



普通高中教科书

英语

选择性必修

第三册



外语教学与研究出版社

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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 Face values	Video: Peking Opera masks	It's all about me!	Subject clauses	Skin deep <i>Functions:</i> •Defining a topic •Presenting ideas •Concluding
Project: Adapting a book for the stage P73				
2 P13 A life's work	Video: Cook Ding and the ox	Life behind the lens	Predicative clauses	The spirit of craftsmanship <i>Functions:</i> •Giving reasons •Checking knowledge
Project: Creating a directory of traditional crafts P74				
3 P25 War and peace	Video: The war to end all wars?	The D-Day landings	Subject-verb agreement (1)	The road to peace <i>Functions:</i> •Expressing sympathy •Talking about memories
Project: Giving a speech about war and peace P75				
4 P37 A glimpse of the future	Video: Future or fantasy?	Artificial intelligence: a real threat?	Subject-verb agreement (2)	The world of tomorrow <i>Functions:</i> •Expressing excitement •Asking for confirmation
Project: Making a poster about a city of the future P76				
5 P49 Learning from nature	Video: Lessons from nature	Nature in architecture	Review: non-finite forms as subject, object and predicative	Inspiration from animals <i>Functions:</i> •Talking about benefits •Showing interest
Project: Making a short video on inspiration from nature P77				
6 P61 Nature in words	Video: Nature in literature	First snow (adaptation)	Review: non-finite forms as attributive, adverbial and complement	Describing nature <i>Functions:</i> •Giving examples •Giving explanations
Project: Giving a literary reading on nature P78				
Appendices Learning aid P81 Words and expressions P111 Vocabulary P119 Names and places P128				

	Developing ideas		Presenting ideas
	Reading	Writing	
	<p>The Hunchback of Notre-Dame (adaptation)</p> <p><i>Learning to learn:</i> Comparing and contrasting characters in a narrative</p>	<p>Writing about a literary work</p>	<p>Recommending “the most beautiful person you know”</p>
	<p>Masters of time</p> <p>Video: The Forbidden City</p>	<p>Writing an expository essay</p> <p><i>Learning to learn:</i> Expository essays</p>	<p>Debating whether or not one should devote one’s life to one thing</p>
	<p>Lianda: a place of passion, belief and commitment</p> <p><i>Learning to learn:</i> Similes and metaphors</p>	<p>Writing about a war hero</p>	<p>Giving a presentation on a war-related topic</p>
	<p>A boy’s best friend (excerpts)</p> <p>Video: Isaac Asimov and the Three Laws of Robotics</p> <p><i>Learning to learn:</i> Foreshadowing</p>	<p>Continuing a sci-fi story</p>	<p>Describing an ideal day in the future</p>
	<p>Back to nature</p> <p><i>Learning to learn:</i> Comparative essays</p>	<p>Writing about a lesson from nature</p> <p><i>Learning to learn:</i> Extended metaphors</p>	<p>Making a speech on the topic “Nature is our best teacher”</p>
	<p>Silent spring</p>	<p>Writing a poem about nature</p> <p><i>Learning to learn:</i> Features of English poetry</p>	<p>Planning a book about nature</p>

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！

1

Face values

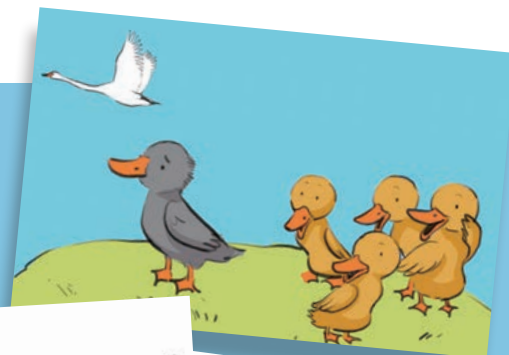
Starting out

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

- 1 How many kinds of Peking Opera masks are mentioned in the video? What do they represent?
- 2 Which Peking Opera mask most suits your personality? Why?

2 Look at the pictures and answer the questions.

- 1 What can you see in the three pictures?
- 2 What does each of the pictures tell you about the characters?
- 3 What can you learn from the pictures?



1 Read the facts about how satisfied people around the world are with their personal looks and answer the questions.

- Over half of people are fairly satisfied or completely satisfied with their appearances.
- Teenagers are almost as satisfied with their looks as older generations.
- Men and women are almost equal in terms of how satisfied they are.
- People in Latin American countries are the happiest with their looks.
- Japanese people are the most self-critical, with over one in ten “not at all satisfied”.



- 1 Do you find any of the facts surprising? Why?
- 2 Do you think one's appearance is important? Why?

2 Read the passage and find out what attitude each person has towards their looks.

It's all about ME!

“Me”. It's a small word with big meaning, and that meaning is as individual to each of us as the way we look. Through interviews, I was able to discover what “me” means to other people, and how they have learnt to appreciate the beauty in themselves.

Psychologist, Dr Hart

Jade, 24, accounting manager

- 1 As a song in *Ugly Betty* puts it, “It's a pretty person's world”. I understand this more than most, as I have always been plain-looking. I'm a girl who'd love to look good. Well, who wouldn't? So, ever since I discovered selfie apps that could remove my freckles, enlarge my eyes and even slim my jawline, I have become addicted. I spend hours every day editing my selfies, posting them and eagerly checking my phone a hundred times for comments. Each “like” boosts my confidence. Dad thinks I am a narcissist, but what I say is that my pictures aren't hurting anyone, so who cares?

Dr Hart says:

- 2 Obsessive online photo editing indicates a lack of self-confidence and a desire for attention. However, the image Jade presents to obtain the praise of others is false. People who pretend to be someone they are not tend to misjudge themselves.



Anthony, 21, college student

- 3 I never really cared about my appearance. That's why I could never understand my sister, who has 17 lipsticks and can't decide which one to use every morning. I only used to have five identical pairs of trousers and five identical shirts. When I first moved into my dormitory at college, this made my roommates quite confused as they saw me in the same clothes day after day. Last month they registered me for a TV programme, *A New You*. It felt bizarre at first. I didn't like being reviewed from head to toe. But I was surprised at how good I looked after the makeover! For the first time in my life I saw myself as a handsome and well-presented young man. At that moment, I perceived that external beauty isn't totally worthless. It can be an expression of our personalities, helping us make a good and positive impression on others.

Dr Hart says:

- 4 It's true that inner beauty is very important, but external beauty shouldn't be completely overlooked. It plays a part in the image we present to the world, and making an effort with your appearance can leave a positive first impression on others and boost your confidence.

Emma, 17, senior high school student

- 5 Ever since I was little, I've been larger than other girls. For a long time, this really bothered me. People would stare at me because I was "big" and I hated the way I looked. My anxiety drove me to try every means possible to lose weight, including dieting and weight-loss pills, but this brought me nothing but pain and poor health. Everything changed when one day I came across the success story of a plus-size model, Tess Holliday. Although she's larger than most other models, she's really attractive and has the confidence to be herself – even in an industry full of beauty stereotypes. Her story changed my ideas about what it means to be beautiful. I realised that my health, mental and physical, is the most important thing. Now I exercise a couple of times a week but just to keep fit. I mean, isn't it better that I'm large and happy, instead of skinny and unhealthy?

Dr Hart says:

- 6 I completely agree with Emma – being healthy is beautiful, and we should wear that beauty with confidence. What I really admire is the way she has acknowledged that good health not only makes us more beautiful, but happier, too!

3 Choose the purpose of the passage and give your reasons.

- 1 To persuade people to edit their photos less.
- 2 To prove that external beauty is not the most important thing.
- 3 To show the true meaning of beauty.
- 4 To warn readers about the physical dangers of losing weight.

4 Organise information from the passage and complete the diagram.

It's all about ME!



Jade

Statements:

- I want to ¹ _____.
- I have become ² _____.
- The positive comments ³ _____.

Dr Hart's comment:

⁴ _____



Anthony

Statements:

- I was surprised at ⁵ _____.
- I perceived that ⁶ _____.

Dr Hart's comment:

⁷ _____



Emma

Statements:

- My attempts to lose weight brought me ⁸ _____.
- A plus-size model ⁹ _____.
- I realised that ¹⁰ _____.

Dr Hart's comment:

¹¹ _____

Now talk about which story or comment makes the greatest impression on you and give your reasons.

- 1 Do you agree that "It's a pretty person's world"? Why?
- 2 Has your understanding of the importance of appearance changed after reading the passage? Why?
- 3 In addition to those methods mentioned in the passage, what other ways do you think can make you become a better person?
- 4 Have you encountered any difficulties in understanding the main idea of this passage? Share them with the class and ask for advice.

Think & Share

Subject clauses

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

- a ... **what I say** is that my pictures aren't hurting anyone, so who cares?
 b "**That my pictures aren't hurting** anyone is what I say, so who cares?"

 c It's true **that inner beauty is very important**...
 d **That inner beauty is very important** is true...

- 1 What is the role of the words in bold in each sentence?
- 2 In sentence (a), what does "what" refer to?
- 3 What does "it" refer to in sentence (c)?
- 4 Why does the author choose to use sentences (a) and (c) instead of sentences (b) and (d)?

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

- 2 Read the passage and choose the correct words.

It is a well-known fact **that / what** the faces some people show to the world might be completely different to their real personalities. For instance, most comedians never cease to have smiles on their faces and always sound cheerful because that's the nature of their work. From this, it's impossible to know **what / where** their true feelings are. Smiles imply happiness, but remember – although they might be laughing on the outside, they might be weeping on the inside. **That / How** others are feeling is not something that we should make assumptions about, because it's not always obvious who is truly happy. **What / That** is certain is that comedians often use comedy to help them understand themselves and the world. In fact, comedy is a very serious job indeed!

- 3 Write an introduction to Ma Xu based on the profile. Use three or four subject clauses in your introduction.




Ma Xu

- Ma Xu became a military doctor in 1947. She applied to become a paratrooper in 1961, but her first application failed because there were no female paratroopers at that time. Ma was only 1.53 metres tall and weighed just 37.5 kg. But she learnt to parachute by training hard in secret. After Ma proved that she could jump as well as anyone else, her application was successful.
- Ma is China's first female paratrooper. She completed over 140 parachute jumps over a period of 20 years – the most of any female paratrooper. She also set a national record as the oldest enlisted woman to do a parachute jump, at the age of 51.
- In 2018, Ma donated her entire life savings to her home town in Mulan County. This donation was to support local education and public welfare.

Ma Xu is a famous paratrooper. What impress me most are her courage, skill and determination...

- 4 Think of another famous person and give an introduction to the class. Use three or four subject clauses in the introduction.

Skin deep

 **5** Listen to the speech. Choose the title that best describes the topic and give your reasons.

- 1 How to Hide Scars
- 2 Our True Self Lies Within
- 3 The Life Story of Dr Kleck
- 4 The Psychology of Sadness

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

The Scar Experiment

Basic facts

The researcher: Dr Robert Kleck

Year: ¹ _____

The procedure:

- ² _____ was drawn on each volunteer's face using Hollywood-style make-up.
- Dr Kleck showed the scars to the volunteers.
- He ³ _____ the scars without the volunteers' knowing it.
- The volunteers went outside and noted how people ⁴ _____.
- They thought that people were ruder to them, and less kind. They thought people ⁵ _____ the scars.

Findings

- The volunteers ⁶ _____ others' behaviour towards them.
- Who we are is in our heads, not ⁷ _____.
- If people choose to feel ⁸ _____, they will actually feel that way.

Now give a short introduction to the experiment using the information in the fact sheet.

7 Complete the boxes with the expressions from the speech.

- Today, I'm going to talk about...
- The subject of this speech is...
- First / Next / Then...
- After that, ...
- As you can see, ...
- To sum up, ...

Defining a topic

Presenting ideas

Concluding

8 Work in pairs and discuss the questions.

- 1 What can you learn from the Scar Experiment?
- 2 Does your appearance influence how you feel inside?



a Jane Eyre



b Cowardly Lion



c Harry Potter



d Monkey King



9 Read the descriptions and match them to the characters from literature. Pay attention to the words in bold.

☐ 1 He is able to transform into various animals and objects. People often regard him as **frightful** or **monstrous**, but in fact he is **just** and **righteous**. When there's danger, he never hesitates to protect others.

☐ 2 She is **small** and her face is **plain**. Despite a difficult childhood, she grows up to be an **independent**, **determined** and **generous** young woman. She remains true to herself and never loses hope, faith or dignity in her search for love and happiness.

☐ 3 He has the outward appearance of the King of the Beasts, but he has a **timid** and **sensitive** character, which causes him to believe he is a coward. However, he performs brave actions even when he feels afraid, proving that he is in fact a **courageous** individual.

☐ 4 He is a **thin** and **bookish** boy with untidy dark hair. He doesn't appear to be particularly **tough** and sometimes looks as if he lacks confidence. In reality, he is **brave** and **loyal**, and always ready for a dangerous challenge when it is necessary to do the right thing.

10 Put the words in bold in Activity 9 into the boxes. Add any more you can think of.

Appearance

Personality

--	--

11 Choose a character from literature and prepare a speech. Talk about the character's appearance and personality. Work in pairs and make the speech to each other.

Now give feedback and talk about whether you have used the words in this section properly in your speech.

- 1** Read the short introduction to Victor Hugo and answer the questions.



Born in France in 1802, Victor Hugo was a novelist, poet and playwright and was part of the Romantic Movement. Regarded as one of France's greatest writers, he is celebrated as the "Shakespeare of France".

Hugo first found fame, as a poet, when he was about 20 years old. Less than ten years later, he published one of his best-known works, *The Hunchback of Notre-Dame*. It was immediately a huge success and is now considered a key work of Romanticism. It remains one of his most popular works today.

- 1 Why do you think Victor Hugo is known as the "Shakespeare of France"?
- 2 What do you know about Romanticism? Do some research to find out more about it.

- 2** Read the passage and find out why Quasimodo rescued Esmeralda.

Published in 1831, The Hunchback of Notre-Dame tells a tragic story of events in Paris. Esmeralda's beauty means that many men fall in love with her. One such man sends the hunchback Quasimodo to kidnap Esmeralda. But Quasimodo fails and is captured and tortured in public. Esmeralda hears his call for water, and steps forwards out of mercy. She offers Quasimodo a drink of water, which saves him and also captures his heart. When Esmeralda is later sentenced to death for a crime she did not commit, Quasimodo rescues her from an angry crowd outside the Notre-Dame Cathedral. Esmeralda is safe from execution as long as she stays inside the cathedral...

- 1 Esmeralda and Quasimodo were still for several moments, as they considered their predicament in silence, she so graceful, he so repulsive. Every moment Esmeralda discovered some fresh defect in Quasimodo, as her glance travelled from his knock knees to his hunched back, from his hunched back to his single eye. How anyone could be formed in such a way was beyond her comprehension. Yet there was so much melancholy and so much gentleness spread over all this that she gradually adjusted to it.
- 2 He was the first to break the silence. "So you were telling me to return?"
- 3 She moved her head, and said, "Yes."
- 4 He understood the motion of the head. "But!" he said, as though hesitating whether to finish, "I am – I am deaf."
- 5 "Poor wretch!" exclaimed Esmeralda, with an expression of heartfelt compassion.
- 6 He began to smile sadly.



The Hunchback of Notre-Dame

- 7 “You suppose that was all that I was missing, do you not? Yes, I am deaf, that is the way I am made. It is horrible, is it not, next to your exquisite beauty!”
- 8 There lay in the accents of the unfortunate man so significant an awareness of his sadness that she had not the strength to utter a syllable. In any case, he would not have heard her. He continued:
- 9 “Never have I viewed my ugliness as at the present moment. When I compare myself to you, I feel an immense pity for myself, poor unfortunate monster that I am! Be honest, to you I must resemble some savage creature. You, you are a ray of sunshine, a drop of dew, a birdsong, whilst I am something terrible, neither human nor beast. I don’t know what I am, as I am coarser, more downtrodden, and plainer than a pebble!”
- 10 Then he began to laugh, and that laugh was the most heartbreaking sound in the world. He continued:
- 11 “Yes, I am deaf, but you shall talk to me with your hands as my master talks to me, and then I shall quickly know your wishes from the movement of your lips, from your expression.”
- 12 “Well!” she smiled, “Explain to me why you rescued me.”
- 13 He watched her intently while she was speaking.
- 14 “I understand,” he replied. “You ask me why I rescued you. You have forgotten an unfortunate person who attempted to kidnap you one night, this same person to whom you showed kindness when he was being punished. A drop of water and a little pity – that is more than I can repay with my life. You have forgotten that unfortunate soul, but he remembers it.”
- 15 She listened to him with profound tenderness. A tear swam in the eye of Quasimodo, but did not fall. He seemed to make it a point of honour to keep it at bay.
- (Adaptation from The Hunchback of Notre-Dame by Victor Hugo)

- 3** Underline the sentences that describe Esmeralda and Quasimodo's appearances and feelings. Write a short paragraph to describe how Esmeralda and Quasimodo see each other.

Esmeralda in Quasimodo's eyes

Quasimodo in Esmeralda's eyes

Now work in pairs. Read the passage again and find out how Esmeralda's feelings towards Quasimodo changed. Share your answers with your partner.

□ Learning to learn

When comparing and contrasting characters in a narrative, consider their appearance, actions, and motives. Appearance in literature usually has meaning; a character's beauty and ugliness is not accidental, as it is in real life. It is also very important to consider how each character changes over time, that is, to compare each character to earlier versions of themselves.

Think & Share

- 1 What does the sentence "A tear swam in the eye of Quasimodo, but did not fall" tell us about Quasimodo's personality?
- 2 In what different ways do the two reading passages in this unit raise our awareness of physical appearance and personal qualities?
- 3 What difficulties might people like Quasimodo face in the real world? How should people treat them?
- 4 Predict what happens next. Share your ideas with the class. Read the novel and check your prediction.

- 4** Work in groups. Give a talk about the character in the passage that makes the greatest impression on you.

- 1 Organise your ideas by considering the questions.
 - What is the character like?
 - Has he / she experienced any emotional changes? If so, what changes are they?
 - What can you learn from him / her?
- 2 Present your ideas in your group.
- 3 Collect all your group's ideas and present them to the class.

Now think about whether you can express yourself clearly or understand others in the group talk, and what your strengths or weaknesses are, compared to those of the others in your group.

Writing about a literary work

5 Read the introduction to the novel and answer the questions.

The Picture of Dorian Gray



This book by Oscar Wilde tells the story of Dorian Gray, a very handsome young man who spends his life only concerned with his own pleasure, regardless of the suffering he brings to others.

The story starts with young Dorian having his portrait painted. His friend Lord Wotton talks about beauty and pleasure being the only important things in life. Fascinated by his words, Dorian wishes he could remain young and good-looking always, with his portrait growing old instead of him.

Soon afterwards, Dorian is surprised to find his wish has come true, after he meets Sybil, an innocent actress who falls in love with him. Dorian heartlessly abandons her just because she performs poorly one night. When he learns that Sybil has

killed herself, Dorian finds his face in the painting has taken on a cruel look.

He hides the painting away so that no one else may see it. For the next 18 years, Dorian engages in various evil deeds, even murdering the painter of the portrait. But he never feels guilty about the harm he is doing. His portrait ages and reveals his inner ugliness. One day, he suddenly comes to be fearful of his past crimes and wants to start a new life. But his portrait remains the same and reminds him of everything he has done. Feeling desperate, he tries to destroy the portrait with a knife, but it is he who is killed. His body is discovered, old and awful, while his portrait is young and handsome once again.

In the story, what matters most to Dorian Gray is that he is good-looking, not that he has a good heart. He sacrifices his true self in pursuit of physical beauty and pleasure, which leads to his destruction in the end.

- 1 What kind of person is Dorian Gray?
- 2 What message do you think the novel conveys?

6 Choose another literary work with a focus on physical appearances and personal qualities, such as *The Hunchback of Notre-Dame*, and complete the notes.

- General introduction: _____
- Plot: _____
- Central theme(s): _____

Now write about this literary work based on your notes.

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

Presenting ideas ▴

- 1 Work in groups. Read the quote and discuss the questions.



A human being should be entirely beautiful: the face, the clothes, the mind, the thoughts.

From Uncle Vanya by Anton Pavlovich Chekhov

- 1 What is your understanding of the quote?
- 2 What is your definition of "true beauty"?
- 3 What qualities should a "beautiful person" have?

- 2 Think of someone you want to recommend as "the most beautiful person you know". Choose someone you know and complete the table.

Name	
Description of him / her	Appearance:
	Personality:
Reasons to recommend him / her	

- 3 Work in groups. Discuss who is "the most beautiful person you know" and agree on the best candidate. Use the information in Activity 2 to help you.
- 4 Prepare a short presentation. Consider the following:
- 1 the structure of your presentation
 - 2 useful words, expressions and structures
- 5 Give your presentation and recommend your candidate to the class. Vote for the best presentation.

Reflection ▴

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

- 1 What is your understanding of true beauty?
- 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

A life's work

Starting out

1 Watch the video and answer the questions.

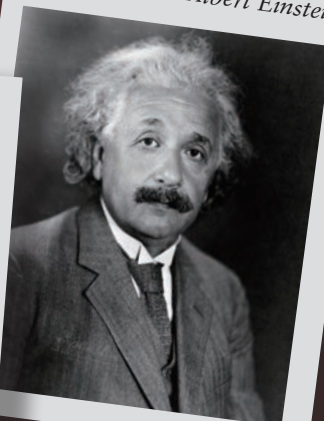
- 1 How did Cook Ding compare himself to other cooks?
- 2 What lesson did Lord Wenhui learn from Cook Ding?

2 Read the quotes and answer the questions.

- 1 What is your understanding of these quotes? Pay special attention to "the price of success", "stay with problems longer" and "a mere reed shaken in the wind".
- 2 What qualities does each of these quotes convey?
- 3 Which of these quotes is the most meaningful to you? Give your reasons.

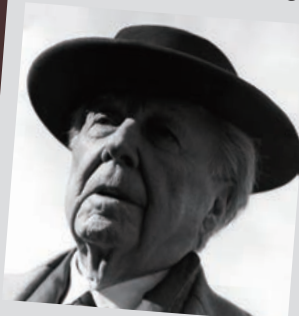
It's not that I'm so smart,
it's just that I stay with
problems longer.

Albert Einstein



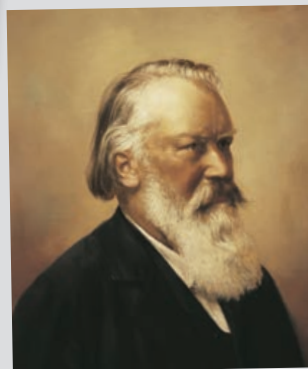
I know the price of
success: dedication,
hard work, and an
unremitting devotion to
the things you want to
see happen.

Frank Lloyd Wright



Without craftsmanship,
inspiration is a mere reed
shaken in the wind.

Johannes Brahms



- 1 Look at the photos and answer the questions.



- 1 What differences are there between these two photographers?
- 2 What do you think they each want to show through their works?
- 3 What does the first picture tell you about the photographer?

Now read the passage and check your answers.

Life Behind the Lens

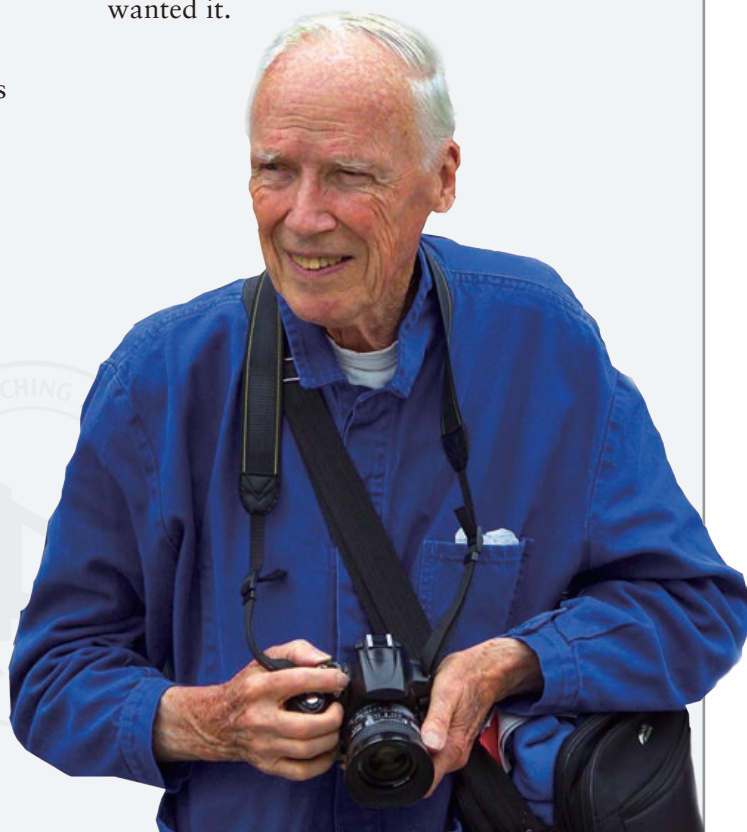
- 1 A white-haired old man riding an ordinary bicycle around the streets of New York, always wearing the same blue worker's jacket and simple black running shoes. If you saw him, you'd never think there was anything remarkable about him. And yet every member of New York's wealthy high society wanted nothing more than to pose for this man.
- 2 This ordinary-looking man was Bill Cunningham, one of the most important American photographers of the last 50 years.
- 3 What made Cunningham so great? It certainly wasn't the use of expensive, technologically-advanced equipment. Cunningham always used simple, relatively cheap cameras and took all his pictures on the streets of New York, not in a studio. Nor was it a wide range of contacts and connections. Although he always knew where fashionable parties and events were happening, Cunningham liked to photograph ordinary people in the poor Bronx as much as VIPs in rich Manhattan. He found inspiration where others could not, in simple, everyday scenes, such as a

man buying oranges at the local grocery store, or a woman riding home on the graffiti-covered subway. These things were real, and it was within their reality that Cunningham saw both beauty and potential. Through his fascination with what people were wearing, and not who they were, he opened the doors of fashion to everyone – fashion as he saw it belonged to the people, not just to high society and big brands.

- 4 Moreover, what made Cunningham great was his devotion to photography, and the hours and hours of sheer hard work he put into his work. Cunningham would go out onto the streets of New York each and every day, regardless of the weather. He would even stay outside in a storm, not coming back until he knew he had the right photos. He hardly ever took a day off and not once stayed home sick. This devotion and hard work is what we see reflected within his photos. This is what makes them so special.
- 5 Although he was a world-famous fashion photographer, Cunningham's approach to life was uncomplicated. He lived in a small apartment with a shared washroom. A simple restaurant was where he usually had the same meal of sausages, eggs and coffee.
- 6 Cunningham never accepted the benefits offered to him for being a fashion photographer. He valued his integrity and would not be bought by anyone, no matter how many free clothes or flights to faraway destinations he was offered. And if he went to a celebrity party, he was there to work rather

than have fun. "Money's the cheapest thing," he once said, then added: "... freedom is the most expensive." This lack of self-interest and promotion kept Cunningham focused on his craft, enabling him to capture New York's unique street style.

- 7 Cunningham's passion for photography lasted throughout his life. He was 87 when he passed away, and had been working right up until his last illness. Nothing ever stopped him from getting the photo he wanted. His hard work made him more than a fashion photographer – he was a "cultural anthropologist", who we can thank for recording the life of a whole city and its people over half a century. Bill Cunningham was an observer, and not one of the observed, a worker not a star – and this was how he wanted it.



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

- 1 Social Butterfly
- 2 Art and Devotion
- 3 Follower of Fashion
- 4 A Life in Photographs

3 Organise information from the passage and complete the diagram.



Bill Cunningham

Beliefs about fashion

- Fashion is not restricted to ¹ _____.
- It belongs to ² _____.
- It is about what people are wearing, not ³ _____.

Devotion to photography

- Regardless of the weather, he would ⁴ _____.
- He wouldn't come back until ⁵ _____.
- He hardly ever ⁶ _____.

Life philosophy

- He lived in ⁷ _____.
- He ate ⁸ _____.
- He never accepted ⁹ _____ and valued ¹⁰ _____.

Now come up with five words or expressions to describe Bill Cunningham. Give your reasons.

- 1 What is your understanding of Bill Cunningham's words "Money's the cheapest thing"?
- 2 Why is Bill Cunningham called a "cultural anthropologist"?
- 3 What can you learn from Bill Cunningham? Share your thoughts with the class.
- 4 What text types have you learnt about to help you describe people? If you were to write about Bill Cunningham, which would you choose?

Think & Share


Predicative clauses

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

- a This is **what makes them so special**.
b A simple restaurant was **where he usually had the same meal of sausages, eggs and coffee**.

- 1 What form does the predicative take in sentences (a) and (b)?
- 2 Why is "what" used in sentence (a) and "where" used in sentence (b)?
- 3 What other words do you know that can lead a predicative clause?

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

-  2 Listen to the story of Ruth Bancroft and complete the sentences with predicative clauses. Listen again if necessary.

- 1 One reason why the garden is unique is _____.
- 2 Another reason for its uniqueness is _____.
- 3 The drought-resistant plants with thick, fleshy leaves became _____.
- 4 Although Walnut Creek was not _____, Ruth managed to grow them by much trial and error.
- 5 It seemed _____.

- 3 Rewrite the underlined sentences using predicative clauses.

Mei Lanfang (1894–1961)

Mei Lanfang was born into a family of Peking and Kunqu Opera performers in 1894. At the age of eight, he started training in Peking Opera on a daily basis. When he was 17, he kept a flock of pigeons and trained them to fly high. Every day Mei watched them as they flew, which helped him to develop the expressive eye movements that were so crucial to his art. His hard work and dedication made him a leading artist in Peking Opera.


Mei was also an innovator. In addition to new stage designs and singing styles, his innovations in make-up and costume design allowed for more vivid depictions of female characters. This contributed greatly to the development of Peking Opera.



Until he passed away in 1961, Mei had been performing and encouraging the spread of Peking Opera for almost 60 years. This lifelong devotion has made him one of the most celebrated Peking Opera artists of all time.

- 4 Think of another artist and write about their devotion to their art. Use predicative clauses where appropriate.

The spirit of craftsmanship

 **5** Listen to the radio programme and choose its purpose.

- 1 To introduce famous traditional crafts to the audience.
- 2 To raise the audience's awareness of preserving traditional crafts.
- 3 To replace traditional crafts with modern technology.
- 4 To tell the stories of some famous craftworkers.

 **6** Listen again and complete the table.

Traditional crafts	<ul style="list-style-type: none"> • Clog making • ¹ _____
Reasons for their dying out	<ul style="list-style-type: none"> • ² _____ has fallen. • Substitutes are ³ _____ and much cheaper, while the cost of ⁴ _____ for craftworkers is high. • The younger generation is ⁵ _____, which can take years to master.

Now work in pairs. Talk about how to keep traditional crafts from dying out.

7 Complete the boxes with the expressions from the radio programme.

- What do you know about...?
- Did you know that...?
- One reason is simply that...
- Another factor is that...

Giving reasons

Checking knowledge

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8 Read the passage and answer the questions.



Traditional crafts have long been disappearing from countries across the world. With many crafts having been, or about to be, lost forever, people are beginning to grasp the importance of preserving those that remain. In fact, after a long period of decline, traditional crafts have recently undergone a renaissance. There is greater public interest in old stories and traditions, as well as a desire for high-quality products. Such objects are produced through a combination of skill, respect for materials, devotion to tradition, and focus on the task. Craftsmanship speaks to the human need for skilled and socially useful work; the sort of work that can be admired and valued by society.

- 1 What is currently happening to traditional crafts?
- 2 Why are people starting to engage more with traditional crafts?

- 9 Read the passage and answer the questions. Pay attention to the words and expressions in bold.



Deng Jiaxian



Yu Min



Qian Xuesen

In October 1964, China exploded its first atomic bomb, marking a successful start of the “two bombs, one satellite” project, in which more than 17,000 scientists and researchers participated. Of those, 23 were awarded for their extraordinary contributions.

One of the 23 scientists was Deng Jiaxian, who was among the founders of China’s nuclear programme. After coming back from the US, Deng devoted himself whole-heartedly to the development of the “two bombs”. Spending years apart from his family and enduring the extreme conditions of the Gobi desert, he **refused to back down** from his responsibilities and **kept on** conducting scientific research. After the successful development of the atomic bomb, he worked closely with Yu Min, another leading scientist at the cutting edge of nuclear technology. Together, they **thought outside the box** and **broke new ground**, **leading to the breakthrough** of the hydrogen bomb. This was a remarkable achievement by the Chinese team of scientists, in such a short space of time.

Another respected scientist among the 23 award-winners was Qian Xuesen, who **was experienced in** rocketry and **highly accomplished** in his field. He had been working in the United States, where **his crack hand at** jet propulsion had **won him acclaim**. However, he **sought no fame** and **shunned the spotlight**, returning to China **with great resolution**. He played a key role in China’s missile and aviation programmes, helping fast-track the development by decades.

The 23 scientists and many more like them overcame harsh conditions and **dedicated much of their lives to** their work. Their expertise in science, perseverance, integrity and innovation have inspired generations of scientific researchers to work towards a more powerful and prosperous China.

- 1 What were the 23 scientists honoured for?
- 2 What challenges did they meet? How did they overcome them?

- 10 Put the expressions that show different qualities in Activity 9 into the boxes. Add any more you can think of.

Perseverance

Integrity


Innovation

Expertise

--	--	--	--

- 11 Work in pairs. Talk about other people who show the spirit of craftsmanship using the words and expressions in this section. Do further research if necessary.

Now comment on each other’s performances in using the words and expressions in this section.

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

- 1 Who was the Forbidden City built for?
- 2 When did it become home to the Palace Museum?
- 3 How many works of art are there in the Palace Museum?
- 4 What do you think makes the Palace Museum unique in the world?

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

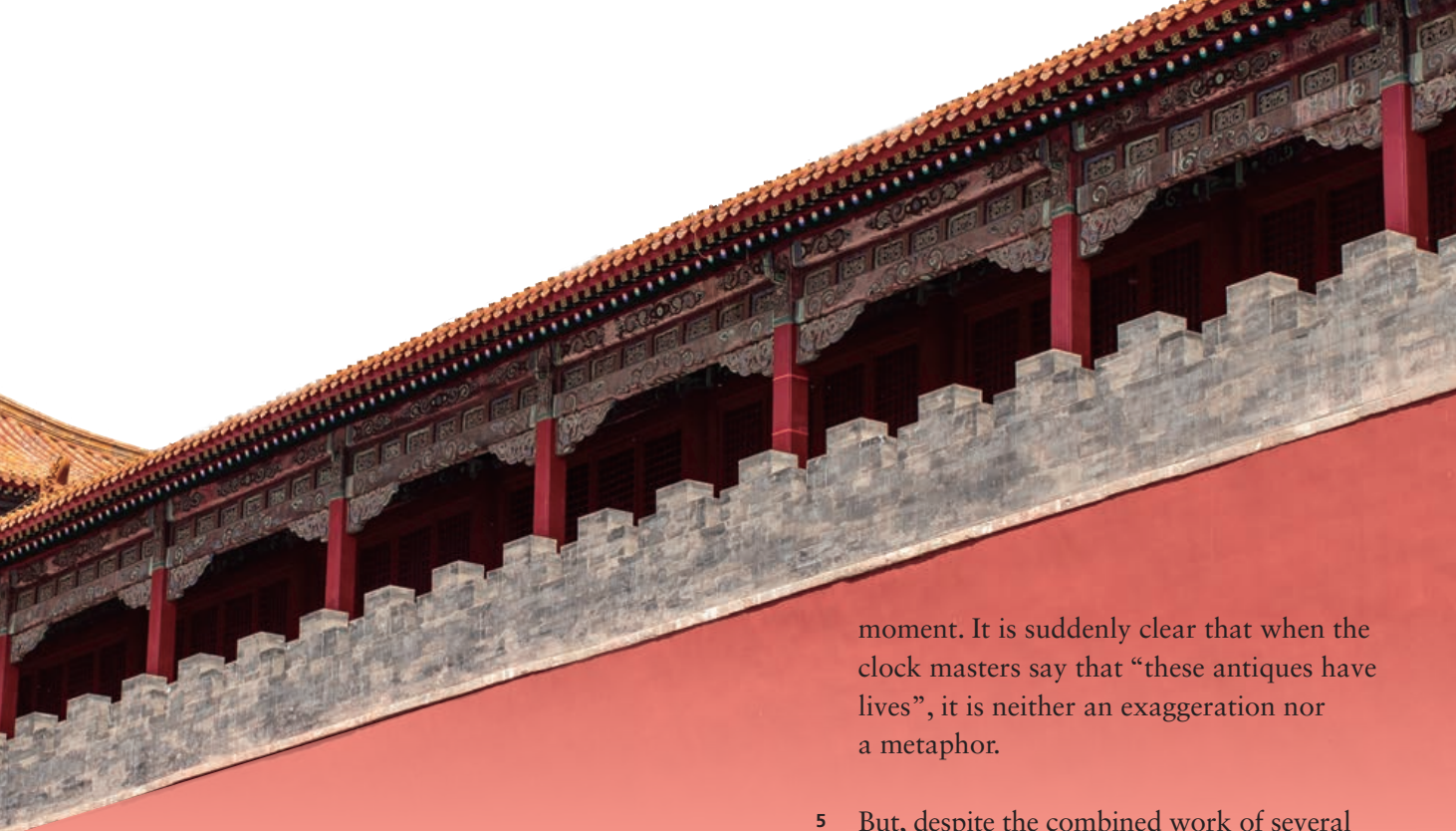
Now read the passage and check your prediction.

MASTERS OF TIME



- 1 In the quiet courtyards of Xi San Suo, behind the high walls of the Forbidden City, time ticks at its own pace. If it hadn't been for a three-episode documentary, outsiders would never have known that the plainly-dressed people working here are masters of their craft, who have spent their lives restoring precious antiques. Among these is the clock restoration master, Wang Jin.
- 2 Walking through the seven crimson gates towards his workplace, Wang Jin still regards himself as an ordinary worker in the Palace Museum, although now he is often stopped by admirers wanting their photo taken with him. Day in, day out, Mr Wang and his students spend their time restoring clocks dating back hundreds of years. But for quite some time, he and his student Qi Haonan used to be the only two people repairing timepieces in the Palace Museum.





- 3 Qing emperors were very fond of clocks. Therefore, in order to please them, foreign envoys presented these emperors with the most intricate and splendid timepieces. Today, the Palace Museum has one of the most significant collections of timepieces in the world, mainly originating from Europe and China. With objects ranging from small pocket watches to clocks over one metre in height, each of these requires its own unique method of restoration. Given the complexity of the work and the lack of necessary materials, this means that each expert can work on a maximum of two large pieces a year. But, through their painstaking efforts, Mr Wang and his students do more than repair the clocks – they bring them back to life.
- 4 The only sound to break the silence in Wang Jin's workshop is the chiming melody of the repaired and polished clocks. To Wang Jin it is the most beautiful music in the world. Now, after eight months of endless adjustments, the time has finally come for Mr Wang to wind up the gigantic clocks that date back to the time of Emperor Qianlong. The intricately fashioned objects that have stood still for centuries instantly come back to life: water flows, boats sail, dogs bark, chickens flap their wings and a woman starts to spin. It is a truly awe-inspiring moment. It is suddenly clear that when the clock masters say that “these antiques have lives”, it is neither an exaggeration nor a metaphor.
- 5 But, despite the combined work of several generations of masters, it seems unlikely that the restoration of the clocks will ever be complete. Even if every clock in the Palace Museum were restored, there would still be work to do, because restoration would probably need to begin again on the clocks that were repaired long ago. This is a race against time that can never be won! Nonetheless, Mr Wang remains optimistic about the future of these timepieces. Following in the footsteps of his own teacher all those years ago, Mr Wang has now passed on his skills to the new members, who will take on many of the future repairs. What's more, inspired to follow in his father's footsteps, Mr Wang's son now has also taken up repairing antique clocks. This new generation of artisans will not only help preserve traditional skills; the innovation they bring to the craft will also ensure that the art of clock repairing stands the test of time.
- 6 In today's fast-paced world, the saying that “time waits for no man” has never seemed more apt. Yet inside the hidden courtyards of Xi San Suo, there is something timeless about the way Mr Wang and his colleagues sedately piece together the past with skilful hands and modest hearts. It is as if they have become one with their craft and with the history of the country.

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

- ☐ a Why is Wang Jin optimistic about the future of the timepieces in the Palace Museum?
- ☐ b Why is it painstaking for Wang Jin and his students to repair the collection of timepieces in the Palace Museum?
- ☐ c What has been done to the clocks that date back to the time of Emperor Qianlong?
- ☐ d Who is Wang Jin and where does he work?
- ☐ e What qualities do Wang Jin and his colleagues display in their work?
- ☐ f What was special about Wang Jin and his student Qi Haonan?

Think & Share

- 1 What is your understanding of the title, "Masters of Time"? What figure of speech does the author use?
- 2 What is your understanding of the sentence, "This is a race against time that can never be won"? Do you agree with this? Give your reasons.
- 3 What do Bill Cunningham and Wang Jin in the two reading passages in this unit have in common?
- 4 What can you do to help to pass on traditional skills and the spirit of craftsmanship?

4 Work in groups. Give a speech about the spirit of craftsmanship in the Palace Museum.

- 1 Think about other masters in the Palace Museum. Then discuss the questions within your group to prepare for your speech. Do further research if necessary.
 - Who are the masters?
 - What fields do they work in?
 - What specific examples can you give of their work?
 - What aspects of the spirit of craftsmanship are demonstrated through their work?
 - How can you develop and display such spirit in daily life?
- 2 Organise your speech by completing the table.

Aspects of the spirit of craftsmanship	
Supporting examples	
Conclusion	

- 3 Give your speech to the class.

Now think about your performance in the speech. Vote for the most convincing speech and ask the speaker to share some public speaking skills.

Writing an expository essay

5 Read the passage and answer the questions.

What do the Summer Palace, Yuanmingyuan and the Chengde Mountain Resort all have in common? These Qing-dynasty architectural marvels, along with many others, were all built by members of the same family – the Lei family.

For seven generations, the Lei family quietly dominated imperial architecture. Their designs were admirable, varying from grand buildings to public works, such as roads and dams. So incredible was their skill that many of their buildings survived earthquakes and remained standing over hundreds of years.

The Lei family were also pioneering engineers, who used a grid system to plan their projects in minute detail. They took careful notes and made models of their projects, many of which have survived to this day and are registered as part of UNESCO's Memory of the World Programme.

In addition to their architectural achievements, the Lei family showed diligence and humility. Each generation conscientiously learnt their craft and undertook ambitious projects, many of which took years to complete. Yet they did not seek fame, and even today, their great works are associated more with the imperial court than with them.

With their remarkable skills, innovation, diligence and humility, the Lei family leave behind their buildings and the legacy that true craftwork is a treasure that can last beyond a lifetime.

- 1 What is the passage about?
- 2 What qualities of the Lei family are mentioned? Find examples in the passage to support your answers.
- 3 What is the conclusion of the passage?

6 Choose one person who demonstrates the spirit of craftsmanship and complete the notes. Do further research if necessary.

Person: _____

Qualities: _____

Examples: _____

Conclusion: _____

Now write an expository essay.

☐ Learning to learn

An expository essay contains a fair and balanced analysis of an event, a situation or an idea. It commonly begins by clearly stating what it aims to explain or analyse. The main body comprises paragraphs with supporting evidence and facts. It concludes by reviewing the main theme of the essay in light of all the evidence that has been presented.

7 Work in pairs. Make improvements to each other's essays and share them with the class. Consider how well you have understood how to write expository essays.

Presenting ideas ▴

- 1 Read the two points of view and answer the questions.

James



I can't understand why some people spend their whole life doing just one thing. I know these activities require time and effort to do, but I'd rather try as many different things as possible. I don't want to regret things when I'm old!

VS



Ivy

I admire those people who devote their whole lives to one thing. Not only have they mastered their skills, but they have also mastered their lives! I hope that I can dedicate myself to, and one day master, a craft.

- 1 What is James trying to express?
- 2 What is Ivy trying to express?
- 3 Which person do you agree with?

- 2 Work in groups and take sides. 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 a debate.

Reflection ▴


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

- 1 What is your understanding of the spirit of craftsmanship?
- 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

War and peace

Starting out

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

- 1 Which wars are discussed in the video?
- 2 What was the deadliest conflict in human history? How many people were killed?

2 Read the quotes about war and answer the questions.

- 1 What is your understanding of the quotes?
- 2 Which of the quotes helps you to better understand the nature of war? Give your reasons.
- 3 What is your opinion on war? Come up with three words or expressions to help express your opinion.



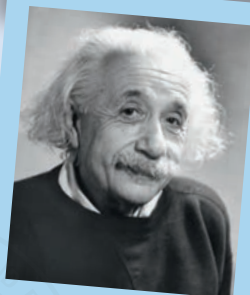
A good soldier is not violent. A good fighter is not angry. A good winner is not vengeful.
Laozi



There never was a good war or a bad peace.
Benjamin Franklin

The supreme art of war is to beat the enemy without fighting.

Sunzi

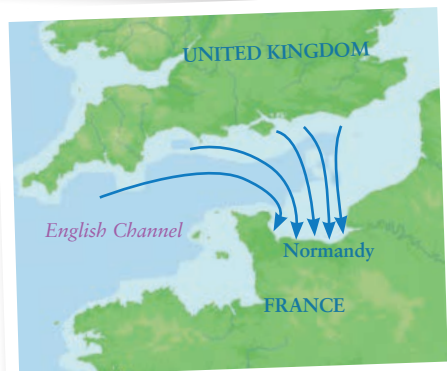


You cannot prevent and prepare for war at the same time.

Albert Einstein



- 1 Look at the picture and the map and answer the questions.



- 1 What do you think the picture and the map show?
- 2 What do you expect to read about in the passage? Share your ideas with the class.

Now read the passage and check your prediction.

The D-DAY LANDINGS

- 1 By spring 1944, the Second World War had been raging across the globe for about five years. But along the south coast of England, something unusual was happening: Allied troops made up mainly of British, Canadian and American soldiers were gathering in large numbers. This marked one of the final stages of a top-secret operation that had been months, perhaps years, in the planning. Code-named “Operation Overlord”, it was the largest combined sea, air and land operation in history, the aim being to free north-west Europe from German occupation. After waiting for the perfect combination of weather, moon and tides, the date for the start of Operation Overlord was set for 6 June.
- 2 An order issued by Supreme Allied Commander General Eisenhower to the troops read: “Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened... But this is the year 1944... The tide has turned! The free men of the world are marching together to Victory! I have full confidence in your courage, devotion to duty and skill in battle. We will accept nothing less than full Victory!”

3 With these words ringing in their ears, Allied soldiers prepared for what would become known as D-Day. At dawn on 6 June, thousands landed by parachute behind enemy lines in northern France. Meanwhile, thousands more were journeying across the English Channel to Normandy, protected by fighter planes in the skies above them. Their objective was clear: to reach the Normandy beaches along about 80 kilometres of French coastline. But even in the depths of war, few could have been prepared for the violence and horror they would experience there.

4 The fiercest fighting was at Omaha Beach. The enemy were hiding, ready to attack the Allied soldiers even before they reached land. Boats were hit and men drowned, while those who did make it to the beach faced heavy machine gunfire. By mid-morning, hundreds lay dead in the water and amongst the tanks on the beach. One soldier recalled how he barely made it with bombs falling all around him: "I was the first one out. The seventh man was the next one to get across the beach without being hit. All the ones in between were hit. Two were killed; three were injured. That's how lucky you had to be."

5 But, despite the high cost in human life, the D-Day landings were a success and were seen widely as the beginning of the end of the Second World War. By the end of August 1944, the Allies had reached the River Seine, Paris was liberated and the Germans had been removed from north-west France. The Allied forces then prepared to enter Germany, where they would meet up with the Soviet military moving in from the east.

6 Seventy years later, men who had fought on D-Day gathered on both sides of the English

Channel, where people were coming together for memorial ceremonies. As part of this solemn and moving occasion, a former soldier read out to the crowd these lines from the poem *For the Fallen*, by Laurence Binyon:

*They shall grow not old, as we that are left
grow old:*

*Age shall not weary them, nor the years
condemn.*

*At the going down of the sun and in the
morning*

We will remember them.

7 Survivors of the D-Day landings continue to meet to remember the fellow soldiers and friends they lost that day. Although each year they are fewer in number, their outstanding acts of courage mean that we will always remember them – as well as those who lost their lives on the beaches of northern France.



2 Match the main ideas to the paragraphs and give your reasons.

- ☐ The outcome of the operation
- ☐ The background information of the operation
- ☐ The severe casualties on Omaha Beach
- ☐ The everlasting memory of the soldiers' brave actions
- ☐ The initial stage of the operation
- ☐ The order issued by the Supreme Allied Commander before the operation
- ☐ The 70th anniversary of the D-Day landings

3 Organise information from the passage and complete the fact file.

The D-Day landings

Date: _____ Place: _____

Aim of the operation: _____

Supreme Allied Commander: _____

Timeline of the operation:

Spring 1944 Allied troops _____

6 June 1944 Start of _____

- dawn: thousands of troops were journeying across _____

- mid-morning: hundreds of soldiers _____

August 1944 The Allies liberated Paris and the Germans _____

Outcome of the operation: _____

Now think about how the author of the passage presents historical facts to a powerful effect.

1 What is the historical significance of the D-Day landings?

2 What is your understanding of the poem *For the Fallen*?

3 How can you use the language you have learnt to describe another event during the Second World War? Share your ideas with the class.

Think & Share

Subject-verb agreement (1)

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

- a Your **enemy** **is** well trained, well equipped and battle-hardened...
- b The **enemy** **were** hiding, ready to attack the Allied soldiers...
- c ... **people** **were** coming together for memorial ceremonies.

- 1 In which sentence does the word "enemy" refer to different members? Is it followed by a singular verb or plural verb?
- 2 In which sentence does the word "enemy" refer to a single unit? Is it followed by a singular verb or plural verb? Do you know any other similar nouns?
- 3 Is the word "people" usually followed by a singular verb or plural verb? Do you know any other similar nouns?

Now look for more sentences following this rule in the reading passage, and summarise the use of subject-verb agreement in your own words.

2 Correct any mistakes in these sentences or put a ✓ in the square brackets if they are correct.

- 1 Government troop have put down the uprising. [troops]
- 2 The police is after him. []
- 3 The military are well-organised and prepared to fight. []
- 4 All the machinery in this factory are made in the US. []
- 5 The soldiers' uniform look very smart. []
- 6 The group was sent to rescue the missing pilot. []
- 7 Politics are the study of the ways in which countries are governed. []

3 Complete the film review with the correct form of the verbs in brackets.

Saving Private Ryan is a film directed by Steven Spielberg. The two main characters are Captain John Miller, played by Tom Hanks, and Private James Ryan, played by Matt Damon.



James Ryan is the fourth son in his family to be sent to fight in the Second World War. The enemy ¹ _____ (kill) his three brothers. Their heart-broken mother receives the news about all her dead sons on the same day. The US Army ² _____ (decide) to find Ryan and bring him home. A group of men are sent into the French countryside to try to find the fourth brother. The rescue team ³ _____ (be) led by Captain Miller, a hero and survivor of the Omaha Beach battle.

At the beginning of the film, the audience ⁴ _____ (be) thrown into an incredible sequence of approximately 30 minutes, depicting the landings in Normandy. They see the full horror of war, and the chaos and senseless waste of life.

Saving Private Ryan is an unforgettable war film and, also, a story of courage and sacrifice. It's my favourite film and my family ⁵ _____ (love) watching it, too. The message of the film is simple – we want peace; we don't want war.

4 Write a short review of a film you have seen on the theme of war. Pay attention to subject-verb agreement.

The road to peace



Among the many horrors inflicted on humanity by the Second World War was the massive bombing of civilians, often referred to as “terror bombing”. The purpose of doing this was to destroy the morale of ordinary people and stop them from supporting the war effort. The Japanese used terror bombing in China, especially in Chongqing, which they bombed more than 200 times over the duration of five and a half years (1938–1943), killing thousands of Chinese civilians.

Did You Know ?

5 Listen to the interview and answer the questions.

- 1 Who is being interviewed?
- 2 What is the relationship between the two interviewees?
- 3 What are they talking about?

6 Listen again and complete the interviewer's notes.

First memories of the Chongqing bombing?

Gao Li: ¹ _____ years old; remembers the house ² _____ and saw ³ _____

Gao Ming: ⁴ _____ years old; the first thing he remembers was ⁵ _____; went out on the street ⁶ _____; first felt fascinated then ⁷ _____

The most terrible experience?

Gao Li: happened on ⁸ _____; stayed in ⁹ _____ and waited for ¹⁰ _____ in there; house destroyed and ¹¹ _____ killed

Influence of bombing?

Gao Ming: felt sad but bombing didn't destroy ¹² _____



Gao Li: ¹³ _____ soldiers went to the front; Chongqing became known as the ¹⁴ _____

Remembrance today?

Gao Ming: the air raid warning mourns

¹⁵ _____, and reminds us to

¹⁶ _____

7 Complete the boxes with the expressions from the interview.

- I remember...
- That must be terrible for...
- The first thing I remember was...
- I can only imagine how it must have felt.
- I'll never forget...
- I'm sorry to hear that.
- I feel sad for...

Expressing sympathy

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Talking about memories

--

8 Read the introduction to UN peacekeeping and answer the questions. Pay attention to the words and expressions in bold.

The cruelty of war is reason enough to do everything we can to prevent it. This is the motivation behind the United Nation's many **peacekeeping missions**. Peacekeepers monitor the **peace process** in areas that have experienced **friction** and **civil wars**, making sure that previously **warring parties** keep to their agreements. They work to disarm combatants and to secure weapons and ammunition, removing them from use. These measures aim to give stability to **conflict zones** and allow governments to **reestablish authority**. China is playing an increasingly important role in UN peacekeeping and it has trained 8,000 troops who are **kept on standby** for UN missions. Chinese **peacekeeping forces** are highly-valued in conflict zones and have received praise for their professionalism.

- 1 What is the significance of UN peacekeeping missions?
- 2 What role is China playing in UN peacekeeping?

9 Complete the fact file about UN's peacekeeping mission in Liberia with the correct form of the words and expressions in Activity 8.

Why we came

Liberia suffered two ¹ _____ from 1989 to 2003, causing half the population to flee their homes, and the economy to collapse. We carried out this ² _____ to monitor the ³ _____ in Liberia.

What we did

We stabilised the ⁴ _____ by:

- disarming combatants
- securing weapons and ammunition

Why we are leaving

The professionalism of our ⁵ _____ has stabilised the situation. Government authority has been ⁶ _____.

10 Work in pairs. Find out about someone's experiences in war. Act out an interview based on the information you have found. Use the words and expressions in this section.

Now think about your performance in this activity. How did you collect useful information? Share your experience with the class.



- 1 Look at the pictures and answer the questions.



- 1 What kind of university do you think it is?
What do you know about it?
- 2 How is it different from today's universities?

Now read the passage and find out what is so special about Lianda.

- 1 Throughout history, the great thinkers of the world have often rather romantically referred to their academic struggles as being like "war". However, for most of them, the "war" has been purely symbolic. Real war is never romantic as it brings suffering and immense challenges.
- 2 In 1937, the aggression of the Japanese army brought disaster to China's three great universities: Peking University and Tsinghua University were occupied by Japanese troops, while Nankai University was completely destroyed by bombing. To save their educational and intellectual heritage, the three universities joined together in Kunming as National Southwest Associated University, otherwise known as Lianda.

- 3 Professors and students alike in the three universities made an epic journey over a distance of more than 2,000 kilometres, most of them on foot. Their bed was the dusty road and their roof was the open sky, often lit up by exploding Japanese bombs. Conditions were little better once they reached the remote and mountainous south-west part of China. They had to live in rough buildings, packed 40 to a room, like sardines. There were dire shortages of food, books, and equipment. Furthermore, classes were frequently disrupted due to fierce air attacks and often had to be held before 10 am and after 4 pm.
- 4 However, despite the immense hardships and the daunting challenges, it was right in this place, over a period of eight long years, that the nation's intellectual heritage was not only guarded but fortified by the passion and belief of the worthy academics of Lianda. It is no wonder that many, if not most, of China's leading scholars and scientists emerged at Lianda, including the two Nobel Prize-winning physicists, Yang Zhenning and Li Zhengdao. "Lianda laid the foundation for every achievement I have made," Yang recalled. He still remembers learning in a temporary classroom that had no glass in the windows. "On windy days, we had to hold down the paper on the desk, which would otherwise be blown away," he said.
- 5 With the country at war, students at Lianda were not going to shirk their duty. Driven by a sense of commitment, a great many joined the army to resist the Japanese invaders and defend the honour of the nation. In fact, Lianda provided the largest number of student-soldiers from any campus in China. Of the thousands of college students from all over China who served as interpreters,

LIANDA:

A PLACE OF PASSION, BELIEF AND COMMITMENT



one tenth were from Lianda, including the well-known translators Zha Liangzheng and Xu Yuanchong. Zha later depicted the contributions of his peers in a poem:

*Softly, on the hillside forgotten by all,
A misty rain falls in a gentle breeze;
There is no trace of the footprints of
history;*

*Where brave souls once stood, breathing
new life into the trees.*

- 6 A product of the war, Lianda is now physically gone. But it has become the crowning glory of China's modern universities, not only because of its

prominent professors and talented students, but also because of the school's strong spirit of perseverance and dedication. In 2017, representatives from Peking University, Tsinghua University, Nankai University and Yunnan Normal University gathered to commemorate the 80th anniversary of its founding.

- 7 More than eighty years on, the priceless contribution of Lianda still needs to be reaffirmed. It has become part of the collective memory of the Chinese nation, with its spirit as the blueprint for all universities in China in the modern era.



2 Choose the ideas that are conveyed in the passage. Find evidence to support your choices.

- 1 Lianda was the best university in Chinese history.
- 2 The story of Lianda shows Chinese intellectuals' academic pursuit and patriotism.
- 3 Only under difficult circumstances can students succeed.
- 4 Lianda has nurtured many outstanding scholars.
- 5 Lianda was a great success only because it had prominent professors and gifted students.
- 6 People today still admire the spirit of Lianda.

3 Find out what figures of speech are used in the sentences and discuss how they help to express the author's emotions.

- 1 Their bed was the dusty road and their roof was the open sky, ...
- 2 They had to live in rough buildings, packed 40 to a room, like sardines.

Learning to learn

Similes and metaphors are two commonly used, but easy to confuse, figures of speech. Similes compare and show similarities in typically different things. Similes usually use connecting words such as *like*, *as*, *so* and *resemble*. For example, *He is as cool as a cucumber*. Unlike similes, metaphors make direct comparisons without using connecting words. For example, *She has a heart of a lion*.

Think & Share

- 1 What difficulties did the professors and students of Lianda encounter? How did they deal with these?
- 2 What is your understanding of the poem written by Zha Liangzheng?
- 3 What contribution did Lianda make to the education of the nation?
- 4 In what ways is the theme of war and peace presented differently in the two reading passages in this unit?

4 Work in groups. Give a talk about the spirit of Lianda.

- 1 Discuss the questions below.
 - How can you describe the spirit of Lianda?
 - What examples support your ideas?
 - What can you learn from the story of Lianda?
- 2 Complete the diagram with your ideas and the examples that support them.

Lianda

Spirit: _____	Supporting evidence: _____
Spirit: _____	Supporting evidence: _____
...	

- 3 Give your talk to the class.

Now think about your performance in this activity. Did you actively participate and contribute ideas?

Writing about a war hero

5 Read the introduction to Yang Jingyu and answer the questions.

Yang Jingyu, an anti-Japanese hero, was born in Henan Province in 1905. He joined the Communist Party of China (CPC) in 1927. In 1937 Yang became leader of the North-east Anti-Japanese United Army and fought a guerrilla war against the Japanese invaders.

In 1938, the Japanese army offered a large sum of money for Yang's head and a large number of troops surrounded his men. In early 1940, facing a critical lack of supplies, Yang decided to let his men break through in small groups, but his own section of 60 men was betrayed to the Japanese. After these men were killed, Yang fought on alone for five days. He was eventually tracked down on 23 February by a large unit of Japanese troops. He killed more than 20 Japanese soldiers before dying in a hail of machine gunfire. When the Japanese cut open his body, they discovered only tree bark, cotton and grass roots, but not a single grain of rice in his stomach.

Yang's death was a huge blow to his loyal troops, but they turned sorrow into anger and continued to fight fiercely against the invaders. After the People's Republic of China (PRC) was established, Yang was reburied with full military honours, in Tonghua, Jilin Province.



- 1 Who was Yang Jingyu?
- 2 Why did Yang decide to let small groups of his men break through the encirclement?
- 3 What did the Japanese find when they killed Yang?
- 4 How would you describe Yang's spirit in your own words?

6 Work in groups. Talk about other war heroes and choose one to write about. Organise your ideas by completing the notes below. Do more research if necessary.

Introduction	Main body	Conclusion
Name of the person: _____ Background information: _____ _____	Major events (in order): _____ _____ _____ _____	Your opinion of this person: _____ _____ _____ _____

Now write an introduction to the war hero you chose.

7 Make improvements to each other's writings and share them with the class.

Presenting ideas

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



- 1 What can you see in each picture?
- 2 What do the pictures tell you about war?

- 2 Think about the topics and complete the table. Add examples or details to support your points. Do more research if necessary.

Why people go to war	
Effects of war on people	
How we can maintain peace around the world	

- 3 Prepare a short presentation on one of the topics from Activity 2 or think of another relevant topic. 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 war and peace?
- 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?

4

A glimpse of the future

Starting out ◆



- 1** Watch the video and answer the questions.
 - 1 What predictions about the future were made? Were they correct?
 - 2 What is your understanding of "the future has unlimited possibilities"?
- 2** Look at the pictures and answer the questions.
 - 1 Have you watched any of these films? What stories do they tell about the future of our world?
 - 2 Do you think the events in these films could come true? What do you think the world will be like in the future?

- 1 Read the facts about AI and answer the questions.

Milestones in Artificial Intelligence (AI)

- 1950 Mathematician and logician, Alan Turing devised the Turing Test, a test on the ability of machines to show human-like intelligence.
- 1955 Computer scientist, John McCarthy coined the term "artificial intelligence".
- 1972 Shakey, the first mobile robot able to make decisions according to reason, was completed.
- 2001 The Electrolux Trilobite, the first robotic vacuum cleaner designed for home use, went on sale.
- 2015 AlphaGo became the first computer program to beat a human professional Go player.
- 2017 AlphaGo Zero beat the previous version of AlphaGo by 100 games to nil.

- 1 What can you learn from the timeline?
- 2 Are you concerned about developments in AI? Why or why not?
- 3 How do you think AI will develop in the future?

- 2 Read the passage to see if it changes your opinion on the future of AI. If so, in what ways?

Artificial Intelligence: A REAL THREAT?

In the words of Professor Stephen Hawking, artificial intelligence will be "either the best, or the worst thing, ever to happen to humanity". Technology of Tomorrow Forum wants to hear your thoughts on AI. Is it our greatest human achievement so far? Or is it the biggest threat to our existence?



Millenniumbutterfly

- 1 Thanks to AI, I've got my own super-smart personal assistant built into my phone. She always has an immediate answer for any question I put to her, and even uses my answers to learn more about my preferences. It used to feel like 50 per cent of my time was spent researching new restaurants. In contrast, my PA only needs a few seconds to find the right place. Every recommendation she gives me is great since she can predict if I will like a particular restaurant.
- 2 And speaking of hanging out, I'm hoping that self-driving cars are available soon. I've been taking driving lessons for over a year, and still haven't got my licence. Self-driving cars can learn to drive in the same way that we do, and can make judgements based on information. And as they won't be susceptible to human error, they'll certainly be



a lot safer. The only thing is that there might be a few machine-learning problems when the first cars hit the market, so perhaps I'd better learn to drive first. Still, I do think that developments in AI will on the whole make doing day-to-day things a lot easier.



Popkid

- 3 The technology you're using and enjoying today is a basic form of AI which can't think independently without programming. Of course, it could be very useful to have a more advanced form of AI – a truly independent form of artificial intelligence, capable of exercising its own judgement, could help us solve many of the world's problems. But have you ever thought about the risks? After all, why would an independent form of AI need to consider the opinions and desires of humans? We could be seen as a “small” inconvenience that's in the way of a solution to a bigger problem. If we're lucky, AI might think we're valuable enough to keep around. If not, it might wipe us all out!
- 4 Even if that doesn't happen, there are other risks. Millenniumbutterfly, you say how great it would be to have self-driving cars, but what about all the taxi drivers who would lose their jobs? They would just be among the first victims of AI. Nearly every job is potentially at risk in the long run. Even journalists are now being replaced with technology that can write basic news reports. As it is, almost 50 per cent of US jobs are at risk from automation in the next 20 years.
- 5 The truth is that none of us is prepared for the challenges of AI.

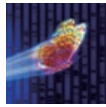


Pink_haze

- 6 Machine learning is something we have come to accept as a part of our modern world. I believe most of the value of AI lies in its capacity to analyse and interpret vast amounts of data, which means it can even solve problems that are too challenging for human experts.
- 7 But while super-intelligent AI could be the biggest leap forward in human history, if it goes wrong or falls into the wrong hands, it could also be the most dangerous. However, AI is not going to go away. We have no choice but to embrace it and regulate it. One thing I think we all agree on, though, is that saying “My AI did it!” won't be any excuse for illegal or immoral behaviour!



- 3 Read the opinions and match them to the persons. Talk about the opinion you agree with.



Millenniumbutterfly

We all need to learn to live with AI technology whether we like it or are concerned about it. We cannot stop the march of progress.



Popkid

I admit that more advanced AI could be helpful in solving the world's problems, but there is a high level of risk involved.

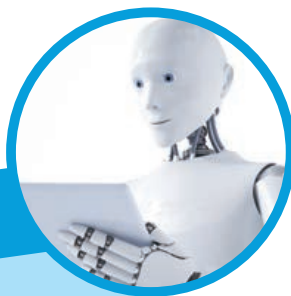


Pink_haze

I can't understand why some people worry so much. I hope more breakthroughs in AI will be made soon, so that we can enjoy more and more convenience.

- 4 Organise information from the passage and complete the diagram.

AI is a real achievement.



- AI can help us save time.
- 1 _____
- 2 _____
- 3 _____, including those too challenging for human experts.



AI is a real threat.



- AI might wipe out human beings.
- 4 _____
- 5 _____ if it falls into the wrong hands.

Now come up with more ideas for each point of view and share them with the class.

- 1 What did Stephen Hawking mean when he said that AI will be "either the best, or the worst thing, ever to happen to humanity"?
- 2 Do you use AI in your daily life? What other roles can AI play in people's lives?
- 3 How does the diagram help you better understand the passage?

Think & Share

Subject-verb agreement (2)

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

- a ... 50 per cent of my time was spent researching new restaurants.
- b Every recommendation she gives me is great...
- c ... almost 50 per cent of US jobs are at risk from automation in the next 20 years.
- d ... none of us is prepared for the challenges of AI.

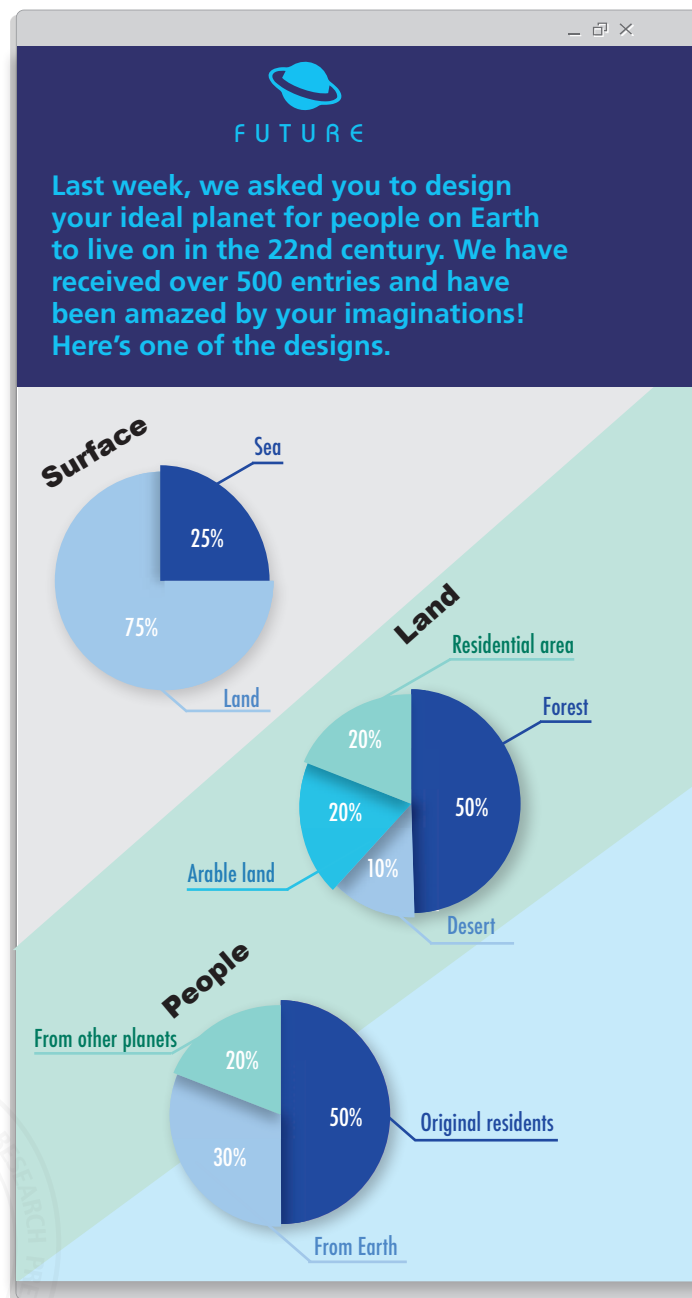
- 1 Why is 50 per cent singular in sentence (a) but plural in sentence (c)?
- 2 What are the subjects in sentences (b) and (d)? Are they singular or plural?

Now look for more sentences following this rule in the reading passage, and summarise the use of subject-verb agreement in your own words.

- 2 Complete the passage by choosing the singular or plural form.

Nowadays, there are many companies offering services in the domain of genetic testing for children's talents. A large number of clients **have / has** been attracted to it. They are parents, eager to know what talents their children may have in the future, even though they may still be in kindergarten. The process is simple. Every child **provide / provides** a small sample of blood or body tissue. **This is / These are** analysed. Each of the children **is / are** given a report showing their possible talents. A recent example cited on the website is that one of the testing companies **compare / compares** the talents of twins Bobby and Benny. Bobby was assessed and his talents **was / were** revealed to be mostly scientific: a 66% chance of success in chemistry and 54% in physics **was / were** shown. Meanwhile, Benny's highest score **was / were** shown to be in an arts subject: the test gave him 68% for literary studies. Is genetic testing reliable? Some scientists say that more evidence **is / are** needed.

- 3 Complete the description according to the charts, paying attention to subject-verb agreement.



Three quarters of the surface is made up of land, ...

- 4 Describe another planet for the future, paying attention to subject-verb agreement.

The world of tomorrow






Time travel could result in a paradox – an event that contradicts itself. For example, if a person travelled back in time and prevented an event, that event would never have happened; there would therefore be no reason for the person to travel back in time to prevent it.

Did You Know ?

5 Listen to the conversation and choose its main idea.

- 1 Time travel is dangerous.
- 2 Talking to people in the past can change the future.
- 3 Anything you say or do in the past can affect the future.
- 4 Time travel within your own lifetime should be avoided.

6 Listen again and complete the table.

 <p>RULE 1 ¹ _____</p> <ul style="list-style-type: none"> A tourist wants to ² _____ because ³ _____. The guide told her ⁴ _____.
 <p>RULE 2 ⁵ _____</p> <ul style="list-style-type: none"> The guide said that ⁶ _____.
 <p>RULE 3 ⁷ _____</p> <ul style="list-style-type: none"> A tourist wants to ⁸ _____. The guide told him not to because ⁹ _____.

Now work in pairs. Take turns to be the guide and explain the rules of time travel.


7 Complete the boxes with the expressions from the conversation.

- | | |
|-------------------------------------|--|
| • Amazing! | • That's OK, isn't it? |
| • Wow! | • Are you serious? |
| • I can't wait to... | • Let me get this straight. You mean that... |
| • So, what you're saying is that... | • It'll be exciting enough to... |
| • How about... | |
| • Imagine how excited... | |

Expressing excitement


Asking for confirmation




- 8 Read the passage and put the expressions in bold into the boxes.



Marian

Besides time travel, we have much to look forward to in the future, thanks to advances in technology. One area that is likely to change dramatically **within our lifetimes** is medical care. Although I wouldn't **bank on** patients feeling confident about seeing a robot doctor **any time soon**, I'm sure that AI doctors are **on the horizon**. I think it's also fair to say that we can **get our hopes up** when it comes to finding cures for serious diseases, such as cancer. I reckon that nanorobots that can eliminate cancerous cells are just **around the corner**. Some of these ideas may sound **far ahead of their time**, but I'm sure they're **bound to happen** sooner or later!



 573
 980
 2921

Expressions about time

Expressions about expectation


--	--

- 9 Complete the passage with the expressions in Activity 8.

Who knows in what exciting ways transport will change
 1 _____?
 Trains that travel at the speed of today's aeroplanes may sound
 2 _____,
 but scientists are already developing "hyperloop" trains that travel at over 1,000 km per hour. And although we can't
 3 _____
 flying cars being the norm
 4 _____,
 there are plans to introduce flying taxis that will be stationed on rooftops around busy cities. Many cities already have elevated cycle paths and I'm sure that these are
 5 _____ for many others around the world. As well as faster, safer and more comfortable transport being just
 6 _____, we can also 7 _____ about shorter waiting times, with companies intending to provide on-demand services.

- 10 Work in pairs. Talk about another aspect of life in the future using the expressions you have learnt in this section.

Now think about how effectively your partner used these expressions, and what you could learn from him or her.

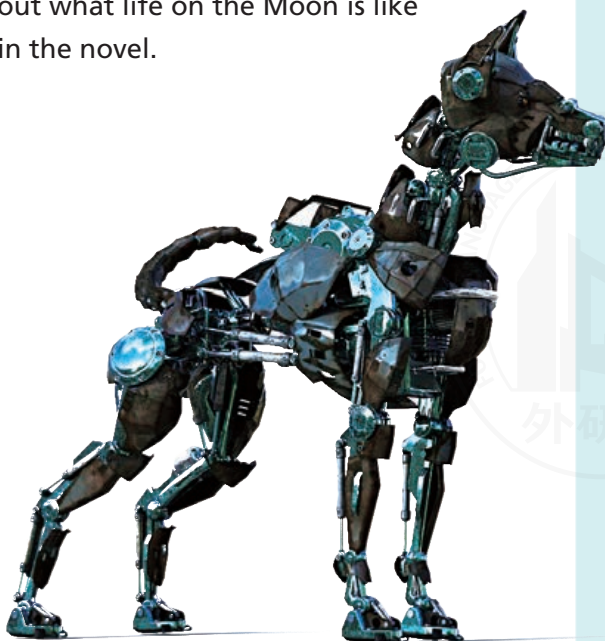
 **1** Watch the video and answer the questions.

- 1** How does Asimov set out the relationship between humans and robots?
- 2** Have you read any of Asimov's novels? If so, share one story you've read with the class. If not, would you like to read them? Why or why not?

2 Complete the table to compare life on Earth with life on the Moon.

Life on Earth
<ul style="list-style-type: none"> • Wear ordinary clothes and change according to the seasons. • Breathe the air freely. • Have to make an effort to jump high. • Keep pets, such as dogs, cats, etc.
Life on the Moon
<ul style="list-style-type: none"> • _____ • _____ • _____ • _____

Now read the passage and find out what life on the Moon is like in the novel.



A Boy's Best Friend

- 1** Mr Anderson said, "Where's Jimmy, dear?"
"Out on the crater," said Mrs Anderson.
"Robutt is with him. Did he arrive?" "Yes. He's at the rocket station, going through the tests. I haven't really seen one since I left Earth 15 years ago."
- 2** "Jimmy has never seen one," said Mrs Anderson.
- 3** "Because he's Moon-born and can't visit Earth. That's why I'm bringing one here. I think it's the first one ever on the Moon."
- 4** Jimmy was out on the crater, as his mother had said. His arms and legs were long and agile. He looked thicker and stubbier with his spacesuit on, but he could handle the lunar gravity as no Earth-born human being could. The outer side of the crater sloped southward and the Earth, which was low in the southern sky, was nearly full, so that the entire crater-slope was brightly lit. The slope was a gentle one and even the weight of the spacesuit couldn't keep Jimmy from racing up it in a floating hop that made the gravity seem nonexistent.
- 5** "Come on, Robutt," he shouted. Robutt, who could hear him by radio, squeaked and bounded after.
- 6** Jimmy, expert though he was, couldn't outrace Robutt, who didn't need a spacesuit, and had four legs and tendons of steel. Jimmy couldn't go wrong while Robutt was around, tripping him when he was too near a rock, or jumping on him to show how much he loved him, or circling around and squeaking low and scared when Jimmy hid behind a rock, when all the time Robutt knew well enough where he was.
- 7** He heard his father's voice on his private wavelength. "Jimmy, come back. I have something to tell you."

- 8 Mr Anderson was smiling. "We have something for you, Jimmy. It's at the rocket station now, but we'll have it tomorrow after all the tests are over."
- 9 "From Earth, Dad?"
- 10 "A dog from Earth, son. The first dog on the Moon. You won't need Robutt any more. We can't keep them both, and some other boy or girl will have Robutt." He seemed to be waiting for Jimmy to say something, then he said, "You know what a dog is, Jimmy. It's the real thing. Robutt's only a mechanical imitation, a robot-mutt. That's how he got his name."
- 11 Jimmy frowned. "Robutt isn't an imitation, Dad."
- 12 "Robutt's just steel and wiring and a simple positronic brain."
- 13 "He does everything I want him to do, Dad. He understands me."
- 14 "No, son. Robutt is just a machine. It's just programmed to act the way it does. A dog is alive. You'll see the difference once he gets here."
- 15 Jimmy looked at Robutt, who was squeaking again, a very low, slow squeak that seemed frightened. Jimmy held out his arms and Robutt was in them in one bound.
- 16 Jimmy said, "What will the difference be between Robutt and the dog?"
- 17 "It's hard to explain," said Mr Anderson, "but it will be easy to see. The dog will really love you. Robutt is just adjusted to act as though it loves you."
- 18 "But, Dad, we don't know what's inside the dog, or what his feelings are. Maybe it's just acting, too."
- 19 Mr Anderson frowned. "Jimmy, you'll know the difference when you experience the love of a living thing."
- 20 Jimmy held Robutt tightly. He was frowning, too, and the desperate look on his face meant that he wouldn't change his mind. He said, "But what's the difference how they act? How about how I feel? I love Robutt and that's what counts."
- 21 And the little robot-mutt, which had never been held so tightly in all its existence, squeaked high and rapid squeaks – happy squeaks.

(Adaptation of excerpts from "A Boy's Best Friend" by Isaac Asimov)



3 Complete the summary of the story.

Title

Author

Setting

• Time:

• Place:

Characters

• Jimmy, a Moon-born boy

•

•

•

Plot

Jimmy's parents get a dog from Earth. They want to give it to Jimmy as a pet. But...

Different attitudes towards Robutt

• Parents:

• Jimmy:

Now talk about your attitudes towards the story.

Think & Share

- 1 What are the similarities and differences between Robutt and a real dog?
- 2 Is there any foreshadowing of Jimmy's final decision? Find clues in the reading passage.
- 3 What other sci-fi novels about robots can you think of? Share one with the class.
- 4 The two reading passages in this unit show us different aspects of technology in the future. Which of these do you most expect to encounter in your lifetime?

Learning to learn

Foreshadowing is when the author gives a clue as to what is to come later in the story. This often appears at the beginning of a story, or a chapter; and helps the reader develop expectations about the coming events in a story.

4 Work in groups. Give a talk on whether it is possible to have a real friendship with a robot.

- 1 Answer the questions to help to form your point of view.
 - Why do Jimmy and his parents have different feelings towards Robutt?
 - If you were Jimmy, which one would you choose, Robutt or a real dog?
- 2 Organise the main points you would like to cover and complete the table.

Point of view	
Arguments	
Supporting details	
Conclusion	

- 3 Give your talk to the class.

Now vote for the best speaker. Ask them to share their experiences.

Continuing a sci-fi story

5 Read the story and answer the questions.

- 1 What happened to the prison and what was the cause?
- 2 What kind of job do you think Carolyn has?
- 3 Are there any sentences that might foreshadow what will happen next? Underline them.

Todd cried out in shock and waved his arm at the pale blue screen hovering above the breakfast table. The hologram news paused. "Carolyn," he called across the kitchen, "did you see this?"

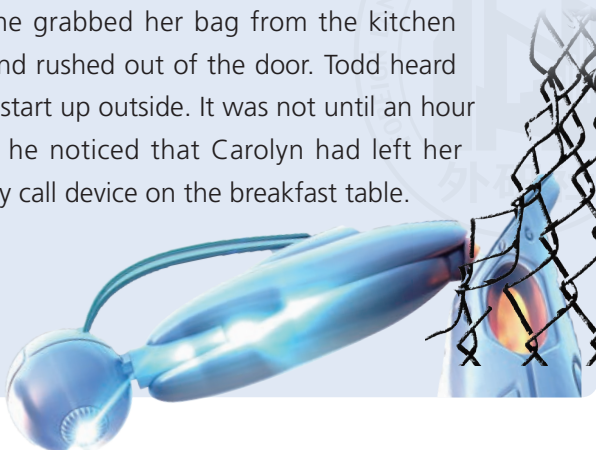
His wife, Carolyn, was collecting her cereal from the breakfast robot. "What is it, honey?" she asked. Todd pointed at the floating blue screen. Carolyn read the headline:

Another prison breakout: faulty robotics blamed.

"Oh, don't worry," Carolyn chuckled. "That's an old facility. The robots there were bound to break down sooner or later. Plus, I know for a fact that they weren't well maintained," she added. "Julius was telling me about it. That place isn't as advanced as ours."

"But the report says that even new, regularly-maintained robots can break down," Todd protested. "And in a maximum-security prison like yours, one small error could cause a lot of problems."

Carolyn smiled at him. "You worry too much," she said. "Now, I'd better be going or I'll be late for work." She grabbed her bag from the kitchen counter and rushed out of the door. Todd heard the aircar start up outside. It was not until an hour later that he noticed that Carolyn had left her emergency call device on the breakfast table.



6 Think about what will happen next, based on the examples of foreshadowing you have underlined. Complete the notes to plan the rest of the story.

Setting

- Time:
- Place:

Characters

Plot

Ending

Now continue the story.

7 Share your story with the class.

Now make comments on your partner's story and see whether the language style is consistent.

Presenting ideas

- 1 Look at the pictures about the future and answer the questions.



- 1 What are the people doing in each picture?
- 2 Imagine and describe their daily lives. Would you like to live like this?

- 2 Work in groups. Discuss how other daily activities might be different in the future and complete the table.

Activities	Descriptions
Studying	
Eating	
Socialising	
Having fun	
...	

- 3 Design your own ideal day in the future. Consider the following:

- 1 Is it a weekday or weekend? What activities will you do?
- 2 Who do you want to spend the day with?
- 3 In what ways is it different to your present daily life?

- 4 Share your ideal day in the future with the class.

Reflection

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

- 1 What is your understanding of life in the future?
- 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?

5

Learning from nature

Starting out

1 Read the quotes and answer the questions.

- 1 What is the common message conveyed in these quotes?
- 2 Have you ever learnt anything from nature? Give examples.

2 Watch the video and answer the questions.

- 1 What lessons from nature are mentioned in the video?
- 2 Which one inspires you the most?



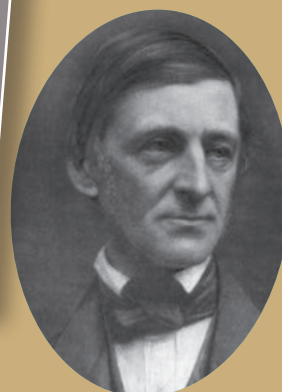
The richness I achieve
comes from nature, the
source of my inspiration.
Claude Monet



A painter should regard
nature as their teacher,
and never stick with just
one style of painting.
Zhang Daqian



Let nature be your teacher.
William Wordsworth



Adopt the pace of nature:
her secret is patience.
Ralph Waldo Emerson



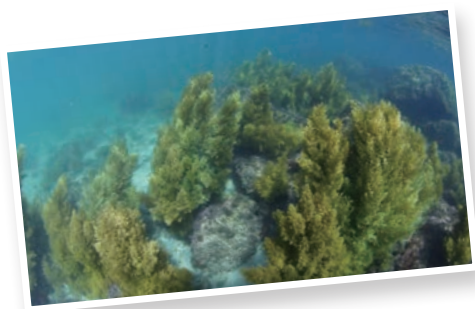
- 1 Look at the pictures and answer the questions.



lotus flower



termite mound



algae

- 1 What is shown in the pictures?
How much do you know about them?
- 2 How could you associate them with architecture?

Now read the passage and check your ideas.

Nature in Architecture

- 1 Trees, plants and flowers are all around us and we enjoy their beauty every day. In fact, we are so used to them that we may even take them for granted without realising how much inspiration they have given us. When we look at a pine cone, we might think how much it looks like the tiles on a roof. An open flower might make us think how closely it resembles an umbrella. It is natural to think in this way, but of course it wasn't the umbrella that inspired the flower or the roof that inspired the pine cone.
- 2 Nature has inspired many of the most fascinating designs around us, including those in architecture. From Barcelona's forest-like Sagrada Familia to the modern style of Beijing's Water Cube, nature is presented in various architectural designs. Today, architects continue to explore ways to capture the beauty of natural forms, to mimic the way nature works or even to make natural organisms part of a building.





ArtScience Museum, Singapore

- 3 People whose interest is exploring the relationship between art and science will enjoy Singapore's ArtScience Museum. The building was designed to show the connection between nature and the modern city environment in which it sits. Shaped to resemble a lotus flower, it appears to float above the waterfront promenade and the water that surrounds it. Its roof collects rainwater and channels it 35 metres down to a waterfall in the centre of the space. The water is then recycled through the building's plumbing system. Visitors are often amazed to find themselves in an urban building that so truly captures the beauty of natural forms.



The Eastgate Centre, Harare

- 4 Harare's Eastgate Centre is a superb example of biomimicry. To use biomimicry is to create structures based on natural forms and processes. Zimbabwean architect Mick Pearce was inspired to create the Centre while watching a nature documentary in which termites were constructing their nests. The insects built mounds covered in little holes designed to allow air to move freely in and out of the mounds. In a similar way, the Eastgate Centre has a "skin" covered in holes. During the day, warm air is drawn into the building through the holes, cooling as it reaches the middle of the building. At night, the heat absorbed by the wall during the day warms the cool air, creating a comfortable temperature inside. The design reduces the need for traditional air conditioning and heating systems, so the building uses less energy and costs less to run.



The Algae House, Hamburg

- 5 The world's first algae-powered building is in Hamburg, Germany. The surface of the apartment building is covered in panels that contain algae. The algae are fed with liquid nutrients and carbon dioxide to encourage them to grow. In bright sunshine, they grow faster and provide shade. The panels also capture heat from the sun and convert it into energy that powers the building. And that's not all – the algae inside the panels can be harvested and used to produce fuel. The building therefore not only responds to its environment and uses less energy, but also reduces damage to the environment by generating its own renewable energy.
- 6 Creating buildings such as these enables us to live in closer harmony with our environment. To meet the needs of today while protecting the world of tomorrow may be a challenge, but even the simplest organisms can help teach us how to achieve this.



2 Choose the magazine in which you would most likely find the passage. Give your reasons.

1 *Extraordinary Architects*

2 *Living on Earth*

3 *Architecture Frontier*

4 *Natural World*

3 Organise information from the passage and complete the diagram.

Introduction

There is much inspiration from nature in our daily lives, and nature has also inspired ¹ _____ around us.

Main body

To capture the beauty of natural forms

Shaped to resemble a

² _____,

the ArtScience Museum seems to float above the waterfront promenade and ³ _____.

It collects rainwater through the roof and ⁴ _____ through

its own plumbing system.

To ⁵ _____

Based on the form and process of termite mounds, Harare's

Eastgate Centre also has little

holes in the walls allowing air to ⁶ _____,

thus reducing the need for ⁷ _____.

In this way, it uses less energy and costs less to run.

To ⁸ _____

The Algae House is covered in panels containing algae. While the

panels provide shade, ⁹ _____

and convert it into energy, the algae can also be used to ¹⁰ _____.

The building reduces damage to the environment by ¹¹ _____.

Conclusion

Nature-inspired buildings enable us to ¹² _____.

Now work in pairs and talk about other examples of architecture inspired by nature.

1 Which of the three buildings are you most impressed by? Why?

2 If you were given a chance to design a building, what inspiration would you take from nature?

3 How did the pictures help your understanding of the passage? Share your ideas with the class.

Think & Share

Review: non-finite forms as subject, object and predicative

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

- a Today, architects continue **to explore** ways to capture the beauty of natural forms,...
- b ... it appears **to float** above the waterfront promenade and the water that surrounds it.
- c Visitors are often **amazed** to find themselves in an urban building that so truly captures the beauty of natural forms.
- d **Creating** buildings such as these enables us to live in closer harmony with our environment.

- 1 Look at the "to do" structures in sentences (a) and (b). Do they serve the same function in each sentence?
- 2 In sentence (c), is the -ed form used as an adjective or a past participle? Why does the author use the -ed form other than the -ing form?
- 3 What is the function of the -ing form in sentence (d)?

Now look for more sentences with these structures in the reading passage.

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

¹ _____ (draw) inspiration from nature is a tradition that goes back centuries. Nowhere is this better illustrated than in the beautiful Lingerig Garden of Suzhou. The main principle of its design is ² _____ (recreate) natural landscapes in miniature. First established in the Ming Dynasty, the original garden contained a rockery to symbolise Tiantai Mountain. Pine and bamboo groves were added later, along with a pond and an island. Visitors would be ³ _____ (astonish) to find the garden modeled closely on natural features. Visitors are also supposed ⁴ _____ (explore) it scene-by-scene. This could vary from a view of a pond and the splashing of fish, to a tree in blossom, a pagoda or a moon-shaped gate.

3 Read the information below and write a paragraph introducing the 24 Solar Terms with the words in the box. Use the structures you have learnt in this unit where appropriate.

learn determine show
amaze use

Origin

- created by farmers in Ancient China
- based on Chinese lunar calendar
- determined by the changes in the position of the sun

Significance

- changes in weather mean a lot to farmers
- determine the best time to sow and harvest
- wisdom learnt from nature

First term

- Beginning of Spring
- days become longer and the temperature increases

Cultural heritage

- added to UNESCO's List of Intangible Cultural Heritage in 2016

Learning from nature's wisdom led farmers in Ancient China to create the 24 Solar Terms...

4 Work in pairs. Talk about one of the Solar Terms using the structures you have learnt in this unit where appropriate.

Inspiration from animals

- 5** Read the passage about biomimicry and answer the questions. Pay attention to the words and expressions in bold.

When solving a design problem, you can sometimes look to nature for a solution. One of the early examples is the study of birds to enable human flight. The Wright brothers got their inspiration from **observing** pigeons in flight, and in 1903 successfully obtained a patent for their designs for the first aeroplane. This approach, called biomimicry, studies and **imitates** nature's designs and processes to **seek solutions to** human problems. There are many types of biomimicry, among which the most common one is **copying** form and shape. By imitating the beak of a bird, for example, bullet trains can be made to run much faster and more quietly. Another type of biomimicry is **taking inspiration from** the abilities of animals. **Inspired by** dolphins, people have learnt how to send signals underwater, which is currently employed in tsunami early-warning systems.

- 1 What are the types of biomimicry mentioned in the passage? What else do you know about them?
- 2 What other examples of biomimicry can you think of? Share them with the class.

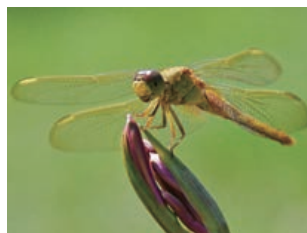
- 6** Complete the information with the words and expressions in Activity 5.



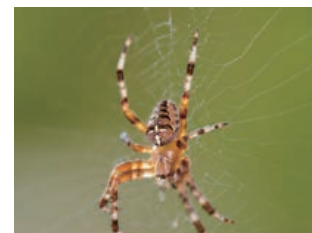
Bats use sound to "see". But how do they avoid crashing into each other? The answer lies in their use of echo-location to identify the position of objects. Scientists are ¹ _____ bats to improve radar systems.



As a land species, how can we improve our performance in water? ² _____ the shape of the scales on a shark's skin, we have created swimsuits that allow swimmers to swim much faster.



By ³ _____ dragonflies in flight, people have realised there are better ways of flying. Now we are ⁴ _____ dragonflies with our designs for small drones.



Spider silk is much stronger than the same weight of steel. This means that it could be used in lots of products, such as bullet-proof clothing. But we are still ⁵ _____ one problem – how to increase the spiders' output!

- 7** Work in pairs. Talk about in what other ways we can learn from animals. Give examples.

8 Read the passage and answer the questions.

One of the outstanding features of traditional Chinese martial arts is the way they imitate animal movements. This came about because many Chinese martial artists admired the natural instincts, senses and fighting abilities that animals possess in order to survive in the wild.

The first set of animal-imitating exercises came into being about 2,000 years ago. It was called Wu Qin Xi, or Five-animal Exercises, created by Hua Tuo (ca145–208). As a physician during the Han Dynasty, Hua Tuo is often credited with being the first in China to use anesthesia during surgery. He was known as the best physician of his time, and was an expert in acupuncture.

- 1 Why were Chinese martial artists inspired by animal movements?
- 2 What were Hua Tuo's achievements?

9 Listen to the conversation about Wu Qin Xi and tick the topics mentioned by the speakers.

- ☐ The creator of Wu Qin Xi
- ☐ Who can practise the exercises
- ☐ Why these animals were chosen
- ☐ Physical benefits
- ☐ Mental benefits
- ☐ How to teach the exercises

10 Listen again and complete the introduction to Wu Qin Xi.

Wu Qin Xi was created by Hua Tuo almost 2,000 years ago. It means "Five-animal Exercises", and each animal is ¹ _____. By doing these exercises, people learn from these animals and help ² _____. For example, the tiger exercise ³ _____ the liver. The bear exercise helps people with good digestion. The monkey exercise helps ⁴ _____; the ⁵ _____ is good for the kidney; and the crane exercise is ⁶ _____. Some people believe Wu Qin Xi helps them ⁷ _____. Some of the Wu Qin Xi masters lived to ⁸ _____, and still had good eyesight, hearing and strong teeth. Wu Qin Xi has ⁹ _____, too. It can help ¹⁰ _____.

11 Complete the boxes with the expressions from the conversation.

- By..., you learn...
- Really?
- It helps people to...
- ... is good for...
- That's interesting!
- That's very impressive.
- Sounds great!

Talking about benefits

Showing interest

- 12** Work in pairs. Think about other exercises inspired by animals. Discuss how they were created and their benefits, using the words and expressions in this section.

Now think about your performance. How well can you use the language you have learnt to talk about traditional Chinese exercises?



- 1 Read the short introductions to Tao Yuanming and Henry David Thoreau and share what else you know about them with the class.



Born into a poor aristocratic family in the Eastern Jin Dynasty, Tao Yuanming (365–427) was one of China's greatest poets and a noted recluse. A master of the five-word line, Tao has been described as the first great "poet of fields and gardens".

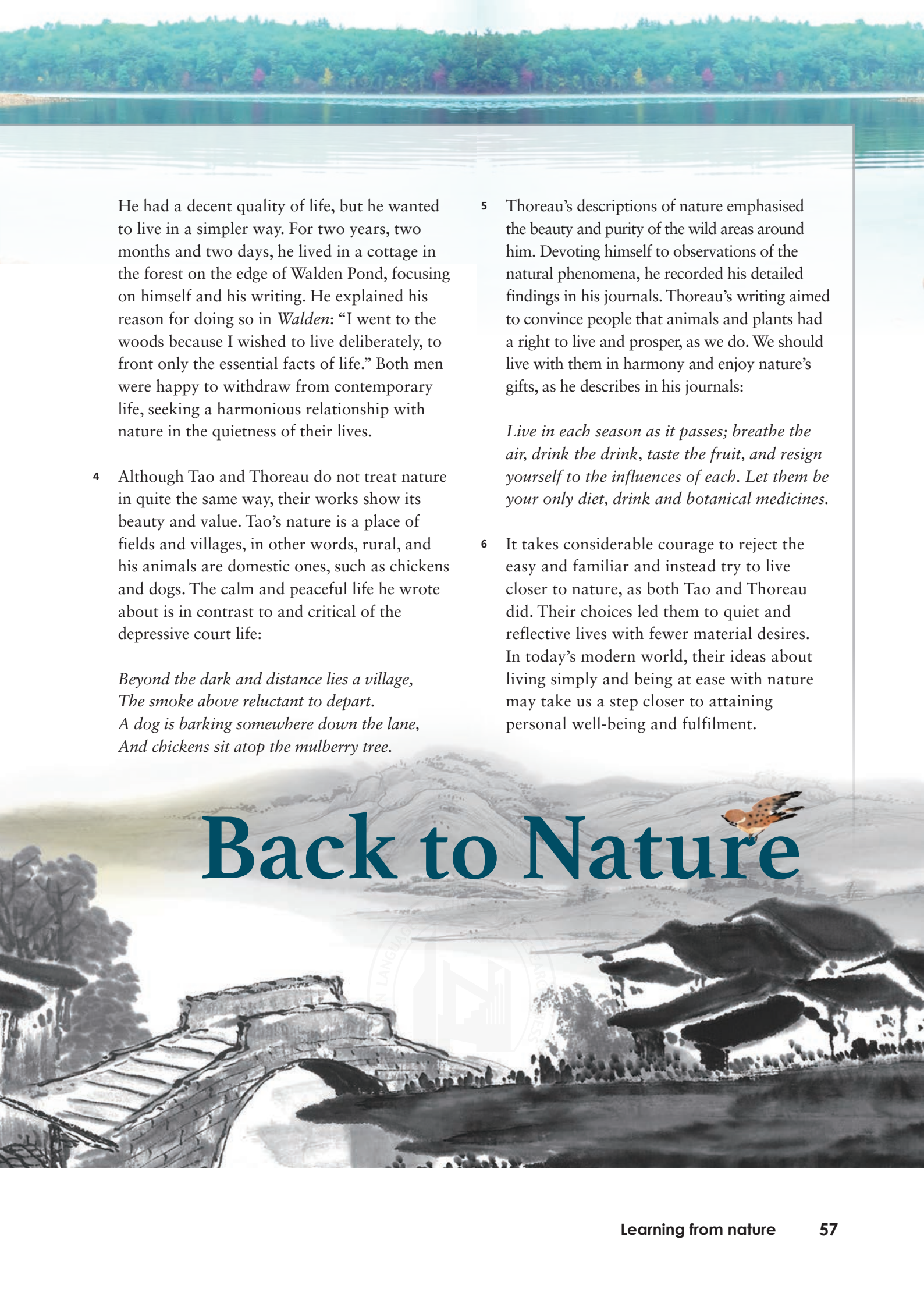


Henry David Thoreau (1817–1862) was an American essayist, poet, and philosopher. He began writing nature poetry in his early twenties, with poet Ralph Waldo Emerson as a mentor and friend. In 1845, he began his famous two-year stay at Walden Pond, which he wrote about in his masterwork, *Walden*.

- 2 Read the passage and find out what Tao and Thoreau learnt from nature.

- 1 Tao Yuanming and Henry David Thoreau were both poets, but one lived in Ancient China and the other in 19th century America. Superficially, these two men, whose lives were separated in time by nearly 1,500 years, were polar opposites. And yet they shared an intense respect for nature, which made them each an influential figure of their time.
- 2 Both men made dramatic transformations to their lives in order to reconnect with nature. As an official in the Eastern Jin Dynasty, Tao felt conflicted over life at court. In 405, he quit the service of the court for good, expressing his unhappiness in the now famous line that he would not "bow like a servant in return for five *dou* of grain". He spent the next 22 years until his death, working the land in a poor, rural area. From his poetry, we can learn that although his life was arduous, he succeeded in finding contentment in its simplicity and in drawing pleasure from nature.
- 3 While Tao's return to nature was a reaction to a lifestyle he was opposed to, Thoreau's was a personal decision to transform the way he lived.





He had a decent quality of life, but he wanted to live in a simpler way. For two years, two months and two days, he lived in a cottage in the forest on the edge of Walden Pond, focusing on himself and his writing. He explained his reason for doing so in *Walden*: “I went to the woods because I wished to live deliberately, to front only the essential facts of life.” Both men were happy to withdraw from contemporary life, seeking a harmonious relationship with nature in the quietness of their lives.

- 4 Although Tao and Thoreau do not treat nature in quite the same way, their works show its beauty and value. Tao’s nature is a place of fields and villages, in other words, rural, and his animals are domestic ones, such as chickens and dogs. The calm and peaceful life he wrote about is in contrast to and critical of the depressive court life:

*Beyond the dark and distance lies a village,
The smoke above reluctant to depart.
A dog is barking somewhere down the lane,
And chickens sit atop the mulberry tree.*

- 5 Thoreau’s descriptions of nature emphasised the beauty and purity of the wild areas around him. Devoting himself to observations of the natural phenomena, he recorded his detailed findings in his journals. Thoreau’s writing aimed to convince people that animals and plants had a right to live and prosper, as we do. We should live with them in harmony and enjoy nature’s gifts, as he describes in his journals:

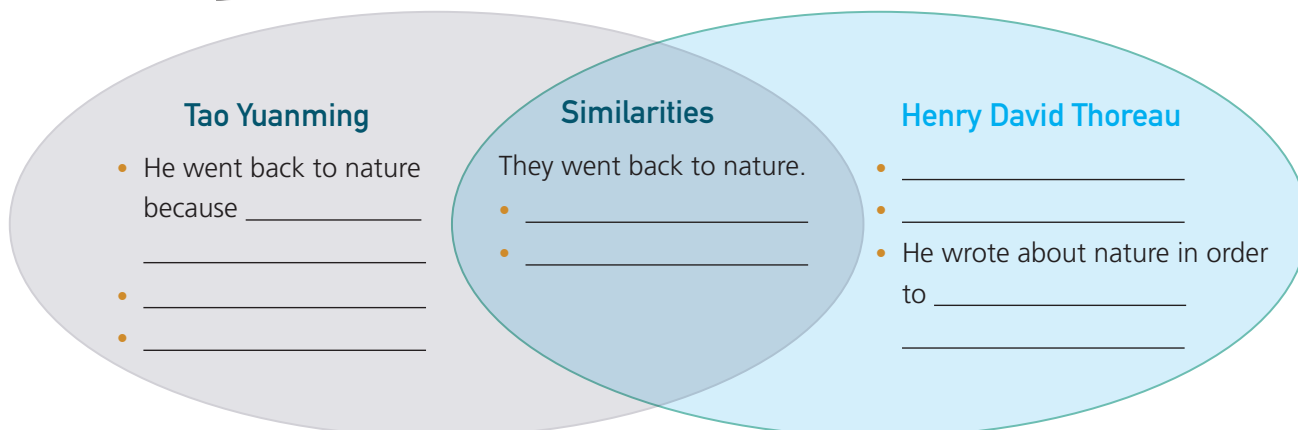
Live in each season as it passes; breathe the air, drink the drink, taste the fruit, and resign yourself to the influences of each. Let them be your only diet, drink and botanical medicines.

- 6 It takes considerable courage to reject the easy and familiar and instead try to live closer to nature, as both Tao and Thoreau did. Their choices led them to quiet and reflective lives with fewer material desires. In today’s modern world, their ideas about living simply and being at ease with nature may take us a step closer to attaining personal well-being and fulfilment.



Back to Nature

3 Organise information from the passage and complete the chart.



Learning to learn

A comparative essay compares, contrasts and evaluates two or more topics. There must be enough similarities and differences between the topics so that they can be discussed in a meaningful way. A number of points should be discussed within a comparative essay.

Think & Share

- 1 Why did it take Tao and Thoreau great courage to walk away from their previous lives?
- 2 Why are their ideas important to our lives today?
- 3 What do you think about living in nature like Tao and Thoreau? Give your reasons.
- 4 Compare the two reading passages in this unit. In what ways does each passage contribute to the unit theme?

4 Work in groups. Compare the quotes by Tao and Thoreau.

Beyond the dark and distance lies a village,
The smoke above reluctant to depart.
A dog is barking somewhere down the lane,
And chickens sit atop the mulberry tree.

Live in each season as it passes; breathe the
air, drink the drink, taste the fruit, and resign
yourself to the influences of each. Let them be
your only diet, drink and botanical medicines.

- 1 Find the Chinese version of Tao's poem, and translate Thoreau's quote into Chinese.
- 2 Decide which portrayal of nature you prefer and make notes.

	Tao	Thoreau
• Genres of their works:	_____	_____
• Images in their works:	_____	_____
• What nature means to them:	_____	_____
• What message they try to convey:	_____	_____

- 3 Organise your thoughts and share them with the class.

Now think about your performance in this activity. How effectively did you compare the two literary works? What additional information did you need to make the comparison?

Writing about a lesson from nature

5 Read the story and answer the questions.

The Meaning of Struggle

One day, a man found the pupa of a butterfly. Seeing an opening in the pupa, he realised that the butterfly was ready to emerge. So he sat down and watched as the butterfly struggled to force its body through the little hole. However, minutes passed and the butterfly still couldn't get out. The struggle was too hard for its weak body. The man then kindly enlarged the hole in the pupa so that the butterfly could finally break free. But instead of flying away, it just dragged itself around weakly, then died. The struggle to break out of the pupa was necessary for the butterfly's survival because it enabled its wings and body to grow strong. Without the struggle, it was too weak to live. In the same way, we need struggle to grow strong and survive. We must go through some difficult things if we really wish to spread our wings and fly.

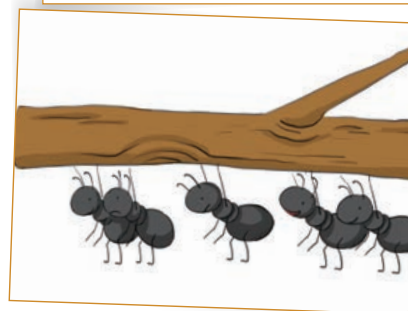


- 1 What does a butterfly do to get out of its pupa?
- 2 Why did the man think he needed to help the butterfly?
- 3 What happened to the butterfly after the man enlarged the hole in the pupa?
- 4 What is the lesson behind this story? What else can you learn from it?

Learning to learn

An extended metaphor refers to a comparison between two things that is developed at length over many lines of text, or throughout an entire work of literature. For example, in the butterfly story, the struggle of the butterfly illustrates life's struggles. While the story appears to be about a butterfly, it is really about us.

6 Look at the pictures and think about what you can learn from nature.



7 Work in pairs. Plan your writing.

Consider the following:

- the topic you wish to write about
- whether you will use an extended metaphor
- what lesson it teaches us, and how we can apply this lesson to daily life
- a suitable title for your story

Now write your story.

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

Presenting ideas ▴

1 Work in groups. Plan a speech on the topic “Nature is our best teacher”. Think about what you have learnt in this unit.

2 Organise your ideas by answering the questions.

- How can nature help people to solve practical problems in their lives?
- What lesson can you learn from nature?
- What else do you think people can learn from nature?
- How does this unit deepen your understanding of the relationship between people and nature?

3 Prepare a short speech. Consider the following:

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

4 Share your speech with the class. Vote for the best speech.

Reflection ▴

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

- 1 What is your understanding of how human beings learn from 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?



Nature in words

Starting out ◆



1 Watch the video and answer the questions.

- 1 What literary forms are mentioned in the video?
- 2 What other nature writers do you know of? Tell the class about him or her.



2 Listen and read the poem by Emily Dickinson. Answer the questions.

- 1 What images are used to symbolise nature?
- 2 What message does the poem try to convey?
- 3 What does nature mean to you?



“Nature” Is What We See

by Emily Dickinson

*“Nature” is what we see –
The Hill – the Afternoon –
Squirrel – Eclipse – the Bumble bee –
Nay – Nature is Heaven –
Nature is what we hear –
The Bobolink – the Sea –
Thunder – the Cricket –
Nay – Nature is Harmony –
Nature is what we know –
Yet have no art to say –
So impotent Our Wisdom is
To her Simplicity.*

- 1 Read the short introduction to the author of *First Snow* and answer the questions.



John Boynton Priestley (1894 – 1984) was born in the English county of Yorkshire, and knew early on that he wanted to become a writer. When World War I broke out, Priestley joined the army, and escaped death on a number of occasions. After the war, he gained a degree from Cambridge University, and then moved to London, where he worked as a freelance writer. During World War II, he presented a weekly radio programme, which became immensely popular. Priestley wrote many successful articles, essays, novels and plays, but is best remembered for his play *An Inspector Calls*. Priestley loved snow and expressed a desire to live in a country where it often snowed.

- 1 What careers did Priestley have in his lifetime?
- 2 What kind of person do you think Priestley was? Do more research if necessary.
- 2 Describe snow in your own words. Then read the passage and underline the expressions the author uses to describe the first snow.

First Snow



- 1 Mr Robert Lynd once said of Jane Austen's characters: "They are people in whose lives a slight fall of snow is an event." Even at the risk of appearing to this fair and witty reviewer as another Mr Woodhouse, I must insist that last night's fall of snow here was an event. I was nearly as excited about it this morning as the children, whom I found all looking through the window at the magic outside and talking away as excitedly as if Christmas had suddenly come round again. The fact is, however, that the snow was as strange and fascinating to me as it was to them. It is the first fall we have had here this winter, and last year I was out of the country, sweating in a hot climate, during the snowy season, so that it really does seem an age since I saw the ground so fantastically carpeted.
- 2 The first fall of snow is not only an event but it is a magical event. You go to bed in one kind of world and wake up to find yourself in another quite different, and if this is not magic, then where is it to be found? The very secrecy and quietness of the thing makes it more magical.

- 3 When I got up this morning the world was a cold place of dead white and pale blues. The light that came through the windows was very strange, and it made the familiar business of splashing and shaving and brushing and dressing very strange too. Then the sun came out, and by the time I had sat down to breakfast it was shining bravely and flushing the snow with delicate pinks. The dining-room window had been transformed into a lovely Japanese print. The little plum tree outside, with the faintly flushed snow lining its branches and artfully disposed along its trunk, stood in full sunlight.
- 4 An hour or two later everything was a cold sparkle of white and blue. The world had completely changed again. The little Japanese prints had all disappeared. I looked out of my study window, over the garden, the field, to the low hills beyond, and the ground went on and on, the sky was thick grey, and all the trees so many black and threatening shapes. There was indeed something curiously disturbing about the whole prospect. It was as if our kindly countryside, close to the very heart of England, had been turned into a cruel grassland. At any moment, it seemed, a body of horsemen might be seen breaking out from the black trees, so many weapons might be heard and some distant spot of snow be reddened. It was that kind of landscape.
- 5 Now it has changed again. The glare has gone and no touch of the disturbing remains. But the snow is falling heavily, in great soft flakes, so that you can hardly see across the shallow valley, and the roofs are thick and the trees all bending, and the weathercock of the village church, still to be seen through the grey loaded air, has become some creature out of Hans Andersen. From my study, which is apart from the house and faces it, I can see the children flattening their noses against the window, and there is running through my head a rhyme I used to repeat when I was a child and flattened my nose against the cold window to watch the falling snow:

Snow, snow faster:

White alabaster!

Killing geese in Scotland,

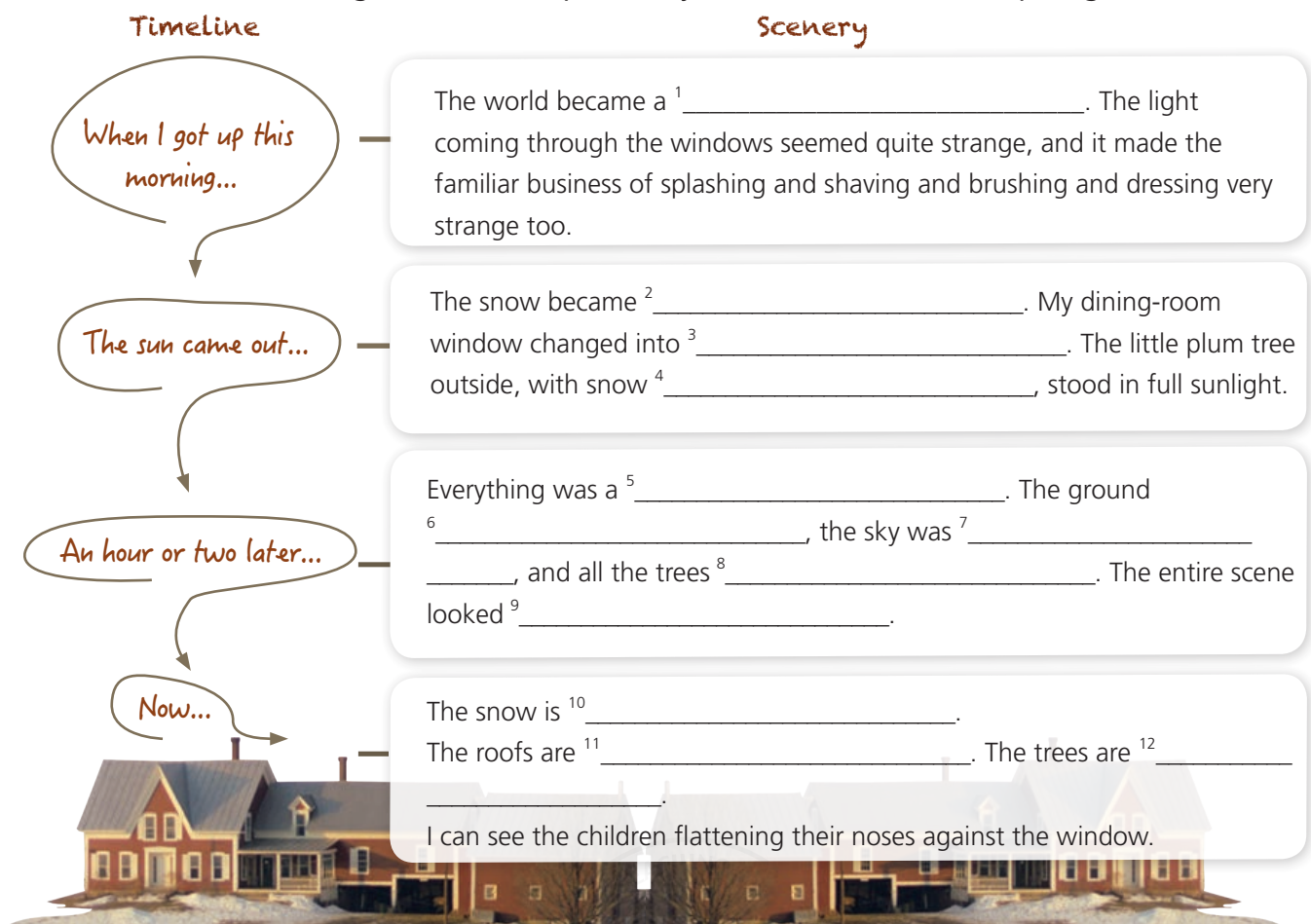
Sending feathers here!

(Adaptation from First Snow by John Boynton Priestley)

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

- 1 By describing the magical scenery of the first snow, the author encourages readers to come to England and experience its beauty for themselves.
- 2 By depicting the beautiful, near-magical scenery of the first snow, the author wants to convey his love for snow.
- 3 By recalling his memories as a child during the first snow, the author expresses his longing for the innocent happiness of childhood.

4 The author uses picturesque language to depict the first snow. Complete the diagram with the expressions you have underlined in the passage.



Now work in pairs and talk about how the author organises the structure of the passage.

- 1 Why does the author mention Jane Austen at the beginning of the passage?
- 2 What images does the author use to enhance the description of snow?
- 3 What other literary works about snow do you know? Share them with the class.
- 4 Have you encountered any difficulties in understanding this passage? Can you use visualisation to better understand the passage?

Think & Share

Review: non-finite forms as attributive, adverbial and complement

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

- a ... I saw the ground so fantastically **carpeted**.
- b ... wake up **to find** yourself in another quite different, ...
- c ... I can see the children **flattening** their noses against the window, ...
- d ... flattened my nose against the cold window **to watch** the **falling** snow...

- 1 What is the difference between the verbs in bold in sentences (a) and (c)?
- 2 In sentence (b), does "to find" indicate purpose or result?
- 3 In sentence (d), does "to watch" indicate purpose or result? What is the function of "falling"?

Now look for more sentences with these structures in the reading passage.

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

The Lake Poets were a small group of poets
¹ _____ (live) in the Lake District of England in the late 18th and early 19th centuries. The Lake District, ² _____ (know) for its beauty, is in the north-west of England. The first of the poets ³ _____ (come) there was Robert Southey, one of the most ⁴ _____ (respect) poets of his time. He was followed by William Wordsworth, perhaps Britain's most ⁵ _____ (celebrate) 19th century poet, and then Samuel Coleridge, who had written the ⁶ _____ (pioneer) work *Lyrical Ballads* with Wordsworth. Soon, ⁷ _____ (draw) both by its natural beauty and a desire to be near these famous poets, other poets came ⁸ _____ (live) in the Lake District. All of these poets were seen as part of the Romantic Movement.

3 Look at the picture and complete the travel journal entry with the words in the box. Use the structures you have learnt in this unit where appropriate.

find blow go see
 fall relax enjoy run

Today, whilst walking along a peaceful
 river running through a university
 campus, I was amazed to find...



4 Work in pairs. Talk about a travel experience of your own that brought you closer to nature, using the structures you have learnt in this unit where appropriate.

Describing nature

- 5 Read the paragraph and answer the questions. Pay attention to the words in bold.

There is no month in the whole year in which nature wears a more beautiful appearance than in the month of August. Spring has many beauties, and May is a **fresh** and **blooming** month, but the charms of this time of year are enhanced by their contrast with the winter season. August has no such advantage. It comes when we remember nothing but **clear** skies, **green** fields, and **sweet-smelling** flowers – when the memory of snow, and ice, and **bleak** winds, has faded from our minds as completely as they have disappeared from the earth – and yet what a pleasant time it is! Orchards and fields sing with the sound of work; trees **bend** beneath the **thick clusters** of rich fruit which **bow** their branches to the ground; and the wheat, **piled** in **graceful sheaves**, or **waving** in every **gentle** wind that **sweeps** above it, **tinges** the landscape with a **golden** colour. A **soft**, **pleasant** light appears to hang over the whole earth; the influence of the season seems to extend itself even to a passing wagon, whose slow motion across the well-reaped field is seen by the eye, but **makes** no **loud** noises upon the ear.

(Adaptation from The Pickwick Papers by Charles Dickens)



- 1 What does this paragraph mainly describe?
- 2 What aspects does the author describe?

- 6 Put the words in Activity 5 into the boxes. Find out what they are used to describe.

Sound

Colour

Action

Shape

Smell

Sensation

Now think of more words in each category and add them to the boxes. Then describe nature during your favourite season with the words you have learnt.

Open a dictionary, and you'll be surprised to find that there are many more words about nature than you would think. There are various ways to describe the things we see in the natural world, no matter whether it's a flower, a weed, an animal or the rain. For example, there are many ways to describe the different sounds of birds, such as *chatter*, *chirp*, *cluck*, *hoot* and *tweet*. These words can help us to write vivid descriptions of nature.

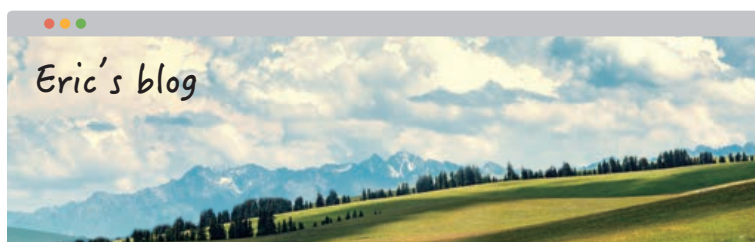


Did You Know ?

7 Listen to the conversation and answer the questions.

- 1 What book was the man reading?
- 2 Why was the man annoyed?
- 3 What was the girl's opinion?

8 Listen to the conversation again and correct the mistakes in the man's blog.



Recently I was reading a book called *Landmarks* by Robert Macfarlane. What the author wrote made me feel confused. He said that many words describing nature were being added to the new version of the junior dictionary. These are words like "pasture" and "bluebell". A "pasture" is a dense forest for cows and horses to eat. "Bluebells" are fruit shaped like bells. The reason why they are doing this is that they think these words are irrelevant to children, so instead they've replaced them with terms like "film". Perhaps the dictionary does have a point, because most children don't get out into nature that much nowadays. They spend all their time watching TV instead. But it's a pity. In my opinion, these words form part of our literature. They add colour to our lives, and shouldn't be lost. My granddaughter has the same opinion as me. She says we are losing old words all the time. And as times change, old words become as normal to young people as the new ones are to me.

Now work in pairs and act out the conversation.

9 Complete the boxes with the expressions from the conversation.

- ... such as...
- The main reason...
- ..., for instance.
- Two reasons, I think.
- Consider...

Giving examples

Giving explanations

10 Work in pairs. Talk about your opinions of the issue discussed in Activity 8 using the expressions in this section.

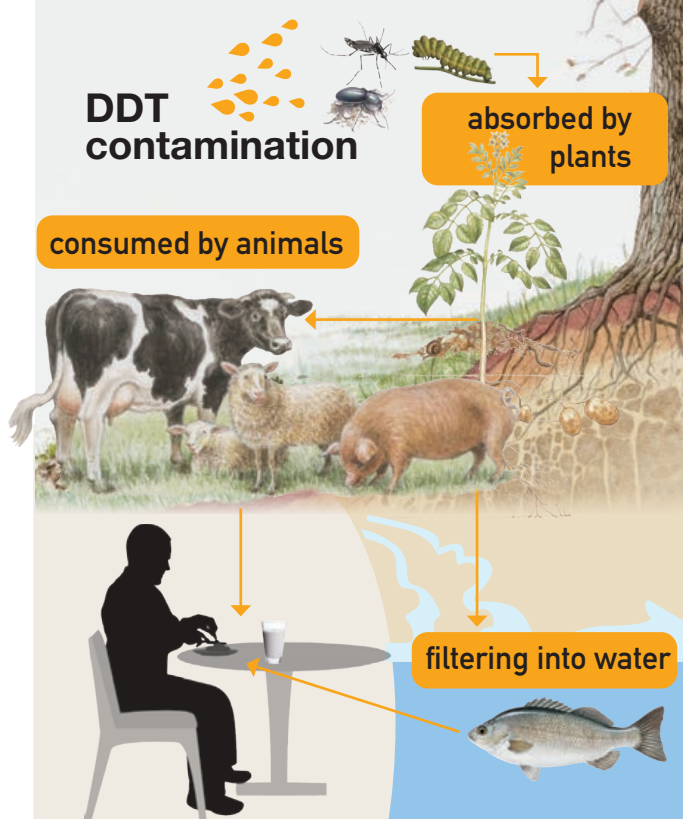
Now think about your performance. Have you actively participated in the discussion? What can you do to improve your performance?

Developing ideas

- 1 Look at the infographic below and answer the questions.

Facts about DDT:

- DDT was first produced in 1874 and was later used as pesticide.
- It stays in the environment.
- It is highly poisonous to living organisms, including humans.
- Now banned in many countries, it is still used in some for malaria control.



- 1 How does DDT reach the human body in the food chain?
- 2 What harm does DDT cause?

- 2 Read the book review on *Silent Spring*, a book that led to the banning of DDT. Predict what will be mentioned in the passage.

Now read the passage and check your prediction.



- 1 *There was a strange stillness. The birds, for example – where had they gone? Many people spoke of them, puzzled and disturbed. The feeding stations in the backyards were deserted. The few birds seen anywhere were moribund; they trembled violently and could not fly. It was a spring without voices. On the mornings that had once throbbed with the dawn chorus of robins, catbirds, doves, jays, wrens, and scores of other bird voices there was now no sound; only silence lay over the fields and woods and marsh.*
- 2 Rachel Carson was a scientist by profession, but these lines from the opening chapter of her 1962 book *Silent Spring*, “A Fable for Tomorrow”, show her talent as a writer. By imagining a world without birds, she aimed to alert not only the scientific community but also the general public to the damaging effects of human activity on natural ecosystems – in particular, to the harmful use of pesticides, such as DDT. She believed that the chemical industry was knowingly causing harm to plants, animals and even humans, and wished to see pesticides used in a more responsible, limited and carefully monitored way.
- 3 Carson urged people to make themselves aware of the facts and do something about the situation. *Silent Spring* contains a lot of scientific research and case studies. The book details the gypsy moth eradication programme, which killed birds, in addition

Silent Spring



to gypsy moths. Another case study was the fire-ant programme that killed cows, but not fire ants. The book also gives dozens of other examples of eradication programmes that did nothing to reduce the problems they were originally designed to solve. The 50 or so pages at the end of the book list Carson's sources, showing how thorough and precise she was as a scientist.

- 4 Carson's message was very alarming, causing a great increase in environmental awareness. Its impact was immediate and far-reaching: the use of DDT was banned and the Environmental Protection Agency (EPA) was established in the US. *Silent Spring* was therefore regarded as a milestone in the launch of the green movement in the Western world. It also earned Carson a posthumous Presidential Medal of Freedom and put her face on the 17-cent US stamp.

- 5 *Silent Spring* was not, however, received positively by everyone. Though Carson's research was strong and was supported by most scientists who reviewed her work, the book quickly became a target for critics in the pesticide industry. They said that Carson did not understand the science behind her arguments because she was a marine biologist rather than a chemist. Some also said that her work was more emotional than scientific. These were attempts to damage Carson's reputation and stop her work from influencing public policy, but she remained determined to stand by her research. Carson appeared in public and on television to defend her claims – and today, more than 50 years after it was published, the voice of *Silent Spring* is still ringing loud and clear.

- 6 Personally, I enjoy Carson's book. She made a crucial but potentially difficult-to-understand subject interesting and accessible to millions of people. This is not so much because of the quality of her arguments, strong though they are, but because of the beauty and elegance of her writing. Her book not only changed the world; half a century later it remains a book that deserves to be reread today, so that we can once again feel ourselves warm to the fire of its passionate message. For unless we do listen to Rachel Carson's warning, one day we may wake up to the strange and quiet horror of another silent spring.

3 Organise information from the passage and complete the notes about *Silent Spring*.

Silent Spring

- Author:** Rachel Carson
- Year of publication:** ¹ _____
- Purposes:**
- Carson aimed to alert people to ² _____ on natural ecosystems.
 - She wished to see pesticides used in a ³ _____ way.
- Features of the book:**
- Carson wrote a lot of ⁴ _____ in the book.
 - The arguments are strong and the language is ⁵ _____.
- Opposing voices:** ⁶ _____ said that Carson's research is not precise. Carson appeared in public and on television to ⁷ _____.
- Influence of the book:**
- ⁸ _____ was banned and the EPA was established in the US.
 - Carson earned a posthumous ⁹ _____.
 - The book changed the world by increasing people's ¹⁰ _____.

Now work in pairs. Talk about which aspects of the book review make you want to read the book.

Think & Share

- 1 Why was *Silent Spring* so successful?
- 2 What is the moral lesson behind "A Fable for Tomorrow"?
- 3 Why did some people challenge Carson's findings?
- 4 In what different ways do *First Snow* and *Silent Spring* raise people's awareness of nature?

4 Work in groups. Write an award speech for Rachel Carson.

- 1 Read the passage again and make notes about Rachel Carson's contributions to environmental protection. Consider the following:
 - her most influential work
 - what points she tried to make
 - difficulties she met with
 - her personal qualities
- 2 Rachel Carson received her Presidential Medal of Freedom posthumously in 1980. Read the excerpt from President Carter's award speech and note the language features.

Never silent herself in the face of destructive trends, Rachel Carson fed a spring of awareness across America and beyond. Always concerned, always eloquent, she created a tide of environmental consciousness that has not ebbed.

- 3 Write your own award speech of about 100 words and share it with the class.

Now think about your performance in group discussion. Were you able to make an objective judgement about Rachel Carson?

Writing a poem about nature

- 5 Read the poems and tick the correct box(es) for each question.

a l(a
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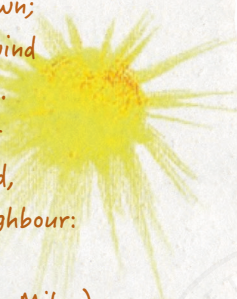
("A Leaf Falls with Loneliness"
by E.E. Cummings)



b Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
(from "The Star" by Jane Taylor)



c She wore her yellow sun-bonnet,
She wore her greenest gown;
She turned to the south wind
And curtsied up and down.
She turned to the sunlight
And shook her yellow head,
And whispered to her neighbour:
"Winter is dead."
("Daffodowndilly" by A.A. Milne)

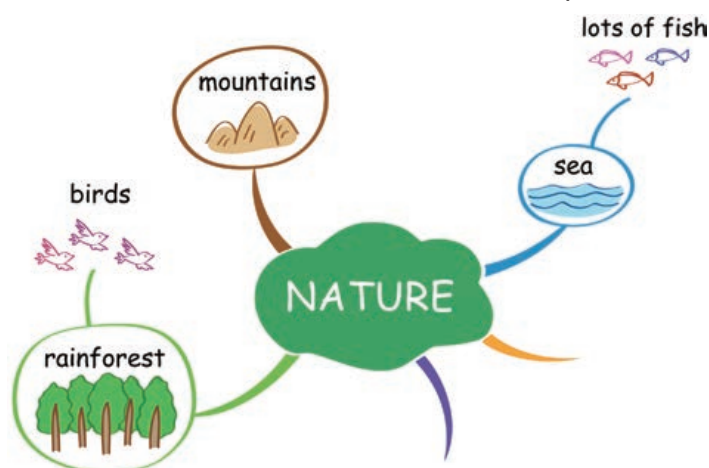


Which poem...	a	b	c
... uses its shape to help convey message?			
... has rhyming words at the end of lines?			
... uses metaphor?			
... uses simile?			
... uses personification?			

Learning to learn

Rhyme is a typical feature of English poetry. A rhyme is a repetition of similar sounds (or the same sound) in two or more words. Children's poems, called "nursery rhymes", usually contain strong rhymes so they are easy to be remembered. In modern poetry, however, features other than rhyme are more important. Lines of modern poetry can be of variable length, the shape of the words on the page is more important, and rhyme is not often used.

- 6 Think about words and expressions related to nature and add them to the mind map.



- 7 Work in pairs. Plan a poem. Consider the following:

- what your poem will be about
- what kind of poem you are going to write
- what figures of speech you will use
- what words you can use for that rhyme (if using rhyme)

Now write your poem.

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

Now discuss the similarities and differences between Chinese and English poems.

Presenting ideas

- 1 Work in groups. Share with each other a book about nature you have read. Consider the following:



Now plan your own book about nature based on your research. Think about the questions and make notes.

What is the theme of your book?

What is the genre of your book?

What content will you include in your book?

What makes your book interesting?

- 2 Discuss how many chapters the book will have and make a brief table of contents.

Table of Contents

Chapter One _____

Chapter Two _____

Chapter Three _____

Chapter Four _____

- 3 Think of a catchy title for your book and design a book cover if possible.
- 4 Prepare a short introduction to the book. Consider the following:
 - 1 the structure of your introduction
 - 2 useful words, expressions and structures
- 5 Give your introduction to the class. Vote for the most creative book about nature.

Reflection

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

- 1 What is your understanding of nature in literature?
- 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?



Adapting a book for the stage

From the pages of a book, words and imagination come together to bring a story to life, unlimited by space and time. Many a well-loved book has gone on to be adapted for the stage, but how successful can this really be within the physical constraints of a theatre and a defined length of time?

Investigate

- 1 Choose one of these books or any other book that you have enjoyed reading.
 - *The Hunchback of Notre-Dame*
 - *The Elephant Man*
 - *Wonder*
 - *The Phantom of the Opera*
- 2 After reading, select an excerpt which you feel effectively contrasts a person's physical appearance with their personality and inner emotions.

Plan

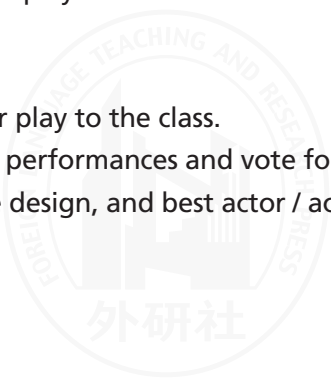
- 1 Work in groups. Share your chosen excerpt with your group.
- 2 Discuss the excerpts you have shared and vote for the one that you would like to adapt.
- 3 Talk about how you might adapt the excerpt into a short play to be acted out on stage. Consider the following:
 - key action in each part of the story – is there anything you will cut from the original?
 - setting – will you change the time and / or place in which the story is told?
 - characters – will you keep all of these, or will you introduce new ones?
 - narrative style – will you change it, or perhaps introduce a narrator?
 - language – will you modernise any old-fashioned language?

Create

- 1 Write your play.
- 2 Assign roles to the members of your group:
 - director(s)
 - actor(s) / actress(es)
 - set and costume designers
- 3 Rehearse your play.

Present

- 1 Perform your play to the class.
- 2 Watch other performances and vote for the best play, best script, best set and costume design, and best actor / actress.



UNIT 2 Project

Creating a directory of traditional crafts

Traditional crafts are dying out, being replaced by newer, faster and cheaper technical methods. And yet, some people still love the old ways, seeing them as requiring more skill, resulting in more beauty, and being somehow, more human. In preserving traditional crafts, we are also passing on our history and culture.

Investigate

Do research online and visit museums, galleries and workshops. Try to interview craftworkers to find out about traditional crafts in your area.



Plan

- 1 Work in groups. Talk about your findings.
- 2 Choose one of these crafts for your group to include in the directory.

Create

- 1 Write a directory entry for your chosen craft. You may include:
 - the origin and history of the craft
 - how it has developed over time
 - where and how it is practised today
 - its cultural significance
 - who the representative craftworkers are and how they learnt their art
 - how the craft demonstrates the spirit of craftsmanship
 - the future of the craft
- 2 Gather any visuals you wish to include.

Present

- 1 Present your directory entry to the class. Respond to feedback and do further research into the craft if necessary.
- 2 As a class, collect all the entries to create the directory. Make both print and digital versions of the directory.
- 3 Give the print version to the school library and upload the digital version online to promote local traditional crafts.

UNIT 3 Project

Giving a speech about war and peace

War is fought with terrifying and dreadful weapons. And yet some people say the greatest weapon of all is the power of human speech. Famous speeches during wartime have lifted hearts in dark times, given hope to despair, honoured the dead and even changed the course of history. Learn from them and write your own speech about war and peace.

Investigate

Do research online or in the library to find out about some of history's most famous speeches about war and peace. Choose one to study. Pay attention to its:

- theme
- language features
- historical background
- historical influence



Plan

- 1 Work in groups. Talk about the speeches you have each found. Identify useful words, expressions, structures and other features you can learn from.
- 2 Think of events during wartime that would be suitable for a speech. Consider the following:
 - acts of heroism
 - key battles that helped win a war
 - citizens risking their lives to help others
- 3 Decide on a theme and the content. Do further research if necessary.

Create

- 1 Work together to write the speech.
- 2 Rehearse delivering the speech. You might want to:
 - relax and make eye contact with the audience
 - use gestures when appropriate
 - vary your tone and volume

Present

- 1 Select a representative from the group to deliver the speech to the class.
- 2 Vote for the best speaker.

UNIT 4 Project

Making a poster about a city of the future

What will the cities of the future look like? With advances in science and technology, cities are developing fast. At the same time, we are also facing challenges, such as booming populations and climate change. How can we design cities that will support ever-increasing populations? And how can we make those cities pleasant places to live in?

Investigate

- 1 Do research online or in the library to find out about the key features of a city, including its location, size, industry, transport, etc.
- 2 Think about the problems cities today are facing.
- 3 Find depictions of future cities in science fiction novels, films and other materials. What is special about them? Do any of them propose solutions to the problems we are facing today?



Plan

- 1 Work in groups. Share your research.
- 2 Decide what kind of city of the future you would like to design. Consider the following:
 - Where is your city located, on land, in the air, under the sea or in space?
 - How large is your city? What is the population?
 - Where and how do its citizens live?
 - How do they travel from place to place?
 - How are its citizens educated and what other facilities do they need?
 - How do the citizens of your future city relax?

Create

Make a poster introducing your city of the future. You may include:

- a map of the city
- pictures to illustrate certain features
- short paragraphs to explain your design

Present

- 1 Present your poster to the class and describe your city.
- 2 Develop your poster into a webpage and upload it to the Internet.

UNIT 5 Project

Making a short video on inspiration from nature

People have always drawn inspiration from nature. These days, audiovisual technology further exposes us to the wonder of the natural world. We can use this technology to share the inspiration we get from nature with our families, friends, and other nature-lovers throughout the world.

Investigate

- 1 Work in groups. Talk about the ways in which nature inspires you. Refer to these words for further help:
adaptation harmony strength regeneration
beauty reliance simplicity respect
- 2 Go online to find specific examples supporting the inspirational power of nature.
- 3 Choose one of these examples and do further research.



Plan

- 1 Draft the script for your video.
- 2 Create or source audiovisual content to accompany your script.

Create

- 1 Shoot the video based on the content of the script.
- 2 Incorporate the audiovisual content.
- 3 Use a video editing tool to edit your video. Remember to update your script with any changes.
- 4 Add narration to the video.

Present

- 1 Present your video to the class.
- 2 Watch the other videos and vote for the best one.
- 3 Discuss the most significant inspiration we can get from nature.



Giving a literary reading on nature

People have always loved a good performance. From Ancient Greek theatre to the plays of Shakespeare, a good performance has always had the power to keep an audience transfixed. Take the passion you feel for your favourite literary work about nature and share it with others!

Investigate

- 1 Look for poems or literary excerpts about nature.
- 2 Work in groups. Share your poems or excerpts with your group and find out what they think of them.
- 3 Choose one of the poems or excerpts and do research online or in the library to find out about:
 - its author
 - background information as to when, where and why it was written
 - analysis of key themes
 - definitions and explanations of any unusual words or expressions

Plan

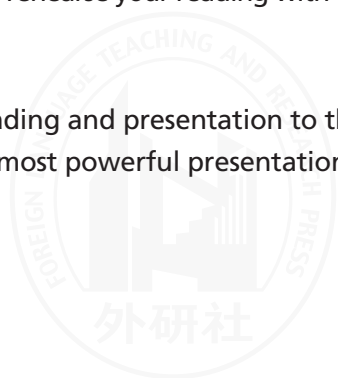
- 1 Plan a slide presentation to accompany your reading. The presentation should include the following:
 - the text of your reading
 - results from your research
 - visual elements that reflect any key themes or emotions within the work
 - suitable background music
- 2 Assign roles to the members of your group:
 - presentation designer(s)
 - sound and image researcher(s)
 - narrator(s)

Create

- 1 Prepare your presentation and practise giving your reading.
- 2 Remember to rehearse your reading with the slide presentation.

Present

- 1 Give your reading and presentation to the class.
- 2 Vote for the most powerful presentation.





Appendices

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



UNIT 1

Key expressions

a lack of
a desire for
be surprised at
make an effort
leave an impression on
keep fit
compare... to
attempt to do

1 As a song in *Ugly Betty* puts it, "It's a pretty person's world".

Background information

Ugly Betty is an American television series, originally broadcast on ABC from 2006 to 2010. It tells the story of a young woman named Betty Suarez. Despite her plain appearance and lack of fashion sense, she lands a job at a reputable fashion magazine and sets out on a journey to explore her inner beauty.

2 Obsessive online photo editing indicates a lack of self-confidence and a desire for attention.

a lack of: not having any or enough of something you need
eg *The match was cancelled due to a lack of support.*

3 It's true that inner beauty is very important, but external beauty shouldn't be completely overlooked.

这句中的 *that inner beauty is very important* 是主语从句。It 是形式主语，代替主语从句这个真正的主语放于句首。

Q: 主语从句有哪几种类型?

A: 用作主语从句叫做主语从句，主要有三种类型：(1) 由 *what*, *whatever* 等关系代词引导的主语从句。例如：What you need is more practice. (2) 由连词 *that* 引导的主语从句。例如：It is possible that I may not be able to come. (3) 由 *who*, *whose* 等连接代词，*when*, *where* 等连接副词，或 *whether* 引导

的主语从句。例如：When they will come has not been made public.

Q：形式主语有什么作用？

A：作为形式主语的 it 并无实际语义，使用 it 是为了平衡句子结构，避免主语太长、头重脚轻。

Q：使用形式主语时应注意哪些问题？

A：（1）第一类主语从句通常直接将主语从句放在句首。例如：Whatever project he works on is always successful.（2）由 that 引导的主语从句，大多数情况下会使用形式主语 it，并将从句放到句子后部。口语中，连词 that 可以省略。当不用 it 而直接把从句放在句首作主语时，有时是为了强调主语从句的内容，例如：That she is still alive is a consolation. 有时是为了使句子前后平衡，例如：That Shelley became a poet may have been due to his mother's influence.（3）第三类主语从句，可以直接将从句放于句首，或借助形式主语 it 把从句放到句子后部，语义上区别不大，需根据上下文的连贯性做出选择。（4）如果句子是疑问句，就必须使用形式主语。例如：Has it been announced when the planes are to take off?

4 It plays a part in the image we present to the world, and making an effort with your appearance can leave a positive first impression on others and boost your confidence.

We could also say

External beauty is important in our presenting a good image to the world. Improving your appearance can help others to have a positive opinion of you at first sight and also make you feel more confident about yourself.

leave an impression on: to make others have a certain opinion about you because of the way you look, speak and behave

eg *As a serious candidate, you want to leave a good impression on everyone you meet.*

5 Everything changed when one day I came across the success story of a plus-size model, Tess Holliday.

Background information

Tess Holliday is a plus-size model in America. She advocates that women should love themselves regardless of their body size.

6 There lay in the accents of the unfortunate man so significant an awareness of his sadness that she had not the strength to utter a syllable.

■ **We could also say**

She perceived such great sadness in the voice of the unfortunate man that she didn't have the strength to say a word.

7 When I compare myself to you, I feel an immense pity for myself, poor unfortunate monster that I am!

■ **compare... to:** to consider the similarities or differences between two or more things or people

eg *Some people compared his work to that of James Joyce.*

8 You have forgotten an unfortunate person who attempted to kidnap you one night, this same person to whom you showed kindness when he was being punished.

■ **We could also say**

You have forgotten an unfortunate person who tried to take you away one night, but you showed kindness to this same person when he was being punished.

■ **attempt to do:** to try to do something, especially something difficult

eg *In this chapter I will attempt to explain what led up to the revolution.*

Supplementary reading

Of Beauty

By Francis Bacon

Virtue is like a rich stone, best plain set: and surely virtue is best in a body that is comely, though not of delicate features: and that hath rather dignity of presence, than

beauty of aspect. Neither is it almost seen, that very beautiful persons are otherwise of great virtue; as if nature were rather busy not to err, than in labour to produce excellency. And therefore, they prove accomplished, but not of great spirit; and study rather behaviour, than virtue; but this holds not always; for Augustus Caesar, Titus Vespasianus, Philip le Belle of France, Edward the Fourth of England, Alcibiades of Athens, Ismael the Sophy of Persia, were all high and great spirits; and yet the most beautiful men of their times. In beauty, that of favour is more than that of colour, and that of decent and gracious motion, more than that of favour. That is the best part of beauty, which a picture cannot express; no, nor the first sight of the life. There is no excellent beauty, that hath not some strangeness in the proportion. A man cannot tell, whether Apelles, or Albert Durer, were the more trifler: whereof the one would make a personage by geometrical proportions: the other, by taking the best parts out of divers faces, to make one excellent. Such personages, I think, would please nobody but the painter that made them. Not but I think a painter may make a better face, than ever was; but he must do it, by a kind of felicity (as a musician that maketh an excellent air in music) and not by rule. A man shall see faces, that if you examine them, part by part, you shall find never a good; and yet all together do well. If it be true, that the principal part of beauty is in decent motion, certainly it is no marvel though persons in years seem many times more amiable; *pulchrorum autumnus pulcher*:* for no youth can be comely but by pardon, and considering the youth as to make up the comeliness. Beauty is as summer fruits, which are easy to corrupt, and cannot last and, for the most part, it makes a dissolute youth, and an age a little out of countenance: but yet certainly again, if it light well, it maketh virtues shine, and vices blush.

**pulchrorum autumnus pulcher*: Latin, a truly beautiful person becomes even more beautiful as they grow older and wiser.



2

Key expressions

nothing more than
pose for
as much as
fascination with
devotion to
put... into
regardless of
not once
approach to
passion for
at one's own pace
day in, day out
originate from
range from... to
bring... back to life
neither... nor
pass on... to
take on
take up

1 And yet every member of New York's wealthy high society wanted nothing more than to pose for this man.

nothing more than: if you say you want nothing more than a particular thing, you are emphasising that you want that thing more than any other thing
eg *I wanted nothing more than a safe place to live.*

pose for: to sit or stand somewhere so that someone can take a photograph of you or paint a picture of you
eg *The leaders posed briefly for photographs before returning to the conference hall.*

2 This ordinary-looking man was Bill Cunningham, one of the most important American photographers of the last 50 years.

Background information

Bill Cunningham (1929–2016) was an American fashion photographer, known for his shots of emerging trends on the streets of New York City. As a self-taught photographer, he worked for *The New York Times* for nearly 40 years and contributed significantly to fashion journalism.

3 Nor was it a wide range of contacts and connections.

We could also say

It was not a wide range of contacts and connections that made him so great, either.

- 4 Through his fascination with what people were wearing, and not who they were, he opened the doors of fashion to everyone – fashion as he saw it belonged to the people, not just to high society and big brands.

■ **We could also say**

He was very interested in what people were wearing, and not whether they had a high social status. Because of this, he opened the doors of fashion to everyone. In his opinion, fashion belonged to the people, not just to high society and big brands.

■ **fascination with:** the state of being very interested in or attracted by something
eg *Most children share a fascination with dinosaurs.*

- 5 Moreover, what made Cunningham great was his devotion to photography, and the hours and hours of sheer hard work he put into his work.

■ **devotion to:** love, loyalty or enthusiasm for a person or activity
eg *She showed great devotion to duty.*

■ **put... into:** to spend a particular amount of time doing something or make a particular amount of effort in order to do something
eg *Candidates put a lot of time and effort into gaining qualifications.*

- 6 Cunningham would go out onto the streets of New York each and every day, regardless of the weather.

■ **regardless of:** without being affected or influenced by anything else that happens or exists
eg *We will continue the race, regardless of the weather.*

7 He hardly ever took a day off and not once stayed home sick.

■ **not once:** used to emphasise that something has never happened
eg *Not once did he finish a job properly.*

8 This devotion and hard work is what we see reflected within his photos.

■ 本句中的 what we see reflected within his photos 是 what 引导的表语从句。

Q: 什么是表语从句?

A: 用作表语的从句叫做表语从句, 说明主语是什么或者怎么样。

Q: 含有表语从句的一般结构是什么?

A: 含有表语从句的一般结构为“主语 + 系动词 + 关联词 + 表语从句”。

Q: 引导表语从句的常见关联词有哪些?

A: 引导表语从句的常见关联词有连接代词 who, which, whatever 等, 连接副词 how, why, whenever 等, 从属连词 as, that, whether 等。

9 Although he was a world-famous fashion photographer, Cunningham's approach to life was uncomplicated.

■ **approach to:** a particular way of thinking about or dealing with something
eg *We need a fresh approach to sports in education.*

10 Cunningham's passion for photography lasted throughout his life.

■ **passion for:** a strong enthusiasm for or interest in something
eg *He and his wife shared a passion for classical music.*

11 In the quiet courtyards of Xi San Suo, behind the high walls of the Forbidden City, time ticks at its own pace.

■ **at one's own pace:** as slowly or quickly as one likes

eg *The course allows students to progress at their own pace.*

■ Background information

The Forbidden City is located in the heart of Beijing. Built during the early Ming Dynasty, it is one of the largest imperial palaces in the world. The magnificent halls and walls proudly display the essence and culmination of traditional Chinese architecture. The Palace Museum was built in it in 1925 and in 1987 the former imperial residence was listed as a UNESCO World Heritage Site.

12 Day in, day out, Mr Wang and his students spend their time restoring clocks dating back hundreds of years.

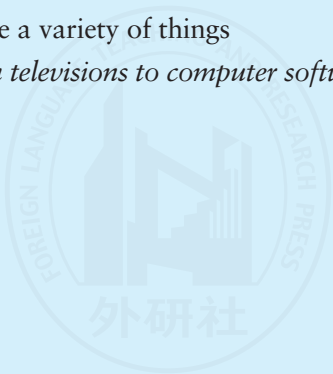
■ **day in, day out:** every day for a long time, especially in a way that is boring or unpleasant

eg *It's so boring, eating the same food day in, day out.*

13 With objects ranging from small pocket watches to clocks over one metre in height, each of these requires its own unique method of restoration.

■ **range from... to:** to include a variety of things

eg *Products ranging from televisions to computer software are sold in this shop.*



- 14 Given the complexity of the work and the lack of necessary materials, this means that each expert can work on a maximum of two large pieces a year.

■ **We could also say**

Taking the complexity of the work and the lack of necessary materials into consideration, each expert can work on two large pieces at most every year.

- 15 It is suddenly clear that when the clock masters say that “these antiques have lives”, it is neither an exaggeration nor a metaphor.

■ **neither... nor:** used for showing that something is not true of two or more people, things, actions, qualities or ideas

eg *Ron is neither as young nor as fit as the other members of the team.*

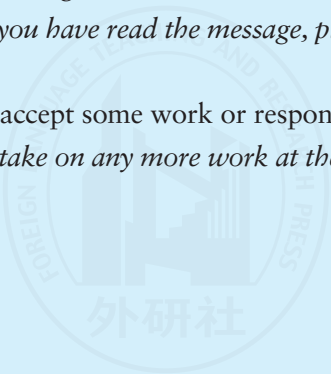
- 16 Following in the footsteps of his own teacher all those years ago, Mr Wang has now passed on his skills to the new members, who will take on many of the future repairs.

■ **We could also say**

Just as his own teacher did all those years ago, Mr Wang has now shared his skills with the new members, who will be responsible for many of the future repairs.

■ **pass on... to:** to give someone something that someone else has given you
eg *When you have read the message, please pass it on to the next person.*

■ **take on:** to accept some work or responsibility
eg *I can't take on any more work at the moment.*



Supplementary reading

The Literary Craftsmanship of Lu Gusun

Lu Gusun was one of China's most renowned and loved teachers, translators, mentors and lexicographers. Born in Shanghai in 1940, he spent the first years of his life there before the family moved to his father's home town in Yuyao, Zhejiang Province. Lu's father, who spoke excellent French and would read European novels such as *The Three Musketeers* to him, was an important role model, sparking the young Lu's lifelong interest in language and literature.

Lu returned to Shanghai in 1950 and, in 1965, graduated from Fudan University with a degree in English Language and Literature. His attachment to the university and devotion to teaching were such that he continued to teach there for about 50 years. Even at the age of 67, he was giving four classes a week to both undergraduate and postgraduate students, as well as supervising doctoral students. Lu retired from teaching only two years before passing away in 2016.

During his studies and working life, Lu developed a remarkable command of English, as well as of his native Chinese. These linguistic skills enabled him to achieve many impressive accomplishments over the course of his academic career, including translations of notable works such as *The Young Lions*, *The Moneychangers* and *The Death of the Moth*. He was also a leading expert on the works of William Shakespeare. But of them all, one of the most notable is undoubtedly his compilation of *The English-Chinese Dictionary*.

In the 1970s, Lu was assigned to compile an English-Chinese dictionary. The dictionary, which contained some 15 million characters, was the first English dictionary to be independently compiled by an entirely Chinese team of lexicographers, of whom Lu remained chief editor for ten years. In order to fully dedicate himself to the task, Lu established three rules for himself: no overseas travel, no involvement in other books and no part-time jobs. Of the process, he remarked, "Compiling dictionaries is like cooking in the kitchen. Anyone who cannot bear the smell of the kitchen is unable to put up with the work of compilation." When the first edition was finished in 1991, it became an immediate success. Two years later, it won the first National Book Award and was later appointed by the United Nations as the official reference for English to Chinese translation.

In addition to his published works, Lu Gusun's legacy lives on in the way that his colleagues and students remember him. He always made time to listen to and talk with them, showing them unwavering patience and a genuine interest in hearing what they

had to say. He would respond to questions late into the night, whether in person, on the telephone or, later, online. He was also open to receiving criticism, even from his students, as a way to help him develop, saying that “Like little grass, we grow inch by inch, learning about our mistakes and correcting them”.

His knowledge and devotion aside, people who knew Lu Gusun had great respect for his integrity. Despite being a renowned scholar, he never cared for material pursuits and personally felt no need for them. Having devoted himself to a third edition of *The English-Chinese Dictionary* after his retirement, Lu continued to edit the dictionary on the dining table of his modest Shanghai apartment. Content with what he had, his greatest satisfaction was in his work and in inspiring those around him to take pleasure in learning.



UNIT 3

Key expressions

make up of
free... from
have (...) confidence in
nothing less than
prepare for
make it
meet up with

1 Code-named “Operation Overlord”, it was the largest combined sea, air and land operation in history, the aim being to free north-west Europe from German occupation.

free... from: to allow someone to say and do what they want, after controlling or restricting them in the past
eg *They were freed from jail.*

2 An order issued by Supreme Allied Commander General Eisenhower to the troops read: “Your task will not be an easy one. Your enemy is well trained, well equipped and battle-hardened... But this is the year 1944... The tide has turned! The free men of the world are marching together to Victory! I have full confidence in your courage, devotion to duty and skill in battle. We will accept nothing less than full Victory!”

这段话中的 *enemy* 是集体名词，表示由个体组成的集体。集体名词是相对于个体名词而言的，此段中的 *order*, *task* 等即为个体名词，指作为个体而存在的人或物。

Q: 集体名词作主语时，谓语动词用单数还是复数形式？

A: 集体名词可归纳为以下三类。(1) 有的集体名词表示复数含义，作主语时谓语通常用复数形式，比如 *cattle*, *people* 等。例如: *How many people were at the meeting?* (2) 有的集体名词作主语时谓语动词可用单数形式，也可用复数形式。若视为整体，谓语动词用单数形式；强调集体中的各个成员时，谓语动词用复数形式，比如 *family*, *class*, *enemy* 等。*Your enemy is well trained, well equipped and battle-hardened...* 此句将 *enemy* 视为整体，作单数看待。*His family are all music lovers.* 此句中的 *family* 强调各个家庭成员，而非家庭这一整体，因此作复数看待。(3) 有的集体名词作主语时只能用谓语动词的单数形式，

比如 baggage, clothing, furniture, machinery, jewellery 等。例如: All baggage has to be examined. Machinery was often unprotected and accidents were frequent.

have (...) confidence in: to feel certain that something is true
eg *You should have more confidence in your own abilities.*

nothing less than: used for emphasising how important or serious something really is
eg *Her survival was nothing less than miraculous.*

Background information

Dwight D. Eisenhower (1890–1969) was the 34th President of the US from 1953 to 1961. During World War II, he was a five-star general in the US Army.

3 One soldier recalled how he barely made it with bombs falling all around him...

We could also say

One soldier later remembered that when bombs were falling all around him, he came very close to losing his life, but survived in the end.

make it: to succeed in reaching safety or in surviving
eg *He has lived longer than the doctors expected. They didn't think he would make it to November.*

4 As part of this solemn and moving occasion, a former soldier read out to the crowd these lines from the poem *For the Fallen*, by Laurence Binyon:

*They shall grow not old, as we that are left grow old:
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
We will remember them.*

Background information

Laurence Binyon (1869–1943) was an English poet, dramatist and art scholar. The excerpt above is the most memorable stanza of his most famous poem *For the Fallen*, in which Binyon pledges that the living will not forget the sacrifice of the soldiers who gave their lives.

- 5 Throughout history, the great thinkers of the world have often rather romantically referred to their academic struggles as being like “war”.

We could also say

Throughout history and across the world, many great thinkers have used the image of war to describe their quest for academic achievement in a romantic way.

- 6 To save their educational and intellectual heritage, the three universities joined together in Kunming as National Southwest Associated University, otherwise known as Lianda.

Background information

During the Chinese People’s War of Resistance Against Japanese Aggression, in order to avoid the flames of war, Peking University, Tsinghua University and Nankai University merged to form Changsha Temporary University in Changsha and later National Southwest Associated University (Lianda) in Kunming. Formed in 1937, Lianda existed for more than eight years. A year after the war ended, the three universities moved back to their original locations and resumed their normal activities. What was left behind in Kunming became today’s Yunnan Normal University.

- 7 Conditions were little better once they reached the remote and mountainous south-west part of China.

We could also say

Living conditions were still very rough for the professors and students, even after they reached the remote and mountainous south-west part of China.

8 But it has become the crowning glory of China's modern universities, not only because of its prominent professors and talented students, but also because of the school's strong spirit of perseverance and dedication.

We could also say

But it has become China's most respected university, not only because of the excellent professors and students, but also because of the school's strong values of determination and duty.

Supplementary reading

The Diary of a Young Girl

WEDNESDAY, 3 MAY 1944

Dearest Kitty,

For the last two weeks we've been eating lunch at eleven-thirty on Saturdays; in the mornings we have to make do with a cup of cereal. Starting tomorrow it'll be like this every day; that saves us a meal. Vegetables are still very hard to come by. This afternoon we had rotten boiled lettuce. Ordinary lettuce, spinach and boiled lettuce, that's all there is. Add to that rotten potatoes, and you have a meal fit for a king!

As you can no doubt imagine, we often say in despair, "What's the point of the war? Why, oh, why can't people live together peacefully? Why all this destruction?"

The question is understandable, but up to now no one has come up with a satisfactory answer. Why is England manufacturing bigger and better aeroplanes and bombs and at the same time churning out new houses for reconstruction? Why are millions spent on the war each day, while not a penny is available for medical science, artists or the poor? Why do people have to starve when mountains of food are rotting away in other parts of the world? Oh, why are people so crazy?

I don't believe the war is simply the work of politicians and capitalists. Oh no, the common man is every bit as guilty; otherwise, people and nations would have rebelled long ago! There's a destructive urge in people, the urge to rage, murder and kill. And until all of humanity, without exception, undergoes a metamorphosis, wars will continue to be waged, and everything that has been carefully built up, cultivated and

grown will be cut down and destroyed, only to start all over again!

I've often been down in the dumps, but never desperate. I look upon our life in hiding as an interesting adventure, full of danger and romance, and every privation as an amusing addition to my diary. I've made up my mind to lead a different life from other girls, and not to become an ordinary housewife later on. What I'm experiencing here is a good beginning to an interesting life, and that's the reason – the only reason – why I have to laugh at the humorous side of the most dangerous moments.

I'm young and have many hidden qualities; I'm young and strong and living through a big adventure; I'm right in the middle of it and can't spend all day complaining because it's impossible to have any fun! I'm blessed with many things: happiness, a cheerful disposition and strength. Every day I feel myself maturing, I feel liberation drawing near, I feel the beauty of nature and the goodness of the people around me. Every day I think what a fascinating and amusing adventure this is! With all that, why should I despair?

Yours,
Anne M. Frank

(Excerpts from The Diary of a Young Girl by Anne Frank)



4

Key expressions

happen to
so far
in contrast
hang out
be susceptible to
wipe out
lie in
agree on
go through
difference between... and
as though
change one's mind

1 In the words of Professor Stephen Hawking, Artificial Intelligence will be “either the best, or the worst thing, ever to happen to humanity”.

Background information

Stephen Hawking (1942–2018) was an English theoretical physicist, cosmologist and author. His book *A Brief History of Time* is an international bestseller. At the age of 21, he was diagnosed with ALS, a form of Motor Neurone Disease that causes paralysis gradually. Despite this, he continued his research into black holes and quantum gravity, conveying it to a wide audience.

2 It used to feel like 50 per cent of my time was spent researching new restaurants.
As it is, almost 50 per cent of US jobs are at risk from automation in the next 20 years.

两句中谓语动词的使用考虑到了主谓一致，即谓语动词在人称和数上必须和主语一致。

Q: 主谓一致有哪些需要注意的地方?

A: (1) 如果主语是一个抽象概念或不可数名词，一般都用谓语动词的单数形式。例如：
Smoking cigarettes is bad for your health.
第一句中的比例表示的是 time 这一抽象名词，所以用谓语动词的单数形式；而第二句中的比例表示的是 jobs 这一名词的复数形式，因此用谓语动词的复数形式。(2) 当主语是 and 连接的两个名词时，如果主语表示一个单一概念，用谓语动词的单数形式；若指两样东西，则需用谓语动词的复数形式。例如：Breaking and entering is against the law. A car and a bike are my means of transportation. (3) each 和由 some, any, no, every 构成的复合不定代词作主语时，谓语动词都用单数形式。例如：Somebody is using the phone. (4) 有些集体名

词指复数的人或动物，如 people, cattle, poultry 等，后面都用谓语动词的复数形式；有些集体名词，如 public, family, committee, audience 等，视作整体时跟谓语动词的单数形式，着重于所包含的成员时，则可跟谓语动词的复数形式。例如：Cattle are grazing on the pasture. The audience was enormous. The audience were greatly moved by the hero's words. (5) 表示时间、重量、长度、距离、价值等的名词，尽管是复数形式，如果视作整体，谓语动词可用单数形式。例如：Three weeks was allowed for making the necessary preparations. (6) 如果主语是单数，尽管后面有 with, together with, as well as, except 这类词引导的短语，谓语动词仍用单数形式，因为这种短语多为修饰语。例如：An expert, together with some assistants, was sent to help with this work. (7) 当一个句子有两个主语，而它们又是由 either / or 或 neither / nor 连接时，以及以 there 开头的句子，而主语又不止一个时，谓语动词的形式通常和最邻近的主语保持一致。例如：Either you or David is to do the work. There is a pen, a few envelopes and some paper for you.

3 And as they won't be susceptible to human error, they'll certainly be a lot safer.

be susceptible to: to be easily influenced or affected by something
eg *He was highly susceptible to flattery.*

4 The only thing is that there might be a few machine-learning problems when the first cars hit the market, so perhaps I'd better learn to drive first.

We could also say

There will certainly be some short-term problems with the technology when the first self-driving cars are sold, so perhaps I'd better learn to drive first.

5 We could be seen as a "small" inconvenience that's in the way of a solution to a bigger problem. If we're lucky, AI might think we're valuable enough to keep around. If not, it might wipe us all out!

■ **We could also say**

AI might see us as a minor annoyance standing in the way of the solution to a bigger problem. In that case, if we're lucky, AI might decide we are worth preserving. If not, it might remove us.

■ **wipe out:** to destroy, remove, or get rid of something completely
eg *The whole village was wiped out by the floods.*

6 One thing I think we all agree on, though, is that saying “My AI did it!” won’t be any excuse for illegal or immoral behaviour!

■ **We could also say**

Whatever happens, I’m sure we can all agree that nobody will be able to blame their illegal or immoral behaviour on AI.

7 He’s at the rocket station, going through the tests.

■ **go through:** to examine or search something very carefully
eg *The new model electric car went through many safety tests before it was released to the public.*

8 The outer side of the crater sloped southward and the Earth, which was low in the southern sky, was nearly full, so that the entire crater-slope was brightly lit. The slope was a gentle one and even the weight of the spacesuit couldn’t keep Jimmy from racing up it in a floating hop that made the gravity seem nonexistent.

■ **We could also say**

The entire crater-slope faced south and was brightly lit by the sun’s reflection on the Earth, which was just above the horizon to the south. Jimmy was able to bound easily up the gentle slope, hardly noticing the weight of his spacesuit because of the Moon’s low gravity.

9 Jimmy couldn't go wrong while Robutt was around, tripping him when he was too near a rock, or jumping on him to show how much he loved him, or circling around and squeaking low and scared when Jimmy hid behind a rock, when all the time Robutt knew well enough where he was.

■ **We could also say**

Jimmy was always safe while Robutt was with him. Robutt would knock him out of trouble when he was too near a rock, jump on him to show how much he loved him, or go round in circles making noises as if he was scared when Jimmy hid behind a rock. Robutt always knew very well where Jimmy was.

10 Robutt is just adjusted to act as though it loves you.

■ **as though:** in such a way that something seems to be true
eg *Jack smiled as though he was enjoying a joke.*

11 And the little robot-mutt, which had never been held so tightly in all its existence, squeaked high and rapid squeaks – happy squeaks.

■ **We could also say**

Since its creation, the little robot-mutt had never been held so tightly. It made high-pitched and quick sounds because it was really happy.



Supplementary reading

Victor Frankenstein's Horror

It was on a cold November night that I saw my creation for the first time. Feeling very anxious, I prepared the equipment that would give life to the thing that lay at my feet. It was already one in the morning and the rain fell against the window. My candle was almost burnt out when, by its tiny light, I saw the yellow eye of the creature open. It breathed hard, and moved its arms and legs.

How can I describe my emotions when I saw this happen? How can I describe the monster who I had worked so hard to create? I had tried to make him beautiful. Beautiful! He was the ugliest thing I had ever seen! You could see the veins beneath his yellow skin. His hair was black and his teeth were white. But these things contrasted horribly with his yellow eyes, his wrinkled yellow skin and black lips.

I had worked for nearly two years with one aim only, to give life to a lifeless body. For this I had not slept, I had destroyed my health. I had wanted it more than anything in the world. But now I had finished, the beauty of the dream vanished, and horror and disgust filled my heart. Now my only thoughts were, "I wish I had not created this creature, I wish I was on the other side of the world, I wish I could disappear!" When he turned to look at me, I felt unable to stay in the same room as him. I rushed out, and for a long time I walked up and down my bedroom. At last I threw myself on the bed in my clothes, trying to find a few moments of sleep. But although I slept, I had terrible dreams. I dreamt I saw my fiancée walking in the streets of our town. She looked well and happy but as I kissed her lips, they became pale, as if she were dead. Her face changed and I thought I held the body of my dead mother in my arms. I woke, shaking with fear. At that same moment, I saw the creature that I had created. He was standing by my bed and watching me. His mouth opened and he made a sound, then seemed to smile. I think he wanted to speak, but I did not hear. He put out a hand, as if he wanted to keep me there, but I ran out of the room. I hid in the garden and stayed there till morning, terrified by what I had done. Again and again I thought, "I wish I had not done this terrible thing, I wish I was dead!"

You cannot imagine the horror of that face! I had seen him when he was unfinished – he was ugly then. But when he stood up and moved, he became a creature from my worst nightmares.

(Adaptation from Frankenstein by Mary Shelley)

UNIT 5

Key expressions

take... for granted
an example of
convert... into
respond to
in return for
draw... from
reaction to
withdraw from
resign oneself to

- 1 In fact, we are so used to them that we may even take them for granted without realising how much inspiration they have given us.

此句中的 realising 是非限定动词，又叫非谓语动词。

Q: 非限定动词有哪几类?

A: 非限定动词共有三类，即不定式、动名词和分词。

Q: 非限定动词与限定动词有何不同?

A: 限定动词在句中用作谓语，受主语的人称和数的限制。非限定动词在句中不可单独用作谓语，不受主语的人称和数的限制，它们在句中可以用作其他成分，如主语、宾语、表语等。

作主语: Roller skating on rough pavement invites accidents.

作宾语: He avoided talking about this.

作表语: My idea is to rent a bicycle.

take... for granted: to expect that someone or something will always be there when you need them and never think how important or useful they are
eg *Losing my job taught me never to take anything for granted.*

- 2 From Barcelona's forest-like Sagrada Familia to the modern style of Beijing's Water Cube, nature is presented in various architectural designs.

Background information

- Barcelona is located on the Northeastern Mediterranean coast of Spain. It has a rich cultural heritage and is an important cultural centre and a major tourist destination. Many great painters and artists, such as Picasso and Antoni Gaudí, worked here at some time and their influence is still evident throughout the city.

- The distinctive and unfinished Sagrada Familia is a Roman Catholic church in Barcelona. It was designed by Catalan architect Antoni Gaudí and is a UNESCO World Heritage Site.
- The Beijing National Aquatics Centre, also known as the Water Cube, is an aquatics centre that was built for the swimming competitions of the 2008 Summer Olympics. The building is coated with an advanced membrane formed by bubbles of varying sizes, symbolising water.

3 The panels also capture heat from the sun and convert it into energy that powers the building.

convert... into: to change into a different form, or change into something that can be used for a different purpose or in a different way
eg *They converted the old school into luxury flats.*

4 Superficially, these two men, whose lives were separated in time by nearly 1,500 years, were polar opposites. And yet they shared an intense respect for nature, which made them each an influential figure of their time.

We could also say

It may seem that these two men were very different because one lived nearly one thousand and five hundred years earlier than the other, but they in fact shared a deep respect for nature that made them important in their own times.

5 In 405, he quit the service of the court for good, expressing his unhappiness in the now famous line that he would not “bow like a servant in return for five *dou* of grain”.

in return for: as payment or in exchange for something, or as a way of thanking someone for something
eg *We get many benefits in return for our taxes.*

- 6 For two years, two months and two days, he lived in a cottage in the forest on the edge of Walden Pond, focusing on himself and his writing. He explained his reason for doing so in *Walden*: “I went to the woods because I wished to live deliberately, to front only the essential facts of life.”

Background information

Walden Pond is a lake in Concord, Massachusetts, in the United States. Thoreau, the noted American essayist, poet and philosopher, lived for about two years in a cabin on its shores. There, he produced his best-known book *Walden*, a reflection on simple living in natural surroundings that was published in 1854.

- 7 Both men were happy to withdraw from contemporary life, seeking a harmonious relationship with nature in the quietness of their lives.

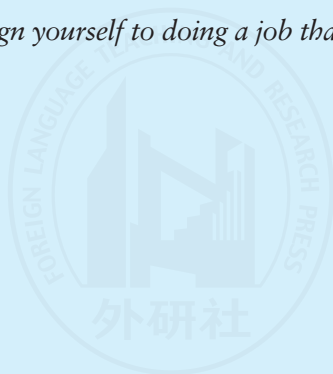
withdraw from: to no longer take part in something, or to stop someone or something from taking part

eg *The injury has forced him to withdraw from the competition.*

- 8 Live in each season as it passes; breathe the air, drink the drink, taste the fruit, and resign yourself to the influences of each.

resign oneself to: to make oneself accept something that is bad but cannot be changed

eg *You don't have to resign yourself to doing a job that you don't enjoy.*



Supplementary reading

Walden

When I first paddled a boat on Walden, it was completely surrounded by thick and lofty pine and oak woods, and in some of its coves grape-vines had run over the trees next the water and formed bowers under which a boat could pass. The hills which form its shores are so steep, and the woods on them were then so high that, as you looked down from the west end, it had the appearance of an amphitheatre for some land of sylvan spectacle. I have spent many an hour, when I was younger, floating over its surface as the zephyr willed, having paddled my boat to the middle, and lying on my back across the seats, in a summer forenoon, dreaming awake, until I was aroused by the boat touching the sand, and I arose to see what shore my fates had impelled me to; days when idleness was the most attractive and productive industry. Many a forenoon have I stolen away, preferring to spend thus the most valued part of the day; for I was rich, if not in money, in sunny hours and summer days, and spent them lavishly; nor do I regret that I did not waste more of them in the workshop or the teacher's desk. But since I left those shores the woodchoppers have still further laid them waste, and now for many a year there will be no more rambling through the aisles of the wood, with occasional vistas through which you see the water... How can you expect the birds to sing when their groves are cut down?

Now the trunks of trees on the bottom, and the old log canoe, and the dark surrounding woods, are gone, and the villagers, who scarcely know where it lies, instead of going to the pond to bathe or drink, are thinking to bring its water... to the village in a pipe, to wash their dishes with! – to earn their Walden by the turning of a cock or drawing of a plug! ...

Nevertheless, of all the characters I have known, perhaps Walden wears best, and best preserves its purity. Many men have been likened to it, but few deserve that honor. Though the woodchoppers have laid bare first this shore and then that, and the Irish have built their sties by it, and the railroad has infringed on its border, and the ice-men have skimmed it once, it is itself unchanged, the same water which my youthful eyes fell on; all the change is in me. It has not acquired one permanent wrinkle after all its ripples. It is perennially young, and I may stand and see a swallow dip apparently to pick an insect from its surface as of yore. It struck me again tonight, as if I had not seen it almost daily for more than twenty years, – Why, here is Walden, the same woodland lake that I discovered so many years ago; ... I see by its face that it is visited by the same reflection; and I can almost say, Walden, is it you?

(Excerpts from Walden by Henry David Thoreau)

Key expressions

talk away

come round

break out

alert... to

cause harm to

urge... to do

target for

stand by

1 Mr Robert Lynd once said of Jane Austen's characters: "They are people in whose lives a slight fall of snow is an event." Even at the risk of appearing to this fair and witty reviewer as another Mr Woodhouse, I must insist that last night's fall of snow here was an event.

Background information

- Robert Wilson Lynd (1879–1949) was an Anglo-Irish writer, literary essayist and Irish nationalist. He is best remembered today for the remarkable sequence of essays he wrote over a period of more than thirty years.
- Jane Austen (1775–1817) was an English novelist, best known for her social commentary in novels such as *Sense and Sensibility*, *Pride and Prejudice* and *Emma*. Mr Woodhouse is a central character in *Emma*, and the father of the protagonist, Emma Woodhouse. He is constantly worried about his health and wants a quiet, simple life.

2 I was nearly as excited about it this morning as the children, whom I found all looking through the window at the magic outside and talking away as excitedly as if Christmas had suddenly come round again.

talk away: to continue to talk for a long time

eg *Nobody's listening, but she just keeps talking away.*

come round: to happen, often referring to a regular event

eg *The summer holidays have come round again.*

- 3 It is the first fall we have had here this winter, and last year I was out of the country, sweating in a hot climate, during the snowy season, so that it really does seem an age since I saw the ground so fantastically carpeted.

sweating 和 carpeted 在此句中是非限定动词，分别作状语和补语。非限定动词（不定式、动名词和分词）具有名词、形容词或副词的特征，不能在句中单独作谓语。

Q: 除了主语、宾语、表语外，非限定动词还能充当什么成分？

A: 非限定动词还可以作定语、状语、补语等。

作定语: He may be in the reading room.

作状语: He has returned only to be sent away again.

作补语: The fire is reported controlled.

- 4 But the snow is falling heavily, in great soft flakes, so that you can hardly see across the shallow valley, and the roofs are thick and the trees all bending, and the weathercock of the village church, still to be seen through the grey loaded air, has become some creature out of Hans Andersen.

Background information

Hans Christian Andersen (1805–1875) was a Danish author who wrote some of literature's best-loved fairy tales, including "The Emperor's New Clothes", "The Little Mermaid" and "The Ugly Duckling". His fairy tales are among the most frequently translated works in all of literary history, and the themes of his stories appeal to adults and children alike.

- 5 By imagining a world without birds, she aimed to alert not only the scientific community but also the general public to the damaging effects of human activity on natural ecosystems – in particular, to the harmful use of pesticides, such as DDT.

alert... to: to make someone realise something important or dangerous

eg *We will be assisting in alerting people to the dangers of cold weather.*

Learning aid

Background information

DDT is a chemical compound that was originally developed as an insecticide. It has no colour, taste or odour. Its agricultural use was banned in the US in 1972 because of its damaging effects on the environment.

- 6 Its impact was immediate and far-reaching: the use of DDT was banned and the Environmental Protection Agency (EPA) was established in the US.

Background information

The Environmental Protection Agency, established in 1970, is an independent agency of the US government. It works to protect human health and the environment through regulating auto emissions, banning the use of DDT, cleaning up toxic waste, increasing recycling, etc.

- 7 Though Carson's research was strong and was supported by most scientists who reviewed her work, the book quickly became a target for critics in the pesticide industry.

target for: a person, idea or statement at risk of criticism
eg *His war record became a target for his enemies.*

- 8 These were attempts to damage Carson's reputation and stop her work from influencing public policy, but she remained determined to stand by her research.

stand by: to continue to have a particular belief or opinion, even though other people have doubts about it or disagree with you
eg *The doctors are standing by their claim that they are not at fault.*

- 9 She made a crucial but potentially difficult-to-understand subject interesting and accessible to millions of people.

We could also say

This subject is important but it can be difficult to understand. She made the subject interesting and easier to understand for millions of people.

Supplementary reading

I Wandered Lonely as a Cloud

By William Wordsworth

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

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

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

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

The Lake Isle of Innisfree

By William Butler Yeats

I will arise and go now, and go to Innisfree,
And a small cabin build there, of clay and wattles made;
Nine bean-rows will I have there, a hive for the honey-bee,
And live alone in the bee-loud glade.

And I shall have some peace there, for peace comes dropping slow,
Dropping from the veils of the morning to where the cricket sings;
There midnight's all a glimmer, and noon a purple glow,
And evening full of the linnet's wings.

I will arise and go now, for always night and day
I hear lake water lapping with low sounds by the shore;
While I stand on the roadway, or on the pavements grey,
I hear it in the deep heart's core.



UNIT 1

self-critical /ˌself ˈkɪrɪk(ə)l/ <i>adj.</i> 自我批评的, 自我批判的	2	pill /pɪl/ <i>n.</i> 药丸, 药片	3
* freckle /ˈfrek(ə)l/ <i>n.</i> (尤指脸上的)雀斑, 斑点	2	* stereotype /ˈsteriətaɪp/ <i>n.</i> 模式化的思想	3
* enlarge /ɪnˈlɑːdʒ/ <i>v.</i> (使)增大, 扩大	2	* skinny /ˈskɪni/ <i>adj.</i> 极瘦的, 皮包骨的	3
* jawline /ˈdʒɔːlaɪn/ <i>n.</i> 下巴的形状	2	acknowledge /əˈknɒlɪdʒ/ <i>v.</i> 承认 (某事属实或某情况存在)	3
boost /buːst/ <i>v.</i> 促进, 推动	2	assumption /əˈsʌmpʃ(ə)n/ <i>n.</i> 假定, 假设	5
boost one's confidence 增加某人的信心	2	saving /ˈseɪvɪŋ/ <i>n.</i> 积蓄	5
* narcissist /nɑːˈsɪsɪst/ <i>n.</i> 自我陶醉者	2	welfare /ˈwelfeə/ <i>n.</i> 帮助; 福利	5
* obsessive /əbˈsesɪv/ <i>adj.</i> 痴迷的, 迷恋的; 过度的 (含贬义)	2	psychology /saɪˈkɒlədʒi/ <i>n.</i> 心理, 心理过程	6
pretend /prɪˈtend/ <i>v.</i> 假装, 装作	2	finding /ˈfaɪndɪŋ/ <i>n.</i> 研究的结果; 发现	6
* misjudge /ˌmɪsˈdʒʌdʒ/ <i>v.</i> 对 (人或情况) 判断错误	2	* frightful /ˈfraɪtful/ <i>adj.</i> 可怕的	7
* lipstick /ˈlɪpˌstɪk/ <i>n.</i> 唇膏, 口红	3	* monstrous /ˈmɒnstrəs/ <i>adj.</i> 丑陋的; 骇人的	7
identical /aɪˈdentɪk(ə)l/ <i>adj.</i> 完全相同的; 非常相似的	3	* righteous /ˈraɪtʃəs/ <i>adj.</i> 正派的, 正直的	7
dormitory /ˈdɔːmɪt(ə)ri/ <i>n.</i> 寝室	3	* outward /ˈaʊtwəd/ <i>adj.</i> 外表的, 表面的	7
* roommate /ˈruːmˌmeɪt/ <i>n.</i> (尤指大学里的)室友	3	* beast /biːst/ <i>n.</i> (尤指体型庞大或危险的)野兽	7
* bizarre /brɪˈzɑː/ <i>adj.</i> 古怪的; 奇异的	3	* timid /ˈtɪmɪd/ <i>adj.</i> 胆小的, 胆怯的	7
from head to toe 从头到脚	3	* coward /ˈkaʊəd/ <i>n.</i> 胆小鬼; 懦夫	7
* makeover /ˈmeɪkəʊvə/ <i>n.</i> (以新衣服、新发型等进行的)打扮, 装扮	3	* bookish /ˈbʊkɪʃ/ <i>adj.</i> 好读书的, 书呆子气的	7
* overlook /ˌəʊvəˈlʊk/ <i>v.</i> 忽视, 忽略	3	* loyal /ˈlɔɪəl/ <i>adj.</i> 忠贞的, 忠实的, 忠诚的	7
bother /ˈbʌðə/ <i>v.</i> (使)苦恼	3	novelist /ˈnɒv(ə)lɪst/ <i>n.</i> 小说家	8
		* kidnap /ˈkɪdnæp/ <i>v.</i> 绑架; 劫持	8
		* torture /ˈtɔːtʃə/ <i>v.</i> 拷打, 拷问	8
		* execution /ˌeksɪˈkjuːʃ(ə)n/ <i>n.</i> (尤指依法的)处死	8
		* predicament /prɪˈdɪkəmənt/ <i>n.</i> 尴尬的处境	8
		* graceful /ˈɡreɪsful/ <i>adj.</i> 优美的, 优雅的	8

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

* repulsive /rɪ'pʌlsɪv/ <i>adj.</i> 令人厌恶的	8	* heartbreaking /'hɑ:t,breɪkɪŋ/ <i>adj.</i> 令人悲伤的	9
* defect /dɪ'fekt/ <i>n.</i> 缺点, 缺陷, 毛病	8	* expression /ɪk'spreʃ(ə)n/ <i>n.</i> 表情; 神色	9
* hunched /hʌntʃt/ <i>adj.</i> 弓身的, 弓背的	8	* intently /ɪn'tentli/ <i>adv.</i> 专心地; 一心一意地	9
comprehension /kəm'prɪ'hens(ə)n/ <i>n.</i> 理解(力)	8	* repay /rɪ'peɪ/ <i>v.</i> 报答	9
* melancholy /'melənk(ə)li/ <i>n.</i> 忧郁, 无名的伤感	8	* profound /prə'faʊnd/ <i>adj.</i> (感情) 强烈的,	
* wretch /retʃ/ <i>n.</i> 可怜的人	8	深切的	9
* exclaim /ɪk'skleɪm/ <i>v.</i> (因惊讶、愤怒或兴奋而)		* tenderness /'tendənɪs/ <i>n.</i> 柔情	9
呼喊, 惊叫	8	motive /'məʊtɪv/ <i>n.</i> (尤指隐藏的) 动机, 原因,	
* heartfelt /'hɑ:tfelt/ <i>adj.</i> 衷心的, 诚挚的	8	目的	10
* compassion /kəm'pæʃ(ə)n/ <i>n.</i> 怜悯; 同情	8		
* exquisite /ɪk'skwɪzɪt/ <i>adj.</i> 精美的, 精致的	9	UNIT 2	
accent /'æks(ə)nt/ <i>n.</i> 口音	9	* lens /lenz/ <i>n.</i> (照相机、摄像机的) 镜头	14
* utter /'ʌtə/ <i>v.</i> (尤指吃力地) 发出(声音)	9	pose /pəʊz/ <i>v.</i> (使) 摆好姿势	14
* syllable /'sɪləb(ə)l/ <i>n.</i> 音节	9	grocery /'grəʊs(ə)rɪ/ <i>n.</i> 食品杂货店	15
* immense /ɪ'mens/ <i>adj.</i> 巨大的	9	grocery store 超级市场	15
* monster /'mɒnstə/ <i>n.</i> 怪物	9	* fascination /fə'sɪneɪʃ(ə)n/ <i>n.</i> 着迷, 迷恋	15
* resemble /rɪ'zemb(ə)l/ <i>v.</i> 像; 与……类似,		fashion /'fæʃ(ə)n/ <i>n.</i> 时尚	15
与……相似	9	uncomplicated /ʌn'kɒmplɪkeɪtɪd/ <i>adj.</i> 不复杂的,	
* savage /'sævɪdʒ/ <i>adj.</i> 野蛮的	9	简单的; 单纯的	15
* dew /dju:/ <i>n.</i> 露水	9	* faraway /'fɑ:rəweɪ/ <i>adj.</i> 遥远的	15
* whilst /waɪlst/ <i>conj.</i> 而(用于强调两种情况、		celebrity /sɪ'lebrɪti/ <i>n.</i> 名人, 明星	15
活动等之间的差别)	9	* craft /kra:ft/ <i>n.</i> (某一行业所需的) 技能	15
* coarse /kɔ:s/ <i>adj.</i> 粗的, 粗糙的	9	* anthropologist /ˌænθrə'pɒlədʒɪst/ <i>n.</i> 人类学家	15
* downtrodden /'daʊn,troʊdn/ <i>adj.</i> 被践踏的,		trial /'traɪəl/ <i>n.</i> 试验	17
受压迫的, 遭蹂躏的	9	by trial and error 反复试验(以得出最佳结果)	17
* pebble /'peb(ə)l/ <i>n.</i> 卵石, 小圆石, 砾石	9		

UNIT 2

* lens /lenz/ <i>n.</i> (照相机、摄像机的) 镜头	14
pose /pəʊz/ <i>v.</i> (使) 摆好姿势	14
grocery /'grəʊs(ə)ri/ <i>n.</i> 食品杂货店	15
grocery store 超级市场	15
* fascination /'fæsɪ'neɪʃ(ə)n/ <i>n.</i> 着迷, 迷恋	15
fashion /'fæʃ(ə)n/ <i>n.</i> 时尚	15
uncomplicated /ʌn'kɒmplɪkeɪtɪd/ <i>adj.</i> 不复杂的, 简单的; 单纯的	15
* faraway /'fɑ:rəweɪ/ <i>adj.</i> 遥远的	15
celebrity /sɪ'lebrɪti/ <i>n.</i> 名人, 明星	15
* craft /krɑ:ft/ <i>n.</i> (某一行业所需的) 技能	15
* anthropologist /'ænθrə'pɒlədʒɪst/ <i>n.</i> 人类学家	15
trial /'traɪəl/ <i>n.</i> 试验	17
by trial and error 反复试验 (以得出最佳结果)	17

* craftsmanship /'krɑ:ftsmənʃɪp/ <i>n.</i> 手艺; 工艺; 技艺	18	* envoy /'envɔɪ/ <i>n.</i> 使者, 使节	21
* atomic /ə'tɒmɪk/ <i>adj.</i> 原子能的; 核能的	19	* intricate /'ɪntrɪkət/ <i>adj.</i> 错综复杂的	21
back down 退让; 认输	19	maximum /'mæksɪmə/ <i>n.</i> 最大量, 最大值	21
the cutting edge (of sth) (某事物发展的) 尖端, 最前沿	19	* painstaking /'peɪnz,teɪkɪŋ/ <i>adj.</i> 小心的; 费尽 心思的; 精心的	21
think outside the box 不拘一格地思考, 跳出框框思考	19	* workshop /'wɜ:kʃɒp/ <i>n.</i> 车间, 工场	21
break new ground 开辟新的领域; 有新发现	19	* melody /'melədi/ <i>n.</i> 歌曲; 曲调	21
hydrogen /'haɪdrədʒ(ə)n/ <i>n.</i> 氢	19	polish /'pɒlɪʃ/ <i>v.</i> 擦亮, 擦光	21
propulsion /prə'pʌlʃ(ə)n/ <i>n.</i> (车辆等的) 推进力	19	* gigantic /dʒaɪ'gæntɪk/ <i>adj.</i> 巨大的, 庞大的	21
jet propulsion 喷气推进	19	bark /bɑ:k/ <i>v.</i> (狗) 吠叫	21
* acclaim /ə'kleɪm/ <i>n.</i> 表扬, 赞赏	19	* flap /flæp/ <i>v.</i> 振(翼), 扑动(翅膀)	21
* shun /ʃʌn/ <i>v.</i> (故意) 避开, 躲开	19	* spin /spɪn/ <i>v.</i> 将(棉花、羊毛等) 纺成(线), 纺(线)	21
* spotlight /'spɒtlaɪt/ <i>n.</i> 聚光灯; 媒体的关注	19	* exaggeration /ɪɡ,zædʒə'reɪʃ(ə)n/ <i>n.</i> 夸大, 夸张	21
* harsh /hɑ:ʃ/ <i>adj.</i> 恶劣的, 艰苦的, 严峻的	19	* metaphor /'metəfə/ <i>n.</i> 隐喻, 暗喻	21
* prosperous /'prɒsp(ə)rəs/ <i>adj.</i> 富裕的, 繁荣的, 兴旺的, 发达的	19	* nonetheless /ɪ,nʌnðə'les/ <i>adv.</i> 然而, 但是; 尽管如此, 虽然如此	21
* courtyard /'kɔ:tjɑ:d/ <i>n.</i> 庭院, 院子	20	* artisan /,ɑ:tɪ'zæn/ <i>n.</i> 工匠, 手艺人	21
precious /'preʃəs/ <i>adj.</i> 珍稀的; 贵重的	20	preserve /prɪ'zɜ:v/ <i>v.</i> 维护, 保护; 保存	21
antique /,æn'tɪk/ <i>n.</i> 古董, 古玩, 古物	20	* apt /æpt/ <i>adj.</i> 适当的, 恰当的	21
restoration /,restə'reɪʃ(ə)n/ <i>n.</i> (旧建筑或旧家具 等的) 修复, 整修	20	* timeless /'taɪmləs/ <i>adj.</i> 永恒的, 恒久的; 永不过时的	21
* crimson /'krɪmz(ə)n/ <i>adj.</i> 深红色的	20	* sedately /sɪ'detli/ <i>adv.</i> 安静地; 慢悠悠地	21
* workplace /'wɜ:kpleɪs/ <i>n.</i> 工作场所	20	* modest /'mɒdɪst/ <i>adj.</i> 谦虚的, 谦逊的	21
* timepiece /'taɪmpi:s/ <i>n.</i> 计时器; 钟; 表	20	essay /'eseɪ/ <i>n.</i> 短文, 论说文	23
		dominate /'dɒmɪneɪt/ <i>v.</i> 支配, 控制, 主宰	23

Words and expressions

architecture /'ɑ:kitektʃə/ <i>n.</i> 建筑风格, 建筑设计	23	recall /rɪ'kɔ:l/ <i>v.</i> 回想, 回忆起	27
ambitious /æm'biʃəs/ <i>adj.</i> 宏大的, 艰巨的	23	barely /'beəli/ <i>adv.</i> 勉强才能	27
associate /ə'səʊʃieɪt/ <i>v.</i> 与……有关	23	liberate /'libəreɪt/ <i>v.</i> 解放 (城市、国家等)	27
analysis /ə'nælɪsɪs/ <i>n.</i> 分析	23	memorial /mə'mɔ:riəl/ <i>adj.</i> 纪念的, 追悼的	27
comprise /kəm'praɪz/ <i>v.</i> 包括, 由……构成	23	* solemn /'sɒləm/ <i>adj.</i> 严肃的, 庄重的	27
		* weary /'wiəri/ <i>v.</i> (使) 非常疲倦	27
		* condemn /kən'dem/ <i>v.</i> 迫使 (某人) 处于不幸的境地	27
UNIT 3		outstanding /aʊt'stændɪŋ/ <i>adj.</i> 杰出的, 优秀的	27
violent /'vaɪələnt/ <i>adj.</i> 狂暴的, 凶暴的	25	uniform /'ju:nɪfɔ:m/ <i>n.</i> 制服	29
* landing /'lændɪŋ/ <i>n.</i> (军队的) 登陆	26	bomb /bɒm/ <i>v.</i> 轰炸	30
* allied /'ælaɪd/ <i>adj.</i> (第二次世界大战) 同盟国的	26	* peacekeeping /'pi:s,ki:pɪŋ/ <i>n.</i> 维持和平 (的行动)	31
* troop /tru:p/ <i>n.</i> 部队; 军队	26	* peacekeeper /'pi:s,ki:pə/ <i>n.</i> 维和人员	31
* code-name /'kəʊd,neɪm/ <i>v.</i> 起代号为	26	friction /'frɪkʃ(ə)n/ <i>n.</i> 冲突, 摩擦	31
* tide /taɪd/ <i>n.</i> 潮水	26	* disarm /dɪs'aɪm/ <i>v.</i> 解除武装	31
* supreme /su'pri:m/ <i>adj.</i> 最高的	26	* combatant /'kɒmbətənt/ <i>n.</i> 战斗人员	31
* commander /kə'mɑ:ndə/ <i>n.</i> 指挥官, 长官	26	weapon /'wepən/ <i>n.</i> 武器, 兵器	31
* parachute /'pærəʃu:t/ <i>n.</i> 降落伞	27	* ammunition /'æmjʊ'nɪʃ(ə)n/ <i>n.</i> 弹药	31
objective /əb'dʒektɪv/ <i>n.</i> 目的, 目标	27	stability /stə'bɪləti/ <i>n.</i> 稳固, 稳定	31
* coastline /'kəʊstlaɪn/ <i>n.</i> 海岸线	27	on standby 待命	31
violence /'vaɪələns/ <i>n.</i> 暴力	27	* professionalism /prə'feʃ(ə)nəlɪz(ə)m/ <i>n.</i> 专业水准; 专业素质; 职业精神	31
* horror /'hɒrə/ <i>n.</i> 惊恐	27	academic /ækə'demɪk/ <i>adj.</i> 学术的	32
* drown /draʊn/ <i>v.</i> (使) 淹死	27	* aggression /ə'ɡres(ə)n/ <i>n.</i> 侵略	32
* gunfire /'ɡʌnfʌɪə/ <i>n.</i> 炮火	27	* intellectual /ɪntə'lektʃʊəl/ <i>adj.</i> 智力的, 脑力的	32
* amongst /ə'mʌŋst/ <i>prep.</i> 在……当中 (= among)	27		
tank /tæŋk/ <i>n.</i> 坦克	27		

* associated /ə'səʊʃieɪtɪd/ <i>adj.</i> 联合的	32	grain /ɡreɪn/ <i>n.</i> 谷物, 粮食	35
* rough /rʌf/ <i>adj.</i> 简单的; 粗糙的	32	relevant /'reləv(ə)nt/ <i>adj.</i> 有关的, 切题的	36
* sardine /sɑ:'di:n/ <i>n.</i> 沙丁鱼	32		
* dire /'daɪə/ <i>adj.</i> 极其严重的	32	UNIT 4	
* disrupt /dɪs'rʌpt/ <i>v.</i> 扰乱	32	artificial /,ɑ:trɪ'fɪʃ(ə)l/ <i>adj.</i> 人造的, 人工的	38
* daunting /'daʊntɪŋ/ <i>adj.</i> 吓人的, 使人气馁的	32	artificial intelligence 人工智能	38
* fortify /'fɔ:tɪfaɪ/ <i>v.</i> 激励, 加强	32	* humanity /hju:'mænɪti/ <i>n.</i> 人类	38
emerge /ɪ'mɜ:dʒ/ <i>v.</i> 出现	32	assistant /ə'sɪst(ə)nt/ <i>n.</i> 助手, 助理	38
* shirk /ʃɜ:k/ <i>v.</i> 逃避	32	* susceptible /sə'septəb(ə)l/ <i>adj.</i> 易受影响的	38
* invader /ɪn'veɪdə/ <i>n.</i> 侵略者, 侵略军	32	victim /'vɪktɪm/ <i>n.</i> 受害者	39
* depict /dɪ'pɪkt/ <i>v.</i> 描述, 描写	33	potentially /pə'tenʃ(ə)li/ <i>adv.</i> 潜在地	39
* peer /pɪə/ <i>n.</i> 同龄人; 同辈	33	* automation /ɔ:tə'meɪʃ(ə)n/ <i>n.</i> 自动化	39
* misty /'mɪsti/ <i>adj.</i> 多雾的	33	capacity /kə'pæsɪti/ <i>n.</i> 能力, 才能	39
* breeze /bri:z/ <i>n.</i> 微风	33	analyse /'æn(ə)laɪz/ <i>v.</i> 分析	39
* crowning /'kraʊnɪŋ/ <i>adj.</i> 使圆满的, 使完美的	33	* leap /li:p/ <i>n.</i> 剧变	39
* glory /'ɡlɔ:ri/ <i>n.</i> 辉煌的成就; 荣耀的事	33	* regulate /'regjuleɪt/ <i>v.</i> 控制, 管理	39
* prominent /'prɒmɪnənt/ <i>adj.</i> 著名的, 杰出的	33	illegal /ɪ'li:g(ə)l/ <i>adj.</i> 非法的, 违法的	39
* dedication /,dedɪ'keɪʃ(ə)n/ <i>n.</i> 奉献	33	immoral /ɪ'mɒrəl/ <i>adj.</i> 不道德的, 道德败坏的	39
representative /reprɪ'zentətɪv/ <i>n.</i> 代表	33	client /'klaɪənt/ <i>n.</i> 客户, 客人, 顾客	41
* commemorate /kə'meməreɪt/ <i>v.</i> 庆祝, 为……		cite /saɪt/ <i>v.</i> 引用, 引述	41
举行纪念活动	33	assess /ə'ses/ <i>v.</i> 评价, 评定	41
* anniversary /,ænɪ'vɜ:s(ə)ri/ <i>n.</i> 周年纪念日	33	bank on 依靠, 指望	43
* reaffirm /ri:ə'fɜ:m/ <i>v.</i> 重申, 再次确定	33	* horizon /hə'raɪz(ə)n/ <i>n.</i> 地平线	43
* collective /kə'lektɪv/ <i>adj.</i> 集体的; 共同的	33	on the horizon 将要发生	43
* blueprint /'blu:prɪnt/ <i>n.</i> 蓝图	33	* reckon /'rekən/ <i>v.</i> 认为, 以为	43
sum /sʌm/ <i>n.</i> 金额, 款项	35	cell /sel/ <i>n.</i> 细胞	43

Words and expressions

bound /baʊnd/ <i>adj.</i> 可能的	43	* mound /maʊnd/ <i>n.</i> 土堆, 土丘	50
be bound to 很有可能, 肯定会	43	* algae /'ældʒi/ <i>n.</i> 藻类 (植物)	50
cycle /'saɪk(ə)l/ <i>n.</i> 自行车	43	take... for granted 认为……理所当然	50
demand /dɪ'mɑ:nd/ <i>n.</i> 需要, 需求	43	pine cone 松果, 松球	50
* crater /'kreɪtə/ <i>n.</i> (物体坠落、炸弹爆炸等 在地上造成的) 坑	44	* tile /taɪl/ <i>n.</i> 瓦片	50
* agile /'ædʒaɪl/ <i>adj.</i> 敏捷的, 灵活的	44	architect /'ɑ:kɪtekt/ <i>n.</i> 建筑师	50
* slope /sləʊp/ <i>v.</i> 倾斜, 成斜坡	44	* mimic /'mɪmɪk/ <i>v.</i> 模仿	50
* hop /hɒp/ <i>n.</i> 跳跃	44	* waterfront /'wɔ:təfrʌnt/ <i>n.</i> 滨水地区	51
* squeak /skwi:k/ <i>v.</i> 发出吱吱声	44	* promenade /,prɒmə'naɪd/ <i>n.</i> 滨海步行道	51
* tendon /'tendən/ <i>n.</i> 腱	44	* plumbing /'plʌmɪŋ/ <i>n.</i> 管道系统	51
* wavelength /'weɪvləŋθ/ <i>n.</i> 波长	44	superb /sju:'pɜ:b/ <i>adj.</i> 极好的, 出色的	51
mechanical /mɪ'kænɪk(ə)l/ <i>adj.</i> 机械的	45	* biomimicry /,baɪəʊ'mɪmɪkri/ <i>n.</i> 仿生学	51
* imitation /,ɪmɪ'teɪʃ(ə)n/ <i>n.</i> 仿制品	45	* dioxide /daɪ'ɒksaɪd/ <i>n.</i> 二氧化物	51
* mutt /mʌt/ <i>n.</i> 杂种狗	45	* convert /kən'vɜ:t/ <i>v.</i> 使转变; 使转换	51
* frown /fraʊn/ <i>v.</i> 皱眉	45	frontier /'frʌntɪə/ <i>n.</i> (学科的) 知识前沿	52
* positronic /,pɒzɪ'trɒnɪk/ <i>adj.</i> 正电子的	45	pond /pɒnd/ <i>n.</i> 池塘	53
tightly /'taɪtli/ <i>adv.</i> 紧紧地	45	sow /səʊ/ <i>v.</i> 播 (种)	53
desperate /'desp(ə)rət/ <i>adj.</i> 拼命的, 绝望的	45	wisdom /'wɪzdəm/ <i>n.</i> 智慧	53
clue /klu:/ <i>n.</i> 线索, 提示	46	seek solutions to 寻求解决方法	54
faulty /'fɔ:lti/ <i>adj.</i> 有故障的, 有缺陷的	47	take inspiration from 从……中获取灵感	54
consistent /kən'sɪst(ə)nt/ <i>adj.</i> 一贯的, 一致的	47	employ /ɪm'plɔɪ/ <i>v.</i> 使用, 运用	54
		bat /bæt/ <i>n.</i> 蝙蝠	54
		* echo-location /,ekəʊləʊ'keɪʃ(ə)n/ <i>n.</i> 回声定位	54
		* radar /'reɪdɑ:/ <i>n.</i> 雷达	54
		* swimsuit /'swɪmsu:t/ <i>n.</i> 游泳衣	54
		* dragonfly /'dræɡənflaɪ/ <i>n.</i> 蜻蜓	54

UNIT 5

* lotus /'ləʊtəs/ <i>n.</i> 莲花, 荷花	50
* termite /'tɜ:maɪt/ <i>n.</i> 白蚁	50

* drone /drəʊn/ <i>n.</i> 无人驾驶飞机	54	* fulfilment /fʊl'fɪlmənt/ <i>n.</i> 满足 (感)	57
* spider /'spɪdə/ <i>n.</i> 蜘蛛	54	evaluate /ɪ'væljuet/ <i>v.</i> 评估, 评价	58
physician /fɪ'zɪʃ(ə)n/ <i>n.</i> 医生	55		
* superficially /ˌsu:pə'fɪʃ(ə)li/ <i>adv.</i> 表面 (上) 地	56	UNIT 6	
bow /bau/ <i>v.</i> 鞠躬	56	weekly /'wi:kli/ <i>adj.</i> 一周一次的, 每周的	62
rural /'rʊərəl/ <i>adj.</i> 农村的, 乡村的	56	inspector /ɪn'spektə/ <i>n.</i> 检查员, 巡视员	62
decent /'di:s(ə)nt/ <i>adj.</i> 可接受的, 相当好的	57	insist /ɪn'sɪst/ <i>v.</i> 坚称, 坚决认为	62
cottage /'kɒtɪdʒ/ <i>n.</i> 乡村小屋	57	* secrecy /'si:kɹəsi/ <i>n.</i> 保密, 秘密状态	62
* deliberately /dɪ'lɪb(ə)rɪtli/ <i>adv.</i> 不慌不忙地,		shaving /'ʃeɪvɪŋ/ <i>n.</i> 刮胡子	63
从容不迫地	57	* flush /flʌʃ/ <i>v.</i> (使) 发红	63
withdraw /wɪð'drɔ:/ <i>v.</i> 退出	57	* plum /plʌm/ <i>n.</i> 李子; 梅子	63
domestic /də'mestɪk/ <i>adj.</i> 驯养的; 家养的	57	* faintly /'feɪntli/ <i>adv.</i> 微弱地; 模糊地	63
depressive /dɪ'presɪv/ <i>adj.</i> 抑郁的	57	* dispose /dɪ'spəʊz/ <i>v.</i> 排列, 布置	63
* reluctant /rɪ'lʌktənt/ <i>adj.</i> 不情愿的; 勉强的	57	* sparkle /'spɑ:k(ə)l/ <i>n.</i> 闪耀, 闪光	63
* depart /dɪ'pɑ:t/ <i>v.</i> 离开	57	prospect /'prɒspekt/ <i>n.</i> 开阔的景观, 景色	63
* lane /leɪn/ <i>n.</i> (乡间的) 小路	57	* redden /'redn/ <i>v.</i> (使) 变红	63
* atop /ə'tɒp/ <i>prep.</i> 在……顶上	57	* glare /gleə/ <i>n.</i> 刺眼的强光	63
* mulberry /'mʌlb(ə)ri/ <i>n.</i> 桑葚; 桑树	57	* flake /fleɪk/ <i>n.</i> 小薄片	63
purity /'pjʊərɪti/ <i>n.</i> 纯洁; 洁净	57	bend /bend/ <i>v.</i> 变弯曲	63
resign /rɪ'zam/ <i>v.</i> 使自己顺从于 (做) 某事;		* weathercock /'weðəkɒk/ <i>n.</i> (公鸡形) 风标	63
安于	57	church /tʃɜ:tʃ/ <i>n.</i> 教堂	63
botanical /bə'tænɪk(ə)l/ <i>adj.</i> 植物 (学) 的	57	rhyme /raɪm/ <i>n.</i> 儿歌, 童谣	63
reject /rɪ'dʒekt/ <i>v.</i> 拒绝接受	57	* alabaster /'æləbə:stə/ <i>n.</i> 雪花石膏	63
ease /i:z/ <i>n.</i> 舒适, 悠闲	57	* goose /gu:s/ <i>n.</i> 鹅	63
at ease with 不拘束, 放松	57	* feather /'feðə/ <i>n.</i> 羽毛	63
attain /ə'teɪn/ <i>v.</i> 得到, 获得	57	innocent /'ɪnəs(ə)nt/ <i>adj.</i> 天真无邪的	64

Words and expressions

enhance /ɪn'hɑːns/ <i>v.</i> 改进; 增强	64	chorus /'kɔːrəs/ <i>n.</i> 合唱曲	68
* bloom /bluːm/ <i>v.</i> 开花	66	* robin /'rɒbɪn/ <i>n.</i> 知更鸟	68
* charm /tʃɑːm/ <i>n.</i> 魅力, 魔力	66	* catbird /'kætbɜːd/ <i>n.</i> 猫鹊	68
* bleak /bliːk/ <i>adj.</i> 阴冷的; 阴郁的	66	* dove /dɒv/ <i>n.</i> 鸽子	68
* fade /feɪd/ <i>v.</i> 逐渐消失; 褪色	66	* jay /dʒeɪ/ <i>n.</i> 松鸦	68
* orchard /'ɔːtʃəd/ <i>n.</i> 果园	66	* wren /ren/ <i>n.</i> 鹪鹩 (一种褐色小鸟)	68
* cluster /'klʌstə/ <i>n.</i> 串, 丛, 簇	66	* marsh /mɑːʃ/ <i>n.</i> 沼泽, 湿地	68
wheat /wiːt/ <i>n.</i> 小麦	66	* fable /'feɪb(ə)l/ <i>n.</i> 寓言	68
* pile /paɪl/ <i>v.</i> 堆放, 摞起	66	* alert /ə'leɪt/ <i>v.</i> 提醒, 使 (某人) 意识到	68
gentle /'dʒentl/ <i>adj.</i> 轻柔的; 温和的	66	* knowingly /'nəʊɪŋli/ <i>adv.</i> 故意地	68
sweep /swiːp/ <i>v.</i> 吹过, 掠过	66	gypsy moth 舞毒蛾	68
* tinge /tɪndʒ/ <i>v.</i> 着淡色于……	66	dozen /'dɒz(ə)n/ <i>number</i> 一打; 许多	69
* wagon /'wæɡən/ <i>n.</i> 四轮运货车	66	thorough /'θʌrə/ <i>adj.</i> 仔细的; 缜密的	69
* reap /riːp/ <i>v.</i> 收割 (庄稼)	66	precise /prɪ'saɪs/ <i>adj.</i> 精确的; 一丝不苟的	69
ban /bæn/ <i>v.</i> 禁止, 取缔	68	launch /lɔːntʃ/ <i>n.</i> 推出, 发起	69
* puzzled /'pʌz(ə)ld/ <i>adj.</i> 困惑的, 无法理解的	68	* posthumous /'pɒstjʊməs/ <i>adj.</i> 死后获得的	69
* backyard /'bæk'jɑːd/ <i>n.</i> 后院	68	* marine /mə'reɪn/ <i>adj.</i> 海洋的	69
* moribund /'mɒrɪbʌnd/ <i>adj.</i> 垂死的,		reputation /ˌrepju'teɪʃ(ə)n/ <i>n.</i> 名誉, 名望	69
奄奄一息的	68	elegance /'elɪɡəns/ <i>n.</i> 优美; 简洁	69
* tremble /'treɪb(ə)l/ <i>v.</i> 颤抖, 发抖	68	passionate /'pæʃ(ə)nət/ <i>adj.</i> 具有强烈信念的	69
* throb /θrɒb/ <i>v.</i> 生机勃勃; 热闹	68	diamond /'daɪəmənd/ <i>n.</i> 钻石	71



A

academic /ækə'demɪk/ <i>adj.</i> 学术的	32	artificial intelligence 人工智能	38
accent /'æks(ə)nt/ <i>n.</i> 口音	9	* artisan /,ɑ:tɪ'zæn/ <i>n.</i> 工匠, 手艺人	21
* acclaim /ə'kleɪm/ <i>n.</i> 表扬, 赞赏	19	assess /ə'ses/ <i>v.</i> 评价, 评定	41
acknowledge /ək'nɒlɪdʒ/ <i>v.</i> 承认 (某事属实或某情况存在)	3	assistant /ə'sɪst(ə)nt/ <i>n.</i> 助手, 助理	38
* aggression /ə'ɡres(ə)n/ <i>n.</i> 侵略	32	associate /ə'səʊʃieɪt/ <i>v.</i> 与……有关	23
* agile /'ædʒaɪl/ <i>adj.</i> 敏捷的, 灵活的	44	* associated /ə'səʊʃieɪtɪd/ <i>adj.</i> 联合的	32
* alabaster /'æləbə:stə/ <i>n.</i> 雪花石膏	63	assumption /ə'sʌmpʃ(ə)n/ <i>n.</i> 假定, 假设	5
* alert /ə'lɜ:t/ <i>v.</i> 提醒, 使 (某人) 意识到	68	at ease with 不拘束, 放松	57
* algae /'ældʒi:/ <i>n.</i> 藻类 (植物)	50	* atomic /ə'tɒmɪk/ <i>adj.</i> 原子能的; 核能的	19
* allied /'ælaɪd/ <i>adj.</i> (第二次世界大战) 同盟国的	26	* atop /ə'tɒp/ <i>prep.</i> 在……顶上	57
ambitious /æm'bɪʃəs/ <i>adj.</i> 宏大的, 艰巨的	23	attain /ə'teɪn/ <i>v.</i> 得到, 获得	57
* ammunition /,æmjʊ'nɪʃ(ə)n/ <i>n.</i> 弹药	31	* automation /ɔ:tə'meɪʃ(ə)n/ <i>n.</i> 自动化	39
* amongst /ə'mʌŋst/ <i>prep.</i> 在……当中 (= among)	27	B	
analyse /'æn(ə)laɪz/ <i>v.</i> 分析	39	back down 退让; 认输	19
analysis /ə'nælɪsɪs/ <i>n.</i> 分析	23	* backyard /,bæk'ja:d/ <i>n.</i> 后院	68
* anniversary /,ænɪ'vɜ:s(ə)ri/ <i>n.</i> 周年纪念日	33	ban /bæn/ <i>v.</i> 禁止, 取缔	68
* anthropologist /,ænθrə'pɒlədʒɪst/ <i>n.</i> 人类学家	15	bank on 依靠, 指望	43
antique /,æn'tɪ:k/ <i>n.</i> 古董, 古玩, 古物	20	barely /'beəli/ <i>adv.</i> 勉强才能	27
* apt /æpt/ <i>adj.</i> 适当的, 恰当的	21	bark /bɑ:k/ <i>v.</i> (狗) 吠叫	21
architect /'ɑ:kɪtekt/ <i>n.</i> 建筑师	50	bat /bæt/ <i>n.</i> 蝙蝠	54
architecture /'ɑ:kɪtektʃə/ <i>n.</i> 建筑风格, 建筑设计	23	be bound to 很有可能, 肯定会	43
artificial /,ɑ:tɪ'fɪʃ(ə)l/ <i>adj.</i> 人造的, 人工的	38	* beast /bi:st/ <i>n.</i> (尤指体型庞大或危险的) 野兽	7
		bend /bend/ <i>v.</i> 变弯曲	63
		* biomimicry /,baɪəʊ'mɪmɪkri/ <i>n.</i> 仿生学	51
		* bizarre /brɪ'zɑ:/ <i>adj.</i> 古怪的; 奇异的	3

Vocabulary

* bleak /blik/ <i>adj.</i>	阴冷的; 阴郁的	66
* bloom /blu:m/ <i>v.</i>	开花	66
* blueprint /'blu:print/ <i>n.</i>	蓝图	33
bomb /bɒm/ <i>v.</i>	轰炸	30
* bookish /'bʊkiʃ/ <i>adj.</i>	好读书的, 书呆子气的	7
boost /bu:st/ <i>v.</i>	促进, 推动	2
boost one's confidence	增加某人的信心	2
botanical /bə'tænik(ə)l/ <i>adj.</i>	植物(学)的	57
bother /'bɒðə/ <i>v.</i>	(使)苦恼	3
bound /baʊnd/ <i>adj.</i>	可能的	43
bow /bau/ <i>v.</i>	鞠躬	56
break new ground	开辟新的领域; 有新发现	19
* breeze /bri:z/ <i>n.</i>	微风	33
by trial and error	反复试验(以得出最佳结果)	17

C

capacity /kə'pæsiti/ <i>n.</i> 能力, 才能	39
* catbird /'kætbɜ:d/ <i>n.</i> 猫鹊	68
celebrity /sɪ'lebrɪti/ <i>n.</i> 名人, 明星	15
cell /sel/ <i>n.</i> 细胞	43
* charm /tʃɑ:m/ <i>n.</i> 魅力, 魔力	66
chorus /'kɔ:rəs/ <i>n.</i> 合唱曲	68
church /tʃɜ:tʃ/ <i>n.</i> 教堂	63
cite /saɪt/ <i>v.</i> 引用, 引述	41
client /'klaɪənt/ <i>n.</i> 客户, 客人, 顾客	41
clue /klu:/ <i>n.</i> 线索, 提示	46

* cluster /'klʌstə/ <i>n.</i> 串, 丛, 簇	66
* coarse /kɔ:s/ <i>adj.</i> 粗的, 粗糙的	9
* coastline /'kəʊstlaɪn/ <i>n.</i> 海岸线	27
* code-name /'kəʊdneɪm/ <i>v.</i> 起代号为	26
* collective /kə'lektɪv/ <i>adj.</i> 集体的; 共同的	33
* combatant /'kɒmbətənt/ <i>n.</i> 战斗人员	31
* commander /kə'mə:ndə/ <i>n.</i> 指挥官, 长官	26
* commemorate /kə'meməreɪt/ <i>v.</i> 庆祝, 为…… 举行纪念活动	33
* compassion /kəm'pæʃ(ə)n/ <i>n.</i> 怜悯; 同情	8
comprehension /ˌkɒmprɪ'hens(ə)n/ <i>n.</i> 理解(力)	8
comprise /kəm'praɪz/ <i>v.</i> 包括, 由……构成	23
* condemn /kən'dem/ <i>v.</i> 迫使(某人)处于不幸的 境地	27
consistent /kən'sɪst(ə)nt/ <i>adj.</i> 一贯的, 一致的	47
* convert /kən'vɜ:t/ <i>v.</i> 使转变; 使转换	51
cottage /'kɒtɪdʒ/ <i>n.</i> 乡村小屋	57
* courtyard /'kɔ:tjɑ:d/ <i>n.</i> 庭院, 院子	20
* coward /'kəʊəd/ <i>n.</i> 胆小鬼; 懦夫	7
* craft /krɑ:ft/ <i>n.</i> (某一行业所需的) 技能	15
* craftsmanship /'krɑ:ftsmənʃɪp/ <i>n.</i> 手艺; 工艺; 技艺	18
* crater /'kreɪtə/ <i>n.</i> (物体坠落、炸弹爆炸等 在地上造成的) 坑	44
* crimson /'krɪmz(ə)n/ <i>adj.</i> 深红色的	20

* crowning /'kraʊnɪŋ/ *adj.* 使圆满的, 使完美的 33
cycle /'saɪk(ə)l/ *n.* 自行车 43

D

* daunting /'daʊntɪŋ/ *adj.* 吓人的, 使人气馁的 32
decent /'di:s(ə)nt/ *adj.* 可接受的, 相当好的 57
* dedication /,dedɪ'keɪʃ(ə)n/ *n.* 奉献 33
* defect /dɪ'fekt/ *n.* 缺点, 缺陷, 毛病 8
* deliberately /dɪ'lɪb(ə)rɪtli/ *adv.* 不慌不忙地, 从容不迫地 57
demand /dɪ'mɑ:nd/ *n.* 需要, 需求 43
* depart /dɪ'pɑ:t/ *v.* 离开 57
* depict /dɪ'pɪkt/ *v.* 描述, 描写 33
depressive /dɪ'presɪv/ *adj.* 抑郁的 57
desperate /'desp(ə)rət/ *adj.* 拼命的, 绝望的 45
* dew /dju:/ *n.* 露水 9
diamond /'daɪəmənd/ *n.* 钻石 71
* dioxide /daɪ'ɒksaɪd/ *n.* 二氧化物 51
* dire /'daɪə/ *adj.* 极其严重的 32
* disarm /dɪs'aɪm/ *v.* 解除武装 31
* dispose /dɪ'spəʊz/ *v.* 排列, 布置 63
* disrupt /dɪs'rʌpt/ *v.* 扰乱 32
domestic /də'mestɪk/ *adj.* 驯养的; 家养的 57
dominate /'dɒmɪneɪt/ *v.* 支配, 控制, 主宰 23
dormitory /'dɔ:mɪt(ə)ri/ *n.* 寝室 3
* dove /dʌv/ *n.* 鸽子 68

* downtrodden /'daʊntrɒdn/ *adj.* 被践踏的, 受压迫的, 遭蹂躏的 9
dozen /'dʌz(ə)n/ *number* 一打; 许多 69

* dragonfly /'dræɡənflaɪ/ *n.* 蜻蜓 54
* drone /drəʊn/ *n.* 无人驾驶飞机 54
* drown /draʊn/ *v.* (使) 淹死 27

E

ease /i:z/ *n.* 舒适, 悠闲 57
* echo-location /,ekəʊləʊ'keɪʃ(ə)n/ *n.* 回声定位 54
elegance /'elɪɡəns/ *n.* 优美; 简洁 69
emerge /ɪ'mɜ:dʒ/ *v.* 出现 32
employ /ɪm'plɔɪ/ *v.* 使用, 运用 54
enhance /ɪn'hɑ:ns/ *v.* 改进; 增强 64
* enlarge /m'la:ɪdʒ/ *v.* (使) 增大, 扩大 2
* envoy /'envɔɪ/ *n.* 使者, 使节 21
essay /'eseɪ/ *n.* 短文, 论说文 23
evaluate /ɪ'væljuet/ *v.* 评估, 评价 58
* exaggeration /ɪɡ,zædʒə'reɪʃ(ə)n/ *n.* 夸大, 夸张 21
* exclaim /ɪk'skleɪm/ *v.* (因惊讶、愤怒或兴奋而) 呼喊, 惊叫 8
* execution /,eksɪ'kju:ʃ(ə)n/ *n.* (尤指依法的) 处死 8
* expression /ɪk'spreʃ(ə)n/ *n.* 表情; 神色 9
* exquisite /ɪk'skwɪzɪt/ *adj.* 精美的, 精致的 9

F

* fable /'feɪb(ə)l/ <i>n.</i> 寓言	68
* fade /feɪd/ <i>v.</i> 逐渐消失; 褪色	66
* faintly /'feɪntli/ <i>adv.</i> 微弱地; 模糊地	63
* faraway /'fɑːrəweɪ/ <i>adj.</i> 遥远的	15
* fascination /ˌfæsɪ'neɪʃ(ə)n/ <i>n.</i> 着迷, 迷恋	15
fashion /'fæʃ(ə)n/ <i>n.</i> 时尚	15
faulty /'fɔːlti/ <i>adj.</i> 有故障的, 有缺陷的	47
* feather /'feðə/ <i>n.</i> 羽毛	63
finding /'faɪndɪŋ/ <i>n.</i> 研究的结果; 发现	6
* flake /fleɪk/ <i>n.</i> 小薄片	63
* flap /flæp/ <i>v.</i> 振(翼), 扑动(翅膀)	21
* flush /flʌʃ/ <i>v.</i> (使)发红	63
* fortify /'fɔːtɪfaɪ/ <i>v.</i> 激励, 加强	32
* freckle /'frek(ə)l/ <i>n.</i> (尤指脸上的)雀斑, 斑点	2
friction /'frɪkʃ(ə)n/ <i>n.</i> 冲突, 摩擦	31
* frightful /'fraɪt(ə)l/ <i>adj.</i> 可怕的	7
from head to toe 从头到脚	3
frontier /'frʌntɪə/ <i>n.</i> (学科的)知识前沿	52
* frown /fraʊn/ <i>v.</i> 皱眉	45
* fulfilment /fʊl'fɪlmənt/ <i>n.</i> 满足(感)	57

G

gentle /'dʒentl/ <i>adj.</i> 轻柔的; 温和的	66
* gigantic /dʒaɪ'gæntɪk/ <i>adj.</i> 巨大的, 庞大的	21
* glare /gleə/ <i>n.</i> 刺眼的强光	63

* glory /'glɔːri/ <i>n.</i> 辉煌的成就; 荣耀的事	33
* goose /guːs/ <i>n.</i> 鹅	63
* graceful /'ɡreɪs(ə)l/ <i>adj.</i> 优美的, 优雅的	8
grain /ɡreɪn/ <i>n.</i> 谷物, 粮食	35
grocery /'ɡrəʊs(ə)ri/ <i>n.</i> 食品杂货店	15
grocery store 超级市场	15
* gunfire /'ɡʌnfʌɪə/ <i>n.</i> 炮火	27
gypsy moth 舞毒蛾	68

H

* harsh /hɑːʃ/ <i>adj.</i> 恶劣的, 艰苦的, 严峻的	19
* heartbreaking /'hɑːtˌbreɪkɪŋ/ <i>adj.</i> 令人悲伤的	9
* heartfelt /'hɑːtfelt/ <i>adj.</i> 衷心的, 诚挚的	8
* hop /hɒp/ <i>n.</i> 跳跃	44
* horizon /hə'reɪz(ə)n/ <i>n.</i> 地平线	43
* horror /'hɒrə/ <i>n.</i> 惊恐	27
* humanity /hjuː'mænɪti/ <i>n.</i> 人类	38
* hunched /hʌntʃt/ <i>adj.</i> 弓身的, 弓背的	8
hydrogen /'haɪdrədʒ(ə)n/ <i>n.</i> 氢	19

I

identical /aɪ'dentɪk(ə)l/ <i>adj.</i> 完全相同的; 非常相似的	3
illegal /ɪ'liːg(ə)l/ <i>adj.</i> 非法的, 违法的	39
* imitation /ˌɪmɪ'teɪʃ(ə)n/ <i>n.</i> 仿制品	45
* immense /ɪ'mens/ <i>adj.</i> 巨大的	9

Vocabulary

* mulberry /'mʌlb(ə)ri/ *n.* 桑葚; 桑树 57

* mutt /mʌt/ *n.* 杂种狗 45

N

* narcissist /nɑː'sɪsɪst/ *n.* 自我陶醉者 2

* nonetheless /ˌnʌnðə'les/ *adv.* 然而, 但是;
尽管如此, 虽然如此 21

novelist /'nɒv(ə)list/ *n.* 小说家 8

O

objective /əb'dʒektɪv/ *n.* 目的, 目标 27

* obsessive /əb'sesɪv/ *adj.* 痴迷的, 迷恋的;
过度的 (含贬义) 2

on standby 待命 31

on the horizon 将要发生 43

* orchard /'ɔ:tʃəd/ *n.* 果园 66

outstanding /aʊt'stændɪŋ/ *adj.* 杰出的, 优秀的 27

* outward /'aʊtwəd/ *adj.* 外表的, 表面的 7

* overlook /əʊvə'lʊk/ *v.* 忽视, 忽略 3

P

* painstaking /'peɪnz,tɛɪkɪŋ/ *adj.* 小心的; 费尽
心思的; 精心的 21

* parachute /'pærəʃu:t/ *n.* 降落伞 27

passionate /'pæʃ(ə)nət/ *adj.* 具有强烈信念的 69

* peacekeeper /'pi:s,ki:pə/ *n.* 维和人员 31

* peacekeeping /'pi:s,ki:pɪŋ/ *n.* 维持和平
(的行动) 31

* pebble /'peb(ə)l/ *n.* 卵石, 小圆石, 砾石 9

* peer /piə/ *n.* 同龄人; 同辈 33

physician /fɪ'zɪʃ(ə)n/ *n.* 医生 55

* pile /paɪl/ *v.* 堆放, 摞起 66

pill /pɪl/ *n.* 药丸, 药片 3

pine cone 松果, 松球 50

* plum /plʌm/ *n.* 李子; 梅子 63

* plumbing /'plʌmɪŋ/ *n.* 管道系统 51

polish /'pɒlɪʃ/ *v.* 擦亮, 擦光 21

pond /pɒnd/ *n.* 池塘 53

pose /pəʊz/ *v.* (使)摆好姿势 14

* positronic /ˌpɒzɪ'trɒnɪk/ *adj.* 正电子的 45

* posthumous /'pɒstjʊməs/ *adj.* 死后获得的 69

potentially /pə'tenʃ(ə)li/ *adv.* 潜在地 39

precious /'preʃəs/ *adj.* 珍稀的; 贵重的 20

precise /pri'saɪs/ *adj.* 精确的; 一丝不苟的 69

* predicament /pri'dɪkəmənt/ *n.* 尴尬的处境 8

preserve /pri'zɜ:v/ *v.* 维护, 保护; 保存 21

pretend /pri'tend/ *v.* 假装, 装作 2

* professionalism /prə'feʃ(ə)nəlaɪz(ə)m/
n. 专业水准; 专业素质; 职业精神 31

* profound /prə'faʊnd/ *adj.* (感情)强烈的,
深切的 9

* promenade /ˌprɒmə'naɪd/ *n.* 滨海步行道 51

* prominent /'prɒmɪnənt/ <i>adj.</i> 著名的, 杰出的	33
propulsion /prə'pʌlʃ(ə)n/ <i>n.</i> (车辆等的) 推进力	19
prospect /'prɒspekt/ <i>n.</i> 开阔的景观, 景色	63
* prosperous /'prɒsp(ə)rəs/ <i>adj.</i> 富裕的, 繁荣的, 兴旺的, 发达的	19
psychology /saɪ'kɒlədʒi/ <i>n.</i> 心理, 心理过程	6
purity /'pjʊərɪti/ <i>n.</i> 纯洁; 洁净	57
* puzzled /'pʌz(ə)ld/ <i>adj.</i> 困惑的, 无法理解的	68

R

* radar /'reɪdɑː/ <i>n.</i> 雷达	54
* reaffirm /riːə'fɜːm/ <i>v.</i> 重申, 再次确定	33
* reap /ri:p/ <i>v.</i> 收割 (庄稼)	66
recall /rɪ'kɔːl/ <i>v.</i> 回想, 回忆起	27
* reckon /'rekən/ <i>v.</i> 认为, 以为	43
* redden /'redn/ <i>v.</i> (使) 变红	63
* regulate /'regjuleɪt/ <i>v.</i> 控制, 管理	39
reject /rɪ'dʒekt/ <i>v.</i> 拒绝接受	57
relevant /'reləv(ə)nt/ <i>adj.</i> 有关的, 切题的	36
* reluctant /rɪ'lʌktənt/ <i>adj.</i> 不情愿的; 勉强的	57
* repay /rɪ'peɪ/ <i>v.</i> 报答	9
representative /reprɪ'zentətɪv/ <i>n.</i> 代表	33
* repulsive /rɪ'pʌlsɪv/ <i>adj.</i> 令人厌恶的	8
reputation /repju'teɪʃ(ə)n/ <i>n.</i> 名誉, 名望	69
* resemble /rɪ'zemb(ə)l/ <i>v.</i> 像; 与……类似, 与……相似	9

resign /rɪ'zaɪn/ <i>v.</i> 使自己顺从于 (做) 某事; 安于	57
restoration /ˌrestə'reɪʃ(ə)n/ <i>n.</i> (旧建筑或旧家具等的) 修复, 整修	20
rhyme /raɪm/ <i>n.</i> 儿歌, 童谣	63
* righteous /'raɪtʃəs/ <i>adj.</i> 正派的, 正直的	7
* robin /'rɒbɪn/ <i>n.</i> 知更鸟	68
* roommate /'ruːmˌmeɪt/ <i>n.</i> (尤指大学里的) 室友	3
* rough /rʌf/ <i>adj.</i> 简单的; 粗糙的	32
rural /'rʊərəl/ <i>adj.</i> 农村的, 乡村的	56

S

* sardine /sɑː'diːn/ <i>n.</i> 沙丁鱼	32
* savage /'sævɪdʒ/ <i>adj.</i> 野蛮的	9
saving /'seɪvɪŋ/ <i>n.</i> 积蓄	5
* secrecy /'siːkrəsi/ <i>n.</i> 保密, 秘密状态	62
* sedately /sɪ'dentli/ <i>adv.</i> 安静地; 慢悠悠地	21
seek solutions to 寻求解决方法	54
self-critical /ˌself 'krɪtɪk(ə)l/ <i>adj.</i> 自我批评的, 自我批判的	2
shaving /'ʃeɪvɪŋ/ <i>n.</i> 刮胡子	63
* shirk /ʃɜːk/ <i>v.</i> 逃避	32
* shun /ʃʌn/ <i>v.</i> (故意) 避开, 躲开	19
* skinny /'skɪni/ <i>adj.</i> 极瘦的, 皮包骨的	3
* slope /sleɪp/ <i>v.</i> 倾斜, 成斜坡	44
* solemn /'sɒləm/ <i>adj.</i> 严肃的, 庄重的	27

Vocabulary

sow /səʊ/ <i>v.</i> 播 (种)	53	the cutting edge (of sth) (某事物发展的)	
* sparkle /'spɑ:k(ə)/ <i>n.</i> 闪耀, 闪光	63	尖端, 最前沿	19
* spider /'spaidə/ <i>n.</i> 蜘蛛	54	think outside the box 不拘一格地思考,	
* spin /spɪn/ <i>v.</i> 将 (棉花、羊毛等) 纺成 (线),		跳出框框思考	19
纺 (线)	21	thorough /'θʌrə/ <i>adj.</i> 仔细的; 缜密的	69
* spotlight /'spɒtlaɪt/ <i>n.</i> 聚光灯; 媒体的关注	19	* throb /θrɒb/ <i>v.</i> 生机勃勃; 热闹	68
* squeak /skwi:k/ <i>v.</i> 发出吱吱声	44	* tide /taɪd/ <i>n.</i> 潮水	26
stability /stə'bɪləti/ <i>n.</i> 稳固, 稳定	31	tightly /'taɪtli/ <i>adv.</i> 紧紧地	45
* stereotype /'steriətaɪp/ <i>n.</i> 模式化的思想	3	* tile /taɪl/ <i>n.</i> 瓦片	50
sum /sʌm/ <i>n.</i> 金额, 款项	35	* timeless /'taɪmləs/ <i>adj.</i> 永恒的, 恒久的;	
superb /sju:'pɜ:b/ <i>adj.</i> 极好的, 出色的	51	永不过时的	21
* superficially /,su:pə'fiʃ(ə)li/ <i>adv.</i> 表面 (上) 地	56	* timepiece /'taɪmpɪs/ <i>n.</i> 计时器; 钟; 表	20
* supreme /su'pri:m/ <i>adj.</i> 最高的	26	* timid /'tɪmɪd/ <i>adj.</i> 胆小的, 胆怯的	7
* susceptible /sə'septəb(ə)l/ <i>adj.</i> 易受影响的	38	* tinge /tɪndʒ/ <i>v.</i> 着淡色于……	66
sweep /swi:p/ <i>v.</i> 吹过, 掠过	66	* torture /'tɔ:tʃə/ <i>v.</i> 拷打, 拷问	8
* swimsuit /'swɪmsu:t/ <i>n.</i> 游泳衣	54	* tremble /'tremb(ə)l/ <i>v.</i> 颤抖, 发抖	68
* syllable /'sɪləb(ə)l/ <i>n.</i> 音节	9	trial /'traɪəl/ <i>n.</i> 试验	17
		* troop /tru:p/ <i>n.</i> 部队; 军队	26

T

take inspiration from 从……中获取灵感	54
take... for granted 认为……理所当然	50
tank /tæŋk/ <i>n.</i> 坦克	27
* tenderness /'tendənɪs/ <i>n.</i> 柔情	9
* tendon /'tendən/ <i>n.</i> 腱	44
* termite /'tɜ:maɪt/ <i>n.</i> 白蚁	50

U

uncomplicated /ʌn'kɒmplɪkətɪd/ <i>adj.</i> 不复杂的,	
简单的; 单纯的	15
uniform /'ju:nɪfɔ:m/ <i>n.</i> 制服	29
* utter /'ʌtə/ <i>v.</i> (尤指吃力地) 发出 (声音)	9

V

victim /'vɪktɪm/ <i>n.</i> 受害者	39	weekly /'wi:kli/ <i>adj.</i> 一周一次的, 每周的	62
violence /'vaɪələns/ <i>n.</i> 暴力	27	welfare /'welfeə/ <i>n.</i> 帮助; 福利	5
violent /'vaɪələnt/ <i>adj.</i> 狂暴的, 凶暴的	25	wheat /wi:t/ <i>n.</i> 小麦	66

W

* wagon /'wægən/ <i>n.</i> 四轮运货车	66	* whilst /waɪlst/ <i>conj.</i> 而 (用于强调两种情况、活动等之间的差别)	9
* waterfront /'wɔ:təfrʌnt/ <i>n.</i> 滨水地区	51	wisdom /'wɪzdəm/ <i>n.</i> 智慧	53
* wavelength /'weɪvlɛŋθ/ <i>n.</i> 波长	44	withdraw /wɪð'drɔ:/ <i>v.</i> 退出	57
weapon /'wepən/ <i>n.</i> 武器, 兵器	31	* workplace /'wɜ:kpleɪs/ <i>n.</i> 工作场所	20
* weary /'wɛəri/ <i>v.</i> (使) 非常疲倦	27	* workshop /'wɜ:kʃɒp/ <i>n.</i> 车间, 工场	21
* weathercock /'weðəkɒk/ <i>n.</i> (公鸡形) 风标	63	* wren /ren/ <i>n.</i> 鹪鹩 (一种褐色小鸟)	68
		* wretch /retʃ/ <i>n.</i> 可怜的人	8



NAMES

Dr Hart /hɑ:t/ 哈特博士	2	John Miller /dʒɒn 'mɪlə/ 约翰·米勒	29
Jade /dʒeɪd/ 杰德	2	Tom Hanks /tɒm hæŋks/ 汤姆·汉克斯	29
Anthony /'æntəni/ 安东尼	3	Matt Damon /mæt deɪmən/ 马特·达蒙	29
Tess Holliday /tes 'hɒlɪdeɪ/ 特丝·霍利迪	3	Alan Turing /'ælən 'tʃʊərɪŋ/ 艾伦·图灵	38
Jane Eyre /dʒeɪm eə/ 简·爱	7	John McCarthy /dʒɒn mə'kɑ:θi/ 约翰·麦卡锡	38
Victor Hugo /'vɪktə 'hju:gəʊ/ 维克多·雨果	8	Shakey /ʃeɪki/ 谢克	38
Quasimodo /'kwɑ:zi'məʊdəʊ/ 卡西莫多	8	Stephen Hawking /'sti:v(ə)n 'hɔ:kɪŋ/ 斯蒂芬·霍金	38
Esmeralda /'ezmə'rældə/ 埃斯梅拉达	8	Bobby /'bɒbi/ 博比	41
Dorian Gray /'dɔ:riən greɪ/ 多里安·格雷	11	Benny /'beni/ 本尼	41
Lord Wotton /lɔ:d 'wɒt(ə)n/ 沃顿勋爵	11	Robutt /'rəʊbʌt/ 罗布	44
Anton Pavlovich Chekhov /'æntən 'pævləvɪtʃ 'tʃekəv/ 安东·巴甫洛维奇·契诃夫	12	Isaac Asimov /'aɪzək 'æzɪməv/ 艾萨克·阿西莫夫	45
Frank Lloyd Wright /fræŋk lɔɪd raɪt/ 弗兰克·劳埃德·赖特	13	Carolyn /'kær(ə)lɪn/ 卡罗琳	47
Johannes Brahms /dʒəʊ'hænis 'brɑ:mz/ 约翰内斯·布拉姆斯	13	Julius /'dʒu:liəs/ 尤利乌斯	47
Bill Cunningham /bɪl 'kʌni hæm/ 比尔·坎宁安	14	William Wordsworth /'wɪljəm 'wɜ:dzwəθ/ 威廉·华兹华斯	49
Ruth Bancroft /ru:θ 'bæŋkrɒft/ 鲁丝·班克罗夫特	17	Ralph Waldo Emerson /rælf 'wɔ:ldəʊ 'eməs(ə)n/ 拉尔夫·沃尔多·爱默生	49
Ivy /'aɪvi/ 艾薇	24	Mick Pearce /mɪk piəs/ 米克·皮尔斯	51
Eisenhower /'aɪz(ə)nhəʊə/ 艾森豪威尔	26	Henry David Thoreau /'henri 'deɪvɪd 'θɔ:rəʊ/ 亨利·大卫·梭罗	56
Laurence Binyon /'lɔ:(ə)ns bɪnjən/ 劳伦斯·比尼恩	27	Emily Dickinson /'emɪli 'dɪkɪns(ə)n/ 艾米莉·狄更生	61
Steven Spielberg /'sti:v(ə)n 'spi:lbɜ:g/ 史蒂文·斯皮尔伯格	29	John Boynton Priestley /dʒɒn 'bɔɪntən 'pri:stli/ 约翰·博因顿·普里斯特利	62

Robert Lynd /'rɒbət 'lɪnd/ 罗伯特·林德	62
Woodhouse /'wʊdhaus/ 伍德豪斯	62
Hans Andersen /hæns 'ændəs(ə)n/ 汉斯·安徒生	63
Samuel Coleridge /'sæmjʊəl 'kəʊl(ə)rɪdʒ/ 塞缪尔·柯尔律治	65
Charles Dickens /tʃɑ:lz 'dɪkɪnz/ 查尔斯·狄更斯	66
Robert Macfarlane /'rɒbət mək'fɑ:lən/ 罗伯特·麦克法兰	67
Rachel Carson /'reɪtʃ(ə)l 'kɑ:sən/ 蕾切尔·卡森	68
E.E. Cummings /'kʌmɪŋz/ E.E. 卡明斯	71
Jane Taylor /'teɪlə/ 简·泰勒	71
A.A. Milne /mɪln/ A.A. 米尔恩	71

PLACES

Notre-Dame Cathedral /nəʊtrə 'dɑ:m kə'ti:dr(ə)l/ 巴黎圣母院大教堂	8
Manhattan /mæn'hæt(ə)n/ 曼哈顿（美国纽约的一个区）	14
Bronx /brɒŋks/ 布朗克斯（美国纽约的一个区）	14
Normandy /'nɔ:məndi/ 诺曼底（法国地区名）	26
Omaha /'əʊməhɑ:/ Beach 奥马哈海滩	27
Seine /'sem/ 塞纳河	27
Eastgate /'i:stgeɪt/ Centre 伊斯特盖特中心	51
Harare /hə'rɑ:ri/ 哈拉雷（津巴布韦首都）	51
Hamburg /'hæmbɜ:g/ 汉堡（德国城市）	51
Lingering Garden 留园	53
Walden /'wɔ:ld(ə)n/ 瓦尔登湖	56
Yorkshire /'jɔ:kʃə/ 约克郡（英国郡名）	62



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, Chris Rose, Robert Gott, Sharon Dalglish, Paul Mason, Melanie Guile, Geraldine Rudge。本册第一单元马旭女士的照片由中央电视台《面对面》栏目张士峰先生、王扬先生提供。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。

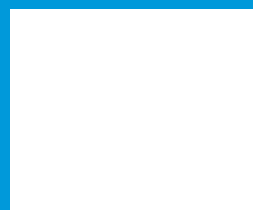
教材是学生学习与教师教学的重要内容和手段，是落实学科课程标准的重要介质。时代在前进，教材的建设也将持续发展，教材编写工作是永无止境的。我们热切期待《英语》（新标准）高中教材得到业内专家持续指正，在未来的实践中亦将广泛征求使用者的意见，使之更加完善，适应我国高中英语教育的不断发展，为学生继续学习英语和终身发展打下良好基础，为培养具有中国情怀、国际视野和跨文化沟通能力的社会主义建设者和接班人做出应有的贡献。

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