



普通高中教科书

英语

选择性必修

第四册



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。

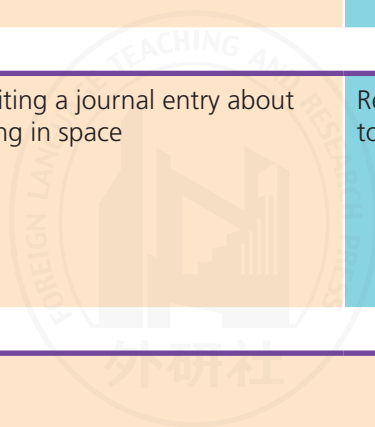
我们希望，《英语》（新标准）高中选择性必修课程教材能够进一步培养学生的语言能力、文化意识、思维品质和学习能力等英语学科核心素养，为他们继续学习英语和终身发展打下坚实的基础。

《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 <small>P1</small> Looking forwards	Video: Lu Xun's decision	Facing the future	Review: tenses	Choices and decisions <i>Functions:</i> • Asking polite questions • Giving reasons
Project: Making a Wall of Life-changing Choices P73				
2 <small>P13</small> Lessons in life	Video: Filling the jar	Tuesdays with Morrie	Review: passive voice	Proverbs about life <i>Functions:</i> • Talking about experiences • Giving advice
Project: Making a speech on the meaning of life P74				
3 <small>P25</small> The world meets China	Video: The Silk Road	Welcome to Dunhuang!	Review: adverbial clauses	Cultural exchange <i>Functions:</i> • Giving reasons • Drawing conclusions
Project: Interviewing a foreigner in China P75				
4 <small>P37</small> Everyday economics	Video: A brief history of currency	Business blossoms	Review: attributive clauses	Social credit <i>Functions:</i> • Asking for clarification • Clarifying • Stating advantages
Project: Pitching a business plan P76				
5 <small>P49</small> Into the unknown	Video: Ancient mysteries	The mysteries of the Maya	Review: noun clauses	Facing the unknown <i>Functions:</i> • Asking for more information • Explaining
Project: Mapping unsolved natural mysteries P77				
6 <small>P61</small> Space and beyond	Video: The solar system	The call of the Challenger	Review: modals	Life in space <i>Functions:</i> • Expressing opinions • Expressing hopes
Project: Planning a space tour P78				
Appendices Learning aid P81 Words and expressions P116 Vocabulary P122 Names and places P129				

	Developing ideas		Presenting ideas
	Reading	Writing	
	The road not taken <i>Learning to learn:</i> Symbolism	Writing an application letter	Giving a speech about your understanding of success
	The Blue Bird (adaptation) <i>Learning to learn:</i> Full-length plays	Writing a summary <i>Learning to learn:</i> How to write a summary	Giving a presentation about a literary work and its value
	Reading China <i>Learning to learn:</i> Answering a big question	Recommending cultural highlights	Designing an opening ceremony for a cultural exchange exhibition
	What's mine is yours. <i>Learning to learn:</i> Two-sided argumentative essays	Writing an essay about non-cash payments	Giving a presentation about suggestions for better economic development in your home town
	Diving deep <i>Learning to learn:</i> Discourse markers	Writing about the unexplained	Giving a speech on the meaning of exploration
	Eyes upon the night <i>Learning to learn:</i> Time sequencing	Writing a journal entry about living in space	Recommending three things to put on a disc to be sent into space



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

Looking forwards

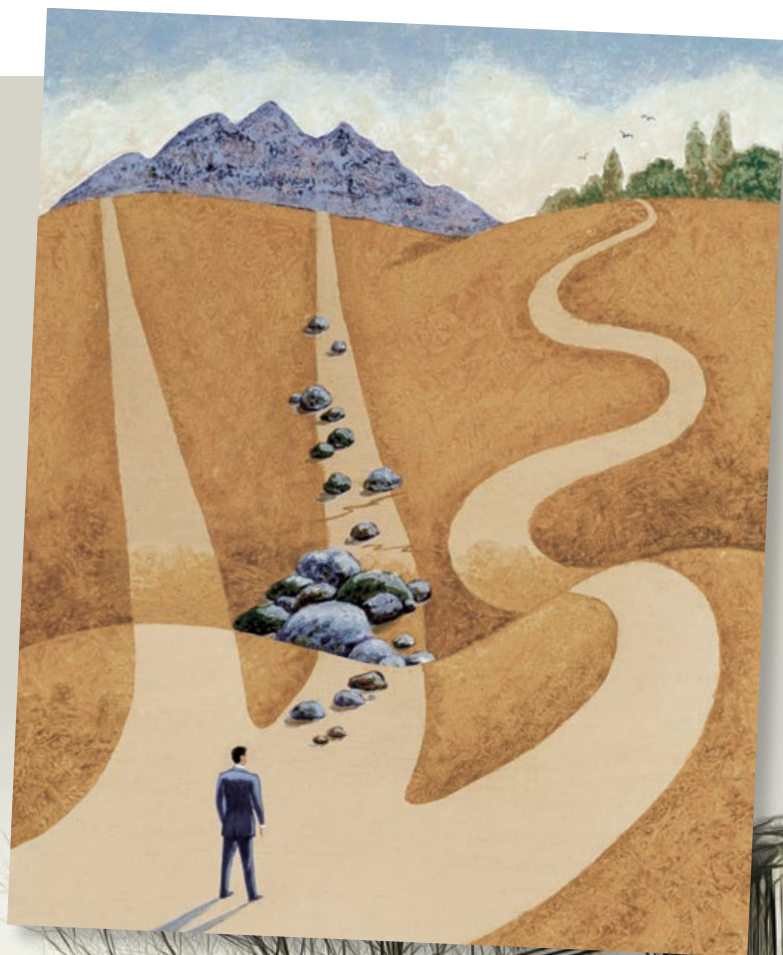
Starting out ◆

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

- 1 Who is mentioned in the video?
What decisions did he make?
- 2 Why did he change his decision?

2 Look at the picture and answer the questions.

- 1 What can you see in the picture?
- 2 What are the differences between the three paths?
- 3 What do you think life's path looks like?



- 1 Complete the questionnaire and share your answers with the class.

SENIOR HIGH QUESTIONNAIRE

Now you've been at senior high for over a year, I'd like to know your progress and plans for the future. Thank you!

Your Form Teacher

- 1 How do you feel about your performance over the previous terms?

- ☐ satisfied
☐ so-so
☐ not satisfied

Why?

- 2 What goals have you achieved?

- 3 What goals have you yet to achieve?

- 4 What will you do about the goals you want to achieve?

- 5 How do you plan to achieve these goals?

- 2 Look at the title and predict what the passage is about.

- ☐ Different jobs people might do in the future.
☐ Stories about different people's future.
☐ Various possibilities for future development.
☐ Fixed future for everyone.

Now read the passage and check your prediction.

Facing the Future

- 1 For many of us, it's something we already have experienced. One moment, we are lying comfortably in bed, about to fall into a deep sleep. The next, our eyes are open and we find ourselves wondering or even worrying about possibly the most important issue of our lives – the future. Will we get into the school of our choice? What will we be doing in ten years' time? Can we become the person we really want to be? In the face of such questions, how should we approach the future? Can we take action to shape it, or should we just accept whatever comes our way?
- 2 As many of us already know, having plans in place for the future is no guarantee that they will become reality. In this respect, some people are more fortunate than others, as can be illustrated by comparing the lives of two famous authors, born 40 years apart. Although they shared the same ambitious and energetic approach to life, their careers unfolded in contrasting ways.
- 3 The American author, Ernest Hemingway, born in 1899, was from early boyhood single-minded in his ambition to write. On leaving high school, he joined a local Kansas newspaper as a trainee reporter. He went on to become foreign correspondent

for the *Toronto Star* and used his extraordinary experiences in Europe and later Cuba to inform his writing. In his words, “I decided that I would write one story about each thing that I knew about.” Having set himself this goal, he wrote novels and short stories based on his personal experiences of the First World War, the Spanish Civil War, bullfighting and deep-sea fishing, amongst others. His novel *The Old Man and the Sea*, about the three-day epic struggle between an elderly fisherman and the biggest fish he had ever caught, won the Pulitzer Prize for Fiction in 1953. He would later go on to win the Nobel Prize in Literature.

- 4 By contrast, the young Arthur Conan Doyle, born in Scotland in 1859, had originally worked as a doctor. But Doyle’s main ambition was to become a writer of historical novels. Although some of his historical novels were published, their success was nothing compared to the stories of his fictional detective, Sherlock Holmes, which he is still best known for to this day.
- 5 Interestingly, Doyle wrote some of his early Holmes stories while he was waiting for patients in his medical practice in London. After Sherlock Holmes made him a household name, Doyle gave up medicine and devoted himself entirely to writing. He still longed to become known for his historical novels amongst other academic works. The public, however, couldn’t get enough of Sherlock Holmes. In desperation, Doyle killed off the famous detective in a novel published in 1893 so that he could focus on his “serious” writing. However, fans of Holmes were so angry that Doyle, under immense pressure, was forced to bring Holmes back from the dead. Doyle’s many historical novels, plays, poems and academic papers have remained largely forgotten, but Sherlock Holmes has been entertaining readers for well over a century.
- 6 Though both of these men were ultimately successful, their paths to success were very different, their futures not necessarily turning out exactly as they planned. So, whatever twists and turns you might encounter, take a leaf out of the books of these two authors and be prepared for the unexpected. As renowned tech innovator Steve Jobs once said, “You can’t connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future.”



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

- ☐ a What is possibly the most important concern in life?
- ☐ b What was Doyle's main writing ambition?
- ☐ c What can you do when faced with uncertainty about the future?
- ☐ d What is the relationship between one's plans and the future?
- ☐ e Why was Doyle disappointed with the success of his Holmes stories?
- ☐ f What did Hemingway do to achieve his ambition to become a writer?

4 Organise information from the passage and complete the chart.



Ernest Hemingway

- He was born in the US in 1899.
- He _____ since boyhood.
- He wrote _____.
- He won _____.

Similarities

- They both _____.
- They shared _____.



Arthur Conan Doyle

- He was born in Scotland in 1859.
- He first worked as _____, but _____.
- He created _____, Sherlock Holmes.
- He had wanted to be remembered for _____, but _____.

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

So, whatever twists and turns you might encounter, take a leaf out of the books of these two authors and be prepared for the unexpected.

- 1 What is your understanding of "take a leaf out of the books"?
- 2 What effect is the author aiming to achieve by using it?
- 3 What other expressions do you know that share the same meaning?

Think & Share

- 1 What is your understanding of Steve Jobs's words at the end of the passage?
- 2 What can you learn about facing the future from the two authors?
- 3 What will you do to prepare yourself for the future?
- 4 Do you know any stories about Chinese writers and their plans for the future? What lessons can you learn from their experiences? Share your opinions with the class.

Review: tenses

- 1 Look at the sentences from the reading passage. Decide which tense each is in and match the tenses to what they describe.

- a For many of us, it's something we already **have experienced**.
- b What **will we be doing** in ten years' time?
- c He **would** later **go on to win** the Nobel Prize in Literature.
- d ... the young Arthur Conan Doyle, born in Scotland in 1859, **had** originally **worked** as a doctor.
- e ... Doyle wrote some of his early Holmes stories while he **was waiting for** patients in his medical practice in London.
- f ... but Sherlock Holmes **has been entertaining** readers for well over a century.

- ☐ 1 An action completed in the past before another past action.
- ☐ 2 An action or event taking place over a particular period in the future.
- ☐ 3 An action that happened in a period of time up to the present.
- ☐ 4 An action that started in the past and may still be going on or have just stopped.
- ☐ 5 An intended future action or event as seen from the past.
- ☐ 6 An on-going situation at or around a particular time in the past.

Now answer the questions.

- 1 What other tenses have you learnt? Find examples in the reading passage.
- 2 What do these tenses describe?

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

I woke at dawn again and already the birds
 1 _____ (sing). In the coming days, we
 2 _____ (paint) the iron roof of the toilet block
 that we had been building over the last two months.

I 3 _____ (live) in this Cambodian village
 for two months. Despite the hard physical work,
 I 4 _____ (not regret) for one moment choosing
 to spend my gap year as a volunteer for the Cambodia
 Foundation. It is wonderful to meet such friendly local
 people who are happy to share their lives with us.

I 5 _____ (feel) happy and free of worries. And,
 of course, I 6 _____ (become) fitter. This gap
 year has been a fantastic opportunity for my personal
 growth, and I surely 7 _____ (continue) to learn
 about how other people live their lives after it ends.

- 3 Work in pairs. Read the profile and talk about David's life using different tenses where appropriate.



David Mason

PERSONAL INFORMATION

Date of Birth 20 June 2001

Nationality British

EDUCATION

2007–2013

Carson Primary School

2013–2019

Wildwood High School

EXTRACURRICULAR EXPERIENCE

Sept 2017

first prize for school science project

Apr–Oct 2018

exchange programme in China

Jul 2019–present

gap year in Cambodia

FUTURE PLANS

- undergraduate study at Newcastle University
- chemical engineer after graduation
- voluntary work to help people in need

- 4 Work in pairs. Interview each other about your past experience and future plans. Share them with the class using different tenses where appropriate.

Choices and decisions

- 5** Read the conversation and answer the questions. Pay attention to the expressions in bold.

Jenny: What's up, Li Ling? You look worried.

Li Ling: I'm facing a difficult decision. I've been recommended for admission to study physics at my dream university.



Jenny: Congratulations! But what do you mean by a difficult decision? I think the course is tailor-made for you!

Li Ling: Well, it sounds wonderful, but I had already decided to take the college entrance exam and apply to the Medical School there. I can't **make up my mind** what the right thing to do is.

Jenny: I think it would be a great pity to **pass up the opportunity** to be admitted without taking the exam.

Li Ling: I know, but I have always wanted to study medicine and become a dentist. Physics is interesting, but it's not my preferred major.

Jenny: Then why the indecision? Go for your preferred major.

Li Ling: But what if I don't do well enough in the exam to get into the Medical School? I'm really **having second thoughts**.

Jenny: Can you **put off making a decision** until you've spoken to your high school advisor?

Li Ling: I have already talked to her. She told me that I must decide what's right for me now, and then go for it. The problem is I don't know what is right for me.

Jenny: Well, I wouldn't **reject anything out of hand**. Let's go for lunch. Then we can **weigh up the options** and try to come to a decision. Let's put the kettle on.

- 1 What difficult decision is Li Ling facing? Why is she feeling worried?
- 2 What does Jenny suggest to her?
- 3 What would you do when faced with a difficult decision?

- 6** Read the statements and complete the sentences with the correct form of the expressions in Activity 5.

May: I thought quitting my old job to work here was the right decision to make, but now I'm not sure – the new job seems too demanding.

Jane: Can I get back to you by the end of the week? I need to read the contract properly before making a decision.

Paul: The maths club or debating society? The maths club, of course! I'm a big fan of geometry.

Bill: Working as a clerk at my dad's insurance firm? Absolutely not! It's too boring!

Amanda: I need to think about the advantages and disadvantages of each option they've offered.

Jia Ying: I've decided to say no to the chance to work as a sailor after leaving the navy.

- 1 May is _____.
- 2 Jane is _____.
- 3 Paul finds it easy to _____.
- 4 Bill is _____.
- 5 Amanda wants to _____.
- 6 Jia Ying has decided to _____.

7 Read the passage and answer the questions.

It is crucial for teenagers to develop into mature and responsible members of society. In addition to participation in school, a part-time job – such as working in a café or in an office administration role – can also be helpful in this transition. It can help them achieve new accomplishments, learn about society and become more independent.

Many countries now have laws to regulate part-time employment for students. In the UK, for example, the law states that students aged 15 and 16 are allowed to work a maximum of 12 hours per week during term time, and 35 hours per week during school holidays. They are not allowed to work before 7 am or after 7 pm.

- 1 What can students achieve via part-time jobs?
- 2 What regulations are in place for students doing part-time jobs in the UK?
- 3 Have you ever had a part-time job? Why did you do it?

9 Listen again and complete the notes.

Why did Richard apply for this job?

Because he has always been interested in
1 _____.

What did Richard do in his previous holidays?

- He worked in a youth hostel in Vietnam,
2 _____.
- He worked ³ _____ in Bali.
- He ⁴ _____ in Thailand.

Why does Richard believe he is suitable for the job?

- Because he is a ⁵ _____ and outgoing person, and feels happy when ⁶ _____.
- His ⁷ _____ have made him a flexible individual.
- ⁸ _____ is relevant.

Why did Richard do part-time jobs?

- Because he ⁹ _____ his holiday time.
- Because the experiences would ¹⁰ _____.

Now work in pairs. Decide whether Richard should get the job and give your reasons.

8 Listen to the interview and choose the job Richard applied for.



Dog walker wanted!

Flexible hours
\$10 / hour

Must love animals.

Part-time HOTEL RECEPTIONIST wanted!

5 hours per day
4 days per week (weekends necessary)

- Must have good people skills.
- Relevant experience preferred.

BUSY RESTAURANT NEEDS STAFF!

Part-time dish washer wanted at Italian restaurant.

\$8.50 / hour **20 hours per week**

Free meals

LIFEGUARDS Needed!

30 hours per week
Uniform provided

First aid certificate essential.

10 Complete the boxes with the expressions from the interview.

- | | |
|------------------------------|--------------------------|
| • Would you mind...? | • May I ask why...? |
| • The reason is... | • It's because... |
| • Could you tell me...? | • I'd say it's due to... |
| • ..., if you wouldn't mind. | • Would you explain...? |
| | • It's a result of... |

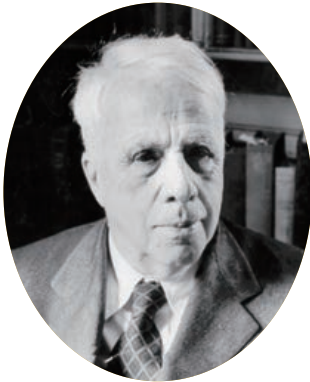
Asking polite questions Giving reasons

--	--

11 Work in pairs. Choose a part-time job advertisement in Activity 8 and act out an interview using the expressions in this section.

Now consider if you could effectively participate in a job interview.

- 1 Read the short introduction to Robert Frost and answer the questions.



Robert Frost (1874–1963) was one of America's most famous poets. He won the Pulitzer Prize for Poetry four times and was awarded the Congressional Gold Medal for his works. His poetry has been praised for its natural themes, mostly set in the rural areas of New England where Frost lived most of his life, and for his colloquial approach to American language. His poetry generally has a regular rhythm and rhyme, and is easy to read aloud and remember. He often used simple settings in his poems to explore complex personal and social themes. Among Frost's best-known poems are *The Road Not Taken*, *Fire and Ice*, *Stopping by Woods on a Snowy Evening* and *Birches*.

- 1 What are the special features of Frost's poetry?
- 2 Have you read any poems written by Robert Frost? Share one with the class.

- 2 Read the passage and find out what it is about.

The Road Not Taken

*Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;*

*Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,*

*And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.*

*I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I –
I took the one less traveled by,
And that has made all the difference.*



- 1 Lines from the poem *The Road Not Taken* are often quoted in speeches of all kinds. The poem has been set to music by a number of artists and used in numerous television commercials. It has in fact become one of the most famous American poems of all time, not only because of its natural style, but also because of its thoughtful insights into human nature.
- 2 When reading *The Road Not Taken*, one cannot help but see in one's mind images of a peaceful wood deep within the countryside. Paths in the woods are often used to symbolize how our lives progress and change. The lines "Two roads diverged in a yellow wood, / And sorry I could not travel both" give us a visual representation of the choices that we face and the decisions that we need to make. Life throws many alternatives at us on a daily basis. These range from the basic "What should I wear today?" to the key issues of what subject to study at university or what job to do after graduation. Of course, the greatest dilemmas arise from moral problems, when we are uncertain which choice results in doing the right thing.
- 3 Whether big or small, what all our choices have in common is that they lead to specific consequences. Once we make a decision, in most circumstances, there is no going back. Although the writer of the poem considers taking the other path another day, he knows it's unlikely that he will ever have the opportunity to do so. Like the writer, all we can do is look backwards "with a sigh" and imagine what could have been.
- 4 This sigh, this wondering whether we made the right choice, is understandable. Although we may be free to choose which path to take, this choice isn't easy when those two paths look similar. Presented with two job offers, for instance, we may wonder exactly what it is we're choosing between. What if, in choosing one, we are unknowingly turning down other future opportunities? Will we ever even find out whether we made the right choice?
- 5 Ultimately, the road ahead – the road through our lives – is a mixture of choice and chance. And when we are approaching the end of that road, how will we remember the journey? How will we look back on our lives? In the poem, the writer doubts his choice, thinking that in the future "ages and ages hence", he may claim that he took the "less traveled" road. Some of us do take a more unusual path through life, and while it may be a harder one to follow, it can also lead to new adventures and experiences. Nonetheless, part of the art of decision-making is learning to make the most of our decisions. Instead of looking back with regret, we should be facing our future with energy and optimism, for the choices are ours, and ours only.

3 Complete the table with information from the passage.

Summary of the poem
<p>A traveller in the wood comes to a fork in the road and he feels sorry for ¹ _____.</p> <p>After close observation, he decides to choose the one which ² _____, though ³ _____.</p> <p>He tells himself that ⁴ _____ some day, but he doubts ⁵ _____. He imagines that, many years in the future, he will tell this story with a sigh, saying that his choice has ⁶ _____.</p>
Appreciation and interpretation
<ul style="list-style-type: none"> It is one of the most famous American poems of all time. The diverged roads in the poem symbolise ⁷ _____. Once we have taken a road, we might wonder ⁸ _____. Instead of looking back with regret, we should ⁹ _____.

Learning to learn

Symbolism is the use of an object to represent an abstract idea. For example, the rose could represent love and affection, and the rainbow could symbolise hope. It allows the poet to express a certain mood or emotion in a more subtle way, as opposed to stating it directly.

Think & Share

- Why do you think the writer looks back on his decision "with a sigh"?
- What are the rhyming words in this poem? What effect do they have?
- What is the most difficult choice you have ever had to make? What did you choose to do?
- What effect will the poem have on you when you face decisions in the future? Give your reasons.
- In what different ways do the two reading passages in this unit improve your understanding of the choices you make and how they impact your future?

4 Work in groups. Read another interpretation of the poem and prepare a report comparing it with the one in the passage.



Robert

The Road Not Taken is one of America's best-loved poems, and I think it is a pity that it is generally misunderstood as a call for facing the future without regret. To me, it is really about accepting the consequences of our choices many years in the future, when it is too late to change them. The two roads in the wood were "really about the same", so the cause of any indecision is a fear of regret. It is, however, acceptable to feel regretful, because it serves as a reminder to live life to the full.

- Discuss the two interpretations from the following aspects. Do further research if necessary.
 - What points do the two interpretations share?
 - What are the major differences between the two interpretations?
 - Which interpretation seems more convincing to you? Why?
 - Can you think of yet another interpretation of the poem?
- Prepare your report, including your understanding of the poem.
- Share your report with the class.

Now talk about how well your group completed the report and how others' opinions have helped you better understand the poem.

Writing an application letter

- 5** Read the job advertisement and the application letter. Match the headings to the sections and find out how qualified the applicant is for the job.

Local Tour Guide Wanted

- 9 am to 4 pm four days a week.
- Fluency in English and French.
- Knowledge of the city's history and attractions.
- Relevant experience preferred.
- Applicants must be 16 and above.

PART-TIME



Contact:

JaneSmith@HRCITYTOURS.com



Dear Ms Smith,

I wish to apply for the position of a local tour guide as advertised in the *Daily News* on 30 June.

I'm very familiar with almost every inch of my home city, and have a passion for history. This role would enable me to help bring our history to life for visitors and promote local culture. As I plan to work in the tourism industry after graduation, I would welcome the opportunity to gain experience in this field.

As stated in my attached CV, I can speak both English and French fluently. English is my native language, and I'm majoring in French at university. I also attended an exchange programme in Paris last year, which further improved my French language skills.

Although I'm not a professional tour guide, I organised and conducted a tour of my city for exchange students from Paris. This included trips to a local leather workshop and a flour mill, for which my city is well known. I also put together a directory of useful information for them. I received excellent feedback for my work.

I would be delighted to have the opportunity to discuss my application further with you. I'm contactable via email at this address or by phone on 6747-9818. Thank you for your time and consideration.

Yours sincerely,
Josie Davis

- a Stating relevant past experience
- b Ending by restating interest, as well as contact information
- c Stating qualifications required
- d Formal signing off
- e Formal greeting
- f Stating personal interest and career choice
- g Stating purpose of the letter, including position applied for and how applicant came to know about it

- 6** Read the job advertisement and plan for your application letter by answering the questions.

Office Assistant Wanted for part-time work at local council

- An interest in online technology.
- Well-prepared for a variety of tasks, including document filing, photocopying, preparing meeting agendas, arranging refreshments and sorting letters and parcels.
- Working five days per week on morning shift.

Contact:

carriee@hitechworx.com



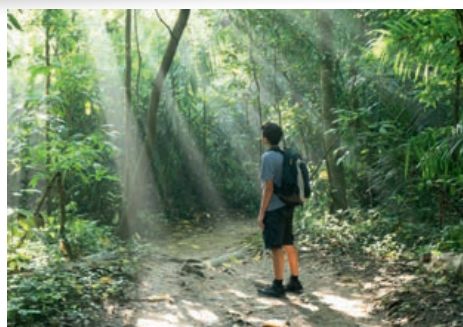
- 1 What job are you applying for? Where did you find the job vacancy?
- 2 What previous experience makes you suitable for the job?
- 3 What relevant qualifications do you have?

Now write the application letter.

- 7** Work in pairs. Make improvements to each other's application letters, paying particular attention to the structure and language.

Presenting ideas

- 1 Look at the pictures and answer the questions.



- 1 What kind of life does each picture show?
- 2 What do you consider to be a successful life? Give your reasons.

- 2 Work in groups. Talk about what success means to you and give examples. Complete the table.

Meaning of success	
Examples	

- 3 Discuss your understanding of success in more detail and make notes.

What does a successful future mean to you?

Why do you think that way?

What goals do you think you need to achieve to be successful?

What would you do if you didn't achieve these goals?

- 4 Prepare a speech about your understanding of success. Consider the following:
 - 1 the structure of your speech
 - 2 useful words, expressions and structures
 - 3 helpful public speaking skills
- 5 Give your speech to the class.

Reflection

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

- 1 What is your understanding of choices, decisions, future plans and future development?
- 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

Lessons in life

Starting out ◆

- 1 Watch the video and answer the questions.
 - 1 What is life compared to in this story?
 - 2 What do rocks, pebbles, sand and tea represent?
 - 3 What are the "rocks" in your life? How much time do you spend on "rocks", "pebbles", "sand" and "tea"?
- 2 Look at the pictures and choose the things that can be used as metaphors for life. Give your reasons.



- 1 Read the reviews on the back cover of the book, *Tuesdays with Morrie*, and answer the questions.

When you've lost your way on the path of life, you might notice someone ready to help, watching you kindly from further along the way. You know them: an older relative, a teacher, a friend, or a neighbour.

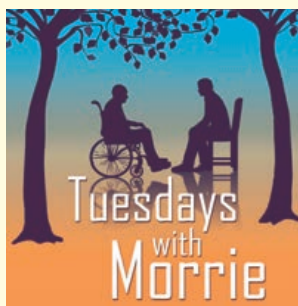
Older, more patient, kinder and wiser, now they'll walk with you, and tell you what to look out for on your journey.



- 1 What metaphor for life is used in the reviews?
- 2 When people are described as "watching you kindly from further along the way", what does this mean?

- 2 Read the passage and decide how many stars the four people would give the book (five being the highest rating). Give your reasons.

Tuesdays with Morrie



Despite being a sports journalist with a successful career ahead of him, Mitch Albom feels that there is something missing from his life. This all changes when he is reunited with his favourite college professor,

Morrie Schwartz. On discovering that Morrie is being weakened by a severe illness, Mitch starts visiting him at his house on Tuesdays. The weekly conversations between Mitch and Morrie result in a series of lessons on the meaning of life and how best to live it.



Arthur K ☆☆☆☆☆

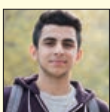
This book is about dying, but it is not pessimistic. Indeed, it was a pleasant surprise to find that this book is filled with joy and hope. Morrie's bravery towards the end of his life is inspirational and has made me value my own life more. In fact, far from being a book about death, it's a book about life. As Morrie says, "Once you learn how to die, you learn how to live." As Morrie anticipates his own death, he observes everything as though through new eyes – the things around him seem more beautiful than ever before and hold new meanings. From his window, he watches each season change, knowing it could be his last. This encourages us to appreciate what we have, and to make the most of each day.



Amy Wang ☆☆☆☆☆

I think this book should be on all school reading lists. After finishing it, I feel I have been given a deeper insight into the world and can see things from a different point of view. On the 11th Tuesday, Morrie explains that “... the big things – how we think, what we value – those you must choose yourself. You can’t let anyone – or any society – determine those for you”. While we are living, we tend to get distracted by unimportant things, such as gathering material possessions. I think it’s important for young people to know that making a lot of money won’t always make them happy, or that looking different doesn’t make a person abnormal! It’s up to us to find out what is important in our lives and establish our own values.

Morrie says that most people “seem half-asleep”, even when they’re doing things they think are important. Reading this book made me feel as if I’d been woken up from a long sleep and finally opened my eyes to the world!



Marty ☆☆☆☆☆

Despite its widespread recognition, my first impression was that *Tuesdays with Morrie* is just made up of a collection of over-emotional thoughts and messages, many of which are repeated. But thinking back, it did teach me a lesson or two. The book made me stop and think about how much I am influenced by popular culture and the importance of creating my own values based on love and open communication. Although it isn’t my favourite book, I’d still recommend that people read it – after all, it is something that’s a bit different!



Vivian ☆☆☆☆☆

Warning! A box of tissues will be needed to get through this book! Morrie’s reflections on love and friendship made me think about my life and all the good friends that I’ve lost touch with along the way. It made me realise just how much I miss them.

I guess that’s one of the lessons of the book – always keep in touch with the good people you meet as you go through life. Like Mitch, Morrie makes you aware that you want to die feeling that you have lived life to the full, knowing that you are loved and have loved others as much as you could. As Morrie’s favourite poet Auden said, “Love each other or perish.”

3 Choose the topics of the book mentioned in the passage and find the evidence.

joy and hope

art

friendship

love





death

values

power

sorrow

4 Organise information from the passage and complete the table.

	What they liked or disliked about the book	What lessons they learnt
 Arthur K	It was a pleasant surprise to find that 1 _____.	As people learn how to die, 2 _____. He was encouraged to 3 _____ and make the most of each day.
 Amy Wang	She thinks the book should be on 4 _____. And she felt she was given 5 _____.	People should choose 6 _____ themselves. She felt as if she had been woken up from a long sleep and finally 7 _____.
 Marty	His first impression was that the book is just 8 _____. Nonetheless, he would recommend it because 9 _____.	The book made him stop and think about 10 _____ and the importance of 11 _____.
 Vivian	The book made her cry because Morrie's reflections on 12 _____ made her think about 13 _____.	People should always keep in touch 14 _____. She was aware that people want to 15 _____, knowing that 16 _____.

Now go online to find out what other comments have been made on this book.

Do these comments make you want to read the book? Why or why not?

1 According to Morrie, what are "the big things" in life?

2 What is your understanding of Auden's words: "Love each other or perish"?

3 How do you usually learn lessons about life? Through experience or learning from other people? Give an example.

4 Can you critically evaluate other people's opinions and make your own judgements?

Think & Share

Review: passive voice

1 Look at the sentences from the reading passage and match them to the reasons why the passive voice is used.

- a On discovering that Morrie is **being weakened** by a severe illness, ...
- b ... *Tuesdays with Morrie* is just **made up of** a collection of over-emotional thoughts and messages, ...
- c A box of tissues **will be needed** to get through this book!

- 1 The subject is not known, is unimportant, or is "people in general" and can be omitted.
- 2 The focus of the sentence is on the recipient of the action, not on the subject of the sentence.
- 3 The subject goes with lengthy expressions that are better put at the end.

Now look for more sentences with the passive voice in the reading passage and talk about why it is used.

2 Rewrite the paragraph using the passive voice where appropriate.



Since ancient times, storytelling has been a way to share and pass on wisdom. One important early work that did so was *Aesop's Fables*, a collection of stories that history credits to Aesop, a Greek storyteller. People believe that he lived in Ancient Greece between

620 BC and 564 BC. Most of the characters in his stories are animals, the qualities of which Aesop used to reflect human traits and wisdom. Each fable teaches a life lesson that Aesop summarises in a short phrase at the end of the story, called a moral. Today, children and adults all around the world still enjoy *Aesop's Fables*.

3 Look at the pictures and write the story from *Aesop's Fables*. Use the passive voice where appropriate.



One day a little mouse was caught by a lion...

4 Work in pairs. Tell each other another fable you know and the lesson you have learnt from it. Use the passive voice where appropriate.

Proverbs about life

 **5** Listen and complete the conversations.

1

A: Professor Brown, here's my term paper.

Sorry for the delay.

B: That's OK. ¹ _____, right?

2

A: Maths is really killing me! I'm thinking of giving it up.

B: ² _____. You'll never get your dream job as a market analyst if you don't stick to it.

3

A: If you want to lose weight, you need to stop eating junk food, and you need to start exercising.

B: OK. I'll start tomorrow... maybe.

A: Today. Not tomorrow.
³ _____



4

A: I'm glad you finally got here.

B: My car had a flat tyre on the way. Anyway,
⁴ _____.



5

A: With my brother's help, I finally completed my biology project!

B: Congratulations! ⁵ _____

6

A: I heard that Mary is going to invest all her money in this programme.

B: That's not wise. As people usually say,
"⁶ _____". I'll talk to her as soon as possible.

6 Match the proverbs in Activity 5 to their meanings.

1 _____: you must face challenges in order to be successful

2 _____: it is easier to achieve something if you cooperate with someone else

3 _____: doing something late is better than not doing it at all

4 _____: you should start things earlier rather than later

5 _____: do not put all your efforts or resources into doing one thing

6 _____: problems don't matter if the final result is good

Now work in groups and think of other proverbs about life. Can you find Chinese proverbs with similar meanings?

7 Work in pairs. Think of other situations to which these proverbs can be applied.



In most countries, the average age for starting university is 18 years old, but actually there is no upper age limit for starting a university degree. Recently, there has been an increase in the number of mature students going to university, after working for a few or many years. The oldest person to get a Cambridge MA received his law degree at the age of 102. In China, a man from Jiangsu Province graduated from university at the age of 88, making him the oldest university graduate in the country.

Did You Know ?

8 Listen to the interview and choose the best headline.

- 1 University Fees Are No Barrier to Grandma!
- 2 Dream Comes True for Graduating Grandma
- 3 Janet Says: "Family first! That's what matters!"
- 4 How the Student Experience Has Changed with the Centuries

9 Listen again and complete the notes.

Interview with Janet Rose

Age: ¹ _____

First attended university in: ² _____

Reason for leaving university:

³ _____

Reason for going back to university:

⁴ _____

Initial feelings on returning to university:

⁵ _____

University major: ⁶ _____

Feelings on graduation:

⁷ _____

Advice to others: ⁸ _____

Future plans: ⁹ _____

Now work in pairs and talk about what you can learn from Janet's story.

10 Complete the boxes with the expressions from the interview.

- I started... back in...
- After that I...
- But then five years ago...
- I felt... at first.
- I suggest that...
- Remember, ...

Talking about experiences

Giving advice

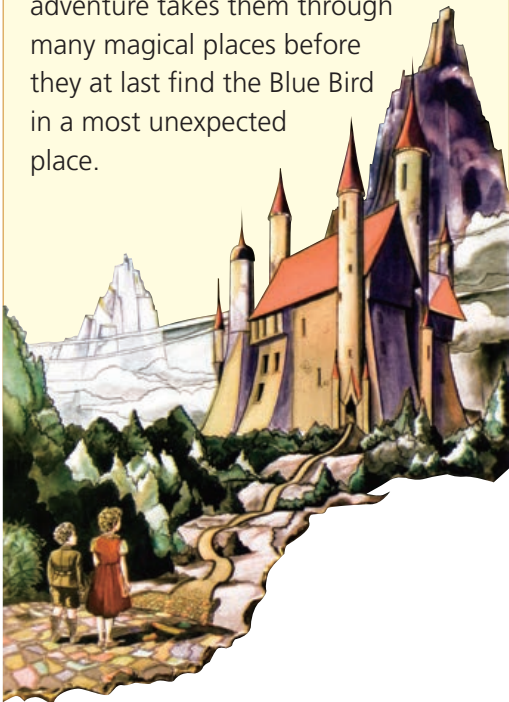
11 Work in pairs. Tell each other a story about yourself that can be summarised by a proverb in this section.

Now talk about how effectively you and your partner used your own experiences to illustrate your understanding of the proverbs.

- 1 Read the introduction to *The Blue Bird* and answer the questions.

The Blue Bird is a 1908 play by Belgian playwright Maurice Maeterlinck (1862–1949), winner of the Nobel Prize in Literature in 1911. Maeterlinck wrote many plays, but *The Blue Bird* was the most popular and has been widely translated and adapted all over the world. Performed in 1921 in Shanghai by Chinese students, it was the first foreign play staged in China.

The Blue Bird tells the tale of brother and sister, Tyltyl and Mytyl, as they are sent by a fairy to search for the Blue Bird of Happiness. The children's adventure takes them through many magical places before they at last find the Blue Bird in a most unexpected place.



- 1 Do you know the symbolic meaning of the Blue Bird in Chinese and Western cultures? Share your understanding of the meaning with the class.
- 2 Where do you think the children find the Blue Bird?

Now read the play and check your answers.

THE BLUE BIRD

ACT IV

Tyltyl and Mytyl have been searching for the Blue Bird in the Land of Memory, the Palace of Night and the Forest. Now, they have arrived at the Palace of Happiness.

SCENE II.—The Palace of Happiness.

(A troop of HAPPINESSES rush into the hall, singing, "There they are! They see us!" They dance merrily around the CHILDREN, then the one who appears to be the chief goes up to TYLTYL with hand outstretched.)

THE HAPPINESS How do you do, Tyltyl?

TYLTYL Who are you?

THE HAPPINESS Don't you recognise me?

TYLTYL *(a little embarrassed)* Why, no... I don't remember seeing any of you.

(All the other HAPPINESSES burst out laughing.) Why, we are the only things you do know! We are always around you! We eat, drink, wake up, breathe and live with you!

TYLTYL Oh... But I should like to know what your names are...

THE HAPPINESS I am the chief of the Happinesses of your home; and all these are the other Happinesses that live there.

TYLTYL Then there are Happinesses in my home?

(All the HAPPINESSES burst out laughing.)

THE HAPPINESS You heard him! Are there Happinesses in his home! Why, it is crammed with Happinesses! Let me introduce myself first: the Happiness of Being Well. I am not the prettiest, but I am the most important. This is the Happiness of Pure Air, who is almost transparent. Here is the Happiness of Loving One's Parents. Here are the Happiness of the Blue Sky, who, of course, is dressed in blue, and the Happiness

of the Forest: you will see him every time you go to the window...

TYLTYL Excuse me, but do you know where the Blue Bird is?

THE HAPPINESS He doesn't know where the Blue Bird is! *(All the HAPPINESSES OF THE HOME burst out laughing.)*

TYLTYL *(vexed)* No, I do not know. There's nothing to laugh at. *(Fresh bursts of laughter.)*

THE HAPPINESS He doesn't know: well, what do you expect? He is no more absurd than the majority of men...

ACT VI

Unable to find the Blue Bird anywhere, the children say goodbye to their magical friends and return home. While they are trying to tell their parents about their adventures, their neighbour comes in. Her sick daughter has wanted Tytyl's pet bird for a long time, but until now he has been reluctant to give it to her.

SCENE II.—The Awakening.

(Enter NEIGHBOUR BERLINGOT, a little old woman leaning on a stick.)

MUMMY TYL How is your little girl?

THE NEIGHBOUR Only so-so. She can't get up. But I know what would cure her.

MUMMY TYL Yes, I know; it's Tytyl's bird. Well, Tytyl, aren't you going to give it at last to that poor little thing?

TYLTYL My bird! Why, he's blue! But it's my turtle-dove! But he's much bluer than when I went away! Why, that's the Blue Bird we were looking for! We went so far and he was here all the time! There, Madame Berlingot, take him to your little girl.

THE NEIGHBOUR Really? Straight away and for nothing? How happy she will

be! *(Kissing TYLTYL.)*

...

(Later, the NEIGHBOUR enters with a little girl who carries TYLTYL'S dove in her arms.)

THE NEIGHBOUR Do you see the miracle? She can run, she can dance, she can fly! *(Pushing the LITTLE GIRL into TYLTYL'S arms.)* Come along and thank Tytyl.

(After TYLTYL kisses the LITTLE GIRL rather awkwardly, the two children look at each other without speaking; then TYLTYL strokes the dove's head.)

TYLTYL Is he blue enough?

THE LITTLE GIRL Yes, I am so pleased with him.

TYLTYL I have seen bluer ones. But those which are quite blue, you know, do what you will, you can't catch them.

THE LITTLE GIRL That doesn't matter; he's lovely.

TYLTYL Has he had anything to eat? I will show you...

(He moves to take the bird from the LITTLE GIRL'S hands. She resists instinctively; and, in their hesitation, the DOVE escapes and flies away.)

THE LITTLE GIRL *(with a cry of despair)* He is gone!

TYLTYL Never mind. Don't cry. I will catch him again. *(Stepping to the front of the stage and addressing the audience.)* If any of you should find him, would you be so very kind as to give him back to us? We need him for our happiness, later on.

CURTAIN

(Adaptation from The Blue Bird by Maurice Maeterlinck)

- 2 Complete the notes with information from the play.

ACT IV SCENE II

Characters

Setting

Plot

The children come to the Palace of Happiness and are welcomed by a troop of Happinesses...

ACT VI SCENE II

Characters

Setting

Plot

The children return home without finding the Blue Bird...

Now work in groups and talk about how much you like the play. Give your reasons.

Learning to learn

The Blue Bird is a typical full-length play, which means it has several acts and each act is composed of several scenes. The whole play depicts actions that take place over a long period of time. Various characters appear in different acts and scenes, and the settings and costumes change accordingly. The running time of a full-length play can last for several hours, even days.

Think & Share

- 1 Why cannot Tyltyl recognise any of the Happinesses?
- 2 Are there any Happinesses in your home? What are they? Where else can you find them?
- 3 What does the author want to express by making the Blue Bird fly away at the end of the play?
- 4 What different life lessons can you learn from the two reading passages in this unit?

3 Work in groups and act out the play.

- 1 Read the play again and discuss how you might present it on stage. Consider the following:
 - Plot – Is there anything you will cut from, or add to the play?
 - Setting – What costumes and props will you need?
 - Roles – Will you need a narrator to give the background to the play and introduce the new scenes?
 - Language – Will you revise the language to make it easier to remember?
- 2 Adapt the play based on your discussion. You may refer to the original play for more ideas if necessary.
- 3 Decide roles for each group member and practise performing the play.
- 4 Act out the play in class.

Now talk about how well your group performed. Vote for the best performer in the play.

Writing a summary

- 4 Read the summary of *The Blue Bird* and answer the questions.

The Blue Bird is a six-act fairy play written by Maurice Maeterlinck. It's a story about Tyltyl and Mytyl's adventures as they search for the Blue Bird of Happiness. As the children of a poor woodcutter, they are secretly observing a party at the home of their wealthy landlords when a fairy appears. She uses a magic diamond to bring animals (their dog and cat), objects (sugar and bread) and elements (light, fire, water) in their home to life. Together, they set off on a dangerous journey in search of the Blue Bird.

Tyltyl and Mytyl go to many magical places. They encounter numerous characters such as their departed grandparents, trees that hate mankind, the greedy and ugly Luxuries, and children waiting to be born. Although they try very hard to find the Blue Bird, the birds they find either change colour or die. The children return home at last, and Tyltyl discovers the Blue Bird has been there all the time! He gives the bird to the neighbour's little girl, curing her illness. But in the end, the bird flies away, and Tyltyl asks the audience to search for it. The central idea of the play is that happiness is to be found not in luxuries such as wealth, but in simple things that are found in family life, and in acts of friendship and kindness.



- 1 Which paragraph introduces the main characters, setting and start of the play?
- 2 What is the climax of the play?
- 3 What is the theme of the play?

Learning to learn

When writing a summary of a long story, your purpose is to convey the basic ideas of the original: what is it about and what does the author want to communicate? First, identify the title and author of the piece. Then use your own words to describe relevant details that lead to the climax of the story. State the central idea of the story but don't give your own opinion of it. A good summary needs to be concise, precise and to the point.

- 5 Choose another play you have read and write a summary of it. Organise your ideas by completing the table.

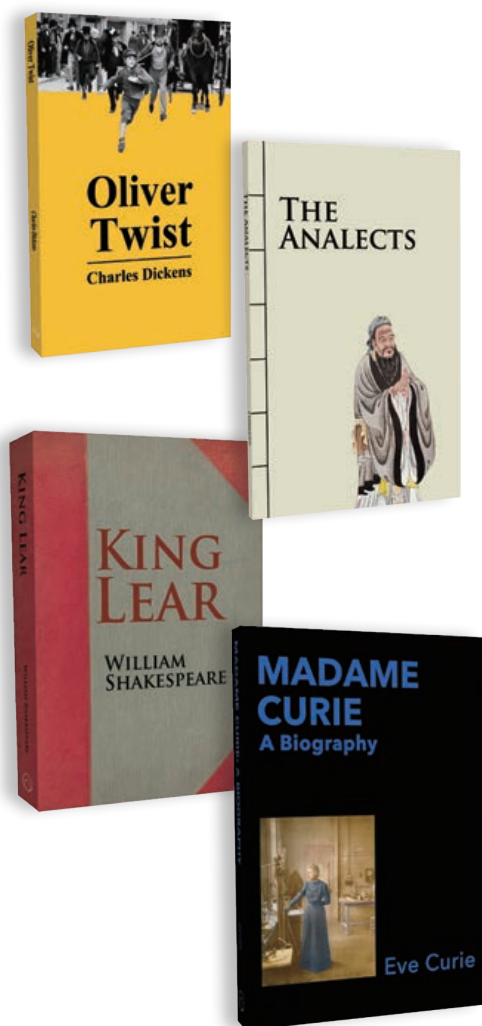
Title and author of the play
Main character(s)
Start of the play
Climax
Conclusion

Now write your summary.

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

Now think about how well you used concise and precise language to summarise the play and what you could do to improve.

Presenting ideas



1 Look at the book covers and answer the questions.

- 1 What do you know about these works? Share what you know with the class.
- 2 What life lessons can you learn from them? Do more research if necessary.

2 Think of another literary work from which you have learnt something and complete the table.

General information	
Main idea	
Lesson(s) in the work	

3 Work in groups. Talk about the work you have chosen.

4 Decide on a literary work you'd like to share with the class and prepare a presentation about it. Consider the following:

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

5 Give your presentation to the class.

Reflection


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

- 1 What is your understanding of lessons in life?
- 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

The world meets China

Starting out ◆

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

- 1 What is the video about? How did it get its name?
- 2 What is remarkable about the road?

2 Look at the pictures and answer the questions.

- 1 What can you see in these pictures?
- 2 What message do these pictures convey?
- 3 In what other areas is China attracting attention around the world?



- 1 Look at the pictures and answer the questions.



Mogao Grottoes



murals



Mingsha Mountain

- 1 What makes Dunhuang unique?
- 2 What else do you know about Dunhuang?

- 2 Read the passage and decide where it is most probably from. Give your reasons.

- 1 A travel brochure.
- 2 A tour commentary.
- 3 A blog.
- 4 A lecture.



- 1 Welcome to Dunhuang! On the old Silk Road, this city was the gateway to and from Ancient China, a place where East met West, and a green island in the middle of the desert. You can only imagine how travellers felt when they saw the oasis of Dunhuang ahead of them.
- 2 Dunhuang's long and glorious history represents its significance as a centre of cultural and commercial exchange. Today, Dunhuang is a world-class tourist destination boasting sites with UNESCO-protected heritage status. Now, we are going to enter some of the city's famous caves, of which there are more than 700. Known as the Mogao Grottoes, these ancient caves were carved out of the rock over a period of 1,000 years. If you look up, you can see the paintings and other artworks that are testimony to how the Silk Road brought East and West together. Look at these statues! You can see elements from Ancient Greece, India and Iran. Now look around the walls of the cave. Come a little bit closer so that you can get a better view. Look at them! The murals cover an astonishing area of 45,000 square metres.
- 3 The subjects of the Dunhuang murals vary from religious stories to scenes of everyday life. But one type of mural that is unique to Dunhuang shows the Apsaras, or "Flying Immortals". Representations of these heavenly musicians, singers and dancers decorate the walls of many caves. Take a look at this mural.



WELCOME TO DUNHUANG!

The Apsaras are depicted sailing in the bright blue sky, with their scarves flying, as if they are about to fly down to meet us. And here is another one. Move over here where you can see it in more detail. The Apsaras are holding lotuses, playing musical instruments, dancing and throwing flowers. The painting of Apsaras reached a peak during the Tang Dynasty; these images are full of life, reflecting the confidence and optimism of people from that time.

- 4 Now, something really extraordinary happened in 1900, when a Taoist priest made one of the most important finds of the 20th century. In a sealed cave, now known as the famous Library Cave, were hidden thousands of manuscripts, paintings and scrolls, as well as silk embroideries. We'll have a chance to see some of them shortly – the Library Cave is only a stone's throw from here. Dating from 405 AD to 1002 AD, these hidden treasures give us a picture of Dunhuang when it was at the very centre of the Silk Road trade. Thanks to this ancient library, we now know that goods arrived in Dunhuang from as far away as North-east Europe, and that goods were also exported from Dunhuang across Asia and Europe. The scrolls are so detailed that they describe the vast range of goods that were

imported and exported from Dunhuang, such as ceramics, medicine, perfumes and fruit, to name just a few. The scrolls also reveal how many different communities lived side-by-side within this great city. However, the reason why the Library Cave was sealed up all those years ago remains a mystery.

- 5 In the Ming Dynasty, trade routes changed and Dunhuang was not as prosperous as it used to be. Gradually, it faded from memory, even though it was once such a great city.
- 6 This century is bringing the Silk Road to life once more through the Belt and Road Initiative. Dunhuang has once again become a global crossroads since it hosted hundreds of representatives from 51 countries for the Silk Road International Cultural Expo in 2017. Given that the theme of the Expo was to promote cultural exchange and strengthen mutual cooperation between the countries along the Silk Road, Dunhuang was the ideal place.
- 7 Now let's move on to the next cave...

3 Choose the best summary of the passage and give your reasons.

- 1 The Silk Road was an ancient trade route between East and West, which passed through Dunhuang.
- 2 The Silk Road city of Dunhuang has a splendid history and is once again a meeting place for people from around the world.
- 3 In Dunhuang there are grottoes, murals and other sights that attract tourists from all over the world.


4 Organise information from the passage and complete the travel webpage.

Dunhuang

Location:
Gansu Province

Significance:

- UNESCO-protected heritage sites
- ¹ _____
- ² _____



Dunhuang has once again become ¹² _____.

Caves in Mogao Grottoes:

The caves were carved out of the rock ³ _____.

Statues

The statues include elements from ⁴ _____.

Murals

- Coverage: ⁵ _____
- Topics: ⁶ _____

Apsaras

- Also called ⁷ _____, they represent ⁸ _____.
- Apsaras painted during the Tang Dynasty are a reflection of the ⁹ _____ during that time.

Library Cave

- Discovered inside were ¹⁰ _____.
- These give us ¹¹ _____.

Now think about what information you would add to the webpage. Do further research if necessary.

- 1 What is your understanding of "Dunhuang has once again become a global crossroads"?
- 2 In what ways is present-day Dunhuang influenced by its past?
- 3 What would you most like to see in Dunhuang? Why?
- 4 What methods can you use to find out information effectively?

Think & Share

Review: adverbial clauses

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

- a You can only imagine how travellers felt **when they saw the oasis of Dunhuang ahead of them.**
- b **If you look up,** you can see the paintings and other artworks...
- c ... Dunhuang was not as prosperous **as it used to be.**
- d **Given that the theme of the Expo was to promote cultural exchange...**, Dunhuang was the ideal place.

1 Classify the adverbial clauses in the sentences.

☐ condition ☐ comparison ☐ reason ☐ time

2 What other types of adverbial clause can you think of? Give some examples.

Now look for more sentences with adverbial clauses in the reading passage.

2 Complete the passage with the clauses in the box.

no matter what culture it comes from
so that people can learn about different cultures
as if they are neighbours
that over 15,000 people each year attend them
as the traditional is mixed with the modern

Yo-Yo Ma is a French-born Chinese American cellist known for his musical talent. In 1998, Ma founded Silkroad, an organisation that explores musical traditions in countries ¹ _____.

The fundamental purpose of Silkroad is to bring people from across the globe together to play and listen to music. Instruments and styles are blended together to create music that is surprising, rich, and completely original, ² _____. What's more, ³ _____, people can learn about the development of culture as a whole.

The events that Silkroad organises are either performances, workshops, or mixed musical-artistic displays. It is so successful ⁴ _____. People meet as strangers, but they leave ⁵ _____, learning that different cultures have more in common than they imagined.

Now talk about what types of adverbial clause they are.

3 Look at the picture and describe it using adverbial clauses where appropriate. You may use the information to help you.

China's High Speed Rail (HSR)

- In 2008, China's HSR service started.
- In 2015, a major breakthrough in technology was made, using independent R&D.
- Now, China cooperates with dozens of countries in the world to develop HSR services overseas.



Since HSR service started in China in 2008, it has undergone rapid growth...

4 Work in pairs. Describe another Chinese innovation that has had a great impact both at home and abroad. Use adverbial clauses where appropriate.

Cultural exchange

- 5 Read the timeline and find out what contributions each person made. Pay attention to the expressions in bold.



The second century BC:

Zhang Qian, a diplomat, **gave a reliable account of** the lands of Central Asia for the Han court.

The first century AD:

Gan Ying, a military envoy, explored the Persian Gulf and became the first Chinese to **get information on** Europe.



The 7th century:

Xuanzang, a Chinese monk, scholar and traveller, **translated** volumes of scriptures **from** Sanskrit to Chinese. He also wrote *The Great Tang Dynasty Record of the Western Regions*, a description of the countries he visited on his travels.

The 8th century:

After six attempts, over a period of twelve years, Chinese monk Jianzhen arrived in Japan, where he **promoted exchange and understanding** between China and Japan.



The 13th century:

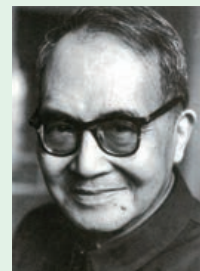
Marco Polo travelled from Europe to Asia. *The Travels of Marco Polo* served to **bring knowledge of** Asia to the West.

The 15th century:

Zheng He sailed to South-east Asia, South Asia, West Asia, and East Africa. Some of his voyages comprised as many as sixty treasure ships. These voyages **led to a legacy of** cultural exchange between China and other countries.

- 6 Complete the passage with the correct form of the expressions in Activity 5.

Qian Zhongshu was a renowned literary scholar and writer. Born in 1910 in Jiangsu Province, he showed a strong interest in books



at a very young age, earning him the name "Zhongshu", which means fondness for books. His translations and writings ¹ _____ of cultural exchange between China and the West that continues to this day.

In 1929, Qian was accepted into the Department of Foreign Languages at Tsinghua University. In 1935, he went to Europe. He spent two years at Oxford University, where he studied and ² _____ English literature. He also studied in Paris for a year, before returning to China to teach. In addition to studying Western literature, he wrote a number of works on Chinese culture.

Qian was an expert in both Chinese and Western languages and culture. This made him an excellent translator, who ³ _____ between Western and Chinese academics. *Selected and Annotated Song Dynasty Poetry* was one of the great quantity of works he ⁴ _____ Chinese to English.

One of Qian's great achievements was to produce comparative studies of classical Chinese texts, which made these works more accessible to Western readers. These books helped ⁵ _____ Chinese literature to the West.

The Confucius Institute is a non-profit educational organisation run by the Chinese Ministry of Education, aiming to promote Chinese language and culture abroad and to encourage cultural exchange. The first institute opened in 2004, and today there are over 500 institutes around the world. In addition to Chinese language courses, the institutes also support activities, such as art exhibitions, conferences and film festivals.



Did You Know ?

7 Listen to the conversation and choose the topics covered.

- 1 The reason why Liang Ran decided to work for the Confucius Institute.
- 2 The working environment at the Institute.
- 3 The troubles he had during teaching.
- 4 A special moment from his time at the Institute.
- 5 What he learnt from his students.
- 6 The friends he made in New York.

8 Listen again and complete the passage.

Liang Ran spent ¹ _____ abroad working as a teacher at ² _____. He said it was a difficult decision, because it would mean ³ _____. Finally, he decided to go as he wanted to help foreigners learn Chinese and learn about China. He also wanted to ⁴ _____.

At first, Liang was surprised at ⁵ _____, as they were quite varied. They were all interested in Chinese culture, however. One challenge they met was that they ⁶ _____, so Liang had to give them a lot of support.

Liang's most memorable experience was at the end of the year when students learnt about traditional Chinese dancing and ⁷ _____. Liang said their ⁸ _____ was amazing.

Working there made Liang a better person. Through teaching Chinese, he ⁹ _____, and through interacting with students, he ¹⁰ _____.

Now talk about the role the Confucius Institute plays in promoting intercultural exchange.

9 Complete the boxes with the expressions from the conversation.

- The reason why... is that...
- That was due to...
- On the whole, ...
- To sum up, ...
- In short, ...

Giving reasons

Drawing conclusions

10 Work in pairs. Discuss what you can do to spread Chinese culture using the expressions in this section.

Now think about whether you can use the language you have learnt to express your ideas and give explanations, and whether you can understand your partner's ideas and comment on them.

- 1 Work in groups. Look at the list and discuss the questions.



- 1 What are the Chinese names of these works?
- 2 Why do you think these works are popular outside of China?
- 3 What other Chinese works do you think people outside of China would enjoy? Why?

- 2 Read the passage and write the questions on the lines.

- 1 Which works by Chinese writers are popular in your country?
- 2 How did you get interested in Chinese literature?
- 3 How do you select works to translate?

The world of Chinese literature is one that is familiar to us all. But have you ever stopped to wonder what works are read outside of China and how they are received? Today, four Sinologists and translators share their experience of Chinese literature with us. They are:

Petko, aged 43 from Bulgaria

Annelous, aged 34 from the Netherlands

Joachim, aged 25 from France

Mai, aged 28 from Egypt

Q1: _____

Petko: It all started with a movie I watched when I was a boy – *The Shaolin Temple*. That movie gave me so many reasons to fall in love with China. I was amazed by Chinese kung fu, of course – everyone loves kung fu, don't they? I also thought the Chinese language sounded so beautiful, and I found that I liked Chinese music, too – I just loved the movie's theme tune, *Song of the Shepherd*.

Annelous: I became interested in languages at a young age. When I started high school, I began reading books about Chinese history and culture, and this inspired me to choose Chinese Studies as my academic major at university.

Joachim: When I was 15 years old, my mother bought me a copy of the classic *Shi Ji*, or *Records of the Grand Historian*. Prior to that, the only great historical works I had been exposed to were Homer's epic poems. *Records of the Grand Historian* was my first encounter with Chinese classical literature. After reading it, I realised the true genius of China's "Grand Historian", Sima Qian. His writing had a profound effect on me, and I have this to thank for my passion for Chinese literature.

Mai: I gradually fell in love with Chinese literature when I started working as a translator. Most of the translated works of literature in Egypt are from the English-speaking world, so reading Chinese literature was a stimulating and inspiring experience.



READING CHINA



Q2: _____

Petko: I particularly like classical Chinese literature, especially works from the Ming and Qing dynasties. I fell in love with *Dream of the Red Chamber* the first time I read it, and was determined to translate it into Bulgarian. Now that this dream has come true, my next goal is to translate *The Romance of the Three Kingdoms*.

Annelous: In the Netherlands, the decision as to which works of Chinese literature get translated is largely influenced by the opinions of respected Sinologists. In addition, publishing houses tend to look to other countries to see which Chinese works have sold well there. I've so far translated the writings of Han Han, and I am now working on those of Xu Zechen.

Joachim: I just go with what I like and what I am interested in. I've translated several short stories by Mo Yan. Right now, I'm doing research into popular literature in Shanghai at the start of the 20th century.

Mai: I don't care if a writer is popular or not. What interests me most is the work itself. I've translated some works by authors such as Xi Murong and Bi Shumin. I also keep a close eye on what's being self-published online by new, young authors – they have some good ideas.

Q3: _____

Petko: *Thirty-six Stratagems* has sold more than 1,000 copies in Bulgaria. When you consider that here the best a writer can usually hope for is to sell a few hundred copies of their work, *Thirty-six Stratagems* is a best-seller in Bulgaria!

Annelous: Each year sees more works by Chinese writers published in the Netherlands, and they are well-received. The people that buy and read these books do so because they want to learn more about Chinese culture and everyday life in China. On the whole, I do have to admit that here, people's knowledge of Chinese literature is rather limited.

Joachim: The novels of Mo Yan and Yu Hua sell quite well in France. Mo Yan was already hugely popular, but became even more so after receiving the Nobel Prize in Literature. Literature has a lot of significance to the French, and Chinese literary works tend to be highly thought of.

Mai: Egyptians like literature that reflects human nature and experience. A couple of good examples of this are "Fond Memories of Autumn" by Shi Tiesheng and "Street Scene" by Zhou Guoping. I think Egypt and China are closely connected and both have a lot in common. Because of this, Chinese literary works really strike a chord in the hearts of Egyptian readers.

3 Match people to their opinions. Find evidence to support your choices.

- | | |
|------------|--|
| 1 Petko | a Studying Chinese language was what first got me interested in its culture. If only there was greater awareness of Chinese language and literature in my country. |
| 2 Annelous | b I feel that my culture has a lot in common with Chinese culture. I care more about what writers have to say than who they are. |
| 3 Joachim | c I wish that people could learn to love Chinese culture as much as I do, especially stories from classical literature. |
| 4 Mai | d It's important to read what interests you, not just what is recommended by other people. The same goes for the literature that I translate. |



Think & Share

- 1 If you had a chance to talk with the four Sinologists, what would you like to ask them?
- 2 What work would you recommend as an introduction to Chinese literature? Why?
- 3 Which works of Western literature are popular in China? What make them popular?
- 4 In what different ways do the two reading passages in this unit improve your understanding of China's influence on the world?

4 Work in groups. Discuss how to promote Chinese literature throughout the world.

- 1 Break the topic into smaller questions. Consider the following:
 - What types of literary works do you think should be promoted? (eg fiction, drama, poetry) Why?
 - By what different methods could this be done? (eg translation, advertising, film adaptation)
- 2 Do research to find more information to support your ideas.
- 3 Present your ideas to the class.

Now think about what effective measures you have taken to give an answer to a big question.

Learning to learn

When faced with answering one big question, start by breaking it down into a series of smaller questions. Then consider how many of these questions you can answer and what evidence you can give to support these answers. Finally, identify what you still need to find out and how you will go about this.

Recommending cultural highlights

5 Read the email and answer the questions.

From: Selena

To: Jiang

Subject: Visit to the US

Dear Jiang,

Great to hear you're coming to the US! I hope I can convince you to stop by and visit us in New York. There're so many things to see and do here in the Big Apple. It would take a lifetime to list them all! But knowing you as I do, I'd suggest walking through Midtown Manhattan. It's one of the most popular tourist attractions in the US and just can't be missed!

Broadway district with its cafés, street performers and enormous and colorful signs really captures New York's loud spirit! As Broadway is the heart of the American theater industry, it's at night when it truly comes alive. Broadway is famous for its big theaters, showing Shakespeare, modern drama, dance shows or musicals – take your pick! With your love of singing and interest in amateur dramatics, I'd recommend a musical. It's a moving and intense experience that I'm sure you would love – a bit like Peking Opera! Quite a few musicals are based on classic stories like *Les Misérables* or *Peter Pan*, and they might even inspire you to read the books, too!


My big news is that we're all thinking about doing a big trip in China in the winter vacation. We're looking for a combination of fun and traditional culture. Can you recommend a place of cultural highlights?

See you soon! (Fist bump!!)

Selena

- 1 Which place in New York did Selena recommend that Jiang should visit?
- 2 What is special about it?

6 Plan your reply to Selena, suggesting a place she can visit in China and make notes.



Recommended place:

What it is like:

Reasons for recommendation:

Now write your email.

7 Share your email with the class.

Now think about how well you can use the language you have learnt in this section to introduce Chinese culture in intercultural communication.

Presenting ideas

- 1 Work in groups. Read the notice and brainstorm events for the opening ceremony.

SCHOOL COMMITTEE NOTICE

We're going to host an International Cultural Exchange Exhibition for senior high students. This event will last for one week, and will involve overseas students and teachers coming to our school. It will begin with an opening ceremony to showcase Chinese culture. The format of the ceremony is yet to be decided, and we would like to hear your ideas about the events and performances that could be included. Contact us at: cultureclub@bjsh.edu.cn

- 2 Create a programme of events for the opening ceremony.

Order	Events	Descriptions	Purposes
1			
2			
3			
4			

- 3 Prepare a presentation about the opening ceremony events. Consider the following:

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

- 4 Present your opening ceremony plan to the class. Vote for the best plan.

Reflection


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

- 1 What is your understanding of the relationship and communication between China and the rest of the world?
- 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

Everyday economics

Starting out

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

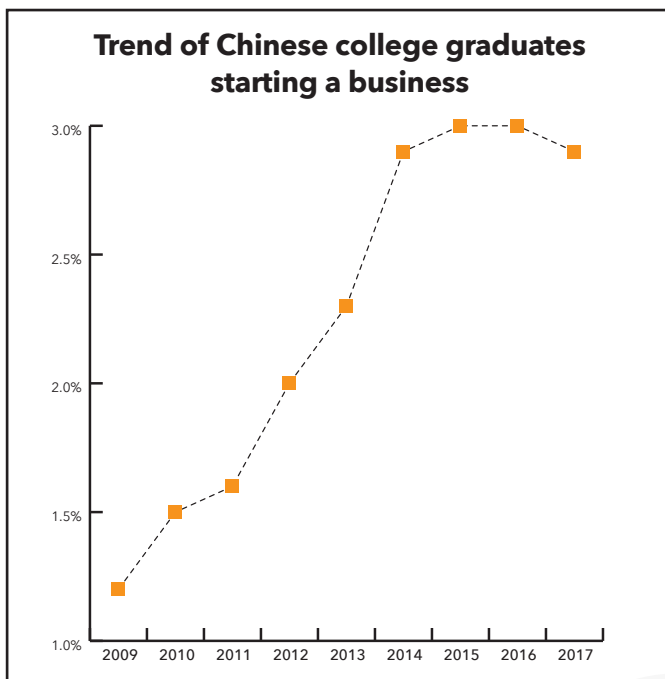
- 1 What is the video about?
- 2 What stages are mentioned in the video? What are they like?

2 Look at the pictures and answer the questions.

- 1 What activities are shown in the pictures?
- 2 What do they have in common?
- 3 What other economic activities are part of your daily life?



1 Look at the charts and answer the questions.



- 1 What options do college students have after graduation?
- 2 What does the second chart tell you about the trend of college graduates starting their own businesses?
- 3 What do you think the trend will look like in five years' time?

2 Read the passage and find out what decision Zhang Yue made to develop her career.

- 1 As she spoke, Zhang Yue put her hands behind her back to hide that they were shaking. She couldn't, however, hide the line of sweat running down her forehead, which was caused partly by the heat of the television studio, but more by fear of the four people seated in front of her. They stared back, their blank faces giving no clue as to what they would say next. Feeling dizzy, Zhang Yue took a deep breath as she struggled to finish her presentation, "And that is why I need your help in turning my new and exciting business into a successful one."
- 2 Now chairwoman of her own company, Zhang Yue is fond of saying, "The early bird catches the worm." The place where this happens is a valley, a world away from any television studio. Moving carefully through the darkness, she passes row upon row of rose plants. In an hour, these fields will be full of people, working quickly to pick the flowers before sunrise. "It has to be done then," says Zhang. "These flowers are delicate."
- 3 Zhang never thought that this was something she would end up doing. Surrounded by roses as she was growing up, she paid them little attention. It was only after graduating from university overseas and returning to visit her parents that Zhang realised the potential. "Conditions are ideal here," she says. "This is a place where roses grow wild."
- 4 Zhang therefore decided to return to her home town and grow roses, which surprised many people. "I wanted to experience the freedom of being my own boss," she said. "But I also wanted to give something back to my home town. As people say, 'It takes a village to raise a child.'"

5 She is not the only young person to have been bitten by the start-up bug. All over the world, an increasing number of enterprising young people are thinking of starting their own businesses, as the growing economy creates more opportunities. Like Zhang, they present their ideas in the hope of getting investment and advice, and they have the same passion and devotion. The majority meet with rejection. A few, like Zhang Yue, find themselves lucky enough to get investment and the all-important input and support from more experienced business people. The road to their success is however still a long and difficult one, with many challenges along the way.

6 As someone who grew up in the country, Zhang already knew about growing plants. However, like any entrepreneur who was just starting out, she still had a lot to learn. She has overcome a number of obstacles in nursing her business to the success it is today. “The biggest challenge at the initial phase was to persuade people to work for me, which was totally outside my experience. Few in the village believed I could create a multi-million *yuan* business from flowers,” says Zhang. “After I went on TV, a major Asian manufacturer of cosmetics was willing to purchase my product and help with its distribution. It was only then



that the locals began to believe me. Now my product is one of the best in Asia. This year, I can pay all my fellow workers a decent bonus.”

7 Seeing her peers who also dream of success and independence, Zhang has mixed feelings. Though she welcomes the new entrepreneurial spirit, she advises that people be realistic and seek guidance from expert consultants before rushing into things.

8 “I love running my own business, but it’s not for everyone,” says Zhang. “To succeed in business, you need more than a good idea, hard work and determination. What really matters is a sound business plan, access to capital, and good management and negotiating skills. Most of all, don’t be too ambitious. You should know your own limits and those of the people you work with. For young people who have little life experience, that can be a challenge.”

Business Blossoms



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

- 1 To introduce the main reasons why young people choose to start their own businesses.
- 2 To analyse the pros and cons of young people starting their own businesses.
- 3 To encourage all young people to start their own businesses after graduation.
- 4 To help young people think more realistically before starting their own businesses.
- 5 To teach young people the correct procedures for starting their own businesses.

4 Organise information from the passage and complete the interview notes.

Interview notes

Programme	Young start-ups
Interviewee	Zhang Yue
Occupation	¹ _____ of Rose Valley Co., Ltd
Date	26 April



General situation of the company

- One of the best rose products in Asia.
- A major Asian manufacturer of cosmetics
² _____.

Challenges

- Getting investment.
- ⁶ _____

Reasons for starting a business in her home town

- ³ _____ for growing roses.
- Experiencing the freedom of ⁴ _____.
- ⁵ _____

Advice for young entrepreneurs

- You need a good idea, hard work, ⁷ _____,
⁸ _____, access to capital, and
⁹ _____.
- ¹⁰ _____
- Know your own limits and those of the people you work with.

Now work in pairs. Act out the interview based on the interview notes.

- 1 What do you think has contributed to Zhang Yue's success?
- 2 What other difficulties do you think young people encounter when starting their own businesses?
- 3 Have you ever thought about starting your own business, or would you rather do a white-collar job in an office? Give your reasons.
- 4 How well do you understand the characteristics of a feature story? How are these characteristics reflected in the reading passage?

Think & Share

Review: attributive clauses

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

- a This is a place **where roses grow wild**.
- b The biggest challenge at the initial phase was to persuade people to work for me, **which was totally outside my experience**.

- 1 What does "where" refer to in sentence (a)?
- 2 What does "which" refer to in sentence (b)?
- 3 Which sentence contains a clause with essential information about the subject?
- 4 Which sentence contains a clause with extra information about the subject?

Now look for more sentences with attributive clauses in the reading passage.

2 Read the passage and rewrite the underlined sentences using attributive clauses.

Good Deal is a local movement in some countries. It works to help farmers and workers in less developed areas receive a better deal for their produce. Good Deal products may be a little more expensive than regular products, but up to one-third of the sale price will be given back to the producers. This is more than they could get under the conventional trading system.

The movement has proven popular among young people, and they want to help producers get the payment they deserve. They have no problem spending a bit more on Good Deal products, believing that their purchasing of these products will help improve local people's welfare.

However, some people are less optimistic, and argue that it discriminates against producers not part of the Good Deal movement.

3 Read the profile and write an introduction to a Good Deal product using attributive clauses where appropriate.

Green Equator Coffee



Price:

\$25 per kg

Origin:

grown on the Green Equator Estate

Special features:

- 100% organic
- superior, smooth blend, with mild flavour
- less than one calorie per cup

Good Deal guarantee:

one-third of the sale price returned to local producers

Green Equator Coffee is a Good Deal product, which sells at...

4 Work in pairs. Write an introduction to something you have bought recently using attributive clauses where appropriate.

Social credit

Credit, or the offering of money loans for repayment, has existed since the Bronze Age. For most of this history, lenders relied mainly on their subjective judgement when deciding whether or not a borrower was creditworthy.

With the development of information technology and data analysis, more and more countries are building their own credit systems with objective credit rating methods. People's activities such as credit card payments, loan payments, etc, are recorded and scored, and will affect their future creditworthiness.



Did You Know ?

5 Listen to the conversation and choose the topics discussed.

- 1 The tips to book a good hotel.
- 2 The importance of being creditworthy.
- 3 The origin of the credit system.
- 4 The benefits of a social credit system.
- 5 The cost of having a bad social credit record.

6 Listen again and complete the paragraph.

I have been ¹ _____ on time, returning books to the library ² _____, and using ³ _____ properly. As a reward, we didn't have to pay a deposit when ⁴ _____ during our trip to Hangzhou. The hotel is very nice, and it's quite near the West Lake. This is just one of the many benefits of the social credit system which enables ⁵ _____ to enjoy a more convenient life ⁶ _____.



Wang Lin

Now answer the questions.

- 1 What was the man prohibited from doing and why?
- 2 What restrictions are mentioned that are caused by a bad social credit record?
- 3 What could the social credit system contribute to?

7 Complete the boxes with the expressions from the conversation.

- How did that happen?
- What's that?
- Could you tell me more about it?
- Let me explain.
- It enables...
- How is that so?
- What does that mean?
- It means...
- It's definitely an encouragement to...
- ... an effective way to...

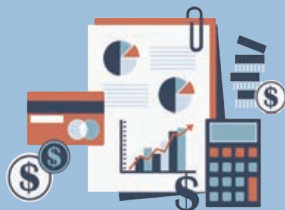
Asking for clarification

Clarifying

Stating advantages

- 8 Read the leaflet and answer the questions. Pay attention to the words and expressions in bold.

Finance management tips for freshmen



Welcome to Winfield University. While you're doing your degree here, most of you must also handle money on your own for the first time. You will have to pay bills and handle **budgets to make ends meet**. Here are some tips for you to **stay afloat**.

- 1 Find the banking services that meet your needs and will help you save money, such as accounts with free online banking services.

- 2 **Building credit** is important throughout your life, so be careful when opening your first credit card account. Look for a card with good benefits and no **annual fees**. Always make payments on time, or your credit score will be affected.

- 3 Start saving now. Save a small amount each week, and increase it each month. This is a widely recognised good habit for personal finance management, and you can receive **interest** on your savings.

- 4 Making some extra money is an option. But keep two things in mind: make sure that it doesn't interfere with your studies, and pay any **tax** as required by law.

- 5 Make rational spending choices and never exceed your **agreed credit limit**. Avoid luxuries so that you don't go into debt.

- 1 What suggestions are given to help students save money?
- 2 What do you need to pay attention to when spending money?
- 3 What do you need to bear in mind when making extra money?

- 9 Match the words and expressions in Activity 8 to their meanings.

- 1 _____: the amount of money needed or available for certain purposes
- 2 _____: to have just enough money to buy what you need to live
- 3 _____: to be out of debt or financial difficulty
- 4 _____: money paid to the government, usually a percentage of personal income or of the cost of goods
- 5 _____: to accumulate the quality of being creditworthy
- 6 _____: the maximum amount of money that may be borrowed under a credit arrangement
- 7 _____: to get into the state of owing money
- 8 _____: costs automatically charged once a year to your credit card account
- 9 _____: the amount of money charged by a bank when you borrow money, or paid to you when you keep money in an account

Now think about other words and expressions associated with managing personal finances.

- 10 Work in pairs. Give suggestions on how to manage your finances and maintain a good social credit record using the words and expressions in this section.

Now talk about how effectively you and your partner have used the words and expressions in this section and suggest ways to improve.

Developing ideas

- 1 Read Leo's travel notes and answer the questions.

8 Aug 2008

- Took a taxi to hostel from airport. Didn't know it was that far. Cost me a fortune!
- Got lost on my way to Houhai. Didn't know which bus to take. Had to ask the police for help.
- Mushroom pizza for dinner in the hostel. Kind of lonely. Don't know where to have good Chinese food.
- Watched the Olympic opening at Bird's Nest. Absolutely stunning! Pity my camera battery was flat!

18 Aug 2018

Shared a ride with a nice guy from airport to a shared flat very close to Houhai.



Pedalled along Houhai. Beautiful view. Shared bicycle — two yuan for the whole pm.

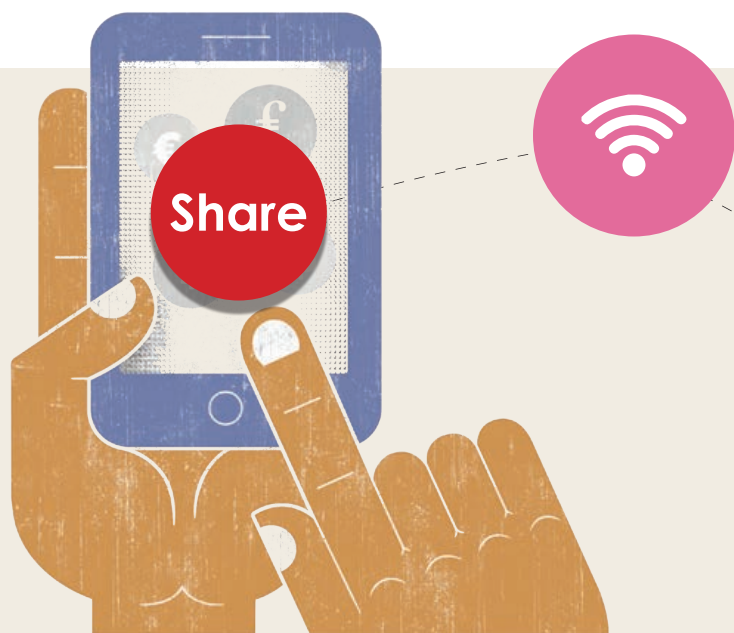
Shared a delicious meal with some other backpackers at Chef Cui's restaurant. The Chinese cabbage was delicious. And I love Beijing Duck!

Spotted shared power banks! No need to bring my own tomorrow!

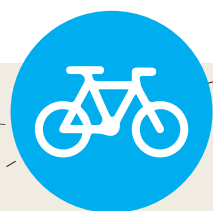
- 1 What are the differences between Leo's two trips?
- 2 Which one do you think was more fun? Give your reasons.

- 2 Look at the title of the passage and talk about your understanding of it.

Now read the passage and check your understanding.



- 1 We've been told since we were toddlers that "It's good to share". Parents and teachers keep reminding us to share toys, snacks, books, happy memories, and sometimes even sorrows with others. When we grow up, we share photos, life stories and opinions with people around us and with those we don't know via social media. Taking it as an object of study, psychologists have published various papers stating that the behaviour of sharing is beneficial to setting up positive emotional bonding.
- 2 Today, the action of sharing takes on extra meaning. It's not just about sharing sweets or frustration; it has expanded to almost every aspect of our lives — the whole world seems to be into sharing. We are using technology to reduce the money that we spend on goods and services, or to make money out of those that we don't use ourselves all of the time. These vary from car shares to home shares, and even to pet shares. The sharing economy is taking off in all sorts of areas. It is creating new ways of thinking and is providing services to people when and where they want them.



What's mine is yours.

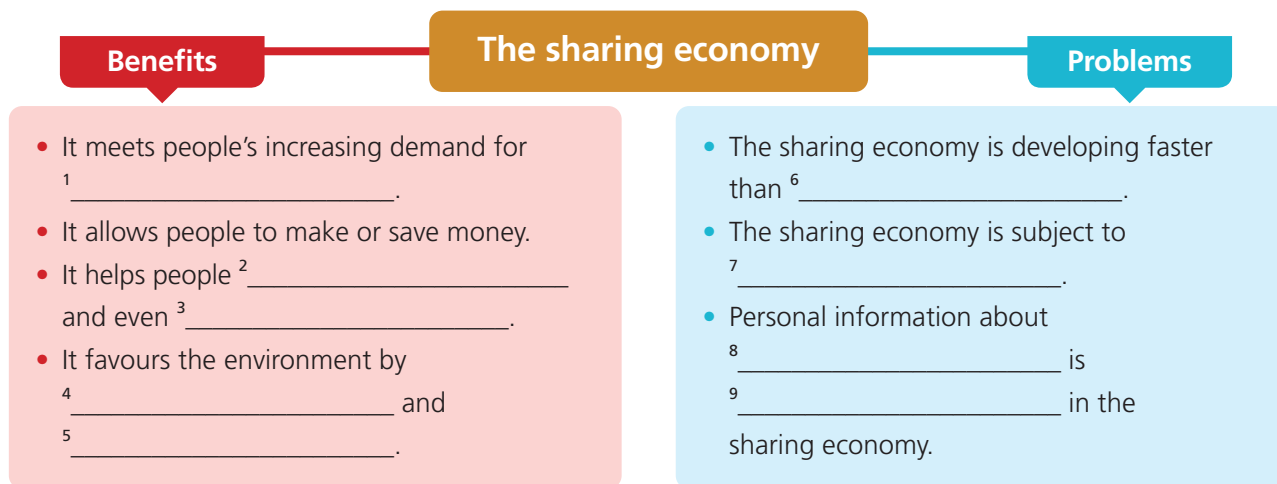


- 3 This wealth of ways of sharing is a response to our increasing demand for quality goods and services at competitive prices, all delivered at the click of a button. Whether it's an online shop where we can hire designer clothes at rock-bottom prices, or a platform from which we can rent out our flats for a couple of days, it's out there. Whether we're a lender or a borrower, it's a win-win situation; everyone makes or saves money. We also make connections and sometimes even make new friends. What's more, sharing encourages us to reuse items, thereby cutting down on waste. And set-ups such as bike and car sharing do a further favour for the environment by reducing the number of polluting vehicles on the road.
- 4 But the sharing economy is not without its problems. As is often the case all over the world with new areas of economic activity, the sharing economy is developing faster than existing regulations or ongoing supervision. Some companies are taking unfair advantage of this situation to expand their share of the market, often at the expense of more traditional and established companies. In addition, the sharing economy is subject to abuse of trust. Some people have experienced damage to their properties whilst renting out their homes, and others have found themselves victims of theft or attack while sharing rides. Finally, personal data, the heart of the sharing economy, is not yet secure. Sharing platforms collect personal information about almost every part of our lives, including our names, locations, bank information, and individual preferences for goods and services. Yet, the technology to prevent such information from leaking or being stolen still needs improvement, and the awareness of potential risks is low among both service providers and users.
- 5 Nonetheless, what is in no doubt is that the sharing economy is increasingly relevant to our daily lives as well as to the global economy. It is expanding at such a rate that we can only imagine what it will comprise in the future. What will we be sharing next? Who will be sharing and how? And the most interesting question of all – what type of society will all this sharing take us to?

3 Match the paragraphs to their functions and give your reasons.

- ☐ a To highlight the key benefits of the sharing economy.
- ☐ b To explain and elaborate on the sharing economy.
- ☐ c To lead the topic from sharing in childhood to sharing in economic activities.
- ☐ d To illustrate various drawbacks of the sharing economy.
- ☐ e To predict the future of the sharing economy.

4 Think about the structure of the passage and complete the diagram.



☐ Learning to learn

A two-sided argumentative essay investigates a topic by presenting collated information and evaluating evidence from both sides. It should close by wrapping up the argument. It could conclude in favour of the arguments, or simply stay neutral with no particular preference.

5 Work in groups. Talk about the future of the sharing economy.

- 1 Think about what will happen in the next 20 years as the world's economy becomes ever more global and digital. Consider the following:
 - What will people be sharing next?
 - How will they be sharing these things?
 - What benefits will people get from sharing these things?
 - What are the potential problems?
- 2 Share your ideas with your group.
- 3 Present your group's ideas to the class.

Now think about how the other groups' ideas were different to your own and whether you agree with them.


Think & Share

- 1 What is the author's attitude towards the sharing economy?
- 2 What do you think are other benefits and problems of the sharing economy? How could we address the potential problems?
- 3 What are your experiences of the sharing economy? Share these experiences with the class.
- 4 How do the two reading passages in this unit help deepen your understanding of new economic trends?

Writing an essay about non-cash payments

- 6 Read the posts from an online forum. Complete the table with the corresponding information.


Non-cash payments are becoming increasingly popular, with fewer and fewer people using cash. Instead, they are choosing to make their payments with cards, mobile phones and other electronic devices. What do you think of this?



20/10/18

Frank


Non-cash payment is the best way to go. Even my nine-year-old niece and nephew know how to do them! And personally, I pay for everything with my smartphone. It only takes a blink of the eye – just scan the barcode and click! And I never have to carry lots of heavy coins or dirty notes, or worry about losing my wallet – for the fourth time! Speaking of “dirty”, do you know that there are more germs on a coin than on a toilet seat?!



23/10/18

Betty

I mainly worry about over-consumption. If I have \$20 in my purse, I can only spend up to that amount. But with electronic payments, I can spend again and again, just as long as my bank account has money in it! And what if you're in a place without Internet access or your phone battery dies?



24/10/18

Yang

Despite their convenience, electronic payments can have risks as well. It might not be safe as you think, as laptops and phones can be stolen or hacked easily. Criminals might spy on our payment records and clone our personal information for their own use. Perhaps we could talk about using money less often, rather than replacing it for good?

Definition of non-cash payments

Benefits

Problems

Conclusion

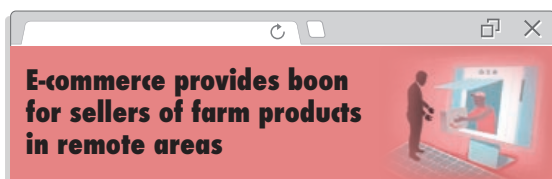
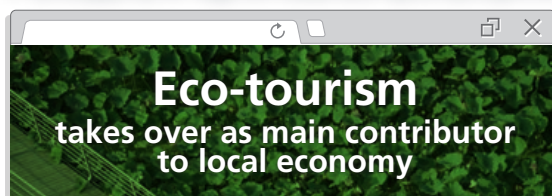
- 7 Write an essay about non-cash payments using the information in Activity 6 and the words and expressions in this section to help you. Do further research if necessary.
- 8 Work in pairs. Make improvements to each other's essays and share them with the class.

Presenting ideas

- 1 Read the headlines and answer the questions.



**Traditional crafts
revive local economy**



- 1 What is each headline about?
- 2 What do the news items have in common concerning economic development?
- 3 What is the current situation regarding economic development in your home town?

- 2 Work in groups. Talk about the current economic development in your home town and make notes. Do further research if necessary.

- *Current situation of economic development:*
- *Problems demanding prompt solutions:*
- *Potential for further development:*

- 3 Talk about how to promote economic development in your home town. Do further research if necessary. Consider the following:

- 1 What could be done to help promote economic development.
- 2 Why you propose to take such measures.
- 3 How you plan to implement your suggested measures.
- 4 What your goals are and how you will measure them.

- 4 Prepare a short presentation about your suggestions for better economic development in your home town. Consider the following:

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

- 5 Give your presentation to the class.

Reflection

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

- 1 What is your understanding of the economic activities around you and their influences?
- 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

Into the unknown

Starting out

1 Watch the video and answer the questions.

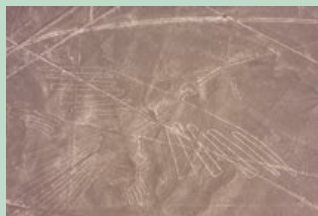
- 1 What natural phenomena are mentioned in the video?
- 2 How were these explained in the past? What are the scientific explanations behind them?

2 Look at the pictures and answer the questions.

- 1 What do you know about these mysteries?
- 2 What other unsolved mysteries do you know of?
- 3 Which of these do you most want to investigate?



Atlantis



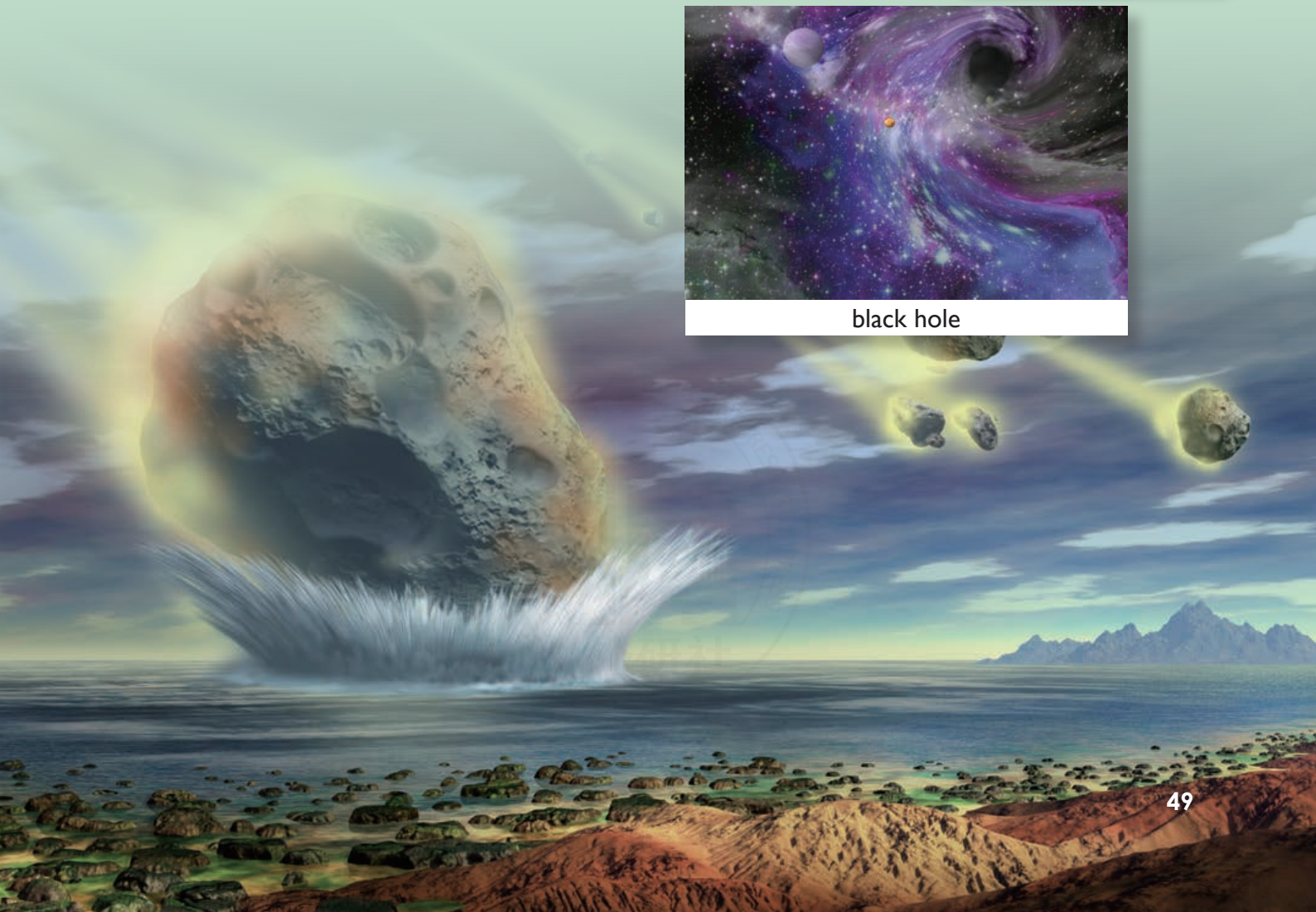
Nazca Lines



Tunguska event



black hole



- 1** Look at the pictures and answer the questions. Do further research if necessary.



Ancient Greece



Ancient Babylon



Ancient Egypt

- 1 What do you know about these ancient civilisations?
- 2 What might be the reasons behind their collapse?
- 3 What other ancient civilisations do you know of? Share what you know with the class.

- 2** Read the passage and find out the possible reasons for the disappearance of Maya civilisation.

- 1 Intrigued by Maya civilisation from a very young age, 15-year-old Canadian William Gadoury thought he had made an incredible discovery from his study of ancient star charts. Through comparison, he found that the locations of the 117 known Maya cities correspond to the positions of the stars. Based on this, he believed he had spotted an unknown Maya city buried deep in the jungle. _____

- 2 It isn't difficult to see why. Extending south from parts of what we now know as Mexico into Central America, _____ The Maya built impressive palaces and temples, including their representative step pyramids. What is most extraordinary about these complex structures is how they were built without the use of wheels, metal tools or even animal power. The Maya's understanding of mathematics and astronomy was also quite amazing. They applied this understanding to the Maya calendar, which was accurate to within 30 seconds per year. On top of all this was an achievement unique in the Americas at that time: a true writing system. It contained more than 800 characters, with some signs representing animals, people and objects and others representing syllables. It was a writing system so complicated that, so far, no one has been able to interpret it completely.

- 3 The fact that Maya society was technologically primitive makes its achievements all the more incredible and mysterious. _____ By 700 AD, Maya _____



The Mysteries of THE MAYA

civilisation was at its peak. Yet, within just a couple of generations, it began to mysteriously decline. The cities were left to be taken back by the jungle. When Europeans arrived in Central America in the early 16th century to claim its riches, the remaining Maya people were living in small settlements.

- 4 Why Maya civilisation collapsed remains a mystery. Was it a natural disaster? A deadly disease? Conflicts between cities? Or was it a combination of several different factors?

They had turned wetlands into fields for growing grains, and had dug huge canal systems. As their population expanded, yet more land was needed for agriculture and more trees for construction. By changing the landscape in this way, it is possible that the Maya people unknowingly reduced their ability to deal with natural disasters.

5

Some recent studies have found that there were far fewer tropical cyclones than usual between 700 AD and 1000 AD. This is likely to have led to a series of droughts, each lasting for a couple of years, including a “megadrought” around 900 AD. Many scientists believe that these droughts were the main reason why Maya civilisation began to collapse at different rates in different places. These droughts would have led to food shortages, conflicts and, ultimately, the downfall of the cities.


- 6 Whatever the reasons, Maya civilisation largely disappeared within the deep jungle. Its once-great cities fell into ruin, leaving various mysteries for later people to solve.
-



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

- a Maya civilisation has been surrounded by mystery since its rediscovery in the 19th century.
- b But the greatest mystery of all is what caused the Maya to abandon most of their great cities.
- c Although his theory has been dismissed by scholars, it shows how powerful the secrets of Ancient Maya civilisation are among people.
- d Research also suggests that those natural disasters may have led to the decline of the Maya.
- e Meanwhile, the rise and fall of this civilisation must also leave us thinking about our own past, present and future.
- f Some research seems to indicate that the Maya people themselves may have played a part in their downfall.

4 Organise information from the passage and complete the file of Maya civilisation.



MAYA CIVILISATION

Time

around 1800 BC to 1100 AD

Location

from ¹ _____ to ² _____

Possible reasons for collapse

1 human causes – reduced the ability to deal with ³ _____

- ⁴ _____
- ⁵ _____
- huge expansion of the ⁶ _____

2 natural causes – a series of ⁷ _____ between 700 AD and 1000 AD, each ⁸ _____

5 Complete the cultural comparison with information from the passage.



Comparing the highly-sophisticated civilisations of the Maya and Ancient China reveals some surprising similarities. They both possessed a detailed understanding of ¹ _____ and astronomy, which helped them maintain an accurate ² _____, and a complex ³ _____ that used signs to represent sounds and meanings. It can therefore be difficult to explain why, despite their excellent construction skills, the Maya never learnt to use ⁴ _____, while the ancient Chinese did. Facts such as these add to the mystery surrounding Maya civilisation, driving people to find out why it ⁵ _____ while others, such as Ancient China, survived and thrived.



Think & Share

- 1 What is the author's purpose in starting the passage with the story about William Gadoury?
- 2 What other things do you think could destroy a civilisation? Share an example with the class.
- 3 What lessons can you learn from the collapse of Maya civilisation? How can this information help the development of today's society?
- 4 Which of the arguments in the passage did you find the most convincing? Give your reasons.

Review: noun clauses

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

- a Although his theory has been dismissed by scholars, it shows **how powerful the secrets of Ancient Maya civilisation are among people**.
- b But the greatest mystery of all is **what caused the Maya to abandon most of their great cities**.
- c **Why Maya civilisation collapsed** remains a mystery.

- 1 Which sentence contains a clause that serves as the subject of the sentence?
- 2 Which sentence contains a clause that serves as the object of the sentence?
- 3 Which sentence contains a clause that gives further information about the subject in the sentence?
- 4 What do "how", "what" and "why" in each sentence refer to?

Now look for more sentences with noun clauses in the reading passage.

2 Complete the passage using noun clauses with words in brackets.



There are many mysteries about dinosaurs to which we long to find explanations. You may think that dinosaurs were big, green and scaly, right? In fact, it seems that they appeared very different from ¹ _____ (think).

In recent years, scientists have worked out ² _____ (look): many of them were small with feathers. However, ³ _____ (have) feathers still isn't clear – it might have been for communicating or for staying warm, but not just for flight.

Scientists also believe that many dinosaurs had bright colours. It seems ⁴ _____ (depend on) their habitats. That is, dinosaurs which could fly would have had different colours to those living in the sea.

3 Talk about what caused the disappearance of dinosaurs using noun clauses where appropriate. You may use the notes to help you.

What caused the disappearance of dinosaurs:

- 1 a huge meteorite hitting Earth
- 2 ash and gas from erupting volcanoes
- 3 disease

Among the many unsolved mysteries about dinosaurs, what really interests me is their disappearance. One possible explanation is that...

4 Work in pairs. Do research into another extinct creature. Share your ideas about why it disappeared using noun clauses where appropriate. Do further research if necessary.

Facing the unknown

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



When something strange or unfamiliar happens, the flight instinct can kick in. Often, **making a quick getaway** is a sensible and understandable natural response, dating back to a time when our ancestors were **running for their lives from** dangers, such as wild animals, lightning and fire. So while you may be tempted to **check out** a strange object or to **test the waters of** a new situation, it can be safer to **steer clear of** the unfamiliar.

However, not everyone chooses to follow this instinct. Instead of **retreating to** their caves, some of our ancestors chose to **subdue** their fears and pursue the unknown – and this curiosity led them to, for instance, discover the use of fire.



In more recent times, Norwegian explorer, Roald Amundsen **endured** one of the most hostile environments on Earth when he **set out into** uncharted territory to reach the South Pole – a region of the planet ripe for exploration.

These reactions help humankind **delve into** the unknown and advance towards a more progressive and civilised society. Of course, exploration doesn't have to mean blindly throwing ourselves into the unknown, and it's never wrong to **think twice** before **taking action**. While there is no need for us to **shrink from** new situations, we should always **look into** things first and **consider our options**.

- 1 What is the flight instinct? Why do some people react that way in the face of the unknown?
- 2 What other reactions could people have when facing the unknown?

- 6 Put the words and expressions in Activity 5 into the table. Add any more you can think of.

Avoiding	Exploring	Overcoming	Hesitating

7 Read the passage and answer the questions.

Of all the workings of the human body, there is one organ that produces the most intrigue amongst scientists. The brain is the centre of the nervous system and controls most of the body's activities. Interestingly, it is the back part of the brain that is involved with our vision. The sides of the brain are involved in memory, speech and rhythm. Although the brain amounts to only about 2% of total body weight, it uses up to 20% of the body's energy – more than any other organ. Scientists have been conducting research in order to seek greater understanding of the brain, especially since the 1950s. Nevertheless, there is still a long way to go before we can completely understand the workings of this complex organ.



- 1 What functions of the brain are mentioned in the passage?
- 2 What is the current research situation concerning the brain?
- 3 Do you know any other interesting facts about the brain? Share them with the class.

8 Listen to the interview and choose the topic discussed.

- 1 Methods to keep the brain healthy and active.
- 2 Sleep-related mysteries.
- 3 Ways of improving sleep quality.
- 4 Methods of interpreting dreams.

9 Listen again and complete the table.

Theories	Dr Long's comments
The brain needs time to ¹ _____.	Recent studies prove that our brains ² _____ during sleep.
The brain ³ _____ when we're awake. It needs sleep to ⁴ _____.	There isn't ⁵ _____ to confirm this. It might not be ⁶ _____ for sleep.
⁷ _____ in the brain while we're awake, and the brain reflects on them and ⁸ _____ in our dreams.	A lot of research has been conducted, but we still can't prove that ⁹ _____.
Other unanswered questions	
<ul style="list-style-type: none"> • Why do we "see" our dreams? • ¹⁰ _____ 	

Now use the information in the table to give a lecture to the class. Do further research if necessary.

10 Complete the boxes with the expressions from the interview.

- | | |
|---|---|
| • Could you tell us something about...? | • What other reasons could there be for it? |
| • It's because... | • Would you tell us more about...? |
| • ... prove that... | |

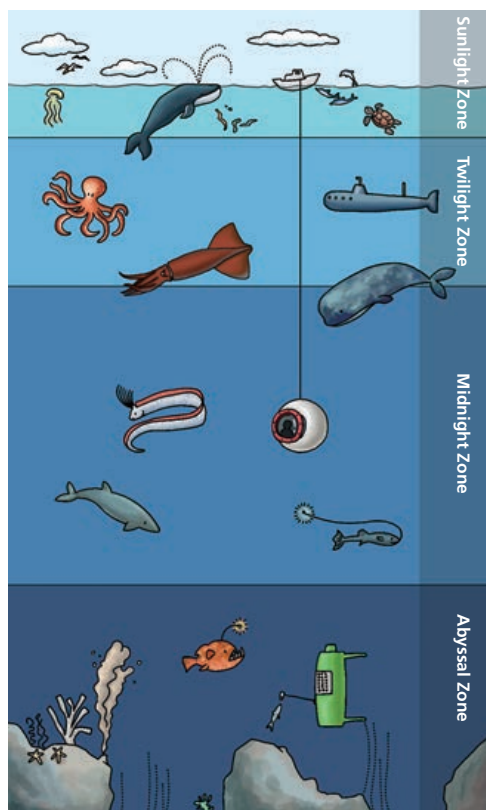
Asking for more information **Explaining**

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11 Work in groups. Talk about the investigations into another scientific mystery using the words and expressions in this section. Do further research if necessary.

Now talk about how effectively you and your group have used the words and expressions you have learnt in this section and suggest ways to improve.

- 1 Work in groups. Look at the picture and answer the questions. Do further research if necessary.



- 1 What different zones are there in the ocean?
- 2 Which parts of the ocean do you think have been explored?
- 3 What do you know about the deepest part of the ocean?

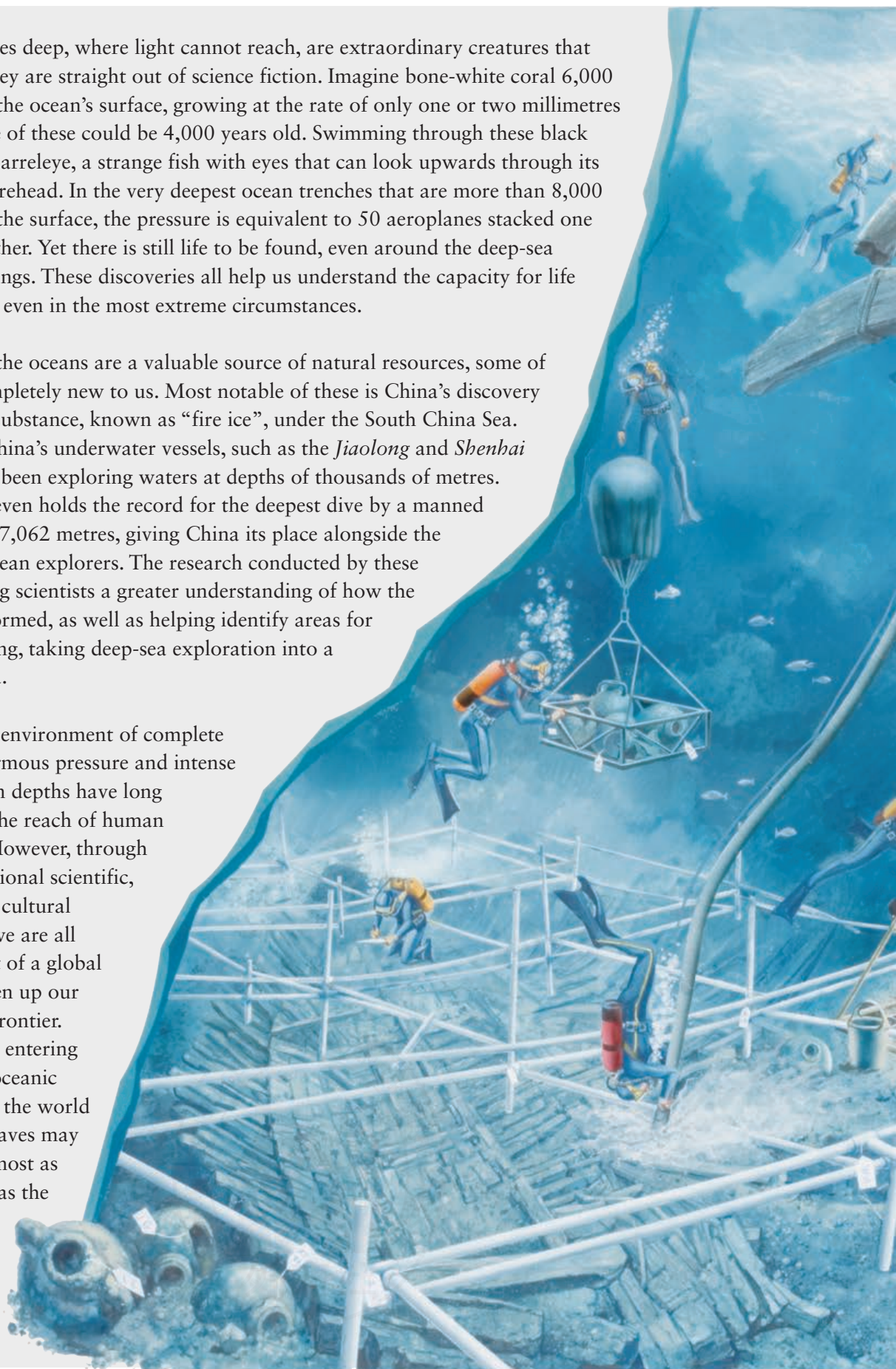
- 2 Read the passage and find out what has been discovered in the ocean depths.

DIVING DEEP

- 1 Lying under waters across the globe are an estimated three million shipwrecks. All of them represent attempts over the centuries to explore Earth's furthest corners. Among these is the *Esmeralda*, the earliest wreck from the age of the European exploration of Asia. Today, some 500 years after the *Esmeralda* set sail, there is little – if any – land on our planet left unexplored. We have more detailed maps of the Moon, and even of Venus and Mars, than we do of Earth's own sea bed.
- 2 Given our limited knowledge, it is perhaps no surprise that exploration of the oceans continues to lead to discoveries in various scientific fields. As with the discovery of the *Esmeralda*, many archaeological finds are made in shallow waters near the coast. These may sometimes include whole cities buried beneath the waves. One such find is the ancient Roman city of Neápolis, discovered off the coast of Tunisia. Believed to have been buried underwater by a tsunami in the fourth century AD, the ruins of Neápolis are almost 2,000 years old. The remaining streets and buildings offer a window into a fascinating period in our history. However, we are only beginning to overcome the challenges of pressure, darkness and extreme cold at vast depths. Fragments of the past lying deep beneath the oceans are still waiting to be discovered.
- 3 Amazing biological discoveries are also being made. The dark zones of the oceans may contain up to 90 per cent of the planet's fish. In these waters, more

than 200 metres deep, where light cannot reach, are extraordinary creatures that appear as if they are straight out of science fiction. Imagine bone-white coral 6,000 metres below the ocean's surface, growing at the rate of only one or two millimetres per year. Some of these could be 4,000 years old. Swimming through these black depths is the barreleye, a strange fish with eyes that can look upwards through its transparent forehead. In the very deepest ocean trenches that are more than 8,000 metres below the surface, the pressure is equivalent to 50 aeroplanes stacked one on top of another. Yet there is still life to be found, even around the deep-sea volcanic openings. These discoveries all help us understand the capacity for life on our planet, even in the most extreme circumstances.

- 4 Furthermore, the oceans are a valuable source of natural resources, some of which are completely new to us. Most notable of these is China's discovery of an ice-like substance, known as "fire ice", under the South China Sea. In addition, China's underwater vessels, such as the *Jiaolong* and *Shenhai Yongshi*, have been exploring waters at depths of thousands of metres. The *Jiaolong* even holds the record for the deepest dive by a manned submarine, at 7,062 metres, giving China its place alongside the world's top ocean explorers. The research conducted by these vessels is giving scientists a greater understanding of how the sea bed was formed, as well as helping identify areas for deep-sea drilling, taking deep-sea exploration into a whole new era.
- 5 Being a tough environment of complete darkness, enormous pressure and intense cold, the ocean depths have long been beyond the reach of human exploration. However, through closer international scientific, economic and cultural cooperation, we are all becoming part of a global mission to open up our planet's final frontier. Humankind is entering a new age of oceanic discovery, and the world beneath the waves may one day be almost as familiar to us as the land we walk upon today.



3 Think about the structure of the passage and complete the diagram.

OVER THE CENTURIES: sailing across oceans to explore Earth's furthest corners

Ocean exploration

MODERN AGE: exploring ¹ _____

² _____ exploration

- Finding ancient ruins in ³ _____.
- Working to overcome challenges and make discoveries at ⁴ _____.

Example:

- ⁵ _____

⁶ _____ exploration

- Containing about 90 per cent of ⁷ _____.
- Helping comprehend ⁸ _____.

Examples:

- ⁹ _____
- ¹⁰ _____
- ¹¹ _____

Discovery of natural resources

- Discovering new natural resources.
- Studying ¹² _____.
- Identifying areas for ¹³ _____.

Examples:

- ¹⁴ _____
- ¹⁵ _____

Learning to learn

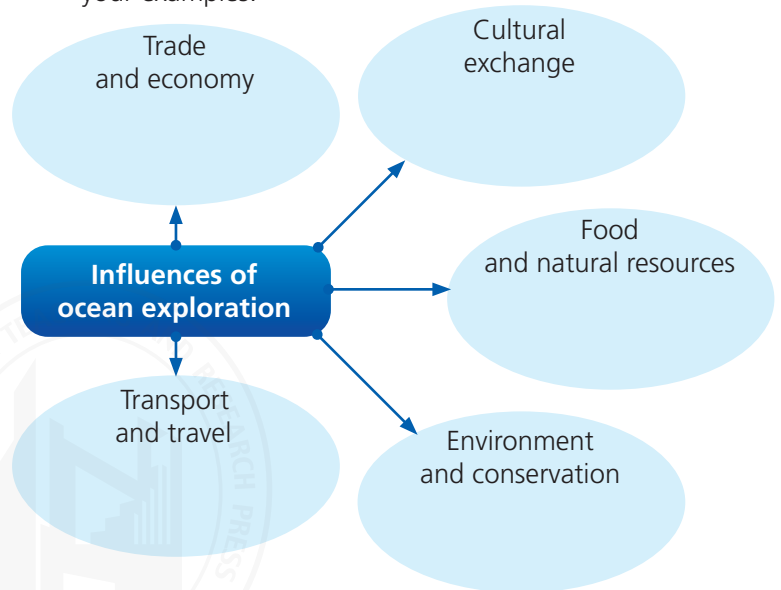
As you read, notice the discourse markers used in the text, eg *in addition*, *also*, *however*, *furthermore*, *as well as*. These markers function like road signs, helping you connect ideas and understand the writer's attitude and opinions.

Think & Share

- 1 Why do you think the author uses statistics in the passage?
- 2 What other examples of ocean exploration do you know of? Share one with the class.
- 3 What do you think drives the exploration of the oceans?
- 4 What common message do the two reading passages in this unit convey? How do they each build upon this idea?

4 Work in groups. Give a talk about the influences of ocean exploration on your daily life.

- 1 Look at the diagram below and brainstorm examples of how ocean exploration affects your daily life.
- 2 Organise your talk by completing the diagram with your examples.



3 Give your talk to the class.

Now think about how well you contributed to the group work and what you could do to improve.

Writing about the unexplained

5 Read the magazine article and answer the questions.



A LONG LINE OF MYSTERIES

Along a special line of latitude, known as the 30th parallel north, lie numerous sites of ancient civilisations and impressive natural features.

Ancient civilisations appeared on the parallel, including Babylon, with its famous tower; Egypt, with its pyramids; China, with its Sanxingdui culture, etc. These civilisations appeared at a similar time, and all developed advanced bronze-making techniques. Were they part of a single super-civilisation, as some think?

It's argued that the 30th parallel north is a line of great natural energy, with frequent earthquakes and volcanic eruptions. This creates amazing natural features, including Mount Qomolangma, the Dead Sea, and rivers, such as the Nile, the Mississippi and the Yangtze. Lacking any concrete evidence, some even claim it was supernatural powers!

Scientists, however, dispute these theories. It's more likely, they argue, that civilisations arose on the 30th parallel north because the climate there is generally warm and damp. Major tectonic plates meet at this latitude, causing earthquakes, which helped form the Himalayas. The rest, they say, is either coincidence or fantasy.

6 Plan an article about an unexplained phenomenon. Do further research if necessary.

What is the unexplained phenomenon?

Why is it mysterious?

What non-scientific explanations are there?

How do scientists explain it?

Now write your article.

- 1 Why is the 30th parallel north mysterious?
- 2 What are some unusual explanations for it?
- 3 What are some possible scientific explanations?

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

Presenting ideas

- 1** Work in groups. Read the sentence and answer the questions.
- 2** Share your opinion of this sentence and make notes. Do further research if necessary.

The only true voyage of discovery would be not to visit strange lands but to possess other eyes, to look at the universe through the eyes of another person, or of a hundred other people, to see the hundred universes that each of them sees.

Remembrance of
Things Past (VOL 5):
The Captive
by Marcel Proust
(adaptation)

- What do you think of Proust's view on the way to explore the world?
-
-
-
-
- What is your way to explore the world? Give an example.
-
-
-
-

- 1 What is your understanding of the sentence?
- 2 What does Proust mean by “The only true voyage of discovery”?
- 3 **Prepare a speech about what exploration means to you.**
Consider the following:
 - 1 the structure of your speech
 - 2 useful words, expressions and structures
 - 3 helpful public speaking skills
- 4 **Give your speech to the class.**

Reflection ▲


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

- 1 What is your understanding of the significance of exploration?
- 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?



Space and beyond

Starting out ◆

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

- 1 How was the Sun formed?
- 2 Where are the Asteroid Belt and the Kuiper Belt in the solar system?
- 3 What else do you know about the solar system? Share what you know with the class.

2 Look at the timeline and answer the questions.

- 1 Which of these spacecraft had a human on board when launched?
- 2 What are the recent events in China's space programme? Add them to the timeline.
- 3 What do you know about China's future plans for space exploration?

15 September 2016:

China launched its second space lab, *Tiangong-2*, into orbit. It is a key element of the nation's plan for a permanent space station.

2 December 2013:

China launched its third unmanned lunar probe, *Chang'e 3*, which made a soft landing on the Moon and then released a lunar rover.

15 October 2003:

Shenzhou V blasted off from the Jiuquan Satellite Launch Centre, sending China's first astronaut into space.

24 April 1970:

China launched *Dongfanghong I*, becoming the fifth country to send a satellite into orbit.



- 1 Complete the quiz and find out how much you know about space exploration. Try to guess if you are not sure of the answers.

Do you know these space exploration "FIRSTS" ?



- 1 The first satellite was launched by the USSR in _____.
a 1945 b 1962 c 1957
- 2 The first person in space was _____.
a Robert Crippen
b Yuri Gagarin
c Neil Armstrong
- 3 The first person to walk in space was _____.
a Alexei Leonov
b William McCool
c Yang Liwei
- 4 The first space station was *Salyut 1*, which was launched by _____.
a the USA
b the USSR
c the European Space Agency
- 5 The first spacecraft to leave the solar system was _____.
a *Vostok 1*
b *Discovery*
c *Voyager 1*

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

Now read the passage and check your prediction.

- 1 Ever since Neil Armstrong first set foot on the Moon back on 20 July 1969, people have become accustomed to the notion of space travel. Millions watched that first lunar landing on black and white television sets, their hearts in their mouths, aware of how arduous and hazardous an undertaking it was, and of the many things that could go wrong. With Armstrong's now famous words "That's one small step for man, one giant leap for mankind", what had once been considered impossible had now been achieved. Guided by a computer that was much less powerful than the ones used by today's average school students, all three astronauts of the Apollo 11 mission made it safely back to Earth.
- 2 Following the Moon landings, space travel rapidly became unexceptional to the public, as innovations succeeded each other. By the early 1980s, the great rockets previously used in the American space programme had been replaced by the space shuttle. When the *Challenger* space shuttle took off on 28 January 1986, the world seemed to have lost its wonder at the amazing achievements of the astronauts involved. But this was going to be no ordinary excursion, and millions of people tuned in to witness the take-off on TV. It was special because Christa McAuliffe aged 37, an ordinary teacher and mother, was about to become the first civilian in space. She planned to give two 15-minute lessons from orbit: the first to demonstrate the controls of the spacecraft and explain how gravity worked, and the second to describe the objectives of the *Challenger* programme. Christa hoped to communicate a sense of excitement and rekindle interest in the space programme. With the eyes of students across the nation upon her, she might have inspired an entirely new generation of astronauts and space scientists.

The Call of the *Challenger*

- 3 Tragically, she never returned to her classroom as the shuttle exploded just over a minute after taking off in Florida, and all seven astronauts on board were killed. The world went into shock, most people having assumed that this space flight would be no more dangerous than travelling in an aeroplane. How wrong they had been! Instantaneously, excitement and optimism turned into terror and failure. It was the most disastrous space accident ever, and it cast a shadow on people's hearts.
- 4 "I can remember that day so clearly, watching the take-off on TV at school," said one student. "There was an ordinary teacher on the *Challenger*, and we were all very excited. We didn't have much patience waiting for the launch. We had seen the smiling faces of the astronauts waving to the world as they stepped into the shuttle. Then, little more than a minute after take-off, we saw a strange red and orange light in the sky, followed by a cloud of white smoke. The *Challenger* had exploded in mid-air and we all started screaming."
- 5 Following the shock of the *Challenger* disaster, space shuttle flights were suspended for nearly three years while the cause of the disaster was investigated, and some of the shuttle's components were redesigned. But there was never any doubt that manned flights would continue, and on 29 September 1988, the space shuttle programme resumed with the successful launch of *Discovery*.
- 6 It has now been over 30 years since the loss of *Challenger* and although the lives of its crew were cut tragically short, they take their place alongside the other heroes of space exploration, such as Gagarin, Tereshkova, Armstrong and Yang Liwei. The memory of those seven will live forever, written in the stars, inspiring us to join them in humanity's greatest journey of exploration and discovery. The sacrifice of the *Challenger* calls to us, reminding us that we must continue to reach for the stars, no matter how distant they might seem.



3 Choose the ideas mentioned in the passage and find the evidence.

- 1 People thought space travel was no longer dangerous.
- 2 Christa would have inspired lots of people if she hadn't lost her life on board the *Challenger*.
- 3 People were determined to continue with the space programme after the disaster.
- 4 The disaster proved we should use robots to explore space instead of people.
- 5 The shuttle was not reliable and should not have been used.

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

SPACE SHUTTLE *CHALLENGER* DISASTER

Time: ¹ _____

Place: Space Centre in Florida, USA

Crew: ² _____, including a teacher

What was special about the *Challenger* launch?

What was the teacher's mission on board the *Challenger*?

What was done in the three years following the disaster?

Which shuttle followed the *Challenger*, and when was it launched?



Now talk about what you can learn from the *Challenger* disaster.

- 1 What were people's feelings before and after the *Challenger* disaster? Find evidence in the passage to support your answer.
- 2 Do you know of any other disasters that have occurred while exploring space? Share one with the class. Why do you think people continue to explore space despite the risks?
- 3 Would you like to go into space? Give your reasons.
- 4 What language in the passage could you use to describe other events in space exploration?

Think & Share

Review: modals

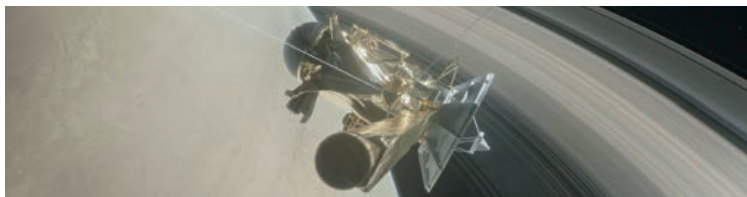
1 Look at the sentences from the reading passage and answer the questions.

- a Millions watched that first lunar landing... aware... of the many things that **could** go wrong.
- b The world went into shock, most people having assumed that this space flight **would** be no more dangerous than travelling in an aeroplane.
- c I **can** remember that day so clearly, watching the take-off on TV at school, ...
- d The sacrifice of the *Challenger* calls to us, reminding us that we **must** continue to reach for the stars, ...

- 1 Which sentence talks about ability?
- 2 Which sentence talks about possibility?
- 3 Which sentence talks about necessity?
- 4 Which sentence talks about prediction?
- 5 What other modals do you know? What do they indicate?

Now look for more sentences with modals in the reading passage.

2 Read the passage and choose the correct modals.



On 15 October 1997, the *Cassini* spacecraft set out on a mission to explore the planet Saturn. So great was the distance from Earth that it **would / shall** need to travel for almost six years to reach its destination. When it reached Saturn, it sent back amazing images of the planet's famous rings viewed in ultraviolet light. *Cassini* made numerous trips around Saturn so it **could / must** collect data. Over the following years, *Cassini* took some 450,000 images of the planet and its moons. Finally, on 15 September 2017, *Cassini* was pointed towards Saturn so that it **should / would** meet a fiery end. Scientists had decided that *Cassini* **could / must** be destroyed this way, so it **must / would** not collide with any of Saturn's moons. In its nearly 20-year mission, *Cassini* provided so much information that scientists **could / would** not process it all. No wonder so many people took to social media to bid it goodbye, saying, "Farewell, dear *Cassini*! We **shall / should** never forget you!"

3 Look at the picture and tell a story using modals where appropriate.




I couldn't believe it when I looked into the Martian sky...

4 Work in pairs. Take it in turns to draw a picture of space exploration and ask your partner to tell a story based on it. Use modals where appropriate.

Life in space

The Fermi Paradox: according to some calculations, there should be many other civilisations out there, but there is no evidence of these at all. No spacecraft, no radio transmissions, nothing. So, as Fermi said, "Where is everybody?"

Did You Know ?

 **5** Listen to the interview and choose the questions discussed.

- 1 Is there life on other planets?
- 2 What would life on other planets look like?
- 3 Should we use robots to explore space?
- 4 What is the Fermi Paradox?
- 5 Will people ever make contact with life on other planets?

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

	Answers
Q1	<p>Sophie: There must be millions of planets like ours, and some could have life ¹ _____.</p> <p>Eric: You would think it likely that ² _____. But that's ³ _____ the Fermi Paradox.</p>
Q2	<p>Sophie: Life on other planets won't look like us because ⁴ _____.</p> <p>Eric: Because evolution ⁵ _____, life on other planets is likely to look like us.</p>
Q3	<p>Eric: We cannot ⁶ _____, which means it would take more than a lifetime to reach planets where there might be life.</p> <p>Sophie: Maybe we don't need to travel in straight lines. Perhaps we will be able to ⁷ _____ to make contact with life on other planets.</p>

Now work in groups of three and act out the interview.

7 Complete the boxes with the expressions from the interview.

- I think there definitely is.
- Since..., it isn't reasonable to...
- There's evidence that...
- It would be wonderful if...
- The fact that... means...
- Let's hope that...

Expressing opinions

Expressing hopes

8 Work in pairs. Read the passage and answer the questions.

The dramatic scientific developments of recent years have brought space exploration back to public attention. As getting into space is however, still not an easy task, more and more space camps and other places are providing simulated space adventures. The Space Camp, founded in 1982 under NASA, is an educational camp, where children can learn about space travel and astronomy, and even have the chance to have lunch with an astronaut! So far, the camp has inspired hundreds of thousands of young people from the US and from elsewhere around the world. What's more, some of its ex-students have even grown up to become astronauts!



- 1 What is the passage mainly about?
- 2 Would you like to take part in a space camp? Why or why not?

- 9 Read the advertisement for the space camp and find out what students can do there. Pay attention to the words and expressions in bold.

LOOKING FOR A WAY TO TAKE ONE GIANT LEAP INTO A FUTURE CAREER IN SPACE EXPLORATION?

Sign up for our space programme now and give your knowledge of aviation and space a boost! Here at the **observatory**, you can learn about astronomy and take in a **lunar eclipse**. You will also have the chance to design and **launch a model rocket**. Then, join your mission teammates in our modern flight simulators. **Put on a spacesuit**, exit the **capsule** and go on your incredibly lifelike **spacewalk** in a world with **zero gravity**. Scared of being **space sick**? Don't worry! Your special training will take care of this. Make the most of your lunar exploration adventure before re-entering into the atmosphere on your way back to Earth.



Can't wait to join the programme?
Submit a three-minute video
introducing yourself and saying why
you would be an ideal space candidate.



SPACE AWAITS!
FREE PLACES AVAILABLE!
Join now!

- 10 Complete the email with the correct form of the words and expressions in Activity 9.



Dear Ted,

Remember when I told you I'd signed up for the space programme? Well I just got back from a week of simulated manned flight activities, and it was awesome!

We started out with some theory, learning about astronomy in the ¹_____, and then ²_____ model rockets. After that we tried the simulator. I put on a ³_____ and went for a walk in ⁴_____. It's strange to float around like that – in fact, a lot of people get ⁵_____! Luckily, I felt fine. Then I returned to the ⁶_____ and travelled to the "Moon" for some lunar exploration. You should join the programme too – you'd love it!

Write soon!

Yours,
Kim

- 11 Imagine you are going to apply for the programme. Organise your ideas for the short video by answering the questions.

- 1 Why do you want to take part in the programme?
- 2 What activities would you like to experience?
- 3 What is it about space that most interests you? What have you learnt about it?

- 12 Present your ideas for the short video in class using the words and expressions in this section.

Now think about how well you structured your introduction and what you could do to improve.

- 1 Match the images taken by the Hubble Space Telescope to their nicknames. Do research online to find out more information about them.



- ☐ 1 The Pillars of Creation
☐ 2 The Horsehead
☐ 3 The Cat's Eye

- 2 Look at the title of the passage and predict what "eyes" refers to.

Now read the passage and check your prediction.

- 1 The night sky has been an endless source of fascination since the start of human history. For example, the mysterious large-eyed, bronze statues of the ancient Shu Kingdom, discovered at the Chinese archeological site at Sanxingdui, were believed to have been able to look across great distances into the stars. In reality, humans can see very little of the night sky with the naked eye. And, for a long while, people were unable to understand what they could see. Not knowing what the stars were, people in ancient times used their imaginations to create a world in the sky.
- 2 Our power to investigate and thus understand space changed dramatically when the first telescope was angled at the night sky, increasing as it did the power of the human eye and enabling us to understand that the universe is far larger than was previously imaginable. The planets were seen to be worlds similar to our own, many of them even having their own moons. Soon, it was understood that the Sun was just one star among billions in the galaxy we call the Milky Way. Some 300 years later, we learnt that the Milky Way itself was just one galaxy among billions of others, spread across the blackness of space like great islands of light and matter floating in a vast cosmic ocean.
- 3 Almost 400 years after the first Earth-based telescope was invented, the Hubble Space Telescope was launched into orbit, giving astronomers – indeed all of us – the first breathtakingly beautiful images of our universe taken from beyond Earth. Nothing in history has allowed us to see so much over such great distances, from enormous clouds of gas where stars are being born, to huge black holes, and even to new planets where we might conceivably find life. Not only that – it has also

EYES UPON THE NIGHT

helped us to work out the age and nature of the universe, and discover the incredible fact that the universe is expanding at an ever-increasing speed.

- 4 To see even further into the universe, many countries are now engaged in building ever more advanced telescopes. Currently, China operates the world's largest and most powerful radio telescope, the FAST telescope, completed in 2016. The 500-metre dish of the "Eye of Heaven", as it is known, is being used in the search for dark matter, thought to be composed of subatomic particles invisible to ordinary telescopes. This vast dish also has the ability to explore regions of space billions of light years away, right at the edge of the visible universe.

- 5 The Hubble and the space telescopes constructed after it will allow us to see further and further into space. We will view stars and galaxies billions of light years away and look back at a past that was billions of years ago. Using ever-larger radio telescopes as our eyes, we will one day be able to look back to a time in the very early universe, before the existence of light. But the human quest for knowledge reaches even beyond that. So much of the universe remains unexplored that we are still close to the start of this incredible journey of discovery.



- 3 Think about how the author organised the passage and complete the timeline with information from the passage.

Thousands of years ago, people already regarded the night sky as an ¹ _____. It was believed that the huge eyes of the large-eyed bronze statues from the Chinese archeological site at Sanxingdui were able to ² _____.

Our power to see the sky changed dramatically when ³ _____. It extended ⁴ _____ and caused us to realise that the universe is a far larger place than we ever imagined.

In 1990, the Hubble Space Telescope was launched into orbit. For the first time, people could ⁵ _____. These ranged from ⁶ _____, and even to new planets.

In 2016, ⁷ _____ was built in China. It is used in the search for dark matter, which cannot be observed by ordinary telescopes. Its ⁸ _____ has the ability to make discoveries beyond our imaginations.



Learning to learn

The order in which a series of ideas is conveyed in an essay is called “sequencing”. Time sequencing is a common method to explain how events change and develop with time. It is often used to discuss changes and developments.

Think & Share

- 1 Why do you think people have always been interested in the stars?
- 2 Which development in astronomy mentioned in the passage has made the greatest impression on you?
- 3 In what different ways do the two reading passages in this unit reflect the spirit of exploration?
- 4 Have you ever used a telescope or been to a planetarium? Share your experience with the class.

4 Work in groups. Give a talk about the quote.

The more we know, the more we feel our ignorance; the more we feel how much remains unknown.

Humphry Davy

- 1 Talk about the meaning of Humphry Davy's quote and whether you agree with it.
- 2 Organise your ideas by completing the notes.

Point of view:

Arguments:

Supporting examples:

- 3 Share your ideas with the class.

Now think about how well you contributed to the group discussion and what you could do to improve.

Writing a journal entry about living in space

5 Read the passage and answer the questions.

In space, even the most straightforward, everyday tasks can be quite difficult for astronauts who are spending months on board a spacecraft. In this zero gravity world, there is no up or down, and while sleeping on the ceiling might sound like fun, astronauts need to be strapped to sleeping compartments to protect themselves from injury.

Although not many people enjoy doing housework, astronauts need to find the self-discipline to keep the small interior of their spacecraft clean; even using a vacuum cleaner to stop dust from getting into the air filters. A vacuum cleaner also comes in handy for fetching items that are floating around out-of-reach!

Astronauts also need to keep themselves clean. To do this, they use special soap and shampoo which do not need to be rinsed off with water. After brushing their teeth, they spit into a towel.

With no gravity to push against, astronauts' bones and muscles can become weak. In order to stay fit, astronauts have to exercise on a regular basis.

And while some food items, such as cakes and fruit can be eaten in more or less the same way that they are on Earth, water needs to be added to much of the food that is eaten in space. Nonetheless, a menu for a hungry astronaut can still be varied and balanced, often including soup, prawn sandwiches, as well as fruit yoghurt. And as salt and pepper would simply float away, astronauts are provided with these in liquid form.

Carrying out these everyday tasks effectively helps the astronauts stay healthy and focus on their work in space – after all, imagine what would happen if they caught a cold and started to sneeze!



- 1 What is the main reason why everyday tasks are less simple in space?
- 2 Why is it important for astronauts to exercise regularly?
- 3 What else do you know about life on a spacecraft?

6 Imagine you have spent 24 hours on board a spacecraft. Use the notes to organise your journal entry.

What you did on the spacecraft:

How you felt:

What you enjoyed most/least:

Now write your journal entry. Do further research if necessary.

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

Presenting ideas

- 1 Read the news report and find out what the *Voyager 1* spacecraft took into space.



Voyager 1 is the spacecraft most distant from Earth. It contains a record called *Sounds of Earth*, which has recordings of greetings, music and sounds from Earth, as well as many photographs of our world. It is hoped that the record will be found by other civilisations on distant planets and help them learn about us.

- 2 Decide which three things you would put on a disc to be sent up on the next *Voyager* mission and complete the table.

	Contents on disc	Reasons for your choice
A		
B		
C		

- 3 Work in groups. Share your ideas with your group and decide on a final list.
- 4 Prepare a short presentation. Consider the following:
 - 1 the structure of your presentation
 - 2 useful words, expressions and structures
- 5 Give your presentation to the class. Vote for the three things your class would most like to put on the disc.

Reflection

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

- 1 What is your understanding of the spirit of space exploration?
- 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?



Making a Wall of Life-changing Choices

We've all been in a situation where we need to decide between doing or not doing something, and have wished we could know for sure which was the right choice to make. We will, however, never know which choices will dramatically change our lives. The best way to deal with it is to learn from our experiences of making them and of the consequences they bring.

Investigate

- 1 Work in groups. Brainstorm people who might have made life-changing choices. Consider people, such as:
 - family members
 - friends
 - authors
 - inventors
 - entrepreneurs
 - scientists
- 2 Do research to find more information on their choices. You may:
 - hold interviews
 - search online or in the library

Plan

- 1 Share your research with the group.
- 2 Choose one of the above categories to focus on.
- 3 Make a list of the people you have interviewed or researched about their life-changing choices. Then talk about what you can learn from them. Make notes about:
 - what choices they made
 - the consequences of the choices
 - what you can learn from their experiences
 - how you can apply this to your own lives

Create

Make a poster about the life-changing choices of people that you have interviewed or researched and what you can learn from them. Include visuals and consider the layout of your text and which font(s) to use.

Present

- 1 Present the poster to the class. Give an introduction to the people your group has interviewed or researched, what life-changing choices they have made and what you can learn from them.
- 2 Hang your poster on a Wall of Life-changing Choices.
- 3 Vote in class for the most inspiring or encouraging posters.



Making a speech on the meaning of life

Much has been said about the meaning of life: why we are here, what we should do with our time, what really makes us happy. It can be difficult to define, and as we go through life we try to understand it – for the more we understand our life, the better we live it.

Investigate

Work in groups. Read the quotes and answer the questions.

The sole meaning of life is to serve humanity.

Leo Tolstoy

A man who dares to waste one hour of time has not discovered the value of life.

Charles Darwin

Life is without meaning. You bring the meaning to it.

Joseph Campbell

There is only one meaning of life: the act of living itself.

Erich Fromm

- What is your understanding of each quote?
- Do you agree with any of them? Give your reasons.

Plan

- 1 Make a list of your ideas about the meaning of life.
- 2 Decide on a key theme for a speech on the meaning of life. Think of examples or details to support your ideas. Do more research if necessary.

Point of view

Arguments

Supporting examples

Create

Write your speech together and practise delivering it. Decide on the speaker(s). Follow the structure below:

- the topic of your speech
- your understanding of the meaning of life
- examples to support your arguments
- your group's conclusion

Present

- 1 Deliver your group's speech to the class.
- 2 Vote for the best speech.

UNIT 3 Project

Interviewing a foreigner in China

People from all over the world come to study and work in China for different reasons. Perhaps they want to further their education or to learn Chinese for business purposes, or maybe they are simply eager to experience life in a different culture. Whatever the reasons, they come with expectations.

Investigate

- 1 Work in groups. Get in touch with someone from overseas who is visiting or living in China and find out if they would be willing to be interviewed. You may ask around or contact a local language learning centre to find out if anyone is willing to volunteer. You could also source potential interviewees on the Internet and do the interview online.



- 2 Let your interviewee know the time, date and location of the interview.

Plan

- 1 Design a questionnaire and list the questions you may ask during the interview.

Name:	Age:
Nationality:	Occupation:
Questions: <ul style="list-style-type: none"> • What made you decide to come to China? • How long have you been in China? • What was your impression of China before you came? • Have you experienced any particularly funny moments or misunderstandings since you came to China? • ... 	

- 2 Plan for how you will carry out the interview and prepare all the equipment you need for the interview.

Create

- 1 Hold the interview and video it if you have the interviewee's consent.
- 2 You may ask some spontaneous questions during the interview based on their experiences.

Present

Report the results of your interview and show the video to the class. Find out what they think of your interview and whether they are surprised by anything that the interviewee says.

UNIT 4 Project

Pitching a business plan

In the competitive world of business, the keys to success are innovation and creativity. So is the ability to pitch your ideas clearly, quickly and convincingly.

Investigate

- 1 Work in groups. Think about ideas for a new business.
- 2 Choose two or three of the best ideas and do research online to find out what similar businesses are already out there in the market.
- 3 Share your research and talk about how you might change your business plan in response.
- 4 Choose a business plan to pitch.



Plan

Develop your chosen business plan. Consider the following:

- target market
- branding
- product differentiation and placement
- pricing
- delivery
- customer support
- investment
- potential return
- other opportunities and risks

Create

- 1 Prepare a ten-minute pitch for your business idea. Think carefully about the key information to include, the order in which you will present it, who will be doing the presentation and how to make the presentation convincing.
- 2 Look for or create visuals such as charts and diagrams to support your pitch.
- 3 Rehearse your pitch and adjust it accordingly.

Present

- 1 As a group, present your business plan to the class. Find out what they like about your ideas and whether they have found any other potential opportunities or risks.
- 2 When all the groups have given their pitch, vote for:
 - the most well-delivered pitch
 - the most creative business plan
 - the pitch most likely to be successful in the real world

UNIT 5 Project

Mapping unsolved natural mysteries

Humans have been striving to understand the world for thousands of years. Yet despite the vast knowledge that we have accumulated, there are still many unsolved natural mysteries out there, waiting to capture our imaginations and drive us to discover the truth behind them.

Investigate

Do research online or in the library to find out about unsolved mysteries and make a list.



Plan

- 1 Work in groups. Choose one of the mysteries and do further research. Make notes on:
 - what the mystery is
 - when and how it first caught people's attention
 - why it is mysterious
 - previous attempts to solve the mystery
 - existing explanations
- 2 Collect pictures, diagrams, maps and other visuals relating to the mystery.

Create

- 1 Write a fact sheet about your chosen mystery.
- 2 Add any visuals you have collected.
- 3 As a class, prepare a large world map and put it up on the classroom wall.
- 4 Collect all the fact sheets and visuals, and attach them to the correct places on the world map.

Present

- 1 Present the map of unsolved natural mysteries in class. Decide which of the mysteries you would most like to solve in the future and give your reasons.
- 2 Display the map in the school library for students in other classes to enjoy.

UNIT 6 Project

Planning a space tour

Not so very long ago, the idea of going on holiday to another planet seemed more than a little far-fetched... But now, space travel looks set to become more than a dream. Given the opportunity to explore the universe, where would you go?

Investigate

Work in groups. Go online to find out about space tourism. Make notes on:

- where you can go and what you can do there
- how far away the destinations are from Earth and how long it takes to reach them
- what the environment is like at these destinations, for example, terrain, climate, gravity



Plan

Design your space tour. Be as creative as you like! Consider the following:

- how you will travel
- what you will pack
- the duration and cost of the trip
- where you will stay, what you will do, what you will eat and what clothes you will wear
- potential dangers and problems, and how you plan to deal with them

Create

- 1 Prepare a slide presentation about your space tour.
- 2 Include attractive and informative visuals, and accompany these with clear and useful information.

Present

- 1 Give your presentation to the class.
- 2 When each group has presented, decide which space destination you would most like to visit.





Appendices

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



Key expressions

in the face of
come one's way
be forced to do
take a leaf out of /
from one's book
insight into
on a daily basis
arise from
turn down

1 In the face of such questions, how should we approach the future? Can we take action to shape it, or should we just accept whatever comes our way?

in the face of: to be confronted with

eg *They won in the face of stiff competition from all over the world.*

come one's way: to get or experience something, especially by chance

eg *We're determined to take every opportunity that comes our way.*

2 By contrast, the young Arthur Conan Doyle, born in Scotland in 1859, had originally worked as a doctor. But Doyle's main ambition was to become a writer of historical novels.

本段中 had originally worked as a doctor 是过去完成时。

Q: 过去完成时和现在完成时有哪些不同之处?

A: 过去完成时表示过去某一时间前动作就已发生, 可以说是过去的过去, 而现在完成时表示一个开始于过去的动作, 与现在有关系或对现在有影响。例如: *She has just left. If you hurry, you will catch her.* 意为“她刚走, 如果你快一点, 就能追上她”, 而句子 *When I arrived she had just left.* 意为“我到的时候, 她刚刚离开”。

Q: 过去完成时和一般过去时有哪些不同之处?

A: 一般过去时表示动作在过去某一特定时间结束, 例如: *He arrived at two o'clock and was told to wait here.* 意为“他在两点到达并被告知在这里等候”, 而句子 *He arrived at two o'clock and he had been told to wait here.* 意为“他在两点到达, 来之前已被告知在这里等候”。

Background information

Scottish writer Arthur Conan Doyle was born in Edinburgh on 22 May 1859. Best known for his stories about the fictional detective Sherlock Holmes, Conan Doyle also wrote many historical novels, poems and plays, for which he expected to be recognised as a serious author.

- 3 He still longed to become known for his historical novels amongst other academic works. The public, however, couldn't get enough of Sherlock Holmes. In desperation, Doyle killed off the famous detective in a novel published in 1893 so that he could focus on his "serious" writing. However, fans of Holmes were so angry that Doyle, under immense pressure, was forced to bring Holmes back from the dead.

be forced to do: to be made to do something you do not want to do
eg *I was forced to get up early this morning.*

Background information

The fictional detective, Sherlock Holmes, made his first appearance in the story, *A Study in Scarlet*, which was published in *Beeton's Christmas Annual* of 1887. So popular was Holmes with readers that after the character's death in *The Final Problem*, his creator Conan Doyle was forced to bring him back to life in *The Adventure of the Empty House*.

- 4 Doyle's many historical novels, plays, poems and academic papers have remained largely forgotten, but Sherlock Holmes has been entertaining readers for well over a century.

本句中 has been entertaining readers 是现在完成进行时。

Q: 现在完成进行时和现在完成时有哪些区别?

A: 现在完成进行时表示一个动作持续到现在, 这个动作可能刚刚停止或仍在进行。这个时态常常和 how long, since, for 连用。例如: How long have you been waiting here? 意为“你在这里等了多久了? ”。现在完成时和现在完成进行时的主要区别在于现在完成时表示动作已经完成, 而现在完成进行时却不一定如此。例如: I have made a kite. 意为“我做了一个风筝”, 表示风筝已经做好了, 而 I have been making a kite. 意为“我一直在做风筝”, 但风筝不一定已做好。

5 Though both of these men were ultimately successful, their paths to success were very different, their futures not necessarily turning out exactly as they planned. So, whatever twists and turns you might encounter, take a leaf out of the books of these two authors and be prepared for the unexpected.

■ **take a leaf out of / from one's book:** to copy the way someone else behaves because you want to be like them or be as successful as they are
eg *I should take a leaf out of his book and invest some money in the stock market.*

6 Lines from the poem *The Road Not Taken* are often quoted in speeches of all kinds. The poem has been set to music by a number of artists and used in numerous television commercials. It has in fact become one of the most famous American poems of all time, not only because of its natural style, but also because of its thoughtful insights into human nature.

■ **insight into:** a clear understanding of something, especially a difficult situation or idea
eg *The article gives us new insights into the way we use language.*

■ **Background information**

The Road Not Taken is the first poem in Robert Frost's book *Mountain Interval*, which was first published in 1916. Today, it is perhaps the most widely read and remembered American poem of the century. Although it first appears to be a poem about making an important decision, its meanings are complex, and it continues to be interpreted in many different ways.

7 Of course, the greatest dilemmas arise from moral problems, when we are uncertain which choice results in doing the right thing.

■ **We could also say**

Of course, the biggest dilemmas are caused by moral problems, when we are not sure which choice will help us do the right thing.

8 Whether big or small, what all our choices have in common is that they lead to specific consequences. Once we make a decision, in most circumstances, there is no going back.

■ **We could also say**

Whether our choices are big or small, they all cause particular results. From the moment we do or decide something, it usually cannot be changed.

9 Nonetheless, part of the art of decision-making is learning to make the most of our decisions. Instead of looking back with regret, we should be facing our future with energy and optimism, for the choices are ours, and ours only.

■ **We could also say**

However, part of the art of decision-making is learning to do whatever we can to benefit from our decisions. Rather than thinking with regret about things that have happened in the past, we should be facing our future with energy and optimism, because the choices are ours, and ours alone.

Supplementary reading

It's your choice.

Everyone knows that the choices we make affect our future. After all, it is obvious. Suppose I am an intelligent student with good marks. However, being lazy, I choose not to work hard at school. My marks plummet; I do badly in my examinations; I am refused entry to university. After that, I cannot find a good job. The golden future I had imagined for myself will never be. And all from a bad choice!

However, your choices affect your future in a way that is a lot more complicated than that. This is because nearly all the choices you make, even the small ones, affect your character. Your character is displayed through your choices, but it is also formed by them. Whenever you make a choice, your character is reinforced, or changes, or grows, or diminishes, depending on whether the decision you made is wise or foolish, good or bad. Your character is being made by you, bit by bit, choice by choice. And so, you become the sort of person who will make a certain kind of choice in a certain situation.

Some will argue this is not true. After all, the field of human choice is a narrow one. Most of the things that form us in our lives are not subject to choice. We cannot choose when to be born, or even to be born at all. We cannot choose where to be born. We cannot choose whether our families will be rich or poor, kind or cruel. We cannot choose whether we will be healthy or struck by terrible illness. We cannot even entirely control who we will meet in our lives: a difference of minutes or even seconds determines random meetings that can change our fate. With so much that we cannot choose, how can we be said to be responsible for anything?

There is some truth in this. We are thrown into life without any say over the matter, and have little control over most of it. However, we do have some power of choice, and we do control the most important thing of all: how we respond to circumstances. We can choose how to respond to situations that are difficult, or boring, or dangerous. We can choose to respond bravely or with cowardice, with calm or with rage. We can choose to keep struggling in hard times, or to give up.

This ability to choose how we behave and respond is a great gift. It is our key to having confidence in the future. It is human nature to fear the future, as the future is unknown. You cannot entirely control what will happen to you tomorrow; perhaps you cannot control what will happen at all. But if you have confidence in your character, formed by years of making good choices, then you do know one thing for certain about the future: no matter what happens, you will make a choice that you will be proud of.

At every moment, then, practise forming your character when you make your choices, no matter how small they are. Remember: your choices form your character. And your character determines your future.



UNIT 2

Key expressions

a pleasant surprise
point of view
get distracted by
lose touch with
live life to the full
rush into
go up to
burst out laughing
be crammed with
no more... than

1 On discovering that Morrie is being weakened by a severe illness, Mitch starts visiting him at his house on Tuesdays.

Morrie is being weakened by a severe illness → a severe illness is weakening Morrie

本句中 is being weakened 是现在进行时的被动语态，表示现阶段或目前这段时间正在进行或发生的被动动作。

Q: 现在进行时的被动语态有哪些用法?

A: 现在进行时的被动语态可以表示此时此刻或现阶段正在进行的被动动作，还可以表示一种经常性或习惯性的被动行为，常与 always, constantly 等连用，往往带有赞扬、责备、厌烦、埋怨等感情色彩。例如：She is always being praised by the teacher. 除上述用法外，现在进行时的被动语态还可以与情态动词连用，表示说话者对正在发生的被动行为的推测。例如：He may be being interviewed in the office.

Q: 一般现在时的被动语态可以表示正在进行吗?

A: 是的，比如有些表示状态、心理活动、情感等的动词，常用一般现在时的被动语态表示正在进行。例如：You are wanted on the phone. 此外，“be + under / in / on + 名词”这一结构也可以表示现在进行时被动语态的含义。例如：The problem is under discussion now. = The problem is being discussed now. 还需要注意的是，有些动词进行时的主动形式就可以表示被动的含义，常见的有 print, cook, fry, bake, burn, hang 等。例如：The house is burning.

2 As Morrie anticipates his own death, he observes everything as though through new eyes – the things around him seem more beautiful than ever before and hold new meanings.

■ **We could also say**

As Morrie knows that he is soon going to die, he sees everything as if it is new. The things around him look even more beautiful than before and have new meanings.

3 After finishing it, I feel I have been given a deeper insight into the world and can see things from a different point of view.

■ **We could also say**

When I finish it, I feel the book has given me a wider picture of the world and makes me able to see things from a different perspective.

4 Like Mitch, Morrie makes you aware that you want to die feeling that you have lived life to the full, knowing that you are loved and have loved others as much as you could.

■ **We could also say**

Like Mitch, Morrie makes you realise that, at the end of your life, you want to feel that you have fully enjoyed every day, that you are loved and that you have loved others to the best of your ability.

■ **live life to the full:** to fully enjoy one's life
eg *He lived life to the full and was always happy.*

5 All the other HAPPINESSES burst out laughing.

■ **burst out laughing:** to suddenly start to laugh
eg *She looked at him and burst out laughing.*

6 THE HAPPINESS He doesn't know: well, what do you expect? He is no more absurd than the majority of men...

no more... than: used to describe someone or something that does not have a particular quality in comparison to someone or something else
eg *He's no more fit to be a teacher than I am!*

7 TYLTYL My bird! Why, he's blue! But it's my turtle-dove! But he's much bluer than when I went away! Why, that's the Blue Bird we were looking for! We went so far and he was here all the time! There, Madame Berlingot, take him to your little girl.

Background information

The Blue Bird is a play about happiness – not pleasure based on material things, but a more meaningful, spiritual joy. At the end of the play, Tyltyl shows what he has learnt about happiness. Also, he creates great happiness by giving his pet bird, which seems much bluer than before, to a sick child.

Supplementary reading

The Old Man and the Sea

After 84 days without catching a single fish, an old fisherman, Santiago, sails far out to sea without his devoted apprentice, Manolin. The fish he eventually catches is so big that it pulls the boat for two whole days and two whole nights. Despite being wounded and exhausted, Santiago battles to hold the line that holds the fish. On the third day, the fish finally tires, allowing Santiago to kill it with a harpoon. But the blood from the fish attracts sharks, which Santiago bravely fights throughout the day and all of the following night. Although he succeeds in killing some of the sharks, yet more of these predators appear.

The shark closed fast astern and when he hit the fish the old man saw his mouth open and his strange eyes and the clicking chop of the teeth as he drove forward in the meat just above the tail. The shark's head was out of water and his back was coming out and the old man could hear the noise of skin and flesh ripping on the big fish when he rammed the harpoon down onto the shark's head at a spot where the line between

his eyes intersected with the line that ran straight back from his nose. There were no such lines. There was only the heavy sharp blue head and the big eyes and the clicking, thrusting all-swallowing jaws. But that was the location of the brain and the old man hit it. He hit it with his blood mused hands driving a good harpoon with all his strength. He hit it without hope but with resolution and complete malignancy.

The shark swung over and the old man saw his eye was not alive and then he swung over once again, wrapping himself in two loops of the rope. The old man knew that he was dead but the shark would not accept it. Then, on his back, with his tail lashing and his jaws clicking, the shark plowed over the water as a speedboat does. The water was white where his tail beat it and three-quarters of his body was clear above the water when the rope came taut, shivered, and then snapped. The shark lay quietly for a little while on the surface and the old man watched him. Then he went down very slowly.

“He took about forty pounds,” the old man said aloud. He took my harpoon too and all the rope, he thought, and now my fish bleeds again and there will be others.

He did not like to look at the fish anymore since he had been mutilated. When the fish had been hit it was as though he himself were hit.

But I killed the shark that hit my fish, he thought. And he was the biggest *dentuso* that I have ever seen. And God knows that I have seen big ones.

It was too good to last, he thought. I wish it had been a dream now and that I had never hooked the fish and was alone in bed on the newspapers.

“But man is not made for defeat,” he said. “A man can be destroyed but not defeated.” I am sorry that I killed the fish though, he thought. Now the bad time is coming and I do not even have the harpoon. The *dentuso* is cruel and able and strong and intelligent. But I was more intelligent than he was. Perhaps not, he thought. Perhaps I was only better armed.

“Don’t think, old man,” he said aloud. “Sail on this course and take it when it comes.”

But I must think, he thought. Because it is all I have left. That and baseball. I wonder how the great DiMaggio would have liked the way I hit him in the brain? It was no great thing, he thought. Any man could do it. But do you think my hands were as great a handicap as the bone spurs? I cannot know. I never had anything wrong with my heel except the time the sting ray stung it when I stepped on him when swimming and paralyzed the lower leg and made the unbearable pain.

“Think about something cheerful, old man,” he said. “Every minute now you are closer to home. You sail lighter for the loss of forty pounds.”

He knew quite well the pattern of what could happen when he reached the inner part of the current. But there was nothing to be done now.

“Yes there is,” he said aloud. “I can lash my knife to the butt of one of the oars.”

So he did that with the tiller under his arm and the sheet of the sail under his foot.

“Now,” he said. “I am still an old man. But I am not unarmed.”

The breeze was fresh now and he sailed on well. He watched only the forward part of the fish and some of his hope returned.

(Excerpt from The Old Man and the Sea by Ernest Hemingway)



UNIT 3

Key expressions

be testimony to
date from
seal up
fade from
bring... to life
prior to
be exposed to
keep a close eye on
on the whole
strike a chord

1 Dunhuang's long and glorious history represents its significance as a centre of cultural and commercial exchange. Today, Dunhuang is a world-class tourist destination boasting sites with UNESCO-protected heritage status.

We could also say

The long and great history of Dunhuang has made the city an important place for the exchange of culture and commerce. Today, many tourists from all over the world visit Dunhuang to see its sites, which are protected by UNESCO.

Background information

When foreign merchants entered Chinese-administered territory from the West, Dunhuang was the first trading town that they reached. The city is also the site of the famous Mogao Grottoes, which were added to the list of UNESCO World Heritage Sites in 1987.

2 If you look up, you can see the paintings and other artworks that are testimony to how the Silk Road brought East and West together.

We could also say

If you look up, you can see the paintings and other artworks that show how the Silk Road brought East and West together.

这个句子是由 if 引导的条件状语从句。

Q: 状语从句有几种类型?

A: 一般来说, 根据其作用, 状语从句可分为时间、地点、原因、目的、结果、条件、让步、方式和比较从句等。

Q: 能够引导条件状语从句的词或短语有哪些?

A: 条件状语从句可以由 if, unless, only if, suppose, supposing, in case, so / as long as, so far as, on condition (that), provided (that) 等引导。

be testimony to: to be the evidence or fact that proves very clearly that something exists or is true

eg *The pyramids are testimony to the Ancient Egyptians' engineering skills.*

3 The Apsaras are depicted sailing in the bright blue sky, with their scarves flying, as if they are about to fly down to meet us.

We could also say

The Apsaras are portrayed as moving smoothly and gracefully in the bright blue sky, with their scarves flying, as though they are going to fly down to meet us.

这个句子是由 as if 引导的方式状语从句。

Q: 能够引导方式状语从句的词或短语有哪些?

A: 方式状语从句可以由 as, as if, as though 等引导。

Q: 如何区分方式状语从句和比较状语从句?

A: 这两种状语从句容易混淆, 比较状语从句可以由 as... as, not so... as, than, the more... the more 等引导。例如: The work is not so difficult as you imagine. 意为“这个工作不像你想的那么难”。但是方式状语从句的“像”“如同”并不是表示单纯的比较, 而是带有依照的含义。例如: Do as I told you. 意为“按我告诉你的那样做”。

4 The painting of Apsaras reached a peak during the Tang Dynasty; these images are full of life, reflecting the confidence and optimism of people from that time.

We could also say

The painting of Apsaras was at its highest level during the Tang Dynasty. The images of Apsaras are lively, showing the confidence and optimism of people from that time.

5 In a sealed cave, now known as the famous Library Cave, were hidden thousands of manuscripts, paintings and scrolls, as well as silk embroideries.

Background information

The Library Cave (Cave 17) in the Mogao Grottoes, was originally built between 851 AD and 862 AD in the Tang Dynasty. It is located off the north side of the corridor leading to Cave 16, and measures just under 7.8 square metres. Around the middle of the 11th century, monks hid their precious collections of manuscripts, ritual objects, prints and paintings in the cave. They then hid the entrance to this cave by building a wall, on which they painted a mural. Why they did this remains a mystery, but most people believe it was to protect their collections in times of war.

6 In the Ming Dynasty, trade routes changed and Dunhuang was not as prosperous as it used to be. Gradually, it faded from memory, even though it was once such a great city.

本段中 not as prosperous as it used to be 由 not as... as 引导，表示比较，而 even though it was once such a great city 由 even though 引导，表示让步，二者在句中均作状语。

Q: 能够引导让步状语从句的词或短语有哪些？

A: 让步状语从句可以由 though, although, no matter, while, whatever, however, even though, even if 等引导。

Q: 用 though, although 引导状语从句时，主句里能出现 but 或者 yet 吗？

A: 主句不能有 but，但是 though 可以和 yet 连用。例如：Though the sore be healed, yet a scar may remain. 意为“伤口虽愈合，伤疤难去掉”。

Q: 用 though, although 引导状语从句时，从句需要倒装吗？

A: 不必倒装。但 as 引导状语从句时，通常从句要倒装，而 though 引导的从句可以倒装也可以不倒装。例如：

Poor as he was, he was honest. 意为“他虽然穷却很诚实”。

Though it may sound strange, I was pleased it was over. 意为“虽然事情听起来有点怪，但让我高兴的是它结束了”。

fade from: to disappear slowly and gradually

eg We watched them fade from view as they walked away.

7 This century is bringing the Silk Road to life once more through the Belt and Road Initiative. Dunhuang has once again become a global crossroads since it hosted hundreds of representatives from 51 countries for the Silk Road International Cultural Expo in 2017.

■ **bring... to life:** to make something real or exciting

eg *A gifted teacher can really bring literature to life for their students.*

■ Background information

- The Belt and Road Initiative comprises the Silk Road Economic Belt and the 21st Century Maritime Silk Road, and is designed to connect Asia with the rest of the world. Through economic development and enhanced communication, it aims to bring many benefits to the countries along its routes.
- The Silk Road (Dunhuang) International Cultural Expo (SRDICE) is an important platform organised by the Chinese government for cultural cooperation and communication among countries involved in the Belt and Road Initiative. It's held annually in Dunhuang, North-west China's Gansu Province.

8 When I was 15 years old, my mother bought me a copy of the classic *Shi Ji*, or *Records of the Grand Historian*. Prior to that, the only great historical works I had been exposed to were Homer's epic poems.

■ **prior to:** before

eg *All work should be finished prior to our departure.*

be exposed to: to experience something or to be influenced by someone or something

eg *Some children are never exposed to great works of literature.*

■ Background information

- *Shi Ji*, written by Sima Qian, was the first general history of China ever to be produced. Considered a masterpiece, it covers major events and personalities over a period of about 3,000 years. It has 130 chapters and contains more than 520,000 words.
- The epic poems the *Iliad* and the *Odyssey* are the two key works of Ancient Greek literature. Yet, little is known of Homer, the poet who the Ancient Greeks believed to have penned them.

9 I particularly like classical Chinese literature, especially works from the Ming and Qing dynasties. I fell in love with *Dream of the Red Chamber* the first time I read it, and was determined to translate it into Bulgarian.

Background information

Cao Xueqin's *Dream of the Red Chamber*, or *A Dream of Red Mansions* or *The Story of the Stone*, is considered one of China's Four Great Classical Novels. Believed to be semi-autobiographical, documenting the rise and fall of the writer's family during the Qing Dynasty, it provides a fascinating insight into the life of Chinese society in the 18th century.

10 I don't care if a writer is popular or not. What interests me most is the work itself. I've translated some works by authors such as Xi Murong and Bi Shumin. I also keep a close eye on what's being self-published online by new, young authors – they have some good ideas.

keep a close eye on: to observe very carefully, especially for changes or developments

eg *We keep a close eye on the quality of life for the elderly in our community.*

11 I think Egypt and China are closely connected and both have a lot in common. Because of this, Chinese literary works really strike a chord in the hearts of Egyptian readers.

We could also say

In my opinion, Egypt and China are closely related and they are similar in many aspects. Because of this, Chinese literary works evoke strong and familiar feelings in the hearts of Egyptian readers.

strike a chord: to produce an emotion such as sympathy in someone

eg *Her comments about this new book will strike a chord with other young readers.*

Supplementary reading

Understanding China

China's relationship with the world is evolving, and greater mutual knowledge is essential to improve understanding and cooperation.

China is embracing the world with enthusiasm. Learning English has become very popular, with 20 million more people starting to learn English every year. The 2008 Olympics in Beijing were a great motivator, attracting even taxi-drivers and homemakers to learn English. The language barrier can be an obstacle to understanding. I can give you an example. There is a Chinese proverb "*taoguangyanghui*", which means to stay away from the limelight and keep a low profile.

The transition from the 1980s to the 1990s was a time of great change in the world, and the Chinese were in danger of being dragged into a confusing debate about the rights and wrongs of the Cold War. By quoting this ancient proverb as a precept for China's diplomacy, Deng Xiaoping wanted to emphasise that we should focus on our economic development instead of becoming distracted. This is still a guiding principle for China's diplomacy.

But for whatever reason, some American scholar translated it as "gritting the teeth and waiting till the time comes". You don't need much imagination to see how this would fuel the idea of a "China plot".

Many misconceptions about China are to some extent the result of miscommunication. When US President Barack Obama was visiting China, some in the international media completely ignored the active online and media discussions across the country about China's relations with the US and the world.

In China, there are over 2,000 newspapers and more than 9,000 magazines, along with 230,000 book titles which are published every year. There are 360 million Internet users, half of whom are also bloggers. We see lively debates on almost everything by the public and media, and the views expressed are sometimes positive and other times not. Very few people outside of China can follow such a huge information flow in our country.

Generally speaking, the average Chinese are better informed about the West than a typical Westerner is about China. Since the early 1900s, many Western works of literature and science have been translated into Chinese, and now even more than ever. These translations have a large following in China.

It is unlikely that a Chinese student who is entering university does not know about British literature or the history of industrialisation. As more and more Chinese now read English, you can find shelves and shelves of original English books in the bookshops of cities like Beijing and Shanghai.

However, there is not much of a balance, as you can only find a few books about modern China in the libraries of schools and universities here in the UK, let alone in the bookshops.

As time goes by, we are seeing an older generation of language experts fading away. David Hawkes, an Oxford Sinologist who translated the Chinese classic *The Story of the Stone*, passed away last summer. When I visited him at his home last spring, I could not help noticing his loneliness. His great work is little known here, if at all.

In China, Yang Xianyi, a well-known Chinese translator who turned many Chinese classics and poems into English, also passed away recently.

We urgently need a new generation of Chinese-English translators who can match the calibre of these two great men.

China has reached out to the world. There are now 282 Confucius Institutes and 241 Confucius Classrooms set up in 87 countries, including the UK. We are glad that the world is taking China's extended hand.

(Adaptation made by Ambassador Fu Ying from her speech at the English Speaking Union on 10 December 2009 in the United Kingdom)



UNIT 4

Key expressions

as to

a world away from

row upon row

be bitten by the... bug

start out

response to

at rock-bottom prices

do a further favour

as is often the case

be subject to

- 1 She couldn't, however, hide the line of sweat running down her forehead, which was caused partly by the heat of the television studio, but more by fear of the four people seated in front of her. They stared back, their blank faces giving no clue as to what they would say next.

We could also say

However, she couldn't hide the line of sweat that was dripping down her forehead. She was sweating partly because of the heat of the television studio, but mostly because of her fear of the four people seated in front of her. They stared back and their faces showed no clue that could help her know what they were going to say next.

as to: concerning; with respect to

eg *His expressionless face gave her no clue as to what he was thinking.*

- 2 The place where this happens is a valley, a world away from any television studio. Moving carefully through the darkness, she passes row upon row of rose plants.

We could also say

The place where this happens is a valley that is completely different from any television studio. She moves carefully through the darkness and passes many rows of rose plants.

本段中 where this happens 是定语从句，修饰前面的 the place。

Q: where 引导的定语从句和状语从句有何区别？

A: 当 where 引导定语从句时，where 前有表示地点的先行词。例如：place, room, house, street, area 等。where 引导的从句修饰先行词，where 是关系副词，在从句中作地点状语。例如：

This is the place where he once lived. 中 the place 是先行词，其后是 where 引导的定语从句，where 在从句中作地点状语。当 where 引导状语从句时，where 前没有表示地点的先行词，where 是从属连词，where 引导的从句修饰主句的谓语动词。例如：She found her passport where she lost it. 中 passport 是 found 的宾语，并不是从句中丢失护照的地点，因此 where 引导的是地点状语从句，从属连词 where 引导的从句修饰主句的谓语动词 found。

a world away from: completely different from

eg *It was a world away from the grand hotels she was used to.*

- 3 Surrounded by roses as she was growing up, she paid them little attention. It was only after graduating from university overseas and returning to visit her parents that Zhang realised the potential.

We could also say

Zhang paid little attention to roses even though she grew up with them all around her. After graduating from university overseas, Zhang went back to visit her parents. It was at that point that she became aware of the potential.

- 4 She is not the only young person to have been bitten by the start-up bug. All over the world, an increasing number of enterprising young people are thinking of starting their own businesses, as the growing economy creates more opportunities.

We could also say

She is not the only young person that has become very interested in starting a new business. Around the world, an increasing number of active and creative young people are thinking of starting their own businesses because the growing economy provides them with more opportunities.

be bitten by the... bug: to develop a very strong interest in something

eg *I've definitely been bitten by the gardening bug.*

- 5 As someone who grew up in the country, Zhang already knew about growing plants. However, like any entrepreneur who was just starting out, she still had a lot to learn. She has overcome a number of obstacles in nursing her business to the success it is today.

■ **We could also say**

Zhang grew up in the country, so she already knew something about growing plants. However, like anyone who was starting a new business, she still had many things to learn. She has dealt with many difficulties while developing her business into the success it is today.

■ **start out:** to begin a career or journey
eg *She started out as an associate.*

- 6 This wealth of ways of sharing is a response to our increasing demand for quality goods and services at competitive prices, all delivered at the click of a button.

■ **We could also say**

This large supply of ways of sharing is a reaction to our increasing need for goods and services at lower prices but still of good quality. We also want all these goods and services to be delivered at the click of a button.

■ **response to:** reaction to something that has happened or has been said
eg *This is the public's response to our appeal for support.*

- 7 Whether it's an online shop where we can hire designer clothes at rock-bottom prices, or a platform from which we can rent out our flats for a couple of days, it's out there.

■ **We could also say**

Whether we want to hire designer clothes at extremely low prices or rent out our flats for a couple of days, there are ways of sharing available for us to do so.

■ **at rock-bottom prices:** at prices as low as they can possibly be

eg *We bought these books at rock-bottom prices in a second-hand bookshop.*

- 8 What's more, sharing encourages us to reuse items, thereby cutting down on waste. And set-ups such as bike and car sharing do a further favour for the environment by reducing the number of polluting vehicles on the road.

■ **do a further favour:** to do something to improve or help someone or something, in addition to what you have already done

eg *The current economy does a further favour for the development of small businesses.*

- 9 As is often the case all over the world with new areas of economic activity, the sharing economy is developing faster than existing regulations or ongoing supervision.

■ **We could also say**

All over the world, it is common for new areas of economic activity, for example the sharing economy, to develop faster than existing official rules or the means to manage and control them.

■ **as is often the case:** with regard to a common or usual situation

eg *As is often the case, people stare at their phones while waiting for buses.*

■ **Background information**

The sharing economy is a way to meet the common needs of consumers and providers within a community or wider market. Via the Internet, assets are exchanged and resources are pooled, providing products, services, knowledge and skills. The sharing economy has great economy-boosting potential, and operates with the understanding that there exists a mutual trust between those involved.

- 10 Some companies are taking unfair advantage of this situation to expand their share of the market, often at the expense of more traditional and established companies. In addition, the sharing economy is subject to abuse of trust.

■ **be subject to:** to be affected or can be affected by something unpleasant
eg *All flights are subject to delay.*

Supplementary reading

Eugénie Grandet

Eugénie Grandet is a novel with the dual themes of greed and social ambition at its core. The main character, Felix Grandet, is a man so mean that he oversees the small portions of his family's meals each day. He even moderates the amount of sugar that guests have in their tea, going so far as to cut up the cubes into smaller pieces in his spare time. Dominated by her father, Eugénie falls in love with her adventuring cousin, Charles. Having given him all her money, she then waits seven years for him to make his fortune and return to France. Things do not turn out quite as she hopes – or as the reader might think.

Five years passed away without a single event to relieve the monotonous existence of Eugénie and her father. The same actions were performed daily with the automatic regularity of clockwork. The deep sadness of Mademoiselle Grandet was known to every one; but if others surmised the cause, she herself never uttered a word that justified the suspicions which all Saumur entertained about the state of the rich heiress's heart. Her only society was made up of the three Cruchots and a few of their particular friends whom they had, little by little, introduced into the Grandet household. They had taught her to play whist, and they came every night for their game. During the year 1827 her father, feeling the weight of his infirmities, was obliged to initiate her still further into the secrets of his landed property, and told her that in case of difficulty she was to have recourse to Maitre Cruchot, whose integrity was well known to him.

Towards the end of this year the old man, then eighty-two, was seized by paralysis, which made rapid progress. Dr Bergerin gave him up. Eugénie, feeling that she was about to be left alone in the world, came, as it were, nearer to her father, and clasped more tightly this last living link of affection. To her mind, as in that of all loving women, love was the whole of life. Charles was not there, and she devoted all her care and attention to the old father, whose faculties had begun to weaken, though his avarice

remained instinctively acute. The death of this man offered no contrast to his life. In the morning he made them roll him to a spot between the chimney of his chamber and the door of the secret room, which was filled, no doubt, with gold. He asked for an explanation of every noise he heard, even the slightest; to the great astonishment of the notary, he even heard the watch-dog yawning in the court-yard. He woke up from his apparent stupor at the day and hour when the rents were due, or when accounts had to be settled with his vine-dressers, and receipts given. At such times he worked his chair forward on its castors until he faced the door of the inner room. He made his daughter open it, and watched while she placed the bags of money one upon another in his secret receptacles and relocked the door. Then she returned silently to her seat, after giving him the key, which he replaced in his waistcoat pocket and fingered from time to time. His old friend the notary, feeling sure that the rich heiress would inevitably marry his nephew the president, if Charles Grandet did not return, redoubled all his attentions; he came every day to take Grandet's orders, went on his errands to Froidfond, to the farms and the fields and the vineyards, sold the vintages, and turned everything into gold and silver, which found their way in sacks to the secret hiding-place.

At length the last struggle came, in which the strong frame of the old man slowly yielded to destruction. He was determined to sit at the chimney-corner facing the door of the secret room. He drew off and rolled up all the coverings which were laid over him, saying to Nanon, "Put them away, lock them up, for fear they should be stolen."

So long as he could open his eyes, in which his whole being had now taken refuge, he turned them to the door behind which lay his treasures, saying to his daughter, "Are they there? Are they there?" in a tone of voice which revealed a sort of panic fear.

"Yes, my father," she would answer.

"Take care of the gold – put gold before me."

Eugénie would then spread coins on a table before him, and he would sit for hours together with his eyes fixed upon them, like a child who, at the moment it first begins to see, gazes in stupid contemplation at the same object, and like the child, a distressful smile would flicker upon his face.

"It warms me!" he would sometimes say, as an expression of beatitude stole across his features.

(Excerpt from Eugénie Grandet by Honoré de Balzac, translated by Katharine Prescott Wormeley)

UNIT 5

Key expressions

correspond to
 apply... to
 on top of
 all the more
 at something's peak
 fall into ruin
 set sail
 continue to do
 offer a window into
 be equivalent to
 hold a record
 beyond the reach of
 final frontier

1 Intrigued by Maya civilisation from a very young age, 15-year-old Canadian William Gadoury thought he had made an incredible discovery from his study of ancient star charts. Through comparison, he found that the locations of the 117 known Maya cities correspond to the positions of the stars. Based on this, he believed he had spotted an unknown Maya city buried deep in the jungle.

We could also say

William Gadoury, a 15-year-old Canadian boy, had been interested in ancient civilisation from a very young age. He thought he had made an amazing discovery by studying ancient star charts. By comparison, he discovered that the locations of the 117 known Maya cities match the positions of the stars, and he believed he had found the exact position of an unknown Maya city buried deep in the jungle.

本段中 he had spotted an unknown Maya city buried deep in the jungle 是省略了 that 的宾语从句，在句中作 believed 的宾语，buried deep in the jungle 在宾语从句中作定语修饰 city。

Q: 名词性从句的连接词有哪几类？

A: 名词性从句的连接词可以分为三类。从属连词 that, whether, if 等，其中 that 没有实际意义，不充当任何句子成分，只起连接作用；whether 和 if 有“是否”之意，但同样不充当句子成分。连接代词 what, whatever, who, whoever, whom, whomever, whose, which, whichever 等不但起连接作用，而且均有实际意义，在从句中可作主语、宾语、表语或定语。连接副词 when, whenever, where, wherever, how, however, why 也均有实际意义，在从句中作状语。

Q: 如何选择名词性从句的连接词？

A: 首先需要判断并分析从句，看一看从句的成分和句意是否完整。如果从句不缺成分且句意完整，则选择 that；如果从句不缺成分但句意不完整，表示“是否”的意思，则选择 whether 或 if；如果从句缺少成分，则需根据句意选择连接代词或连接副词。

2 Although his theory has been dismissed by scholars, it shows how powerful the secrets of Ancient Maya civilisation are among people.

We could also say

Although scholars have refused to accept Gadoury's theory, it proves how Ancient Maya civilisation can motivate people to find and reveal its secrets.

3 What is most extraordinary about these complex structures is how they were built without the use of wheels, metal tools or even animal power.

We could also say

The most extraordinary thing about these complex structures is the way they were built. They were built without the use of wheels, metal tools or even animal power.

本句中 What is most extraordinary about these complex structures 是 what 引导的主语从句，在句子中作主语。

Q: what 引导的主语从句，从句的谓语动词用单数还是复数？

A: 如果 what 在主语从句中充当主语，则从句的谓语动词应该根据主语的数来决定。例如：What he says is not important. What you need is more practice. 如果 what 在主语从句中充当宾语，则从句的谓语动词用单数。例如：What is most important in life isn't money.

Q: that 和 what 均可引导名词性从句，如何区分二者？

A: that 引导名词性从句时只起连接作用，在从句中无实际意义，不充当任何成分；what 引导名词性从句时，除了起连接作用外，还在从句中充当成分，可作从句的主语、宾语和表语。例如：That he told a lie hurt me. 中 that 只起连接作用，不充当任何成分，而 What he said hurt me. 中 what 不仅起连接作用，还充当从句的宾语。

4 The fact that Maya society was technologically primitive makes its achievements all the more incredible and mysterious. But the greatest mystery of all is what caused the Maya to abandon most of their great cities.

■ We could also say

The achievements of the Maya are particularly amazing and difficult to explain because they were made without the use of modern tools or advanced technology. But the greatest mystery of all is the reason why the Maya left most of their great cities.

- 5 By 700 AD, Maya civilisation was at its peak. Yet, within just a couple of generations, it began to mysteriously decline. The cities were left to be taken back by the jungle. When Europeans arrived in Central America in the early 16th century to claim its riches, the remaining Maya people were living in small settlements.

■ Background information

The Ancient Maya civilisation reached its peak between 250 AD and 900 AD. Archaeologists refer to this time when numerous Maya cities flourished throughout much of Central America as the Classic Period. But by the time the Spanish arrived in Central America in the 16th century, they found the Maya living in small groups, without any central organisation. The once-powerful Maya civilisation had long since collapsed.

- 6 Among these is the *Esmeralda*, the earliest wreck from the age of the European exploration of Asia. Today, some 500 years after the *Esmeralda* set sail, there is little – if any – land on our planet left unexplored.

■ **set sail:** to begin a journey by boat or ship
eg *Last week the ship set sail for South America.*

■ Background information

More than 500 years after it was lost in a storm, the *Esmeralda* was discovered off the coast of Oman. The ship is believed to be part of a voyage led by Portuguese explorer, Vasco da Gama during his second voyage to India (1502–1503). Although the *Esmeralda* was first located in 1998, it was explored by marine archaeologists between 2013 and 2015. Researchers used advanced technology to examine some of the objects on the ship. For example, CT scanning was used to identify two silver coins and a bell.

7 In the very deepest ocean trenches that are more than 8,000 metres below the surface, the pressure is equivalent to 50 aeroplanes stacked one on top of another. Yet there is still life to be found, even around the deep-sea volcanic openings.

■ **We could also say**

In the very deepest ocean trenches more than 8,000 metres down, the pressure is equal to 50 aeroplanes piled on top of each other. Even there, life exists around the deep-sea volcanic openings.

■ **be equivalent to:** to have the same value, amount, importance, purpose, etc as something else

eg *Eight kilometres is roughly equivalent to five miles.*

8 In addition, China's underwater vessels, such as the *Jiaolong* and *Shenhai Yongshi*, have been exploring waters at depths of thousands of metres. The *Jiaolong* even holds the record for the deepest dive by a manned submarine, at 7,062 metres, giving China its place alongside the world's top ocean explorers.

■ **hold a record:** to have the best achievement so far in a particular activity or field
eg *He holds the record for the longest consecutive amount of time spent in space.*

■ **Background information**

- The *Jiaolong*, China's manned deep-sea vessel, is named after a mythical Chinese sea dragon. At roughly 8.2 metres long, 3 metres wide and 3.4 metres high, it weighs almost 22 metric tons. In 2012, it set the record for the deepest dive after reaching a depth of 7,062 metres in the Pacific Ocean's Mariana Trench. Thousands of metres beneath the waves, its crew took incredible photos and videos and collected important samples from the ocean floor for research in oceanography.
- The *Shenhai Yongshi*, or Deep Sea Warrior, is China's deep-sea submersible, which can reach a depth of 4,500 metres. The submersible took 8 years and involved over 90 Chinese organisations and companies, with all of its core parts being made in China. The *Shenhai Yongshi* has since been used to complete deep-sea diving missions in order to collect exact data on natural gas sources.

9 Being a tough environment of complete darkness, enormous pressure and intense cold, the ocean depths have long been beyond the reach of human exploration. However, through closer international scientific, economic and cultural cooperation, we are all becoming part of a global mission to open up our planet's final frontier.

We could also say

Deep in the ocean, the environment is tough because of the complete darkness, enormous pressure and intense cold. Human exploration is limited by it. However, through closer international scientific, economic and cultural cooperation, we are all becoming involved in a global mission to learn about the last unexplored place on Earth.

final frontier: a part of a country, region, etc that is the last to be settled, explored or developed

eg *Real-time interactions with the ocean could be the breakthrough we need to explore our planet's final frontier.*

Supplementary reading

Sea serpents and lake monsters: legends, myths or reality?

The majority of Earth's oceans and remote inland lakes are unexplored so there may be creatures which have rarely been seen or identified by humans. Over the centuries, sailors have told stories of strange creatures in the oceans. Many of these descriptions are very similar to creatures that we thought were extinct. An ancient fish called coelacanth was once only known from fossils and was thought to have become extinct along with the dinosaurs about 65 million years ago. However, in 1938, the scientific world was shocked by the discovery of a living coelacanth. Living things previously unknown to science have since been found in other parts of the world.

Who knows what other finds may yet be made? It may be that the monsters we've read about in legends are in fact rare species that are yet to be discovered.

And sometimes, these monsters leap off the pages of legends and into the news.

Lake Storsjön in Sweden is alleged to be home to a sea monster called Storsie, which people have reported seeing since 1635. Some say Storsie has a head like a horse while others claim it is a big snake-like creature. It might be a huge sturgeon, a fish with a

long head and pointed fins on its back. These fish can grow up to about 6 metres long and weigh over 800 kilogrammes!

For years in the swampy jungles of Central Africa, people have reported seeing a strange creature known as Mokele-Mbembe. The creature may be a kind of dinosaur. Several expeditions have set out to find the monster in the remote lakes and swamps but they have all failed so far.

Back in 1609 in the United States, French explorer Samuel de Champlain reported seeing a strange serpent in a lake which later took his name – Lake Champlain. Since then many others have seen “Champ”, as the monster has become known. One suggestion is that people may really just have seen logs pushed to the surface by a powerful underwater current.

As many of the descriptions of lake monsters are so similar to each other, some people believe that they might belong to the same species. But it’s also possible that people may have invented the stories just to attract attention – and of course, tourists!



UNIT 6

Key expressions

become accustomed to
 one's heart in one's mouth
 take off
 tune in
 cast a shadow on / over
 call to
 reach for the stars
 be composed of
 quest for

1 Millions watched that first lunar landing on black and white television sets, their hearts in their mouths, aware of how arduous and hazardous an undertaking it was, and of the many things that could go wrong.

one's heart in one's mouth: a state of feeling very afraid or nervous

eg *With his heart in his mouth, John moved towards the strange sounds.*

2 With Armstrong's now famous words "That's one small step for man, one giant leap for mankind", what had once been considered impossible had now been achieved.

Background information

With "man" referring to all of humanity in the same way as "mankind", Neil Armstrong's quote should have been "That's one small step for a man, one giant leap for mankind." Speaking to the press after the Apollo 11 mission, he was however adamant that he had included the missing article – it was just that no listeners back on Earth had been able to hear it.

3 But this was going to be no ordinary excursion, and millions of people tuned in to witness the take-off on TV.

tune in: to watch or listen to a broadcast on radio or television

eg *People get their information by tuning in to foreign radio stations.*

4 With the eyes of students across the nation upon her, she might have inspired an entirely new generation of astronauts and space scientists.

本句中 might have inspired 表示对过去行为的推测。

Q: might have done 只能表示对过去行为的推测吗?

A: might have done 除了可以表示对过去行为的推测外, 还可以表示对现在以及将来某一时间之前情况的推测。例如: She might have got up now. 意为“现在她可能已经起床了”; 又如 He might have left when you get there. 意为“等你到达时, 他可能已经离开了”。

5 The world went into shock, most people having assumed that this space flight would be no more dangerous than travelling in an aeroplane.

We could also say

The event shocked the world – as most people had supposed that this space flight would not be any more dangerous than travelling in an aeroplane.

本句中 would 是一个情态动词, 表示预测、估计、猜想。

Q: would 是 will 的过去式, 二者皆可表示预测、意愿、邀请、请求、不满, 具体有什么区别吗?

A: 表示预测和意愿时, would 是 will 的过去式。表示邀请或请求时, would 是比 will 更礼貌的形式。表示不满时, will 用于描述某人令人厌烦的习惯。例如: He will keep asking silly questions. 意为“他老是不停地问愚蠢的问题”, 而 would 表示某行为很典型或在意料之中, 往往含有贬义。例如: She would say that, wouldn't she? 意为“她会那么说, 是不是? ”。此外, will 表示总是会发生的事。例如: Oil will float on water. 而 would 则表示过去的习惯。例如: On summer evenings we would sit out in the garden. 另外, would 还可以表示过去本要发生但未发生的事情。例如: I would have called you, but there wasn't time.

6 It was the most disastrous space accident ever, and it cast a shadow on people's hearts.

■ **cast a shadow on / over:** to make something seem less enjoyable, attractive, or impressive

eg *Her father's illness cast a shadow over the wedding celebrations.*

7 The sacrifice of the *Challenger* calls to us, reminding us that we must continue to reach for the stars, no matter how distant they might seem.

■ **We could also say**

The sacrifice of the *Challenger* gives us the strong feeling that we must continue to do what we can for space exploration, no matter how difficult it might seem.

■ **call to:** to make someone feel strongly that they should do something

eg *The new era calls to us, saying that we should strive to achieve more and do better.*

■ **reach for the stars:** to have high or ambitious aims

eg *She always encouraged her students to reach for the stars.*

8 For example, the mysterious large-eyed, bronze statues of the ancient Shu Kingdom, discovered at the Chinese archeological site at Sanxingdui, were believed to have been able to look across great distances into the stars.

■ Background information

Sanxingdui site was the capital of the ancient Shu Kingdom more than 3,000 years ago. It is one of the largest and most well-preserved cities of the era, covering an area of 12 square kilometres. Dozens of cultural relics have been found within the city, including city walls, two sacrificial pits, building foundations, jade ware pits and a burial area, as well as several thousand fine artefacts such as bronze statues and masks.

9 Not knowing what the stars were, people in ancient times used their imaginations to create a world in the sky.

We could also say

People in ancient times didn't know what the stars were, so they imagined that there was another world in the sky.

10 Nothing in history has allowed us to see so much over such great distances, from enormous clouds of gas where stars are being born, to huge black holes, and even to new planets where we might conceivably find life.

本句中 might 是情态动词，表示可能性。

Q: 表示“可能”的情态动词有哪些？

A: 表示“可能”的情态动词有 might, may, could, can, should, ought to, would, will, must。但由于 should 和 ought to 还表示“本应该”，所以并非经常用来表示“可能”。例如：He should / ought to have arrived yesterday. 可以理解为“我想他昨天大概到了”，也可以理解为“他昨天应该到，但没有到”。

Q: 表示有根据的“推论”的情态动词有哪些？

A: 有根据的“推论”往往用 must be 和 can't be 表示，近乎“肯定”。例如：Jane's light is on. She must be at home. She can't be out. 意为“简的房间里开着灯。她一定在家，不会出去的”。需注意 must be 的否定式是 can't be，不是 mustn't be。

如果认为其依据几乎可以肯定的话，也可以用 will 和 won't。例如：That will be Rolland. I can hear him coughing. 意为“那一定是罗兰。我听到他在咳嗽”。

11 The 500-metre dish of the “Eye of Heaven”, as it is known, is being used in the search for dark matter, thought to be composed of subatomic particles invisible to ordinary telescopes.

We could also say

The 500-metre dish, known as the “Eye of Heaven”, is used for looking for dark matter. Dark matter is possibly made up of subatomic particles. They cannot be identified and observed by ordinary telescopes.

Background information

“Eye of Heaven”, or the Five-hundred-metre Aperture Spherical Telescope (FAST), is the largest and most sensitive radio telescope in the world. Situated in Guizhou Province, South-west China, it enables us to gaze into the depths of the universe. As a major breakthrough for China in the field of astronomy, its key functions are to survey neutral hydrogen in space, observe pulsars and track and communicate with spacecraft.

12 Using ever-larger radio telescopes as our eyes, we will one day be able to look back to a time in the very early universe, before the existence of light. But the human quest for knowledge reaches even beyond that.

quest for: a long search for something that is difficult to find
eg *World leaders are now united in their quest for peace.*

Supplementary reading

The Reining Age

Humankind's migration would undergo five stages. First, the Earth Engines would be used to stop the rotation of the Earth, with all the jets set to counter the planet's movement. Second, the Engines would be set at full power to accelerate the Earth into “escape velocity”, thus propelling it away from the Sun. Third, the Earth would continue to accelerate through space towards Proxima Centauri. Fourth, when the Earth was on track, its rotation would be restarted and the jets would be redirected to commence the deceleration process. Fifth, the Earth would be set in a new orbit around Proxima Centauri, becoming its planet. These five stages were also known as the “Reining Age”, the “Escape Age”, the “First Wandering Age” (during acceleration), the “Second Wandering Age” (during deceleration), and the “New Sun Age”.

From start to finish, the migration would take 2,500 years – so around one hundred generations.

We sailed on, into the Earth's night. Here, there was no visible light from the Sun or from the Earth Engines. But as we looked up, with the cool Atlantic wind on our face, we children saw the starry sky for the first time in our lives.

How breathtakingly beautiful it was!

Ms Xing put an arm around those of us who were closest to her while pointing at the sky with her other hand. She said, “Look, children! That is Centaurus and that is Proxima Centauri, our new home!” With these words, tears ran slowly down her face. Her crying affected us deeply. Before long, we were all in tears. No one who was present could hold back the tears – even the captain and crew, who were all men of iron. Crying, we all looked in the direction that Ms Xing was pointing. There we saw twinkling stars, the tears in our eyes making them distorted. There was only one point of light that did not flicker. It was a celestial lighthouse on the far-off coast of the untamed ocean of the night, a faint guiding light for cold and lonely voyagers in the cosmic wilderness: the star we loved, Proxima Centauri. It was the only source of hope and comfort for a hundred future generations, setting on a voyage through an abyss of adversity.

On our way back, we saw the first sign that Earth had begun its journey. In the night sky, a huge comet had appeared. It was the Moon, abandoned by humankind. Lunar Engines had been installed to the Moon to force it out of its orbit so that a disastrous collision could be avoided as the Earth accelerated away. The flaming trail from the Lunar Engines lit up the ocean in a blue glow and obscured the stars. As it moved, the gravitational tide of the Moon caused the ocean to swell, creating gigantic waves. We quickly transferred to a plane to continue our journey to our destination in the Southern Hemisphere.

It was finally the day of departure!

As we left the plane, we were immediately blinded by the bright glare from the Earth Engines, which was several times more intense than when we had last seen it. We could see that the beams were now vertical and were shooting straight towards the sky. The Earth Engines were set at full power. This acceleration created massive tsunamis hundreds of metres high that crashed onto the coasts of every continent. Burning hot hurricanes roared through the boiling waves, screaming with wild fury through the vast number of towering plasma beams, pulling up almost every tree on Earth. Our planet, with its blue tail cutting through the darkness of space, had itself become a gigantic comet.

Earth had set out on its long voyage, and with it went all of humankind.

(Excerpt from The Wandering Earth by Liu Cixin, translation by David Williamson and Zhang Lixin)

Words and expressions

UNIT 1

take action 采取行动	2	* undergrowth /'ʌndəgrəʊθ/ <i>n.</i> (长在大树下或 周边的) 下木层, 下层灌木丛	8
* boyhood /'bɔɪhʊd/ <i>n.</i> (男性的) 童年时期, 少年时代	2	* numerous /'nju:m(ə)rəs/ <i>adj.</i> 许多的, 很多的	9
ambition /æm'biʃ(ə)n/ <i>n.</i> 追求, 理想	2	commercial /kə'mɜ:ʃ(ə)l/ <i>n.</i> (电视或电台的) 商业广告	9
* trainee /ˌtreɪ'ni:/ <i>n.</i> 接受工作培训的人; 实习生	2	* thoughtful /'θɔ:tf(ə)l/ <i>adj.</i> 认真思考的, 深思的	9
correspondent /ˌkɒrɪ'spɒndənt/ <i>n.</i> 通讯员, 记者	2	symbolize /'sɪmbəlaɪz/ <i>v.</i> 象征, 代表	9
* bullfighting /'bʊlfɑɪtɪŋ/ <i>n.</i> 斗牛	3	alternative /ɔ:l'tɜ:nətv/ <i>n.</i> 可供选择的事物	9
* historical /hɪ'stɔ:rɪk(ə)l/ <i>adj.</i> (有关) 历史的	3	* dilemma /dɪ'lemə/ <i>n.</i> 进退两难的境地, 困境	9
detective /dɪ'tektɪv/ <i>n.</i> 私家侦探	3	arise /ə'raɪz/ <i>v.</i> (由……) 引起	9
ultimately /'ʌltɪmɪtli/ <i>adv.</i> 最后, 最终	3	circumstance /'sɜ:kəmstəns/ <i>n.</i> 情况, 情形	9
* dot /dɒt/ <i>n.</i> 点, 小圆点	3	mixture /'mɪkstʃə/ <i>n.</i> 混合; 混合体	9
* backwards /'bækwədz/ <i>adv.</i> 往回, 往前面	3	affection /ə'fekʃ(ə)n/ <i>n.</i> 喜爱, 钟爱	10
* admission /əd'mɪʃ(ə)n/ <i>n.</i> 允许进入 (加入)	6	qualified /'kwɒlɪfaɪd/ <i>adj.</i> 合格的, 胜任的	11
make up one's mind 做出决定, 拿定主意	6	fluency /'flu:ənsi/ <i>n.</i> 熟练, 流利	11
pass up 放过, 放弃, 错过 (机会)	6	sincerely /sɪn'sɪəli/ <i>adv.</i> 由衷地, 真诚地, 真心实意地	11
have second thoughts (对原先的决定) 犹豫, 产生怀疑	6	yours sincerely 谨上, 敬上, 谨启 (用于 以某人名字开头的正式信件的末尾)	11
put off 推迟……, 使……延期	6	refreshments /rɪ'freʃmənts/ <i>n.</i> 茶点, 点心和 饮料	11
reject... out of hand 坚决拒绝……; 彻底 否决……	6	shift /ʃɪft/ <i>n.</i> (工厂、医院等轮班制中的) 当班时间	11
weigh up 仔细考虑, 权衡	6		
participation /pɑ:ˌtɪsɪ'peɪʃ(ə)n/ <i>n.</i> 参加, 参与	7		
complex /'kɒmpleks/ <i>adj.</i> 复杂的	8		
* diverge /daɪ'vɜ:dʒ/ <i>v.</i> (两条路) 岔开, 分开	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。

UNIT 2

be reunited with (使) 重聚	14
* weaken /'wi:kən/ <i>v.</i> (使) 虚弱	14
pessimistic /ˌpesɪ'mɪstɪk/ <i>adj.</i> 悲观的, 悲观主义的	14
anticipate /æn'tɪsɪpeɪt/ <i>v.</i> 预期, 预料	14
possession /pə'zeɪʃ(ə)n/ <i>n.</i> 财产, 财物	15
abnormal /æb'nɔ:m(ə)l/ <i>adj.</i> 不正常的, 反常的	15
widespread /'waɪdspred/ <i>adj.</i> 广泛流传的	15
recognition /ˌrekəg'nɪʃ(ə)n/ <i>n.</i> 承认, 认可	15
phrase /freɪz/ <i>n.</i> 成语, 习语; 警句	17
cooperate /kəʊ'pɒreɪt/ <i>v.</i> 合作, 协作	18
fee /fi:/ <i>n.</i> 工作酬金, 服务费	19
university fees 大学学费	19
* outstretched /ˌaʊt'stretʃt/ <i>adj.</i> 张开的, 伸开的	20
* cram /kræm/ <i>v.</i> 挤满	20
pure /pjʊə/ <i>adj.</i> 纯净的, 洁净的	20
* transparent /træn'spærənt/ <i>adj.</i> 透明的	20
* vexed /vekst/ <i>adj.</i> 恼火的	21
* absurd /əb'sɜ:d/ <i>adj.</i> 荒唐的, 愚蠢的	21
* lean /li:n/ <i>v.</i> 倚, 靠	21
Madame /'mædəm/ <i>n.</i> 夫人, 太太, 女士	21
* stroke /strəʊk/ <i>v.</i> 轻抚, 抚摸	21
* instinctively /ɪn'stɪŋktɪvli/ <i>adv.</i> 本能地	21
* despair /dɪ'speə/ <i>n.</i> 绝望	21
luxury /'lʌkʃ(ə)ri/ <i>n.</i> 奢华, 奢侈	23

UNIT 3

* gateway /'geɪtweɪ/ <i>n.</i> 通向……的门户	26
* oasis /əʊ'eɪsɪs/ <i>n.</i> (沙漠中的) 绿洲	26
* glorious /'glɔ:riəs/ <i>adj.</i> 辉煌的	26
* boast /bəʊst/ <i>v.</i> (地方、机构等) 自豪地拥有 (好的事物)	26
* grotto /'grɒtəʊ/ <i>n.</i> 小洞穴	26
* testimony /'testɪməni/ <i>n.</i> 证据; 证明	26
statue /'stætʃu:/ <i>n.</i> 雕像; 塑像	26
* mural /'mjʊərəl/ <i>n.</i> 壁画	26
* religious /rɪ'lɪdʒəs/ <i>adj.</i> 宗教的	26
* Apsaras /'ʌpsərəs/ <i>n.</i> 飞天	26
* immortal /ɪ'mɔ:tl/ <i>n.</i> 神	26
* heavenly /'hev(ə)nli/ <i>adj.</i> 天国的	26
peak /pi:k/ <i>n.</i> 高峰, 顶点	27
Taoist priest 道士	27
* scroll /skrɔ:l/ <i>n.</i> 纸卷, 卷轴	27
* ceramics /sə'remɪks/ <i>n.</i> 陶瓷制品	27
* crossroads /'krɒsrəʊdz/ <i>n.</i> 活动中心, 汇集地	27
* expo /'ekspəʊ/ <i>n.</i> 展览会, 博览会	27
strengthen /'streŋθ(ə)n/ <i>v.</i> 加强	27
coverage /'kʌv(ə)rɪdʒ/ <i>n.</i> 覆盖范围	28
scholar /'skɒlə/ <i>n.</i> 学者	30
department /dɪ'pɑ:tmənt/ <i>n.</i> (大学的) 系, 部	30
institute /'ɪnstɪtju:t/ <i>n.</i> 学院; 研究院	31
<i>I Ching</i> 《易经》	32

Words and expressions

<i>The Analects</i> 《论语》	32	input /'ɪnpʊt/ <i>n.</i> 投入 (物)	39
* Sinologist /sai'nɒlədʒɪst/ <i>n.</i> 汉学家	32	* obstacle /'ɒbstə(ə)l/ <i>n.</i> 障碍, 阻碍, 妨碍	39
temple /'temp(ə)l/ <i>n.</i> 庙宇, 寺院	32	phase /feɪz/ <i>n.</i> 阶段, 时期	39
tune /tju:n/ <i>n.</i> 曲调, 旋律	32	* manufacturer /ˌmænjʊ'fæktʃ(ə)rə/ <i>n.</i> 制造商;	
* shepherd /'ʃepəd/ <i>n.</i> 牧羊人	32	制造公司, 制造厂	39
historian /hɪ'stɔ:riən/ <i>n.</i> 历史学家	32	* cosmetics /kɒz'metɪks/ <i>n.</i> 化妆品, 美容品	39
prior /'praɪə/ <i>adj.</i> 先前的; 较早的	32	purchase /'pɜ:tʃəs/ <i>v.</i> 购买	39
prior to 在……之前, 先于……	32	distribution /ˌdɪstrɪ'bju:ʃ(ə)n/ <i>n.</i> (商品的) 分销,	
genius /'dʒi:niəs/ <i>n.</i> 天才, 天赋	32	经销	39
* chamber /'tʃeɪmbə/ <i>n.</i> 房间	33	bonus /'bəʊnəs/ <i>n.</i> 奖金; 红利	39
* romance /rəʊ'mæns/ <i>n.</i> 传奇故事	33	* entrepreneurial /ˌɒntreɪprə'nɜ:riəl/ <i>adj.</i> 创业的,	
kingdom /'kɪŋdəm/ <i>n.</i> 王国	33	具有创业精神的	39
* stratagem /'strætədʒəm/ <i>n.</i> 计谋, 策略	33	guidance /'gaɪd(ə)ns/ <i>n.</i> 指导, 引导	39
enormous /ɪ'nɔ:məs/ <i>adj.</i> 巨大的, 庞大的	35	consultant /kən'sʌltənt/ <i>n.</i> 顾问	39
		conventional /kən'venʃ(ə)nəl/ <i>adj.</i> 传统的,	
		常规的	41
		discriminate /dɪ'skrɪmɪneɪt/ <i>v.</i> 不公正地区别	
		对待, 歧视	41
		equator /ɪ'kwetə/ <i>n.</i> 赤道	41
		estate /ɪ'steɪt/ <i>n.</i> 庄园	41
		superior /su:'pɪəriəl/ <i>adj.</i> 质量上乘的, 优质的	41
		mild /maɪld/ <i>adj.</i> 不浓烈的, 淡的	41
		calorie /'kæləri/ <i>n.</i> 卡 (路里)	41
		subjective /səb'dʒektɪv/ <i>adj.</i> 主观的	42
		* freshman /'frefʃmən/ <i>n.</i> (高中或大学的) 一年级	
		学生	43
UNIT 4			
forehead /'fɒrɪd/ <i>n.</i> 额, 前额	38		
blank /blæŋk/ <i>adj.</i> 无表情的, 木然的	38		
dizzy /'dɪzi/ <i>adj.</i> 头晕目眩的	38		
chairwoman /'tʃeə,wʊmən/ <i>n.</i> 女主席; 女会长	38		
* sunrise /'sʌnráɪz/ <i>n.</i> 日出 (时分); 黎明; 拂晓	38		
potential /pə'tenʃ(ə)l/ <i>n.</i> (事物的) 潜力,			
可能性	38		
* bug /bʌg/ <i>n.</i> 突然的兴趣, 迷恋	39		
enterprising /'entəpraɪzɪŋ/ <i>adj.</i> 有创业精神的;			
有事业心的; 有进取心的	39		

make ends meet 使收支仅能相抵	43	theft /θeft/ <i>n.</i> 偷窃, 偷盗	45
* afloat /ə'fləʊt/ <i>adj.</i> 经济上周转得开的; 不欠债的	43	purse /pɜ:s/ <i>n.</i> (女式) 钱包	47
* interfere /,ɪntə'fiə/ <i>v.</i> 介入; 干涉	43	UNIT 5	
interfere with 妨碍, 阻止	43	civilisation /,sɪv(ə)laɪ'zeɪʃ(ə)n/ <i>n.</i> 文明(社会)	50
* rational /'ræʃ(ə)nəl/ <i>adj.</i> (想法、决定等) 合理的, 基于理性的	43	* intrigue /ɪn'tri:g/ <i>v.</i> (因奇特或神秘而) 激起…… 的兴趣, 引起……的好奇心	50
* exceed /ɪk'si:d/ <i>v.</i> 超过, 超出	43	bury /'beri/ <i>v.</i> 将……埋在下面	50
go into debt 陷入债务之中, 负债	43	* pyramid /'pɪrəˌmɪd/ <i>n.</i> 金字塔	50
financial /fɪ'nænʃ(ə)l/ <i>adj.</i> 财政的, 金融的; 财务的	43	astronomy /ə'strɒnəmi/ <i>n.</i> 天文学	50
* accumulate /ə'kju:mjəleɪt/ <i>v.</i> 积累, 积聚	43	canal /kə'næl/ <i>n.</i> 运河	51
automatically /ɔ:tə'mætɪkli/ <i>adv.</i> 自动地	43	* tropical /'trɒpɪk(ə)l/ <i>adj.</i> 来自热带的; 产于 热带的	51
* toddler /'tɒdlə/ <i>n.</i> 学步的儿童, 刚学走路的 小孩	44	* cyclone /'saɪklən/ <i>n.</i> 气旋; 旋风	51
sorrow /'sɒrəʊ/ <i>n.</i> 令人悲伤的事, 不幸	44	* megadrought /'megədraʊt/ <i>n.</i> 超级干旱	51
* frustration /frʌ'streɪʃ(ə)n/ <i>n.</i> 懊丧, 懊恼, 沮丧	44	* downfall /'daʊnfɔ:l/ <i>n.</i> 衰败	51
hire /haɪə/ <i>v.</i> (短期的) 租用, 租借	45	ruin /ru:m/ <i>n.</i> 残垣断壁, 废墟	51
designer clothes 名牌服装	45	fall into ruin (因无人照料而) 衰落, 败落	51
rent out 出租(房屋、房间、土地等)	45	abandon /ə'bændən/ <i>v.</i> 离弃, 逃离	52
* thereby /ðeə'baɪ/ <i>adv.</i> 因此, 由此	45	dismiss /dɪs'mɪs/ <i>v.</i> 拒绝考虑, 否定	52
* supervision /,sʊ:pə'vɪʒ(ə)n/ <i>n.</i> 监督; 管理	45	expansion /ɪk'spæɪnʃ(ə)n/ <i>n.</i> 扩大; 增加	52
expense /ɪk'spens/ <i>n.</i> 费用, 花费	45	* getaway /'getəweɪ/ <i>n.</i> 逃跑, 逃走	54
at the expense of 以损害……为代价	45	make a getaway 逃跑, 逃走	54
abuse /ə'bju:s/ <i>n.</i> 滥用	45	run for one's life 逃命	54
		check out 调查, 检查	54
		test the waters 试水, 试探	54

Words and expressions

steer clear of 避开……; 从……处脱身	54	* furthermore /fɜːðə'mɔː/ <i>adv.</i> 此外; 而且;	
* retreat /rɪ'tri:t/ <i>v.</i> 后退; 离开; 退避	54	不仅如此	57
* subdue /səb'djuː/ <i>v.</i> 克制, 抑制 (情绪)	54	* notable /'nəʊtəb(ə)l/ <i>adj.</i> 显要的; 显著的;	
the unknown 不为人知的地方, 人类尚未到达		值得注意的	57
的地方	54	substance /'sʌbstəns/ <i>n.</i> 物质	57
set out 动身踏上 (漫长的) 旅途	54	* vessel /'ves(ə)l/ <i>n.</i> 船; 舰	57
* uncharted /ʌn'tʃɑ:təd/ <i>adj.</i> 地图上没有标明的	54	drilling /drɪlɪŋ/ <i>n.</i> 钻探; 勘探	57
* delve /delv/ <i>v.</i> 探索, 探究	54	vol (= volume /'vɒljʊ:m/) <i>n.</i> (书的) 卷, 册	60
throw oneself into 积极投入到……中去	54		
think twice 再三考虑, 慎重考虑	54		
* shrink /ʃrɪŋk/ <i>v.</i> 退缩, 畏缩	54		
shrink from 避免做, 不愿做	54		
look into 调查 (问题)	54		
investigation /ɪn'vestrɪ'geɪʃ(ə)n/ <i>n.</i> 调查	55		
* shipwreck /'ʃɪprek/ <i>n.</i> 失事的船; 沉船	56		
* archaeological /ˌɑːkrə'lɒdʒɪk(ə)l/ <i>adj.</i> 考古学的;			
考古的	56		
* coral /'kɒrəl/ <i>n.</i> 珊瑚	57		
millimetre /'mɪlɪ'mi:tə/ <i>n.</i> 毫米	57		
* barreleye /'bærəlaɪ/ <i>n.</i> 管眼鱼	57		
* upwards /'ʌpwədz/ <i>adv.</i> 向上, 朝上	57		
* trench /trentʃ/ <i>n.</i> 海沟	57		
* equivalent /'ekwɪv(ə)lənt/ <i>adj.</i> 等同的; 等值的;			
相当的	57		
* stack /stæk/ <i>v.</i> (使) 整齐地堆起; 摞起	57		
		* furthermore /fɜːðə'mɔː/ <i>adv.</i> 此外; 而且;	
		不仅如此	57
		* notable /'nəʊtəb(ə)l/ <i>adj.</i> 显要的; 显著的;	
		值得注意的	57
		substance /'sʌbstəns/ <i>n.</i> 物质	57
		* vessel /'ves(ə)l/ <i>n.</i> 船; 舰	57
		drilling /drɪlɪŋ/ <i>n.</i> 钻探; 勘探	57
		vol (= volume /'vɒljʊ:m/) <i>n.</i> (书的) 卷, 册	60

UNIT 6

become accustomed to 习惯于 (做) 某事	62
* notion /'nəʊʃ(ə)n/ <i>n.</i> 概念; 观点; 看法	62
* hazardous /'hæzədəs/ <i>adj.</i> 危险的, 不安全的	62
unexceptional /ˌʌnɪk'sepʃ(ə)nəl/ <i>adj.</i> 平常的	62
* shuttle /'ʃʌtl/ <i>n.</i> 航天飞机	62
the space shuttle 航天飞机	62
* excursion /ɪk'skɜːʃ(ə)n/ <i>n.</i> (有特定目的的)	
短途出行	62
* rekindle /rɪ:'kɪndl/ <i>v.</i> 重新激起, 重新唤起	62
* tragically /'trædʒɪkli/ <i>adv.</i> 悲惨地, 不幸地	63
* instantaneously /ˌɪnstən'teɪniəsli/ <i>adv.</i> 瞬间地	63
shadow /'ʃædəʊ/ <i>n.</i> 坏影响, 阴影	63
cast a shadow on 给……蒙上阴影	63
scream /skri:m/ <i>v.</i> (因疼痛、惊恐、兴奋等)	
尖声大叫	63

suspend /sə'spend/ <i>v.</i> 暂停, 中止	63	* cosmic /'kɒzmɪk/ <i>adj.</i> 宇宙的	68
crew /kru:/ <i>n.</i> (飞机上的) 全体机组人员	63	* conceivably /kən'si:vəb(ə)li/ <i>adv.</i> 可以相信地;	
* simulated /'sɪmjələtɪd/ <i>adj.</i> 模仿的, 模拟的,		可想象地	68
仿真的	66	* subatomic /ˌsʌbə'tɒmɪk/ <i>adj.</i> 亚原子的;	
* simulator /'sɪmjələtə/ <i>n.</i> (用于人员训练的)		原子内的	69
模拟装置, 模拟器	67	* particle /'pɑ:tɪk(ə)l/ <i>n.</i> 粒子	69
* lifelike /'laɪflaɪk/ <i>adj.</i> (图画、模型等) 生动的,		invisible /ɪn'vɪzɪb(ə)l/ <i>adj.</i> 看不见的	69
逼真的	67	straightforward /ˌstreɪt'fɔ:wəd/ <i>adj.</i> 简单的	71
submit /səb'mɪt/ <i>v.</i> 提交	67	self-discipline /ˌself'dɪsɪplɪn/ <i>n.</i> 自我约束, 自律	71
awesome /'ɔ:s(ə)m/ <i>adj.</i> 很好的, 了不起的	67	fetch /fetʃ/ <i>v.</i> (去) 拿来	71
telescope /'telɪskəʊp/ <i>n.</i> 望远镜	68	muscle /'mʌs(ə)l/ <i>n.</i> 肌肉	71
the naked eye 肉眼	68	pepper /'pepə/ <i>n.</i> 胡椒粉	71
angle /'æŋɡ(ə)l/ <i>v.</i> 斜置	68	sneeze /sni:z/ <i>v.</i> 打喷嚏	71
* galaxy /'ɡæləksi/ <i>n.</i> 星系	68	disc /dɪsk/ <i>n.</i> 激光唱片; 光碟, 光盘	72



Vocabulary

A

abandon /ə'bændən/ <i>v.</i> 离弃, 逃离	52	be reunited with (使) 重聚	14
abnormal /æb'nɔ:m(ə)l/ <i>adj.</i> 不正常的, 反常的	15	become accustomed to 习惯于(做)某事	62
* absurd /əb'sɜ:d/ <i>adj.</i> 荒唐的, 愚蠢的	21	blank /blæŋk/ <i>adj.</i> 无表情的, 木然的	38
abuse /ə'bjʊ:s/ <i>n.</i> 滥用	45	* boast /bəʊst/ <i>v.</i> (地方、机构等) 自豪地拥有 (好的事物)	26
* accumulate /ə'kju:mjəleɪt/ <i>v.</i> 积累, 积聚	43	bonus /'bəʊnəs/ <i>n.</i> 奖金; 红利	39
* admission /əd'mɪʃ(ə)n/ <i>n.</i> 允许进入(加入)	6	* boyhood /'bɔɪhʊd/ <i>n.</i> (男性的) 童年时期, 少年时代	2
affection /ə'fekʃ(ə)n/ <i>n.</i> 喜爱, 钟爱	10	* bug /bʌg/ <i>n.</i> 突然的兴趣, 迷恋	39
* afloat /ə'fləʊt/ <i>adj.</i> 经济上周转得开的; 不欠债的	43	* bullfighting /'bʊlfɑɪtɪŋ/ <i>n.</i> 斗牛	3
alternative /ɔ:l'tɜ:mətɪv/ <i>n.</i> 可供选择的事物	9	bury /'beri/ <i>v.</i> 将……埋在下面	50
ambition /æm'bɪʃ(ə)n/ <i>n.</i> 追求, 理想	2		
angle /'æŋg(ə)l/ <i>v.</i> 斜置	68		
anticipate /æn'tɪsɪpeɪt/ <i>v.</i> 预期, 预料	14		
* Apsaras /'ʌpsərəs/ <i>n.</i> 飞天	26		
* archaeological /ˌɑ:kɪə'lɒdʒɪk(ə)l/ <i>adj.</i> 考古学的; 考古的	56		
arise /ə'raɪz/ <i>v.</i> (由……) 引起	9		
astronomy /ə'strɒnəmi/ <i>n.</i> 天文学	50		
at the expense of 以损害……为代价	45		
automatically /ˌɔ:tə'mætɪkli/ <i>adv.</i> 自动地	43		
awesome /'ɔ:s(ə)m/ <i>adj.</i> 很好的, 了不起的	67		

B

* backwards /'bækwədz/ <i>adv.</i> 往回, 往前面	3		
* barreleye /'bærələɪ/ <i>n.</i> 管眼鱼	57		

C

calorie /'kæləri/ <i>n.</i> 卡(路里)	41
canal /kə'næl/ <i>n.</i> 运河	51
cast a shadow on 给……蒙上阴影	63
* ceramics /sə'remɪks/ <i>n.</i> 陶瓷制品	27
chairwoman /'tʃeəwʊmən/ <i>n.</i> 女主席; 女会长	38
* chamber /'tʃeɪmbə/ <i>n.</i> 房间	33
check out 调查, 检查	54
circumstance /'sɜ:kəmstəns/ <i>n.</i> 情况, 情形	9
civilisation /ˌsɪv(ə)laɪ'zeɪʃ(ə)n/ <i>n.</i> 文明(社会)	50
commercial /kə'mɜ:ʃ(ə)l/ <i>n.</i> (电视或电台的) 商业广告	9
complex /'kɒmpleks/ <i>adj.</i> 复杂的	8

* conceivably /kən'si:vəb(ə)li/ <i>adv.</i> 可以相信地; 可想象地	68	dismiss /dɪs'mɪs/ <i>v.</i> 拒绝考虑, 否定	52
consultant /kən'sʌltənt/ <i>n.</i> 顾问	39	distribution /ˌdɪstrɪ'bju:ʃ(ə)n/ <i>n.</i> (商品的) 分销, 经销	39
conventional /kən'venʃ(ə)nəl/ <i>adj.</i> 传统的, 常规的	41	* diverge /daɪ'vɜ:dʒ/ <i>v.</i> (两条路) 岔开, 分开	8
cooperate /kəʊ'pəreɪt/ <i>v.</i> 合作, 协作	18	dizzy /'dɪzi/ <i>adj.</i> 头晕目眩的	38
* coral /'kɒrəl/ <i>n.</i> 珊瑚	57	* dot /dɒt/ <i>n.</i> 点, 小圆点	3
correspondent /ˌkɒrɪ'spɒndənt/ <i>n.</i> 通讯员, 记者	2	* downfall /'daʊnfɔ:l/ <i>n.</i> 衰败	51
* cosmetics /kɒz'metɪks/ <i>n.</i> 化妆品, 美容品	39	drilling /'drɪlɪŋ/ <i>n.</i> 钻探; 勘探	57
* cosmic /'kɒzmɪk/ <i>adj.</i> 宇宙的	68	E	
coverage /'kʌv(ə)rɪdʒ/ <i>n.</i> 覆盖范围	28	enormous /ɪ'nɔ:məs/ <i>adj.</i> 巨大的, 庞大的	35
* cram /kræm/ <i>v.</i> 挤满	20	enterprising /'entəpraɪzɪŋ/ <i>adj.</i> 有创业精神的; 有事业心的; 有进取心的	39
crew /kru:/ <i>n.</i> (飞机上的) 全体机组人员	63	* entrepreneurial /ˌɒntreɪprə'nɜ:riəl/ <i>adj.</i> 创业的, 具有创业精神的	39
* crossroads /'krɒsrəʊd/ <i>n.</i> 活动中心, 汇集地	27	equator /ɪ'kweɪtə/ <i>n.</i> 赤道	41
* cyclone /'saɪklən/ <i>n.</i> 气旋; 旋风	51	* equivalent /ɪ'kwɪv(ə)lənt/ <i>adj.</i> 等同的; 等值的; 相当的	57
D		estate /ɪ'steɪt/ <i>n.</i> 庄园	41
* delve /delv/ <i>v.</i> 探索, 探究	54	* exceed /ɪk'si:d/ <i>v.</i> 超过, 超出	43
department /dɪ'pɑ:tmənt/ <i>n.</i> (大学的) 系, 部	30	* excursion /ɪk'skɜ:ʃ(ə)n/ <i>n.</i> (有特定目的的) 短途出行	62
designer clothes 名牌服装	45	expansion /ɪk'spænj(ə)n/ <i>n.</i> 扩大; 增加	52
* despair /dɪ'speə/ <i>n.</i> 绝望	21	expense /ɪk'spens/ <i>n.</i> 费用, 花费	45
detective /dɪ'tektɪv/ <i>n.</i> 私家侦探	3	* expo /'ekspəʊ/ <i>n.</i> 展览会, 博览会	27
* dilemma /dɪ'lemə/ <i>n.</i> 进退两难的境地, 困境	9		
disc /dɪsk/ <i>n.</i> 激光唱片; 光碟, 光盘	72		
discriminate /dɪ'skrɪmɪneɪt/ <i>v.</i> 不公正地区别 对待, 歧视	41		

Vocabulary

F

fall into ruin (因无人照料而) 衰落, 败落	51
fee /fi:/ <i>n.</i> 工作酬金, 服务费	19
fetch /fetʃ/ <i>v.</i> (去) 拿来	71
financial /fɪ'nænʃ(ə)l/ <i>adj.</i> 财政的, 金融的; 财务的	43
fluency /'flu:ənsi/ <i>n.</i> 熟练, 流利	11
forehead /'fɒrɪd/ <i>n.</i> 额, 前额	38
* freshman /'freʃmən/ <i>n.</i> (高中或大学的) 一年级 学生	43
* frustration /frʌ'streɪʃ(ə)n/ <i>n.</i> 懊丧, 懊恼, 沮丧	44
* furthermore /fɜ:ðə'mɔ:/ <i>adv.</i> 此外; 而且; 不仅如此	57

G

* galaxy /'gæləksi/ <i>n.</i> 星系	68
* gateway /'geɪtweɪ/ <i>n.</i> 通向……的门户	26
genius /'dʒi:niəs/ <i>n.</i> 天才, 天赋	32
* getaway /'getəweɪ/ <i>n.</i> 逃跑, 逃走	54
* glorious /'glɔ:riəs/ <i>adj.</i> 辉煌的	26
go into debt 陷入债务之中, 负债	43
* grotto /'grɒtəʊ/ <i>n.</i> 小洞穴	26
guidance /'gaɪd(ə)ns/ <i>n.</i> 指导, 引导	39

H

have second thoughts (对原先的决定) 犹豫, 产生怀疑	6
* hazardous /'hæzədəs/ <i>adj.</i> 危险的, 不安全的	62
* heavenly /'hev(ə)nli/ <i>adj.</i> 天国的	26
hire /haɪə/ <i>v.</i> (短期的) 租用, 租借	45
historian /hɪ'stɔ:riən/ <i>n.</i> 历史学家	32
* historical /hɪ'stɔ:rik(ə)l/ <i>adj.</i> (有关) 历史的	3

I

<i>I Ching</i> 《易经》	32
* immortal /ɪ'mɔ:tl/ <i>n.</i> 神	26
input /'ɪnpʊt/ <i>n.</i> 投入 (物)	39
* instantaneously /ɪnstən'teɪniəsli/ <i>adv.</i> 瞬间地	63
* instinctively /ɪn'stɪŋktɪvli/ <i>adv.</i> 本能地	21
institute /'ɪnstɪtju:t/ <i>n.</i> 学院; 研究院	31
* interfere /ɪntə'fɪə/ <i>v.</i> 介入; 干涉	43
interfere with 妨碍, 阻止	43
* intrigue /ɪn'tri:g/ <i>v.</i> (因奇特或神秘而) 激起…… 的兴趣, 引起……的好奇心	50
investigation /ɪn'vestrɪ'geɪʃ(ə)n/ <i>n.</i> 调查	55
invisible /ɪn'vɪzɪb(ə)l/ <i>adj.</i> 看不见的	69

K

kingdom /'kɪŋdəm/ <i>n.</i> 王国	33
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L

* lean /li:n/ <i>v.</i> 倚, 靠	21
* lifelike /'laɪflaɪk/ <i>adj.</i> (图画、模型等) 生动的, 逼真的	67
look into 调查 (问题)	54
luxury /'lʌks(ə)ri/ <i>n.</i> 奢华, 奢侈	23

M

Madame /'mædəm/ <i>n.</i> 夫人, 太太, 女士	21
make a getaway 逃跑, 逃走	54
make ends meet 使收支仅能相抵	43
make up one's mind 做出决定, 拿定主意	6
* manufacturer /,mænjʊ'fæktʃ(ə)rə/ <i>n.</i> 制造商; 制造公司, 制造厂	39
* megadrought /'megədraʊt/ <i>n.</i> 超级干旱	51
mild /maɪld/ <i>adj.</i> 不浓烈的, 淡的	41
millimetre /'mɪlɪ'mi:tə/ <i>n.</i> 毫米	57
mixture /'mɪkstʃə/ <i>n.</i> 混合; 混合体	9
* mural /'mjʊərəl/ <i>n.</i> 壁画	26
muscle /'mʌs(ə)l/ <i>n.</i> 肌肉	71

N

* notable /'nəʊtəb(ə)l/ <i>adj.</i> 显要的; 显著的; 值得注意的	57
* notion /'nəʊʃ(ə)n/ <i>n.</i> 概念; 观点; 看法	62
* numerous /'nju:m(ə)rəs/ <i>adj.</i> 许多的, 很多的	9

O

* oasis /əʊ'eɪsɪs/ <i>n.</i> (沙漠中的) 绿洲	26
* obstacle /'ɒbstək(ə)l/ <i>n.</i> 障碍, 阻碍, 妨碍	39
* outstretched /,aʊt'stretʃt/ <i>adj.</i> 张开的, 伸开的	20

P

participation /pɑː'tɪsɪ'peɪʃ(ə)n/ <i>n.</i> 参加, 参与	7
* particle /'pɑːtɪk(ə)l/ <i>n.</i> 粒子	69
pass up 放过, 放弃, 错过 (机会)	6
peak /pi:k/ <i>n.</i> 高峰, 顶点	27
pepper /'pepə/ <i>n.</i> 胡椒粉	71
pessimistic /,pesɪ'mɪstɪk/ <i>adj.</i> 悲观的, 悲观主义的	14
phase /feɪz/ <i>n.</i> 阶段, 时期	39
phrase /freɪz/ <i>n.</i> 成语, 习语; 警句	17
possession /pə'zeʃ(ə)n/ <i>n.</i> 财产, 财物	15
potential /pə'tenʃ(ə)l/ <i>n.</i> (事物的) 潜力, 可能性	38
prior /'praɪə/ <i>adj.</i> 先前的; 较早的	32
prior to 在……之前, 先于……	32
purchase /'pɜːtʃəs/ <i>v.</i> 购买	39
pure /pjʊə/ <i>adj.</i> 纯净的, 洁净的	20
purse /pɜːs/ <i>n.</i> (女式) 钱包	47
put off 推迟……, 使……延期	6
* pyramid /'pɪrəˌmɪd/ <i>n.</i> 金字塔	50

Vocabulary

Q

qualified /'kwɒlɪfaɪd/ *adj.* 合格的, 胜任的 11

R

* rational /'ræʃ(ə)nəl/ *adj.* (想法、决定等)

合理的, 基于理性的 43

recognition /ˌrekəɡ'nɪʃ(ə)n/ *n.* 承认, 认可 15

refreshments /rɪ'freʃmənts/ *n.* 茶点, 点心和
饮料 11

reject... out of hand 坚决拒绝……; 彻底
否决…… 6

* rekindle /rɪ:'kɪndl/ *v.* 重新激起, 重新唤起 62

* religious /rɪ'lɪdʒəs/ *adj.* 宗教的 26
rent out 出租 (房屋、房间、土地等) 45

* retreat /rɪ'tri:t/ *v.* 后退; 离开; 退避 54

* romance /rəʊ'mæns/ *n.* 传奇故事 33
ruin /'ru:ɪn/ *n.* 残垣断壁, 废墟 51

run for one's life 逃命 54

S

scholar /'skɒlə/ *n.* 学者 30

scream /skri:m/ *v.* (因疼痛、惊恐、兴奋等)
尖声大叫 63

* scroll /skrɔ:l/ *n.* 纸卷, 卷轴 27

self-discipline /ˌself'dɪsɪplɪn/ *n.* 自我约束, 自律 71

set out 动身踏上 (漫长的) 旅途 54

shadow /'ʃædəʊ/ *n.* 坏影响, 阴影 63

* shepherd /'ʃepəd/ *n.* 牧羊人 32

shift /ʃɪft/ *n.* (工厂、医院等轮班制中的)
当班时间 11

* shipwreck /'ʃɪprek/ *n.* 失事的船; 沉船 56

* shrink /ʃrɪŋk/ *v.* 退缩, 畏缩 54

shrink from 避免做, 不愿做 54

* shuttle /'ʃʌtl/ *n.* 航天飞机 62

* simulated /'sɪmjʊleɪtɪd/ *adj.* 模仿的, 模拟的,
仿真的 66

* simulator /'sɪmjʊleɪtə/ *n.* (用于人员训练的)
模拟装置, 模拟器 67

sincerely /sɪn'sɪəli/ *adv.* 由衷地, 真诚地,
真心实意地 11

* Sinologist /saɪ'nɒlədʒɪst/ *n.* 汉学家 32

sneeze /sni:z/ *v.* 打喷嚏 71

sorrow /'sɒrəʊ/ *n.* 令人悲伤的事, 不幸 44

* stack /stæk/ *v.* (使) 整齐地堆起; 摞起 57

statue /'stætʃu:/ *n.* 雕像; 塑像 26

steer clear of 避开……; 从……处脱身 54

straightforward /ˌstreɪt'fɔ:wəd/ *adj.* 简单的 71

* stratagem /'strætədʒəm/ *n.* 计谋, 策略 33

strengthen /'streŋθ(ə)n/ *v.* 加强 27

* stroke /strəʊk/ *v.* 轻抚, 抚摸 21

* subatomic /ˌsʌbə'tɒmɪk/ *adj.* 亚原子的;
原子内的 69

* subdue /səb'dju:/ <i>v.</i> 克制, 抑制 (情绪)	54	* thoughtful /'θɔ:tf(ə)l/ <i>adj.</i> 认真思考的,	
subjective /səb'dʒektɪv/ <i>adj.</i> 主观的	42	深思的	9
submit /səb'mɪt/ <i>v.</i> 提交	67	throw oneself into 积极投入到……中去	54
substance /'sʌbstəns/ <i>n.</i> 物质	57	* toddler /'tɒdlə/ <i>n.</i> 学步的儿童, 刚学走路的	
* sunrise /'sʌnraɪz/ <i>n.</i> 日出 (时分); 黎明; 拂晓	38	小孩	44
superior /su:'pɪəriə/ <i>adj.</i> 质量上乘的, 优质的	41	* tragically /'trædʒɪkli/ <i>adv.</i> 悲惨地, 不幸地	63
* supervision /ˌsu:pə'vɪʒ(ə)n/ <i>n.</i> 监督; 管理	45	* trainee /ˌtreɪ'ni:/ <i>n.</i> 接受工作培训的人; 实习生	2
suspend /sə'spend/ <i>v.</i> 暂停, 中止	63	* transparent /træn'spærənt/ <i>adj.</i> 透明的	20
symbolize /'sɪmbəlaɪz/ <i>v.</i> 象征, 代表	9	* trench /trentʃ/ <i>n.</i> 海沟	57
T		* tropical /'trɒpɪk(ə)l/ <i>adj.</i> 来自热带的; 产于	
take action 采取行动	2	热带的	51
Taoist priest 道士	27	tune /tju:n/ <i>n.</i> 曲调, 旋律	32
telescope /'telɪskəʊp/ <i>n.</i> 望远镜	68	U	
temple /'temp(ə)l/ <i>n.</i> 庙宇, 寺院	32	ultimately /'ʌltɪmɪtli/ <i>adv.</i> 最后, 最终	3
test the waters 试水, 试探	54	* uncharted /ʌn'tʃɑ:təd/ <i>adj.</i> 地图上没有标明的	54
* testimony /'testɪməni/ <i>n.</i> 证据; 证明	26	* undergrowth /'ʌndəgrəʊθ/ <i>n.</i> (长在大树下或	
<i>The Analects</i> 《论语》	32	周边的) 下木层, 下层灌木丛	8
the naked eye 肉眼	68	unexceptional /ˌʌnɪk'sepʃ(ə)nəl/ <i>adj.</i> 平常的	62
the space shuttle 航天飞机	62	university fees 大学学费	19
the unknown 不为人知的地方, 人类尚未到达		* upwards /'ʌpwədz/ <i>adv.</i> 向上, 朝上	57
的地方	54	V	
theft /θeft/ <i>n.</i> 偷窃, 偷盗	45	* vessel /'ves(ə)l/ <i>n.</i> 船; 舰	57
* thereby /ðeə'baɪ/ <i>adv.</i> 因此, 由此	45	* vexed /vekst/ <i>adj.</i> 恼火的	21
think twice 再三考虑, 慎重考虑	54	vol (= volume /'vɒljʊ:m/) <i>n.</i> (书的) 卷, 册	60

Vocabulary

W

* weaken /'wi:kən/ <i>v.</i> (使) 虚弱	14
weigh up 仔细考虑, 权衡	6
widespread /'wardspred/ <i>adj.</i> 广泛流传的	15

Y

yours sincerely 谨上, 敬上, 谨启 (用于 以某人名字开头的正式信件的末尾)	11
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NAMES

Ernest Hemingway /'ɜ:nɪst 'hemɪŋweɪ/ 欧内斯 特·海明威	2
Steve Jobs /sti:v dʒɒbz/ 史蒂夫·乔布斯	3
Amanda /ə'mændə/ 阿曼达	6
Richard /'rɪtʃəd/ 理查德	7
Robert Frost /'rɒbət frɒst/ 罗伯特·弗罗斯特	8
Josie Davis /'dʒəʊzi 'deɪvɪs/ 乔西·戴维斯	11
Morrie Schwartz /mɒri 'ʃwɔ:ts/ 莫里·施瓦茨	14
Marty /'mɑ:ti/ 马蒂	15
Vivian /'vɪviən/ 薇薇安	15
Auden /ɔ:d(ə)n/ 奥登	15
Maurice Maeterlinck /'mɔ:ɪs 'meɪtəlɪŋk/ 莫里斯·梅特林克	20
Tytl /'tɪtl/ 狄蒂尔	20
Mytyl /'mɪtl/ 梅蒂尔	20
Selena /sɪ'li:nə/ 塞莱娜	35
William Gadoury /'wɪljəm gə'dɔ:ri/ 威廉· 甘德瑞	50

Roald Amundsen /'rəʊəld 'a:məndz(ə)n/ 罗阿尔德·阿蒙森	54
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Marcel Proust /mɑ:'sel pru:st/ 马塞尔·普鲁 斯特	60
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PLACES

Bali /'bɑ:li/ 巴厘岛	7
Persian Gulf /'pɜ:ʒən gʌlf/ 波斯湾	30
Bulgaria /bʌl'geəriə/ 保加利亚（国家）	32
Broadway /'brɔ:dweɪ/ 百老汇	35
Silicon /'sɪlɪkən/ Valley 硅谷	48
Atlantis /ət'læntɪs/ 亚特兰蒂斯	49
Ancient Babylon /'bæbɪlən/ 古巴比伦	50
Neápolis /ni'æpəlɪs/ 奈阿波利斯	56
Tunisia /tju:'nɪziə/ 突尼斯（国家）	56
Nile /naɪl/ 尼罗河	59
Himalayas /'hɪmə'leɪəz/ 喜马拉雅山脉	59



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, Melanie Guile。本册第三单元“主题理解”部分的文章借助敦煌研究院提供的珍贵数据和史实资料创作完成。第三单元“思维拓展”部分的文章根据中国青年报社发表的中文报道《外国人读什么中国书》编译完成，中文报道原作者为蒋肖斌先生。第三单元“补充阅读”部分的文章由中国外交部前副部长傅莹女士授权使用。中国科幻小说作家刘慈欣先生提供了第六单元“补充阅读”部分文章的版权。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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