



普通高中教科书

ENGLISH

英语

选择性必修

第一册



上海外语教育出版社

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Unit	Understanding	Discovering	
	Reading, Listening and Viewing	Vocabulary Focus	Grammar in Use
Unit 1 Learning for Life P2	Reading A: Learning Is Everywhere (Autobiography)	Expressions related to learning	Tenses (past perfect, present perfect continuous, future continuous)
	Reading B: Excerpts from "Encouraging Learning" (Argumentative essay) Culture Link: Ancient Greek Philosophers' Views on Learning Reading strategy: Identifying supporting details		
	Listening: Try Something New for 30 Days (Talk)		
	Viewing: 93-year-old Piano Man (News report)		
Unit 2 Volunteering P18	Reading A: Growing Up While Making a Difference (News article)	Expressions related to volunteering	Object clauses (review)
	Reading B: What I Learned from a Volunteering Trip to Tanzania (Blog diary) Listening: Should We All Volunteer? (Interview)		
	Viewing: Russell (Film clip)		
Unit 3 Adventuring P34	Reading A: Endurance — The Story of Ernest Shackleton, Hero of the Antarctic (Biography)	Expressions related to adventure	Passives (past perfect passive and past continuous passive)
	Reading B: My First Sea Voyage (Novel)		
	Listening: Why Do We Explore? (Documentary) Listening strategy: Taking notes using symbols and abbreviations		
	Viewing: What It Takes to Be an Adventurer (Vodcast)		
Unit 4 Future Living P50	Reading A: Dome, Sweet Dome! (Exposition) Culture Link: Shikumen and Lilong Life	Expressions related to future living	Non-defining relative clauses
	Reading B: 2050 (Science fiction)		
	Listening: What Human Beings Will Be like (Podcast)		
	Viewing: Artificial Intelligence (Film clip)		

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Reading P70

* Glossary P86

Listening and Viewing P84

Map of the Book

Producing		Extending	
Speaking	Writing	Critical Thinking	Further Exploration
Conducting an interview about learning experiences outside the classroom	Writing a short website article about “learning by doing” Writing strategy: Using personal experiences as supporting details	Ranking factors in order of importance	Making learning plans
Reporting a mini-survey about volunteering Speaking strategy: Emphasising key points	Writing an essay for a special column “Voices of Volunteers” Writing strategy: Using quotes as supporting details	Identifying priorities in order to make a decision Culture Link: International Volunteer Day	Designing a “volunteers needed” advertisement
Performing a class live show: How adventurous are you?	Writing a brief report on people’s beliefs about adventure Writing strategy: Using statistics as supporting details	Comparing and contrasting Culture Link: How Do Different Cultures Deal with Failure	Planning an imaginary “space adventure”
Debating how AI impacts on human intelligence Speaking strategy: Expressing agreement or disagreement	Writing a letter to your future self Writing strategy: Using examples as supporting details	Commenting on ideas and proposing new ideas	Creating a daily routine in 2050

致同学们

亲爱的同学们：

经过小学和初中阶段的学习，大家已经掌握了一定的英语语音、词汇、语法等知识，也具备了一定的英语应用能力。大家是否希望通过英语了解更多的世界文化？是否希望能够运用英语来介绍中国文化和社会生活呢？是否希望通过英语学习获得更多的知识和技能，进而提升自己的思维品质和综合素养？是否希望在课内外英语学习活动中提升自主学习的能力？

本套教材为同学们精心准备了题材丰富、风格多样的学习材料和形式活泼、寓教于乐的学习活动，让大家在学习英语的同时，领略博大精深的中华文化、绚烂多彩的世界文化、拓展全球视野。

同学们，高中阶段英语学习的主要目的是全面提升语言能力。同时，通过英语学习获取更多的中外优秀文化知识，挖掘其承载的文化价值，提升跨文化交际意识和交流能力，训练思维的逻辑性、批判性和创造性。

本套教材共七册，其中前三册为必修阶段教材，后四册为选择性必修阶段教材。每册由四个单元组成。每个单元围绕人与自我、人与社会或人与自然三大主题展开，形成一个交际和学习活动相结合的有机整体。每个单元包括四大板块：理解（UNDERSTANDING）板块提供丰富的阅读、听力材料和视频片段；发现（DISCOVERING）板块包括词汇和语法知识，帮助同学们发现、掌握并学会使用规则，达到举一反三的效果；表达（PRODUCING）板块设计了听、说、读、看、写结合的综合活动，以帮助同学们提升用英语完成相关交际任务的能力；拓展（EXTENDING）板块包括思维训练（Critical Thinking）和项目探究（Further Exploration）两个部分，前者旨在帮助同学们训练逻辑思维和批判性思维的能力，后者指导同学们开展研究性学习、自主学习和合作学习。文化链接（Culture Link）为灵活板块，主要介绍与单元主题相关的世界文化或中国文化小百科知识。同学们还可以通过每单元最后的自我评价（Self-assessment）检测自己的学习成效，发现需要改进的地方后，制定相应的提升计划。

同学们，掌握一门外语意味着多一双看世界的眼睛，多一双听世界的耳朵，多一个探索世界的工具，也多一条传播中国文化的途径。学习外语需要大量的实践，需要持之以恒的努力。希望同学们在老师的指导下，把教材作为起跳板，充分调动你们已有的知识，探索未知的领域，“跃”向更广阔的世界。

编者
2020年5月

In this unit, we are going to

- ▶ describe learning experiences;
- ▶ raise awareness of learning across subjects and cultures;
- ▶ rank factors in order of importance;
- ▶ identify supporting details in reading, and use personal experiences to support statements in writing.





Unit 1

Learning for Life

Real knowledge is to know the extent of one's ignorance.

— Confucius

Getting Started

Match each person below to his or her learning experiences. Do you know any other person's impressive learning experiences? Share them with your classmates.

- (1) Tu Youyou (2) Helen Keller
(3) Charles Darwin (4) Nelson Mandela

	introduced his scientific theory after returning from a five-year journey around the world, during which he finished 770 pages of diaries and 1,750 pages of notes.
	collected over 2,000 prescriptions by reading traditional Chinese medical books and interviewing experienced doctors.
	learned a new language in prison and used that language to fight for his people's freedom.
	was the first deaf-blind person to earn a BA degree and became an author and educator.

READING A

- ? Learning is never limited to classrooms. Instead, it may occur at home, in the laboratory or in nature, which is well illustrated in the following excerpts from three biographies.



Marie Curie



5 Like my sisters and brothers, I started my study when I was only six years old. Because I was the youngest and smallest in the class, I was frequently brought forward to recite when there were

visitors. This was a great trial to me, because of my timidity; I wanted to run away and hide. My father, an excellent
10 educator, was interested in our work and knew how to help. He was very familiar with Polish and foreign poetry; he even composed poetry himself. His little poems on family events were our delight.
15 On Saturday evenings, he used to recite or read to us the masterpieces of Polish prose and poetry. These evenings were for us a great pleasure and a source of patriotic feelings. Gradually I acquired
20 a strong taste for poetry, and I willingly learned by heart long passages from our great poets and recited to others.

Charles Darwin



Towards the close of my school life,
25 my brother worked hard at chemistry, and made a fair laboratory in the tool-house in the garden, and I was allowed to aid him in most of his experiments. He made all the gases and many
30 compounds, and I read with great care several books on chemistry. The subject interested me greatly, and we used to go on working till rather late at night. This episode was the best part of my
35 education at school, for it showed me practically the meaning of experimental science. The fact that we worked on chemistry somehow got known at school, and I was nicknamed "Gas."

40 Nelson Mandela

I was no more than five when I became a herd-boy, looking after sheep and calves in the fields. It was in the fields that I learned how to knock birds

45 out of the sky with a slingshot, to gather wild honey and fruits, to drink warm, sweet milk straight from a cow, to swim in the clear, cold streams, and to catch fish with twine and sharpened bits of
50 wire. One day I learned my lesson from an unruly donkey. My friends and I had been taking turns climbing up and down its back and when my chance came I jumped on and the donkey rushed into
55 a nearby bush. It bent its head, trying to unseat me, which it did, embarrassing me in front of my friends. Like the people of the East, Africans have a highly developed sense of dignity. I had
60 lost face among my friends. Even though it was a donkey that unseated me, I learned that to shame another person is to make him suffer an unnecessarily cruel fate. Later even as a boy, I defeated
65 my opponents without dishonouring them.



● Personal Touch



Do you have any learning experience similar to what is mentioned in the text? If yes, share it with your classmates.

Digging In

Comprehension

I. What do the three learning experiences have in common? List them from three aspects. An example is given.

- All of the three learning experiences took place outside the classroom.

II. Complete the table with information from the text.

Reading Strategy Identifying supporting details



Where did learning occur?		In the laboratory.	
Who did he/she learn from?	Her father.		
What did he/she learn?			It's unnecessarily cruel to shame a person.
How did he/she learn?	On Saturday evenings, her father used to recite or read the masterpieces of Polish prose and poetry to the family.		

III. Answer the questions.

- Which of the learning experiences in the text is the most impressive to you? Why?
- Can you list some experiences outside the classroom which have been helpful to your learning?
- Can you recommend an autobiography that includes inspiring learning experiences?

● Vocabulary Focus

I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the passage. Note that there are two more options than you need.

bend	defeat	trial	cruel	educator	lose face
masterpiece	unnecessarily	practically	recite	dignity	by heart

Today I read about the early learning experiences of three famous people: Marie Curie, Charles Darwin and Nelson Mandela. Young Curie was frequently asked to **1** _____ in front of visitors. In the beginning, she considered it a(n) **2** _____ because she was a timid little girl. Fortunately, her father kept reading Polish **3** _____ to the family on Saturday evenings. With the help of this great **4** _____, Curie gradually developed a taste for poetry and became willing to learn **5** _____ and recite poems. Young Darwin acquired a nickname of “Gas” because he used to help his brother with his experiments in making gases and compounds in their laboratory. By doing this, he learned, in a(n) **6** _____ way, the real meaning of experimental science. In a manner different from that of the other two, young Mandela learned a lesson from a(n) **7** _____ incident with a donkey. It managed to unseat him while he was riding it. He **8** _____ and felt embarrassed. He learned that he would not **9** _____ his opponents by hurting their **10** _____.

II. Topic-Related Expressions

Fill in the blanks with the appropriate forms of the given expressions to complete the passage. Note that there are two more options than you need.

pioneering work	pursue further studies	struggle with	work on
major breakthrough	win a scholarship	in an attempt to	stand out
undergraduate study	be interested in		

John Goodenough, born 1922, was awarded the Nobel Prize in Chemistry 2019 for his work on developing lithium-ion batteries.

As a child, Goodenough **1** _____ dyslexia, a learning disorder marked by difficulty in reading and spelling. However, he taught himself to write and eventually **2** _____ to a boarding school. The rigorous and highly structured education there paved the way for his **3** _____ at Yale University, where he graduated with honours in mathematics. Shortly after World War II, Goodenough went to the University of Chicago to **4** _____. He studied physics, a complete new subject for him. But he earned a Ph.D. in 1952 and then went to work at MIT’s Lincoln Laboratory. In 1976, he was invited to manage the Inorganic Chemistry Laboratory at Oxford University, where he researched the properties of materials **5** _____ produce rechargeable batteries with higher energy density. His **6** _____ led to the invention of safer, faster-charging and longer-lasting rechargeable batteries for mobile devices, electric vehicles and energy storage systems.

Receiving the honour at the age of 97, he **7** _____ among his fellow Nobel laureates.

Goodenough had been told many times in his career that he was too old to succeed, but he had not taken it to heart. Now, at 97, he **8** _____ the next breakthrough. He still goes to his laboratory every day, researching new types of batteries. He says, "I'm only 97. I still have time to go."

● Grammar in Use

Tenses (past perfect, present perfect continuous, future continuous)

I. Read the passage and think about why these tenses are used.

One day in August 1950, a steamship was sailing on the Pacific Ocean towards China. On the ship, a young man was looking in the direction of his homeland. "I will be working for my country soon," he murmured. This man was Deng Jiaxian.

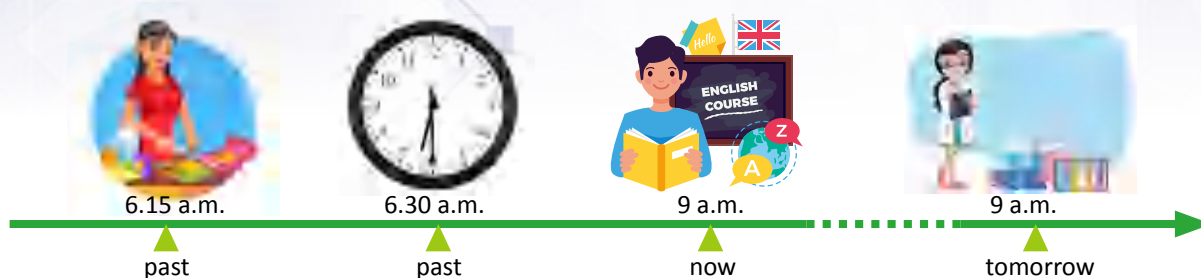
Since his childhood, Deng Jiaxian had been under the influence of his father, a well-known philosopher and educator. When Beijing was occupied by Japanese forces in 1937, the father told his son: "Our motherland has been suffering from the Japanese attack for so long. For the country's dignity and future, you will be studying science when you grow up." Later, after graduating from the National Southwest Associated University, Deng Jiaxian furthered his education at Purdue University. Just nine days after he had gained his degree, the Chinese nuclear physicist stepped on the ship back to his country.



Grammar Highlights

Uses	Examples
We use the past perfect to describe something that happened before another thing in the past.	<ul style="list-style-type: none"> Since his childhood, Deng Jiaxian had been under the influence of his father. Just nine days after he had gained his degree, the Chinese nuclear physicist stepped on the ship back to his country.
We use the present perfect to talk about things where there is a connection between the past and the present. We use the present perfect continuous when the focus is on an activity that is unfinished.	<ul style="list-style-type: none"> Our motherland has been suffering from the Japanese attack for so long.
We use the future continuous to talk about something that will be in progress at or around a time in the future.	<ul style="list-style-type: none"> I will be working for my country soon. For the country's dignity and future, you will be studying science when you grow up.

II. Look at the pictures and describe the actions at different times.



1. When I got up at 06:30 this morning, my mother _____ (prepare) toast and jam.
2. It is 9 a.m. now. I _____ (study) in my English class for 30 minutes.
3. My twin sister will have a chemistry lesson tomorrow morning. This time tomorrow she _____ (do) an experiment at the lab.

III. Liu Xin meets Wu Xuan at the campus. Fill in the blanks with the appropriate forms of the given words to complete their conversation.

Liu Xin: Hi, Wu Xuan. I **1** _____ (not hear) from you lately. How's everything going?

Wu Xuan: I **2** _____ (work) on my English recently because I **3** _____ (take) an important test this time next week. I **4** _____ (do) a lot of exercises. I think I **5** _____ (make) great progress.

Liu Xin: Great! What have you **6** _____ (learn) so far?

Wu Xuan: Well, I **7** _____ (improve) my listening skills greatly by listening to English radio programmes every day. I **8** _____ (begin) to do reading exercises under the guidance of my English teacher three months ago. I was told that he **9** _____ (win) first place in the test many years ago. His tips **10** _____ (turn out) to be quite effective.

Liu Xin: Lucky you! So you don't need to worry about the test.



Listening, Viewing and Speaking



Try Something New for 30 Days (Talk)

- I. Tick the daily habit(s) that you would like to develop. You may add a habit to the list if you want to.

- | | |
|--------------------------------------------------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> eating a balanced diet | <input type="checkbox"/> playing a musical instrument |
| <input type="checkbox"/> reading for at least 15 minutes every day | <input type="checkbox"/> reflecting on what I have done every night |
| <input type="checkbox"/> doing sports on a regular basis | <input type="checkbox"/> going to bed before 11 p.m. |
| <input type="checkbox"/> taking a nap after lunch | <input type="checkbox"/> _____ |

II. Listen and answer.

According to the speaker, what can you achieve if you try something new for 30 days?

III. Listen again and complete the notes.

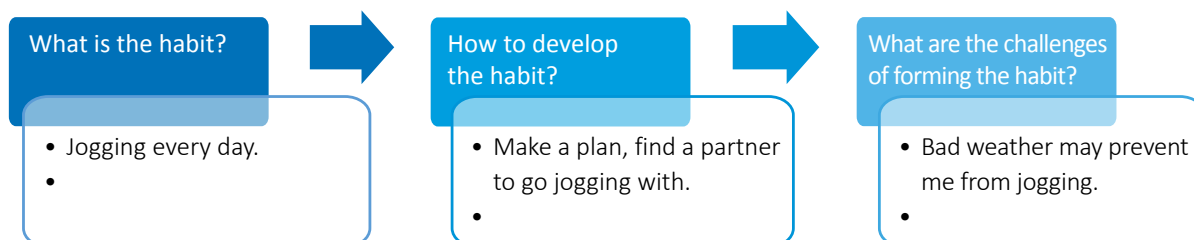
Try Something New for 30 Days

Challenges:
(1) _____
Hiking up Mt Kilimanjaro
Writing a (2) _____

Benefits:
Becoming (3) _____ and adventurous

Advice:
To make small and sustainable (4) _____

IV. Complete the diagram with your plan to develop a new habit.



93-year-old Piano Man (News report)

- I. Look at the title of the video and predict what the video is about.
- II. Watch the video and complete the sentences.

1. Jack Prince joined the army during (1) _____.
2. Just now he had a piano lesson and is going to go home and (2) _____ soon.
3. His (3) _____ is coming. Now he is preparing for his birthday party. He goes to the Wisconsin Conservatory of Music, practising with his teacher for 45 minutes every two weeks. He is considered a hard-working and (4) _____ student.

III. Watch the video again. Choose the quote(s) that is/are related to it and explain why. You may think of another quote.

- *All learning has an emotional base.* — Plato
- *Education consists mainly in what we have unlearned.* — Mark Twain
- *Learning never exhausts the mind.* — Leonardo da Vinci
- One more quote: _____



Conducting an interview about learning experiences outside the classroom

The school newspaper is conducting an interview about “What I’ve learned outside the classroom.” Role-play the interview, asking for and sharing opinions.

Step
1

Work in groups. List some activities in your school that have helped you learn.
e.g. working in the Go Green Club

Step
2

Talk about your learning experiences. Use the appropriate tenses.

EXAMPLE

I’ve been working in the Go Green Club since last October. Thanks to this club, I’ve learned a lot about environmental protection and how to cooperate with my teammates. Last month, we organised an event to reduce food waste in the school canteen. Next Friday, we’ll be showing kindergarten kids how to reuse and recycle glass bottles ...

Step
3

Role-play the interview based on what you have discussed.

EXAMPLE

Interviewer: Which school club impresses you the most?

Interviewee: It’s definitely the Go Green Club. I’ve been a member for over one year. During this time, I’ve participated in many activities that help to raise public awareness of environmental protection.

Interviewer: Sounds lovely. What have you learned from those activities?

Interviewee: Well, I’ve acquired some practical knowledge about environmental protection. My sense of responsibility and team spirit have also developed.

Useful Expressions

Asking for opinions

Could you please share your thoughts on ...?
How does ... sound to you?
What’s your view on ...?
How do you feel about ...?

Giving opinions

As far as I’m concerned, ...
It seems to me that ...
Well, from my perspective ...
I believe/feel/imagine that ...

EXCERPTS FROM “ENCOURAGING LEARNING”

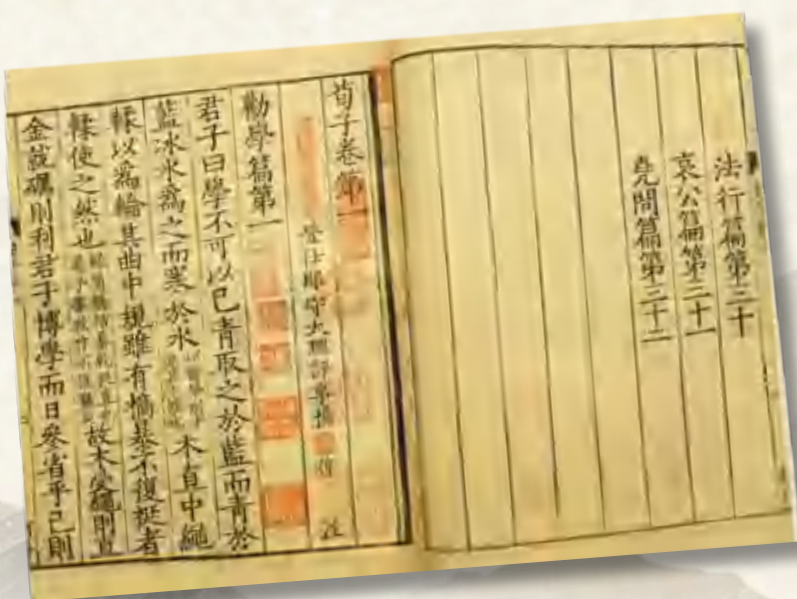
The gentleman says: Learning should never cease.

Blue comes from the indigo plant but is bluer than the plant itself. Ice is made of water but is colder than water ever is. A piece of wood as straight as a plumb line may be bent into a circle as true as any drawn with a compass and, even after the wood has dried, it will not straighten out again. The bending process has made it that way. Thus, if wood is pressed against a straightening board, it can be made straight; if metal is put to the grindstone, it can be sharpened. If the gentleman studies widely and each day examines himself, his wisdom will become clear and his conduct be without fault.

I once tried spending the whole day in thought, but I found it of less value than a moment of study. I once tried

standing on tiptoe and gazing into the distance, but I found I could see much farther by climbing to a high place. If you climb to a high place and wave to someone, it is not as though your arm were any longer than usual, and yet people can see you from much farther away. If you shout down the wind, it is not as though your voice were any stronger than usual, and yet people can hear you much more clearly. Those who make use of carriages or horses may not be any faster walkers than anyone else, and yet they are able to travel a thousand *li*. Those who make use of boats may not know how to swim, and yet they manage to get across rivers. The gentleman is by birth no different from any other man; it is just that he is good at making use of things.

Pile up earth to make a mountain and wind and rain will rise up from it. Pile up water to make a deep pool and dragons will appear. Pile up good deeds to create virtue and profound understanding will come of itself; there the mind of the sage will find completion. But unless you pile up little steps, you can never journey a thousand *li*; unless you pile up tiny streams, you can never make a river or a sea. The finest thoroughbred cannot travel ten paces in one leap, but the sorriest nag



- 55 can go a ten days' journey. Achievement consists in never giving up. If you start carving and then give up, you cannot even cut through a piece of rotten wood; but if you persist without stopping, you can carve and inlay metal or stone.

Note

"Encouraging Learning" is a chapter in *Xunzi*, a Chinese classic written by Xunzi (313–238 BCE), literally "Master Xun," who was a Confucian philosopher during the Warring States period. This text was translated into English by Burton Watson (1925–2017), an American translator.

● Comprehension Plus

I. Answer the questions.

1. Which sentence in the text shows the main idea of "Encouraging Learning"?
2. Does Xunzi aim to persuade, inform, or entertain? How can you tell?
3. Why does Xunzi mention plant, water, wood and metal in paragraph 2? What function do a grindstone and a straightening board have in common?
4. What makes people see farther, see more clearly, hear more clearly, travel faster and get across rivers without having to know how to swim according to paragraph 3? Why does Xunzi make such comparisons?
5. What is the point of describing how to make a mountain and a deep pool in paragraph 4?
6. What do you think of the way Xunzi encourages learning? Can you suggest other ways to encourage learning?

II. Below are three pairs of sentences selected from different translated versions of "Encouraging Learning." Decide which one you prefer, and explain why.

- 1-A Learning should never cease.
1-B Learning must never be concluded.
- 2-A Blue comes from the indigo plant but is bluer than the plant itself.
2-B Although blue dye comes from the indigo plant, it is bluer than indigo.
- 3-A Pile up earth to make a mountain and wind and rain will rise up from it. Pile up water to make a deep pool and dragons will appear.
3-B If you accumulate enough earth to build up a high hill, rain and wind will flourish because of it. If you accumulate enough water to fill a chasm, dragons and scaly dragons will be born within it.



Culture Link

Ancient Greek Philosophers' Views on Learning

Ancient Greek philosophers expressed pearls of wisdom that stand up today. For example, Socrates maintained that the more we come to know ourselves, the greater will be our ability to reason and make choices that lead to true happiness. He stated, "The only true wisdom is in knowing you know nothing." Plato, who was a student of Socrates' and the founder of the Academy of Athens, the first institute of higher learning in the Western world, said, "Ignorance is the root and stem of all evil."

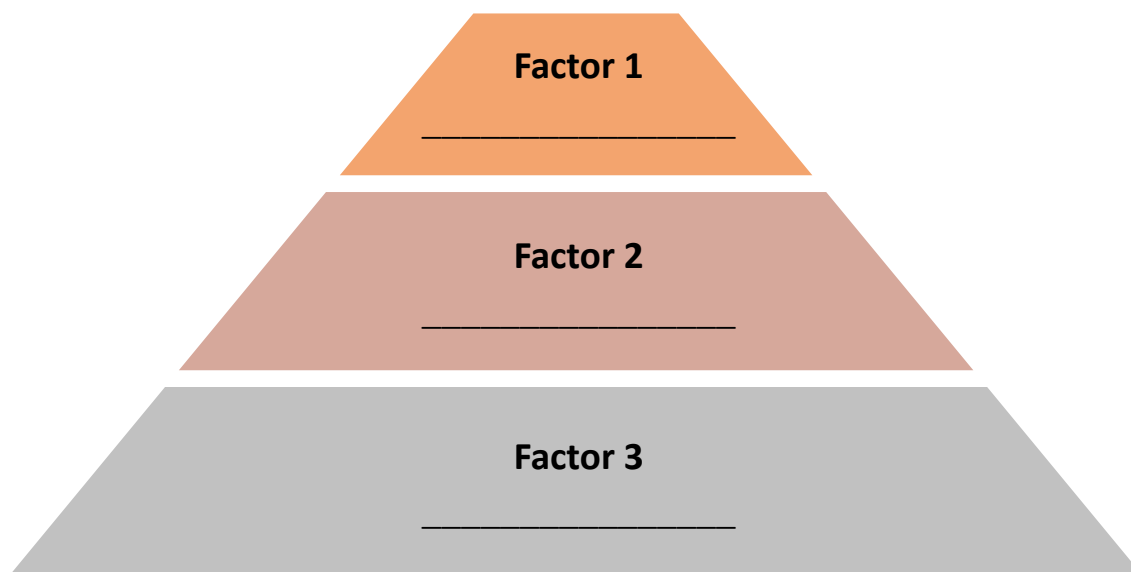
Critical Thinking

Ranking factors in order of importance

- I. Reflect on the learning experiences referred to in this unit. Which one impresses you the most? What factors have promoted learning in this case? An example is given.

People	Learning experiences	Factors
Marie Curie	learning poetry under her father's guidance and becoming a confident student	<ul style="list-style-type: none">parental influencea strong taste for poetry

- II. Work in groups. Think about your own learning experiences. Which factors listed in the above table have promoted or may promote your learning? Discuss and rank the factors in order of importance. Give your reasons.



Explanation(s):

Writing a short website article about “learning by doing”

Li Jun, who works for the Students’ Union, is organising an event themed “Learning by Doing” for students in his school and a sister school in Singapore. Below is a short article he is going to post on the event website. Li Jun is calling for more articles to be published on the website.

The Art of Learning by Doing

The idea of “learning by doing” proved effective in one of the most unforgettable courses I took in the Art Club at school. To my surprise, the course named “Introduction to Three Dimensional Design” was not computer-based at all, but focused on materials and their properties instead. One of the tasks was seeing what structure we could create simply by folding pieces of paper. We were encouraged to use our hands and cool tools to make as many things as possible, such as cranes, lanterns and frogs. Another task was to see how many materials could be removed from a wooden structure without it collapsing. This course has given us useful exposure to design principles because it actively engaged us in the learning process.



● Guided Writing

Step 1 Read Li Jun's website article and underline the sentences used as supporting details.

Step 2 Which sentence below is more convincing? Why?

- A. We were encouraged to use our hands and cool tools to make as many things as possible, such as cranes, lanterns and frogs.
- B. We were encouraged to make many things.

Writing Strategy Using personal experiences as supporting details

Personal experiences and observations are often used to support a writer's statements. They can be the writer's own or someone else's experiences. Personal experiences can help to convince readers if they are interesting, reliable, and are likely to remind readers of their own experiences.

Step 3 Write a general statement about "learning by doing."

e.g. The idea of "learning by doing" is becoming increasingly appealing to high school students.

Step 4 Think of your or other people's experiences involving "learning by doing." List some details and indicate how the experiences are supportive of your statement.

Step 5 Organise your personal experiences to support the general statement by referring to the sample writing. Complete the article in 90–110 words.

(Statement) _____

(Personal experiences as supporting details) _____

(Concluding sentence) _____

Further Exploration

Making learning plans

Successful learning requires good planning. Work in groups to make learning plans.

Step
1

Fill in the table with information about your learning plan. An example is given.

What to learn	Where to learn	Who to learn from	How to learn
playing the piano	music club	the 93-year-old piano man	<ul style="list-style-type: none">• taking online piano courses• practising about an hour every day

Step
2

Find classmate(s) with similar interests and form a study group, e.g. the piano group, the drama group, etc. Share your ideas with group members and see how you can learn from your role models.

Step
3

Sort out your ideas and make a clear, detailed, and practical weekly plan for each member of your group.

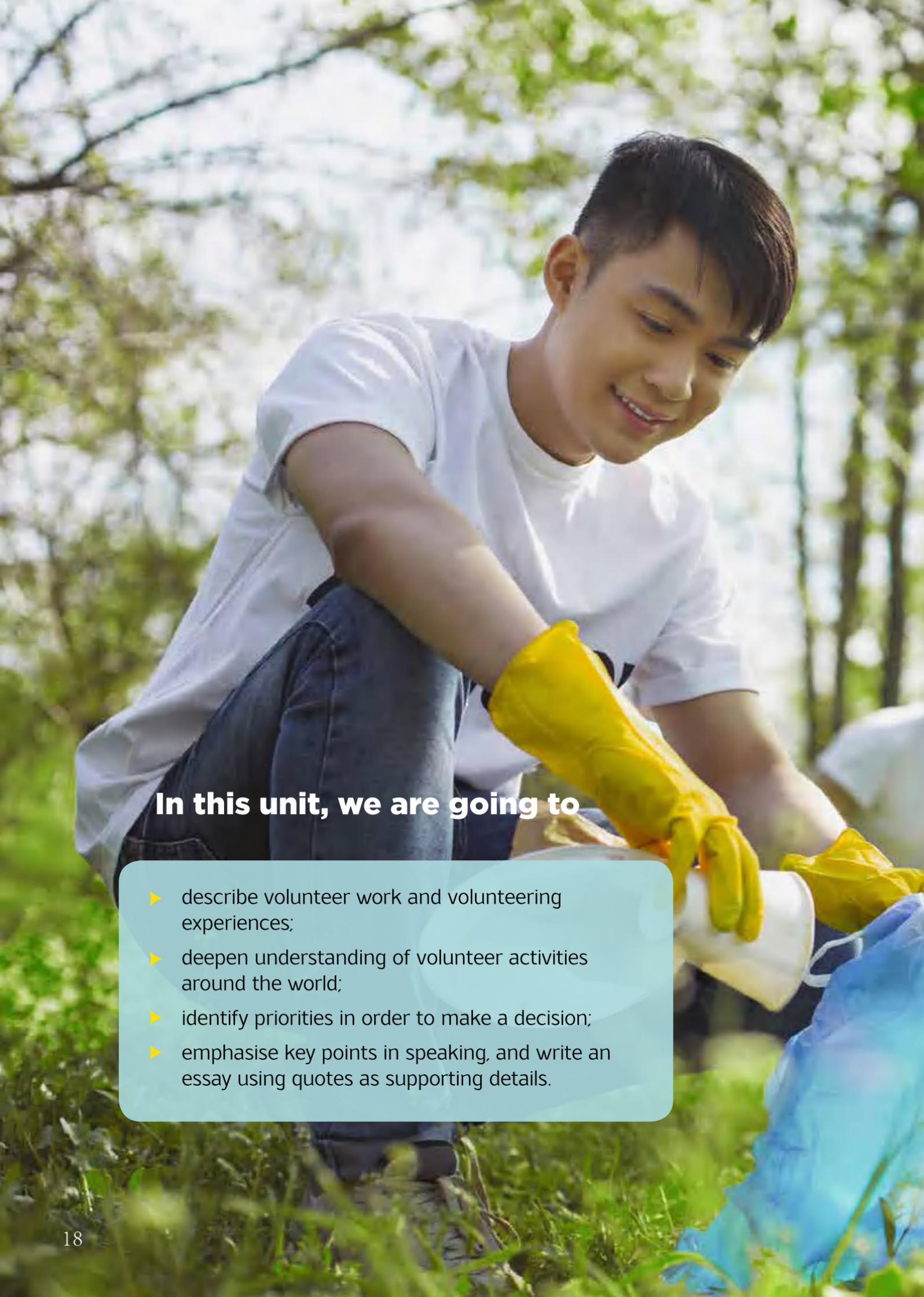
Self-assessment

Look at the expected learning outcomes of this unit. Tick the items you think you have done well.

- ☐ A. Recognising the value of out-of-class learning experiences and the significance of lifelong learning
- ☐ B. Talking about learning experiences with effective use of tenses
- ☐ C. Grasping ancient Greek philosophers' views on learning
- ☐ D. Ranking factors in order of importance
- ☐ E. Identifying supporting details in descriptive writing
- ☐ F. Using personal experiences to support an observation

Write a reflective note on what you think you need to improve. You may include some or all of the following points:

- What you still find difficult
- Possible cause(s) of the problem(s)
- Your plan to solve the problem(s)
- Learning resources that you could use



In this unit, we are going to

- ▶ describe volunteer work and volunteering experiences;
- ▶ deepen understanding of volunteer activities around the world;
- ▶ identify priorities in order to make a decision;
- ▶ emphasise key points in speaking, and write an essay using quotes as supporting details.



Unit 2

Volunteering

You make a living by what you get, but you make a life by what you give.

— Winston Churchill

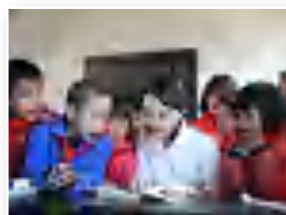
Getting Started

 Look at the pictures and answer the question.

Which of the following volunteer activities have you ever done or heard about?



nursing home volunteer



school volunteer



environmental volunteer



nature reserve volunteer

READING A

- ?** Read the text to find out how volunteering can make a difference to others and yourself.



GROWING UP WHILE MAKING A DIFFERENCE

There is an old saying about volunteer work that goes like this: “No one can do everything, but everyone can do something.” Today, young people
5 around the world have volunteered to help others in various ways. The future is looking pretty bright with these young people leading the way.

Joris, 10 years old and from Seattle,
10 has worked hard all year to save cheetahs from the very real threat of extinction. He raised more than \$14,000 to purchase GPS collars that track and protect the animals, earning money by
15 selling lemonade, flowers and T-shirts, and by organising skating parties and

a garage sale. Joris donated all that he had raised to a wildlife conservation organisation in Namibia where he and
20 his mother have volunteered for the past three summers. “I’ve learned that everyone can make a difference, even if you’re just a kid!” Joris said. “You just have to start somewhere.”

Jake and Max, who are 14-year-old twins, launched the Kids That Do Good database to allow young people to search for volunteer opportunities based on age, interest, or location. It all
25 started when the boys began cooking meals to serve the homeless with a family friend in his home kitchen. “We
30

asked him to take us with him to serve the meals, but when he looked into it, someone told him, ‘No, they are simply too young,’” said Max. That’s when they decided to start the website, which receives an average of 100 visitors every day and has a growing number of organisations, such as animal shelters and urban farming groups, requesting to be listed.

Jackson, aged 17, has always been aware of the issue of plastic pollution. He serves as president of an environmental club. This year he organised a march in Orange County to raise awareness of water rights. Jackson is also leading a campaign in his town to promote the usage of reusable water bottles. “Our team is urging local restaurants to join our movement by selling more paper water bottles.”

Xiao Meng, a 20-year-old student in Beijing, is one of around 300 volunteer tour guides in the Forbidden City. She hangs around the palace like other visitors, but with a red “volunteer” card. It took her about three months to remember every detail of the 176 clocks in the clock gallery of the Palace Museum. Xiao Meng said she loves spending time in the buildings where 25 emperors spent their whole lives. “Every brick has a story to tell,” she said.

Sometimes you may worry about grades or get annoyed because you don’t have the most expensive sneakers or the latest computer games. Volunteering gives you a chance to value what you have and focus on the truly important things in your life.



● Personal Touch



- : List the different types of volunteer work mentioned in the text. Which would you most like to do? Explain why.

Digging In

• Comprehension

I. Choose the best answer.

- This text is most probably from _____.
 A. a letter B. a poster
 C. a newspaper D. an advertisement
- The writer is trying to _____.
 A. persuade readers to do volunteer work
 B. inform readers of volunteer opportunities
 C. entertain readers with fun facts about volunteering
 D. provide information about exceptional volunteers
- According to the text, young people do volunteer work most probably because they _____.
 A. want to tell stories about volunteer work
 B. find volunteering experiences rewarding
 C. are eager to use their skills and knowledge
 D. need to find out the truly important things in life

II. Complete the table with information from the text.

Who?	How old?	Why?	How?
Joris	10	He is aware that cheetahs are under threat of extinction.	He raised money to buy GPS collars that can track and protect cheetahs.
Jake and Max			
Jackson			
Xiao Meng			

III. Answer the questions.

- How do you understand the title “Growing Up While Making a Difference”?
- Find an example in the text that illustrates “making a difference.”
- At the end of the text, the author says, “Volunteering gives you a chance to value what you have and focus on the truly important things in your life.”
 What do you think are “the truly important things” in life?

● Vocabulary Focus

I. Key Vocabulary

Fill in each blank with the appropriate form of a word from the text. The first letter is given.

Young people in different places of the world have volunteered to help others using their time, energy, knowledge and skills. For example, Joris, a 10-year-old boy in Seattle, has helped to protect cheetahs from the **t**_____ of extinction by raising more than \$14,000 to **p**_____ GPS collars for the animals. He has also volunteered to help in a wildlife **c**_____ organisation. Jake and Max, who are 14 years old, have **l**_____ a database to connect children with volunteer opportunities such as working for animal **s**_____ and urban farming groups. Another boy, Jackson, is determined to fight plastic pollution. He led a **c**_____ in his town to **p**_____ the usage of reusable water bottles. He also **u**_____ the local restaurants to sell more paper water bottles. Xiao Meng is a volunteer tour guide in the Palace Museum. She worked hard to remember almost every detail of the 176 clocks in the clock **g**_____ in order to offer tourists in-depth explanations. By doing meaningful volunteering, young people can avoid getting **a**_____ at small things in life and focus on what is truly important.

II. Topic-Related Expressions

Fill in the blanks with the appropriate forms of the given expressions to complete the sentences. Note that there are two more options than you need.

search for
be aware of
make a difference

wildlife conservation
lead a campaign
volunteer tour guide

raise awareness
rewarding experience
raise funds

1. The best _____ brings a destination to life with their knowledge, storytelling skills, and passion.
2. Volunteering gives you an opportunity to switch your focus, connect you to others, and involve yourself in activities that can _____.
3. Volunteering can raise your confidence by offering you the chance to try something awesome. You may discover talents that you _____ previously.
4. The wildlife conservation centre relies on volunteers to spread the word about cheetah extinction, _____, and promote initiatives to protect the animals.

5. The city has taken steps to reduce plastic pollution by _____ of the environmental impact of plastic waste and by imposing bans on single-use plastics.
6. The local government _____ in the city to promote waste sorting.
7. Perhaps the key to a(n) _____ is volunteering in areas of one's interest.

● Grammar in Use

Object clauses (review)

- I. Read the text below. Underline the object clauses, label the clauses with numbers and put the numbers in the corresponding places in the table. The first one has been done for you.

Over 5,000 volunteers worked at the first China International Import Expo in November 2018. The expo is part of China's efforts to demonstrate ^① that it is willing to open its markets further to global trade. Jiang, a 29-year-old Communist Party member and Metro worker in Shanghai, said she was proud to be part of another grand event in her hometown after the World Expo. Jiang was one of the first 25 volunteers selected by the Shanghai Youth League. After the interview, she was told where she would work, what she was responsible for, whether her attendance would be recorded, and whom she should report to. An experienced volunteer showed her how she could guarantee food safety for the expo. Her task was to make sure that all food could be traced back to its source and waste oil was properly recycled. "Every detail matters. Every task is an opportunity to learn something new," Jiang said. She was delighted to do whatever she could for her city.

Connectives	Examples
that / (/)	①
if, whether	
what, which, who, whom, whose, where, when, how	
whatever, whichever, whoever, whomever, wherever, whenever	



Grammar Highlights

A sentence containing an object clause usually has the following structure:

subject + verb + object clause

She observed that volunteering gave her a sense of purpose.

The object clause should be in normal word order with necessary tense changes.



II. Fill in the blanks with proper connectives.

Some people probably assume (1) _____ volunteer work is "hard work with no pay," but in fact it can make an unbelievable difference in your life. There are several things you can learn while volunteering. For instance, you can find out (2) _____ type of work fits you and have a clearer career goal. Volunteer work is also a great way to know (3) _____ you are capable of being a real team player and (4) _____ you can work with. Finally, volunteering is a brilliant way to find out (5) _____ your true strengths and skills are.

III. Xu Yuan went to an interview for a volunteer position yesterday. Read the questions in the box and complete the dialogue between Xu Yuan and her classmate James using object clauses.

- A. What is your greatest strength?
- B. How will this strength enable you to be a volunteer?
- C. When would you like to serve as a volunteer?
- D. How does your work experience relate to the volunteer position?
- E. What are your expectations of the volunteer position?

James: Hi, Xu Yuan! How did your interview go?

Xu Yuan: Pretty well. The interviewer said she would get back to me soon.

James: Fantastic! What did she ask?

Xu Yuan: At first she asked me **1** _____. Then she wondered **2** _____.

James: What came next?

Xu Yuan: After that the interviewer wanted to know **3** _____. Then I was supposed to tell her **4** _____.

James: Sounds like just the right question for you.

Xu Yuan: Probably. Finally, I talked about **5** _____.

James: Well, you must have answered very well!

Xu Yuan: You might be right. She seemed quite happy with my answers.

▶ Listening, Viewing and Speaking



Should We All Volunteer? (Interview)

- I. List some of the benefits and challenges of volunteering and discuss them with your partners.

Benefits	Challenges
<ul style="list-style-type: none"> developing a positive attitude towards life 	<ul style="list-style-type: none"> lack of time

II. Listen and answer.

What are the two main health benefits of volunteering?

III. Listen again and fill in each blank with no more than two words.

According to Sue, ...

- It is important to do volunteer work that is something (1) _____ and means something to you.

- It won't help if the work is a(n) (2) _____ to you.
- Very low levels of volunteering or (3) _____ volunteering probably won't benefit your health.



Russell (Film clip)

- I. Watch the first video clip and guess the relationship between the old man and the boy.
- II. Watch the second video clip. Check your guesses and complete the volunteer profile of Russell.

Volunteer Profile

Name	Russell
Volunteer type	A Wilderness (1) _____
The volunteer work he offers	He offers to help Carl to (2) _____.
Why he offers help to Carl	Carl is an elderly man and probably needs some help.
What badge he needs	(3) _____.
Why he needs the badge	He wants to (4) _____ and attend a ceremony so that his dad will pin on his badge.

III. Answer the questions.

1. If you were Carl, how would you respond to Russell?
2. What do you think we can learn from Russell as a volunteer?

: Reporting a mini-survey about volunteering

- : Conduct a mini-survey about volunteering in class and then report your findings.

Step 1 Work in a group of three or four. Each member asks a classmate outside their group the following questions about volunteer work. Take notes by using the table.

Question 1: Do you know anyone who has done volunteer work? If yes, where and why did they volunteer?

Question 2: Would you like to work as a volunteer in the same way? Why or why not?

Question 3: Can you think of some other ways to help people in need? What are they?

Name	
Answer to question 1	
Answer to question 2	
Answer to question 3	

Step 2 Share your notes in the group and work together to find out why and how people volunteer.

Step 3 Select a group member to report your findings in class. Emphasise key points when presenting.

Speaking Strategy Emphasising key points

Here are a few tips for emphasising a point during presentation:

1. Say "It's important to note that ...", "I should stress that ...", etc., before you raise the point.
2. Use repetition to get the point across.
3. Speak more slowly and emphasise key words.
4. Make eye contact with your audience.

Useful Expressions

Giving reasons

Owing to ..., people volunteer ...
The reason for volunteering is that ...
That is why people volunteer ...
Most people volunteer on account of ...

Giving examples

That reminds me of ...
Take ... for instance, ...
What's more, ...
Take the case of ...

What I Learned from a Volunteering Trip to Tanzania

+ [Subscribe to this blog](#)



Pippa Biddle post on May 11

I was in Tanzania a few years ago as part of a trip organized by the private all-girls boarding school that I attended. Our group consisted of 15 students, most of whom were white, and a few teachers. About \$3,000 got us a week at an orphanage, a few pickup soccer games, and a week-long safari.

Our mission at the orphanage was to build a library. But it turned out that we, a group of highly educated high school students, couldn't deliver on this mission. We were so bad at the most basic construction work that, I found out later, the local men who were helping us had to secretly come back each night to undo our work and rebuild the structure. Our costs were covering not just one library but two — the one we attempted to construct and the one built in secret each night to replace it. Basically, we failed at the only purpose of our being there. It would have been better for the orphanage to have taken our money to hire locals to do the work.

Perhaps even more awkward was my failure at the simple act of gift giving.

In the months leading up to our trip to Tanzania, we collected hundreds of items to bring with us as gifts for the girls at the orphanage. Most of them were related to school and health, but we also collected many hair styling products. I

had worn a hair band on my wrist for as long as I could remember, so the idea of collecting them for others seemed logical. I always needed one, so why wouldn't a girl in Africa need one too? Also, they were cute and fashionable.

It wasn't until we arrived at the orphans' school and saw the beautiful girls in their crisp uniforms that we realized how off the track we had been. I hadn't known that one of the regular parts of the Tanzanian schoolgirl uniform is a closely cropped head. The girl's hair is highly regulated by school officials. We were later told that the haircut is believed to increase productivity, encourage focus on studies, and promote personal cleanliness.

If I, with all my resources, had taken just 20 minutes to research what Tanzanian schoolgirls wear, I would have been able to come up with a better idea.

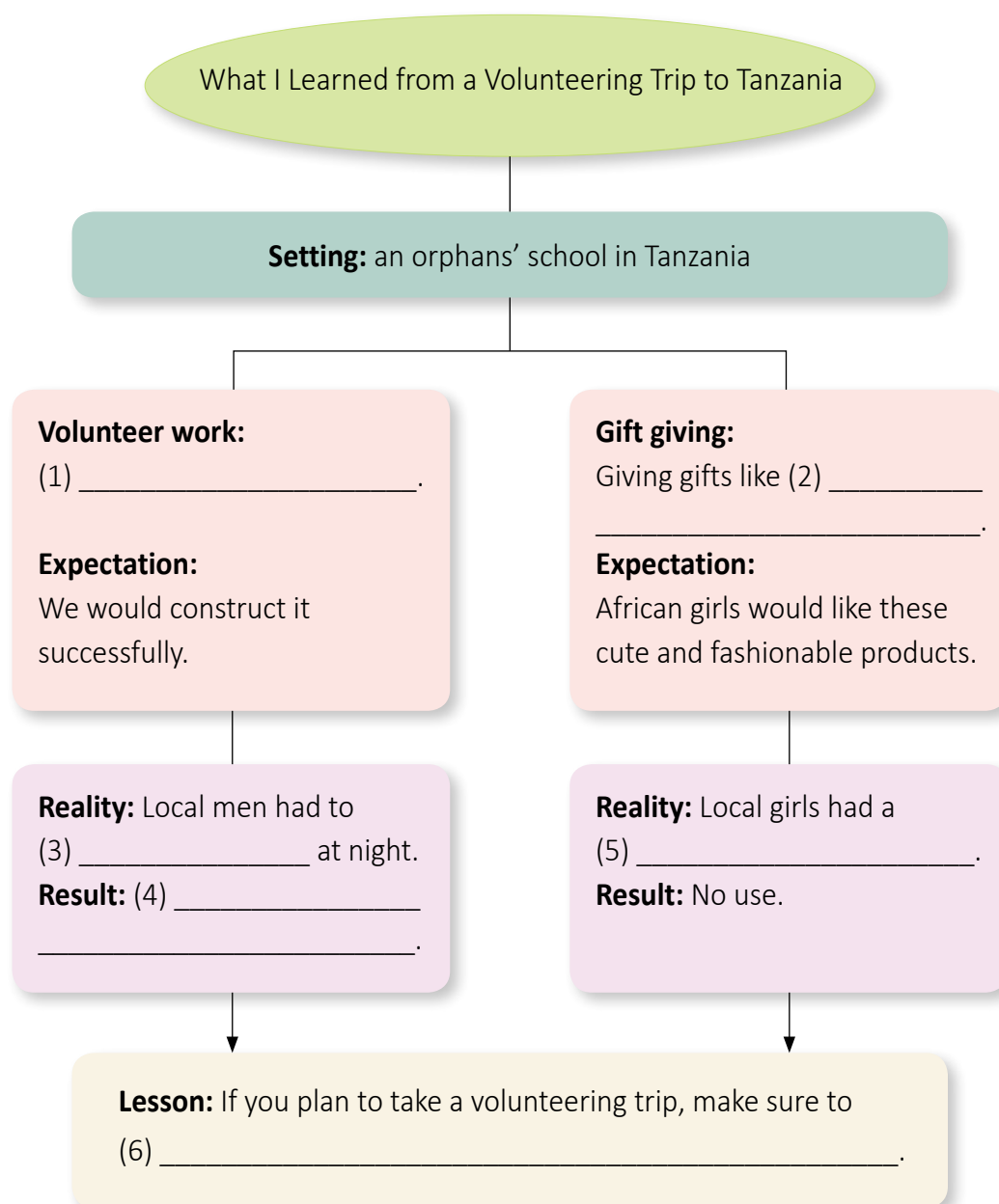
This kind of volunteering trip I was on has been criticized quite a bit recently and with reason. The lesson I learned: if you are going to travel with the intention of supporting and bettering a community, do your research first. Don't assume that the things that you value and enjoy are the same things people in another country value and enjoy.

like

repost

• Comprehension Plus

I. Fill in the diagram with information from the text.



II. Answer the questions.

1. If you were one of the Tanzanian girls, what would you think of the hair band given as a gift?
2. Do you think it would be better for volunteers to do volunteer work in their local community? Give your reasons.

Critical Thinking

Identifying priorities in order to make a decision

- I. Complete the table with information about two of the volunteer projects mentioned in this unit. An example is given.

Analysing Volunteer Projects

Factors	Example Project	Project 1	Project 2
	Protecting Cheetahs		
Venue <i>Where am I going to work?</i>	Seattle.		
Target group (=whom to help) <i>Who do I help?</i>	Cheetahs.		
Objective <i>What is the project for?</i> <i>What goals do the volunteers want to achieve?</i>	To save cheetahs from extinction.		
Task(s) <i>What do I do to help?</i>	Raising money to purchase GPS collars <ul style="list-style-type: none"> • by selling lemonade, flowers, and T-shirts; • by organising skating parties and a garage sale. 		
Required skills <i>What skills should the volunteers be equipped with?</i>	Require <ul style="list-style-type: none"> • selling skills; • planning and organising skills. 		
Required time <i>How much time will the project cost the volunteers?</i>	Not specified.		

- II. If you were to choose one volunteer project initiated by your school, which of the factors above would you consider first? What other factors may also influence your decision?



Culture Link



International Volunteer Day

The act of volunteering is found in all cultures. Each year, hundreds of millions of people volunteer their time and skills to help make the world a better place. When they volunteer, they help to improve the lives of others. And when they volunteer, they also gain a greater sense of belonging to their communities. On 5 December, people around the world celebrate International Volunteer Day with parades, volunteer fairs, group clean-ups, blood donations, conferences, and exhibitions.

Writing an essay for a special column “Voices of Volunteers”

The student editors working for the school WeChat official account are planning a special column called “Voices of Volunteers” to celebrate International Volunteer Day. Below is a short essay they will publish in the column. You are invited to contribute to the column.

Helping Others Helps You

Volunteering has a positive effect on your community — and it’s good for you too. Ben, a college student who did volunteer work, called it “a win-win situation.” He said, “You feel good because you’re helping others, and the others feel good because they’re getting help.” Giving back to your community is valuable in itself, and helping others also brings you many benefits. As an old saying goes: “The fragrance of the rose lingers on the hand that casts it.” The happiest people are those who give and give generously.



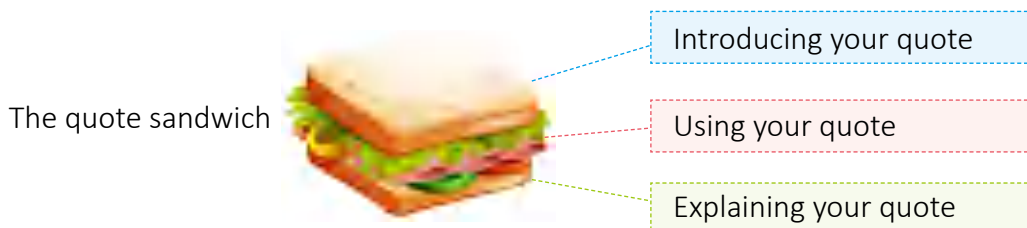
● Guided Writing

Step 1 Read the text “Helping Others Helps You” and underline the sentences used as supporting details.

Step 2 Read the example below and pay attention to the sentences in different colours. Note how quotes are used to support the writer’s argument.

As an old saying goes: “The fragrance of the rose lingers on the hand that casts it.”

The happiest people are those who give and give generously.



Writing Strategy Using quotes as supporting details

The quote sandwich format encourages writers to introduce quotes and discuss them afterwards. Using a quote sandwich will help the reader to connect someone else’s ideas to the writer’s and to understand why the quote supports the writer’s statement. Keep in mind that quotes should be the supporter, not the supplier, of information in an essay.

Step 3 Write a general statement about volunteering.

e.g. Volunteering is an efficient and effective way to broaden our horizons.

Step 4 Interview volunteers around you or search the Internet to collect quotes in support of your statement.

Step 5 Organise the quotes to support the general statement by referring to the sample writing. Complete your essay in 90–110 words.

(Statement) _____

(Quotes as supporting details) _____

(Concluding sentence) _____

Further Exploration

Designing a “volunteers needed” advertisement

Work in groups. Plan a volunteer project for your community on International Volunteer Day.

Step
1

Decide on the type of volunteer work suitable for your community.

Step
2

Discuss the work, the number of volunteers needed, volunteer positions, responsibilities, qualifications and the time of work.

Step
3

Design a “volunteers needed” advertisement and post it on the school bulletin board to find volunteers to join your project. A sample poster is given on the right.

Self-assessment

Look at the expected learning outcomes of this unit. Tick the items you think you have done well.

- ☐ A. Understanding the benefits and challenges of volunteering
- ☐ B. Reporting a mini-survey about volunteering in class
- ☐ C. Designing a “volunteers needed” advertisement with specific requirements
- ☐ D. Getting priorities right in order to make a decision
- ☐ E. Giving a presentation with key points properly emphasised
- ☐ F. Writing an essay with quotes used as supporting details

Write a reflective note on what you think you need to improve. You may include some or all of the following points:

- What you still find difficult
- Possible cause(s) of the problem(s)
- Your plan to solve the problem(s)
- Learning resources that you could use

VOLUNTEERS

We Need You. Yes, YOU!

Position: Summer Camp Volunteer

Responsibilities

- Providing 1–6 graders with a safe and comfortable learning environment
- Helping programme directors organise activities
- Informing programme directors of all incidents and injuries as they occur

Qualifications

- Experience working with youth preferred
- Ability to work cooperatively with others
- Flexible and able to deal with unexpected situations
- Creative, responsible, and energetic

Time of work

- At least 2 days per week during the summer camp programme
- 09:00 – 16:00, 8 July – 19 August.

Interested? Then contact Daniel at:
daniel@xxx.com





In this unit, we are going to

- ▶ describe and discuss adventure experiences;
- ▶ discuss people's attitudes towards success and failure across cultures;
- ▶ compare and contrast different explorers and their adventures;
- ▶ take notes with symbols and abbreviations while listening, and use statistics as supporting details in writing.



Unit 3

Adventuring

Adventure is not outside man; it is within.

— George Eliot

Getting Started

e : Match the following mottos to the corresponding adventure activities. What sort of people are attracted to these activities?

- A. Nothing else matters but the step ahead of you!
- B. Dive into an unexplored environment!
- C. Stay sharp. Don't look down!



____ (1) rock climbing



____ (2) high ropes



____ (3) diving

READING A

- ? What are some of the essential qualities of adventurers and explorers? Read the text describing one of the greatest explorers of nature and his adventures to find out the answer.



ENDURANCE THE STORY OF ERNEST SHACKLETON, HERO OF THE ANTARCTIC

The story began in 1914, with an advertisement in a British newspaper: *"Men wanted for a hazardous journey. Small wages. Bitter cold. Long months of complete darkness. Constant danger. Safe return doubtful."*

The man who had placed the advertisement was the explorer, Ernest Shackleton. He planned to cross Antarctica from the Weddell Sea to the Ross Sea via the South Pole, something no one had ever done before. More than 5,000 men applied to join the expedition. Only twenty-eight were chosen.

Shackleton's ship, the *Endurance*, left England on 8 August 1914 and it reached the Weddell Sea in December, the Antarctic summer. But the weather was exceptionally bad and on 17 January 1915, the *Endurance* got stuck in ice. Unable to move, Shackleton and his men had to wait for eight months in complete darkness and freezing cold.

Finally spring came, but it brought disaster. As the ice melted, the ship broke in half. The crew had to abandon ship and camp on the ice for two months. When the *Endurance* finally

sank on 21 November 1915, Shackleton and his men tried to survive by floating on the ice. Eventually the ice melted and Shackleton put his men into three small lifeboats and headed for the nearest land.

After five days at sea, they reached Elephant Island. The men were cold, exhausted, and weak from the journey and the lack of food. There was no chance of rescue in this remote place, so Shackleton decided to continue to South Georgia. He knew there was a Norwegian whaling station there, where he could get help, but it was a journey of 1,300 kilometres. Leaving the others on Elephant Island, Shackleton chose five men to accompany him to South Georgia in a tiny, seven-metre-long lifeboat.

After fifteen exhausting days with winds of sixty kilometres an hour and waves of up to fifteen metres high, they arrived in South Georgia. The weather was so bad that they couldn't land for two days. Even when they landed, their journey wasn't over. The

whaling station was sixty kilometres away on the other side of the mountainous island. No one had ever crossed South Georgia on foot before.

The men marched continuously for 36 hours. They had no tent and could not stop to rest for more than a few minutes — if they fell asleep they would die of the cold. Starved and frozen, they finally reached the station.

On 30 August 1916, two years after the expedition began, they returned to Elephant Island in a small boat provided by the Chilean government. The other twenty-three men were still waiting. Miraculously, not one person had died.

Shackleton even returned to Antarctica. In 1921, he set out again to sail round the continent, but died during the journey in 1922. He was buried in South Georgia, remembered by history as a man who showed exceptional leadership and unbelievable endurance.

● Personal Touch



- ⋮ If you had the opportunity, would you try an expedition like the one led by Ernest Shackleton? Why or why not?

Digging In

● Comprehension

I. Answer the questions.

1. Who was Ernest Shackleton?
2. Why did Shackleton and his men have to wait for eight months in 1915?
3. How long did it take Shackleton and his men to finish the expedition?
4. How many people died during the expedition?

II. Fill in the blanks in the table.

Qualities of Ernest Shackleton	Facts
A persistent explorer	<ul style="list-style-type: none"> • It took Shackleton and his men about four months to reach the Weddell Sea. • They got stuck in ice and waited for about (1) _____ months. • They abandoned ship and camped (2) _____ for two months. • It took them five days to reach Elephant Island. • It took them (3) _____ to reach South Georgia. • They marched continuously for (4) _____ to reach the whaling station.
A(n) (5) _____ leader	<ul style="list-style-type: none"> • Shackleton found no chance of (6) _____ and decided to continue to South Georgia. • He knew it was a journey of (7) _____. • He chose five men to (8) _____ him and left the others on Elephant Island.
A trustworthy man	<ul style="list-style-type: none"> • When Shackleton returned with his men in a boat provided by the Chilean government, the other twenty-three men were still waiting on Elephant Island.

III. Answer the questions.

1. Why is Shackleton looked up to as a hero despite his failure to reach the South Pole?
2. Which proverb(s) below can be used to describe Shackleton's adventures? Why?
 - A. Nothing ventured, nothing gained.
 - B. Better safe than sorry.
 - C. The early bird catches the worm.
 - D. Don't cry over spilled milk.
 - E. No pain, no gain.
 - F. Actions speak louder than words.

● Vocabulary Focus

I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the passage. Note that there are two more options than you need.

sail	exceptional	set out	crew	starve	freezing
rescue	remote	accompany	sink	wave	abandon

Shackleton's 1914 adventure, called the *Endurance* Expedition, was designed to cross Antarctica. His ship, the *Endurance*, was unfortunately stuck in ice and the **1** _____ had to spend their days in complete darkness and **2** _____ cold for eight months. When spring finally came, the ship, to their great disappointment, broke in the melting ice. They had no choice but to **3** _____ ship. With three open lifeboats saved from the broken ship, Shackleton and his men eventually made it to Elephant Island. However, since the island was **4** _____ from any shipping routes, it was unlikely that the men would be **5** _____. In order to save themselves, Shackleton, **6** _____ by five most trusted men, left most of his men on Elephant Island and **7** _____ for South Georgia, 810 miles away. The **8** _____ in this part of the world can often reach 50 feet. Can you imagine that? They **9** _____ in an open 23-foot boat! Almost three weeks later, Shackleton and his men, extremely tired and **10** _____, reached a whaling station after marching over the mountains of South Georgia. With help provided by the Chilean government, the captain finally made his way back to Elephant Island to save his men. Nobody died. Nobody!

II. Topic-Related Expressions

Fill in the blanks with the appropriate forms of the given expressions to complete the passage. Note that there are two more options than you need.

constant danger
human endurance
bitter cold

chance of rescue
remote place
march continuously

exceptional leadership
head for
a tough time

NARRATOR: The year was 1915 and the outside world had no idea of the hazards they faced as Shackleton and his men drifted helplessly through unexplored waters. With the **1** _____ of the Antarctic winter and the **2** _____ on the journey, they were about to be pushed to the limits of **3** _____.

PETER WORDIE (Son of James Wordie, head of the *Endurance* scientific staff): My father never — to any of us, his children — ever discussed the *Endurance* expedition ... He never let us read his log when he was alive. It was locked up.

MARY CREAN O'BRIEN (Daughter of the *Endurance* seaman Tom Crean): My father didn't speak too much about the Antarctic. I often wondered, was it too hard? Did he want to forget it? But he did say they had **4** _____ ...

NARRATOR: One man above all bore responsibility for their survival: Sir Ernest Shackleton. A polar explorer with **5** _____, he knew that anyone that **6** _____ in this **7** _____ where there was no chance of rescue would starve to death. He knew it was up to him to get his men out alive.

● Grammar in Use

Passives (past perfect passive and past continuous passive)

I. Read the sentences and explain why the passive voice is used.

1. A total of 28 men had been selected out of the applicants before Ernest Shackleton set out for Antarctica.
2. It is said that South Georgia had never been crossed by explorers on foot before Shackleton and his men's expedition.
3. On 17 January 1915, the *Endurance* got stuck in ice. A lot of efforts were being made to solve the problem when the ice melted and the ship suddenly broke in half.

Grammar Highlights

We employ the passive voice to retain objectivity or to focus on the person or thing affected by an action.

Past perfect passive

Subject + *had been* + *-ed* (+ by AGENT)

*The expedition ship that **had been delayed** by the accident began to move forward once again.*

Past continuous passive

Subject + *was / were being* + *-ed* (+ by AGENT)

*During our brief visit to the village, preparations **were being made** for an Indian wedding.*



II. Complete the review with the appropriate forms of the words in brackets.

Yang Liwei was selected as an astronaut candidate in 1998 and **1** _____ (train) for spaceflight by the time of the Shenzhou V launch. Before this launch, almost nothing **2** _____ (make) public about the Chinese astronaut candidates; his selection for the Shenzhou V human spaceflight **3** _____ (leak) to the media only one day before the launch.

It was 09:00, 15 October 2003. Yang Liwei **4** _____ (launch) into space aboard his Shenzhou spacecraft on the top of a Long March 2F rocket at Jiuquan Satellite Launch Centre.

Yang's journey **5** _____ (monitor) to receive regular updates about his condition until experts at the control centre confirmed that everything was going well. At 19:58, when the Shenzhou V started its eighth circuit around the Earth, Yang **6** _____ (speak) to his wife. He said, "I feel very good. Don't worry." In the middle of the journey, Yang **7** _____ (wave) a small flag of the People's Republic of China and that of the United Nations inside his capsule. This **8** _____ (broadcast) by CCTV before it **9** _____ (meet) with praise from around the world.

Yang's craft landed at around 06:30 on 16 October 2003. The Shenzhou V was the first human spaceflight mission of the Chinese space programme. It **10** _____ (describe) by NASA as an "important achievement in human exploration."



Listening, Viewing and Speaking



Why Do We Explore? (Documentary)

I. Work in pairs and discuss the question.

If you were given a chance, what would you want to explore? Explain why.

II. Listen to the documentary and tick the items you hear about what explorers have done.

- | | |
|-------------------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> building in outer space | <input type="checkbox"/> climbing mountains |
| <input type="checkbox"/> crossing oceans | <input type="checkbox"/> diving in oceans |
| <input type="checkbox"/> exploring new areas on lands | <input type="checkbox"/> flying in skies |
| <input type="checkbox"/> walking in outer space | |

III. Listen again and find out the reasons for exploration. Take notes using symbols and abbreviations.

Listening Strategy Taking notes using symbols and abbreviations

Periods of time	Reasons
In the past	<ul style="list-style-type: none"> • <i>we wonder^d wh was on othr side of sky</i> (we wondered what was on the other side of the sky.)
Now	



What It Takes to Be an Adventurer (Vodcast)

I. Watch the first video clip and guess: What is the man's job?

II. Watch the second video clip and complete the chart with no more than two words for each blank.

What the man did	What the man overcame
The man dreamed of becoming a(n) (1) _____.	There were very few (2) _____.
The man gathered stories from his time on the road.	He couldn't (3) _____ anywhere.
The man started a radio show in his closet and went on to (4) _____.	He has been doing the same thing for (5) _____.

III. Answer the questions.

1. How many stories did the speaker collect for the magazine?
2. According to the speaker, what makes the adventurers' ideas a reality?

Performing a class live show: How adventurous are you?

Step 1

Look at the pictures. Tick the activities you would love to try and cross those you would be too nervous or scared to do.



- ☐ crossing a desert ☐ snow boarding ☐ bungee jumping ☐ mountain biking

Step 2

Work in groups. Compare your answers with those of your group members. Who has ticked the most activities in your group? Who is the most adventurous?

Step 3

The most adventurous student will be the group representative to go to the front to take questions. The audience can select any questions from the question cards below or create new questions to ask the speaker. If a group representative cannot answer a question within 15 seconds, he or she will be replaced by another group representative. The one who can answer the most questions wins.

Do you think of yourself as adventurous? Why or why not?	What is the most exciting thing you've ever done? Tell us.	Do you like taking risks? Give an example.
If you were offered a space trip, would you go? Why or why not?	What adventurous jobs do you know? Would you like to do any of them? Why or why not?	What's your favourite adventure story, film, or book? Talk about it.
More questions:		

Useful Expressions

Describing personal experiences

Back when I was ...
I remember when ...
What happened was ...
One time (when) ...

Expressing possibility

There's a chance ...
It's possible that ...
Perhaps ...
Possibly, ...

MY FIRST SEA VOYAGE

All this time the storm increased and the waves rose very high. Although it was nothing like what I have seen many times since, nor even what I saw a few days later, it was enough to make a big impression on me, as I was only a young sailor and knew nothing about the sea. I expected every wave to eat us up and, every time the ship dived down into the depths of the waves, I thought we would never come up again.

In this anxious state of mind, I made many promises and good resolutions that if my life would be spared on this one voyage, I would go directly home to my father if I ever set foot upon dry land again and would never set sail in a ship again as long as I lived. I resolved that I would listen to his advice and never place myself into such a desperate situation as this again. Now I saw quite plainly the soundness of his observations about the middle station of life and I recognised how easily, how comfortably he had lived all his days and had never been exposed to storms at sea or troubles on shore. I thus resolved that I would go home to my father.

These thoughts continued all the while the storm lasted, and indeed for some time afterwards; but the next day the wind had died down and the sea had become calmer and I began to get used to it. However, I was very serious throughout that day, being also a little sea-sick still; but later on

the weather cleared up, the wind died away and a charming, fine evening followed: the sun set in a perfectly clear evening sky and rose in the same way the next morning. Having little or no wind and a smooth sea with the sun shining upon it, the sight was, as I thought, the most delightful that I had ever seen.

I had slept well in the night and was no longer sea-sick, but very cheerful, looking with wonder upon the sea that had been so rough and terrible the day before and could be so calm and so pleasant such a little time later. And now, my friend, who had persuaded me to go away to sea, came up to me so as to make sure that my good resolutions about going back to my father's house no longer existed.

"Well, Bob," said he, clapping me upon the shoulder. "How are you feeling after it? I guess you were frightened last night, weren't you, when the storm blew just a tiny bit of wind?"

"Do you call that 'a tiny bit'?" said I. "It was a terrible storm."

"A storm, you fool," replied he. "Do you call that a storm? Why, it was nothing at all. Give us a good ship and we think nothing of such a bit of wind as that! But you're only a freshwater sailor, Bob. Come, let us forget all that. Don't you see what charming weather it is now?"



Note

This is an excerpt from *Robinson Crusoe*, a novel written by Daniel Defoe (1660–1731). First published in 1719, the novel tells the story of a man who spent 28 years abandoned on a desert island. This excerpt has been adapted from Chapter 1 of the original text and describes Robinson’s first sea voyage.

● Comprehension Plus

I. Answer the questions.

1. What resolutions did Robinson Crusoe make during the storm? Why did he make them?
2. What was the most delightful scene Robinson Crusoe thought he had ever seen?
3. What did Robinson Crusoe’s companion think of the storm?
4. Do you think Robinson Crusoe would continue the journey or go back home? Can you find any clues to support your prediction?

II. Robinson Crusoe’s mood changed at different times of the sailing. Come up with as many adjectives as possible to describe his mood. Some examples are given.

Parts of the trip	Mood
1. The storm increased and the waves rose very high.	frightened; regretful; eager to go back home
2. The wind had died down and the sea had become calmer.	
3. The weather cleared up, the wind died away, and a charming, fine evening followed.	

Critical Thinking

Comparing and contrasting

- I. In the table below, note details that show the similarities and differences between Ernest Shackleton and Yang Liwei. An example is given for one of the aspects. You may add one more aspect that you consider relevant.

Aspects	Ernest Shackleton	Yang Liwei	Similarities / Differences
Extremity of conditions A. extreme weather B. harsh environmental condition C. constant danger D. food shortage E. unfixed schedule	<i>A, B, C, D, E</i>	<i>B, C</i>	<i>B, C / A, D, E</i>
Personal qualities F. grit/endurance G. creativity H. passion I. leadership			
Drive J. to push the boundaries K. to explore the unknown			
Team L. solo expedition with an effective support team M. group expedition as a leader			
Result N. success (survival) O. success (making history) P. failure (death) Q. failure (mission not completed)			

- II. In your view, which of the aspects is most likely to make an explorer remarkable? Give examples to support your view.



Culture Link

How Do Different Cultures Deal with Failure

Dealing with failure, and learning from it, is in many cases the key to success. Different cultures may have completely opposing attitudes to failure. In the USA, failure is seen as a mere bump in the road to success. It is common in job interviews to invite candidates to talk about their experiences with failure and how they overcame it. Yet in Japan, failing in a business venture can be fatal to a person's professional reputation. It would therefore be unwise to share stories of your business failures with Japanese colleagues.

Writing a brief report on people's beliefs about adventure

People who come from different cultural backgrounds may hold different beliefs about adventure. The text below is selected from a survey of Australians' attitudes towards adventure. Read and think: To what extent are Chinese people's beliefs different from those of Australians? Prepare to conduct a mini-survey in class and write an essay to report on your classmates' beliefs about adventure.

What Does Adventure Mean to Australians?

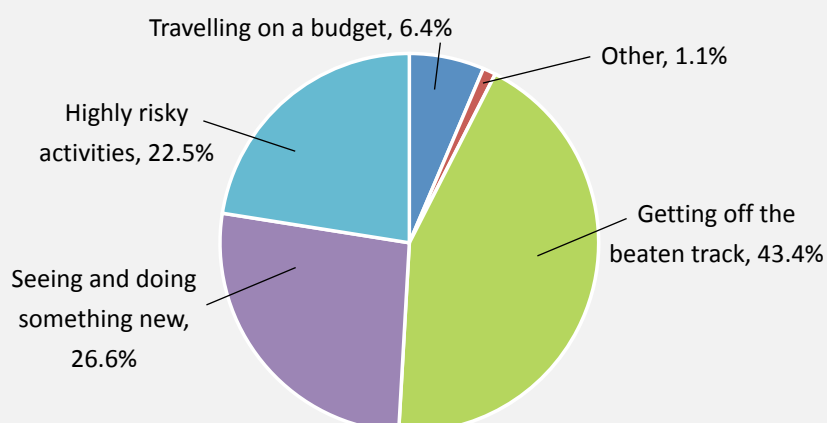


Figure 1 Australians' definition of adventure

Over the past 29 years, there has been a shift in Australians' beliefs about adventure. To survey how Australians describe adventure, we interviewed 1,000 people. As Figure 1 shows, 43.4% of the interviewees said adventure was "getting off the beaten track and going to places less visited by ordinary tourists." A total of 26.6% of them described it as "seeing and doing something new." Those who believed adventure was "highly risky activities" accounted for 22.5%. Also, 6.4% of the people we interviewed thought it was "travelling on a budget." It can thus be seen that in Australia what is adventurous to one person is not necessarily adventurous to another.

● Guided Writing

Step 1 Read the sample text and underline the sentences used as supporting details.

Step 2 Which sentence below is more convincing? Why?

- A. A small percentage of the people we interviewed thought adventure was “travelling on a budget.”
- B. Also, 6.4% of the people we interviewed thought adventure was “travelling on a budget.”

Writing Strategy Using statistics as supporting details

Statistics are facts expressed in numbers, which allow writers to support their statements with convincing evidence. They also enable writers to draw clear conclusions. Statistics used as supporting details should be specific, relevant, and clear.

Step 3 Design and conduct your mini-survey in class. Analyse your data and write a general statement about your findings.

e.g. The majority of my classmates hold a positive attitude towards adventure, while a small percentage tend to relate adventure to dangerous situations.

Step 4 Describe and interpret the data you have analysed. Present the statistics in a specific, relevant, and clear way to support your statement. For example, “68.2%” sounds more convincing than “more than half.”

Step 5 Organise your statistical evidence to support the general statement by referring to the sample writing. Complete the essay in 90–110 words.

My Classmates' Beliefs about Adventure

(Statement) _____

(Statistics as supporting details) _____

(Concluding sentence) _____

Further Exploration

Planning an imaginary “space adventure”

Step
1

Read the following news report.

China has put the finishing touches to FAST, the world’s biggest radio telescope, whose 1,650-foot-wide dish will, among other tasks, scan the universe for signs of intelligent alien life. “Located at an extremely radio-quiet site, its scientific impact will be extraordinary,” said the FAST Project’s chief scientist.

Step
2

Discuss the questions with a partner.

1. Do you think FAST will find life on other planets? Why?
2. Do you think FAST will find other habitable planets for human beings? Why?

Step
3

Imagine that FAST has detected signs of life on other planets. Three items will be sent in a parcel as symbols of life on Earth. Brainstorm suitable items (e.g. a family photograph, a bottle of seeds, a volunteer’s badge) with your partner. Explain your group’s choices to the class.

Items	Reasons

Self-assessment

Look at the expected learning outcomes of this unit. Tick the items you think you have done well.

- ☐ A. Appreciating explorers of nature and their expeditions
- ☐ B. Retelling and commenting on stories about adventure
- ☐ C. Identifying different attitudes towards failure across cultures
- ☐ D. Comparing and contrasting explorers and their experiences
- ☐ E. Using symbols and abbreviations while taking notes
- ☐ F. Writing a brief report with statistics used as evidence

Write a reflective note on what you think you need to improve. You may include some or all of the following points:

- ▶ What you still find difficult
- ▶ Possible cause(s) of the problem(s)
- ▶ Your plan to solve the problem(s)
- ▶ Learning resources that you could use





In this unit, we are going to

- ▶ describe what life will be like in the future;
- ▶ build awareness of preserving cultural heritage for future generations;
- ▶ comment on ideas and propose new ideas;
- ▶ express agreement and disagreement in speaking, and use examples as supporting details in writing.




Unit 4

Future Living

We are made wise not by the recollection of our past, but by the responsibility for our future.

— George Bernard Shaw

Getting Started

 The following are some predictions about what life will be like in 50 years. Do you think they will come true? Why or why not?

Predictions	Yes/No
1. Robots will do most of the housework.	
2. Few people will read printed books.	
3. Most buildings will be solar-powered.	
4. Many people will take food pills instead of eating meals.	

READING A

- ? Can you imagine what our future homes will be like? In what ways do you think future homes might be different from the homes of today?



Weather-proof, solar-powered, and no housework to speak of!

Just imagine a house which cleans itself, where robots prepare the meals, where dusting, ironing, and DIY are things of the past. Imagine a house heated and powered by the energy equivalent to just one gas ring, a house in which you could actually go skiing ... Science fiction? Science fact!

The home of the future will be built indoors, for a start. Small groups of houses will nestle under gigantic glass domes surrounded by lush trees and shrubs. Tropical birds may flit across the roof-tops in the constant, computer-

controlled warmth.

The garden will be in the loft. Roofs will be made of glass. This will allow flower borders, shrubs, and lawns to grow well in that wasted space we normally use for rubbish.

The house itself will be any style or size you fancy. Being indoors, it will need only a tiny amount of energy to heat. Most of the power will come from solar panels in the dome — the round roof.

Forget front door keys. Your door will be opened as soon as it hears a voice it recognises. Your space-

age butler — the ultimate home computer — will oversee security. This discreet electronic servant will control everything, from temperature, humidity, and lighting to household gadgets and cleaning chores. It'll pay the bills and order food, which is delivered to your door. It'll book your holidays, order library books and even help you with the crossword!

Having a party? Make the living room larger by moving the walls. After your guests leave, make it smaller again. Push a button and the walls will move backwards or forwards.

And the washing? Simply place it in the integrated laundry until it comes out ready to wear, thanks to the new, easy-care fabrics. What? No electric sockets? Instead, each room will have a power wall where you will be able to attach electrical appliances.

Gone, too, will be the good old-fashioned duster — the air will be filtered and then scented with your favourite perfume.

There will be plenty of room for fun! The sitting-room door will be the entrance to a world full of endless adventures. When you get bored, simulators will provide any experience you like from boating to surfing to skiing.

Love them or loathe them, such homes of the future are on their way.



Culture Link

Shikumen and Lilong Life

Homes have changed over time. Today, most of us live in high-rise, self-contained flats, while decades ago, connected residential blocks with an intimate neighbourhood were more common. *Lilong*, a neighbourhood of lanes with *shikumen* houses, is a historical type of housing that was commonly found in Shanghai. At the height of their popularity in the 1930s, *shikumen*-style buildings housed as much as 80% of Shanghai's total population. Today, this proportion is much lower, as many Shanghainese families have been eager to move to newer and more spacious homes, especially in the 1990s. The elderly residents, who are used to the intimacy and conveniences of their neighbourhoods, have a more difficult time leaving *lilong* life behind.

● **Personal Touch**



Which advance(s) in technology mentioned in the text would you like to have in your future home? Why?

Digging In

• Comprehension

I. What does the text tell us about the future home? Tick the predictions that are mentioned in the text.

- ☐ A. The home is a smart home.
- ☐ B. The home can clean itself.
- ☐ C. The home does not need any energy.
- ☐ D. There is a butler for each home.
- ☐ E. The future homes have a huge glass dome over them.

II. Find the details the author uses to support the following statements.

EXAMPLE

Statement: Less energy will be needed in the future home.

Details: Being indoors, it will need only a tiny amount of energy to heat. Most of the power will come from solar panels in the dome — the round roof.

1. **Statement:** People will be close to nature inside and outside the future home.

Details:

2. **Statement:** The future home will be any size you fancy.

Details:

3. **Statement:** There will not be much housework to do in the future home.

Details:

4. **Statement:** It will be fun to live in the future home.

Details:

III. Answer the questions.

1. Does the author sound positive or negative about the future home? Give your reasons.
2. Do you want an electronic servant to manage everything in your future home? Why or why not?

● Vocabulary Focus

I. Key Vocabulary

Fill in the blanks with words or expressions from the text to complete the passage. Refer to the explanations in the box if necessary.

When you are not home, some little doubts can start to crowd your mind. Did I turn the lights off? Did I set the **1** _____ alarm? Is the temperature indoors too low for my pet?

With a smart home, you could quiet all these worries with a quick look at your smartphone or tablet. You could connect the **2** _____ devices in your home so they can communicate with each other and with you. Of course, you will have the **3** _____ control of all the smart devices at home.

Almost any device in your home that uses electricity can be **4** _____ into your home network and under your control. Most applications relate to lighting, temperature control, home security, **5** _____ chores, and entertainment. Living in a smart home, you will definitely enjoy more leisure time. Also, as an electronic **6** _____ takes over almost all the housework, the old-fashioned tools such as **7** _____ and steam irons will be gone. Much of this is due to the jaw-dropping success of smartphones and tablet computers. These ultra-portable computers are everywhere, and their **8** _____ Internet connections mean they can be designed to control numerous online devices from basement to **9** _____. The idea of a smart home may sound like something in **10** _____. However, the technology is real and is becoming increasingly smart. It is especially useful for the elderly and people with disabilities who wish to live independently.

1. the activities involved in protecting an building
2. connected with electricity
3. the final and the most important
4. combined to form a single thing
5. relating to a house or family
6. a person working in service of another
7. a cloth for removing dust
8. that does not change
9. top inner surface of a room
10. stories about events in the future which are affected by imaginary scientific developments

II. Topic-Related Expressions

Fill in the blanks with the appropriate forms of the given expressions to complete the sentences. Note that there are two more options than you need.

foldable screen energy-efficient future potential augmented reality
future trends science fiction artificial intelligence solid database
3D printing technology

1. As technology is rapidly changing the world around us, many people worry that _____ will replace human intelligence.
2. Some people believe that computers will soon take care of every statistical analysis, describing data and predicting _____. Therefore, the human interpretation of these data will become a much more important part of the future curricula.
3. What does the phrase "home of the future" mean? Does it mean a home with more technology? Or very _____? It really depends on who you ask.

4. It's likely that windows will disappear from airplanes altogether so that planes are stronger and better equipped to handle faster speeds. _____ will make it possible to entirely replace windows.
5. We might be currently daydreaming of _____ but the future might well be screenless. There are already plenty of devices that can beam usable screens onto your skin, clothing, or other surfaces.
6. We're not quite in a world where we can magic up anything we want out of thin air. But _____ is coming along quickly and companies are already experimenting with printing food.
7. Analysing data on which show, series, and movie you watch, when you pause and repeat, company creates a(n) _____ on each customer and provides an individualised entertainment service.

● Grammar in Use

Non-defining relative clauses

I. Read the passage and think about why the relative clauses are used.

A famous science fiction writer in China, Liu Cixin, who is a winner of the 2015 Hugo Award, wrote the short story "The Wandering Earth" more than 20 years ago. The story is set in the early 22nd century, when the Sun has aged and is about to destroy the solar system. In order to survive, the human race builds 10,000 huge engines which slowly push the Earth out of the solar system. As the planet moves away from the Sun, much of its surface is frozen in abnormal weather conditions, forcing human beings to live in vast underground cities that are built next to the engines. It takes 20 years to reach Jupiter, which should assist in the escape of the frozen Earth with its massive gravity. Yet things go very wrong on the day when the Earth is passing Jupiter ...

Grammar Highlights

As the name suggests, non-defining relative clauses tell us more about someone or something, but the information in these clauses does not help us to define what we are talking about.

- The time is in the early 22nd century, when the Sun has aged and is about to destroy the solar system.

The **non-defining relative clause** tells us something more about the early 22nd century.

- In order to survive, the human race builds 10,000 huge engines which slowly push the Earth out of the solar system.

The **defining relative clause** tells us what the huge engines are.

Note: Commas are always used to separate a non-defining relative clause from the rest of the sentence.



II. Combine each pair of sentences into one sentence with a non-defining relative clause.

EXAMPLE

- a. I had to fix my smartphone.
- b. I bought this smartphone a year ago.

I had to fix my smartphone, which I bought a year ago.

- 1. a. Stephen gave a talk about how humans will live on another planet within the next generation.
b. Stephen's talk has been viewed by 1.5 million people.

- 2. a. Dr Johnson says 10 million self-driving cars will be on the road within the next five years.
b. Dr Johnson works for a large car company.

III. Below is a story with some information missing. Use sentences a–d to fill in the blanks, changing them into proper non-defining relative clauses.

- a. It seemed funny to Margie and Tommy that the words didn't move.
- b. Grandpa kept all the old stuff in the attic.
- c. The mechanical teacher had given her geography test after geography test.
- d. The pages in the book were yellow and wrinkled.

That night, Margie took out her diary. On the page headed *17 May 2157*, she wrote, "Today, Tommy found a real book!"

It was a very old book, **1** _____. The words didn't move the way they did on a screen, **2** _____. It was even funnier when the words stayed on the page even after they read them.

Margie wondered where Tommy found the book. Tommy told her it was found in the attic of his house, **3** _____. He also told her the book was about school.

"School? What's there to write about school?"

Margie always hated school. She disliked her mechanical teacher, **4** _____. She asked Tommy, "Why would anyone write about school?"

"Because it's not our kind of school, stupid. This was hundreds of years ago." He added proudly, pronouncing the word carefully, "More than a century ago."

Listening, Viewing and Speaking



What Human Beings Will Be Like (Podcast)

- I. Read the predictions about future human beings. Tick the predictions you agree with and give your reasons.

- ☐ 1. Humans will be taller. ☐ 2. Humans will be smarter.
☐ 3. Humans will be healthier. ☐ 4. Humans will be busier.

II. Listen to the podcast and answer the questions.

- What reliable predictions are made for what human beings will be like in 5,000 years?
- Will future humans be very good-looking? Why or why not?

III. Listen again and fill in each blank with no more than three words.

Predictions about future human beings	
Height	Human beings will (1) _____ to grow taller.
Brain	They will have to use their brains more often, and (2) _____ human brains will become more and more substantial.
Head	The forehead will grow (3) _____.
Eyes	Over a very long (4) _____, human eyes will certainly grow stronger.
Arms and legs	They are likely to grow less and less (5) _____.
Fingers	Human fingers will grow more (6) _____ because they are used a great deal in modern life.
Hair	Hair may disappear from the body altogether over the course of time because it does not serve (7) _____ any longer.

IV. Discuss the question.

Do you think the predictions in the podcast will come true? Why or why not?



Artificial Intelligence (Film clip)

- I. Watch the film clip and answer the questions.

- What is the colour of the room when the boy is making the first wish? What is his first wish? Can it be realised?
- What is the colour of the background light when the little bear appears? What is the boy's second wish? Can it be realised?
- What do different colours indicate in the two situations?

II. Watch the film clip again and choose the best answer.

- The boy's name is _____.
A. Dan B. David C. Davis D. Damian
- The woman says that the boy is _____.
A. a real boy B. unique in the world
C. an adorable child D. deeply loved by his mother
- We can predict from the conversation that _____.
A. the boy will become a real boy
B. the boy will be taken to a new house
C. the boy's mother will be brought back to life
D. the boy will be given some presents



Debating how AI impacts on human intelligence

Step 1 How did technologies change our life in the past? How will AI change our life in the future? Brainstorm ideas of changes and complete the table with as much information as possible.

Past	Present	Future with AI
wrote letters	send emails, send WeChat messages, etc.	
travelled in carriages	travel in high-speed trains	

Step 2 Imagine you have a robot to help you at home and school. Which job would you like your robot to do, and what might you do instead? List the top three possibilities.

The robot's job	What will you do?
To walk my dog on rainy days.	To stay at home reading a novel.
(1)	
(2)	
(3)	

Step 3 Do you think robots will make humans more or less intelligent? Have a debate in class. You can use the following expressions.

Speaking Strategy Expressing agreement or disagreement

It is a good idea to express your opinions. However, it is not enough to just say "I agree/disagree." Give reasons to support your view.

Useful Expressions

Agree

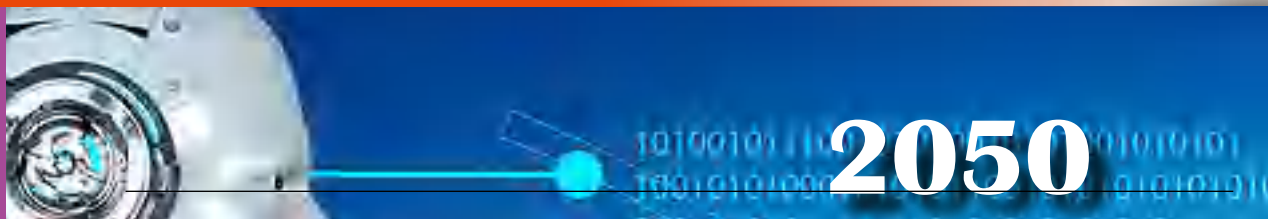
That's right.
Exactly.
I couldn't agree more.
I see exactly what you mean.

Partly Agree

I agree up to a point, but ...
I see your point, but ...
That's partly true, but ...
I'm not so sure about that.

Disagree

I'm afraid that is not the case.
That's not the way I see it.
I'm not sure about that.
It's not necessarily the case.



My lights turn on automatically. It's 6.50 a.m. and the house is waking me up. Still sleepy, I find my uniform in the wardrobe and put it on. It had
5 been washed, ironed, and hung up the night before by Lina X15 — my family's housekeeper. When I was younger, she was my nanny. She's been with me all my life. My parents didn't have time
10 for children then and Lina, advertised as a reliable helper, looked after me. That's why my parents bought her. Almost everyone has an X15 today.

I enter the kitchen. My breakfast
15 sits there, waiting for me. Always the same. Planned, with a controlled quantity. The government says our planet can't deal with overpopulation. Food is grown in laboratories, and
20 every house receives just enough food — no more, no less. Mum always talks about the old days when people had vegetable gardens and could go to the market to buy food. Animals actually
25 lived in the wild and not in carefully controlled zoos. It's all I've ever known.

Robots are everywhere now; they are usually referred to as "zoids."
30 When they first came on the market in 2030, everyone wanted one. Now, twenty years later, they've taken over. They do almost everything. They work in labs and factories, fix teeth and
35 perform surgeries. My dad used to

be a surgeon before they found that "zoids" could do surgery better than humans. Less room for error, I guess.

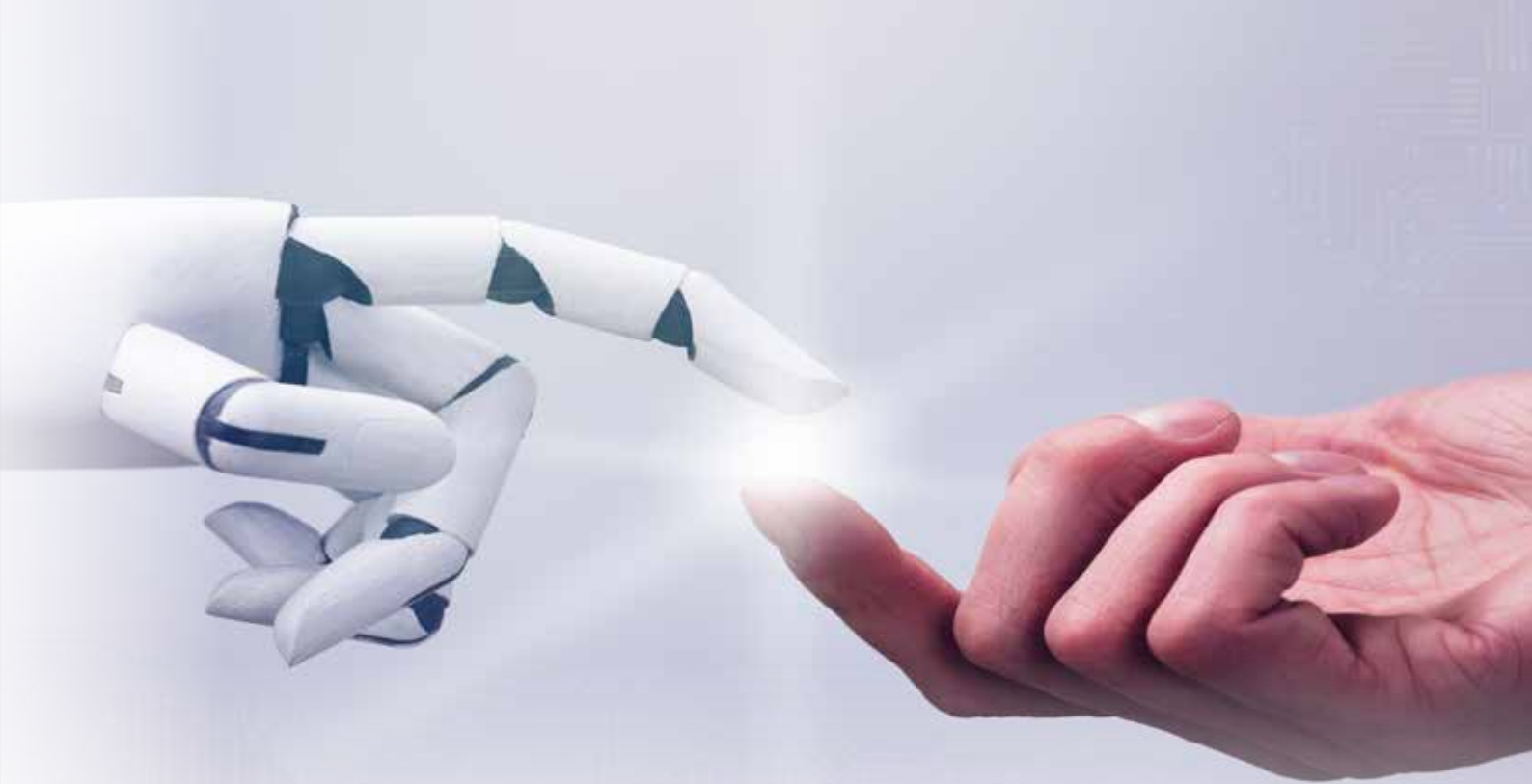
I walk to the window and look
40 out over the landscape. All I see are buildings and interconnecting tunnels. Grey skyscrapers, all identical. I can spot my school — it is just over to the right, but it looks the same as every
45 other building. Today we are having a lecturer from Los Angeles speak to us about the extinction of different species of animals, like the polar bear and the elephant. I find it strange
50 that even with all our technology, we couldn't save them.

I feel a tap on my shoulder. I turn around.

"It's time for school," Lina says,
55 her metallic voice echoing around the room, "Don't be late."

"On my way," I reply. "I'll be back by 6 p.m."

I rush out the door and go down
60 60 floors to join the other children in my building. We've always walked through the tunnels to get to school. We've always breathed recycled air. We are children who have never
65 been outside. I wonder what it's like. Perhaps Lina can explain it to me.



● Comprehension Plus

I. Complete the table with information from the text.

Predictions about the future

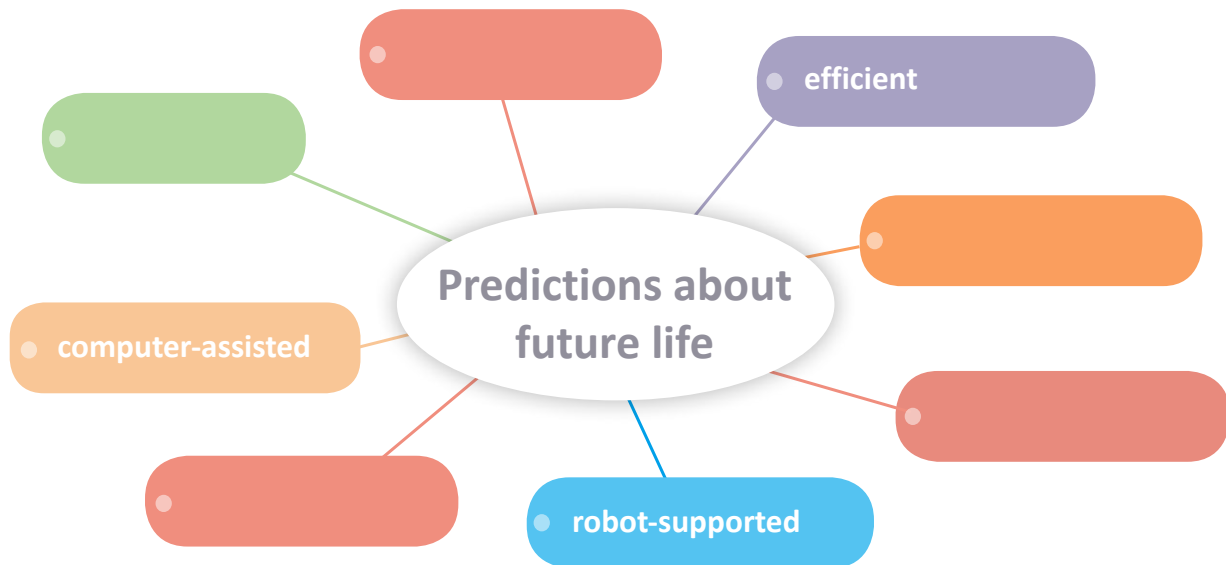
Aspects of future life	Predictions
Future housework	Robots will do most of the housework.
Future food	
Future jobs	
Future buildings	
Future environment	

II. Answer the questions.

1. Would you like to have an X15 at home? Why or why not?
2. Do you think the overpopulation problem mentioned in the text might arise in the future? Why or why not?
3. Do you think the animal extinctions mentioned in the text are likely to happen in the future? In your view, how likely is it that endangered animals will be saved with advances in technology?
4. The children breathe recycled air in the story. Do you think that will happen in the future? Why or why not?
5. What is the author's attitude towards the future? How did you know that?

- I. Reflect on the predictions about future life in this unit and note in the form of keywords what they have in common. Some examples are given below.

[A keyword is a word or a phrase that represents the main feature or idea of something.]



- II. Say which prediction you think is the most likely and which is the most desirable. Explain why. Make some predictions about the future that you think are both likely and desirable.



Writing a letter to your future self

Nowadays, writing letters to FutureMe is quite popular among high school students. Xu Wen, a first-year college student in Shanghai, posted on her blog:

"I love this. I've sent myself five letters so far and every year it's a surprise. Because I forget so easily, it turns into such a deep reflective process that I usually weep and laugh while I write."

Below is a letter she wrote to herself three years ago. Could you also write a letter to your future self?

YOUR FUTURE LETTER

Dear FutureMe,

I hope this letter finds you well.

My life is messed up now. I've failed my English exam twice. I'm sick and tired of things around me.

I'm writing this because I'm trying to sort out my life right now. Hopefully, by the time you read this, things will be better. For instance, you'll get into college, and I hope you'll be majoring in what you love. Please also tell me you're going out with your friends more. Oh, I think you'll be done with your English classes by now, so congratulations! Now please start learning French, then German (maybe Spanish, too).

You're so amazing. I know you don't think you are, but you're so smart and you'll end up living a brilliant life.

Best wishes,

Me

DELIVER IN

1 Year

3 Years

5 Years

[Choose a Specific Date](#)

MAKE THIS LETTER

Private

Public

YOUR EMAIL ADDRESS



SEND TO THE FUTURE!

● Guided Writing

Step 1 Read Xu Wen's letter and underline the sentences used as supporting details.

Step 2 Which sentence below is more effective? Why?

- A My life is messed up now. I've failed my English exam twice. I'm sick and tired of things around me.
- B My life is messed up now. It's the beginning of a new semester here. Everyone is super busy.

Writing Strategy Using examples as supporting details

Examples are specific instances that explain or illustrate a point. Examples make statements clearer, give readers more information, and reduce the chances of confusion or misunderstanding. Effective examples should be relevant and specific.

Step 3 Write a general statement about your current situation.

e.g. I lack confidence in public speaking.

Step 4 Think of some examples relating to your current situation, e.g., you feel very nervous when asked to give presentations in class.

Step 5 Organise your examples to support the general statement by referring to the sample writing. Complete the letter in 90–110 words.

A letter to FutureMe

Dear FutureMe,

Me

Further Exploration

Creating a daily routine in 2050

Step 1

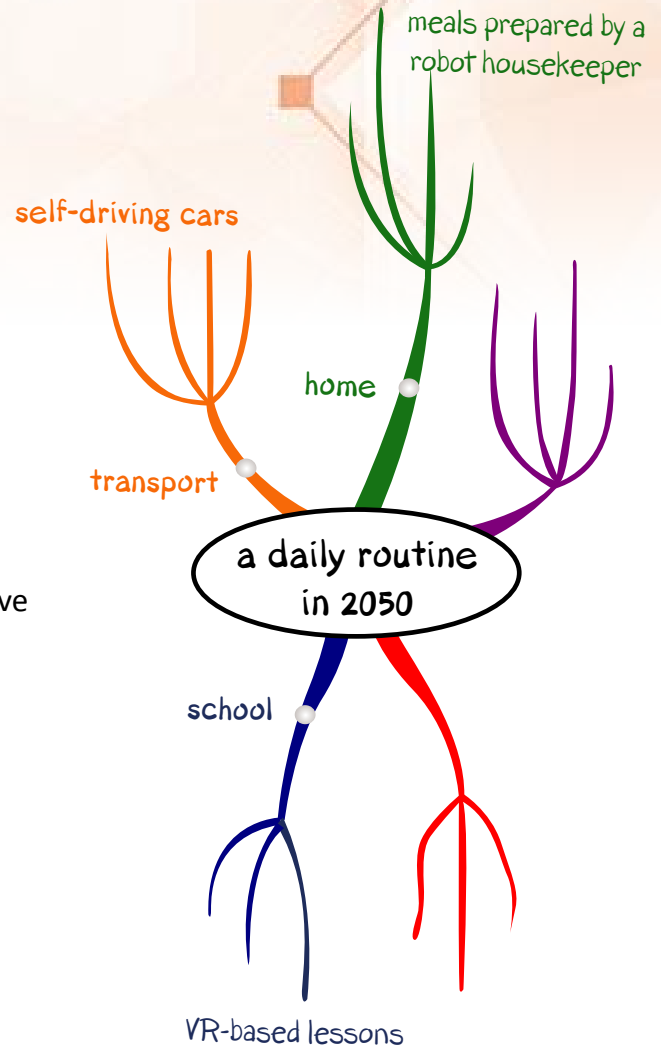
Work in groups. Imagine you travel to the Year 2050 in a time machine. What would your typical day be like? Brainstorm ideas and develop a mind map.

Step 2

Prepare a presentation describing your daily routine in 2050.

Step 3

Select a group representative to give the presentation to the class.



Self-assessment

Look at the expected learning outcomes of this unit. Tick the items you think you have done well.

- ☐ A. Absorbing information about an imaginary future life
- ☐ B. Describing what human beings, homes and societies will be like in the future
- ☐ C. Reflecting on the impacts of scientific developments on society
- ☐ D. Giving comments and proposing new ideas
- ☐ E. Expressing agreement or disagreement in discussion
- ☐ F. Using relevant and specific examples to clarify a statement

Write a reflective note on what you think you need to improve. You may include some or all of the following points:

- ▶ What you still find difficult
- ▶ Possible cause(s) of the problem(s)
- ▶ Your plan to solve the problem(s)
- ▶ Learning resources that you could use

The Road Not Taken¹

Robert Frost²



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 wanted³ 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 way⁴,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence⁵:
Two roads diverged in a wood, and I —
I took the one less traveled by,
And that has made all the difference.

Notes:

1. This poem was published in 1916 as the first poem in Robert Frost's *Mountain Interval*. It is one of Frost's most popular works mainly due to the simplicity of its symbolism.
2. Robert Frost (1874–1963) was one of the most celebrated poets in the United States. His verse, which frequently celebrates New England rural life, employs everyday symbols to explore complicated social themes and express profound ideas. His works widely appreciated and recited, Frost received four Pulitzer Prizes and became the nation's unofficial Poet Laureate.
3. **wanted:** lacked
4. **way leads on to way:** one road leads to another, and then another, until you end up very far from where you start
5. **ages and ages hence:** far in the future

Excerpt from “Of Studies”¹

Francis Bacon²



Studies serve for delight, for ornament, and for ability. Their chief use for delight is in privateness and retiring³; for ornament, is in discourse; and for ability, is in the judgment and disposition of business⁴. For expert men⁵ can execute, and perhaps judge of particulars, one by one; but the general counsels⁶, and the plots and marshalling⁷ of affairs, come best from those that are learned. To spend too much time in studies is sloth; to use them too much for ornament, is affectation; to make judgment wholly by their

Notes:

1. This essay, published in 1597, is often regarded as Francis Bacon’s masterpiece. In this essay, Bacon uses simile and analogy to discuss the value of reading, writing, and learning. His skillful use of parallel sentence structure lends clarity and confidence to the writing.
2. Francis Bacon (1561–1626) was a British philosopher, statesman, essayist as well as one of the pioneers of modern scientific thought. His writings cover a range of subjects including philosophy, law, and science. Of his many published works, he is best remembered for his finest literary product, *The Essays*.
3. **retire**: to leave a place, especially to go somewhere quieter or more private
4. **in the judgement and disposition of business**: when one forms a judgement and makes definite arrangements about the affairs of the world

rules, is the humour⁸ of a scholar. They perfect nature, and are perfected by experience: for natural abilities are like natural plants, that need pruning by study; and studies themselves do give forth directions too much at large⁹, except they be bounded in by experience. Crafty¹⁰ men condemn studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them, and above them, won by observation. Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously¹¹; and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy¹², and extracts made of them by others; but that would be only in the less important arguments, and the meaner sort of books; else distilled books are like common distilled waters, flashy¹³ things. Reading maketh¹⁴ a full man; conference a ready man; and writing an exact man. And therefore, if a man write little, he had need have¹⁵ a great memory; if he confer little, he had need have a present wit: and if he read little, he had need have much cunning, to seem to know that he doth¹⁶ not. Histories make men wise; poets witty; the mathematics subtile¹⁷; natural philosophy deep; moral grave; logic and rhetoric able to contend.

- | | |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 5. expert men: people with practical experience but not necessarily a formal education in abstract reasoning | 11. curiously: with thoroughness and care |
| 6. general counsels: the giving of advice on general topics | 12. read by deputy: read with the assistance of others |
| 7. the plots and marshalling: the planning and organising | 13. flashy: tasteless |
| 8. humour: character | 14. maketh: an old-fashioned third person singular form of the verb "make" |
| 9. at large: in general | 15. had need have: would need to have |
| 10. crafty: skillful; having some special skill | 16. doth: an old-fashioned third person singular form of the verb "do" |
| | 17. subtile: a rare spelling of "subtle" |

Reading

Unit 1

A

frequently /'fri:kwəntli/ *adv.* often 频繁地; 经常

recite /rɪ'saɪt/ *v.* to say a poem, piece of literature, etc. that you have learned, especially to an audience (尤指对听众) 背诵

trial /'traɪəl/ *n.* an experience or a person that causes difficulties for sb 令人伤脑筋的事; 惹麻烦的人; 考验
a formal examination of evidence in court by a judge and often a jury, to decide if sb accused of a crime is guilty or not (法院的) 审讯, 审理, 审判

educator /'edʒukeɪtə/ *n. (formal)* a person whose job is to teach or educate people 教育工作者; 教师

△ **Polish** /pə'liʃ/ *adj.* belonging to or relating to Poland, its people, or its language 波兰的; 波兰人的; 波兰语的

poetry /'pəʊtri/ *n.* a collection of poems; poems in general 诗集; 诗歌; 诗作

compose /kəm'pəʊz/ *v.* to write a letter, speech, poem, etc. usually with a lot of care and thought 撰写 (信函、讲稿、诗歌等)
(*formal*) to combine together to form a whole 组成, 构成 (一个整体)

△ **prose** /prəʊz/ *n.* writing that is not poetry 散文

△ **patriotic** /,pætri'ɒtɪk/ *adj.* having or expressing a great love of your country 爱国的

acquire /ə'kwɪə/ *v.* to gain sth by your own efforts, ability or behaviour (通过努力、能力、行为表现) 获得, 得到

△ **willingly** /'wɪlɪŋli/ *adv.* readily and enthusiastically 愿意; 乐意

poet /'pəʊt/ *n.* a person who writes poems 诗人

aid /eɪd/ *v. (formal)* to help sb/sth to do sth, especially by making it easier 帮助; 援助

n. money, food, etc. that is sent to help countries in difficult situations 援助; 救援物资; 援助款项

experiment /ɪk'sperɪmənt/ *n.* a scientific test that is done in order to study what happens and to gain new knowledge 实验; 试验

gas /gæs/ *n.* any substance like air that is neither a solid nor a liquid, for example hydrogen and oxygen are both gases 气体

a particular type of gas or mixture of gases used as fuel for heating and cooking 气体燃料; 煤气; 天然气

△ **compound** /'kɒmpaʊnd/ *n.* a substance formed by a chemical reaction of two or more elements in fixed amounts relative to each other 化合物

a thing consisting of two or more separate things combined together 复合物; 混合物

△ **practically** /'præktɪkli/ *adv.* in a realistic or sensible way; in real situations 实事求是地; 实际地
almost; very nearly 几乎; 差不多; 很接近

experimental /ɪk'sperɪ'mentl/ *adj.* connected with scientific experiments 科学实验的; 科学试验的

based on new ideas, forms or methods that are used to find out what effect they have 以实验(或试验)为基础的; 实验性的; 试验性的

【注: 标注△的为《普通高中英语课程标准(2017年版2020年修订)》词汇表中未作要求的词汇】

- somehow** /'sʌmhaʊ/ *adv.* for a reason that you do not know or understand 由于某种未知的原因；不知为什么；不知怎么地
- △ **nickname** /'nɪkneɪm/ *v.* to give sb/ sth an informal, often humorous, name for a person that is connected with their real name, their personality or appearance, or with sth they have done 给……起绰号
n. an informal, often humorous, name for a person that is connected with their real name, their personality or appearance, or with sth they have done 绰号；译名；外号
- △ **herd-boy** /hɜːd-bɔɪ/ *n.* a boy who takes care of a group of animals such as sheep and cows in the countryside 牧童
- △ **calf** /kɑːf/ *n.* a young cow 小牛；牛犊
the back part of the leg between the ankle and the knee 腓；小腿肚
- △ **slingshot** /'slɪŋʃɒt/ *n.* (*NAmE*) a stick shaped like a Y with a rubber band attached to it, used by children for shooting stones 弹弓
- gather** /'gæðə/ *v.* to collect plants, fruit, etc. from a wide area 采集(植物、水果等)
- honey** /'hʌni/ *n.* a sweet sticky yellow substance made by bees 蜂蜜
- stream** /striːm/ *n.* a small narrow river 小河；溪
- △ **twine** /twain/ *n.* strong string that has two or more strands (= single thin pieces of thread or string) twisted together (两股或多股的) 线，绳；合股线；麻绳
- wire** /waɪə/ *n.* metal in the form of thin thread; a piece of this 金属丝；金属线；一段金属丝(或线)
- △ **unruly** /ʌn'ruːli/ *adj.* difficult to control or manage 难以控制(或管理)的；难以驾驭的
- △ **donkey** /'dɒŋki/ *n.* an animal of the horse family, with short legs and long ears. People ride donkeys or use them to carry heavy loads. 驴
- △ **bush** /bʊʃ/ *n.* a plant that grows thickly with several hard stems coming up from the root 灌木
- △ **unseat** /ʌn'siːt/ *v.* to make sb fall off a horse or bicycle 使掉下马(或自行车) to remove sb from a position of power 罢免；解除职务；赶下台
- embarrass** /ɪm'bærəs/ *v.* to make sb feel shy, awkward or ashamed, especially in a social situation (尤指在社交场合) 使窘迫，使尴尬
- dignity** /'dɪɡnɪti/ *n.* a sense of your own importance and value 自尊
a calm and serious manner that deserves respect 庄重；庄严；尊严
- suffer** /'sʌfə/ *v.* to experience sth unpleasant, such as injury, defeat or loss 遭受；蒙受
- △ **fate** /feɪt/ *n.* the things, especially bad things, that will happen or have happened to sb/sth 命中注定的事(尤指坏事)；命运的安排
- defeat** /dɪ'fiːt/ *v.* to win against sb in a war, competition, sports game, etc. 击败；战胜
n. failure to win or to be successful 失败；战败
- opponent** /ə'pəʊnənt/ *n.* a person that you are playing or fighting against in a game, competition, argument, etc. 对手；竞争者
- △ **dishonour** /dɪs'ɒnə(r)/ *v.* (*formal*) to make sb/sth lose the respect of other people 使丧失名誉；使蒙受耻辱；使丢脸
n. (*formal*) a loss of honour or respect because you have done sth immoral or unacceptable 不名誉；耻辱；丢脸
- run away** 突然离开，逃离
- by heart** 单凭记忆，能背诵
- take turns / take it in turns** 依次；轮流
- lose face** 丢脸；失面子
- Marie Curie** /mə'ri 'kjʊəri/ 玛丽·居里 (1867–1934, 生于波兰的法国物理学家)

理学家、化学家，由于发现放射性，与其夫皮埃尔·居里和贝克勒尔共获 1903 年诺贝尔物理学奖，又因发现镭和钋 [1898]，获 1911 年诺贝尔化学奖)

Charles Darwin /'tʃɑ:rlz 'dɑ:wɪn/ 查尔斯·达尔文 (1809–1882, 英国博物学家、进化论的创始者、进化生物学的奠基人，提出以自然选择为基础的进化论学说和人类起源于类人猿的假设，著有《物种起源》《人类的起源及性的选择》等)

Nelson Mandela /'nelɪn mən'delə/ 纳尔逊·曼德拉 (1918–2013, 南非政治家，南非第一位民选总统 [1994–1999]，与 F. W. de Klerk 共获 1993 年诺贝尔和平奖)

B

cease /si:z/ v. (*formal*) to stop happening or existing; to stop sth from happening or existing (使) 停止，终止

- △ **indigo** /'ɪndɪɡəʊ/ n. a plant which was formerly widely cultivated as a source of dark blue dye 蓝草 (可制取靛青的植物)

the dark blue dye obtained from the indigo plant 靛青

- △ **plumb line** a piece of thick string with a weight attached to one end, used to find the depth of water or to test whether a wall, etc. is straight (测水深或垂直面用的) 重锤线，铅垂线

- △ **compass** /'kʌmpəs/ n. (*also* compasses) an instrument with two long thin parts joined together at the top, used for drawing circles and measuring distances on a map 圆规
an instrument for finding direction, with a needle that always points to the north 指南针

process /'prəʊses/ n. a method of doing or making sth, especially one that is used in industry 做事方法；工艺流程；工序

thus /ðʌs/ adv. (*formal*) in this way; like this 以此方式；如此；这样
(*formal*) as a result of sth just mentioned 因此，从而

press /pres/ v. to push sth closely and firmly against sth; to be pushed in this way (被) 压，挤，推，施加压力
n. (*often the Press*) newspapers and magazines 报章杂志；报刊；印刷媒体

metal /'metl/ n. a type of solid mineral substance that is usually hard and shiny and that heat and electricity can travel through, for example tin, iron and gold 金属

- △ **grindstone** /'graɪndstəʊn/ n. a round stone that is turned like a wheel and is used to make knives and other tools sharp 磨石；砂轮

wisdom /'wɪzdəm/ n. the ability to make sensible decisions and give good advice because of the experience and knowledge that you have 智慧；才智

conduct /'kɒndʌkt/ n. (*formal*) a person's behaviour in a particular place or in a particular situation (人在某地或某种情况下的) 行为，举止

/kən'dʌkt/ v. (*formal*) to organise and/or do a particular activity 组织；安排；实施；执行

distance /'dɪstəns/ n. a point that is a particular amount of space away from sth else 远方；远处

the amount of space between two places or things 距离；间距

wave /weɪv/ v. to move your hand or arm from side to side in the air in order to attract attention, say hello, etc. 挥手；招手；摆手；挥臂

n. a raised line of water that moves across the surface of the sea, ocean, etc. 海浪；波浪；波涛

- △ **carriage** /'kærɪdʒ/ n. a road vehicle, usually with four wheels, that is pulled by one or more horses and was used in the past to carry people (旧时载客的) 四轮马车

(BrE) (NAmE Car) a separate section of

a train for carrying passengers (火车的) 客车厢

- △ **pile** /paɪl/ *v.* to put things one on top of another; to form a pile 堆放; 摞起; 叠放

dragon /'dræɡən/ *n.* (in Chinese mythology) a large snake-like animal with claws, which can control water and is seen as a symbol of power, strength, and good luck (中国传说中的) 龙

- △ **deed** /di:d/ *n.* (*formal, literary*) a thing that sb does that is usually very good or very bad 行为; 行动

virtue /'vɜ:tʃu:/ *n.* (*formal*) behaviour or attitudes that show high moral standards 高尚的道德; 正直的品性; 德行

- △ **profound** /prə'faʊnd/ *adj.* showing great knowledge or understanding 知识渊博的; 理解深刻的; 深邃的
very great; felt or experienced very strongly 巨大的; 深切的; 深远的

- △ **sage** /seɪdʒ/ *n.* (*formal*) a very wise person 智者; 圣人

- △ **thoroughbred** /'θʌrəbred/ *n.* an animal, especially a horse, of high quality, that has parents that are both of the same breed 纯种动物, 良种动物 (尤指马)

pace /peɪs/ *n.* an act of stepping once when walking or running; the distance travelled when doing this (走或跑时) 迈出的一步; 步幅

the speed at which sb/sth walks, runs or moves (移动的) 速度; 步速

- △ **leap** /li:p/ *n.* a long or high jump 跳跃; 跳高

- △ **nag** /næg/ *n.* a horse, especially one that is too old to be useful (老) 马; 弩马

achievement /ə'tʃi:vmənt/ *n.* a thing that sb has done successfully, especially using their own effort and skill 成就; 成绩; 功绩

carve /kɑ:v/ *v.* to make objects, patterns, etc. by cutting away material from wood or stone 雕刻

- △ **rotten** /'rɒtn/ *adj.* (of food, wood, etc.) that has decayed and cannot be eaten or used (食物、树木等) 腐烂的; 腐朽的

- △ **persist** /pə'sɪst/ *v.* to continue to do sth despite difficulties or opposition, in a way that can seem unreasonable 顽强地坚持; 执著地做

- △ **inlay** /'ɪnleɪ/ *v.* to decorate the surface of sth by putting pieces of wood or metal into it in such a way that the surface remains smooth 镶嵌; 把 (图案等) 嵌入

on tiptoe 踮着脚

in/into the distance 在远处; 在远方

make use of 使用; 利用

come of/from 是……的结果

consist in 存在于; 在于

Unit 2

A

volunteer /ˌvɒlən'tɪə/ *n.* a person who does a job without being paid for it 义务工作者; 志愿者

v. to offer to do sth without being forced to do it or without getting paid for it 自愿做; 义务做

- △ **cheetah** /'tʃi:tə/ *n.* a wild animal of the cat family, with black spots, that runs very fast 猎豹

threat /θret/ *n.* the possibility of trouble, danger or disaster 坏事发生的可能

purchase /'pɜ:tʃɪs/ *v.* (*formal*) to buy sth 买; 购买; 采购

n. (formal) the act or process of buying sth 购买; 采购

collar /'kɒlə/ *n.* a band of leather or plastic put around the neck of an animal, especially a dog (动物, 尤指狗的) 颈圈

the part around the neck of a shirt, jacket or coat that usually folds down 衣领; 领子

earn /ɜ:n/ *v.* to get money for work that you do 挣得; 赚得; 挣钱

△ **lemonade** /,lemə'neɪd/ *n.* a drink made from lemon juice, sugar and water 柠檬饮料

donate /dəʊ'neɪt/ *v.* to give money, food, clothes, etc. to sb/sth, especially a charity (尤指向慈善机构) 捐赠, 赠送

△ **wildlife** /'waɪldlaɪf/ *n.* animals, birds, insects, etc. that are wild and live in a natural environment 野生动物; 野生生物

organisation /,ɔ:ɡənəɪ'zeɪʃən/ *n.* a group of people who form a business, club, etc. together in order to achieve a particular aim 组织; 团体; 机构

twin /twɪn/ *n.* one of two children born at the same time to the same mother 孪生儿之一; 双胞胎之一

launch /lɔ:ntʃ/ *v.* to begin sth such as a plan or introduce sth new such as a product 启动; 推出; 发起

database /'deɪtəbeɪs/ *n.* an organised set of data that is stored in a computer and can be looked at and used in various ways (贮存在计算机中的) 数据库, 资料库

shelter /'ʃeltə/ *n.* a building, usually owned by a charity, that provides a place to stay for people without a home, or protection for people or animals who have been badly treated (无家可归者或受虐待者的) 收容所, 庇护所
the fact of having a place to live or stay, considered as a basic human need 居所; 住处

urban /'ɜ:bən/ *adj.* connected with a town or city 城市的; 都市的; 城镇的

request /rɪ'kwest/ *v. (formal) to ask for sth or ask sb to do sth in a polite or formal way (礼貌或正式地) 请求, 要求*

n. the action of asking for sth formally and politely (正式或礼貌的) 要求, 请求

plastic /'plæstɪk/ *n.* a light strong material that is produced by chemical processes and can be formed into shapes when heated. There are many different types of plastic, used to make different objects and fabrics. 塑料

march /mɑ:tʃ/ *n.* an organised walk by many people from one place to another, in order to protest about sth, or to express their opinions 示威游行; 抗议游行

county /'kaʊntɪ/ *n.* an area of Britain, Ireland or the US that has its own government (英国、爱尔兰的) 郡; (美国的) 县

campaign /kæm'peɪn/ *n.* a series of planned activities that are intended to achieve a particular social, commercial or political aim 运动 (为社会、商业或政治目的而进行的一系列有计划的活动)

promote /prə'məʊt/ *v.* to help sth to happen or develop 促进; 推动

△ **reusable** /,ri:'ju:zəbl/ *adj.* that can be used again 可重复使用的; 可再次使用的

urge /ɜ:dʒ/ *v.* to advise or try hard to persuade sb to do sth 敦促; 催促; 力劝

movement /'mu:vmənt/ *n.* a group of people who share the same ideas or aims (具有共同思想或目标的) 运动

gallery /'gæləri/ *n.* a room or building for showing works of art, especially to the public (艺术作品的) 陈列室, 展览馆; 画廊

emperor /'empərə/ *n.* the ruler of an empire 皇帝

brick /brɪk/ *n.* baked clay used for building walls, houses and other buildings; an individual block of this

砖; 砖块

- △ **latest** /'leɪtɪst/ *adj.* the most recent or newest 最近的; 最新的

make a difference 有作用, 关系, 影响

base on/upon 以……为基础(或根据)

hang around (在某处附近)等待, 逗留, 闲荡

Seattle /sɪ'ætl/ 西雅图 [美国华盛顿州西部港市]

Namibia /nə'mi:biə/ 纳米比亚 [非洲西南部国家]

Orange County /'ɒrɪndʒ 'kaʊnti/ 奥兰治县 [美国加利福尼亚州南部城市]

the Forbidden City /ðə fə'bɪdn 'sɪti/ 紫禁城 (指北京市旧内城中央故宫城区, 城内为明清两代帝王的宫殿)

the Palace Museum /ðə 'pæləs mju:'zi:əm/ 故宫博物院 (位于紫禁城内)

B

- △ **boarding school** a school where children can live during the school year 寄宿学校

- △ **orphanage** /'ɔ:fənɪdʒ/ *n.* a home for children whose parents are dead 孤儿院

- △ **pickup** /'pɪkʌp/ *adj.* (*NAmE*) (of a sports game) often not planned in advance and that anyone who wants to can join in 临时拼凑的; 临时组织的

soccer /'sɒkər/ *n.* (*BrE* also football) a game played by two teams of 11 players, using a round ball which players kick up and down the playing field. Teams try to kick the ball into the other team's goal. 足球运动

mission /'mɪʃən/ *n.* an important official job that a person or group of people is given to do, especially when they are sent to another country 官方使命; 使团的使命

educated /'edʒʊkeɪtɪd/ *adj.* having had a high standard of education; showing a high standard of education 受过良好教育(或训练)的; 有教养的

deliver /dɪ'lɪvə/ *v.* to do what you promised to do or what you are expected to do; to produce or provide what people expect you to 履行诺言; 不负所望; 兑现

construction /kən'strʌkʃən/ *n.* the process or method of building or making sth, especially roads, buildings, bridges, etc. 建筑; 建造; 施工

- △ **undo** /ʌn'du:/ *v.* to cancel the effect of sth 消除; 取消; 废止(某事的影响) to open sth that is fastened, tied or wrapped 打开; 解开; 拆开

structure /'strʌktʃə/ *n.* a thing that is made of several parts, especially a building 结构体; (尤指)建筑物 the way in which the parts of sth are connected together, arranged or organised; a particular arrangement of parts 结构; 构造

hire /haɪə/ *v.* to employ sb for a short time to do a particular job 临时雇用 (*especially NAmE*) to give sb a job 聘用; 雇用

awkward /'ɔ:kwəd/ *adj.* making you feel embarrassed 令人尴尬的; 使人难堪的

failure /'feɪljə/ *n.* lack of success in doing or achieving sth 失败

- △ **styling** /'staɪlɪŋ/ *n.* the act of cutting and/or shaping hair in a particular style (发型的)修剪, 造型

band /bænd/ *n.* a thin flat strip or circle of any material that is put around things, for example to hold them together or to make them stronger 带; 箍

logical /'lɒdʒɪkəl/ *adj.* (of an action, event, etc.) seeming natural, reasonable or sensible 必然的; 合乎情理的; 合乎常理的

fashionable /'fæʃənəbəl/ *adj.* following a style that is popular at a particular time 流行的; 时兴的; 时髦的

- △ **crisp** /krɪsp/ *adj.* (of paper or cloth) fresh and clean; new and slightly stiff without any folds in it 洁净的; 挺括的
(of food) (*also* crispy) pleasantly hard and dry 脆的; 酥脆的
- △ **Tanzanian** /ˌtænzəˈniːən/ *adj.* belonging to or relating to Tanzania or its people 坦桑尼亚的; 坦桑尼亚人的
- uniform** /ˈjuːnɪfɔːm/ *n.* the special set of clothes worn by all members of an organisation or a group at work, or by children at school 制服; 校服
- regular** /ˈregjələ(r)/ *adj.* usual 通常的; 平常的; 惯常的
- crop** /krɒp/ *v.* to cut sb's hair very short 剪短
n. a plant that is grown in large quantities, especially as food 庄稼; 作物
- △ **regulate** /ˈregjuleɪt/ *v.* to control sth by means of rules (用规则条例)约束, 控制, 管理
- official** /əˈfɪʃəl/ *n.* a person who is in a position of authority in a large organisation 要员; 官员; 高级职员
adj. connected with the job of sb who is in a position of authority 公务的; 公职的; 公事的
- △ **haircut** /ˈheəkʌt/ *n.* the style in which sb's hair is cut 发型; 发式
- △ **productivity** /ˌprɒdʌkˈtɪvɪtɪ/ *n.* the rate at which a worker, a company

or a country produces goods, and the amount produced, compared with how much time, work and money is needed to produce them 生产率; 生产效率

resource /rɪˈsɔːs/ *n.* sth that can be used to help achieve an aim, especially a book, equipment, etc. that provides information for teachers and students 有助于实现目标的东西; 资料
a supply of sth that a country, an organisation or a person has and can use, especially to increase their wealth 资源; 财力

criticize /ˈkrɪtɪsaɪz/ *v.* (*BrE also -ise*) to say that you disapprove of sb/sth; to say what you do not like or think is wrong about sb/sth 批评; 批判; 挑剔; 指责

intention /ɪnˈtenʃən/ *n.* what you intend or plan to do; your aim 打算; 计划; 意图; 目的

assume /əˈsjuːm/ *v.* to think or accept that sth is true but without having proof of it 假定; 假设; 认为

consist of 由……组成 (或构成)

lead up to 是……的先导; 是导致……的原因

off the track 偏离正道, 离题, 偏离目标; 出错

Tanzania /ˌtænzəˈniːə/ 坦桑尼亚 (东非国家)

Unit 3

A

- △ **endurance** /ɪnˈdjʊərəns/ *n.* the ability to continue doing sth painful or difficult for a long period of time without complaining 忍耐力; 耐久力
- advertisement** /ədˈvɜːtɪsmənt/ *n.* a notice, picture or film/movie telling

people about a product, job or service 广告; 启事

- △ **hazardous** /ˈhæzədəs/ *adj.* involving risk or danger, especially to sb's health or safety 危险的; 有害的

wage /weɪdʒ/ *n.* a regular amount of money that you earn, usually every week, for work or services (通常指按

周领的)工资, 工钱

explorer /ɪk'splɔɪə/ *n.* a person who travels to unknown places in order to find out more about them 探险者; 勘探者

- △ **via** /'vaɪə/ *prep.* through a place 经由, 经过 (某一地方)

pole /pəʊl/ *n.* either of the two points at the opposite ends of the line on which the earth or any other planet turns (行星的)极; 地极

- △ **expedition** /ˌeksprɪ'dɪʃən/ *n.* an organised journey with a particular purpose, especially to find out about a place that is not well known 远征; 探险; 考察

exceptionally /ɪk'sepʃənəli/ *adv.* used before an adjective or adverb to emphasise how strong or unusual the quality is (用于形容词和副词之前表示强调) 罕见, 特别, 非常

- △ **stuck** /stʌk/ *adj.* unable to move or to be moved 动不了; 无法移动; 卡住; 陷住

freezing /'fri:zɪŋ/ *adj.* extremely cold 极冷的

disaster /dɪ'zɑ:stə/ *n.* an unexpected event, such as a very bad accident, a flood or a fire, that kills a lot of people or causes a lot of damage 灾难; 灾祸; 灾害

- △ **melt** /melt/ *v.* to become or make sth become liquid as a result of heating (使)融化, 融化

crew /kru:/ *n.* all the people working on a ship, plane, etc. (轮船、飞机等上面的)全体工作人员

abandon /ə'bændən/ *v.* to leave a thing or place, especially because it is impossible or dangerous to stay (不得已而)舍弃, 丢弃, 离开

to leave sb, especially sb you are responsible for, with no intention of returning (不顾责任、义务等)离弃, 遗弃, 抛弃

sink /sɪŋk/ *v.* to go down below the surface or towards the bottom of a liquid or soft substance 下沉; 下陷;

沉没

survive /sə'vaɪv/ *v.* to continue to live or exist 生存; 存活; 继续存在
to continue to live or exist despite a dangerous event or time 幸存; 幸免于难; 渡过难关

- △ **float** /fləʊt/ *v.* to stay on or near the surface of a liquid and not sink 浮; 漂浮

to move slowly on water or in the air 浮动; 漂流; 飘动; 飘移

- △ **lifeboat** /'laɪfbəʊt/ *n.* a small boat carried on a ship in order to save the people on board if the ship sinks (船上备用的)救生艇

a special boat that is sent out to rescue people who are in danger at sea (派往海上救助的)救生艇, 救生船

- △ **exhausted** /ɪg'zɔ:stɪd/ *adj.* very tired 筋疲力尽的; 疲惫不堪的
completely used or finished 用完的; 耗尽的; 枯竭的

rescue /'reskjʊ:/ *n.* the act of saving sb/sth from a dangerous or difficult situation; the fact of being saved 救援; 营救; 抢救; 获救

v. to save sb/sth from a dangerous or harmful situation 营救; 援救; 抢救

- △ **Norwegian** /nɔ:'wi:dʒən/ *adj.* belonging to or relating to Norway, its people, or its language 挪威的; 挪威人的; 挪威语的

whaling /'weɪlɪŋ/ *n.* the activity or business of hunting and killing whales 捕鲸(业); 鲸加工(业)

- △ **exhausting** /ɪg'zɔ:stɪŋ/ *adj.* making you feel very tired 使人疲惫不堪的; 令人筋疲力尽的

march /mɑ:tʃ/ *v.* to walk somewhere quickly in a determined way (坚定地)向某地)前进, 进发

- △ **continuously** /kən'tɪnjuəsli/ *adv.* in a way that happens or exists for a period of time without interruption 不断地; 持续地; 连续地

- △ **tent** /tent/ *n.* a shelter made of a large sheet of canvas, nylon, etc. that is

supported by poles and ropes fixed to the ground, and is used especially for camping 帐篷; 帐篷

starve /stɑ:v/ *v.* to suffer or die because you do not have enough food to eat; to make sb suffer or die in this way (使) 捱饿, 饿死

frozen /'frəʊzn/ *adj.* (of people or parts of the body) extremely cold (人或身体部位) 冻僵; 极冷

△ **Chilean** /'tʃɪliən/ *adj.* belonging to or relating to Chile or its people 智利的; 智利人的

sail /seɪl/ *v.* (of a boat or ship or the people on it) to travel on water using sails or an engine (船) 航行; (人) 乘船航行

n. a sheet of strong cloth which the wind blows against to make a boat or ship travel through the water 帆

continent /'kɒntɪnənt/ *n.* one of the large land masses of the earth such as Europe, Asia or Africa 大陆; 陆地; 洲

bury /'beri/ *v.* to place a dead body in a grave 埋葬; 安葬

exceptional /ɪk'sepʃənəl/ *adj.* unusually good 杰出的; 优秀的; 卓越的

leadership /'li:dəʃɪp/ *n.* the ability to be a leader or the qualities a good leader should have 领导才能; 领导应有的品质

the state or position of being a leader 领导; 领导地位

△ **unbelievable** /ˌʌnbɪ'li:vəbəl/ *adj.* (*informal*) used to emphasise how good, bad or extreme sth is 非常好(或坏、极端)的; 难以置信的; 惊人的
very difficult to believe and unlikely to be true 难以相信的; 不真实的

set out 出发; 动身; 启程

Ernest Shackleton /'ɜ:nɪst 'ʃækltən/ 欧内斯特·沙克尔顿(1874-1922, 英国探险家, 率队3次到南极探

险[1907-1909; 1914-1917; 1921-1922], 到达南磁极区[1909])

the Endurance /ðə ɪn'dʒʊərəns/ 坚忍号(船名)

Antarctica /æn'tɑ:ktɪkə/ 南极洲

the Weddell Sea /ðə 'wedəl 'si:/ 威德尔海(南极洲的边缘海, 在南极半岛同科茨地之间)

the Ross Sea /ðə 'rɒs 'si:/ 罗斯海(在南极洲的阿德尔角和科耳贝角之间, 全年覆有冰层, 多冰山)

the South Pole /ðə 'sauθ 'pəʊl/ 南极; (地球的)南磁极

Elephant Island /'elɪfənt 'aɪlənd/ 象岛[南极洲南极半岛东北部]

South Georgia /'sauθ 'dʒɔ:dʒə/ 南乔治亚岛[南大西洋南部](在南极洲附近, 是捕鲸业基地)

B

△ **voyage** /'vɔɪdʒ/ *n.* a long journey, especially by sea or in space 航行; (尤指)航海, 航天

impression /ɪm'preʃən/ *n.* the effect that an experience or a person has on sb/sth 影响; 效果

an idea, a feeling or an opinion that you get about sb/sth, or that sb/sth gives you 印象; 感想

sailor /'seɪlə/ *n.* a person who works on a ship as a member of the crew 水手; 海员

dive /daɪv/ *v.* to go to a deeper level underwater 下潜; 潜到更深的水下
to jump into water with your head and arms going in first 跳水(头和双臂先入水)

depth /depθ/ *n.* the distance from the top or surface to the bottom of sth 向下的距离; 深(度); 纵深

resolution /ˌrezə'lʊ:ʃən/ *n.* a firm decision to do or not to do sth 决心; 决定

resolve /rɪ'zɒlv/ *v.* to make a firm decision to do sth 决心; 决定

to find an acceptable solution to a problem or difficulty 解决（问题或困难）

desperate /'despəɪt/ *adj.* (of a situation) extremely serious or dangerous 极严重的；极危险的；很危急的

feeling or showing that you have little hope and ready to do anything without worrying about danger to yourself or others（因绝望而）不惜冒险的，不顾一切的，拼命的

plainly /'pleɪnli/ *adv.* in a way that is easy to see, hear, understand or believe 清晰地；明显地；清楚地

- △ **soundness** /saʊndnis/ *adj.* the quality of being sensible; the fact that something can be relied on and will probably give good results 明智；可靠

observation /,ɒbzə'veɪʃən/ *n.* a comment, especially based on sth you have seen, heard or read（尤指据所见、所闻、所读而作的）评论

expose /ɪk'spəʊz/ *v.* to put sb/sth in a place or situation where they are not protected from sth harmful or unpleasant 使面临，使遭受（危险或不快）

to show sth that is usually hidden 暴露；显露；露出

shore /ʃɔː/ *n.* the land along the edge of the sea or ocean, a lake or another large area of water（海洋、湖泊等大水域的）岸，滨

last /lɑːst/ *v.* to continue for a particular period of time 持续；继续；延续

indeed /ɪn'diːd/ *adv.* (formal, especially BrE) used to add information to a statement 其实；实际上

- △ **afterwards** /'ɑːftəwədz/ *adv.* (especially BrE) at a later time 后来；然后

calm /kɑːm/ *adj.* (of the sea) without large waves（海洋）风平浪静的

- △ **sea-sick** /siː-sɪk/ *adj.* feeling ill/sick or wanting to vomit when you are travelling on a boat or ship 晕船

- △ **charming** /'tʃɑːmɪŋ/ *adj.* very pleasant or attractive 令人着迷的；迷人的；吸引人的

- △ **perfectly** /'pɜːfɪktli/ *adv.* completely 完全地；非常；十分

- △ **rough** /rʌf/ *adj.* (of sea) having large and dangerous waves 汹涌的；风浪很大的

having a surface that is not even or regular 粗糙的；不平滑的；高低不平的

persuade /pə'sweɪd/ *v.* to make sb do sth by giving them good reasons for doing it 劝说；说服

clap /klæp/ *v.* to lightly hit sb with your open hand, usually in a friendly way（常指友好地）轻拍某人的背（或肩）
to hit your open hands together several times to show that you approve of or have enjoyed sth 鼓掌，拍手（表示赞许或欣赏）

frightened /'fraɪtnd/ *adj.* afraid; feeling fear 惊吓的；受惊的；害怕的

- △ **freshwater** /'freʃwɔːtə/ *adj.* (especially of a sailor who has not sailed on the sea) unskilled or inexperienced（尤指还没有航海经验的水手）不熟练的；缺乏经验的

clear up 转晴；放晴；变晴朗

die away 逐渐减弱；逐渐模糊；逐渐消失

come up (to sb)（为攀谈而）走到跟前，走近

Unit 4

A

- △ **dome** /dəʊm/ *n.* a round roof 穹顶；圆屋顶
- proof** /pru:f/ *adj.* (in compounds) that can resist or protect against the thing mentioned (构成复合词) 防……的；抗……的
- n.* information, documents, etc. that show that sth is true 证据；证明
- △ **solar-powered** /'səʊlə-'paʊəd/ *adj.* powered by energy from sunlight 以太阳能为动力的
- dust** /dʌst/ *v.* to clean furniture, a room, etc. by removing dust from surfaces with a cloth 擦去……的灰尘；擦灰
- n.* a fine powder that consists of very small pieces of sand, earth, etc 沙土；尘土
- iron** /'aɪən/ *v.* to make clothes, etc. smooth by using an iron (用熨斗) 熨，烫平
- n.* a tool with a flat metal base that can be heated and used to make clothes smooth 熨斗
- energy** /'enədʒi/ *n.* a source of power, such as fuel, used for driving machines, providing heat, etc. 能源
- △ **equivalent** /'ekwɪvələnt/ *adj.* equal in value, amount, meaning, importance, etc. (价值、数量、意义、重要性等) 相等的，相同的
- △ **ring** /rɪŋ/ *n.* (especially BrE) a small flat place on a cooker/stove that is heated by gas or electricity and is used for cooking on 炉口；灶盘
- ski** /ski:/ *v.* to move over snow on skis, especially as a sport 滑雪 (运动)
- △ **nestle** /'nesəl/ *v.* to be located in a position that is protected, sheltered or partly hidden 坐落 (于安全、隐蔽之处)
- to sit or lie down in a warm or soft

place 依偎；舒适地坐 (或卧)

- △ **gigantic** /dʒaɪ'ɡæntɪk/ *adj.* extremely large 巨大的；庞大的
- surround** /sə'raʊnd/ *v.* to be all around sth/sb 围绕；环绕
- △ **lush** /lʌʃ/ *adj.* (of plants, gardens, etc.) growing thickly and strongly in a way that is attractive; covered in healthy grass and plants (植物、花园等) 茂盛的；茂密的
- △ **shrub** /ʃrʌb/ *n.* a large plant that is smaller than a tree and that has several stems of wood coming from the ground 灌木
- △ **flit** /flɪt/ *v.* to move lightly and quickly from one place or thing to another 轻快地从一处到另一处；掠过
- △ **roof-top** /ru:f-tɒp/ *n.* the outside part of the roof of a building 外屋顶
- constant** /'kɒnstənt/ *adj.* that does not change 不变的；固定的；恒定的
- △ **loft** /lɒft/ *n.* (especially BrE) a space just below the roof of a house, often used for storing things and sometimes made into a room 阁楼，顶楼 (常用以贮物，间或作房间)
- roof** /ru:f/ *n.* the structure that covers or forms the top of a building or vehicle 顶部；屋顶
- border** /'bɔ:də/ *n.* (in a garden) a strip of soil which is planted with flowers, along the edge of the grass (花园) (草坪边等的) 狭长花坛
- the line that divides two countries or areas; the land near this line 国界；边界；边疆；边界地区
- △ **lawn** /lɔ:n/ *n.* an area of ground covered in short grass in a garden/yard or park, or used for playing a game on 草坪；草地
- normally** /'nɔ:məli/ *adv.* usually; in normal circumstances 通常；正常情况下
- in the usual or ordinary way 正常地；

平常地

fancy /'fænsɪ/ *v.* (BrE, informal) to want sth or want to do sth 想要; 想做

solar panel a piece of equipment on a roof that uses light and heat energy from the sun to produce hot water and electricity 太阳能电池板

△ **space-age** /speɪs-eɪdʒ/ *adj.* (especially of design or technology) very modern and advanced (尤指样式或技术) 太空时代的; 非常先进的

△ **butler** /'bʌtlə/ *n.* the main male servant in a large house 男管家

△ **oversee** /,əʊvə'siː/ *v.* to watch sb/sth and make sure that a job or an activity is done correctly 监督; 监视

security /sɪ'kjʊərɪti/ *n.* the activities involved in protecting a country, building or person against attack, danger, etc. 保护措施; 安全工作

△ **discreet** /dɪ'skriːt/ *adj.* careful in what you say or do, in order to keep sth secret or to avoid causing embarrassment or difficulty for sb (言行) 谨慎的, 考虑周到的

servant /'sɜːvənt/ *n.* a person who works in another person's house, and cooks, cleans, etc. for them 仆人

△ **humidity** /hjuː'mɪdɪti/ *n.* the amount of water in the air (空气中的) 湿度

△ **lighting** /'laɪtɪŋ/ *n.* the arrangement or type of light in a place 照明; 灯光; 布光

△ **gadget** /'ɡædʒɪt/ *n.* a small tool or device that does sth useful 小器具; 小装置

△ **chore** /tʃɔː/ *n.* a task that you do regularly 日常事务; 例行工作

△ **crossword** /'krɒswɜːd/ *n.* a game in which you have to fit words across and downwards into spaces with numbers in a square diagram. You find the words by solving clues. 纵横字谜; 纵横填字游戏

button /'bʌtn/ *n.* a small part of a machine that you press to make it work (机器的) 按钮

a small round piece of metal, plastic, etc. that is sewn onto a piece of clothing and used for fastening two parts together 钮扣; 扣子

forwards /'fɔːwədz/ *adv.* (=forward, especially in BrE) towards a place or position that is in front 向前

integrated /'ɪntɪɡreɪtɪd/ *adj.* in which many different parts are closely connected and work successfully together 各部分密切协调的; 综合的; 完整统一的

△ **laundry** /'ləʊndri/ *n.* a room in a house, hotel, etc. where your sheets, clothes, etc. are washed (家庭、旅馆等的) 洗衣房

clothes, sheets, etc. that need washing, that are being washed, or that have been washed recently 要(或正在)洗的衣物; 刚洗好的衣物

△ **easy-care** /'iːzi-keə/ *adj.* (of clothes or cloth) not needing to be ironed after washing (衣服或布料) 免熨烫的

fabric /'fæbrɪk/ *n.* material made by weaving wool, cotton, silk, etc., used for making clothes, curtains, etc. and for covering furniture 织物; 布料

△ **socket** /'sɒkɪt/ *n.* a device in a wall that you put a plug into in order to connect electrical equipment to the power supply of a building (电源) 插座

attach /ə'tætʃ/ *v.* to fasten or join one thing to another 把……固定, 把……附(在……上)

electrical /ɪ'lektrɪkəl/ *adj.* connected with electricity; using or producing electricity 电的; 用电的; 电动的; 发电的

△ **appliance** /ə'plaɪəns/ *n.* a machine that is designed to do a particular thing in the home, such as preparing food, heating or cleaning (家用) 电器, 器具

△ **old-fashioned** /əʊld-'fæʃənd/ *adj.* not modern; no longer fashionable 陈旧的; 过时的; 不时髦的

duster /'dʌstə/ *n.* a cloth for removing dust from furniture 抹布; 擦布; 掸子

- △ **filter** /'fɪltə/ *v.* to pass liquid, light, etc. through a special device, especially to remove sth that is not wanted 过滤
n. a device containing paper, sand, chemicals, etc. that a liquid or gas is passed through in order to remove any materials that are not wanted 滤器; 过滤器
- △ **scent** /sent/ *v.* to give sth a particular, pleasant smell 使具有香味
n. the pleasant smell that sth has 香味
- △ **perfume** /'pɜ:fju:m/ *n.* a pleasant, often sweet, smell 芳香; 香味; 馨香
- entrance** /'entrəns/ *n.* a door, gate, passage, etc. used for entering a room, building or place 大门(口); 入口(处); 通道
- adventure** /əd'ventʃə/ *n.* an unusual, exciting or dangerous experience, journey or series of events 冒险; 冒险经历; 奇遇
- △ **simulator** /'sɪmjʊleɪtə/ *n.* a piece of equipment that artificially creates a particular set of conditions in order to train sb to deal with a situation that they may experience in reality 模拟装置
- surfing** /'sɜ:fɪŋ/ *n.* the sport of riding on waves while standing on a narrow board called a surfboard 冲浪运动
- △ **loathe** /ləʊð/ *v.* to dislike sb/sth very much 极不喜欢; 厌恶
- for a start** (强调一系列理由、意见等的第一条) 首先
- on your/the/its way** 即将去(或来); 就要去(或来)

B

- automatically** /ɔ:tə'mætɪklɪ/ *adv.* independently, without human control 自动地
- △ **wardrobe** /'wɔ:drəʊb/ *n.* a large cupboard for hanging clothes in which is either a piece of furniture or (in

British English) built into the wall 衣柜; 衣橱; (英国) 放置衣物的壁橱

- △ **housekeeper** /'haʊs,ki:pə/ *n.* a person, usually a woman, whose job is to manage the shopping, cooking, cleaning, etc. in a house or an institution 管家, 杂务主管(通常为女性)
- △ **nanny** /'næni/ *n.* a woman whose job is to take care of young children in the children's own home (儿童家中的) 保姆
- advertise** /'ædvətaɪz/ *v.* to tell the public about a product or a service in order to encourage people to buy or to use it 做广告; 登广告; 宣传
- reliable** /rɪ'laɪəbəl/ *adj.* that can be trusted to do sth well; that you can rely on 可信赖的; 可依靠的
- quantity** /'kwɒntəti/ *n.* an amount or a number of sth 数量; 数额; 数目
- △ **overpopulation** /,əʊvəpɒpjʊ'leɪʃən/ *n.* the fact of a country or city, etc. having too many people for the amount of food, materials, and space available there 人口过剩问题
- room** /ru:m/ *n.* the possibility of something existing or happening; the opportunity to do something 可能性; 机会
- error** /'erə/ *n.* a mistake, especially one that causes problems or affects the result of sth 错误; 差错; 谬误
- △ **interconnect** /,ɪntəkə'nekt/ *v.* to connect similar things; to be connected to or with similar things (使类似的事物) 相联系, 相互联系
- △ **tunnel** /'tʌnl/ *n.* a passage built underground, for example to allow a road or railway/railroad to go through a hill, under a river, etc. 地道; 隧道
- △ **skyscraper** /'skaɪ,skreɪpə/ *n.* a very tall building in a city 摩天大楼
- identical** /aɪ'dentɪkəl/ *adj.* similar in every detail 完全同样的; 相同的
- spot** /spɒt/ *v.* to see or notice a person or thing, especially suddenly or when it

is not easy to do so 看见；注意到

△ **lecturer** /'lektʃərə/ *n.* a person who gives a lecture 讲课者；讲授者；讲演者

polar bear a white bear that lives near the North Pole 北极熊；白熊

△ **tap** /tæp/ *n.* a light hit with your hand or fingers 轻击；轻拍；轻敲；轻扣

△ **metallic** /mɪ'tælɪk/ *adj.* that looks, tastes or sounds like metal 金属般的；有金属味（或声音）

△ **echo** /'ekəʊ/ *v.* if a sound echoes, it

is reflected off a wall, the side of a mountain, etc. so that you can hear it again 回响；回荡

recycle /,ri:'saɪkəl/ *v.* to treat things that have already been used so that they can be used again 回收利用；再利用

take over (from) 占上风；取而代之

Los Angeles /lɔ:s 'ændʒələs/ 洛杉矶
[美国加利福尼亚州西南部港市]

Listening and Viewing

Unit 1

△ **nap** /næp/ *n.* a short sleep, especially during the day (日间的) 小睡, 打盹
hike /haɪk/ *v.* to go for a long walk in the country, especially for pleasure 去……远足; 做徒步旅行

benefit /'benɪfɪt/ *n.* an advantage that sth gives you; a helpful and useful effect that sth has 优势; 益处; 成效

adventurous /əd'ventʃərəs/ *adj.* (*NAmE* also adventuresome) (of a person) willing to take risks and try new ideas; enjoying being in new, exciting situations 有冒险精神的; 大胆开拓的

sustainable /sə'steɪnəbəl/ *adj.* that can continue or be continued for a long time 可持续的
involving the use of natural products and energy in a way that does not harm the environment (对自然资源和能源的利用) 不破坏生态平衡的, 合理利用的

base /beɪs/ *n.* an idea, a fact, a situation, etc. from which sth is developed 根据; 出发点

△ **exhaust** /ɪg'zɔːst/ *v.* to use all of sth so that there is none left 用完; 花光; 耗尽

Unit 2

△ **wilderness** /'wɪldənɪs/ *n.* a large area of land that has never been developed or used for growing crops because it is difficult to live there 未开发的地区; 荒无人烟的地区; 荒野

△ **badge** /bædʒ/ *n.* a small piece of metal or plastic, with a design or words on it, that a person wears to show that they belong to an organisation, support sth, have achieved sth, have a particular

rank, etc. 徽章; 奖章

△ **pin** /pɪn/ *v.* to attach sth onto another thing or fasten things together with a pin, etc. (用大头钉等) 固定, 别上, 钉住

Unit 3

explore /ɪk'splɔː/ *v.* to travel into or through (a place, esp a country) in order to learn about it 踏勘; 勘探; 探测

ocean /'əʊʃən/ *n.* the mass of salt water that covers most of the earth's surface 大海; 海洋

adventurer /əd'ventʃərə/ *n.* a person who enjoys exciting new experiences, especially going to unusual places 冒险者; 冒险家

△ **closet** /'klɒzɪt/ *n.* a small room or a space in a wall with a door that reaches the floor, used for storing things 贮藏室; 壁橱

on the road 在途中; (尤指) 在长途旅行中

go on to 进而转入另一件事; 接着开始另一个项目

Unit 4

substantial /səb'stænʃəl/ *adj.* large and solid; strongly built 大而坚固的; 结实的; 牢固的

forehead /'fɒrɪd, 'fɔːhed/ *n.* part of the face above the eyes and below the hair 额; 前额

altogether /,ɔːltə'geðə/ *adv.* (used to emphasise sth) completely; in every way (用以强调) 完全, 全部

in/over the course of 在……期间; 在……的时候



Grammar Terms

Unit 1

past perfect tense 过去完成时

present perfect continuous tense 现在完成进行时

future continuous tense 将来进行时

Unit 2

object clause 宾语从句

Unit 3

past continuous passive 过去进行时的被动语态

past perfect passive 过去完成时的被动语态

Unit 4

non-defining relative clause 非限制性定语从句



Glossary

A

- abandon** /ə'bəndən/ *v.* ① (不得已而) 舍弃, 丢弃, 离开 ② (不顾责任、义务等) 离弃, 遗弃, 抛弃 3
- achievement** /ə'tʃi:vmənt/ *n.* 成就; 成绩; 功绩 1
- acquire** /ə'kwaɪə/ *v.* (通过努力、能力、行为表现) 获得, 得到 1
- adventure** /əd'ventʃə/ *n.* 冒险; 冒险经历; 奇遇 4
- adventurer** /əd'ventʃərə/ *n.* 冒险者; 冒险家 3
- adventurous** /əd'ventʃərəs/ *adj.* 有冒险精神的; 大胆开拓的 1
- advertise** /'ædvətaɪz/ *v.* 做广告; 登广告; 宣传 4
- advertisement** /əd'vɜ:tɪsmənt/ *n.* 广告; 启事 3
- afterwards** /'ɑ:ftəwədz/ *adv.* 后来; 然后 3
- aid** /eɪd/ *v.* 帮助; 援助 *n.* 援助; 救援物资; 援助款项 1
- altogether** /,ɔ:ltə'geðə/ *adv.* (用以强调) 完全, 全部 4
- appliance** /ə'plaɪəns/ *n.* (家用) 电器, 器具 4
- assume** /ə'sju:m/ *v.* 假定; 假设; 认为 2
- attach** /ə'tætʃ/ *v.* 把……固定, 把……附 (在……上) 4
- automatically** /,ɔ:tə'mætɪkəlɪ/ *adv.* 自动地 4
- awkward** /'ɔ:kwəd/ *adj.* 令人尴尬的; 使人难堪的 2

B

- badge** /bædʒ/ *n.* 徽章; 奖章 2
- band** /bænd/ *n.* 带; 箍 2
- base** /beɪs/ *n.* 根据; 出发点 1
- benefit** /'benɪfɪt/ *n.* 优势; 益处; 成效 1
- boarding school** 寄宿学校 2
- border** /'bɔ:də/ *n.* ① (花园) (草坪边等的) 狭长花坛 ② 国界; 边界; 边疆; 边界地区 4
- brick** /brɪk/ *n.* 砖; 砖块 2
- bury** /'berɪ/ *v.* 埋葬; 安葬 3
- bush** /bʊʃ/ *n.* 灌木 1
- butler** /'bʌtlə/ *n.* 男管家 4
- button** /'bʌtn/ *n.* ① (机器的) 按钮 ② 钮扣; 扣子 4

C

- calf** /kɑ:f/ *n.* ① 小牛; 牛犊 ② 腓; 小腿肚 1
- calm** /kɑ:m/ *adj.* (海洋) 风平浪静的 3
- campaign** /kæm'peɪn/ *n.* 运动 (为社会、商业或政治目的而进行的一系列有计划的活动) 2

carriage /'kærɪdʒ/ *n.* ① (旧时载客的) 四轮马车 ② (火车的) 客车厢 1
carve /kɑ:v/ *v.* 雕刻 1
cease /si:s/ *v.* (使) 停止, 终止 1
charming /'tʃɑ:mɪŋ/ *adj.* 令人着迷的; 迷人的; 吸引人的 3
cheetah /'tʃi:tə/ *n.* 猎豹 2
Chilean /'tʃɪliən/ *adj.* 智利的; 智利人的 3
chore /tʃɔ:/ *n.* 日常事务; 例行工作 4
clap /klæp/ *v.* ① (常指友好地) 轻拍某人的背 (或肩) ② 鼓掌, 拍手 (表示赞许或欣赏) 3
closet /'klɒzɪt/ *n.* 贮藏室; 壁橱 3
collar /'kɒlə/ *n.* ① (动物, 尤指狗的) 颈圈 ② 衣领; 领子 2
compass /'kʌmpəs/ *n.* ① 圆规 ② 指南针 1
compose /kəm'pəʊz/ *v.* ① 撰写 (信函、讲稿、诗歌等) ② 组成, 构成 (一个整体) 1
compound /'kɒmpaʊnd/ *n.* ① 化合物 ② 复合物; 混合物 1
conduct /'kɒndʌkt/ *n.* (人在某地或某种情况下的) 行为, 举止 1
 /kən'dʌkt/ *v.* 组织; 安排; 实施; 执行
constant /'kɒnstənt/ *adj.* 不变的; 固定的; 恒定的 4
construction /kən'strʌkʃən/ *n.* 建筑; 建造; 施工 2
continent /'kɒntɪnənt/ *n.* 大陆; 陆地; 洲 3
continuously /kən'tɪnjuəsli/ *adv.* 不断地; 持续地; 连续地 3
county /'kaʊntɪ/ *n.* (英国、爱尔兰的) 郡; (美国的) 县 2
crew /kru:/ *n.* (轮船、飞机等上面的) 全体工作人员 3
crisp /krɪsp/ *adj.* ① 洁净的; 挺括的 ② 脆的; 酥脆的 2
criticize /'krɪtɪsaɪz/ *v.* 批评; 批判; 挑剔; 指责 2
crop /krɒp/ *v.* 剪短 *n.* 庄稼; 作物 2
crossword /'krɒswɜ:d/ *n.* 纵横字谜; 纵横填字游戏 4

D

database /'deɪtəbeɪs/ *n.* (贮存在计算机中的) 数据库, 资料库 2
deed /di:d/ *n.* 行为; 行动 1
defeat /dɪ'fi:t/ *v.* 击败; 战胜 *n.* 失败; 战败 1
deliver /dɪ'lɪvə/ *v.* 履行诺言; 不负所望; 兑现 2
depth /depθ/ *n.* 向下的距离; 深 (度); 纵深 3
desperate /'despəɪt/ *adj.* ① 极严重的; 极危险的; 很危急的 ② (因绝望而) 不惜冒险的, 不顾一切的, 拼命的 3
dignity /'dɪɡnɪti/ *n.* ① 自尊 ② 庄重; 庄严; 尊严 1
disaster /dɪ'zɑ:stə/ *n.* 灾难; 灾祸; 灾害 3
discreet /dɪ'skri:t/ *adj.* (言行) 谨慎的, 考虑周到的 4
dishonour /dɪs'ɒnə(r)/ *v.* 使丧失名誉; 使蒙受耻辱; 使丢脸 *n.* 不名誉; 耻辱; 丢脸 1
distance /'dɪstəns/ *n.* 距离; 间距 1
dive /daɪv/ *v.* ① 下潜; 潜到更深的水下 ② 跳水 (头和双臂先入水) 3
dome /dəʊm/ *n.* 穹顶; 圆屋顶 4
donate /dəʊ'neɪt/ *v.* (尤指向慈善机构) 捐赠, 赠送 2

donkey /'dɒŋki/ *n.* 驴 1
dragon /'dræɡən/ *n.* (中国传说中的) 龙 1
dust /dʌst/ *v.* 擦去……的灰尘; 擦灰 *n.* 沙土; 尘土 4
duster /'dʌstə/ *n.* 抹布; 擦布; 掸子 4

E

earn /ɜ:n/ *v.* 挣得; 赚得; 挣钱 2
easy-care /'i:zi-keə/ *adj.* (衣服或布料) 免熨烫的 4
echo /'ekəʊ/ *v.* 回响; 回荡 4
educated /'edʒuketɪd/ *adj.* 受过良好教育(或训练)的; 有教养的 2
educator /'edʒukeɪtə/ *n.* 教育工作者; 教师 1
electrical /ɪ'lektrɪkəl/ *adj.* 电的; 用电的; 电动的; 发电的 4
embarrass /ɪm'bærəs/ *v.* (尤指在社交场合) 使窘迫, 使尴尬 1
emperor /'empərə/ *n.* 皇帝 2
endurance /ɪn'dʒʊərəns/ *n.* 忍耐力; 耐久力 3
energy /'enədʒi/ *n.* 能源 4
entrance /'entrəns/ *n.* 大门(口); 入口(处); 通道 4
equivalent /ɪ'kwɪvələnt/ *adj.* (价值、数量、意义、重要性等) 相等的, 相同的 4
error /'erə/ *n.* 错误; 差错; 谬误 4
exceptional /ɪk'sepʃənəl/ *adj.* 杰出的; 优秀的; 卓越的 3
exceptionally /ɪk'sepʃənəli/ *adv.* (用于形容词和副词之前表示强调) 罕见, 特别, 非常 3
exhaust /ɪɡ'zɔ:st/ *v.* 用完; 花光; 耗尽 1
exhausted /ɪɡ'zɔ:stɪd/ *adj.* ①筋疲力尽的; 疲惫不堪的 ②用完的; 耗尽的; 枯竭的 3
exhausting /ɪɡ'zɔ:stɪŋ/ *adj.* 使人疲惫不堪的; 令人筋疲力尽的 3
expedition /ˌeksprɪ'dɪʃən/ *n.* 远征; 探险; 考察 3
experiment /ɪk'sperɪmənt/ *n.* 实验; 试验 1
experimental /ɪk'sperɪ'mentl/ *adj.* ①科学实验的; 科学试验的 ②以实验(或试验)为基础的; 实验性的; 试验性的 1
explore /ɪk'splɔ:/ *v.* 踏勘; 勘探; 探测 3
explorer /ɪk'splɔ:rə/ *n.* 探险者; 勘探者 3
expose /ɪk'spəʊz/ *v.* ①使面临, 使遭受(危险或不快) ②暴露; 显露; 露出 3

F

fabric /'fæbrɪk/ *n.* 织物; 布料 4
failure /'feɪljə/ *n.* 失败 2
fancy /'fænsɪ/ *v.* 想要; 想做 4
fashionable /'fæʃənəbəl/ *adj.* 流行的; 时兴的; 时髦的 2
fate /feɪt/ *n.* 命中注定的事(尤指坏事); 命运的安排 1
filter /'fɪltə/ *v.* 过滤 *n.* 滤器; 过滤器 4
flit /flɪt/ *v.* 轻快地从一处到另一处; 掠过 4
float /fləʊt/ *v.* ①浮; 漂浮 ②浮动; 漂流; 飘动; 飘移 3

forehead /'fɒrɪd, 'fɔːhed/ *n.* 额; 前额 4
forwards /'fɔːwədz/ *adv.* 向前 4
freezing /'friːzɪŋ/ *adj.* 极冷的 3
frequently /'friːkwəntli/ *adv.* 频繁地; 经常 1
freshwater /'freʃwɔːtə/ *adj.* (尤指还没有航海经验的水手) 不熟练的; 缺乏经验的 3
frightened /'fraɪnd/ *adj.* 惊吓的; 受惊的; 害怕的 3
frozen /'frəʊzn/ *adj.* (人或身体部位) 冻僵; 极冷 3

G

gadget /'gædʒɪt/ *n.* 小器具; 小装置 4
gallery /'gæləri/ *n.* (艺术作品的) 陈列室, 展览馆; 画廊 2
gas /gæs/ *n.* ① 气体 ② 气体燃料; 煤气; 天然气 1
gather /'gæðə/ *v.* 采集 (植物、水果等) 1
gigantic /dʒaɪ'gæntɪk/ *adj.* 巨大的; 庞大的 4
grindstone /'graɪndstəʊn/ *n.* 磨石; 砂轮 1

H

haircut /'heəkʌt/ *n.* 发型; 发式 2
hazardous /'hæzədəs/ *adj.* 危险的; 有害的 3
herd-boy /hɜːd-bɔɪ/ *n.* 牧童 1
hike /haɪk/ *v.* 去……远足; 做徒步旅行 1
hire /haɪə/ *v.* ① 临时雇用 ② 聘用; 雇用 2
honey /'hʌni/ *n.* 蜂蜜 1
housekeeper /'haʊs,ki:pə/ *n.* 管家, 杂务主管 (通常为女性) 4
humidity /hjuː'mɪdɪtɪ/ *n.* (空气中的) 湿度 4

I

identical /aɪ'dentɪkəl/ *adj.* 完全同样的; 相同的 4
impression /ɪm'preʃən/ *n.* ① 影响; 效果 ② 印象; 感想 3
indeed /ɪn'diːd/ *adv.* 其实; 实际上 3
indigo /'ɪndɪɡəʊ/ *n.* ① 蓝草 (可制取靛青的植物) ② 靛青 1
inlay /'ɪnleɪ/ *v.* 镶嵌; 把 (图案等) 嵌入 1
integrated /'ɪntɪɡreɪtɪd/ *adj.* 各部分密切协调的; 综合的; 完整统一的 4
intention /ɪn'tenʃən/ *n.* 打算; 计划; 意图; 目的 2
interconnect /,ɪntəkə'nekt/ *v.* (使类似的事物) 相联系, 相互联系 4
iron /'aɪən/ *v.* (用熨斗) 熨, 烫平 *n.* 熨斗 4

L

last /lɑːst/ *v.* 持续; 继续; 延续 3
latest /'leɪtɪst/ *adj.* 最近的; 最新的 2

launch /lɔ:ntʃ/ *v.* 启动; 推出; 发起 2

laundry /'lɔ:ndri/ *n.* ① (家庭、旅馆等的) 洗衣房 ② 要 (或正在) 洗的衣物; 刚洗好的衣物 4

lawn /lɔ:n/ *n.* 草坪; 草地 4

leadership /'li:dəʃɪp/ *n.* ① 领导才能; 领导应有的品质 ② 领导; 领导地位 3

leap /li:p/ *n.* 跳跃; 跳高 1

lecturer /'lektʃərə/ *n.* 讲课者; 讲授者; 讲演者 4

lemonade /,lemə'neɪd/ *n.* 柠檬饮料 2

lifeboat /'laɪfbəʊt/ *n.* ① (船上备用的) 救生艇 ② (派往海上救助的) 救生艇, 救生船 3

lighting /'laɪtɪŋ/ *n.* 照明; 灯光; 布光 4

loathe /ləʊð/ *v.* 极不喜欢; 厌恶 4

loft /lɒft/ *n.* 阁楼, 顶楼 (常用以贮物, 间或作房间) 4

logical /'lɒdʒɪkəl/ *adj.* 必然的; 合乎情理的; 合乎常理的 2

lush /lʌʃ/ *adj.* (植物、花园等) 茂盛的; 茂密的 4

M

march /mɑ:tʃ/ *n.* 示威游行; 抗议游行 2

v. (坚定地) 向某地) 前进, 进发 3

melt /melt/ *v.* (使) 融化, 融化 3

metal /'metl/ *n.* 金属 1

metallic /mɪ'tælɪk/ *adj.* 金属般的; 有金属味 (或声音) 4

mission /'mɪʃən/ *n.* 官方使命; 使团的使命 2

movement /'mu:vmənt/ *n.* (具有共同思想或目标的) 运动 2

N

nag /næg/ *n.* (老) 马; 弩马 1

nanny /'næni/ *n.* (儿童家中的) 保姆 4

nap /næp/ *n.* (日间的) 小睡, 打盹 1

nestle /'nesəl/ *v.* ① 坐落 (于安全、隐蔽之处) ② 依偎; 舒适地坐 (或卧) 4

nickname /'nɪkneɪm/ *v.* 给……起绰号 *n.* 绰号; 译名; 外号 1

normally /'nɔ:məlɪ/ *adv.* ① 通常; 正常情况下 ② 正常地; 平常地 4

Norwegian /nɔ:'wi:dʒən/ *adj.* 挪威的; 挪威人的; 挪威语的 3

O

observation /,ɒbzə'veɪʃən/ *n.* (尤指据所见、所闻、所读而作的) 评论 3

ocean /'əʊʃən/ *n.* 大海; 海洋 3

official /ə'fɪʃəl/ *n.* 要员; 官员; 高级职员 *adj.* 公务的; 公职的; 公事的 2

old-fashioned /əʊld-'fæʃənd/ *adj.* 陈旧的; 过时的; 不时髦的 4

opponent /ə'pəʊnənt/ *n.* 对手; 竞争者 1

organisation /,ɔ:gənəɪ'zeɪʃən/ *n.* 组织; 团体; 机构 2

orphanage /'ɔ:fənɪdʒ/ *n.* 孤儿院 2

overpopulation /ˌəʊvəpɒpjʊ'leɪʃən/ *n.* 人口过剩问题 4

oversee /ˌəʊvə'siː/ *v.* 监督; 监视 4

P

pace /peɪs/ *n.* ① (走或跑时) 迈出的一步; 步幅 ② (移动的) 速度; 步速 1

patriotic /ˌpætri'ɒtɪk/ *adj.* 爱国的 1

perfectly /'pɜːfɪktli/ *adv.* 完全地; 非常; 十分 3

perfume /'pɜːfjuːm/ *n.* 芳香; 香味; 馨香 4

persist /pə'sɪst/ *v.* 顽强地坚持; 执著地做 1

persuade /pə'sweɪd/ *v.* 劝说; 说服 3

pickup /'pɪkʌp/ *adj.* 临时拼凑的; 临时组织的 2

pile /paɪl/ *v.* 堆放; 摞起; 叠放 1

pin /pɪn/ *v.* (用大头钉等) 固定, 别上, 钉住 2

plainly /'pleɪnli/ *adv.* 清晰地; 明显地; 清楚地 3

plastic /'plæstɪk/ *n.* 塑料 2

plumb line (测水深或垂直面用的) 重锤线, 铅垂线 1

poet /'pəʊɪt/ *n.* 诗人 1

poetry /'pəʊɪtri/ *n.* 诗集; 诗歌; 诗作 1

polar bear 北极熊; 白熊 4

pole /pəʊl/ *n.* (行星的) 极; 地极 3

Polish /pɒlɪʃ/ *adj.* 波兰的; 波兰人的; 波兰语的 1

practically /'præktɪkli/ *adv.* ① 实事求是地; 实际地 ② 几乎; 差不多; 很接近 1

press /pres/ *v.* (被) 压, 挤, 推, 施加压力 *n.* 报章杂志; 报刊; 印刷媒体 1

process /'prəʊses/ *n.* 做事方法; 工艺流程; 工序 1

productivity /ˌprɒdʌk'tɪvɪti/ *n.* 生产率; 生产效率 2

profound /prə'faʊnd/ *adj.* ① 知识渊博的; 理解深刻的; 深邃的 ② 巨大的; 深切的; 深远的 1

promote /prə'məʊt/ *v.* 促进; 推动 2

proof /pruːf/ *adj.* (构成复合词) 防……的; 抗……的 *n.* 证据; 证明 4

prose /prəʊz/ *n.* 散文 1

purchase /'pɜːtʃɪs/ *v.* 买; 购买; 采购 *n.* 购买; 采购 2

Q

quantity /'kwɒntəti/ *n.* 数量; 数额; 数目 4

R

recite /rɪ'saɪt/ *v.* (尤指对听众) 背诵 1

recycle /ˌrɪː'saɪkəl/ *v.* 回收利用; 再利用 4

regular /'regjələ(r)/ *adj.* 通常的; 平常的; 惯常的 2

regulate /'regjuleɪt/ *v.* (用规则条例) 约束, 控制, 管理 2

reliable /rɪ'laɪəbəl/ *adj.* 可信赖的; 可依靠的 4

request /rɪ'kwest/ *v.* (礼貌或正式地) 请求, 要求 *n.* (正式或礼貌的) 要求, 请求 2
rescue /'reskjʊ:/ *n.* 救援; 营救; 抢救; 获救 *v.* 营救; 援救; 抢救 3
resolution /,rezə'lʊ:ʃən/ *n.* 决心; 决定 3
resolve /rɪ'zɒlv/ *v.* ①决心; 决定 ②解决 (问题或困难) 3
resource /rɪ'sɔ:s/ *n.* ①有助于实现目标的东西; 资料 ②资源; 财力 2
reusable /,ri:'ju:zəbl/ *adj.* 可重复使用的; 可再次使用的 2
ring /rɪŋ/ *n.* 炉口; 灶盘 4
roof /ru:f/ *n.* 顶部; 屋顶 4
roof-top /ru:f-tɒp/ *n.* 外屋顶 4
room /ru:m/ *n.* 可能性; 机会 4
rotten /'rɒtn/ *adj.* (食物、树木等) 腐烂的; 腐朽的 1
rough /rʌf/ *adj.* ①汹涌的; 风浪很大的 ②粗糙的; 不平滑的; 高低不平的 3

S

sage /seɪdʒ/ *n.* 智者; 圣人 1
sail /seɪl/ *v.* (船) 航行; (人) 乘船航行 *n.* 帆 3
sailor /'seɪlə/ *n.* 水手; 海员 3
scent /sent/ *v.* 使具有香味 *n.* 香味 4
sea-sick /si:-sɪk/ *adj.* 晕船 3
security /sɪ'kjʊərɪtɪ/ *n.* 保护措施; 安全工作 4
servant /'sɜ:vənt/ *n.* 仆人 4
shelter /'ʃeltə/ *n.* ① (无家可归者或受虐待者的) 收容所, 庇护所 ②居所; 住处 2
shore /ʃɔ:/ *n.* (海洋、湖泊等大水域的) 岸, 滨 3
shrub /ʃrʌb/ *n.* 灌木 4
simulator /'sɪmjʊleɪtə/ *n.* 模拟装置 4
sink /sɪŋk/ *v.* 下沉; 下陷; 沉没 3
ski /ski:/ *v.* 滑雪 (运动) 4
skyscraper /'skaɪ,skreɪpə/ *n.* 摩天大楼 4
slingshot /'slɪŋʃɒt/ *n.* 弹弓 1
soccer /'sɒkər/ *n.* 足球运动 2
socket /'sɒkɪt/ *n.* (电源) 插座 4
solar panel 太阳能电池板 4
solar-powered /'səʊlə-'paʊəd/ *adj.* 以太阳能为动力的 4
somehow /'sʌmhəʊ/ *adv.* 由于某种未知的原因; 不知为什么; 不知怎么地 1
soundness /saʊndnɪs/ *adj.* 明智; 可靠 3
space-age /speɪs-eɪdʒ/ *adj.* (尤指样式或技术) 太空时代的; 非常先进的 4
spot /spɒt/ *v.* 看见; 注意到 4
starve /stɑ:v/ *v.* (使) 捱饿, 饿死 3
stream /stri:m/ *n.* 小河; 溪 1
structure /'strʌktʃə/ *n.* ①结构体; (尤指) 建筑物 ②结构; 构造 2
stuck /stʌk/ *adj.* 动不了; 无法移动; 卡住; 陷住 3

styling /'stɑɪlɪŋ/ *n.* (发型的) 修剪, 造型 2
substantial /səb'stænʃəl/ *adj.* 大而坚固的; 结实的; 牢固的 4
suffer /'sʌfə/ *v.* 遭受; 蒙受 1
surfing /'sɜ:fɪŋ/ *n.* 冲浪运动 4
surround /sə'raʊnd/ *v.* 围绕; 环绕 4
survive /sə'vaɪv/ *v.* ① 生存; 存活; 继续存在 ② 幸存; 幸免于难; 渡过难关 3
sustainable /sə'steɪnəbəl/ *adj.* ① 可持续的 ② (对自然资源和能源的利用) 不破坏生态平衡的, 合理利用的 1

T

Tanzanian /ˌtænzə'ni:ən/ *adj.* 坦桑尼亚的; 坦桑尼亚人的 2
tap /tæp/ *n.* 轻击; 轻拍; 轻敲; 轻扣 4
tent /tent/ *n.* 帐篷; 帐棚 3
thoroughbred /'θʌrəbred/ *n.* 纯种动物, 良种动物 (尤指马) 1
threat /θret/ *n.* 坏事发生的可能 2
thus /ðʌs/ *adv.* ① 以此方式; 如此; 这样 ② 因此, 从而 1
trial /'traɪəl/ *n.* ① 令人伤脑筋的事; 惹麻烦的人; 考验 ② (法院的) 审讯, 审理, 审判 1
tunnel /'tʌnl/ *n.* 地道; 隧道 4
twin /twɪn/ *n.* 孪生儿之一; 双胞胎之一 2
twine /twɑɪn/ *n.* (两股或多股的) 线, 绳; 合股线; 麻绳 1

U

unbelievable /ˌʌnbɪ'li:vəbəl/ *adj.* ① 非常好 (或坏、极端) 的; 难以置信的; 惊人的 ② 难以相信的; 不真实的 3
undo /ʌn'du:/ *v.* ① 消除; 取消; 废止 (某事的影响) ② 打开; 解开; 拆开 2
uniform /'ju:nɪfɔ:m/ *n.* 制服; 校服 2
unruly /ʌn'ru:lɪ/ *adj.* 难以控制 (或管理) 的; 难以驾驭的 1
unseat /ʌn'si:t/ *v.* 罢免; 解除职务; 赶下台 1
urban /'ɜ:bən/ *adj.* 城市的; 都市的; 城镇的 2
urge /ɜ:dʒ/ *v.* 敦促; 催促; 力劝 2

V

via /'vaɪə/ *prep.* 经由, 经过 (某一地方) 3
virtue /'vɜ:tʃu:/ *n.* 高尚的道德; 正直的品性; 德行 1
volunteer /ˌvɒlən'tiə/ *n.* 义务工作者; 志愿者 *v.* 自愿做; 义务做 2
voyage /'vɔɪdʒ/ *n.* 航行; (尤指) 航海, 航天 3

W

wage /weɪdʒ/ *n.* (通常指按周领的) 工资, 工钱 3
wardrobe /'wɔ:drəʊb/ *n.* 衣柜; 衣橱; (英国) 放置衣物的壁橱 4

wave /weɪv/ *v.* 挥手；招手；摆手；挥臂 *n.* 海浪；波浪；波涛 1

whaling /'weɪlɪŋ/ *n.* 捕鲸（业）；鲸加工（业） 3

wilderness /'wɪldənɪs/ *n.* 未开发的地区；荒无人烟的地区；荒野 2

wildlife /'waɪldlaɪf/ *n.* 野生动物；野生生物 2

willingly /'wɪlɪŋli/ *adv.* 愿意；乐意 1

wire /waɪə/ *n.* 金属丝；金属线；一段金属丝（或线） 1

wisdom /'wɪzdəm/ *n.* 智慧；才智 1

后记

本套教材根据教育部颁布的《普通高中英语课程标准（2017 年版 2020 年修订）》编写，后经国家教材委员会专家委员会审核通过。

本套教材编写过程中，我们得到了多方面的指导与支持。国内外多位语言教学专家，如梅德明、刘正光、程晓堂、Rod Ellis、Brian Tomlinson 等，对我们的教材编制方案、教材初稿和教材修订工作提出了宝贵的意见和建议。

上海市英语特级教师何亚男、吴小英、汤青、陆跃勤等对我们的编制方案、选材、活动设计、编写体例等提出了富有建设性的意见。教材编写过程中，我们还多次听取了上海市各区高中教研员和优秀骨干教师的意见和建议。

此外，来自加拿大、德国、英国、美国等国家的多位外籍专家，如 Marc Young, Stephanie Ashford, Catherine Watts 等，对本套教材进行了审校，提出了许多有价值的修改意见。

上海市中小学（幼儿园）课程改革委员会、上海市教育委员会教学研究室、上海市英语教育教学研究基地（上海市高校“立德树人”人文社科重点研究基地）、基地所在单位上海外国语大学以及上海外语教育出版社对教材的编写提供了有力的支持。各册责任编辑全程参与了教材的编写工作，付出了辛勤的劳动。

我们在此一并表示衷心的感谢。

热忱欢迎广大专家、教师和同学们在使用过程中指出教材的不足之处或问题，以便我们尽快修订改正。

编者

2020 年 5 月



致力于用榜样的力量提升学生成绩的共享家教平台

中国家庭教育学会荣誉会员单位

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