:v/ <i>v.</i> 应得, 应受到	6
contest /'kɒntest/ <i>n.</i> 比赛, 竞赛	19	detect /dɪ'tekt/ <i>v.</i> 发现, 察觉(尤指不易觉察到 的事物)	56
contrast /'kɒntrɑ:st/ <i>n.</i> 反差, 对比	43	* disgrace /dɪs'greɪs/ <i>n.</i> 丢脸, 耻辱	50
cooperation /kəʊ'pə'reɪʃ(ə)n/ <i>n.</i> 合作, 协作	33	distant /'dɪstənt/ <i>adj.</i> 遥远的	50
crack a smile 笑了起来	6	distinct /dɪ'stɪŋkt/ <i>adj.</i> 清晰的; 明显不同的	45
criticism /'krɪtɪsɪz(ə)m/ <i>n.</i> 批评; 指责	15	disturb /dɪ'stɜ:b/ <i>v.</i> 干扰, 扰乱	67
* crouch /kraʊtʃ/ <i>v.</i> 蹲下; 蹲伏	39	do the trick 奏效, 达到预期效果	3
cruel /'kru:əl/ <i>adj.</i> 残忍的	9	* dread /dred/ <i>v.</i> 畏惧, 惧怕	14
* cucumber /'kju:kʌmbə/ <i>n.</i> 黄瓜	18	* Dutch /dʌtʃ/ <i>adj.</i> 荷兰的	39
* curly /'kɜ:li/ <i>adj.</i> 卷曲的	2	E	
* cybercrime /'saɪbəkraɪm/ <i>n.</i> 网络犯罪	57	economy /ɪ'kɒnəmi/ <i>n.</i> 经济	66
		elect /ɪ'lekt/ <i>v.</i> 选举, 推选	19
		embarrassed /ɪm'bærəst/ <i>adj.</i> 难堪的, 尴尬的	23

* emission /ɪ'mɪʃ(ə)n/ <i>n.</i> 散发物, 排放物	67	follow in one's footsteps 仿效某人; 继承某人	
* emotive /ɪ'məʊtɪv/ <i>adj.</i> 使情绪激动的	8	(尤指家人) 的事业	26
employer /ɪm'plɔɪə/ <i>n.</i> 雇用者, 雇主	4	* footstep /'fʊtstep/ <i>n.</i> 脚步声; 足迹	26
* endurance /ɪn'dʒʊərəns/ <i>n.</i> (忍) 耐力	15	* fungal /'fʌŋg(ə)l/ <i>adj.</i> 真菌的	57
entertain /,entə'teɪn/ <i>v.</i> 使快乐	3	* fungus /'fʌŋɡəs/ <i>n.</i> 真菌 (复数 fungi)	57
enthusiastic /ɪn'θju:zɪ'æstɪk/ <i>adj.</i> 热心的, 热衷的	18	G	
* equation /ɪ'kwɛɪʒ(ə)n/ <i>n.</i> 等式, 方程式	9	generate /'dʒenəreɪt/ <i>v.</i> 产生, 创造	52
essential /ɪ'senʃ(ə)l/ <i>adj.</i> 极其重要的, 必不可少的	5	gentleness /'dʒentlnɪs/ <i>n.</i> 和蔼, 温和	20
* ethnic /'eθnɪk/ <i>adj.</i> 民族的	39	* gently /'dʒentli/ <i>adv.</i> 温和地; 轻柔地	9
* evolution /,i:və'lu:ʃ(ə)n/ <i>n.</i> 进化 (论)	51	genuine /'dʒenjʊn/ <i>adj.</i> 真的, 真正的	70
* evolve /ɪ'vɒlv/ <i>v.</i> 进化	51	* geologist /dʒɪ'blɒdʒɪst/ <i>n.</i> 地质学家	50
examine /ɪg'zæmɪn/ <i>v.</i> 检查 (身体)	3	* giant /'dʒaɪənt/ <i>adj.</i> 巨大的, 特大的	55
expectation /,ekspek'tetʃ(ə)n/ <i>n.</i> 预料, 预期	27	giant tortoise 巨型陆龟	55
F		give way 倒塌, 向下垮	26
fall behind 不能按时完成 (工作)	11	goat /ɡəʊt/ <i>n.</i> 山羊	53
* fame /feɪm/ <i>n.</i> 名声, 名誉	8	* grassland /'ɡrɑ:slænd/ <i>n.</i> 草原	63
favour /'feɪvə/ <i>n.</i> 支持, 赞同	69	* Greek /ɡri:k/ <i>adj.</i> 希腊的	44
fellow /'feləʊ/ <i>n.</i> 男人; 家伙	8	* grin /ɡrɪn/ <i>v.</i> 露齿而笑, 咧着嘴笑	6
* finch /fɪntʃ/ <i>n.</i> 雀科鸣禽	51	guarantee /,ɡærən'ti:/ <i>v.</i> 保证; 确保	15
* fingertip /'fɪŋɡə,tɪp/ <i>n.</i> 指尖	20	H	
* float /fləʊt/ <i>v.</i> 浮, 漂	39	* haunt /haʊnt/ <i>n.</i> (某人) 常去的地方	21
folk /fəʊk/ <i>adj.</i> 民间的, 民俗的	39	health care 医疗保健	3
folk tale 民间故事	39	* hoop /hu:p/ <i>n.</i> (篮球中的) 篮圈	27

I

* iguana /ɪ'gwɑ:nə/ <i>n.</i> 鬣蜥 (一种大型热带美洲蜥蜴)	55
* illuminate /ɪ'lu:mɪneɪt/ <i>v.</i> 照亮, 照明	9
impress /ɪm'pres/ <i>v.</i> 使钦佩, 使留下深刻印象	5
in a row 连续地	27
in favour of 支持, 赞同	69
* inform /ɪn'fɔ:m/ <i>v.</i> 通知, 告知	14
* ingredient /ɪn'ɡri:diənt/ <i>n.</i> (完成某事的) 要素, 因素	33
innovation /ɪnə'veɪʃ(ə)n/ <i>n.</i> 革新, 创新	48
innovative /ɪnə'veɪtɪv/ <i>adj.</i> 新颖的, 创新的	42
* installation /ɪnstə'leɪʃ(ə)n/ <i>n.</i> 现代雕塑装置 (除物体外还包括光、声等)	42
intense /ɪn'tens/ <i>adj.</i> 紧张的, 激烈的	35
interaction /ɪntər'ækʃ(ə)n/ <i>n.</i> 交流	8
* intoxicate /ɪn'tɒksɪkeɪt/ <i>v.</i> 使兴奋, 使陶醉	20

J

jungle /'dʒʌŋɡ(ə)l/ <i>n.</i> (热带) 丛林	66
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L

* landmark /'lændmɑ:k/ <i>n.</i> 地标	63
laughing stock 笑料, 笑柄	6
* laureate /'ləʊreɪt/ <i>n.</i> 重要奖项获得者	15

* legend /'ledʒ(ə)nd/ <i>n.</i> 传说, 传奇 (故事)	56
leisure /'leɪʒə/ <i>n.</i> 空闲, 闲暇	63
* linguist /'lɪŋɡwɪst/ <i>n.</i> 语言学家	8
link /lɪŋk/ <i>v.</i> 把……联系起来; 连接	56
literally /'lɪt(ə)rəli/ <i>adv.</i> 根据字面意思	44
literary /'lɪt(ə)rəri/ <i>adj.</i> 文学的	22
long face 愁眉苦脸	6

M

* mangrove /'mæŋɡrəʊv/ <i>n.</i> 红树 (一种热带树木, 生于水中或水边, 并从树枝上长出新根须)	55
* manuscript /'mænjʊskript/ <i>n.</i> 手稿, 底稿	15
massive /'mæsɪv/ <i>adj.</i> 巨大的	62
* medieval /ˌmedi'i:v(ə)l/ <i>adj.</i> 中世纪的, 中古时期的	8
mere /mɪə/ <i>adj.</i> 仅仅, 只不过	20
* mighty /'maɪti/ <i>adj.</i> 强有力的; 雄伟的	21
mirror-like /'mɪrəˌlaɪk/ <i>adj.</i> 如镜面般的	63
* mischievous /'mɪstʃɪvəs/ <i>adj.</i> 调皮的, 淘气的	8
mood /mu:d/ <i>n.</i> 心情	1
* morsel /'mɔ:s(ə)l/ <i>n.</i> (尤指食物的) 一小片, 一小块	21
motion /'məʊʃ(ə)n/ <i>n.</i> 动, 运动	39
muddy /'mʌdi/ <i>adj.</i> 沾满泥的, 泥泞的	26
* myth /mɪθ/ <i>n.</i> (古代的) 神话	56

remarkable /rɪ'mɑ:kəb(ə)l/ <i>adj.</i> 非凡的; 不寻常的	31	* steadily /'stedɪli/ <i>adv.</i> 平稳地	62
* revelation /ˌrevə'leɪʃ(ə)n/ <i>n.</i> 展现, 显示	21	steely /'sti:li/ <i>adj.</i> 钢铁般的; 坚定的	33
* roar /rɔ:/ <i>v.</i> 哄笑, 大笑	9	strains of 音乐的曲调或旋律	21
roller skating 滑旱冰	30	surgery /'sɜ:dʒ(ə)ri/ <i>n.</i> 外科手术	33
root /ru:t/ <i>n.</i> 根	56	suspect /sə'spekt/ <i>v.</i> 猜想, 怀疑, 觉得	51
* rye /raɪ/ <i>n.</i> 黑麦	15		
		T	
		* tactile /'tæktail/ <i>adj.</i> 触觉的	21
		tale /teɪl/ <i>n.</i> 故事	39
		* teammate /'ti:mmeɪt/ <i>n.</i> 队友	26
		* teamwork /'ti:mwɜ:k/ <i>n.</i> 合作, 协作	33
		* technician /tek'nɪʃ(ə)n/ <i>n.</i> 巧匠	44
		tell off 斥责, 责骂	9
		the pageant of (历史事件的) 缤纷场景	20
		* Tibetan /tɪ'bet(ə)n/ <i>adj.</i> 西藏的	63
		* tortoise /'tɔ:təs/ <i>n.</i> 陆龟	53
		tournament /'tuənəmənt/ <i>n.</i> 锦标赛	35
		trend /trend/ <i>n.</i> 趋势, 动向	43
		U	
		upset /ʌp'set/ <i>adj.</i> 心烦意乱的, 烦恼的	19
		V	
		* via /'vaɪə/ <i>prep.</i> 通过 (某人、某机器等) 传送 (某物); 借助于	68
salary /'sæləri/ <i>n.</i> 薪金, 工资	71		
sample /'sɑ:mp(ə)l/ <i>n.</i> 样本	51		
* scenery /'si:nəri/ <i>n.</i> 风景, 景色	63		
seed /si:d/ <i>n.</i> 种子, 籽	49		
seize /si:z/ <i>v.</i> 夺取	33		
* self-belief /ˌselfbɪ'li:f/ <i>n.</i> 自信	27		
* semi-final /ˌsemi'faɪnəl/ <i>n.</i> 半决赛	33		
set... in motion 使……开始	39		
* sharpen /'ʃɑ:pən/ <i>v.</i> 使提高, 使改进	26		
shave /ʃeɪv/ <i>n.</i> 刮脸, 刮胡子	8		
* shiny /'ʃaɪni/ <i>adj.</i> 光滑发亮的, 闪光的	26		
* shot /ʃɒt/ <i>n.</i> 投球, 射球, 击球	26		
* spiker /'spaɪkə/ <i>n.</i> (排球队的) 扣球队员, 主攻手	32		
* spine /spaɪn/ <i>n.</i> (动植物的) 刺, 刺毛	55		
splendid /'splendɪd/ <i>adj.</i> 壮丽的	63		
spot /spɒt/ <i>n.</i> 地点, 处所	9		

* Victorian /vɪk'tɔːriən/ *adj.* 英国维多利亚
(女王)时代的 15

vivid /'vɪvɪd/ *adj.* 生动的, 逼真的 33

W

waist /weɪst/ *n.* 腰, 腰部 71

wander /'wɒndə/ *v.* 徘徊 63

* warrior /'wɒrɪə/ *n.* 武士, 战士 27

* wasp /wɒsp/ *n.* 黄蜂 56

* wetland /'wetlənd/ *n.* 湿地 63

whisper /'wɪspə/ *v.* 悄声说, 低语 9

* wig /wɪɡ/ *n.* 假发 2

wire /waɪə/ *n.* 金属丝; 电线 42

wire fence 铁丝网, 铁丝栅栏 43

* witty /'wɪtɪ/ *adj.* 说话风趣的; 妙趣横生的 8

* workaday /'wɜ:kədeɪ/ *adj.* 平凡的; 平淡的 21

* worldwide /ˌwɜ:l'd'waɪd/ *adv.* 遍及全世界 55

worthwhile /ˌwɜ:θ'waɪl/ *adj.* 重要的; 值得做的 17

worthy /'wɜ:ði/ *adj.* 值得尊敬的; 值得赞赏的 20

worthy of 值得……的 20

Y

* yoga /'jəʊɡə/ *n.* 瑜伽 30



NAMES

Larry /'læri/ 拉里	2
Lara /'lɑ:rə/ 拉拉	2
Sherlock Holmes /'ʃɜ:lɒk həʊmz/ 夏洛克 · 福尔摩斯	5
Dr Watson /'wɒts(ə)n/ 华生医生	5
Charlie Chaplin /'tʃɑ:li 'tʃæplɪn/ 查理 · 卓别林	11
J.D. Salinger /'sælɪndʒə(r)/ J.D. 塞林格	14
Emily Brontë /'emɪli 'brɒntɪ/ 艾米莉 · 勃朗特	14
J.K. Rowling /'rəʊlɪŋ/ J.K. 罗琳	14
Robert Southey /'rɒbət 'sauði/ 罗伯特 · 骚塞	15
Charlotte /'ʃɑ:lət/ Brontë 夏洛蒂 · 勃朗特	15
Anne /æn/ Brontë 安妮 · 勃朗特	15
Jamie /'dʒeɪmi/ Wells 杰米 · 韦尔斯	17
Jack /dʒæk/ 杰克	19
Helen Keller /'kelə(r)/ 海伦 · 凯勒	21
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后 记

为了在高中英语学科教育中全面贯彻党的教育方针，落实立德树人根本任务，外语教学与研究出版社以党的十九大精神为指引，组织专业团队，在深入领会《普通高中英语课程标准（2017年版）》精神的基础上，对本套教材进行了全面修订。

在主编陈琳教授的指导下，副主编张连仲教授带领作者团队、编辑团队和设计团队精心设计、反复打磨，确保全面落实党的教育方针，实现从学科角度培养学生的核心素养，提升高中学生的英语应用能力和学习能力。我们对整个团队的艰辛努力表示由衷的感谢。

本套教材在修订过程中得到了广大教研员和一线教师的无私帮助。他们丰富细致的意见和建议，确保修订后的教材具有更为合理的内容和结构设计，更加贴合一线教学需求。我们向各位可敬的教研员和老师致以诚挚的谢意。

本套教材的修订也得到了英方编审专家和中外社会各界人士及组织的大力支持。本册的英方编审专家是：Simon Greenall, Ingrid Wisniewska, Carmel Reilly, Chris Rose, Robert Gott, Sharon Dalglish, Melanie Guile, Andrew Einspruch。本册第四单元课后活动8的第一幅图由毕加索遗产管理机构 Picasso Administration 提供，第二幅图由丰子恺先生的外孙杨子耘先生提供。他们的支持保证了本套教材的语言真实地道、内容鲜活多样。在此，我们一并向他们表示真诚的感谢。

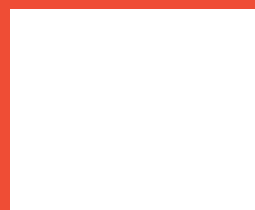
教材是学生学习与教师教学的重要内容和手段，是落实学科课程标准的重要介质。时代在前进，教材的建设也将持续发展，教材编写工作是无止境的。我们热切期待《英语》（新标准）高中教材得到业内专家持续指正，在未来的实践中亦将广泛征求使用者的意见，使之更加完善，适应我国高中英语教育的不断发展，为学生继续学习英语和终身发展打下良好基础，为培养具有中国情怀、国际视野和跨文化沟通能力的社会主义建设者和接班人做出应有的贡献。

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