



普通高中教科书

英语

选择性必修

第二册



外语教学与研究出版社

普通高中教科书

英语

选择性必修

第二册

主 编：陈 琳

外语教学与研究出版社
北京

主 编：陈 琳

副 主 编：张连仲

编 者：刘 晓 李陆桂 张京生 钱建源 徐 浩 雷传利

（按照姓氏笔画排序）

项目策划：王 芳 王 勇

项目负责：张黎新 郎 崧 张 涛

基础教育出版分社：

地 址：北京市西三环北路 19 号 外研社大厦 基础教育出版分社 (100089)

咨询电话：(010)88819117/88819688

传 真：(010)88819423

前言

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

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

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

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

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

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

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

《英语》（新标准）系列教材
高中阶段编委会

Scope and sequence

Unit	Starting out	Understanding ideas	Using language	
			Grammar	Integrated skills
1 <small>P1</small> Growing up	Video: Coming-of-age ceremonies	The age of majority	Future continuous	Memorable moments <i>Functions:</i> • Expressing concerns • Giving encouragement • Making suggestions
Project: Creating a personal portfolio P97				
2 <small>P17</small> Improving yourself	Video: Time management tips	Social media detox	Past perfect passive	Improving behaviour <i>Functions:</i> • Clarifying what you mean • Giving examples
Project: Planning a 30-day challenge P98				
3 <small>P33</small> Times change!	Video: Which is better?	A new chapter	Past continuous passive	Into a new era <i>Functions:</i> • Comparing and contrasting • Describing a place
Project: Interviewing older generations about their lifestyles P99				
4 <small>P49</small> Breaking boundaries	Video: Today's world	My 100 days with MSF	<i>It</i> as an empty subject	The global village <i>Functions:</i> • Showing interest • Describing a common phenomenon
Project: Taking part in an MUN conference P100				
5 <small>P65</small> A delicate world	Video: Connected together	Macquarie Island: from chaos to conservation	<i>It</i> as an empty object	Ecosystems <i>Functions:</i> • Expressing doubt • Responding to doubt
Project: Understanding the ecosystems around you P101				
6 <small>P81</small> Survival	Video: Living and working in Antarctica	The wild within	Adverbial clauses with <i>-ever</i> and <i>no matter</i>	Facing crisis <i>Functions:</i> • Asking for opinions • Giving opinions • Agreeing
Project: Making an island survival guide P102				
Appendices Learning aid P105 Vocabulary P132 Words and expressions P126 Names and places P138				

	Developing ideas		Presenting ideas	Reflection
	Reading	Writing		
	The little prince (excerpt) <i>Learning to learn:</i> Irony	Writing a book review	Making a one-year self-improvement plan	
	Valuable values <i>Learning to learn:</i> Wordplay	Writing a reflection	Sharing your understanding of a quote	
	Emojis: a new language? <i>Learning to learn:</i> Supporting evidence	Writing about a change	Describing changes in ways of learning	
	The words that changed a nation Video: The face of slavery <i>Learning to learn:</i> Use of prepositions	Writing a speech	Giving a presentation about breaking a boundary in society	
	Why Shennongjia? Video: The beautiful landscapes of Shennongjia <i>Learning to learn:</i> Lectures	Drafting a lecture	Sharing your understanding of a quote	
	Plan B: life on Mars? <i>Learning to learn:</i> Inferring	Writing a survival story	Giving a presentation about change and survival	

同学们，欢迎大家继续《英语》（新标准）高中教材的学习！

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

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


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

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




Growing up

Starting out ◆

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

- 1 What is a coming-of-age ceremony? How do people celebrate in the video?
- 2 Which celebration makes the greatest impression on you? Why?

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

- 1 What is the poem about?
- 2 According to Kipling, what qualities does his son need to “be a Man”? Tick those mentioned in the poem and add your own ideas.

- | | |
|--------------------------------------|-----------------------------------|
| <input type="checkbox"/> self-belief | <input type="checkbox"/> honesty |
| <input type="checkbox"/> confidence | <input type="checkbox"/> kindness |
| <input type="checkbox"/> modesty | <input type="checkbox"/> pride |
| <input type="checkbox"/> integrity | <input type="checkbox"/> patience |
| <input type="checkbox"/> other _____ | |

- 3 Which of these qualities are most important to you as you grow up?

If –

*If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or, being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;*

...

*If you can talk with crowds and keep your virtue,
Or walk with kings – nor lose the common touch;
If neither foes nor loving friends can hurt you;
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run –
Yours is the Earth and everything that's in it,
And – which is more – you'll be a Man, my son!*

(Excerpts from *If –* by Rudyard Kipling)



1 Discuss at what age you are allowed to do the following things in China.

- Get a credit card.
- Get a driver's licence.
- Get a full-time job.
- Get the right to vote.
- Get a bank loan.
- Rent an apartment.



2 Read the passage and find out the meaning of "the age of majority".

The Age of Majority

In most countries, turning 18 marks the start of adulthood. But what does reaching this milestone, the age of majority, really mean? Will you be completely in charge of your own life and able to express yourself in new and exciting ways? What new responsibilities will this freedom bring? Here, three young people tell us what turning 18 means, or meant, to them.



Bethany

16, Victoria, Australia

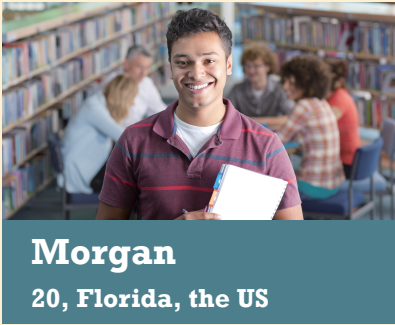
1 I can't wait to be 18. One reason is that although I've been working ever since leaving school, I won't be voting in the next general election. Why? Because I still won't be old enough. Surely, if you're old enough to earn a wage and pay taxes, you should be allowed to have a say on how the government spends them! I've also been taking driving lessons, and in fact I will be taking my driving test on the very day I turn 18. My mum worries about me being behind the wheel. As an ambulance driver, she's seen a lot of car accidents involving teenagers and thinks the legal age for getting a driving licence should be 21. But I think I'm already mature enough to understand that driving a car also means taking responsibility for my life and the lives of other people.



Lin Ning

19, Shanghai, China

2 I celebrated my 18th birthday just before I went to university. I expected to feel instantly different, as if I had closed the door on my childhood and stepped into a whole new adult world. But it wasn't like that. When I woke up the next day, there were still rules to obey and lessons to attend. In fact, the change has been more subtle and gradual than I imagined. Instead of being the selfish teenager I used to be, I have begun to feel more aware of other people and to develop a stronger sense of social responsibility. To give an example, I will be signing an organ donation agreement this time tomorrow. This was a big decision for me. Of course I asked my parents for their approval first. Turning 18 also changed the way that society viewed me. I was really surprised when a bank contacted me with a credit card offer. Of course, I would like to have more freedom with money and no doubt I will be getting a credit card at some point, but I currently don't have a steady income, so getting a credit card might tempt me to spend more money than I have!



Morgan

20, Florida, the US

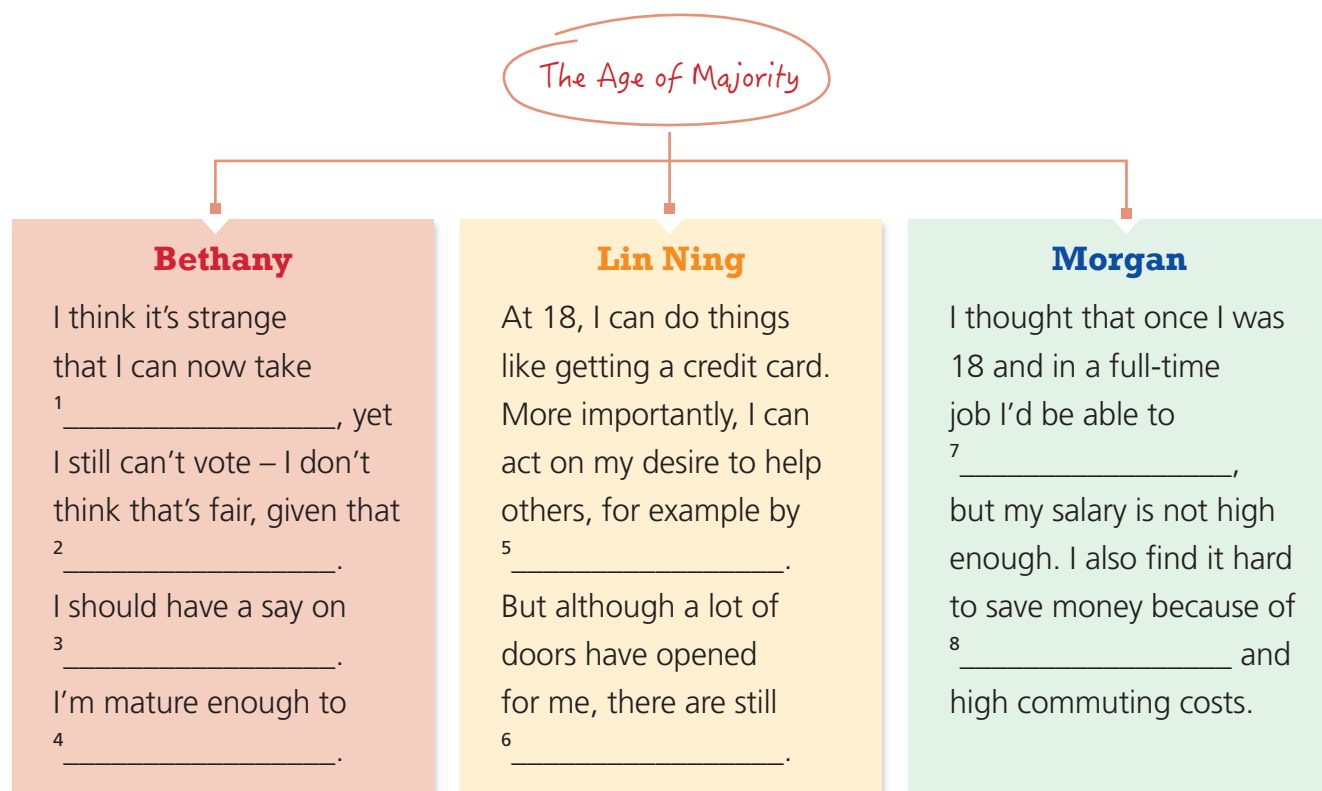
- 3 People say that 18 marks a new chapter in our lives, and that we should become more independent. I used to believe this, but the reality for me has been very different. I assumed I'd already have a well-paid job and that I'd be moving into a rented apartment as soon as I turned 18, but how wrong I was! My librarian's salary means that I'll be living at home with my parents for a while longer. Because I contribute to the household bills and my commute to work is quite expensive, I find it hard to save any money. I'll be starting a new job next month, however, so maybe things will get easier. I know I could get a bank loan to pay the deposit on my very own apartment, but I don't feel ready to make that kind of commitment, and I do like my mom's cooking. I guess some responsibilities are more about attitude than age.



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

- 1 Eighteen – the Age of Indecision
- 2 Teenagers' Hopes for the Future
- 3 The Right to Vote – Your Views
- 4 Turning Eighteen – What Does It Mean?

4 Organise information from the passage and complete the diagram.



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

- 1 Surely, if you're old enough to earn a wage and pay taxes, you should be allowed to have a say on how the government spends them! _____
- 2 ... I will be taking my driving test on the very day I turn 18. _____
- 3 When I woke up the next day, there were still rules to obey and lessons to attend. _____
- 4 I guess some responsibilities are more about attitude than age. _____

Now look for more opinions in the passage and talk about whether you agree with them.

- 1 Do you think the minimum age limits in the passage are sensible? Why or why not?
- 2 What right are you most looking forward to having as an adult? Why?
- 3 What do you think it means to be a responsible adult?
- 4 How can you use the language you have learnt in the passage to express your ideas clearly?

Think & Share

Future continuous

- 1 Look at the sentences and answer the questions. Sentence (a) is from the reading passage.

- a ... I **will be signing** an organ donation agreement this time tomorrow.
b ... I **will sign** an organ donation agreement tomorrow.

- 1 Which sentence signifies an activity in progress at a particular time in the future?
2 Why does the author choose to use sentence (a) instead of sentence (b)?

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

- 2 Work in pairs. Take turns to ask and answer questions based on the information in the schedule.

SUMMER CAMP

DAY
1

SCHEDULE

- 08:45–09:00 welcoming ceremony
09:10–11:30 archery lessons
12:00–13:00 lunch
13:30–15:30 treasure hunt
16:00–18:00 swimming
18:30–19:30 dinner



A: What will you be doing at 8:50?

B: I'll be attending the welcoming ceremony.

What will you be doing at 9:30?

A: ...

- 3 Complete the email with the correct form of the verbs in brackets. Use the future continuous tense where possible.



From: Diana
To: George
Subject: Plans for the future

Dear George,

It's great to hear from you. Thanks for the birthday card!

You asked if I have been thinking a lot about the future now that I'm 17. The answer is yes! Things change so quickly, don't they? I mean, in just a year's time, I ¹ _____ (be) an adult. And this time next year, I ² _____ (take) my final school exams. Hopefully I ³ _____ (pass) them! Then, in a couple of years' time, I ⁴ _____ (study) at university. It seems like no time at all! I ⁵ _____ (choose) law, I think. After graduation, I ⁶ _____ (look) for a job related to law. In the long term, I hope that 20 years from today, I ⁷ _____ (work) as a judge. Let's see how things go.

What are you hoping to do in the future? Tell me about your plans.

Kind regards,
Diana

- 4 Write a reply to Diana to tell her about your own plans for the future.

Memorable moments

- 5 Read the passage and answer the questions.

Like a musical symphony, life has high and low moments, and somewhere in between are those moments we call "bittersweet". As students, it's likely that those moments are mainly about school life, such as sitting a major exam, giving a presentation, or becoming a boarder for the first time. But as life continues, we're presented with more varied experiences: starting university, getting a job and raising a family. Whatever our choices are, we should cherish and embrace these moments in life. After all, each step we take is one more step forward to becoming a stronger and better person.



- 1 What is your understanding of the first sentence?
- 2 What is the author's attitude towards life? Do you agree with it?

- 6 Listen to the conversation and answer the questions.

- 1 What is the relationship between the speakers?
- 2 What are they talking about?

- 7 Listen again and complete the table.

Concerns	Suggestions
I've never been away from home, so I don't know how to 1 _____.	Think how it will help you prepare for 2 _____, and ask others 3 _____.
I might have a different routine to 4 _____ and they might not be very pleasant to 5 _____.	When living in a group, 6 _____ are really important.
I will no longer be able to 7 _____ as much as before if I have to follow a strict dorm schedule.	Try joining some clubs. You might make 8 _____.
I suppose that I will 9 _____.	Speak to them regularly over the phone or via 10 _____.

Now work in pairs. Talk about other difficulties the girl may face and make suggestions.

8 Complete the boxes with the expressions from the conversation.

- I'm afraid I can't...
- Don't be afraid!
- I'm worried that...
- What if...?
- It's a good idea to...
- I'm concerned that...
- Perhaps you could...?
- How about...?
- Good luck with...

Expressing concerns

Giving encouragement

Making suggestions

9 Work in pairs. Discuss a challenging moment in your life.

10 Listen to the conversation and tick the words and expressions mentioned.



☐ learn to walk



☐ start school



☐ graduate from college



☐ get married



☐ leave home



☐ get a job



☐ have children




☐ retire

- 11 Complete the online message board with the correct form of the words and expressions in Activity 10.

< >

↻

Share your special moments with us! 

1 I've been working for 40 years and am going to _____ next month. I'm going to practise calligraphy in my free time.

2 I'll _____ this June, and leave the campus I've lived on for four years.

3 We _____ in our early 20s. We've had our ups and downs, but we've now been married for ten mostly happy years!

4 I was a little scared when I _____ at six years old. But I soon made a lot of new friends and fell in love with school!

5 I first _____ when I was 16 years old. Serving customers at a restaurant is hard work but I managed to stick at it.

6 I _____ before I was one. Mum said I was curious about everything around me and caused a lot of trouble!

7 _____ is the greatest thing that's happened to us. They bring us so much happiness, despite the hard work.

8 When I got a full-time job, I decided to _____ and rent my own apartment. I enjoy the freedom and the sense of independence.

- 12 Work in pairs. Share a most memorable moment from your life using the words and expressions in this section.

Now think about your performance. How well did you understand your partner and give an effective response?

- 1 Read the introduction to Antoine de Saint-Exupéry and answer the questions.



Antoine de Saint-Exupéry (1900–1944)

was a French writer and pilot. As a young boy, he was obsessed with aeroplanes, riding in one for the first time at the

age of 12. He spent much of his life flying and writing about his adventures. Saint-Exupéry's most successful work, *The Little Prince*, is one of the best-selling books ever published. The story was probably inspired by his plane crash in the desert in 1935. Saint-Exupéry nearly died, and wandered around for four days before being rescued. In 1944, Saint-Exupéry left on a wartime mission over occupied France, from which he never returned. Although the remains of his plane were discovered in 2000, Saint-Exupéry's body has never been found, and the cause of his death remains unknown.

- 1 What experience made the author write *The Little Prince*?
- 2 What kind of person do you think Saint-Exupéry was?

- 2 Look at the three drawings and predict what the story is about.

Now read the passage and check your prediction.

The Little Prince

- 1 Once when I was six years old I saw a magnificent picture in a book, called *True Stories from Nature*, about the primeval forest. It was a picture of a boa constrictor in the act of swallowing an animal. Here is a copy of the drawing.



- 2 In the book it said: "Boa constrictors swallow their prey whole, without chewing it. After that they are not able to move, and they sleep through the six months that they need for digestion."
- 3 I pondered deeply, then, over the adventures of the jungle. And after some work with a colored pencil I succeeded in making my first drawing. My Drawing Number One. It looked like this:



- 4 I showed my masterpiece to the grown-ups, and asked them whether the drawing frightened them.
- 5 But they answered: "Frighten? Why should anyone be frightened by a hat?"
- 6 My drawing was not a picture of a hat. It was a picture of a boa constrictor digesting an elephant. But since the grown-ups were not able to understand it, I made another drawing: I drew the inside of the boa constrictor, so that the grown-ups could see it clearly. They always need to have things explained. My Drawing Number Two looked like this:



- 7 The grown-ups' response, this time, was to advise me to lay aside my drawings

of boa constrictors, whether from the inside or the outside, and devote myself instead to geography, history, arithmetic and grammar. That is why, at the age of six, I gave up what might have been a magnificent career as a painter. I had been disheartened by the failure of my Drawing Number One and my Drawing Number Two. Grown-ups never understand anything by themselves, and it is tiresome for children to be always and forever explaining things to them.

- 8 So then I chose another profession, and learned to pilot airplanes. I have flown a little over all parts of the world; and it is true that geography has been very useful to me.



At a glance I can distinguish China from Arizona. If one gets lost in the night, such knowledge is valuable.

- 9 In the course of this life, I have had a great many encounters with a great many people who have been concerned with matters of consequence. I have lived a great deal among grown-ups. I have seen them intimately, close at hand. And that hasn't much improved my opinion of them.
- 10 Whenever I met one of them who seemed to me at all clear-sighted, I tried the experiment of showing him my Drawing Number One, which I have always kept. I would try to find out, so, if this was a person of true understanding. But, whoever it was, he, or she, would always say:
- 11 "That is a hat."



- 12 Then I would never talk to that person about boa constrictors, or primeval forests, or stars. I would bring myself down to his level. I would talk to him about bridge, and golf, and politics, and neckties. And the grown-up would be greatly pleased to have met such a sensible man.

(Excerpt from The Little Prince by Antoine de Saint-Exupéry)

- 3** Choose the author's attitude towards grown-ups and find evidence to support your choice.

- 1 Grown-ups are more practical than children. They want to teach children knowledge that will be useful in the future.
- 2 Grown-ups are no better than children. They lack imagination and only care about matters of consequence.
- 3 Grown-ups are more knowledgeable than children. They can understand everything by themselves.

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

... I have had a great many encounters with a great many people who have been concerned with matters of consequence. And the grown-up would be greatly pleased to have met such a sensible man.

- 1 What does the author really mean by these sentences?
- 2 What figure of speech does the author use? How does this figure of speech help to express the author's attitude?

Learning to learn

Irony is a subtle figure of speech that refers to things one says that are the opposite of what one really means. It has a humorous, emphatic or sarcastic effect. For example: *Fine, don't buy me an airline ticket. I'll just swim across the ocean!*

- 1 What were the grown-ups' responses to the author's Drawing Number One and Drawing Number Two? Why do you think they responded in this way?
- 2 According to the author, what is a child's most valuable trait? Do you agree with him?
- 3 After reading the two passages in this unit, think about what you may acquire and lose as you grow up. Share your ideas with the class.

Think & Share

- 5 Work in groups. Give a talk about your attitude towards grown-ups.

- 1 Decide whether you agree with the author's attitude towards grown-ups and why.
- 2 Think of some examples to support your opinions and make notes.

Opinions:

●

●

●

●

●

●

●

Examples:

●

●

●

●

●

●

●

- 3 Organise your talk following the steps below.

- Explain the author's attitude towards grown-ups.
- State your own opinions.
- Give supporting examples.
- Conclude by summarising your opinions.

- 4 Give your talk to the class.

Now think about your performance during the group discussion. How well did you actively participate and contribute ideas?

Writing a book review

6 Read the book review and find the information on the right.



The Little Prince

BOOK REVIEW

The Little Prince was written and illustrated by the French writer Antoine de Saint-Exupéry during World War II. It is a children's fantasy book, but it is also enjoyed by adults.

It tells a story about a pilot who has crashed in the desert. While he is trying to fix his aeroplane, a little prince comes to him. Visiting from another planet, the little prince recounts his adventures to the pilot, and the two become friends.

The book talks about the importance of looking beneath the surface of things to uncover their real meanings. I like it because it is simple, and yet it really made me think a lot about life and death, love and responsibility, friendship and loneliness. One of the most memorable characters in the book is a rose, which the little prince fell in love with. I was really touched by the line – “It’s the time you spent on your rose that makes your rose so important.” – because it shows how we form special bonds with others by caring and taking responsibility for them.

Personally, I think this is a touching book that everyone should read, whatever their age.



- the title of the book
- the name of the author
- the genre
- a memorable character
- a quote from the book



7 Read the book review again and answer the questions.

- 1 What is the plot of the book?
- 2 What is the key message of the book?
- 3 What does the reviewer think of the book?

8 Choose a book that means a lot to you. Plan a review of it and make notes.

General facts about the book:

Plot of the book:

Comments:

Conclusion and recommendation:

Now write your book review.

9 Work in pairs. Make improvements to each other's book reviews and share them with the class.

Presenting ideas



1 Work in groups and discuss how to make a one-year self-improvement plan. Consider the following:

- what you have learnt from the past
- what you plan to achieve
- what you plan to avoid
- what you plan to overcome

2 Complete the table to help you draft your plan.

Goals	What to do
healthy living	Eat more fruit and vegetables. Drink more water. Do exercise three times a week.
positive thinking	

3 Share your draft with your group and suggest ways to make improvements to each other's plans.

4 Prepare a short presentation about your plan. Consider the following:

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

5 Give your presentation to the class. Check your self-improvement plan one year from now to see if you have achieved your goals.

Reflection

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

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

2

Improving yourself

Starting out

- 1 Watch the video and answer the questions.
 - 1 What is the video about?
 - 2 What other tips are there to make full use of your time? Share your ideas with the class.
- 2 Complete the questionnaire and find out how good your self-control is.



SELF-CONTROL Questionnaire

- 1 Do you ever lose your temper with your family, friends, or classmates?
a Never. b Sometimes. c Always.
- 2 Do you find it difficult to resist temptations such as junk food?
a Never. b Sometimes. c Always.
- 3 Do you have any bad habits that you cannot break?
a None whatsoever! b Some. c Where do I start?
- 4 Do you sometimes fail to get work done because you cannot concentrate?
a Never. b Sometimes. c Always.
- 5 Do you ever offend people by speaking carelessly?
a Never. b Sometimes. c Always.

Turn to pages 110–111 to find out your result.

Understanding ideas ▼

- 1 Read the facts and answer the questions.



- On average, Chinese Internet users each spend two hours a day on social media: a total of 730 hours each year.
- The average age of social media users in China in 2017 was 33.1 years old, as against 32.4 in 2016 and 31.2 in 2015.
- The top four negative aspects of social media as ranked by Chinese users are: reduced time for reading printed books, poorer eyesight, privacy and information security concerns, and reduced sleep time.

- 1 What conclusions can you draw from the facts?
- 2 How much time do you spend on social media each day? What negative effects does this have on you?

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

Now read the passage and check your prediction.



Moderator

Today marks the last day of the Social Media Detox, Brenton High's fundraising campaign for new sports equipment. At the start of the detox, over 100 students had been persuaded to stop using social media, in ANY form, for seven days. This meant no messaging friends, no posting photos, no blogging – nothing. They had been promised money by family and friends for each day spent without using social media. They were excited. They were nervous. But could they do it?

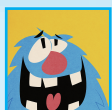
With the detox now finished, they've switched on their devices and they're back online. I bet you're as eager as I am to find out just how many have been motivated enough to last the full seven days! And what, if anything, has been learnt from the experience?



Anna
17

I lasted two days. The detox was more difficult to tolerate than I had expected. I felt like I had lost an arm! Not eating for two days would have been easier! But on reflection, I can see how much of my time had been occupied with checking my phone. I'm now trying to spend less time online and more time picking up my hobbies.

SOCIAL MEDIA DETOX



Devon
16

I lasted four days. On Monday, my classmate and I spoke about what we did at the weekend – it felt really strange not to already know what he had done. We would usually have posted pictures and updated our profiles. Doing the detox meant we had to talk and explain what we were doing and thinking! It made me realise the value of real contact that I had forgotten.



Cindy
18

I managed the whole week! At first, I really felt I was missing out. Then, instead of messaging my friend, I went round to her house. Without our phones, we had a proper conversation for over two hours, without being distracted by messages from other people. It felt so good! Then I decided to visit a different friend every day. By the fifth day, I wondered – was I really missing out by not constantly checking my phone to see what everyone else was up to?





George
16

I did all seven days, too! To be honest, I didn't find the detox too difficult, but I did give my phone to my dad to avoid giving in! My brother thought I should make full use of the time without my phone, so he took me to check out our local sports centre. An hour's sport each day left me tired out and wanting to go to bed early. The detox made me healthier!



Max
17

I'm embarrassed to say that I threw in the towel on the first day! I knew there was a party happening that evening, but without access to social media I couldn't remember where it was! In the end, I turned on my phone to check, but couldn't resist having a quick look at my social media accounts. What's worse, I then spent so much time catching up on news, I almost missed the party!



The detox raised a total of £1,632.82 for new school sports equipment! Well done, everyone who took part! After reading the posts on this **Moderator** forum, it seems that something other than money has also been raised through the detox. Awareness of just how much we rely on social media can help us step away from it and communicate with each other better.

3 Choose the benefits of the social media detox and find evidence to support your choices.

- 1 It helped students learn how to best communicate using social media.
- 2 It raised money for school sports equipment.
- 3 It made students want to spend even more time on social media.
- 4 It made students realise how much time they had been spending on social media.
- 5 It encouraged students to find new ways to communicate and try new activities.

4 Organise information from the passage and complete the summaries.

Anna 2 Days

Reaction: It was more difficult than she had expected. She felt like ¹ _____!

Result: She can now see how much time had been taken up with checking her phone. She is now trying to spend more time ² _____.

Devon 4 Days

Reaction: When he saw a classmate on Monday, he felt ³ _____ not to already know what his classmate had done at the weekend.

Result: They had to talk and explain what they were doing and thinking! It made him realise ⁴ _____.

Cindy 7 Days

Reaction: At first, she really felt ⁵ _____.

Result: Without their phones, she and her friend ⁶ _____ for over two hours. By the fifth day, she realised that she hadn't been missing out on anything.



**Social
Media
Detox**

George 7 Days

Reaction: He didn't find the detox too difficult, but he did give his phone to his dad to avoid ⁷ _____.

Result: An hour's sport each day left him tired out and ready for bed early. The detox made him ⁸ _____!

Max Less than 1 Day

Reaction: He ⁹ _____ on the first day. He used his phone to check where a party was.

Result: He spent so much time using his phone to ¹⁰ _____ on social media, and he almost missed the party.

Now work in pairs. Choose the person that you most identify with and give advice on what they should do next.

- 1 What is your understanding of "something" in "After reading the posts on this forum, it seems that something other than money has also been raised through the detox"?
- 2 Do you think the detox was worthwhile? Why?
- 3 What would you do if you had to give up social media for a week?
- 4 Have you encountered any difficulties in understanding the main idea of the passage? Share them with the class and ask for advice.

Think & Share

Past perfect passive

- 1 Look at the sentences and answer the questions. Sentence (a) is from the reading passage.

- a At the start of the detox, over 100 students **had been persuaded** to stop using social media, in ANY form, for seven days.
b At the start of the detox, people **had persuaded** over 100 students to stop using social media, in ANY form, for seven days.

- 1 Were the students in sentence (a) persuaded before the detox started, or afterwards?
- 2 What is the difference between sentences (a) and (b)?
- 3 Why does the author choose to use a passive form instead of an active form?

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

- 2 Complete Jack's blog post with the correct form of the verbs in brackets.

Before I turned over a new leaf, I had always been a very lazy student. I was careless about handing in my homework, and none of my assignment deadlines
1 _____ (meet). Indeed, I would deliberately

"lose" my homework in my incredibly messy room, so that I could put off
2 _____ (do) it! My parents soon worked out this trick, though, and one day I came home to find that my room 3 _____ (clean), and my homework 4 _____ (put) right in the centre of a spotlessly clean desk! A present 5 _____ (leave) on the desk, too (I think Mum did that): a book called *The Art of Procrastination*.

The author, John Perry, said that procrastination was about 6 _____ (avoid) the hardest and most important tasks. So, 7 _____ (make) sure you do your homework, put it second or third on your to-do list, not at the top. Then put one or two really hard things you don't want to do at the top of the list. You will procrastinate to avoid the hard stuff – by doing your homework!

LATER
NOW

Posted by Jack at 13:34

- 3 Work in pairs. Describe the pictures using the past perfect passive.



Jack started the habit of cleaning his room last week. This is what his room looked like yesterday morning.



But two weeks ago, Jack's room was like this: ...

- 4 Work in pairs. Talk about what had happened before you started a new habit of your own. Use the past perfect passive where appropriate.

Improving behaviour

- 5 Match the sentences to the signs. Pay attention to the words and expressions in bold.

- ☐ 1 Do not **litter**.
- ☐ 2 Do not **talk loudly** in public.
- ☐ 3 Do not **spit** in public.
- ☐ 4 Do not walk on the **grass**.
- ☐ 5 Do not **smoke**.
- ☐ 6 Do not **take photos**.



a



b



c



d



e



f

6 Complete the conversations with the correct form of the words and expressions in Activity 5.

- 1 A: What do you do when people _____?
B: I put my headphones on. I don't want to hear other people's conversations.
- 2 A: How can we stop people _____?
B: We should tell them it's dirty and it can spread diseases.
- 3 A: What would you do if you saw people _____?
B: I would go up to them and ask them to put the litter into a rubbish bin.
- 4 A: How can we prevent people from _____?
B: If we keep the grass looking really neat, maybe people will realise they shouldn't walk on it.
- 5 A: What would you do if you saw someone _____ where it's not allowed?
B: I'd politely remind them it's not permitted, and that they should be considerate of others.
- 6 A: What would you do if you saw someone _____ in a museum?
B: I'd ask them to stop, because it can damage the exhibits.

Now work in pairs. Think of more types of inappropriate behaviour and talk about what you think is the right thing to do when faced with them.

7 Listen to the interview and choose a topic for it.

- 1 How to promote values education.
- 2 How to inspire students to work hard.
- 3 How to introduce school programmes.
- 4 How to fairly distribute books and umbrellas.

8 Listen again and complete the newspaper report.



A school in our city came up with an innovative programme to promote the traditional value of ¹_____. School principal Ms Wu gave several examples of how the programme works.

To begin with, the school introduced an activity called the “unsupervised examination” for some of the classes. That means during this examination, there is no teacher ²_____. Before taking this examination, students first need to ³_____. Students generally expressed that it's good to feel ⁴_____ and they quite enjoyed ⁵_____ in the

examination. In turn, they developed
6 _____.

The school also introduced what is
called the 7 “_____”.

Printed on each umbrella
was a short statement about
8 _____. At the end
of the term, all the umbrellas were
returned 9 _____. None
of them had been lost or damaged.

Now Ms Wu and her colleagues
plan to introduce the programme
to 10 _____. Everyone
needs to work together to build a
culture of honesty. They hope
more teachers and students will
get involved.



Now work in pairs. Talk about the
significance of promoting values
education in schools.

9 Complete the boxes with the
expressions from the interview.

- I can give a couple of examples.
- That is...
- Let me clarify...
- For instance, ...
- I mean...
- Take... as an illustration.
- To put it another way, ...

Clarifying what you mean

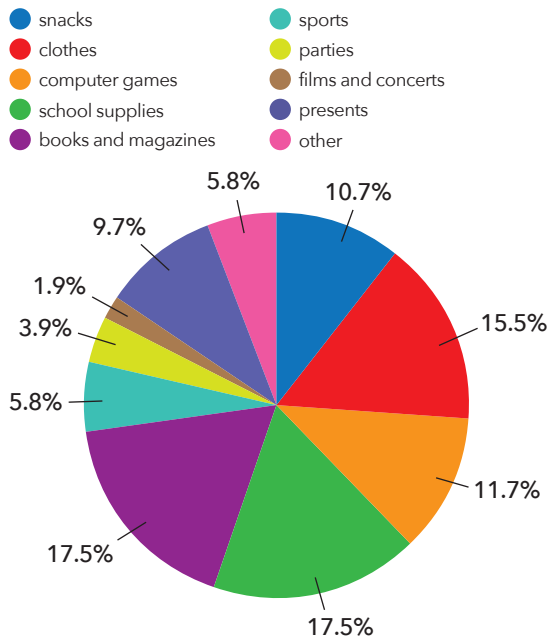
Giving examples

10 Work in groups. Discuss how to
promote values education at your
school using the words and expressions
in this section.

Now talk about how well you did in
offering effective advice or ideas and
developing effective solutions in the
group discussion.

- 1 Look at the chart and answer the questions.

Spending habits of students at No.1 Senior High School



- 1 What are the top three things students from this school spend their money on?
- 2 What else do you think students often spend their money on?

Now think about what you spend your money on. Draw a chart to show your spending habits and share it with the class.

- 2 Read the passage and find out the meaning of the title.

Learning to learn

Wordplay uses the sounds and meanings of similar words in an amusing or clever way, for example: *I was trying to discover how lightning worked, and then it **struck** me!* It can also be used to reinforce the meanings of themes: in the title *The Importance of Being Earnest*, “Earnest” is an adjective as well as a character’s name.

Valuable Values

- 1 The spending power of young people varies from person to person. Each, however, is faced with the same question: what to do with their money? Some handle this less well than others. Recent headlines have seen more and more teens maxing out their parents’ credit cards on games or other online activities.
- 2 In contrast to these big spenders, there are also teens that prove age is no barrier to making good use of money. With the help of her grandmother, eight-year-old Khloe Thompson started making “Kare Bags” for the



homeless people in her district. Inside the bags are necessities such as toothpaste, soap and socks, bought first with her pocket money and then through crowd funding. These items helped to make the lives of poor and homeless people a little bit easier. On receiving a Kare Bag, one woman said, “You make me feel like a human being.”

- 3 However people intend to use their money, managing it seems to be unprecedentedly important to younger generations. A 2016 study said 17 states of the US require high school students to take courses in personal finances. For those who have no access to courses, help might be at hand thanks to Jerry Witkovsky and his method of using four jars to teach teenagers how to spend their money wisely.

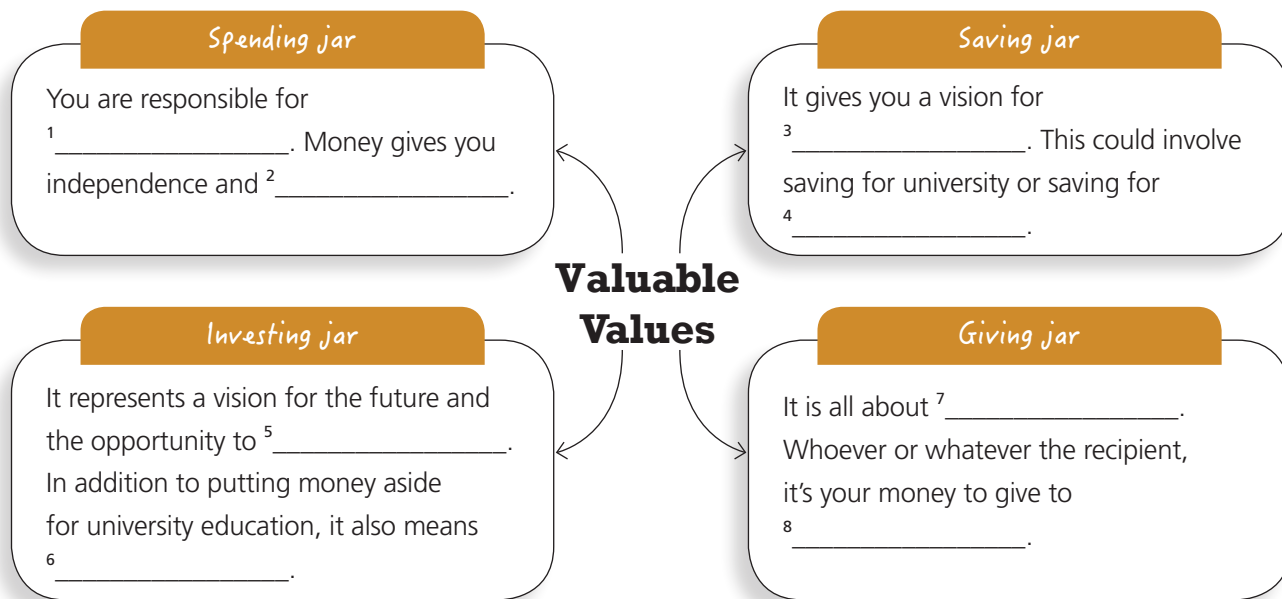
- 4 When Jerry’s grandchildren turned 13, his present to each of them was three jars: one for Spending, one for Saving, and another for Giving – he has since added a fourth jar for Investing. It was from then on that his grandchildren started to be in control of what to do with the money they receive: spend, save, invest or give? Jerry’s birthday present to his grandchildren is, however, much more than money and a few jars – he is giving them the opportunity to learn lifelong values.
- 5 The value taught with the Spending jar is that you are responsible for your own happiness. Money gives you independence and the opportunity to buy something you like. After all, it’s OK to be nice to yourself!



- 6 While the Spending jar is about the here and now, the Saving jar gives you a vision for the future. This could involve saving for university, but it could also mean saving for that special something you've seen in the stores – it's up to you.
- 7 The Investing jar not only represents a vision for the future, but gives the opportunity to build for the future. Although this could likewise involve putting aside money for your university education, it also means investing in yourself.
- 8 The Giving jar is all about kindness and helping. Whether you want to help out a friend, give money to an animal charity or to children in another country, it's your money to give to whatever cause you believe in.
- 9 The wider aim of the jars is to encourage teenagers to think more objectively about money and the things that it can do, so that they grow up understanding, if you like, the value of the valuable. In this way, they will be better equipped in their adult lives to make informed choices about how they use the money they have. Indeed, the small change inside their jars could mean a big change in how they manage their money.



3 Organise information from the passage and complete the diagram.



- 1 Why does the author use the example of Khloe Thompson?
- 2 How does the passage inspire you to improve your spending habits?
- 3 If you were given 1,000 *yuan*, how much money would you put in each jar?
Give your reasons.
- 4 What methods of self-management have you learnt in the two reading passages in this unit? What else do you need to improve?

Think & Share

4 Work in groups. Give a talk about your understanding of the values represented by the four jars.

- 1 Read the passage again and think about which jar you believe is the most important.
- 2 Organise your ideas by completing the notes.

The most important jar: _____

Reasons: _____

Supporting examples: _____

- 3 Share your ideas with the group.
- 4 Choose a group member to summarise your group's opinions to the class.

Now think about the method Jerry Witkovsky used to give advice. How did it help you to better understand the topic?

Writing a reflection

5 Read the story and answer the questions.

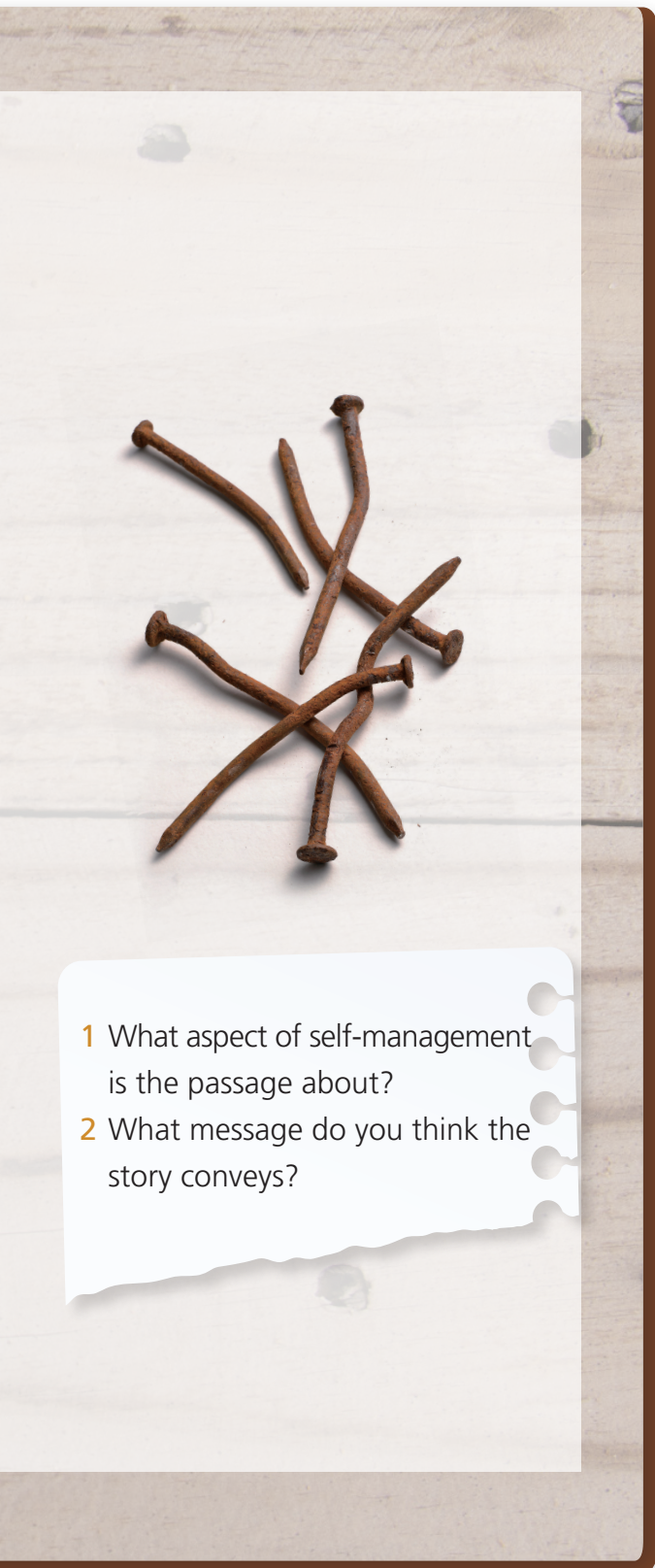
There once was a little boy who had a bad temper. His father gave him a bag of nails and told him that every time he lost his temper, he must hammer a nail into the back of the fence.



The first day, the boy hammered so many nails into the fence that his father had to give him a whole new bag. Over the next few weeks, as he learnt to control his anger, he hammered fewer and fewer nails into the fence each day. He had learnt that it was easier to hold his temper than to hammer nails into the fence. Finally, the day came when the boy didn't lose his temper all day, not even once. He told his father, who said that now the boy should pull out one nail for each day that he was able to hold his temper.



The days passed by and the boy was finally able to tell his father that all the nails were gone. The father took his son and led him to the fence. He said, "You've done well, son, but look at all the holes in the fence! That fence will never be the same. When you say something in anger, it leaves a hole in someone's heart, just like your nails have left holes in the fence. It doesn't matter how many times you say sorry. The hole is still there."



- 1 What aspect of self-management is the passage about?
- 2 What message do you think the story conveys?

6 Make notes about the story in Activity 5.

Summary of the story:

My thoughts:

Conclusion:

Now write your reflection.

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

Presenting ideas

a The superior man must be watchful over himself when he is alone.

Zengzi

君子必慎其独也。

曾子

b Procrastination is like a credit card: it's a lot of fun until you get the bill.

Christopher Parker

c No man is free who is not master of himself.

Epictetus

d Change your thoughts, and you change your world.

Norman Vincent Peale

e Don't say you don't have enough time. You have exactly the same number of hours per day that were given to Helen Keller, Pasteur, Michelangelo, ... Leonardo da Vinci, Thomas Jefferson, and Albert Einstein.

H. Jackson Brown Jr

1 Work in groups. Talk about the meanings of the quotes and complete the table.

Quotes	Meanings
a	
b	
c	
d	
e	

2 Choose one quote and make notes.

What is the main message of the quote?

What can you learn from this quote?

What example(s) can you find to support this quote?

3 Prepare a short presentation about the quote.

Consider the following:

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

4 Give your presentation to the class.

Reflection

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

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

3

Times change!

Starting out

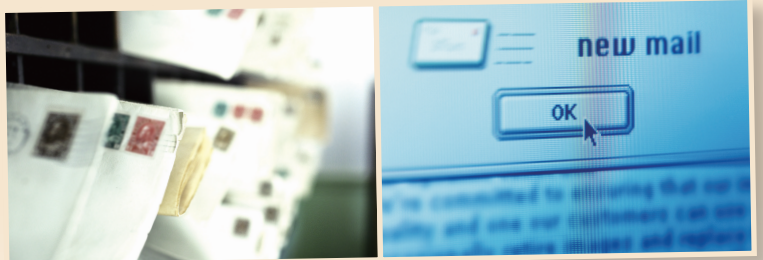
1 Watch the video and answer the questions.

- 1 What is the video about?
- 2 Which do you prefer, a faster pace of life or a slower pace of life?

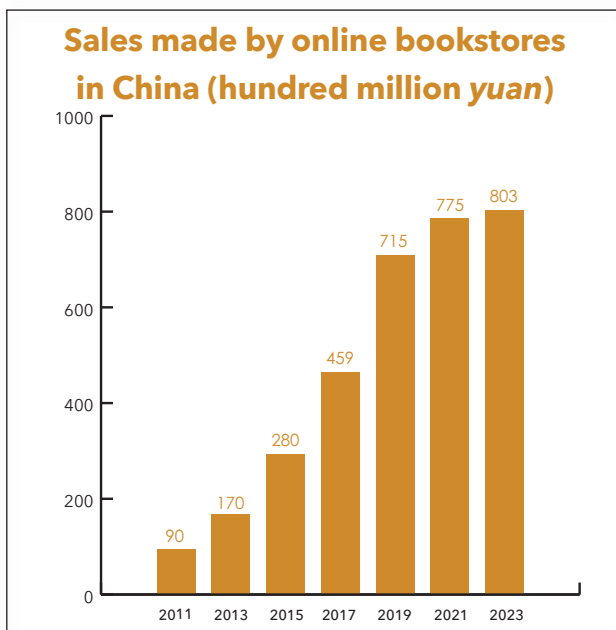
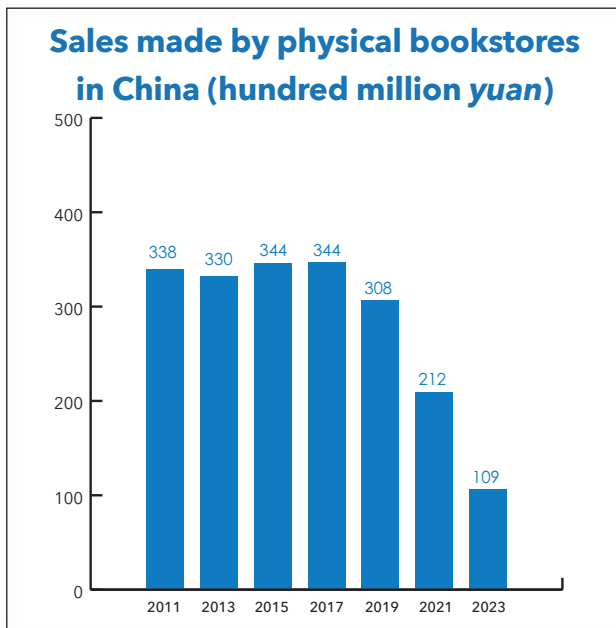


2 Look at the pictures and answer the questions.

- 1 What kinds of changes do the pictures show?
- 2 What else can you think of that has changed in recent decades?
- 3 Imagine you could travel 40 years back in time. What would you want to experience? Why?



- 1 Look at the charts and answer the questions.



- 1 What information do the charts show?
- 2 What conclusions can you draw from these charts?

- 2 Look at the title of the passage and the pictures. Think about what the title means.

Now read the passage and check your answer.



New Chapter

- 1 The day I heard that the Rainbow Bookstore was closing after 50 years of business, I was heartbroken. The bookstore, which was a legendary fixture in the neighborhood, was a place where anyone could drop in and connect through their love of books.
- 2 When I hurried to the store, I saw that the books were already being packed into boxes. I had a long chat with Casey, the store's elderly owner. Sighing deeply, he told me how it was becoming difficult to run an independent bookstore. Most young people preferred reading e-books on tablets. More and more customers were being attracted by chain stores and online discounts. I tried to think of some words of sympathy, but I



had to admit that the Rainbow Bookstore couldn't stay in business much longer.

- 3 Childhood memories came back to me so clearly, as if the events had happened only yesterday. A bunch of us kids would frequently drop by the store after school. We'd look at the new books, or just chat with Old Casey. He knew every book in the store and would always pick the perfect one for us from a dusty shelf. We spent hours reading, seated on the store's old but comfortable furniture. Casey encouraged us to share our ideas and comments on the books, by writing them on a large board in one corner of the store.
- 4 When I left the bookstore, it was becoming cold and dark outside. I turned to wave goodbye to Casey, but both he

and his bookstore were already hidden in a thick mist. It made me realize that the bookstore and all that Old Casey had given to the community could soon disappear for good.

- 5 A few months later, I was back in the neighborhood during my spring break and was surprised to see that the Rainbow Bookstore was still there and open for business. Its old brick exterior hadn't changed, but inside it was like a different world. In one area, a book reading was being delivered. Nearby, customers were poring over shelves selling stationery, posters and other best-seller-themed gifts. The large board in the corner had been replaced by a big screen, where customers' comments on the month's best-seller were being displayed. Clearly, the Rainbow Bookstore was in good, creative hands.

- 6 I was told that the community had decided to work together on a campaign to save the Rainbow Bookstore. The campaign had been led by Jennifer Oakley, a saleswoman who had grown up in the neighborhood and who had now taken over the bookstore from Casey.
- 7 Under Jennifer's leadership, the bookstore was being turned into a place for literature-loving members of the community to get together. It had a café selling organic food, and there were now more community events such as book readings, poetry recitals and even jazz concerts and movie nights, where people could gather to share an experience that couldn't be downloaded.



- 8 I joined Casey, who was looking up at the screen on which readers' comments kept popping up. "Well, as you can see, corporate knowledge combined with creativity has brought my humble bookstore into the 21st century! I'm so pleased to see that everything I wanted it to offer to the community is still here."

3 Choose the ideas conveyed in the passage and find evidence to support your choices.

- 1 Traditional bookstores can't compete with large bookstore chains.
- 2 People's love of reading never changes.
- 3 Technology has been a key factor in bringing the Rainbow Bookstore back to life.
- 4 Creativity plays an important role in the new Rainbow Bookstore.

4 Organise information from the passage and complete the chart.



Old Bookstore

- owned by Casey

Similarities

- sells books



New Bookstore

- owned by Jennifer

Now describe the author's feeling towards the Rainbow Bookstore in your own words.

- 1 Do the author's childhood memories make the passage more appealing? Why or why not?
- 2 What do you think of the changes made to the bookstore?
- 3 What changes do you think will happen to the bookstores around you?
- 4 How does the diagram help you to better understand the passage?

Think  Share

Past continuous passive

- 1 Look at the sentences and answer the questions. Sentence (a) is from the reading passage.

- a When I hurried to the store, I saw that the books **were already being packed** into boxes.
b When I hurried to the store, I saw that the books **were already packed** into boxes.

- 1 What is the difference between sentences (a) and (b)?
- 2 Which sentence emphasises process and which emphasises result?

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

- 2 Rewrite the passage using the past continuous passive.

Walking home a few days ago, I saw that people were doing reconstruction work on the old market. It would be turned into a modern shopping mall. Some people were tearing down the old gate. Some were removing the wooden stands. Some were clearing away rubbish from the floor. While all this was going on, a journalist was taking photos. The resulting story in the local newspaper divided the people of the town: some were in favour of the new shopping mall, and some were against it.

- 3 Look at the two groups of pictures and describe the changes in the news industry using the past continuous passive where appropriate.

1



interview / do / face to face

2



news / edit / pen

3



news / print / paper

4



newspaper / deliver / at the door

Yesterday, I watched a documentary about the news industry in the past. I saw that an interview was being done face to face. But now, interviews can be done online...

interview / do / online



news / edit / computer



news / release / the Internet



news / read / online



- 4 Describe the changes in another industry using the past continuous passive where appropriate.

Into a new era

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

More than 40 years ago, China began to implement the reform and opening-up policy, starting out on a journey that would **pave the way** for China to become a fully-modernised socialist country. The policy **has had a great influence** on Chinese society. It has allowed China to accomplish in just four decades what took Western industrialised countries more than 200 years to achieve, **breaking new ground** in the history of human achievement. This ongoing journey is allowing China to **share the fruits** of its success and develop further alongside other countries. What's more, the Belt and Road Initiative will mean **a new dawn** for trade and investment between countries, **leading into a new era** of prosperity.



- 1 What is the passage about?
- 2 Can you explain the meaning of the expressions in bold in your own words?

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



Dear friends,

Thank you for coming together to celebrate the first anniversary of Tech-Hub Business Park. It's great to see so many of you representing the many different companies that have made the park their professional home. What started as an idea by local entrepreneurs ¹ _____ for this town to become known as a centre of technology and formed a solid basis for future business development.

Like everyone else in this town, we are proud that the Tech-Hub companies continue ² _____ in technology. Such innovation will, without doubt, ³ _____ of technological discovery. What's more, it seems that Tech-Hub ⁴ _____ on local schools, with more students than ever applying to study Computer Science at university. Tech-Hub remains thankful to the community and promises ⁵ _____ of our success with the town.

Thank you!

- 7 Listen to the interview and choose its purpose.

- 1 To find out what changes Shenzhen has undergone after the introduction of the reform and opening-up policy.
- 2 To understand how people feel about the way life has changed in Shenzhen this century.
- 3 To show what the first special economic zone looks like now.
- 4 To figure out how life is different for the older and younger generations in Shenzhen.

 **8** Listen again and complete the interview record.

INTERVIEWEE No.1

Personal information

Has lived in Shenzhen for ¹ _____
 Occupation: ² _____

Impression of Shenzhen

In the past
 Shenzhen was a small town ³ _____. There were not many people living there and there were no ⁴ _____. People made a living from ⁵ _____.

In the present
 It has developed into ⁶ _____ with modern skyscrapers and a population of ⁷ _____.


Life in Shenzhen

In the past
 People stayed in the same area, and one day ⁸ _____.

In the present
 Each day brings something new. ⁹ _____ keep coming.
 Life is ¹⁰ _____ and it's certainly interesting!

Comments on Shenzhen today

Shenzhen is a special place full of ¹¹ _____.
 It is a place where young people can ¹² _____.



Now talk about the changes in Shenzhen in your own words.

9 Complete the boxes with the expressions from the interview.

- ... has undergone rapid development...
- At that time...
- ... was only a small town...
- There's been a huge change!
- It has developed into... with...
- Compared with the past, ...
- In the past, ...
- But now...
- ... is a very special place.
- It's full of...
- ... is a place where...

Comparing and contrasting

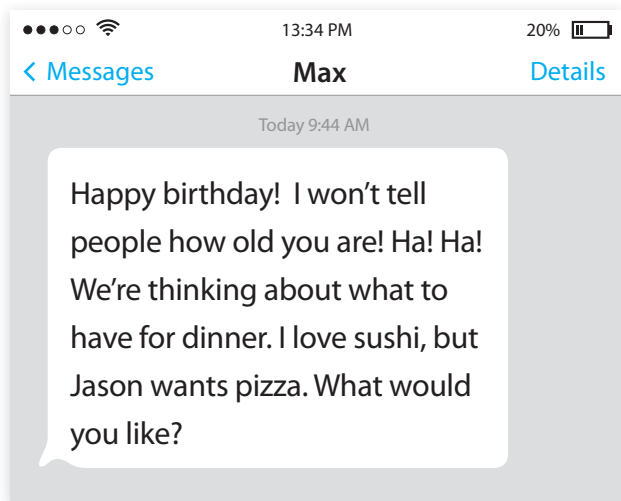
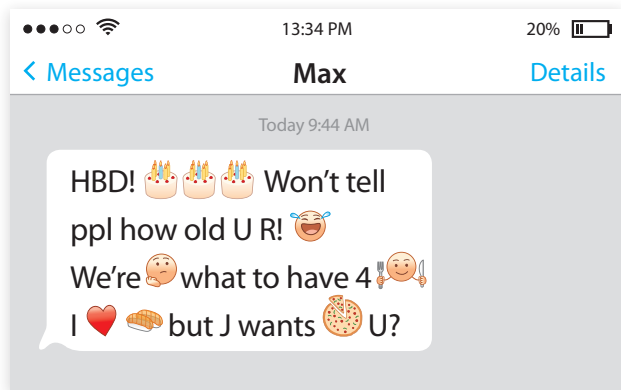
Describing a place

10 Work in pairs. Describe the changes in your home town using the expressions in this section.

Now think about how well you can use the language you have learnt to express yourself.

Developing ideas

- 1 Look at the messages and answer the questions.

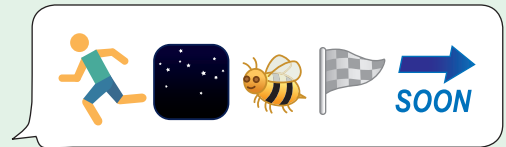


- 1 Which message is easier to understand? Which message do you prefer? Why?
- 2 Which way do you use to send messages?

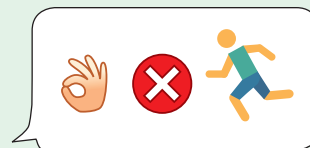
- 2 Look at the title of the passage and predict the author's attitude towards emojis.

Now read the passage and check your prediction.

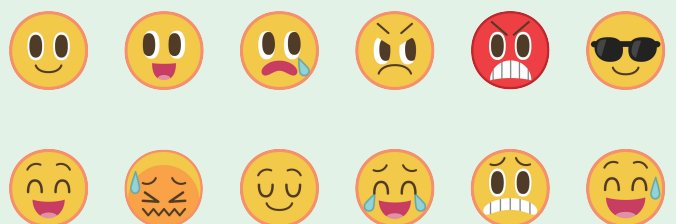
- 1 While waiting outside the cafeteria, I received the following message from my friend:



- 2 It took me a minute before I realised what it meant. The signs he used were to say that he'd be running late and would be there soon. Instead of replying with a simple "OK, don't rush", I searched for emojis on my phone that would express the same message:



- 3 This was my attempt to follow the trend of communicating with emojis. Emojis are used everywhere, from text messages to emails, blogs and other social media networks. With the rapid development of social media, emojis are becoming an integral component of the language we use to express ourselves.



Emojis: a new language?



- 4 The word “emoji” comes from Japanese, literally meaning “picture character”. Emojis are small symbols representing ideas, emotions or feelings. They come in different categories, such as faces and people, plants and animals, and food and drink.
- 5 When first introduced in Japan in 1999, emojis were limited to 176 simple designs. Now there are more than 3,000 emojis that expand upon the way in which we communicate. Due to their popularity, the Oxford Dictionaries Word of the Year in 2015 was, for the first time ever, a pictograph 🗿 instead of a traditional word.
- 6 In today’s world, emojis have become more and more popular. It seems that emojis have clear advantages over written language. People like them because they add emotional meaning, and are quick and easy to use. In fact, this is similar to the gestures we use when we speak. With a smiling or sad face added to a message or post, your reader can “see” your facial expression while reading your words. Emojis can also help people express their feelings when they cannot find the appropriate words. For instance, if your friend is moving across the country, you may just send them a string of crying faces to express your sadness over your separation.
- 7 The use of emojis has even spread to classical literature. A Shakespeare series for young readers has taken William Shakespeare’s popular plays and replaced some words with textspeak and emojis. The intention of these adaptations is to make the classics more accessible to young readers.



Some people, however, believe that these new versions have taken away the heart and soul of Shakespeare's plays.

- 8 As we can see, emojis have a tendency to pop up all over the place. Users of emojis say that they facilitate the way in which we communicate and express ourselves. But this makes others, especially educators, worry that we are losing the ability to communicate properly using the written word, or even the spoken word. After all, how many of us today would rather send a message packed with emojis than make a telephone call? Perhaps people will one day choose to communicate in pictures, and forget how to write properly. On that day, emojis will have become a real pictorial "language". But, for now, maybe it's best that we just enjoy using them.



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

- 1 To guide readers to use emojis properly.
- 2 To discuss the development and influence of emojis.
- 3 To criticise the increased use of emojis.
- 4 To entertain readers with examples of how emojis have been used.

- 1 Do you think the Shakespeare series with emojis is an effective way to encourage young readers to read the classics? Give your reasons.
- 2 What do you think about the way people use emojis?
- 3 What lifestyle changes does each reading passage in this unit focus on? What is the common message conveyed in both passages?

Think & Share

4 Work in groups. Give a talk about the sentence from the passage.

Perhaps people will one day choose to communicate in pictures, and forget how to write properly.

- 1 Read the sentence and decide whether you agree or disagree with it.
- 2 Provide three reasons to support your ideas and give evidence for each reason. Make notes.

Reasons:	Evidence:

- 3 Give your talk to the class.

Learning to learn

When you give your opinion, your argument will be stronger if it is supported by evidence. Evidence can come from primary sources, such as original documents and interviews, or secondary sources, such as books and magazines.

Now think about what you have learnt from the opinions of your classmates. Have they helped to change your opinion in any way?



Writing about a change

5 Read the passage and answer the questions.

■ Lifestyle

Where Does **SUPERMAN** Get Changed These Days?

I was watching a superhero film the other day and a thought occurred to me: where does Superman get changed these days? In the comics and earlier films, Clark Kent would pop into a phone box to change into his Superman costume. But these days, phone boxes are hard to find. The main reason for this is simply that we don't need them anymore. Almost everyone these days carries a mobile phone with them. It is certainly more convenient to take out a mobile and make a call at the touch of a button than to press a series of long numbers on a telephone. And anyone who happens to leave their mobile phone at home will still have no use for a phone box. Why? Because they are



unlikely to remember the number they want to call – that's something that our mobile phones do for us these days. And even if we could remember a number and needed to call it urgently, it would still be more convenient to borrow a mobile phone from someone else than walk around looking for a phone box. So, the phone box is becoming a thing of the past. Poor Clark Kent will have to find somewhere else to change!

- 1 Why does the author start the passage by writing about Superman?
- 2 What will disappear in the future according to the passage? What is the major reason for this phenomenon?
- 3 What supporting arguments does the author give to make the point convincing?



- 6 Think about something that might disappear in the future and complete the boxes.

Something that
will not be around
in the future

Reasons

Supporting
arguments

Now write your passage.

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

Presenting ideas



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

- 1 What can you see in the pictures?
- 2 What changes in our ways of learning do the pictures show?

2 Think about how learning will change in the future and complete the table.

Learning activities	Changes
homework	
exam	



3 Prepare a short presentation. Consider the following:

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

4 Give your presentation to the class.

Reflection

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

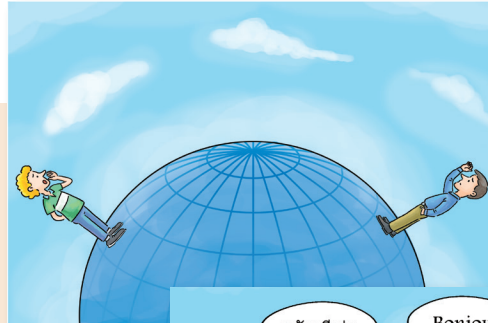
- 1 What is your understanding of the driving force behind the changes to our lifestyles?
- 2 What text types have you learnt about? What are their features?
- 3 What words, expressions and structures have you learnt?
- 4 What improvement have you made in understanding different cultures?
- 5 What improvement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

4

Breaking boundaries

Starting out

- 1 Watch the video and answer the questions.
 - 1 Which statistic surprises you most?
 - 2 What message do you think the video conveys?
- 2 Look at the pictures and answer the questions.
 - 1 What kind of problem do the people have in each picture?
 - 2 Which of these problems have you experienced? Give an example.



- 1** Read the information about MSF and answer the questions.

Médecins Sans Frontières (MSF), or Doctors Without Borders in English, was founded in Paris in 1971 by a group of doctors and journalists. It is an independent, non-profit organisation whose mission is to provide medical care to those affected by conflict, epidemics, disasters or a lack of access to health care. It assists people based on need, regardless of which country they are from. The top priority goes to those in the most serious and immediate danger. Today,

MSF has over 67,000 team members from over 150 countries and regions.



- 1 When was MSF founded and what does it do?
- 2 What is the top priority of MSF?
- 3 What else do you know about it?

- 2** Read the journal of an MSF doctor and find out what problem he was involved in tackling.

MY 100 DAYS WITH MSF

22 March 2015

- 1 Today we celebrate. It's exactly one month since the last reported case. But it is vital not to take any chances. So, 20 health care workers from almost as many countries, comrades in arms, raise virtual glasses to each other.
- 2 I arrived in Liberia with MSF almost three months ago. When I saw the tragic scenes on the news, I felt it was my duty as a doctor to go there and offer my help. I knew I was putting my life at risk, but I thought, "If I don't do it, who will?" It is important to remember that Ebola doesn't respect national boundaries. There are no borders for doctors, for patients or for anyone else involved in combating this terrible disease.
- 3 My mission was to relieve Emma, a Canadian specialist in infectious diseases at the end of her posting. Emma spent an hour with me in the staff room talking me through the daily routine. As she talked, I could hear at least three different languages



being spoken at the tables around us. Later, Emma introduced me to some of the others working for or alongside MSF: Wilton, a young local man, who helped carry the very sick into the treatment clinic and who disinfected clothing and surfaces; Maisy, a retired public health official from Darwin, Australia, whose local team of volunteers educated people on preventing infection; Alfonso, a soft-spoken Argentinian doctor in his 50s, who had previously worked on Ebola outbreaks in Sierra Leone and Guinea. The list went on. I found that I was the only Chinese doctor among people of all ages, colours and beliefs, from every continent except Antarctica. With each person I met, I felt a growing sense of pride as part of this extraordinary team, whose devotion to the cause shone from their eyes.

- 4 In the few weeks since then, I have come to know these people very well. We have worked together, surrounded by blood, vomit and death. But, although the death rate is very high, we will never give up on a patient, and our efforts do sometimes end in miracles.





5 Just after my arrival, a family of six were brought here in the back of a van. All of them were infected. The twin girls and their parents soon died. We knew there was little hope for the brothers, but we did everything we could to save them. When we visited the ward the next morning, we were amazed to see that against all odds, both boys were still alive. Pascal and Daniel have since made a full recovery. This small but unexpected success compensated for many other less fortunate cases.

6 To be caught up in such a crisis creates powerful bonds between people, not only between carers and patients, but also between all those who have come from different parts of the world and joined together in a common cause. It is so inspiring to have colleagues like Wilton, Maisy and Alfonso, not to mention all the others I have worked with.

7 Now my time is almost up. In a few days, someone else will arrive to step into my shoes, and the tireless work that the MSF members do in more than 70 countries and regions around the world will go on. In a world still facing so many problems, it is absolutely essential for us all to collaborate to create a global community with a shared future of peace and prosperity.



3 Choose the ideas conveyed in the passage and find evidence to support your choices.

- 1 It is not the first time the author has worked with MSF.
- 2 The work with MSF in Liberia is life-threatening.
- 3 The author enjoyed working together with all his colleagues.
- 4 The author always felt frustrated with the high death rate.

Now use five adjectives to describe the spirit of MSF doctors and give your reasons.

4 Organise information from the passage and complete the table.

Time	Experiences	Feelings
Before arrival	How I made up my mind: _____	
My 100 days	What I did on arrival: _____ What my daily work was like: _____ _____ An unforgettable case: _____ _____	
Now	What is special about today: _____ What we are doing: _____	

Now read the information and answer the questions.

Building a human community with a shared future is the way forward for all the world's peoples. An ancient Chinese philosopher observed that "all living things may grow side by side without harming one another, and different roads may run in parallel without interfering with one another." Only when all countries pursue the cause of common good, live in harmony, and engage in cooperation for mutual benefit will there be sustained prosperity and guaranteed security.

From Xi Jinping's report at the 20th CPC National Congress

- 1 What is your understanding of "a human community with a shared future"?
- 2 How is the idea reflected in the MSF doctor's journal?

- 1 What is your understanding of the first sentence in Paragraph 6?
- 2 What difficulties do you think the author might have faced during his work?
- 3 Do you know of any other similar organisations? What do they do?
- 4 What have you learnt from the passage that can help you talk about "a human community with a shared future"?

Think & Share

It as an empty subject

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

- a But it is vital not to take any chances.
b But not to take any chances is vital.
-
- c It is important to remember that Ebola doesn't respect national boundaries.
d To remember that Ebola doesn't respect national boundaries is important.

- 1 What does "it" refer to in sentences (a) and (c)?
2 What is the difference between the sentences in each group? Why does the author choose to use sentences (a) and (c) instead of (b) and (d)?

Now look for more sentences with this structure in the reading passage, and summarise its use in your own words.

- 2 Rewrite the underlined parts using *it* as an empty subject.

According to the "2017 Hollywood Diversity Report", to get roles in American film and television is no longer quite so difficult for women and minorities. This is another small but important advance against gender and racial discrimination.

The report analysed 200 films released in 2015 and 1,206 TV shows from 2014 to 2015, and discovered that to become a leading actor in Hollywood is now a more realistic hope for minority actors. In more good news, to write and direct Hollywood films is more common than before for women.

The bad news is that there is still a long way to go. Leading roles are more likely to be given to white actors. Asian American actors, in particular, still face problems. Even now, to cast white actors as Asian characters is seen as acceptable by film studios. But at least the report shows that things are moving slowly in the right direction.

- 3 Describe the city using the information provided and *it* as an empty subject.



Beijing

- not a surprising thing / students see different skin colours in the same class
- possible / people hear many different languages and dialects
- easy / people find products from all over the world
- not difficult / foreigners settle down and find a job
- a common thing / people from different countries work in the same company

Beijing today is multicultural. It is not a surprising thing for students to see...

- 4 Describe one of the cities using *it* as an empty subject where appropriate. Do online research if necessary.
- Toronto
 - Shanghai
 - London
 - Sydney

The global village

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

Nowadays, people all over the world are becoming more and more connected, as if the world were getting smaller – as if mankind were living in a global village.

Technology is largely responsible for **bringing people together**. **Channels of communication**, such as the mobile phone and the Internet, have made it possible to speak instantly with someone on the other side of the planet, enabling us to **form close connections with** people of completely different cultures. The television, meanwhile, is a **window on the world**, giving us quick and easy access to other cultures and lifestyles.

Cultural exchange helps us to **be more inclusive** and to overcome **culture shock**. But inclusiveness doesn't mean that our cultures will merge into one another. Rather, it's about countries and people making **a joint effort** to come together to create a more harmonious and understanding world, so that we can all enjoy the **mutual benefits**.

- 1 What phenomenon does the passage describe?
- 2 What effect does technology have on cultural exchange?

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

Dear Editor,

Your article about living in a global village really struck a chord with me because I've just returned from a teaching project in Cambodia and Thailand. I had been worried about the ¹ _____, but fortunately the other volunteers and local teachers were really welcoming. We were able to ² _____ each other as well as our students. Throughout, we made ³ _____ to make our classes a success, so that we could all enjoy the ⁴ _____ of working well together. It was rewarding to see how our work helped ⁵ _____ from different cultures. Before I went, TV and the Internet were my ⁶ _____, but being there in person was even better. I think the experience has taught me to ⁷ _____ and I can't wait to do it all over again.

Paul



7 Listen to the conversation and choose the main idea.

- 1 More and more foreign words and expressions are entering the English language, especially those about food.
- 2 Chinese food is popular in the UK, and many Chinese words and expressions are entering English dictionaries as a result.
- 3 Intercultural communication is increasing, and people all over the world have a better understanding of each other.
- 4 World sports are bringing people together in the same way that food is.

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

Phenomena	Examples
More and more ¹ _____ into dictionaries these days.	From Devon: grockle From Chinese: wok, chow mein, ² _____ and chop suey
Besides words, changes also happen to ³ _____.	In a large Asian supermarket, there are ⁴ _____ from Asia. There are ⁵ _____ in the male speaker's city, such as ⁶ _____. Many European people can ⁷ _____.
Sports also play an important role in ⁸ _____.	It is not a surprise to see ⁹ _____ while watching the UEFA Champions League live and not unusual to find people enjoying ¹⁰ _____ on the other side of the world.

Now talk about more examples of each phenomenon.

9 Complete the boxes with the expressions from the conversation.

- Really?
- That's interesting.
- Is it really?
- It is really amazing...
- I also find it interesting to see...
- No wonder it isn't a surprise to see...
- It is not unusual to find...


Showing interest

Describing a common phenomenon

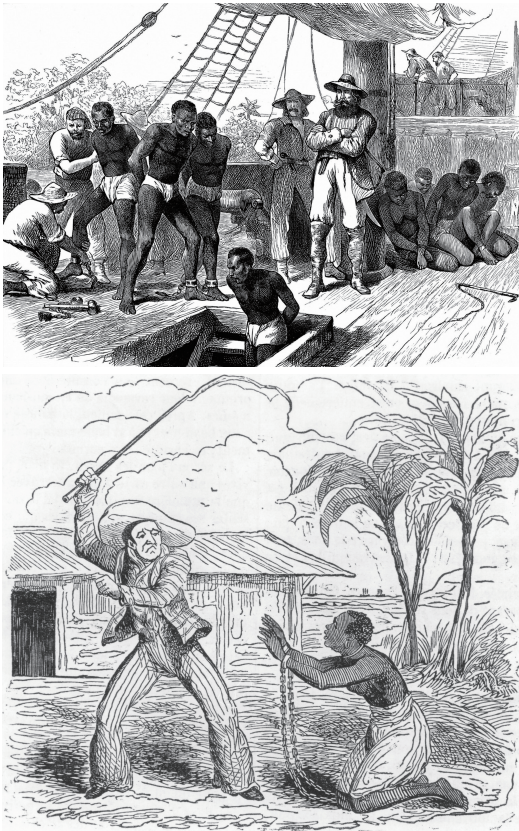
10 Work in pairs. Talk about another phenomenon of the global village using the expressions in this section.

Now think about any difficulties you encountered during your discussion and what you did to overcome them.



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

- 1** How did slave owners regard their slaves?
- 2** What was a slave's life like?



2 Look at the title and skim the passage. Choose the book in which you would most likely find the passage.

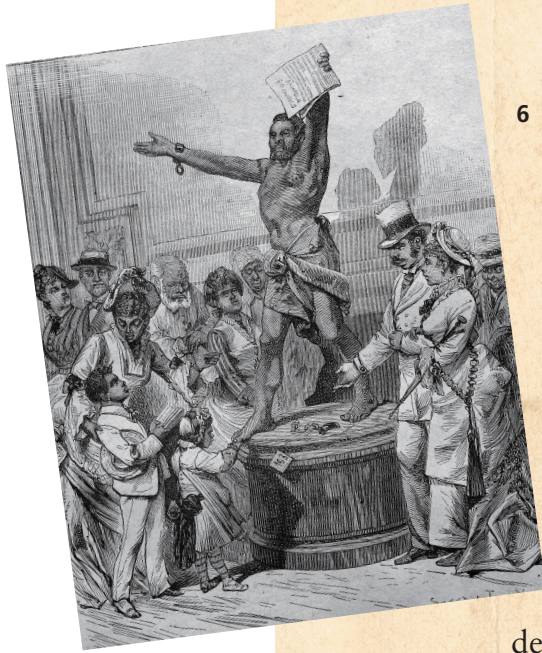
- 1** *The Power of Speech*
- 2** *Famous US Presidents*
- 3** *Great Battles in History*

- 1** On a grey afternoon on 19 November 1863, a tall, thin man mounted a platform in a field in Gettysburg, Pennsylvania and began to speak. The place was the site of a recent battle where thousands of soldiers had died. The man was Abraham Lincoln, President of the United States of America, and he was there in memory of the soldiers who had died. The speech he gave was just 268 words long and lasted two minutes. But this address to the crowd changed the minds of his people and helped shape a nation.
- 2** At that time, America was bitterly divided. For two years, its people had been deep in a civil war between the slave-owning Confederate Southern States and the “free” Northern States of the Union. The worst battle lasted three days and took place at Gettysburg in 1863. The Union side won, but at a great cost. Over 50,000 soldiers were killed or wounded, and people lost hope and purpose. What was all this suffering for?
- 3** Lincoln understood the feelings of the civilian people. His speech gave them hope, belief and a reason to look to the future. He gave them a new vision of what the United States of America should be, based on the ideals set down by its Founding Fathers 87 years before. It was what the soldiers had died for. Now it was up to the living to remove not only the divisions between North and South, but the boundaries between black and white, and work step by step towards the equality of humankind.

The Words That Changed A Nation



- 4 **F**our score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.
- 5 Now we are engaged in a great civil war, testing whether that nation, or any nation, so conceived, and so dedicated, can long endure. We are met here on a great battlefield of that war. We have come to dedicate a portion of it as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.



6 But in a larger sense, we can not dedicate – we can not consecrate – we can not hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they have, thus far, so nobly carried on. It is rather for us to be here dedicated to the great task remaining before us – that from these honored

dead we take increased devotion to that cause for which they here gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain; that this nation shall have a new birth of freedom; and that this government of the people, by the people, for the people, shall not perish from the earth.

(*“The Gettysburg Address” by Abraham Lincoln*)

3 Organise information from the passage and complete the notes.



The
Gettysburg
Address

• Speaker: *Abraham Lincoln*

• Setting (date & place):

• Background event:

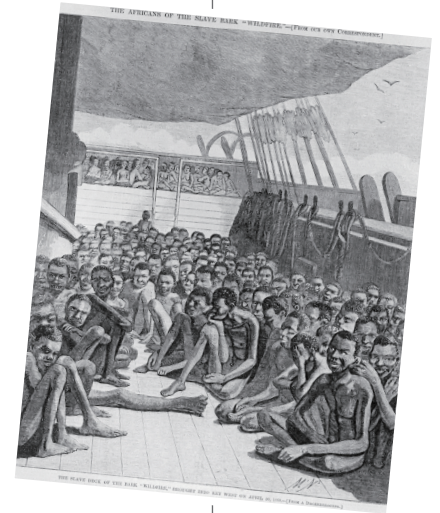
How did Lincoln describe the founding of the US?

What challenges did the Civil War bring to the nation?

How did Lincoln describe the men who fought in the war?

What was the "great task" that Lincoln described?

Who would be responsible for carrying out this task?



- Think & Share**
- 1 What was Lincoln's purpose in giving the speech?
 - 2 Lincoln talked about government "of the people, by the people, for the people". What does this mean?
 - 3 What other speeches can you think of that stress the importance of breaking boundaries?
 - 4 What efforts to break boundaries are described in the two reading passages in this unit?

Learning to learn

In English, prepositions can be used to show ideas in a clear and concise way. An example is within the speech: "government of the people, by the people, for the people".

4 Work in groups. Give a talk about the significance of abolishing slavery in the US.

- 1 Organise your ideas by answering the questions.
 - What was the US like before slavery was abolished?
 - How was it different afterwards?
 - In what ways did the abolition of slavery help to break boundaries?
- 2 Do research to find more evidence to support your ideas.
- 3 Give your talk to the class.

Now think about effective ways to find information to support your ideas.

Writing a speech

5 Read the speech on Edgar Snow and answer the questions.

Hello, everyone. Today, I'm going to introduce Edgar Snow. Edgar Snow was an American journalist who wrote influential books and articles about China in the 1930s. At a time when relatively little was known about our country in the Western world, his 1937 book *Red Star over China* broke ideological boundaries by telling the stories of the Chinese communist movement from the inside.



Although Snow was not the only international journalist to set foot in China during the early decades of the 20th century, what set him apart from the others was that he actually spent time with the Chinese Red Army. He listened to their stories and observed their day-to-day lives, as well as conducting interviews with Mao Zedong and other leaders. His biographical accounts and depictions of historical events, such as the Long March, therefore captured the spirit of the period and the people living through it with unprecedented authenticity. Snow is considered "our American friend".

I admire Snow's special insight and bravery, risking his life during the war to get to the heart of the story and correct prejudice. For me, Snow's writing, and in particular *Red Star over China*, is a must-read for anyone with an interest in that period.

- 1 Who was Edgar Snow?
- 2 What did he do and what boundaries did he break?

- 6 Complete the boxes to organise your own speech about another person who has helped to increase understanding between two countries.

Opening

Who the person is:

What boundary he / she has broken:

Body

How he / she achieved this:

Summary

Comments on him / her:

Now write your speech.

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

Now give your speech to the class.

Presenting ideas ▸



- 1 Work in groups. Look at the pictures and make a list of boundaries in society.

Boundaries in society:

- 2 Choose one of the boundaries you have listed and talk about how to break that boundary by answering the questions.

- What led to the boundary?
- Who is affected by the boundary?
- What can be done to remove the boundary?
- How would society change if the boundary were removed?

- 3 Prepare a short presentation. Consider the following:

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

- 4 Give your presentation to the class.

Reflection ▸


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

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

UNIT 5

A delicate world

Starting out

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

- 1** Are humans part of Earth's ecosystems? Why?
- 2** In what ways can humans affect ecosystems?

2 Look at the satellite images and answer the questions.

- 1** What is happening to the area according to the satellite images?
- 2** What do you think a later satellite image would show?
- 3** What do you think caused these changes?

Satellite Images of Aral Sea, Central Asia



1990



2000



2010



- 1 Look at the picture and answer the questions.



- 1 What animals can you see in the picture?
- 2 What kind of changes would take place if cats, rats and rabbits were introduced to an environment like this?

- 2 Read the passage and find out what happened to Macquarie Island.

- 1 I am standing on Macquarie Island, in the South-west Pacific Ocean, halfway between Australia and Antarctica. Strong winds and stormy seas have helped sculpt its long, thin shape. The green grass and bare rock of its landscape contrast dramatically, giving it a wild and natural beauty. No visitor would think it surprising that the island is a UNESCO World Heritage Site. Nor would they fail to imagine how its native inhabitants, including royal penguins, king penguins, and elephant seals, existed in perfect harmony with their natural habitat for thousands of years.
- 2 But the island's more recent history tells a different story. It's a tragic story that began in 1810 when humans arrived on the island. In their ships they unknowingly brought rats and mice. These small animals quickly took over the island, eating the birds' eggs and attacking baby birds. Cats were brought to the island to control the rats and mice. Unfortunately, the cats subsequently developed an appetite for the birds, too.



MACQUARIE ISLAND: from Chaos to Conservation

3 Meanwhile, rabbits were introduced to the island as a source of food for humans. Loose on the island, they did what rabbits do best – they multiplied rapidly and began eating the native vegetation and digging holes, which caused soil erosion. The exploding rabbit population provided plentiful food for the cats, meaning that the number of cats also increased. This in turn led to more cats hunting the birds. The end result was that parakeets, once large in number and native to the island, died out in 1891.

4 Even after Macquarie Island became an official nature reserve in the 1970s, the rabbits remained out of control. Experts felt it necessary to come up with a plan to remove all the rabbits from the island. With this goal in mind, a virus was released onto the island. But although the virus caused the rabbit population to decrease from 130,000 to around 10,000, it also meant less food for the cats. The cats in consequence turned their attention – and their stomachs – back to the native birds, killing up to 60,000 each year.



In the 1980s, traps and dogs were used to catch the cats. The last Macquarie Island cat was caught in 2000.

- 5 But as the saying goes, “While the cat’s away, the mice will play.” With the departure of the cats from the island, the mouse and rat population started to increase. And remember those 10,000 or so rabbits? It turned out that they developed an immunity to the virus, and their numbers exploded once again. Then, in 2006, the rabbits’ digging caused some land to collapse, and killed a substantial number of penguins. This incident made it clear that the rat, mouse and rabbit problem needed solving once and for all.
- 6 So, I am here on Macquarie Island to participate in the programme to tackle this very problem. The first step involved poison being dropped from helicopters. The next step is to remove the last remaining invading species, and that’s where I come in – with my dogs. They have been trained to find every last one, without harming the native animals. This

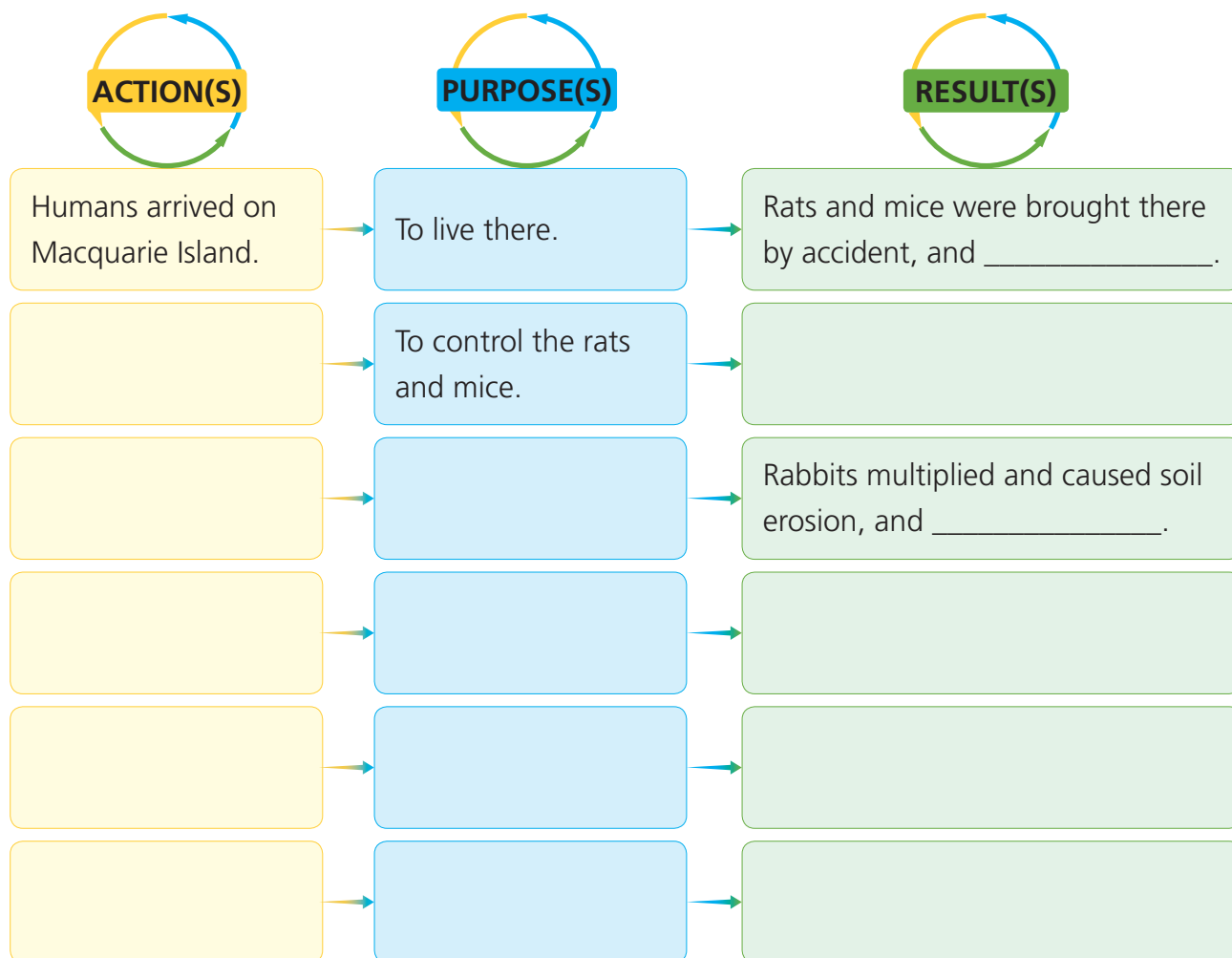
intervention is a long, much-delayed ending to a sad story, but we humans owe it to the island to give it a happy ending.



Postscript: In 2014, Macquarie Island was declared pest-free and the island’s ecology is finally on the road to recovery.

- 3 Choose the author’s purpose in writing the passage and give your reasons.
- 1 To analyse how Macquarie Island was saved from destruction.
 - 2 To inform readers of the chaos caused on Macquarie Island by humans.
 - 3 To entertain readers with a funny story about what happened on Macquarie Island.
 - 4 To suggest ways in which an ecosystem can be protected.

4 Organise information from the passage and complete the flow chart.



Now talk about how human interference led to such severe consequences for Macquarie Island.

- 1 What is your understanding of "... we humans owe it to the island to give it a happy ending"?
- 2 Do you think it was right to eradicate the "pests" from Macquarie Island? Give your reasons.
- 3 How could similar situations be avoided in the future?
- 4 What language can you use to talk about cause and effect? How would you apply it to your reading and writing?

Think & Share

It as an empty object

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

- a No visitor would think it surprising that the island is a UNESCO World Heritage Site.
- b No visitor would think that the island being a UNESCO World Heritage Site is surprising.
-
- c Experts felt it necessary to come up with a plan to remove all the rabbits from the island.
- d Experts felt to come up with a plan to remove all the rabbits from the island was necessary.

- 1 What does "it" refer to in sentences (a) and (c)?
- 2 What is the difference between the sentences in each group?

Now look for more sentences with this structure in the reading passage, and summarise its use in your own words.

- 2 Rewrite the underlined parts using *it* as an empty object.

The red-eared slider, a species of freshwater turtle, is native to the Southern United States and Northern Mexico. Due to its cute appearance, many people think keeping this turtle as a pet is a good idea. Recent years have seen more and more pet sliders escaping or being released from homes, and some owners believe to release them into the wild is no big issue.



These days, people have found to release these turtles into the wild is a threat to other species. Experts consider owners keeping their pets in an enclosed area important, and anyone unable to keep their pets should take them to an appropriate animal shelter.

- 3 Look at the pictures of the Saihanba National Forest Park and describe its changes using *it* as an empty object where appropriate. You may refer to the words and expressions in the table for help.

1960s



present day



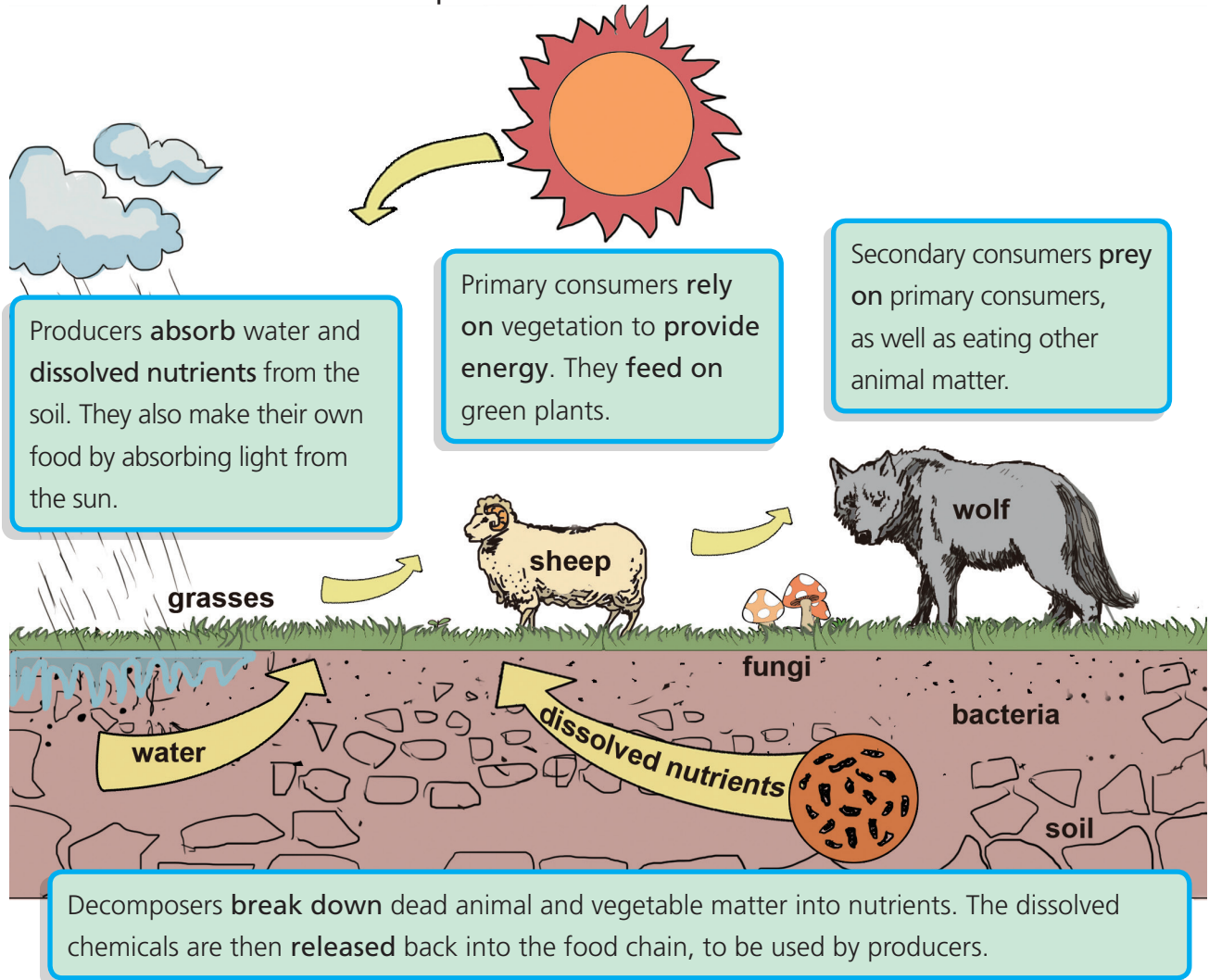
<i>nouns / adjectives</i>	<i>to do / that</i>
breakthrough impossible likely unrealistic ...	grow investigate plant trees transform ...

I think it a breakthrough to transform a desert into a forest...

- 4 Describe how a place you know has changed using *it* as an empty object where appropriate.

Ecosystems

- 5 Look at the diagram and answer the questions. Pay attention to the words and expressions in bold.



- 1 What does the diagram show?
- 2 What are the relationships between the living things?

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

In a woodland ecosystem, trees and other plants are producers. They ¹ _____ water, and take in nutrients from the soil and energy from the sun. Insects are an example of a primary consumer. They ² _____ the producers to provide food for them, and are ³ _____ by secondary consumers: small mammals and birds. They ⁴ _____ the primary consumers. Fungi and bacteria are decomposers. They ⁵ _____ animal waste and the remains of living things. The chemicals these decomposers ⁶ _____ fertilise the soil and give the plants the nutrients they need to grow.

- One of the oldest species in the ecosystem, the honey bee has been in existence for millions of years.
- A honey bee can fly as fast as 24 kilometres per hour and its wings can beat 200 times per second.
- In just one journey to collect pollen and nectar, one single honey bee can pollinate as many as 50 to 100 flowers.



Did You Know ?

7 Listen to the conversation and choose the true statements.

- 1 Bees are very important to our food supply because they provide honey.
- 2 The bee population is declining.
- 3 Without bees, humans would die out.
- 4 All human crops depend on bees for pollination.
- 5 If bees became extinct, other insects could pollinate enough crops.
- 6 Humans are responsible for the decline in the bee population.

8 Listen again and complete the flow chart.

A combination of things damages bee habitats, mainly ¹ _____.

The bee population is ² _____. According to statistics, bee numbers in the US ³ _____ in just one year.

Without bees, crops would ⁴ _____.
⁵ _____ would not be able to compensate for the loss of bees, because ⁶ _____ of the species of crops.

Animals that live on the crops
⁷ _____.

Humans have nothing to eat and die out.



9 Complete the boxes with the expressions from the conversation.

- You must be kidding!
- I don't believe it!
- It's a fact!
- Don't forget that...
- Are you sure about...?
- Check it out for yourself...
- According to statistics...


Expressing doubt

Responding to doubt

10 Work in pairs. Talk about what would happen to the ecosystem if another species died out. Use the words and expressions in this section.

Now think about how your knowledge helped you contribute to the discussion.

Now talk about the importance of bees.

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

- 1 Where is Shennongjia and what is it famous for?
- 2 What else do you know about Shennongjia?

2 Look at the title of the passage and think about what it means.

Now read the passage and check your answer.

Learning to learn

The lecture is one of the oldest teaching methods, and is still widely used today. A typical lecture often starts with addressing the topic directly. Data, examples and comparisons are then used to support the main ideas. Both verbal and visual information is used in order to maintain the audience's interest. The end of a lecture is often followed by a short question-and-answer session.

- 1 Good morning, everyone. It is my great pleasure to give a lecture here on behalf of the Be at One with Nature Association.
- 2 As we know, in 2016, Shennongjia made it onto the UNESCO World Heritage List. But there are so many important places not yet on this list. So you might ask: why Shennongjia? Is it its forests that stretch on and on like great green seas? Is it the legendary father of Chinese herbal medicine, Shennong, after whom the park is named? Or is it the mysterious creature called “Yeren” (wild man) that has captured the imagination of the world?



WHY SHENNONGJIA?

- 3 UNESCO awarded Shennongjia this status because it meets two criteria required by the list. It contains a naturally-balanced environment that allows the many and various species to live and prosper. It is also one of the rare locations in the world where scientists can observe in real time the ecological and biological processes that occur as the plants and animals develop and evolve.
- 4 For the first criterion, Shennongjia is apparently one of the most “complete” natural areas in the world. The region rises from about 400 metres to over 3,000 metres above sea level, giving it the name the “Roof of Central China”. The vast range in altitude results in a great variation in climatic conditions. This allows a wide variety of species to thrive. Some of the plants and animals have survived millions of years, and are regarded as living fossils.
- 5 For the second criterion, we can see that Shennongjia has incredible biodiversity. Look at this slide. According to official statistics, over 3,000 plant species have been recorded there. This represents more than ten per cent of China’s total floral richness. Shennongjia supports more than 600 vertebrate species, including the Golden Snub-nosed Monkey and the Clouded Leopard. Additionally, around 4,300 insect species have been recorded.
- 6 It is a challenge to look after so many species. In winter, scientists brave heavy snow and freezing temperatures to supply food to the Golden Snub-nosed Monkey. Thanks to their efforts, the monkey’s population has doubled since the 1980s. Their number reached over 1,300 in 2015 and continues to grow.



- 7 But the most impressive aspect of Shennongjia is the local people, who take things from nature without causing damage. I visited a local village which is known for its home-made honey. What is special about the honey is that it is produced by the earliest species of Chinese bee. Every spring, the villagers place beehives around their houses to attract these wild bees from the forest. Although endangered elsewhere in China due to the invasion of foreign species, the bees of Shennongjia have coexisted with the local people for centuries. By providing the bees with a secure home, the villagers collect their honey in return. This is just one of the ways in which people of Shennongjia live and work in harmony with nature.



- 8 All of this explains why Shennongjia earned – and deserves – its place on the UNESCO World Heritage List, as well as highlighting how understanding, awareness and hard work have contributed towards protecting a unique and wonderful part of our natural world.
- 9 Thank you for listening. Now, does anyone have any questions?

3 Read the sentences from the passage and decide if they serve to give data (D), examples (E) or make comparisons (C).

- 1 The region rises from about 400 metres to over 3,000 metres above sea level, ... _____
- 2 ... over 3,000 plant species have been recorded there. This represents more than ten per cent of China's total floral richness. _____
- 3 Shennongjia supports more than 600 vertebrate species, including the Golden Snub-nosed Monkey and the Clouded Leopard. _____
- 4 In winter, scientists brave heavy snow and freezing temperatures to supply food to the Golden Snub-nosed Monkey. _____
- 5 Although endangered elsewhere in China due to the invasion of foreign species, the bees of Shennongjia have coexisted with the local people for centuries. _____

- 1 What roles do the questions in Paragraph 2 play?
- 2 According to the passage, what has been done to protect the ecology of Shennongjia?
- 3 Which part of Shennongjia interests you most? Why?

4 Work in groups. Give a talk comparing Macquarie Island and Shennongjia.

- 1 Think about the similarities and differences between Macquarie Island and Shennongjia and make notes.

Similarities:

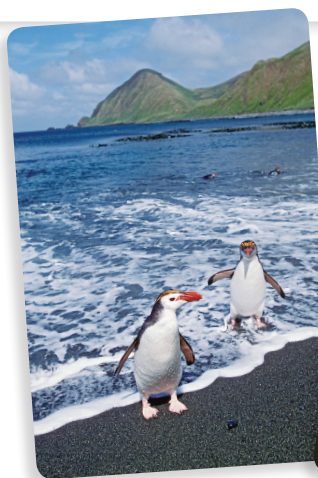
- Both have unique animals.

Differences:

- Macquarie is an island, while Shennongjia is a mountainous area.

- 2 Decide what conclusions you can draw from comparing the two places and what you would like to include in your talk.
- 3 Give your talk to the class.

Now think about how effectively you used the language you have learnt to talk about the similarities and differences.



Drafting a lecture

5 Read the passage and answer the questions.

If you haven't already heard of Fanjing Mountain, you soon will! A "must" for anyone visiting Guizhou Province, Fanjing Mountain has now been added to the UNESCO World Heritage List, bringing the total number of UNESCO sites in China to 53. The main reason for its inclusion is its biological diversity, with approximately 50 endangered plant and animal species found in its protected area. One of the first national nature reserves in China, Fanjing Mountain represents one of the country's greatest achievements in environmental protection. It is also renowned for its breathtaking scenery as a summer resort.

- 1 Where is Fanjing Mountain? Why is it significant?
- 2 Why was Fanjing Mountain selected for inclusion in the UNESCO World Heritage List?



- 6 Complete the outline to organise your lecture draft based on the information in Activity 5. Do online research if necessary.

Opening:

- 1) greeting
- 2) introduction to the topic:

Reason for selection:

Other information:

1)

2)

Conclusion:

Q&A

Now draft your lecture about Fanjing Mountain.

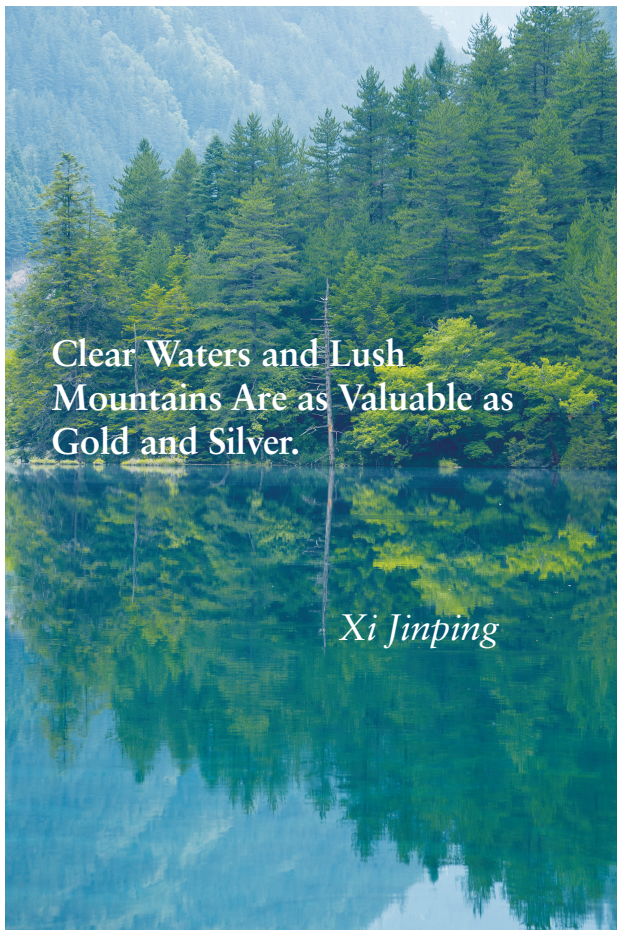
- 7 Work in pairs. Make improvements to each other's lecture drafts and share them with the class.

Now think about how well you understood the features of a lecture, and what you should pay attention to when drafting a lecture.



Presenting ideas

1 Read the quote and answer the questions.



- 1 What is your understanding of “clear waters and lush mountains” and “gold and silver”?
- 2 What message is conveyed by the quote?

2 Work in groups. Talk about your understanding of the quote. Find example(s) that can prove it and make notes.

My understanding:

My example(s):

Conclusion:

3 Prepare a short speech. Consider the following:

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

4 Give your speech to the class. Vote for the best speech.

Reflection

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

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




Survival

Starting out ◆

1 Look at the pictures and answer the questions.

- 1 What does each picture show?
- 2 What difficulties would people have surviving in these situations?

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

- 1 Where do the people in the video live?
- 2 What difficulties do they face? How do they overcome those difficulties?
- 3 What part of the life there would be most challenging for you? Why?



earthquake



disease outbreak



shipwreck



jungle



space



water shortage



Understanding ideas ▼

- 1 Look at the pictures and answer the questions.



fox



leopard



bear



raccoon



chacma baboon



hedgehog

- 1 Where would you normally expect to find these animals?
- 2 Would you be surprised to see these animals in a city? Why or why not?
- 3 What problems could they encounter in cities?

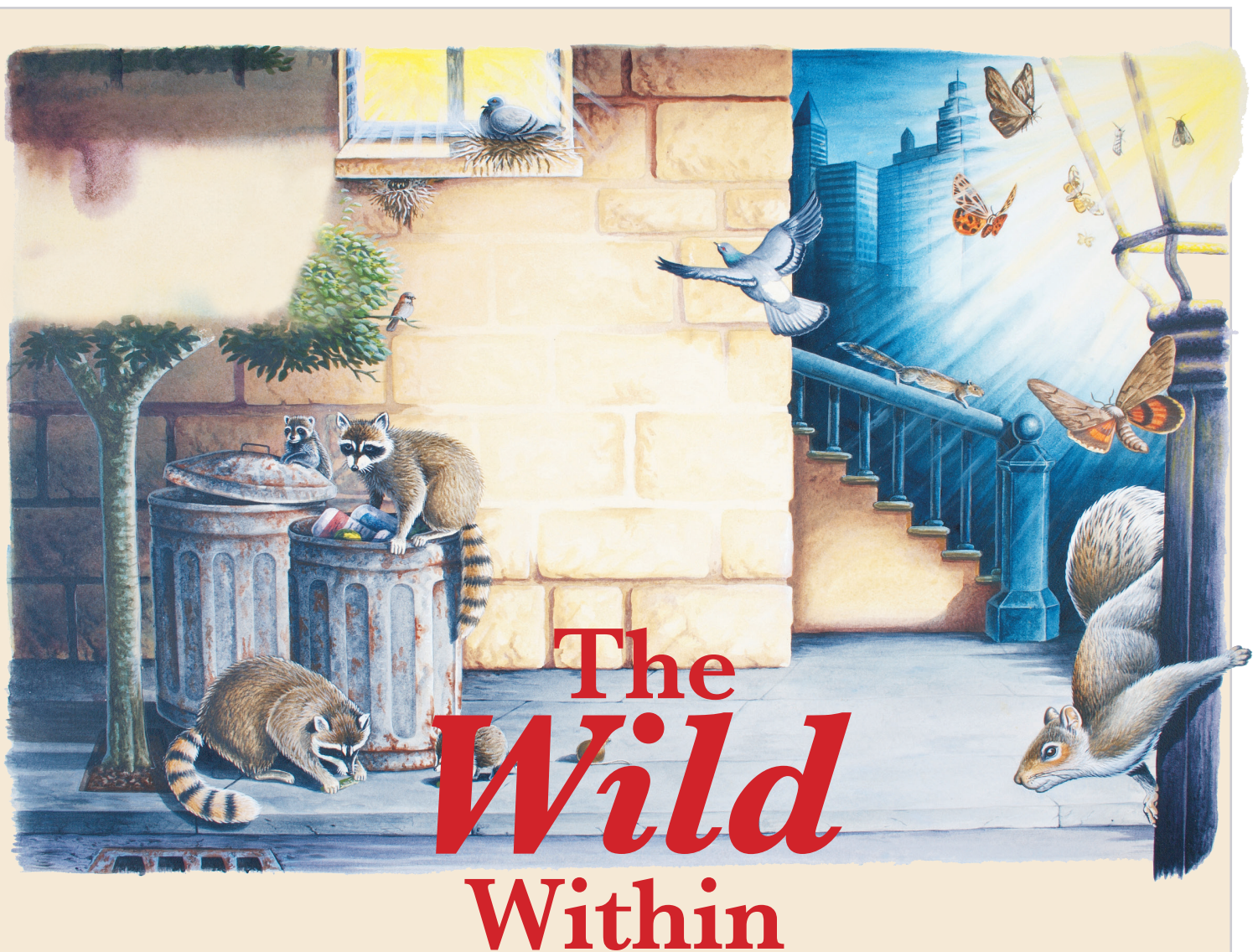
- 2 Look at the title of the passage and the pictures. Think about what the title means.

Now read the passage and check your answer.

- 1 The crime took place in a seaside suburb of Cape Town. Spotting the car with its window left open, the greedy thief didn't hesitate. Within seconds, he had reached inside and run away with a bag of shopping. No matter how many crimes he committed, the police were powerless to arrest him. You see, this was no ordinary criminal: it was a chacma baboon. Once almost unheard of, scenes like this one in Cape Town are now common all over the world. With foxes in London, mountain lions in San Francisco and wild pigs in Hong Kong, it is almost as if our cities are being taken over by wild animals.

- 2 _____
- Most of us would assume that urban development and climate change are responsible for pushing the animals out of their natural habitats. However true this is, we also need to consider that some of these so-called "urban animals" have never moved at all – it's we humans who have moved into their territory. Wherever they go, animals find towns and cities in their way. With nowhere else to make their homes, they have no choice but to move in with us.

- 3 _____
- As our cities become greener, they offer increasingly appealing spaces to animals looking for new habitats. Out of reach from many of their natural predators, these newcomers often flourish in their new city lives. Today, foxes can be seen all over London – one even being found living on the



72nd floor of the Shard building when it was under construction! What's more, hungry animals are finding plenty to eat in our gardens and in the leftovers we throw away.

4

There is evidence that urban raccoons are more intelligent than their wild cousins, as they frequently have to figure out difficult problems such as how to open

rubbish bins and other containers which they would not find in the wild. Some animals have even changed their living habits to fit in with their new homes. Although naturally active at night, urban foxes come out in daylight if the reward is good enough. Their city location also means that they are getting a taste for the multicultural cuisine on offer from the garbage, such as hamburgers, lamb kebabs and even garlic bread!



5

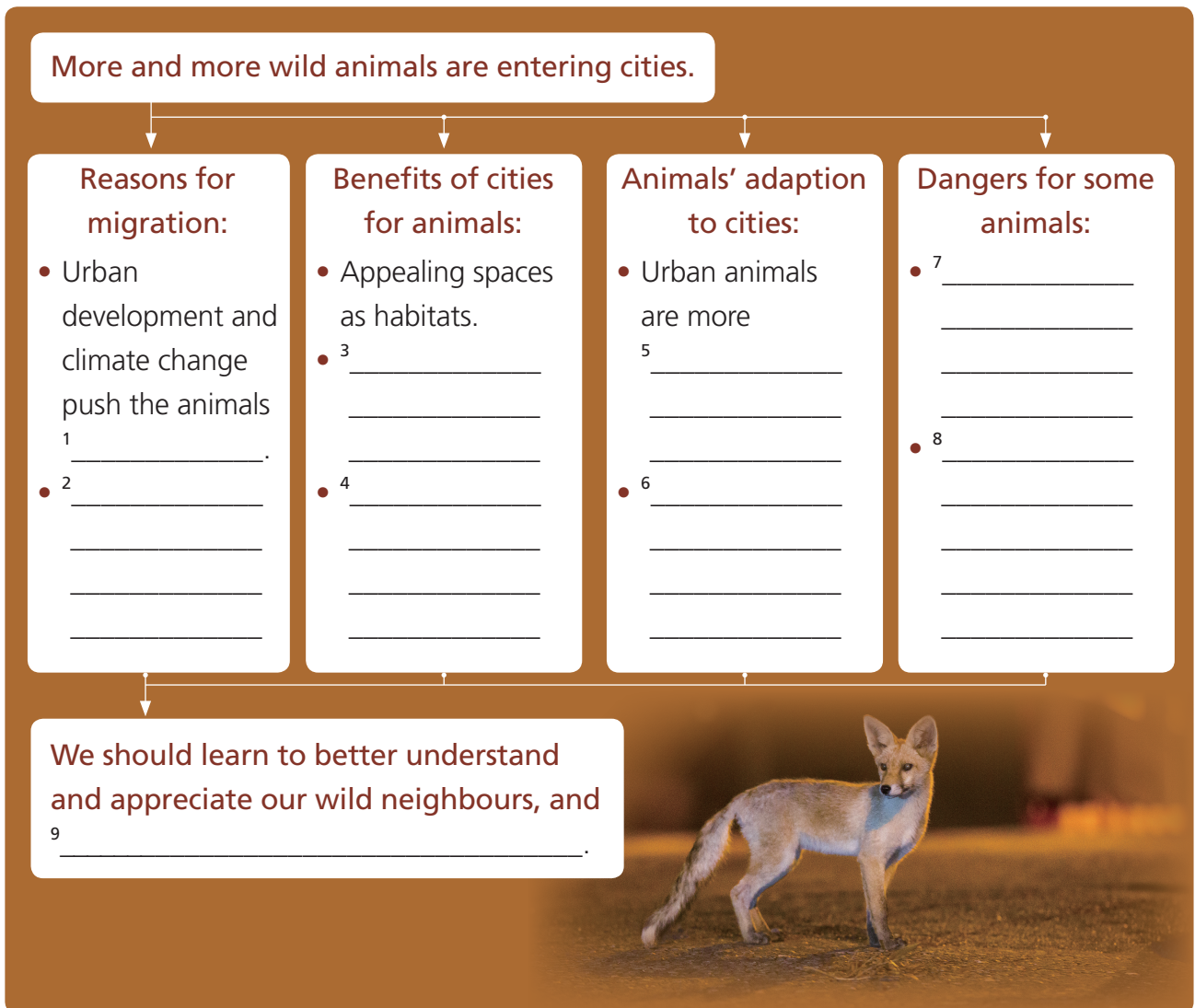
Unable to distinguish between blue sky and glass, birds crash into windows at speeds of about 50 kilometres per hour. Recent studies estimate that between 400 million and 1 billion birds die from window impacts each year in the US alone. Shockingly, these deaths amount to around ten per cent of the total US bird population. Some species are more affected than others. One theory behind this is that these birds have yet to change their migratory routes that take them through cities with high-rise buildings.

- 6 However they adapt to our ways of urban living, it's important that we get a better understanding of and even learn to appreciate our wild neighbours. Only then can we look towards harmoniously sharing our urban habitats. Whatever the reasons behind these species entering our cities, one thing is for sure – as it's often a means of their survival, they could be with us to stay.

3 Choose the topic sentences for Paragraphs 2–5 and write them on the lines to complete the passage.

- a One thing crucial to the increasing number of “urban animals” is their ability to adapt.
- b People often wonder about the reasons behind this mass urban migration.
- c For those animals that don't adapt, the city can be a dangerous or even deadly place.
- d Yet, for its newest and wildest inhabitants, a city can offer many benefits.

4 Organise information from the passage and complete the diagram.



Now think about what people can do to achieve a balance between the need for urban development and the protection of wild animals.

- 1 How would you describe the relationship between people and urban animals in the passage?
- 2 What figure of speech is used in the first paragraph? Why does the author choose to start the passage this way?
- 3 Some environmentalists argue that we should restrict urban development to leave enough natural habitats for wild animals. Do you agree with this? Give your reasons.

Think & Share

Adverbial clauses with *-ever* and *no matter*

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

- a **Wherever** they go, animals find towns and cities in their way.
- b Animals always find towns and cities in their way as they go.
- c **No matter how many crimes he committed**, the police were powerless to arrest him.
- d Even though he committed many crimes, the police were powerless to arrest him.

- 1 What is the difference between the sentences in each group?
- 2 What is the meaning of *-ever* and *no matter*? Why does the author choose to use sentences (a) and (c)?
- 3 What other words can be combined with *-ever* and *no matter* to form adverbial clauses?

Now look for more sentences with adverbial clauses with *-ever* and *no matter* in the reading passage, and summarise their uses in your own words.

- 2 Rewrite the underlined sentences using adverbial clauses with *-ever* and *no matter*.

SURVIVING Spending time in the wild is **in the Wild** highly rewarding, but it can be dangerous. You may be a first-time hiker or an experienced camper. Regardless of your past experience, please read these survival tips carefully:

- Leave the area quickly but calmly if a wildfire breaks out at any time.
- Often, when people get lost in the wild, they split up and try to get home. Whether there are few or many people in your group, don't split up. Instead, stay together and wait for help.
- Everywhere you go in the wild, take a first aid kit with you. It could save someone's life, or yours!

- 3 Read the story and complete the sentences using adverbial clauses with *-ever* and *no matter*.

At age 12, Jane was diagnosed with a rare and deadly cancer, and was informed that high-risk surgery was her only chance of getting better. Jane received the surgery, and things got extremely hard during the two-year treatment that followed – she couldn't even remember how many times she was rushed to the ICU. However, she never gave up hope and, thankfully, she survived. Shortly after recovery, she decided to help find out the cause of this disease. In doing so, she took an internship at a medical lab, despite being quite busy with her schoolwork, and invited people to donate tissue samples for research purposes everywhere she went. She is determined to live a fulfilling life regardless of what the future holds, and to try her best to help patients with this cancer recover in spite of the various difficulties she might face.

- 1 _____ (how), Jane never gave up hope.
- 2 _____ (where), Jane would invite people to donate tissue samples for research purposes.
- 3 Jane is determined to live a fulfilling life _____ (what).
- 4 _____ (what), Jane is determined to help patients recover from this cancer.

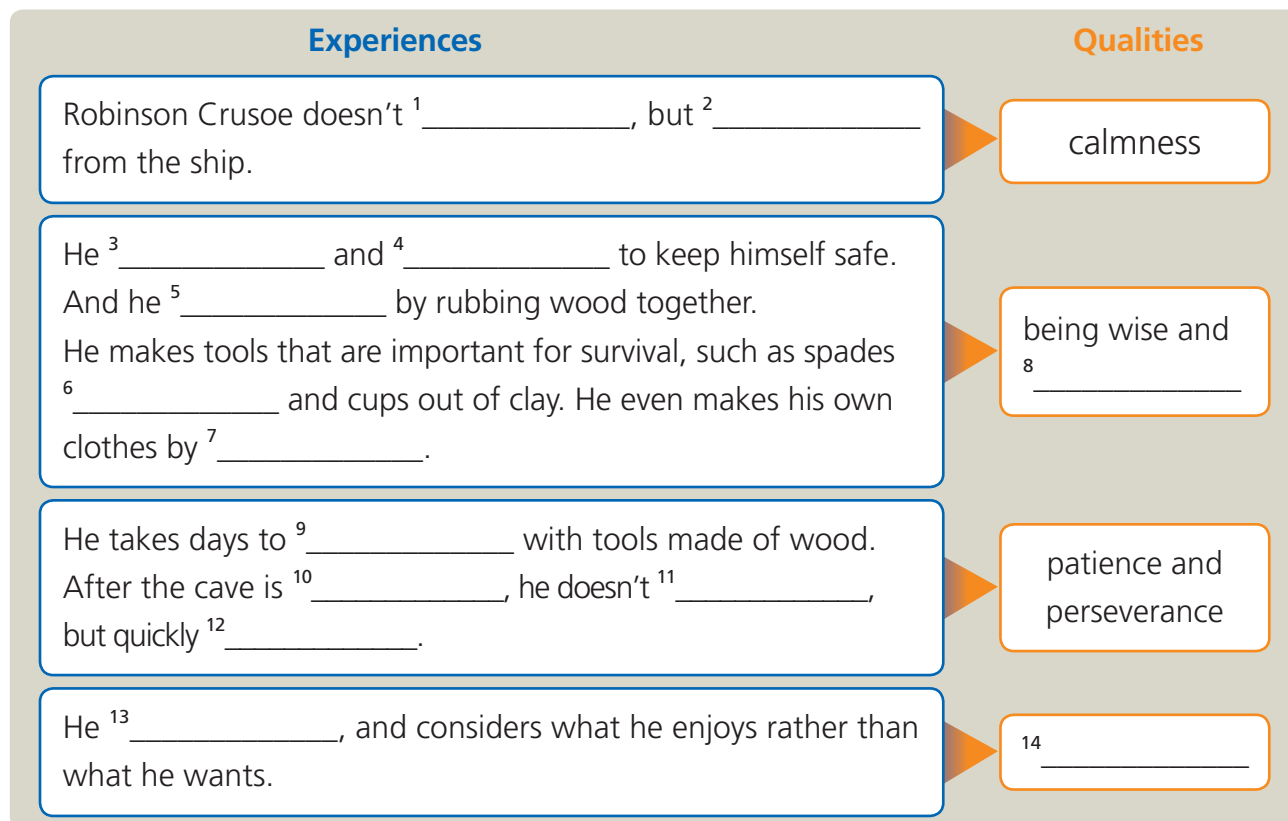
- 4 Think of another survival story and tell the class about it using adverbial clauses with *-ever* and *no matter*. Do online research if necessary.

Facing crisis

- 5 Listen to the conversation and choose the ideas NOT conveyed by the speakers.

- 1 The story of Robinson Crusoe is a very sad survival story.
- 2 It takes great patience for Robinson Crusoe to survive on the island.
- 3 Robinson Crusoe is a clever and optimistic man.
- 4 Robinson Crusoe's words are good suggestions when we are faced with a crisis.
- 5 The most important reason for Robinson Crusoe's survival is his calmness.

- 6 Listen again and complete the diagram.



Now talk about the qualities that help Robinson Crusoe to survive. Do further research if necessary.

7 Complete the boxes with the expressions from the conversation.

- What do you think...?
- The way I see it, ...
- I can't agree more.
- Personally, I think / believe...
- I think you are right.
- What's your take on this?
- I think so, too.
- That's true.
- I'm quite impressed...
- What surprises me more is...

Asking for opinions

Giving opinions

Agreeing

8 Read the passage and answer the questions.

Daniel Defoe was an English writer, who is best known for his novel *Robinson Crusoe*, although he also wrote hundreds of other works. He published *Robinson Crusoe* in 1719 at the age of 59. Today, it remains one of the most famous tales of survival ever told. Countless readers have been encouraged by Robinson Crusoe's qualities, which go beyond his survival on a desert island. Such qualities can help us cope in a crisis, no matter what or where it is.

- 1 What kinds of crises do you know people are facing in different parts of the world?
- 2 What can we do when facing such crises?

9 Read the newspaper reports and answer the questions. Pay attention to the words and expressions in bold.

Doctors **battle** new disease

Doctors are flying to an island off the coast of West Africa after an outbreak of a new disease caused by a flu virus. They will be testing various medicines in a struggle to find a cure.

Europe **Struggles** with Heat Wave

Countries in Southern Europe have issued warnings after temperatures rose to 40°C. They advise people to stay indoors and avoid exercise. Swimming pools and beaches are crowded with people trying to cool down.

Country Is **Coping** With Oil Shortage

The President has announced emergency measures to limit fuel consumption. Meanwhile, scientists are working on energy-saving measures and new fuel sources to supplement oil supplies.

Scientists act to **eliminate** introduced species from island

Scientists are implementing a three-year programme to kill all rats, cats and foxes that were accidentally introduced to King Island early in the 20th century and are now threatening the survival of local species.

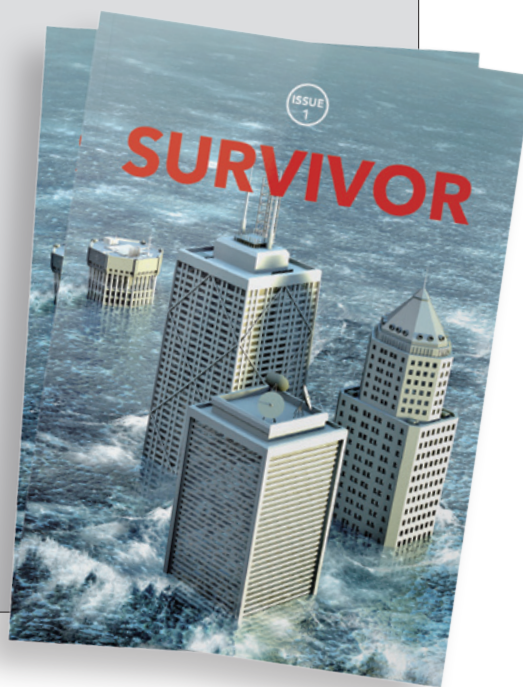
Firefighters **bring** blaze under control

Local firefighters successfully prevented further spreading of a huge fire caused by high temperatures in the south-west yesterday, after battling for hours in fierce conditions.

- 1 What situations are mentioned in the headlines?
- 2 How do people and organisations react to these crises?

- 10 Read the advertisement and rewrite the underlined expressions with the correct form of the words and expressions in Activity 9.

SURVIVOR is a new monthly magazine for people interested in ecosystem and disaster management. Each issue looks at some of the most urgent problems of our time. Our first issue has a special focus on ¹fighting against global warming. Temperatures are rising, and nations are failing to ²respond to it. As islands ³wrestle with rising sea levels, what is to be done? Plus, it also includes a free poster illustrating new plans to ⁴get rid of the Ebola virus once and for all. We invite you to read *Survivor* and learn how we might ⁵stop our problems from getting worse!



- 11 Work in pairs. Think of another issue concerning survival and talk about how to deal with it. Use the words and expressions in this section.



A: How do you think people should react to...?

B: I think people should keep / stay / be...

A: Yes, but apart from that, I believe it is more important for people to...

B: But what if... / what about...?

A: In that case, perhaps we could...



Now comment on each other's performances in using the words and expressions.

- 1 Work in pairs. Complete the quiz and find out how much you know about Mars. Try to guess if you are not sure of the answers.

How much do you know about MARS?



- 1 Mars is the _____ smallest planet in the solar system.
a second b third c fourth
- 2 The surface of Mars is covered in _____.
a rocks b water c grass
- 3 The average recorded temperature on Mars is _____.
a 40°C b 2°C c -63°C
- 4 One day on Mars is about _____ long.
a 18 hours
b 24 hours
c 37 hours



- 2 Read the passage and find out why humans might live on Mars.

- 1 In the 1960s and 1970s, the greatest fear was that the human race, and possibly all advanced life forms on the planet, could be wiped out by nuclear missiles, just at the push of a button. Today, however, environmental problems have taken over as the greatest risk to life on Earth. Scientists are thinking of ways to lower this risk, such as replacing coal and oil with forms of renewable energy. But they are also preparing for the worst: what can we do if the terrifying scenes in films such as *The Day After Tomorrow* happen in real life? What is our Plan B for Earth?
- 2 One option is to explore other planets to see if we could live on them. The most likely choice is Mars, which is relatively close to Earth and has an environment less hostile than that of other planets. Mars has fascinated people since ancient times, and today our interest in Martian exploration is greater than ever before. Films such as *The Martian* enjoy worldwide popularity. More governments and organisations are making efforts to educate the public on the Red

Plan B:



Planet, for example, the Mars Desert Research Station in the Utah desert of the US and the Mars Village in North-west China's Qinghai Province.

- 3 Since the 1960s, we have been sending unmanned spacecraft to Mars. Our probes have orbited the planet, sending back valuable data and stunning images. Our robots have explored the Martian surface, testing the soil and searching for resources, water and signs of life. Encouraged by discoveries over the years, space agencies of various countries are planning manned missions to Mars that could take place within the next 25 years.
- 4 There is no doubt that humankind is

drawn towards Mars, with dreams of making it our second home. However, sending people there will require all the skill, courage and intelligence of the human race. While the Moon can be reached within days, it would take months to reach Mars, travelling through dangerous solar radiation. And even if the first settlers do reach Mars safely, they may not be able to return to Earth – ever. Staying alive will be a daily challenge, but as proved by the Biosphere 2 experiment, not impossible.



Life on Mars?





As early as the 1980s, scientists were building Biosphere 2 in the Arizona desert. It consisted of a closed space in which people, animals and plants could live together. The “closed” concept meant that the space was designed to function with its own oxygen, food and water, needing nothing from the outside world. Although the two-year experiment was not a success, it did provide us with a better understanding of how humans might be able to live on another planet. More recently, scientists have succeeded in growing a variety of plants in an environment similar to that on Mars. That definitely is a big step forward.

- 5 For now, human settlement of Mars is still decades away. In the meantime, scientific research shows that the planet Earth is getting warmer. This change is being caused by human activity and is having a terrible effect on the biosphere. Until we are finally able to live on another planet, we need to take much better care of our own. Right now, it’s the only one we have!

- 3 Choose the magazine in which you would most likely find the passage and give your reasons.

- 1 *The Traveller*
- 2 *All About Space*
- 3 *Environmental Concerns*
- 4 *Biology for Fun*

- 4 Choose the statements that can be inferred from the passage.

- 1 Humans have yet not visited Mars.
- 2 People want to go to Mars on holiday.
- 3 There are plants growing on Mars.
- 4 The greatest risk to life on Earth used to be nuclear missiles.
- 5 One day, humans will have to go and live on another planet.
- 6 Our Plan A includes developing renewable energy resources.
- 7 The Biosphere 2 experiment ended in failure.

Now work in pairs. Find evidence to support your choices.

□ Learning to learn

Sometimes, we need to form opinions and draw conclusions that are not directly stated within the given information. For example, from the sentence “While the Moon can be reached within days, it would take months to reach Mars, travelling through dangerous solar radiation”, we can infer that the Moon is less exposed to dangerous radiation than Mars. Headings and pictures can also help us make educated guesses about a text.

Think & Share

- 1 Would you like to be one of the first people to live on Mars? Why or why not?
- 2 Which is better, to live on Mars or to solve Earth’s problems? Why?
- 3 Can you think of a “Plan C” to save people from the problems on Earth? Share it with the class.
- 4 What theme do the two reading passages in this unit have in common? On what aspects does each passage focus?

5 Work in pairs. Conduct an interview about living on Mars.

- 1 Decide your roles.
- 2 Look at the sample questions about living on Mars and add any more you can think of. Then write down some answers.

Questions

- What can you see from the window of the spacecraft?
- Can you go outside?
- How do you get food on Mars?
- What do you miss about Earth?

Answers



- 3 Act out the interview with your partner.

Now think about how well you performed in the interview. Vote in class for the best interview.

Writing a survival story

6 Read the story and answer the questions.

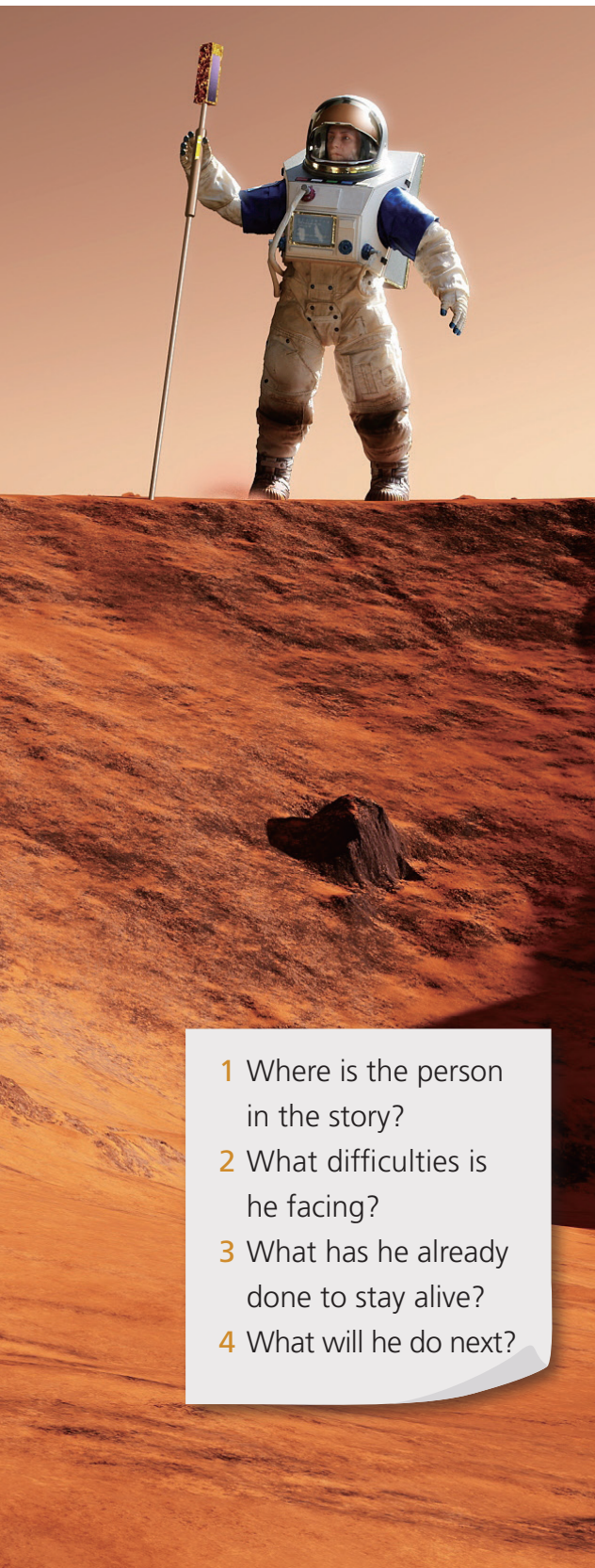
It's been a week since the other astronauts left Mars and went back to Earth, accidentally leaving me here alone. I was caught in a dust storm and lost contact with them.

After resuming communication with the base five days later, I was informed that it will be eight months before a rescue mission arrives from Earth. Fortunately, I have shelter, because the landing capsule protects me from the deadly radiation outside. The capsule is powered by a small nuclear plant. It might have just enough electricity for eight months, if nothing goes wrong. What's more, my spacesuit keeps me safe from exposure to the Martian surface for up to several hours at a time. Water and oxygen were my biggest worries at first, but I've discovered an underground ice deposit nearby. I can reach the ice with our survey tools. That's lucky, because I can drink the water from the ice and also use it to produce oxygen when I run low.

Now I am worried about food. There is only enough for one person for four months – four months short of what I need.

Part of our mission was to experiment with growing plants in the Martian soil, so I have seeds of various kinds. I must work out how to farm on Mars. If I can solve that challenge, and if the electricity supply holds, I can survive until I am rescued. There's still hope!





- 1 Where is the person in the story?
- 2 What difficulties is he facing?
- 3 What has he already done to stay alive?
- 4 What will he do next?

7 Imagine you have to survive in a dangerous place. Plan your story by answering the questions.

- Where is the dangerous place? (eg Antarctica, space, the jungle)

- What are the dangers? (eg animals, the cold, no air)

- How do you manage to survive? (eg catch fish, melt snow, make a fire)

- How do you feel? (eg confident, anxious, optimistic)

Now write your story.

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

Presenting ideas ▴

- 1 Read the passage and answer the questions.

The green lizards that lived in the lower branches and trunks of Florida's trees found themselves in trouble when a tougher species, the brown lizards, was introduced from Cuba. Without enough food to go around, and under pressure from the new arrivals, the green lizards moved higher up the trees, where it is harder to keep a grip on the smoother branches. The green lizards adapted quickly over a relatively short time of 15 years, and now they have bigger



pads on their toes and stickier scales to help them stay high in the trees – and well away from their troublesome neighbours!

- 1 What happened to the green lizards? What did they do to cope with it?
- 2 What is the main message of the passage?

- 2 Work in groups. Find evidence to back up the main message and make notes. Do further research if necessary.

● Evidence in nature:



● Evidence in society:



- 3 Talk about the main message in more detail and make notes.

What the message means to you:

Situations that you could apply this message to:

Examples:

- 4 Prepare a short presentation. Consider the following:
 - 1 the structure of your presentation
 - 2 useful words, expressions and structures
- 5 Give your presentation to the class.

Reflection ▴

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

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



Creating a personal portfolio

A personal portfolio is a great way to record important moments in your life and your achievements, and it can also improve your self-esteem and self-confidence. Start yours today, if you haven't already!

Investigate

- 1 Go online to find inspiration for things to put in a personal portfolio.
- 2 Work in groups and share what you have found out.

Plan

- 1 Discuss what you will put in your portfolio. Talk about the following:
 - Have you entered any contests? Have you got any awards from them?
 - What have been your most special family moments? What do you have to remember these by?
 - Have you received any special gifts from your best friends? Do you have any mementos of your friendships?
 - Have you got any souvenirs from your travels in China or overseas?
 - Have you read any books or watched any films that made a particular impression on you? Have you written any reviews or made any notes about them?
 - What have you kept to remind you of the special moments in your life?
- 2 Plan your personal portfolio and complete the table.

Categories	Things to put in my portfolio
My achievements	
My family	
My friends	
My travel experiences	
...	

Create

- 1 Use the table to prepare documents for your portfolio. You can also include photos, tickets, souvenirs, postcards, notes and anything else you can find that you think is relevant.
- 2 Prepare some folders or boxes to put your materials in. Make sure to organise them into categories.
- 3 Decorate your portfolio.

Present

- 1 Share your portfolio with your group.
- 2 Choose one representative to present their portfolio to the class.
- 3 Remember to add things to your portfolio to keep it up-to-date.



Planning a 30-day challenge

Learning to manage yourself better isn't about changing who you are as a person. Rather, it's about helping yourself have a well-balanced, fulfilling, happy and healthy life. Knowing where your weaknesses lie is one of the first and most challenging steps in this process. Then, making concrete plans for improvement will bring you a step closer to better self-management.

Investigate

- 1 Work as a class. Talk about the various areas of self-management and what each of them involves.
- 2 Think about the areas in which you would most like to improve, such as study or free time activities.

Plan

- 1 Work in groups to focus on an area of self-management.
- 2 Discuss strategies for improving in this area of self-management and compile a 30-day plan. Consider the following:
 - What do you want to achieve in 30 days?
 - When will you start?
 - How much time do you need each day or week? When is it best for you to carry out the plan?
 - What activities could help you achieve your goals? What kind of help might you need from the people around you?
 - Is it best to carry out your plan in pairs or in groups?

Create

- 1 Create a table like the one below to record your progress.

	Day 1	Day 2	Day 3	...
Progress check (✓ or x)				
Reflections				

- 2 Carry out your self-improvement plan. Make sure to give each other encouragement and take photos or make videos to record your progress.

Present

- 1 After you have completed your 30-day challenge, share your experiences with your group.
- 2 Present your challenge and the plan to the class. Describe your experience, showing any photos or videos, and explaining what you have learnt and achieved from the process.

UNIT 3 Project

Interviewing older generations about their lifestyles

Times change, and so do people. With each generation come fresh ideas and attitudes, new opportunities and technological developments, all of which come together to craft new lifestyles. When we look to the future, it's worth remembering that there's a lot we can learn from the past and from those who lived through it.

Investigate

1 Work in groups. Do research online or in the library and make a list of the areas in which things have changed over time, for example:

- eating habits
- shopping habits
- entertainment
- living conditions



2 Talk about the ways in which you think each of the areas has changed.

Plan

- 1 Decide who, and how many people, you would like to interview. They could be your parents or grandparents, their friends or work colleagues.
- 2 Talk about what questions you would like to ask them and write a list. If you think of any other questions during the interviews, it is fine to ask them, too.
- 3 Divide your group into pairs and decide who each pair will interview.

Create

- 1 Carry out the interviews, making notes of your interviewees' answers as you go along. If possible, video the interviews so that you can watch them later.
- 2 Ask your interviewees if they have any visual or written records of the past that you could borrow.
- 3 After the interviews are all completed, put all the information you have gathered into a slide presentation. You should include:
 - introduction to your interviewees
 - how they used to live
 - how their lifestyles have changed
 - what you think we can learn from these changes

Present

Present your slides to the class. Find out which of the changes in lifestyle they think is the most interesting and why.



Taking part in an MUN conference

MUN, or Model United Nations, is an opportunity for students to learn about diplomatic relations and write a draft resolution to solve issues concerning the international community. The draft resolution will be brought to the floor for debate at an MUN conference.



Investigate

- 1 Work in groups. Talk about the following humanitarian issues and the country or countries they are affecting.
 - famine
 - disease
 - natural disaster or climate change
 - barriers to education
- 2 Individually, choose a country to investigate further. Go online and find out:
 - what the specific issue is and how long it has been going on
 - why finding a solution to it is a matter of urgency
 - measures that may have already been taken to solve it

Plan

- 1 Choose a humanitarian issue and prepare a draft resolution.
- 2 Talk about possible solutions to this issue. You may give your own ideas and / or do further research online or in the library.

Create

- 1 Prepare your draft resolution, following this standard format:

Heading

- committee name
- signatories (committee delegates)
- sponsors (authors of the resolution)
- the topic

Preambulatory clauses

The preamble of a draft resolution states the reasons why an issue is being addressed. Preambulatory clauses can include:

- recognition of the efforts of organisations in dealing with the issue
- general statements on the issue, its significance and its effect

Operative clauses

Operative clauses offer solutions to issues addressed earlier through the preambulatory clauses and focus on actions.

- Each clause should be numbered.
- They should support one another, and continue to build on your solution.

For example:

- 1 *Building more schools in rural areas to encourage more families to keep their children in full-time education;*

- 2 Go online to find out more information about preparing a draft resolution.

Present

Bring your draft resolution to the floor for debate. Find out whether the class approve or veto the resolution, and what other solutions they suggest.

UNIT 5 Project

Understanding the ecosystems around you

Ecosystems are all around us. They are essential to human life, and being aware of their importance and understanding them is an essential part of learning how to protect them.

Investigate

- 1 Work in groups. Think about what ecosystems there are in your local area. Go online or to a library to find out how you might investigate them. For example, how do you test water quality? How do you identify plants?



- 2 Choose one of the ecosystems in your local area and go online to find out about:
 - location
 - climate
 - plants and animals
 - human activity
 - human impact

Plan

- 1 Decide how you will further investigate each of these aspects when you visit the ecosystem.
- 2 Decide how best to present your information, for example:
 - a leaflet
 - a poster
 - a report
 - a slide presentation

Create

- 1 Visit the ecosystem and carry out your investigation. Make notes and take photos.
- 2 Write the text for your presentation.
- 3 Look for suitable photos, maps, diagrams, charts and any other visuals.
- 4 Put all the content together into your chosen presentation format.

Present

Present the ecosystem to the class. Ask if they have any questions and whether they have any further ideas about ways to reduce the impact of human activity on it.



Making an island survival guide

When caught in an unusual situation, we need innovative thinking and good decision-making skills to survive. Imagine that after a terrible shipwreck, you find yourself the only survivor on a remote, uninhabited island. What can you do to survive?

Investigate



1 Before you abandon the ship, you have just enough time to grab three useful items. Which of the following do you choose? Do research if necessary into how each item can be used for survival.

- a map
- a knife
- today's newspaper
- a compass
- a bucket
- a spade
- a rope
- old newspapers
- a box of matches

2 Work in groups. Look at the map of the island and consider these questions:

- What are the main features of the landscape?
- What natural resources are on the island?

Plan

- 1 Discuss what you might find on the island to help you survive.
- 2 Number the things you would look for in order of priority. Think carefully about where each might be found on the island – you don't want to be walking a long way without something to drink!
- 3 Discuss how your items from the ship will help you to make use of the things you find on the island.

Create

- 1 Write the island survival guide within the group. You may include:
 - a general introduction to the island
 - survival tips with items from the ship and natural resources on the island
- 2 Look for or create visuals to illustrate your survival guide.
- 3 Decide on the format of your guide, such as a poster or a leaflet.

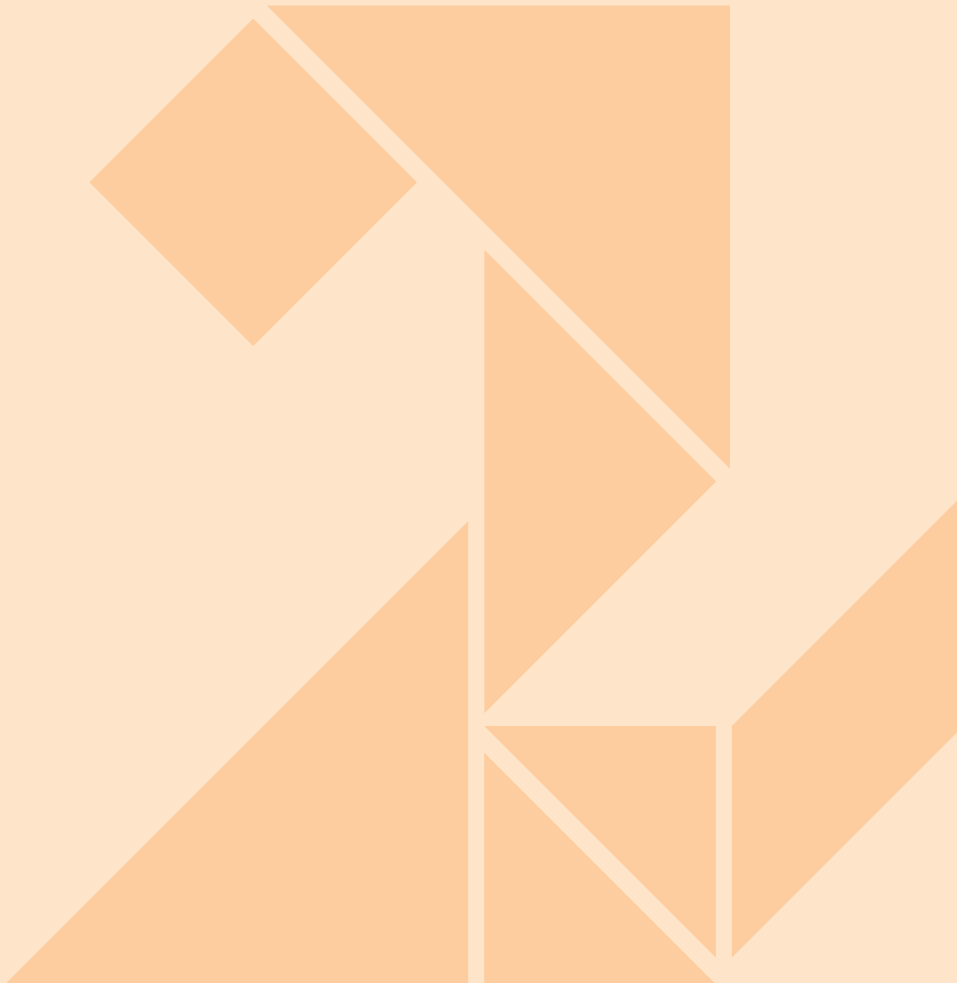
Present

- 1 Present your survival guide to the class.
- 2 Collect feedback from the class and revise your guide if necessary.
- 3 Vote in class for the most effective and creative survival guide.



Appendices

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



Key expressions

have a say on

behind the wheel

take responsibility for

no doubt

tempt somebody to do

in the act of

ponder over

lay aside

devote oneself to

at a glance

distinguish... from

be concerned with

close at hand

be pleased to do

1 In most countries, turning 18 marks the start of adulthood. But what does reaching this milestone, the age of majority, really mean?

Background information

The age of majority is the point at which a child reaches adulthood, as recognised by law. It is when a person is no longer considered to be a minor and is expected to become responsible for their own actions and decisions, instead of that responsibility belonging to their parents or guardians. In most countries, the age of majority is 18. However, there may still be age-based restrictions for certain rights and responsibilities, such as the right to vote.

2 I can't wait to be 18. One reason is that although I've been working ever since leaving school, I won't be voting in the next general election.

“will + be + 现在分词”构成将来进行时，表示在将来某一时间正在进行的动作或者预计会发生的事情。

Q: 将来进行时与一般将来时有什么区别?

A: 一是将来进行时只是单纯地谈论未来的情况，一般不表示意愿，常与时间状语 soon, tomorrow, this evening, by this time 等连用；而一般将来时除了表示将来的时间概念外，还往往带有感情色彩，表示意愿。例如：Jane won't go shopping tomorrow afternoon. 意为“简不想明天下午去逛街”；Jane won't be going shopping tomorrow afternoon. 意为“简明天下午不会去逛街”。二是将来进行时是表示在将来某个时间点正在做的事情，而一般将来时是对将来的预测，表示将要做的事情。例如：I'll be watching a film tomorrow evening. 意为“我明天晚上会在看电影”；I'll watch a film tomorrow evening. 意为“我明天晚上要看电影”。

3 Surely, if you're old enough to earn a wage and pay taxes, you should be allowed to have a say on how the government spends them!

Learning aid

■ **have a say on:** to have the right to give your opinion and be involved in a discussion about something
eg *Residents are being given a chance to have a say on the future of their town.*

4 My mum worries about me being behind the wheel.

■ **behind the wheel:** driving a car
eg *I can't wait to get behind the wheel again.*

5 Of course, I would like to have more freedom with money and no doubt I will be getting a credit card at some point, but I currently don't have a steady income, so getting a credit card might tempt me to spend more money than I have!

■ **no doubt:** used for emphasising that something seems certain or very likely
eg *No doubt she'll tell me everything when she's ready.*

■ **tempt somebody to do:** to try to persuade somebody to do something by making it seem attractive
eg *Nothing could tempt him to make such a decision.*

6 I pondered deeply, then, over the adventures of the jungle. And after some work with a colored pencil I succeeded in making my first drawing.

■ **ponder over:** to spend time thinking carefully and seriously about a problem, a difficult question, or something that has happened
eg *Scientists still ponder over the origin of humans.*

7 But since the grown-ups were not able to understand it, I made another drawing:
I drew the inside of the boa constrictor, so that the grown-ups could see it clearly. They always need to have things explained.

■ **They always need to have things explained.** → They always need others to explain things for them.

在“have + something + 过去分词”结构中，宾语 something 后面用过去分词作宾语补足语，说明宾语与过去分词表示的动作之间是被动关系。一般意为“让 / 请别人做某事”。例如：We had the television set mended this morning. 意为“今天上午我们请人维修了电视机”。

Q: “have + something + 过去分词”除了意为“让 / 请别人做某事”，还有其他用法吗？

A: “have + something + 过去分词”除了意为“让 / 请别人做某事”，还可以表示自己主动完成某事。例如：
He had the stove lighted. 意为“他把炉子点着了”。此外，也可以表示意外或不幸遭遇了某事。例如：
He had his bag stolen in the market. 意为“他的包在市场里被偷了”。

8 The grown-ups' response, this time, was to advise me to lay aside my drawings of boa constrictors, whether from the inside or the outside, and devote myself instead to geography, history, arithmetic and grammar.

■ **devote oneself to:** to spend all or most of your time and effort doing something

eg *Ben retired and devoted himself to charity work.*

9 At a glance I can distinguish China from Arizona.

■ **at a glance:** if you realise something at a glance, you realise it immediately

eg *I could see at a glance that it wasn't his own work.*

■ **distinguish... from:** to recognise the differences between things

eg *The colours were so similar that it was difficult to distinguish one from the other.*

10 In the course of this life, I have had a great many encounters with a great many people who have been concerned with matters of consequence.

■ **be concerned with:** to give your attention to something because you think it is important

eg *He's more concerned with what people think of him than anything else.*

Supplementary reading

Youth

By Samuel Ullman

Youth is not a time of life; it is a state of mind; it is not a matter of rosy cheeks, red lips and supple knees; it is a matter of the will, a quality of the imagination, a vigor of the emotions; it is the freshness of the deep springs of life.

Youth means a temperamental predominance of courage over timidity of the appetite, for adventure over the love of ease. This often exists in a man of sixty more than a boy of twenty. Nobody grows old merely by a number of years. We grow old by deserting our ideals.

Years may wrinkle the skin, but to give up enthusiasm wrinkles the soul. Worry, fear, self-distrust bows

the heart and turns the spirit back to dust.

Whether sixty or sixteen, there is in every human being's heart the lure of wonder, the unfailing child-like appetite of what's next, and the joy of the game of living. In the center of your heart and my heart there is a wireless station; so long as it receives messages of beauty, hope, cheer, courage and power from men and from the Infinite, so long are you young.

When the aeries are down, and your spirit is covered with snows of cynicism and the ice of pessimism, then you are grown old, even at twenty, but as long as your aeries are up, to catch the waves of optimism, there is hope you may die young at eighty.

2

Key expressions

be persuaded to do

switch on

on reflection

be occupied with

miss out

be distracted by

check out

be embarrassed to do

throw in the towel

without access to

awareness of

step away from

vary from... to

max out

barrier to

in control of

the here and now

put aside

1 At the start of the detox, over 100 students had been persuaded to stop using social media, in ANY form, for seven days. This meant no messaging friends, no posting photos, no blogging – nothing.

At the start of the detox, over 100 students had been persuaded to stop using social media... → Before the detox started, we had persuaded over 100 students to stop using social media...

“had + been + 过去分词”构成过去完成时的被动语态，表示动作在过去某一时间或某一动作之前已经发生或完成，且主语与谓语动词之间存在被动关系。例如：The room had been cleaned when we came.

Q: 过去完成时的被动语态有哪些用法呢？

A: 过去完成时被动语态的用法大致有以下几种：（1）用在 told, said, knew, thought 等动词后的宾语从句中，表示宾语从句中的动作已被做完。例如：He said that the books had already been sold out. （2）当 before, when, by the time, until 等引导的时间状语从句的谓语是一般过去时，以及 by, before 后接过去的时间时，主句的动作发生在从句的动作或过去的时间之前且表示被动时，要用过去完成时的被动语态。例如：By the end of last year, 120 bridges had been built.

（3）在 It was the first / second / ... time that... 从句中，主语是动作的承受者时，要用过去完成时的被动语态。例如：It was the second time that his bike had been stolen. （4）在虚拟

语气中，条件句表示与过去的事实相反，且主语是动作的承受者时，要用过去完成时的被动语态。例如：
If I had been invited earlier, I would have gone with you.

■ **be persuaded to do:** to have somebody make you decide to do something, especially by giving you reasons why you should do it, or asking you many times to do it

eg *She was persuaded to change her mind.*

2 With the detox now finished, they've switched on their devices and they're back online.

■ **switch on:** to turn on something such as a light or a machine using a switch

eg *Don't switch on the light.*

3 But on reflection, I can see how much of my time had been occupied with checking my phone.

■ **on reflection:** after thinking about something carefully

eg *At the time I thought I was right, but on reflection I think perhaps I wasn't.*

■ **be occupied with:** to be busy doing something

eg *He's still fully occupied with writing his report.*

4 I managed the whole week! At first, I really felt I was missing out.

■ **miss out:** to lose an opportunity to do or have something

eg *We will be repeating the questions later, so you won't miss out.*

5 Without our phones, we had a proper conversation for over two hours, without being distracted by messages from other people.

■ **be distracted by:** to be prevented from concentrating on something because somebody or something else has your attention

eg *She was distracted by the sound of running water.*

6 I'm embarrassed to say that I threw in the towel on the first day! I knew there was a party happening that evening, but without access to social media I couldn't remember where it was!

■ **throw in the towel:** to stop trying to do something because you think you cannot win

eg *Don't throw in the towel.*

Learning aid

■ **without access to:** not having the right or opportunity to have or use something

eg *There are still a lot of people without access to clean water in the world.*

7 Recent headlines have seen more and more teens maxing out their parents' credit cards on games or other online activities.

■ **max out:** to use something such as money or supplies so that there is none left

eg *I found training for the half marathon really difficult. I maxed out after running 10 km.*

8 In contrast to these big spenders, there are also teens that prove age is no barrier to making good use of money.

■ **barrier to:** a rule or problem that prevents people from doing something, or limits what they can do

eg *A lack of education is a barrier to many good jobs.*

9 It was from then on that his grandchildren started to be in control of what to do with the money they receive: spend, save, invest or give?

■ **in control of:** to have the power to make decisions, or make something happen in the way you want

eg *Mr Green is the person in control of all medical decisions at the hospital.*

10 Although this could likewise involve putting aside money for your university education, it also means investing in yourself.

■ **We could also say**

Although this could mean saving money for your university tuition fees, it also means making an investment in yourself in other ways.

■ **put aside:** to save money regularly, usually for a particular purpose

eg *She put at least 100 yuan a week aside for trips.*

Results of the questionnaire on Page 17

Mostly “a”

You are the captain of self-control, the ruler of self-regulation! Not only are you conscientious and in control of your emotions, it also seems you can resist temptation. Be careful not to take everything so seriously though. Try to relax more and once in a while, do something impulsive.

Mostly “b”

Hmm... whilst you seem to have grasped the basics of self-management, there is still room for improvement! Take a step back and think about how you could be more focused on your goals and gain more control of your emotions.

Mostly “c”

Far from being in control, it seems your emotional impulses and temptations are controlling you! Don't just sit back and let things happen. Assess and find out what's going wrong and draw up a plan of action. Try to stick with it!

Supplementary reading

Two Very Different Sisters

Sense and Sensibility tells the story of the Dashwood family: sensible and self-controlled Elinor, passionate and impulsive Marianne, their mother and their younger sister, Margaret. At the beginning of the novel, the Dashwood ladies suddenly find themselves forced out of their home and must learn to live within their significantly reduced means. Greatly upset, Marianne and her mother cannot hide their emotions; Elinor feels the impact of their situation as deeply as they do, but is able to govern her emotions and make calm and practical decisions to help her family. She is a great source of comfort and guidance for them as they learn to live with the changes thrust upon them.

Elinor, this eldest daughter, whose advice was so effectual, possessed a strength of understanding, and coolness of judgment, which qualified her, though only nineteen, to be the counsellor of her mother, and enabled her frequently to counteract, to the advantage of them all, that eagerness of mind in Mrs Dashwood which must generally have led to imprudence. She had an excellent heart; – her disposition was affectionate, and her feelings were strong; but she knew how to govern them: it was a knowledge which her mother had yet to learn; and which one of her sisters had resolved never to be taught.

Marianne's abilities were, in many respects, quite equal to Elinor's. She was sensible and clever; but eager in everything: her sorrows, her joys, could have no moderation. She was generous, amiable, interesting: she was everything but prudent. The resemblance between her and her mother was strikingly great.

Elinor saw, with concern, the excess of her sister's sensibility; but by Mrs Dashwood it was valued and cherished. They encouraged each other now in the violence of their affliction. The agony of grief which overpowered them at first, was voluntarily renewed, was sought for, was created again and again.

They gave themselves up wholly to their sorrow, seeking increase of wretchedness in every reflection that could afford it, and resolved against ever admitting consolation in future. Elinor, too, was deeply afflicted; but still she could struggle, she could exert herself. She could consult with her brother, could receive her sister-in-law on her arrival, and treat her with proper attention; and could strive to rouse her mother to similar exertion, and encourage her to similar forbearance.

(Excerpt from Sense and Sensibility by Jane Austen)

3

Key expressions

drop in

drop by

wave goodbye to

for good

in good hands

take over

pop up

reply with

search for

a string of

spread to

1 The bookstore, which was a legendary fixture in the neighborhood, was a place where anyone could drop in and connect through their love of books.

■ **drop in:** to visit somebody or somewhere informally, usually without having arranged to do so in advance
eg *Why not drop in for a chat?*

2 When I hurried to the store, I saw that the books were already being packed into boxes.

■ “was / were + being + 过去分词”构成的是过去进行时的被动语态，主语是动作的承受者，表示在过去的某个时间点正在进行的被动动作。

Q: 过去进行时的被动语态与一般过去时的被动语态有什么区别?

A: 过去进行时的被动语态强调的是在过去的某个时间点正在进行的被动动作。例如: The research was being done when the professor went into the lab last night. 而一般过去时的被动语态表示的是某个被动的动作已经发生了。例如: Some computers were stolen last night.

3 It made me realize that the bookstore and all that Old Casey had given to the community could soon disappear for good.

■ **We could also say**

I realized that the bookstore and Old Casey's concern and support for our community could soon disappear forever.

■ **for good:** forever, without the possibility of change in the future

eg *The sports centre closed down for good.*

4 Clearly, the Rainbow Bookstore was in good, creative hands.

■ **in good hands:** being dealt with or taken care of by somebody who can be trusted

eg *Every parent wants to make sure they're leaving their child in good hands.*

5 The campaign had been led by Jennifer Oakley, a saleswoman who had grown up in the neighborhood and who had now taken over the bookstore from Casey.

■ **take over:** to take control of something

eg *I'm going to take over the company one day.*

6 The use of emojis has even spread to classical literature. A Shakespeare series for young readers has taken William Shakespeare's popular plays and replaced some words with textspeak and emojis.

■ **spread to:** to get larger and affect more people or a larger area

eg *It appears the bad weather has spread to the coast.*

Supplementary reading

Old People, New Technology

“Ring-ring! Ring-ring!” That once-familiar sound in your home can only mean one thing: your grandparents are calling. Despite them having a mobile phone, it is all too often turned off (“No point in switching it on, when I’m not using it.”), or it can’t be found because it hasn’t been used in weeks (“Now, where did I last see it...?”). Indeed, nothing seems to upset the elderly so much as the ever-present smartphone, along with its cousins the laptop, the tablet and the PC. And you know what they are always saying about these machines: “What do I want one of those for? It’s too difficult for me to understand.” “Why should I use a messenger? What’s wrong with sending a normal letter by post?” And, of course, “What do I do when it goes wrong?”

While there once might have been a grain of truth in such stereotypes, the reality is that nowadays even your grandmother is not likely to call you on your landline. Evidence indicates that the elderly are in fact adapting to new technology quite easily, especially as digital technology continues to

become ever more user-friendly. For those who do have difficulty, help is at hand.

In many countries, the elderly can receive free training in the use of computers, and learn how to correspond by email, how to send photos and voice messages, and how to use the Internet for shopping and other services. Across the world, centres for the elderly report that their most popular classes are in the use of smartphones and tablets. It is clear that the elderly have already come to rely on digital technology to help them remain independent and keep in touch with friends and relatives.

Elderly people also like to use technology for the same reason the rest of us do: entertainment and leisure. Having plenty of free time, many elderly people like to find out new things or write down their experiences. Being able to use a computer, smartphone or tablet makes this easier to do, and can open the door to interesting hobbies. Many social media sites developed for the younger generation are now being enjoyed by the elderly, too. “Our granddaughter helped me set up a social media profile,” one explained. “I soon found lots of people to chat with and some invited me to join their online puzzle groups. I play about three hours a day. It keeps my brain active.” And for elderly people who may be unable to leave their homes without assistance, communication with the outside world is essential, to prevent loneliness and to allow them to call for help in emergencies. In Singapore, the elderly are even turning to robots to keep them in good physical shape. These robots not only lead daily workouts, but can provide senior citizens with feedback on their performance, as well as sending photos via social media.

So it would seem that rather than being afraid of new technology, the elderly have much to gain from it, and are embracing it fully. As digital technology comes down in price, and becomes easier to operate, it could help to transform old age for millions of people.

UNIT 4

Key expressions

take any chances

comrade in arms

put... at risk

against all odds

step into somebody's shoes

in memory of

at a great cost

suffer for

look to

die for

bring forth

dedicate to

engage in

in a larger sense

in vain

1 Today we celebrate. It's exactly one month since the last reported case. But it is vital not to take any chances.

But it is vital not to take any chances. → But not to take any chances is vital.

it 在此是一个形式主语，起先行引导作用，本身无词义，它所指代的是 not to take any chances.

Q: it 作为形式主语的用法是什么？

A: it 作为形式主语，所代替的是句子的逻辑主语，并无实际词义。这可以保持句子的结构平衡，避免主语太长，显得头重脚轻。

Q: it 作为形式主语可以分为几种情况？

A: it 作为形式主语主要分为三种情况。一是代表不定式，根据句子的谓语又可以分为四种类型：（1）“be + 形容词 + 不定式”。例如：It is difficult to translate the book.（2）“be + 名词 + 不定式”。例如：It was her duty to clean the room.（3）“be + 介词短语 + 不定式”。例如：It was against my principle to do that.（4）“及物动词 + 宾语 + 不定式”。例如：It cost 150 yuan to buy the dress. 二是代表动名词，一般以“be + 名词”作谓语。例如：It is no use doing that. 也可以以“be + 形容词”作谓语。例如：It's pleasant sitting here. 三是代表从句，具体又可以分为四种类型：（1）“it + be + 形容词 + 从句”。例如：It is natural that she knows everything about it.（2）“it + be + 名词 + 从句”。例如：It is a question how he did it.（3）“it + 动词的被动语态 + 从句”。例如：It is not decided who will take over the company.（4）“it + be / 其他系动词 + that 从句”。例如：It may be / seems that he views the issue from a different perspective.

take any chances: to do something that involves risks
eg It is just not worth taking any chances.

2 I arrived in Liberia with MSF almost three months ago. When I saw the tragic scenes on the news, I felt it was my duty as a doctor to go there and offer my help. I knew I was putting my life at risk, but I thought, “If I don't do it, who will?” It is important to remember that Ebola doesn't respect national boundaries.

Learning aid

■ **put... at risk:** to make somebody or something be in a situation in which something unpleasant or dangerous could happen

eg *These measures will put many small businesses at risk.*

Background information

Ebola is a virus that can infect humans and other primates. Symptoms usually start two days to three weeks following infection, and include fever, sore throat, muscular pain and headaches. Vomiting, diarrhoea and rash often follow, along with reduced liver and kidney function. Internal and external bleeding may also occur at this point. The average death rate of those infected is about 50%. Ebola was first identified in 1976 in a village near the Ebola River, in the Democratic Republic of the Congo. Outbreaks tend to occur in tropical regions of sub-Saharan Africa, the largest to date being the 2013–2016 epidemic in West Africa, which infected 28,616 people and claimed 11,310 lives.

3 When we visited the ward the next morning, we were amazed to see that against all odds, both boys were still alive.

■ **against all odds:** used for saying that despite difficulties or conditions that make success unlikely, people succeed in doing something

eg *Against all odds, he recovered from his illness.*

4 In a few days, someone else will arrive to step into my shoes, and the tireless work that the MSF members do in more than 70 countries and regions around the world will go on.

■ **step into somebody's shoes:** to take over somebody's duty or job

eg *When he inherited the business, he had to step into his father's shoes.*

5 Lincoln understood the feelings of the civilian people. His speech gave them hope, belief and a reason to look to the future. He gave them a new vision of what the United States of America should be, based on the ideals set down by its Founding Fathers 87 years before. It was what the soldiers had died for. Now it was up to the living to remove not only the divisions between North and South, but the boundaries between black and white, and work step by step towards the equality of humankind.

■ **die for:** to give up one's life in the name of something one strongly believes in

eg *They were ready to die for their country.*

Background information

The Founding Fathers are the leaders who founded the United States, including the 39 dignitaries who signed the US Constitution at the Constitutional Convention of 1787, and the 56 signers of the Declaration of Independence. Among them, some of the most recognised are John Adams, Samuel Adams, Benjamin Franklin, Francis Hopkinson, Thomas Jefferson and George Walton.

6 Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

■ We could also say

Eighty-seven years ago, our ancestors created a new nation on this continent. Liberty was the basis of their endeavours, as well as the idea that every individual is created equal.

■ **bring forth:** to produce something or make it appear

eg *Her letter to the paper brought forth a flood of supportive comments.*

■ **dedicate to:** to spend your time and effort doing something

eg *He dedicated himself to academic work.*

7 Now we are engaged in a great civil war, testing whether that nation, or any nation, so conceived, and so dedicated, can long endure. We are met here on a great battlefield of that war. We have come to dedicate a portion of it as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

■ **engage in:** to take part in a particular activity, especially something that takes a lot of time or effort

eg *He is currently engaged in a dispute with his former business partner.*

Supplementary reading

The Slave Warehouse

A little before the sale commenced, a short, broad, muscular man, in a checked shirt considerably open at the bosom, and pantaloons much the worse for dirt and wear, elbowed his way through the crowd, like one who is going actively into a business; and, coming up to the group, began to examine them systematically... This man proceeded to a very free personal examination of the lot. He seized Tom by the jaw, and pulled open his mouth to inspect his teeth; made him strip up his sleeve, to show his muscle; turned him round, made him jump and spring, to show his paces.

“Where was you raised?” he added, briefly, to these investigations.

“In Kintuck, Mas’r,” said Tom, looking about, as if for deliverance.

“What have you done?”

“Had care of Mas’r’s farm,” said Tom.

“Likely story!” said the other, shortly, as he passed on. He paused a moment before Dolph; then spitting a discharge of tobacco-juice on his well-blackened boots, and giving a contemptuous umph, he walked on. Again he stopped before Susan and Emmeline. He put out his heavy, dirty hand, and drew the girl towards him; passed it over her neck, felt her arms, looked at her teeth, and then pushed her back against her mother, whose patient face showed the suffering she had been going through at every motion of the hideous stranger.

The girl was frightened, and began to cry.

“Stop that!” said the salesman; “no whimpering here, – the sale is going to begin.” And accordingly the sale begun.

Adolph was knocked off, at a good sum, to the young gentlemen who had previously stated his intention of buying him; and the other servants of the St. Clare lot went to various bidders.

“Now, up with you, boy! d’ye hear?” said the auctioneer to Tom.

Tom stepped upon the block, gave a few anxious looks round; all seemed mingled in a common, indistinct noise, – the clatter of the salesman crying off his qualifications in French and English, the quick fire of French and English bids; and almost in a moment came the final thump of the hammer, and the clear ring on the last syllable of the word “dollars,” as the auctioneer announced his price, and Tom was made over. – He had a master!

He was pushed from the block; – the short, bullet-headed man seizing him roughly by the shoulder, pushed him to one side, saying, in a harsh voice, “Stand there, you!”

Tom hardly realized anything; but still the bidding went on, – rattling, clattering, now French, now English. Down goes the hammer again, – Susan is sold! She goes down from the block, stops, looks wistfully back, – her daughter stretches her hands towards her. She looks with agony in the face of the man who has bought her, – a respectable middle-aged man, of benevolent countenance.

“O, Mas’r, please do buy my daughter!”

“I’d like to, but I’m afraid I can’t afford it!” said the gentleman, looking, with painful interest, as the young girl mounted the block, and looked around her with a frightened and timid glance.

The blood flushes painfully in her otherwise colorless cheek, her eye has a feverish fire, and her mother groans to see that she looks more beautiful than she ever saw her before. The auctioneer sees his advantage, and expatiates volubly in mingled French and English, and bids rise in rapid succession.

(Adaptation from Uncle Tom's Cabin by Harriet Beecher Stowe)

5

Key expressions

fail to do

in harmony with

develop an appetite for

be introduced to

soil erosion

out of control

remove... from

decrease from... to

in consequence

turn out

a substantial number of

once and for all

every last

owe it to... to do

coexist with

1 No visitor would think it surprising that the island is a UNESCO World Heritage Site. Nor would they fail to imagine how its native inhabitants, including royal penguins, king penguins, and elephant seals, existed in perfect harmony with their natural habitat for thousands of years.

No visitor would think it surprising that the island is a UNESCO World Heritage Site. → No visitor would think that the island being a UNESCO World Heritage Site is surprising.

it 在此是一个形式宾语，在 think 后面起先行引导的作用，本身并无词义。它所指代的是 the island is a UNESCO World Heritage Site.

Q: it 作为形式宾语的用法是什么？

A: 当不定式、动名词或从句在某个句子中作宾语时，为了保持句子的结构平衡，常用 it 作为形式宾语，而将真正的宾语放到句子后部去。

Q: it 作为形式宾语可以分为几种情况？

A: it 作为形式宾语可以分为两种情况：（1）代表不定式。例如：I don't feel it difficult to understand the passage. （2）代表连接代词或副词引导的从句或动名词。例如：He hasn't made it clear when he is coming back.

in harmony with: to agree with another idea or feeling, and look good with other things

eg We must ensure that tourism development is in harmony with the environment.

2 The end result was that parakeets, once large in number and native to the island, died out in 1891.

Background information

The parakeet is a kind of small to medium-sized parrot with brightly-coloured and long tail feathers. Many different species of parakeets are bred and sold commercially as pets, the budgerigar being the third most popular pet in the world, after dogs and cats. They have an average length of about 18 cm and an average weight of about 31–41 g.

3 The cats in consequence turned their attention – and their stomachs – back to the native birds, killing up to 60,000 each year.

in consequence: used for saying that one thing is the result of another

eg *He worked hard, and in consequence he passed the examination.*

4 This incident made it clear that the rat, mouse and rabbit problem needed solving once and for all.

once and for all: completely and finally

eg *The Supreme Court's ruling should decide this matter once and for all.*

Supplementary reading

Thinking Like a Mountain

A deep chesty bawl echoes from rimrock to rimrock, rolls down the mountain, and fades into the far blackness of the night. It is an outburst of wild defiant sorrow, and of contempt for all the adversities of the world.

Every living thing (and perhaps many a dead one as well) pays heed to that call. To the deer it is a reminder of the way of all flesh, to the pine a forecast of midnight scuffles and of blood upon the snow, to the coyote a promise of gleanings to come, to the cowman a threat of red ink at the bank, to the hunter a challenge of fang against bullet. Yet behind these obvious and immediate hopes and fears there lies a deeper meaning, known only to the mountain itself. Only the mountain has lived long enough to listen objectively to the howl of a wolf.

Those unable to decipher the hidden meaning know nevertheless that it is there, for it is felt in all wolf country, and distinguishes that country from all other land. It tingles in the spine of all who hear

wolves by night, or who scan their tracks by day. Even without sight or sound of wolf, it is implicit in a hundred small events: the midnight whinny of a pack horse, the rattle of rolling rocks, the bound of a fleeing deer, the way shadows lie under the spruces. Only the ineducable tyro can fail to sense the presence or absence of wolves, or the fact that mountains have a secret opinion about them.

My own conviction on this score dates from the day I saw a wolf die. We were eating lunch on a high rimrock, at the foot of which a turbulent river elbowed its way. We saw what we thought was a doe fording the torrent, her breast awash in white water. When she climbed the bank toward us and shook out her tail, we realized our error: it was a wolf. A half-dozen others, evidently grown pups, sprang from the willows and all joined in a welcoming melee of wagging tails and playful maulings. What was literally a pile of wolves writhed and tumbled in the center of an open flat at the foot of our rimrock.

In those days we had never heard of passing up a chance to kill a wolf. In a second we were pumping lead into the pack, but with more excitement than accuracy: how to aim a steep downhill shot is always confusing. When our rifles were empty, the old wolf was down, and a pup was dragging a leg into impassable slide-rocks.

We reached the old wolf in time to watch a fierce green fire dying in her eyes. I realized then, and have known ever since, that there was something new to me in those eyes – something known only to her and to the mountain. I was young then, and full of trigger-itch; I thought that because fewer wolves meant more deer, that no wolves would mean hunters' paradise. But after seeing the green fire die, I sensed that neither the wolf nor the mountain agreed with such a view.

(Excerpt from "Thinking Like a Mountain" by Aldo Leopold)

Key expressions

in one's way

have no choice but to do

out of reach

under construction

fit in with

get a taste for

crash into

amount to

in the meantime

1 No matter how many crimes he committed, the police were powerless to arrest him. You see, this was no ordinary criminal: it was a chacma baboon.

No matter how many crimes he committed, the police were powerless to arrest him. → Even though he committed many crimes, the police were powerless to arrest him.

“no matter + 疑问词”在此引导让步状语从句，意为“无论……，不管……”。

Q: “疑问词 + -ever”同样也意为“无论……，不管……”，那么它和“no matter + 疑问词”在任何情况下都能相互替换吗？

A: 不能。“疑问词 + -ever”可以分为两种类型：(1) “疑问副词 + -ever”，比如，wherever, whenever, however。“疑问副词 + -ever”一般情况下只能引导让步状语从句，和“no matter + 疑问副词”可以相互替换。例如：Whenever I visited her, she was busy with her work. 也可以说，No matter when I visited her, she was busy with her work. (2) “疑问代词 + -ever”，比如，whatever, whichever, whoever, whomever。“疑问代词 + -ever”既可以引导让步状语从句，又可以引导名词性从句。引导让步状语从句时，“疑问代词 + -ever”可以和“no matter + 疑问代词”相互替换。例如：Whoever comes to the party, he will receive a gift. 也可以说，No matter who comes to the party, he will receive a gift. 但是引导名词性从句时，只能用“疑问代词 + -ever”，不能用“no matter + 疑问代词”。例如：Whoever comes here will receive a gift.

Background information

The chacma baboon, also known as the Cape baboon, is one of the largest of all monkeys. It is perhaps the longest species of monkey and also one of the heaviest: a male's body length can reach 50–115 cm, with a tail length of 45–84 cm, while it can weigh 21–45 kg; a female's body weight can range 12–25 kg. It is generally dark brown to grey in colour, with a patch of rough hair on the nape of its neck. It is primarily found in southern Africa, including South Africa, Angola, Zambia and Mozambique.

2 Wherever they go, animals find towns and cities in their way.

■ **in one's way:** blocking a road or somebody's path, so that they cannot move forwards easily
eg *Can I move the books? They're in my way.*

3 Out of reach from many of their natural predators, these newcomers often flourish in their new city lives.

■ **out of reach:** not near enough to be reached or touched
eg *Keep her food out of reach when you're not home.*

4 Unable to distinguish between blue sky and glass, birds crash into windows at speeds of about 50 kilometres per hour.

■ **crash into:** to hit something hard and fast, making a loud noise and often causing damage
eg *The car crashed into a tree.*

5 Whatever the reasons behind these species entering our cities, one thing is for sure – as it's often a means of their survival, they could be with us to stay.

■ **We could also say**

No matter why these animals enter our cities, it is likely that they will stay in order to survive.

6 But they are also preparing for the worst: what can we do if the terrifying scenes in films such as *The Day After Tomorrow* happen in real life?

■ Background information

The Day After Tomorrow is a 2004 American science-fiction disaster film. The film is based on the book *The Coming Global Superstorm* by Art Bell and Whitley Strieber. The film depicts the catastrophic effects of climate change, with extreme weather events leading to global cooling and a new ice age.

7 Mars has fascinated people since ancient times, and today our interest in Martian exploration is greater than ever before. Films such as *The Martian* enjoy worldwide popularity.

■ Background information

2015 American science-fiction film *The Martian*, directed by Ridley Scott and starring Matt Damon, is based on Andy Weir's 2011 novel of the same name.

It is about an astronaut who is mistakenly presumed dead and left behind on Mars. The film depicts his struggle to survive and others' efforts to rescue him.

Supplementary reading

A Sudden Shock

It was just after noon, on a bright October day. I was coming down Third Street. The only objects moving anywhere in sight in that densely built and crowded quarter were a man in a horse and cart behind me, and a street car going slowly up the street. Otherwise, all was silent and empty.

As I turned the corner, by a wooden house, there was a sudden great shaking, and it occurred to me that perhaps there was a fight going on in the house. Before I could turn and find the door, there came a huge shock; the ground seemed to roll under me in waves, interrupted by a violent shaking up and down. There was a heavy crashing noise like brick houses collapsing. I fell against the wooden house and hurt my arm. I knew what it was now! A third and still more severe shock came, and as I swayed on the pavement trying to keep my footing, I saw an extraordinary sight! The entire front of a tall four-story brick building on Third Street was pushed outwards like a door and fell across the street, raising huge clouds of dust.

Suddenly the cart turned over and the man was thrown across it – in no time at all small fragments of the vehicle were violently thrown along the street. The street car had stopped, the horses were pulling back and jumping, the passengers were pouring out at both ends, and a fat man had crashed halfway through a glass window on one side of the car, got wedged fast, and was twisting and screaming in agony. From every door of every house, as far as the eye could see, a stream of frightened people were pouring into the street.

The plastering that fell from ceilings in San Francisco that day, would have covered several miles of ground. For some days afterwards, groups of eyeing and pointing men stood about many a building, looking at long zig-zag cracks that extended from the roofs of buildings to the ground.

A crack a hundred feet long lay open six inches wide in the middle of one street and then shut together again with such force, as to close up the earth like a narrow grave. A lady sitting in her rocking and shaking home, saw the wall part from the ceiling, open and shut twice, like a mouth, and then drop the end of a brick on the floor like a tooth. She was a woman easily annoyed by silly behavior, and she got up from her chair and went out of there.

Such another destruction of ornaments and bottles as the earthquake created, San Francisco never saw before. Hanging pictures were thrown down, but more often, by a curious freak of the earthquake's humor, they were whirled completely around with their faces to the wall! There was a great difference of opinion, at first, as to the course or direction the earthquake traveled, but water that splashed out of various tanks and buckets settled that. Thousands of people were made so seasick by the rolling and violent movement of floors and streets that they were weak and bedridden for hours, and some few for even days afterwards. – Hardly an individual escaped nausea entirely.

The strange earthquake – episodes that formed the main body of San Francisco gossip for the next week would fill a much larger book than this, and so I will now change the subject.

(Adaptation from Roughing It by Mark Twain)

Words and expressions

UNIT 1

integrity /ɪn'tegriti/ <i>n.</i> 正直诚实	1	minimum /'mɪnɪmə/ <i>adj.</i> 最小的, 最少的	5
virtue /'vɜ:tʃu:/ <i>n.</i> 美德	1	* bittersweet /'bɪtə'swi:t/ <i>adj.</i> 苦乐参半的	7
licence /'laɪs(ə)ns/ <i>n.</i> 执照	2	* boarder /'bɔ:də/ <i>n.</i> 寄宿生, 住校生	7
loan /ləʊn/ <i>n.</i> (银行等的) 贷款	2	varied /'veərið/ <i>adj.</i> 各种各样的	7
* adulthood /'ædʌlthud/ <i>n.</i> 成年	2	* cherish /'tʃerɪʃ/ <i>v.</i> 重视, 珍视	7
* milestone /'maɪlstəʊn/ <i>n.</i> 重大事件, 里程碑	2	routine /ru:'ti:n/ <i>n.</i> 惯例, 习惯	7
election /ɪ'lekʃ(ə)n/ <i>n.</i> 选举	3	* primeval /praɪ'mi:v(ə)l/ <i>adj.</i> 原始的, 远古的	10
wage /weɪdʒ/ <i>n.</i> (按小时、日或周计算的) 工资, 薪金	3	boa constrictor 蟒蛇	10
tax /tæks/ <i>n.</i> 税	3	* swallow /'swɒləʊ/ <i>v.</i> 吞下, 咽下	10
have a say 有发言权	3	* prey /preɪ/ <i>n.</i> 猎物	10
behind the wheel 在驾驶汽车	3	chew /tʃu:/ <i>v.</i> 咀嚼	10
ambulance /'æmbjʊləns/ <i>n.</i> 救护车	3	digestion /daɪ'dʒestʃ(ə)n/ <i>n.</i> 消化 (过程)	10
legal /'li:g(ə)l/ <i>adj.</i> 合法的	3	* ponder /'pɒndə/ <i>v.</i> 仔细考虑, 深思	10
mature /mə'tʃʊə/ <i>adj.</i> 成熟的, 明白事理的	3	* masterpiece /'mɑ:stəpi:s/ <i>n.</i> 杰作	11
instantly /'ɪnstəntli/ <i>adv.</i> 立即, 马上	3	digest /daɪ'dʒest/ <i>v.</i> 消化 (食物)	11
* childhood /'tʃaɪldhʊd/ <i>n.</i> 童年, 儿童时代	3	lay aside 把……搁置一边	11
* obey /əʊ'beɪ/ <i>v.</i> 服从; 遵守	3	devote oneself to 致力于, 献身于	11
* subtle /'sʌtl/ <i>adj.</i> 难以察觉的; 微妙的	3	* arithmetic /ə'riθmətɪk/ <i>n.</i> 算术	11
gradual /'grædʒuəl/ <i>adj.</i> 逐渐的, 逐步的	3	* disheartened /dɪs'hɑ:tnd/ <i>adj.</i> 沮丧的, 灰心的	11
* selfish /'selfɪʃ/ <i>adj.</i> 自私的	3	* tiresome /'taɪəs(ə)m/ <i>adj.</i> 烦人的, 令人厌烦的	11
organ donation 器官捐献	3	at a glance 一瞥, 看一眼	12
approval /ə'pru:vəl/ <i>n.</i> 赞成, 同意	3	consequence /'kɒnsɪkwəns/ <i>n.</i> 后果	12
* steady /'stedi/ <i>adj.</i> 稳定的	3	* intimately /'ɪntəmitli/ <i>adv.</i> 亲密地; 密切地	12
* tempt /tempt/ <i>v.</i> 诱惑, 引诱	3	golf /gɒlf/ <i>n.</i> 高尔夫球运动	12
librarian /laɪ'breəriən/ <i>n.</i> 图书馆管理员	4	politics /'pɒlɪtiks/ <i>n.</i> 政治	12
household /'haʊshəʊld/ <i>adj.</i> 家庭的	4	* necktie /'nekti/ <i>n.</i> 领带	12
* commute /kə'mju:t/ <i>n.</i> 每天上班的路程	4	evidence /'evɪd(ə)ns/ <i>n.</i> 证据	12
* deposit /dɪ'pɒzɪt/ <i>n.</i> 订金	4	airline /'eəlaɪn/ <i>n.</i> 航空公司	13
commitment /kə'mɪtmənt/ <i>n.</i> 投入, 花费	4	* memorable /'mem(ə)rəb(ə)l/ <i>adj.</i> 难忘的	14
suitable /'su:təb(ə)l/ <i>adj.</i> 合适的	4	bond /bɒnd/ <i>n.</i> 纽带, 关系	14
		conclusion /kən'klu:ʒ(ə)n/ <i>n.</i> 结论	15

注：词汇表中，未加符号的单词为选择性必修单词；加*的为未做要求的单词。

UNIT 2

security /sɪ'kjʊərɪti/ <i>n.</i> 安全	18
* moderator /'mɒdəreɪtə/ <i>n.</i> 主持人	18
* detox /'di:tɒks/ <i>n.</i> 脱瘾	18
* fundraising /'fʌnd'reɪzɪŋ/ <i>n.</i> 募捐, 筹款	18
switch /swɪtʃ/ <i>v.</i> (用开关) 改变, 转换	18
switch on (用开关) 开, 打开	18
motivate /'məʊtɪveɪt/ <i>v.</i> 激发, 激励	18
occupy /'ɒkjʊpaɪ/ <i>v.</i> 占用, 占去 (时间)	18
profile /'prəʊfaɪl/ <i>n.</i> 概况	19
* distract /drɪ'strækt/ <i>v.</i> 分散 (注意力), 使分心	19
constantly /'kɒnstəntli/ <i>adv.</i> 持续不断地; 经常地	19
towel /'taʊəl/ <i>n.</i> 毛巾	20
throw in the towel 认输	20
access /'ækses/ <i>n.</i> 接触的机会	20
rely /rɪ'laɪ/ <i>v.</i> (为生活或生存而) 依赖	20
rely on 依靠, 依赖	20
deadline /'dedlaɪn/ <i>n.</i> 截止时间; 最后期限	22
* procrastination /prə'kræstrɪ'neɪʃ(ə)n/ <i>n.</i> 拖延	22
appropriate /ə'prəʊpɪət/ <i>adj.</i> 恰当的; 合适的	23
* spit /spɪt/ <i>v.</i> 吐口水, 吐唾沫	23
* headphones /'hedfəʊnz/ <i>n.</i> (头戴式) 耳机	24
* bin /bɪn/ <i>n.</i> 垃圾箱	24
* considerate /kən'sɪd(ə)rɪt/ <i>adj.</i> 替他人着想的	24
promote /prə'məʊt/ <i>v.</i> 促进, 增进	24
clarify /'klærɪfaɪ/ <i>v.</i> 澄清, 讲清楚, 阐明	25
* headline /'hedlaɪn/ <i>n.</i> 媒体报道的热门话题; 标题	26
max out (钱) 花光; (信用卡) 刷爆	26
in contrast to 与……形成对比	26
district /'dɪstrɪkt/ <i>n.</i> 地区, 区域	27
* necessity /nɪ'sesɪti/ <i>n.</i> 必需品	27
* toothpaste /'tu:θpeɪst/ <i>n.</i> 牙膏	27

* soap /səʊp/ <i>n.</i> 肥皂	27
item /'aɪtəm/ <i>n.</i> 一件商品 (或物品)	27
* unprecedentedly /ʌn'presɪdɪntɪdli/ <i>adv.</i> 空前地	27
personal finances (个人的) 财务管理	27
* jar /dʒɑː/ <i>n.</i> (玻璃) 罐子, 广口瓶	27
invest /ɪn'vest/ <i>v.</i> 投资	27
* lifelong /'laɪflɒŋ/ <i>adj.</i> 终身的	27
vision /'vɪʒ(ə)n/ <i>n.</i> 构想, 设想	28
* likewise /'laɪkwəɪz/ <i>adv.</i> 同样地; 相似地	28
objectively /əb'dʒektɪvli/ <i>adv.</i> 客观地	28
* equip /ɪ'kwɪp/ <i>v.</i> 使有知识和技能, 使能够胜任	28
nail /neɪl/ <i>n.</i> 钉子	30

UNIT 3

decade /'dekeɪd/ <i>n.</i> 十年; 十年期	33
* legendary /'ledʒ(ə)nd(ə)rɪ/ <i>adj.</i> 大名鼎鼎的, 传奇式的	34
* fixture /'fɪkstʃə/ <i>n.</i> 固定存在物	34
elderly /'eldəli/ <i>adj.</i> 年老的	34
tablet /'tæblɪt/ <i>n.</i> 平板电脑	34
sympathy /'sɪmpəθi/ <i>n.</i> 同情	34
bunch /bʌntʃ/ <i>n.</i> 一群, 一伙	35
a bunch of 一群	35
dusty /'dʌsti/ <i>adj.</i> 布满灰尘的	35
shelf /ʃelf/ <i>n.</i> 搁板, 架子	35
furniture /'fɜːnɪtʃə/ <i>n.</i> 家具	35
mist /mɪst/ <i>n.</i> 薄雾, 雾霭	35
brick /brɪk/ <i>n.</i> 砖, 砖块	35
* exterior /ɪk'stɪəriə/ <i>n.</i> 外部, 外观	35
pore over 凝视, 注视	35
* stationery /'steɪʃən(ə)rɪ/ <i>n.</i> 文具	35
saleswoman /'seɪlz,wʊmən/ <i>n.</i> 女销售员	36
leadership /'liːdəʃɪp/ <i>n.</i> 领导; 领导地位	36
organic /ɔː'ɡænɪk/ <i>adj.</i> 有机的; 绿色的	36

Words and expressions

* recital /rɪ'saɪtl/ <i>n.</i> 朗诵会	36	intention /ɪn'tenʃ(ə)n/ <i>n.</i> 意图, 目的	43
jazz /dʒæz/ <i>n.</i> 爵士乐	36	adaptation /ˌædæp'teɪʃ(ə)n/ <i>n.</i> 改编版	43
pop up 突然出现, 冒出来	36	accessible /ək'sesɪb(ə)l/ <i>adj.</i> 易懂的	43
humble /'hʌmb(ə)l/ <i>adj.</i> 简陋的	36	soul /səʊl/ <i>n.</i> 精神	44
compete /kəm'pi:t/ <i>v.</i> 竞争	36	tendency /'tendənsi/ <i>n.</i> 趋势	44
emphasise /'emfəsaɪz/ <i>v.</i> 强调	38	facilitate /fə'sɪlɪteɪt/ <i>v.</i> 促进; 使便利	44
reconstruction /ˌri:kən'strʌkʃ(ə)n/ <i>n.</i> 重建; 修复	38	educator /'edʒʊkeɪtə/ <i>n.</i> 教育工作者	44
journalist /'dʒɜ:n(ə)lɪst/ <i>n.</i> 新闻工作者; 新闻记者	38	* pictorial /pɪk'tɔ:riəl/ <i>adj.</i> 图画的	44
era /'ɪərə/ <i>n.</i> 时代, 年代	39	secondary /'sekənd(ə)ri/ <i>adj.</i> 次要的, 第二位的	45
reform /rɪ'fɔ:m/ <i>n.</i> 改进; 改革	39	comic /'kɒmɪk/ <i>n.</i> 连环漫画	46
reform and opening-up 改革开放	39	costume /'kɒstjʊm/ <i>n.</i> 化装服	46
* pave /peɪv/ <i>v.</i> 铺 (路、地面等)	39	urgently /'ɜ:dʒ(ə)ntli/ <i>adv.</i> 紧急地; 急迫地	46
pave the way 铺平道路; 创造条件	39	convincing /kən'vɪnsɪŋ/ <i>adj.</i> 有说服力的, 使人信服的	46
socialist /'səʊʃ(ə)lɪst/ <i>adj.</i> 社会主义的	39		
alongside /ə'lɒŋ'saɪd/ <i>prep.</i> (与……) 一起	39	UNIT 4	
initiative /ɪ'nɪʃətɪv/ <i>n.</i> 倡议	39	boundary /'baʊnd(ə)ri/ <i>n.</i> 分界线; 边界	49
the Belt and Road Initiative “一带一路” 倡议	39	statistic /stə'tɪstɪk/ <i>n.</i> (一项) 统计数据	49
solid /'sɒlɪd/ <i>adj.</i> 坚实的	40	assist /ə'sɪst/ <i>v.</i> 协助, 帮助	50
economic /ˌekə'nɒmɪk/ <i>adj.</i> 经济 (上) 的	40	tackle /'tæk(ə)l/ <i>v.</i> 处理, 对付 (难题)	50
occupation /ˌpɒkjʊ'peɪʃ(ə)n/ <i>n.</i> 工作, 职业	41	vital /'vaɪtl/ <i>adj.</i> 极其重要的	50
cafeteria /ˌkæfɪ'tɪəriə/ <i>n.</i> 自助餐厅	42	* comrade /'kɒmriːd/ <i>n.</i> 同志; 朋友	50
* emoji /ɪ'məʊdʒi/ <i>n.</i> 表情符号	42	* tragic /'trædʒɪk/ <i>adj.</i> 悲惨的, 不幸的	50
* integral /'ɪntɪgrəl/ <i>adj.</i> 不可缺少的	42	* Ebola /ɪ'bəʊlə/ <i>n.</i> 埃博拉病毒	50
component /kəm'pəʊnənt/ <i>n.</i> 组成部分	42	* combat /'kɒmbæt/ <i>v.</i> 防止, 抑制	50
category /'kætɪg(ə)ri/ <i>n.</i> 类别	43	* relieve /rɪ'li:v/ <i>v.</i> 给 (某人) 换班	50
expand /ɪk'spænd/ <i>v.</i> (使) 扩大; 增加	43	specialist /'speʃ(ə)lɪst/ <i>n.</i> 专家	50
* pictograph /'pɪktəgrɑ:f/ <i>n.</i> 象形图	43	infectious /ɪn'fekʃəs/ <i>adj.</i> 传染性的	50
emotional /ɪ'məʊʃ(ə)nəl/ <i>adj.</i> 情绪 (上) 的, 情感 (上) 的	43	clinic /'klɪnɪk/ <i>n.</i> 诊所; 门诊部	51
* gesture /'dʒestʃə/ <i>n.</i> 手势, 姿势	43	disinfect /ˌdɪsɪn'fekt/ <i>v.</i> 为……消毒, 给……杀菌	51
* facial /'feɪʃ(ə)l/ <i>adj.</i> 脸上的; 面部的	43	* outbreak /'aʊtbreɪk/ <i>n.</i> 爆发, 突然发生	51
* textspeak /'tekstspi:k/ <i>n.</i> 短信简写语	43	devotion /dɪ'vəʊʃ(ə)n/ <i>n.</i> 奉献	51
		* vomit /'vɒmɪt/ <i>n.</i> 呕吐物	51

* miracle /'mɪrəkl(ə)/ <i>n.</i> 意外的幸运事; 奇迹	51	* consecrate /'kɒnsəkreɪt/ <i>v.</i> 宣布……为神圣之处	60
* van /væn/ <i>n.</i> 小型货车	52	* hallow /'hæləʊ/ <i>v.</i> 使成为神圣	60
twin /twɪn/ <i>adj.</i> 双胞胎的	52	* detract /dɪ'trækt/ <i>v.</i> 减低, 破坏, 损害	60
ward /wɔ:d/ <i>n.</i> 病房	52	nobly /'nəʊbli/ <i>adv.</i> 高尚地, 崇高地	60
* compensate /'kɒmpənsəɪt/ <i>v.</i> 弥补, 补偿	52	in vain 白白地	60
* collaborate /kə'læbəreɪt/ <i>v.</i> 合作, 协作	52	* perish /'perɪʃ/ <i>v.</i> 死亡	60
realistic /rɪə'lɪstɪk/ <i>adj.</i> (目标、希望) 能够实现的	54	influential /ɪnflu'enʃ(ə)l/ <i>adj.</i> 有影响力的	62
minority /maɪ'nɔ:rtɪ/ <i>n.</i> 少数派; 少数	54	communist /'kɒmjunist/ <i>adj.</i> 共产主义的	62
cast /kɑ:st/ <i>v.</i> 选派 (角色)	54	UNIT 5	
mankind /ˌmæn'kaɪnd/ <i>n.</i> 人类	55	* halfway /ˌhɑ:f'weɪ/ <i>adj.</i> 中间的, 半途的	66
* inclusive /ɪn'klu:sɪv/ <i>adj.</i> 包容广阔的	55	dramatically /drə'mætɪkli/ <i>adv.</i> 显著地	66
culture shock 文化冲击	55	* inhabitant /ɪn'hæbɪtənt/ <i>n.</i> 栖居的动物	66
joint /dʒɔɪnt/ <i>adj.</i> 联合的, 共同的	55	* penguin /'penɡwɪn/ <i>n.</i> 企鹅	66
harmonious /hɑ:'məʊniəs/ <i>adj.</i> 和睦的, 融洽的	55	habitat /'hæbɪtæt/ <i>n.</i> 栖息地	66
* mutual /'mju:tʃuəl/ <i>adj.</i> 共有的, 共同的	55	* rat /ræt/ <i>n.</i> 大老鼠	66
rewarding /rɪ'wɔ:dn̩/ <i>adj.</i> 值得做的, 有意义的	56	subsequently /ˌsʌbsɪkwəntli/ <i>adv.</i> 后来, 随后	66
mount /maʊnt/ <i>v.</i> 走上, 登上	58	appetite /'æpətaɪt/ <i>n.</i> 胃口, 食欲	66
civil /'sɪv(ə)l/ <i>adj.</i> 公民的, 国民的	58	multiply /'mʌltɪplaɪ/ <i>v.</i> 繁殖; (使) 大大增加, (使) 倍增	67
civil war 内战	58	* vegetation /ˌvedʒɪ'teɪʃ(ə)n/ <i>n.</i> 植物, 草木 (总称)	67
* slave /sleɪv/ <i>n.</i> 奴隶	58	* erosion /ɪ'rəʊʒ(ə)n/ <i>n.</i> 侵蚀	67
* confederate /kən'fed(ə)rɪt/ <i>adj.</i> (美国内战期间) 南部联邦的	58	* parakeet /'pærəki:t/ <i>n.</i> 长尾 (小) 鹦鹉	67
* union /'ju:njən/ <i>n.</i> 联邦	58	chaos /'keɪs/ <i>n.</i> 大混乱; 紊乱	67
civilian /sɪ'vɪljən/ <i>adj.</i> 平民的; 百姓的	58	conservation /ˌkɒnsə'veɪʃ(ə)n/ <i>n.</i> 保护	67
division /dɪ'vɪʒ(ə)n/ <i>n.</i> 分歧, 分裂	58	virus /'vaɪərəs/ <i>n.</i> 病毒	67
bring forth 使产生, 使出现	59	decrease /dɪ'kri:s/ <i>v.</i> (使) 变小, (使) 减少	67
* conceive /kən'si:v/ <i>v.</i> 构想, 设想	59	trap /træp/ <i>n.</i> 夹子, 陷阱	68
liberty /'lɪbəti/ <i>n.</i> 自由	59	departure /dɪ'pɑ:tʃə/ <i>n.</i> 离开	68
* endure /m'djuə/ <i>v.</i> 持续存在	59	* immunity /ɪ'mju:nɪti/ <i>n.</i> 免疫力	68
* battlefield /'bætlfi:ld/ <i>n.</i> 战场	59	explode /ɪk'spləʊd/ <i>v.</i> 突然增加	68
* portion /'pɔ:ʃ(ə)n/ <i>n.</i> 一部分	59	collapse /kə'læps/ <i>v.</i> 倒塌; 塌下	68
altogether /ˌɔ:ltə'geðə/ <i>adv.</i> 完全	59		

Words and expressions

substantial /səb'stænʃ(ə)l/ <i>adj.</i> 大量的, 多的	68	secure /sɪ'kjʊə/ <i>adj.</i> 稳固的; 安全的	76
incident /'ɪnsɪd(ə)nt/ <i>n.</i> 事件	68	greeting /'gri:tɪŋ/ <i>n.</i> 问候, 招呼	79
intervention /,ɪntə'venʃ(ə)n/ <i>n.</i> 干预, 介入	68		
owe /əʊ/ <i>v.</i> 应该做; 对……负有……的义务	68	UNIT 6	
* postscript /'pəʊs_krɪpt/ <i>n.</i> 附言	68	fox /fɒks/ <i>n.</i> 狐狸	82
* pest /pest/ <i>n.</i> 有害小动物; 害虫	68	chacma baboon 南非大狒, 大狒狒	82
ecology /ɪ'kɒlədʒi/ <i>n.</i> 生态	68	crime /kraɪm/ <i>n.</i> 罪, 罪行	82
* dissolve /dɪ'zɒlv/ <i>v.</i> (使) 溶解	72	* seaside /'si:saɪd/ <i>adj.</i> 海滨的	82
nutrient /'nju:triənt/ <i>n.</i> 养分, 营养物	72	suburb /'sʌbɜ:b/ <i>n.</i> 郊区, 城郊	82
comparison /kəm'pærɪs(ə)n/ <i>n.</i> 比较	74	greedy /'gri:di/ <i>adj.</i> 贪婪的, 贪心的	82
visual /'vɪʒuəl/ <i>adj.</i> 视觉的	74	thief /θi:f/ <i>n.</i> 小偷, 贼	82
session /'seʃ(ə)n/ <i>n.</i> 一段时间	74	commit /kə'mɪt/ <i>v.</i> 犯 (错误或罪行)	82
on behalf of 代表	74	urban /'ɜ:bən/ <i>adj.</i> 城镇的, 城市的	82
* herbal /'hɜ:b(ə)l/ <i>adj.</i> 用香 (药) 草制成的	74	* predator /'predətə/ <i>n.</i> 掠食动物, 捕食性动物	82
* mysterious /mɪ'stɪəriəs/ <i>adj.</i> 神秘的	74	* newcomer /'nju:kʌmə/ <i>n.</i> 新来者	82
* status /'stetəs/ <i>n.</i> 地位; 身份	75	* flourish /'flaʊɪʃ/ <i>v.</i> 生长茂盛, 兴盛	82
criterion /kraɪ'tɪəriən/ <i>n.</i> 标准, 准则	75	* racoon /rə'ku:n/ <i>n.</i> 浣熊	83
* prosper /'prɒspə/ <i>v.</i> 兴旺, 发达	75	* container /kən'teɪnə/ <i>n.</i> 容器	83
rare /reə/ <i>adj.</i> 稀有的, 罕见的	75	garbage /'gɑ:bɪdʒ/ <i>n.</i> 垃圾	83
biological /,baɪə'lɒdʒɪk(ə)l/ <i>adj.</i> 生物的,		lamb /læm/ <i>n.</i> 羔羊肉	83
与生物有关的	75	* kebab /kɪ'bæb/ <i>n.</i> 烤 (肉) 串	83
apparently /ə'pærəntli/ <i>adv.</i> 据说; 看来, 似乎	75	garlic /'gɑ:lɪk/ <i>n.</i> (大) 蒜	83
vast /vɑ:st/ <i>adj.</i> 巨大的; 广大的	75	estimate /'estɪmeɪt/ <i>v.</i> 估计, 估算	84
* altitude /'æltɪtju:d/ <i>n.</i> 海拔 (高度)	75	* migratory /maɪ'greɪ(ə)ri/ <i>adj.</i> 迁徙的	84
variation /,veəri'eɪʃ(ə)n/ <i>n.</i> 差异; 变化	75	appreciate /ə'pri:ʃɪet/ <i>v.</i> 欣赏; 赏识	84
* thrive /θraɪv/ <i>v.</i> 茁壮成长	75	crucial /'kru:ʃ(ə)l/ <i>adj.</i> 至关重要的, 关键性的	84
* fossil /'fɒs(ə)l/ <i>n.</i> 化石	75	restrict /rɪ'strɪkt/ <i>v.</i> 限制, 控制	85
* floral /'flɔ:rəl/ <i>adj.</i> 花的	75	hiker /'haɪkə/ <i>n.</i> 徒步旅行者, 远足者	86
* vertebrate /'vɜ:tɪbrɪt/ <i>n.</i> 脊椎动物	75	kit /kɪt/ <i>n.</i> 成套工具	86
* beehive /'bi:haɪv/ <i>n.</i> 蜂房, 蜂箱	76	optimistic /,ɒptɪ'mɪstɪk/ <i>adj.</i> 乐观的;	
* endangered /ɪn'deɪndʒəd/ <i>adj.</i> 濒临灭绝的	76	乐观主义的	87
elsewhere /els'weə/ <i>adv.</i> 在别处	76	clay /kleɪ/ <i>n.</i> 黏土	87
* invasion /ɪn'veɪʒ(ə)n/ <i>n.</i> 涌入	76	cave /keɪv/ <i>n.</i> 洞穴	87
* coexist /,kəʊɪg'zɪst/ <i>v.</i> 共存, 共处	76	heat wave 酷热期, 热浪期	88

* indoors /ɪnˈdɔːz/ <i>adv.</i> 在室内	88	* hostile /ˈhɒstail/ <i>adj.</i> (生长环境) 恶劣的	90
cope with 应付	88	* unmanned /ˌʌnˈmænd/ <i>adj.</i> 无人驾驶(操纵)的	91
fuel /ˈfjuːəl/ <i>n.</i> 燃料	88	* spacecraft /ˈspeɪskraːft/ <i>n.</i> 航天器, 宇宙飞船	91
consumption /kənˈsʌmpʃ(ə)n/ <i>n.</i> (精力、油、电等的) 消耗量	88	orbit /ˈɔːbɪt/ <i>v.</i> 环绕……运行	91
* supplement /ˈsʌplɪment/ <i>v.</i> 补充, 增补, 增加	88	* stunning /ˈstʌnɪŋ/ <i>adj.</i> 极具吸引力的;	
* eliminate /ɪˈlɪmɪneɪt/ <i>v.</i> 消除, 根除	88	令人惊奇的	91
* firefighter /ˈfaɪəˌfaɪtə/ <i>n.</i> 消防队员	88	agency /ˈeɪdʒ(ə)nsi/ <i>n.</i> 机构; (尤指政府内的)	
bring... under control 使……处于控制之下	88	局, 部, 处	91
* blaze /bleɪz/ <i>n.</i> 烈火, 大火	88	consist /kənˈsɪst/ <i>v.</i> 组成	92
* fierce /fɪəs/ <i>adj.</i> 恶劣的, 极端的	88	consist of 由……构成, 由……组成	92
react /riˈækt/ <i>v.</i> (作出) 反应	88	in the meantime 在此期间, 与此同时	92
monthly /ˈmʌnθli/ <i>adj.</i> 每月一次的	89	infer /ɪnˈfɜː/ <i>v.</i> 推断, 推定	92
get rid of 摆脱, 除去	89	expose /ɪkˈspəʊz/ <i>v.</i> 使暴露(于险境)	93
Mars /mɑːz/ <i>n.</i> 火星	90	astronaut /ˈæstrənɔːt/ <i>n.</i> 宇航员, 太空人	94
* advanced /ədˈvɑːnst/ <i>adj.</i> 高级的; 先进的	90	dust /dʌst/ <i>n.</i> 沙土, 尘土	94
* wipe /waɪp/ <i>v.</i> 擦, 拭, 揩	90	capsule /ˈkæpsjuːl/ <i>n.</i> (航天器的) 密封舱,	
wipe out 彻底摧毁, 消灭	90	太空舱	94
nuclear /ˈnjuːkliə/ <i>adj.</i> 核武器的	90	exposure /ɪkˈspəʊʒə/ <i>n.</i> 暴露	94
* terrifying /ˈterɪfaɪɪŋ/ <i>adj.</i> 极其可怕的,		trunk /trʌŋk/ <i>n.</i> 树干	96
骇人听闻的	90		

Vocabulary

A

a bunch of 一群	35
access /'ækses/ <i>n.</i> 接触的机会	20
accessible /ək'sesɪb(ə)l/ <i>adj.</i> 易懂的	43
adaptation /,ædæp'teɪʃ(ə)n/ <i>n.</i> 改编版	43
* adulthood /'ædʌlthud/ <i>n.</i> 成年	2
* advanced /əd'vɑːnst/ <i>adj.</i> 高级的; 先进的	90
agency /'eɪdʒ(ə)nsi/ <i>n.</i> 机构; (尤指政府内的) 局, 部, 处	91
airline /'eəlaɪn/ <i>n.</i> 航空公司	13
alongside /ə'lɒŋ'saɪd/ <i>prep.</i> (与……) 一起	39
* altitude /'æltɪtjuːd/ <i>n.</i> 海拔(高度)	75
altogether /ˌɔːltə'geðə/ <i>adv.</i> 完全	59
ambulance /'æmbjʊləns/ <i>n.</i> 救护车	3
apparently /ə'pærəntli/ <i>adv.</i> 据说; 看来, 似乎	75
appetite /'æpətaɪt/ <i>n.</i> 胃口, 食欲	66
appreciate /ə'priːʃiət/ <i>v.</i> 欣赏; 赏识	84
appropriate /ə'prəʊpɪət/ <i>adj.</i> 恰当的; 合适的	23
approval /ə'pruːvəl/ <i>n.</i> 赞成, 同意	3
* arithmetic /ə'rɪθmətɪk/ <i>n.</i> 算术	11
assist /ə'sɪst/ <i>v.</i> 协助, 帮助	50
astronaut /'æstrənɔːt/ <i>n.</i> 宇航员, 太空人	94
at a glance 一瞥, 看一眼	12

B

* battlefield /'bætlfiːld/ <i>n.</i> 战场	59
* beehive /'biːhaɪv/ <i>n.</i> 蜂房, 蜂箱	76
behind the wheel 在驾驶汽车	3
* bin /bɪn/ <i>n.</i> 垃圾箱	24
biological /,baɪə'lɒdʒɪk(ə)l/ <i>adj.</i> 生物的, 与生物有关的	75
* bittersweet /ˌbɪtə'swiːt/ <i>adj.</i> 苦乐参半的	7
* blaze /bleɪz/ <i>n.</i> 烈火, 大火	88
boa constrictor 蟒蛇	10

* boarder /'bɔːdə/ <i>n.</i> 寄宿生, 住校生	7
bond /bɒnd/ <i>n.</i> 纽带, 关系	14
boundary /'baʊnd(ə)ri/ <i>n.</i> 分界线; 边界	49
brick /brɪk/ <i>n.</i> 砖, 砖块	35
bring forth 使产生, 使出现	59
bring... under control 使……处于控制之下	88
bunch /bʌntʃ/ <i>n.</i> 一群, 一伙	35

C

cafeteria /,kæfɪ'tɪəriə/ <i>n.</i> 自助餐厅	42
capsule /'kæpsjuːl/ <i>n.</i> (航天器的) 密封舱, 太空舱	94
cast /kɑːst/ <i>v.</i> 选派(角色)	54
category /'kætɪg(ə)ri/ <i>n.</i> 类别	43
cave /keɪv/ <i>n.</i> 洞穴	87
chacma baboon 南非大狒, 大狒狒	82
chaos /'keɪs/ <i>n.</i> 大混乱; 紊乱	67
* cherish /'tʃerɪʃ/ <i>v.</i> 重视, 珍视	7
chew /tʃuː/ <i>v.</i> 咀嚼	10
* childhood /'tʃaɪldhʊd/ <i>n.</i> 童年, 儿童时代	3
civil /'sɪv(ə)l/ <i>adj.</i> 公民的, 国民的	58
civil war 内战	58
civilian /sɪ'vɪljən/ <i>adj.</i> 平民的; 百姓的	58
clarify /'klærɪfaɪ/ <i>v.</i> 澄清, 讲清楚, 阐明	25
clay /kleɪ/ <i>n.</i> 黏土	87
clinic /'klɪnɪk/ <i>n.</i> 诊所; 门诊部	51
* coexist /ˌkəʊɪg'zɪst/ <i>v.</i> 共存, 共处	76
* collaborate /kə'læbəreɪt/ <i>v.</i> 合作, 协作	52
collapse /kə'læps/ <i>v.</i> 倒塌; 塌下	68
* combat /'kɒmbæt/ <i>v.</i> 防止, 抑制	50
comic /'kɒmɪk/ <i>n.</i> 连环漫画	46
commit /kə'mɪt/ <i>v.</i> 犯(错误或罪行)	82
commitment /kə'mɪtmənt/ <i>n.</i> 投入, 花费	4
communist /'kɒmjunist/ <i>adj.</i> 共产主义的	62

* commute /kə'mju:t/ <i>n.</i> 每天上班的路程	4	departure /dɪ'pɑ:tʃə/ <i>n.</i> 离开	68
comparison /kəm'pæris(ə)n/ <i>n.</i> 比较	74	* deposit /dɪ'pɒzɪt/ <i>n.</i> 订金	4
* compensate /'kɒmpənsert/ <i>v.</i> 弥补, 补偿	52	* detox /'di:tɒks/ <i>n.</i> 脱瘾	18
compete /kəm'pi:t/ <i>v.</i> 竞争	36	* detract /dɪ'trækt/ <i>v.</i> 减低, 破坏, 损害	60
component /kəm'pəʊnənt/ <i>n.</i> 组成部分	42	devote oneself to 致力于, 献身于	11
* comrade /'kɒmri:d/ <i>n.</i> 同志; 朋友	50	devotion /dɪ'vəʊʃ(ə)n/ <i>n.</i> 奉献	51
* conceive /kən'si:v/ <i>v.</i> 构想, 设想	59	digest /daɪ'dʒest/ <i>v.</i> 消化 (食物)	11
conclusion /kən'klu:ʒ(ə)n/ <i>n.</i> 结论	15	digestion /daɪ'dʒestʃ(ə)n/ <i>n.</i> 消化 (过程)	10
* confederate /kən'fed(ə)rɪt/ <i>adj.</i> (美国内战期间) 南部联邦的	58	* disheartened /dɪs'hɑ:tnd/ <i>adj.</i> 沮丧的, 灰心的	11
* consecrate /'kɒnsəkreɪt/ <i>v.</i> 宣布……为神圣之处	60	disinfect /dɪsm'fekt/ <i>v.</i> 为……消毒, 给……杀菌	51
consequence /'kɒnsɪkwəns/ <i>n.</i> 后果	12	* dissolve /dɪ'zɒlv/ <i>v.</i> (使) 溶解	72
conservation /kɒnsə'veɪʃ(ə)n/ <i>n.</i> 保护	67	* distract /dɪ'strækt/ <i>v.</i> 分散 (注意力), 使分心	19
* considerate /kən'sɪd(ə)rɪt/ <i>adj.</i> 替他人着想的	24	district /'dɪstrɪkt/ <i>n.</i> 地区, 区域	27
consist /kən'sɪst/ <i>v.</i> 组成	92	division /dɪ'vɪʒ(ə)n/ <i>n.</i> 分歧, 分裂	58
consist of 由……构成, 由……组成	92	dramatically /drə'mætɪkli/ <i>adv.</i> 显著地	66
constantly /'kɒnstəntli/ <i>adv.</i> 持续不断地; 经常地	19	dust /dʌst/ <i>n.</i> 沙土, 尘土	94
consumption /kən'sʌmpʃ(ə)n/ <i>n.</i> (精力、油、 电等的) 消耗量	88	dusty /'dʌsti/ <i>adj.</i> 布满灰尘的	35
* container /kən'teɪnə/ <i>n.</i> 容器	83	E	
convincing /kən'vɪnsɪŋ/ <i>adj.</i> 有说服力的, 使人信服的	46	* Ebola /ɪ'bəʊlə/ <i>n.</i> 埃博拉病毒	50
cope with 应付	88	ecology /ɪ'kɒlədʒi/ <i>n.</i> 生态	68
costume /'kɒstjʊm/ <i>n.</i> 化装服	46	economic /,ekə'nɒmɪk/ <i>adj.</i> 经济 (上) 的	40
crime /kraɪm/ <i>n.</i> 罪, 罪行	82	educator /'edʒʊkeɪtə/ <i>n.</i> 教育工作者	44
criterion /kraɪ'tɪəriən/ <i>n.</i> 标准, 准则	75	elderly /'eldəli/ <i>adj.</i> 年老的	34
crucial /'kru:ʃ(ə)l/ <i>adj.</i> 至关重要的, 关键性的	84	election /ɪ'lekʃ(ə)n/ <i>n.</i> 选举	3
culture shock 文化冲击	55	* eliminate /ɪ'lɪmɪneɪt/ <i>v.</i> 消除, 根除	88
D		elsewhere /els'weə/ <i>adv.</i> 在别处	76
deadline /'dedlaɪn/ <i>n.</i> 截止时间; 最后期限	22	* emoji /ɪ'məʊdʒi/ <i>n.</i> 表情符号	42
decade /'dekeɪd/ <i>n.</i> 十年; 十年期	33	emotional /ɪ'məʊʃ(ə)nəl/ <i>adj.</i> 情绪 (上) 的, 情感 (上) 的	43
decrease /dɪ'kri:s/ <i>v.</i> (使) 变小, (使) 减少	67	emphasise /'emfəsaɪz/ <i>v.</i> 强调	38
		* endangered /ɪn'deɪndʒəd/ <i>adj.</i> 濒临灭绝的	76

Vocabulary

* endure /ɪn'dʒʊə/ <i>v.</i> 持续存在	59
* equip /ɪ'kwɪp/ <i>v.</i> 使有知识和技能, 使能够胜任	28
era /'ɪərə/ <i>n.</i> 时代, 年代	39
* erosion /ɪ'rəʊʒ(ə)n/ <i>n.</i> 侵蚀	67
estimate /'estɪmeɪt/ <i>v.</i> 估计, 估算	84
evidence /'evɪd(ə)ns/ <i>n.</i> 证据	12
expand /ɪk'spænd/ <i>v.</i> (使) 扩大; 增加	43
explode /ɪk'spləʊd/ <i>v.</i> 突然增加	68
expose /ɪk'spəʊz/ <i>v.</i> 使暴露 (于险境)	93
exposure /ɪk'spəʊʒə/ <i>n.</i> 暴露	94
* exterior /ɪk'stɪəriə/ <i>n.</i> 外部, 外观	35

F

* facial /'feɪʃ(ə)l/ <i>adj.</i> 脸上的; 面部的	43
facilitate /fə'sɪlɪteɪt/ <i>v.</i> 促进; 使便利	44
* fierce /fɪəs/ <i>adj.</i> 恶劣的, 极端的	88
* firefighter /'faɪəfaɪtə/ <i>n.</i> 消防队员	88
* fixture /'fɪkstʃə/ <i>n.</i> 固定存在物	34
* floral /'flɔ:rəl/ <i>adj.</i> 花的	75
* flourish /'flaʊrɪʃ/ <i>v.</i> 生长茂盛, 兴盛	82
* fossil /'fɒs(ə)l/ <i>n.</i> 化石	75
fox /fɒks/ <i>n.</i> 狐狸	82
fuel /'fju:əl/ <i>n.</i> 燃料	88
* fundraising /'fʌnd'reɪzɪŋ/ <i>n.</i> 募捐, 筹款	18
furniture /'fɜ:niʃə/ <i>n.</i> 家具	35

G

garbage /'gɑ:bɪdʒ/ <i>n.</i> 垃圾	83
garlic /'gɑ:lɪk/ <i>n.</i> (大) 蒜	83
* gesture /'dʒestʃə/ <i>n.</i> 手势, 姿势	43
get rid of 摆脱, 除去	89
golf /gɒlf/ <i>n.</i> 高尔夫球运动	12
gradual /'grædʒuəl/ <i>adj.</i> 逐渐的, 逐步的	3

greedy /'gri:di/ <i>adj.</i> 贪婪的, 贪心的	82
greeting /'gri:tɪŋ/ <i>n.</i> 问候, 招呼	79

H

habitat /'hæbɪtæt/ <i>n.</i> 栖息地	66
* halfway /'ha:fwei/ <i>adj.</i> 中间的, 半途的	66
* hallow /'hæləʊ/ <i>v.</i> 使成为神圣	60
harmonious /'hɑ:məʊniəs/ <i>adj.</i> 和睦的, 融洽的	55
have a say 有发言权	3
* headline /'hedlɪn/ <i>n.</i> 媒体报道的热门话题; 标题	26
* headphones /'hedfəʊnz/ <i>n.</i> (头戴式) 耳机	24
heat wave 酷热期, 热浪期	88
* herbal /'hɜ:b(ə)l/ <i>adj.</i> 用香 (药) 草制成的	74
hiker /'haɪkə/ <i>n.</i> 徒步旅行者, 远足者	86
* hostile /'hɒstail/ <i>adj.</i> (生长环境) 恶劣的	90
household /'haʊshəʊld/ <i>adj.</i> 家庭的	4
humble /'hʌmb(ə)l/ <i>adj.</i> 简陋的	36

I

* immunity /ɪ'mju:nɪti/ <i>n.</i> 免疫力	68
in contrast to 与……形成对比	26
in the meantime 在此期间, 与此同时	92
in vain 白白地	60
incident /ɪn'sɪd(ə)nt/ <i>n.</i> 事件	68
* inclusive /ɪn'klʊ:sɪv/ <i>adj.</i> 包容广阔的	55
* indoors /ɪn'dɔ:z/ <i>adv.</i> 在室内	88
infectious /ɪn'fekʃəs/ <i>adj.</i> 传染性的	50
infer /ɪn'fɜ:/ <i>v.</i> 推断, 推定	92
influential /ɪnflu'enʃ(ə)l/ <i>adj.</i> 有影响力的	62
* inhabitant /ɪn'hæbɪtənt/ <i>n.</i> 栖居的动物	66
initiative /ɪ'nɪʃətɪv/ <i>n.</i> 倡议	39

instantly /'ɪnstəntli/ <i>adv.</i> 立即, 马上	3
* integral /'ɪntɪgrəl/ <i>adj.</i> 不可缺少的	42
integrity /ɪn'teɡrɪti/ <i>n.</i> 正直诚实	1
intention /ɪn'tenʃ(ə)n/ <i>n.</i> 意图, 目的	43
intervention /ɪntə'venʃ(ə)n/ <i>n.</i> 干预, 介入	68
* intimately /'ɪntəmtli/ <i>adv.</i> 亲密地; 密切地	12
* invasion /ɪn'veɪʒ(ə)n/ <i>n.</i> 涌入	76
invest /ɪn'vest/ <i>v.</i> 投资	27
item /'aɪtəm/ <i>n.</i> 一件商品 (或物品)	27

J

* jar /dʒɑː/ <i>n.</i> (玻璃) 罐子, 广口瓶	27
jazz /dʒæz/ <i>n.</i> 爵士乐	36
joint /dʒɔɪnt/ <i>adj.</i> 联合的, 共同的	55
journalist /'dʒɜːn(ə)lɪst/ <i>n.</i> 新闻工作者; 新闻记者	38

K

* kebab /kɪ'bæb/ <i>n.</i> 烤 (肉) 串	83
kit /kɪt/ <i>n.</i> 成套工具	86

L

lamb /læm/ <i>n.</i> 羔羊肉	83
lay aside 把……搁置一边	11
leadership /'liːdəʃɪp/ <i>n.</i> 领导; 领导地位	36
legal /'liːɡ(ə)l/ <i>adj.</i> 合法的	3
* legendary /'ledʒ(ə)nd(ə)ri/ <i>adj.</i> 大名鼎鼎的, 传奇式的	34
liberty /'lɪbəti/ <i>n.</i> 自由	59
librarian /laɪ'breəriən/ <i>n.</i> 图书馆管理员	4
licence /'laɪs(ə)ns/ <i>n.</i> 执照	2
* lifelong /'laɪflɒŋ/ <i>adj.</i> 终身的	27
* likewise /'laɪkwəɪz/ <i>adv.</i> 同样地; 相似地	28
loan /ləʊn/ <i>n.</i> (银行等的) 贷款	2

M

mankind /ˈmæŋˈkaɪnd/ <i>n.</i> 人类	55
Mars /mɑːz/ <i>n.</i> 火星	90
* masterpiece /'mɑːstəpiːs/ <i>n.</i> 杰作	11
mature /mə'tʃʊə/ <i>adj.</i> 成熟的, 明白事理的	3
max out (钱) 花光; (信用卡) 刷爆	26
* memorable /'mem(ə)rəb(ə)l/ <i>adj.</i> 难忘的	14
* migratory /maɪ'ɡreɪt(ə)ri/ <i>adj.</i> 迁徙的	84
* milestone /'maɪlstəʊn/ <i>n.</i> 重大事件, 里程碑	2
minimum /'mɪnɪmə/ <i>adj.</i> 最小的, 最少的	5
minority /maɪ'nɔːrɪti/ <i>n.</i> 少数派; 少数	54
* miracle /'mɪrəkl(ə)l/ <i>n.</i> 意外的幸运事; 奇迹	51
mist /mɪst/ <i>n.</i> 薄雾, 雾霭	35
* moderator /'mɒdəreɪtə/ <i>n.</i> 主持人	18
monthly /'mʌnθli/ <i>adj.</i> 每月一次的	89
motivate /'məʊtɪveɪt/ <i>v.</i> 激发, 激励	18
mount /maʊnt/ <i>v.</i> 走上, 登上	58
multiply /'mʌltɪplaɪ/ <i>v.</i> 繁殖; (使) 大大增加, (使) 倍增	67
* mutual /'mjuːtʃʊəl/ <i>adj.</i> 共有的, 共同的	55
* mysterious /mɪ'stɪəriəs/ <i>adj.</i> 神秘的	74

N

nail /neɪl/ <i>n.</i> 钉子	30
* necessity /nɪ'sesɪti/ <i>n.</i> 必需品	27
* necktie /'nektaɪ/ <i>n.</i> 领带	12
* newcomer /'njuːkʌmə/ <i>n.</i> 新来者	82
nobly /'nəʊbli/ <i>adv.</i> 高尚地, 崇高地	60
nuclear /'njuːkliə/ <i>adj.</i> 核武器的	90
nutrient /'njuːtriənt/ <i>n.</i> 养分, 营养物	72

O

* obey /əʊ'beɪ/ <i>v.</i> 服从; 遵守	3
objectively /əb'dʒektɪvli/ <i>adv.</i> 客观地	28

Vocabulary

occupation /ˌpɒkjʊˈpeɪʃ(ə)n/ <i>n.</i> 工作, 职业	41
occupy /ˈɒkjʊpaɪ/ <i>v.</i> 占用, 占去 (时间)	18
on behalf of 代表	74
optimistic /ˌɒptɪˈmɪstɪk/ <i>adj.</i> 乐观的; 乐观主义的	87
orbit /ˈɔːbɪt/ <i>v.</i> 环绕……运行	91
organ donation 器官捐献	3
organic /ˈɔːɡənɪk/ <i>adj.</i> 有机的; 绿色的	36
* outbreak /ˈaʊtbreɪk/ <i>n.</i> 爆发, 突然发生	51
owe /əʊ/ <i>v.</i> 应该做; 对……负有……的义务	68

P

* parakeet /ˈpærəki:t/ <i>n.</i> 长尾 (小) 鹦鹉	67
* pave /peɪv/ <i>v.</i> 铺 (路、地面等)	39
pave the way 铺平道路; 创造条件	39
* penguin /ˈpenɡwɪn/ <i>n.</i> 企鹅	66
* perish /ˈperɪʃ/ <i>v.</i> 死亡	60
personal finances (个人的) 财务管理	27
* pest /pest/ <i>n.</i> 有害小动物; 害虫	68
* pictograph /ˈpɪktəɡrɑːf/ <i>n.</i> 象形图	43
* pictorial /pɪkˈtɔːriəl/ <i>adj.</i> 图画	44
politics /ˈpɒlɪtɪks/ <i>n.</i> 政治	12
* ponder /ˈpɒndə/ <i>v.</i> 仔细考虑, 深思	10
pop up 突然出现, 冒出来	36
pore over 凝视, 注视	35
* portion /ˈpɔːʃ(ə)n/ <i>n.</i> 一部分	59
* postscript /ˈpəʊsˌskɪpt/ <i>n.</i> 附言	68
* predator /ˈpredətə/ <i>n.</i> 掠食动物, 捕食性动物	82
* prey /preɪ/ <i>n.</i> 猎物	10
* primeval /praɪˈmiːv(ə)l/ <i>adj.</i> 原始的, 远古的	10
* procrastination /prəˌkræstrɪˈneɪʃ(ə)n/ <i>n.</i> 拖延	22
profile /ˈprəʊfaɪl/ <i>n.</i> 概况	19
promote /prəˈməʊt/ <i>v.</i> 促进, 增进	24
* prosper /ˈprɒspə/ <i>v.</i> 兴旺, 发达	75

R

* racoon /rəˈkuːn/ <i>n.</i> 浣熊	83
rare /reə/ <i>adj.</i> 稀有的, 罕见的	75
* rat /ræt/ <i>n.</i> 大老鼠	66
react /riˈækt/ <i>v.</i> (作出) 反应	88
realistic /riˈælɪstɪk/ <i>adj.</i> (目标、希望) 能够 实现的	54
* recital /rɪˈsaɪtl/ <i>n.</i> 朗诵会	36
reconstruction /ˌriːkənˈstrʌkʃ(ə)n/ <i>n.</i> 重建; 修复	38
reform /rɪˈfɔːm/ <i>n.</i> 改进; 改革	39
reform and opening-up 改革开放	39
* relieve /rɪˈliːv/ <i>v.</i> 给 (某人) 换班	50
rely /rɪˈlaɪ/ <i>v.</i> (为生活或生存而) 依赖	20
rely on 依靠, 依赖	20
restrict /rɪˈstrɪkt/ <i>v.</i> 限制, 控制	85
rewarding /rɪˈwɔːdɪŋ/ <i>adj.</i> 值得做的, 有意义的	56
routine /ruːˈtiːn/ <i>n.</i> 惯例, 习惯	7

S

saleswoman /ˈseɪlzˌwʊmən/ <i>n.</i> 女销售员	36
* seaside /ˈsiːsaɪd/ <i>adj.</i> 海滨的	82
secondary /ˈsekənd(ə)ri/ <i>adj.</i> 次要的, 第二位的	45
secure /sɪˈkjʊə/ <i>adj.</i> 稳固的; 安全的	76
security /sɪˈkjʊərɪti/ <i>n.</i> 安全	18
* selfish /ˈselfɪʃ/ <i>adj.</i> 自私的	3
session /ˈseʃ(ə)n/ <i>n.</i> 一段时间	74
shelf /ʃelf/ <i>n.</i> 搁板, 架子	35
* slave /sleɪv/ <i>n.</i> 奴隶	58
* soap /səʊp/ <i>n.</i> 肥皂	27
socialist /ˈsəʊʃ(ə)lɪst/ <i>adj.</i> 社会主义的	39
solid /ˈsɒlɪd/ <i>adj.</i> 坚实的	40
soul /səʊl/ <i>n.</i> 精神	44
* spacecraft /ˈspeɪskraːft/ <i>n.</i> 航天器, 宇宙飞船	91

specialist /'speʃ(ə)lɪst/ <i>n.</i> 专家	50	towel /'taʊəl/ <i>n.</i> 毛巾	20
* spit /spɪt/ <i>v.</i> 吐口水, 吐唾沫	23	* tragic /'trædʒɪk/ <i>adj.</i> 悲惨的, 不幸的	50
* stationery /'steɪʃən(ə)ri/ <i>n.</i> 文具	35	trap /træp/ <i>n.</i> 夹子, 陷阱	68
statistic /stə'tɪstɪk/ <i>n.</i> (一项) 统计数据	49	trunk /trʌŋk/ <i>n.</i> 树干	96
* status /'steɪtəs/ <i>n.</i> 地位; 身份	75	twin /twɪn/ <i>adj.</i> 双胞胎的	52
* steady /'stedɪ/ <i>adj.</i> 稳定的	3		
* stunning /'stʌnɪŋ/ <i>adj.</i> 极具吸引力的; 令人惊奇的	91	U	
subsequently /'sʌbsɪkwəntli/ <i>adv.</i> 后来, 随后	66	* union /'juːnjən/ <i>n.</i> 联邦	58
substantial /səb'stæʃ(ə)l/ <i>adj.</i> 大量的, 多的	68	* unmanned /ˌʌn'mænd/ <i>adj.</i> 无人驾驶(操纵)的	91
* subtle /'sʌtl/ <i>adj.</i> 难以察觉的; 微妙的	3	* unprecedentedly /ˌʌn'presɪdəntɪdli/ <i>adv.</i> 空前地	27
suburb /'sʌbɜːb/ <i>n.</i> 郊区, 城郊	82	urban /'ɜːbən/ <i>adj.</i> 城镇的, 城市的	82
suitable /'suːtəb(ə)l/ <i>adj.</i> 合适的	4	urgently /'ɜːdʒ(ə)ntli/ <i>adv.</i> 紧急地; 急迫地	46
* supplement /'sʌplɪmənt/ <i>v.</i> 补充, 增补, 增加	88	V	
* swallow /'swɒləʊ/ <i>v.</i> 吞下, 咽下	10	* van /væn/ <i>n.</i> 小型货车	52
switch /swɪtʃ/ <i>v.</i> (用开关) 改变, 转换	18	variation /ˌveəri'eɪʃ(ə)n/ <i>n.</i> 差异; 变化	75
switch on (用开关) 开, 打开	18	varied /'veərɪd/ <i>adj.</i> 各种各样的	7
sympathy /'sɪmpəθi/ <i>n.</i> 同情	34	vast /vɑːst/ <i>adj.</i> 巨大的; 广大的	75
		* vegetation /ˌvedʒɪ'teɪʃ(ə)n/ <i>n.</i> 植物, 草木 (总称)	67
T		* vertebrate /'vɜːtɪbrɪt/ <i>n.</i> 脊椎动物	75
tablet /'tæblɪt/ <i>n.</i> 平板电脑	34	virtue /'vɜːtʃuː/ <i>n.</i> 美德	1
tackle /'tæk(ə)l/ <i>v.</i> 处理, 对付(难题)	50	virus /'vaɪərəs/ <i>n.</i> 病毒	67
tax /tæks/ <i>n.</i> 税	3	vision /'vɪʒ(ə)n/ <i>n.</i> 构想, 设想	28
* tempt /tempt/ <i>v.</i> 诱惑, 引诱	3	visual /'vɪʒuəl/ <i>adj.</i> 视觉的	74
tendency /'tendənsi/ <i>n.</i> 趋势	44	vital /'vaɪtl/ <i>adj.</i> 极其重要的	50
* terrifying /'terɪfaɪŋ/ <i>adj.</i> 极其可怕的, 骇人听闻的	90	* vomit /'vɒmɪt/ <i>n.</i> 呕吐物	51
* textspeak /'tekstspiːk/ <i>n.</i> 短信简写语	43	W	
the Belt and Road Initiative “一带一路” 倡议	39	wage /weɪdʒ/ <i>n.</i> (按小时、日或周计算的) 工资, 薪金	3
thief /θiːf/ <i>n.</i> 小偷, 贼	82	ward /wɔːd/ <i>n.</i> 病房	52
* thrive /θraɪv/ <i>v.</i> 茁壮成长	75	* wipe /waɪp/ <i>v.</i> 擦, 拭, 揩	90
throw in the towel 认输	20	wipe out 彻底摧毁, 消灭	90
* tiresome /'taɪəs(ə)m/ <i>adj.</i> 烦人的, 令人厌烦的	11		
* toothpaste /'tuːθpeɪst/ <i>n.</i> 牙膏	27		

后 记

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

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

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

本套教材的修订也得到了众多专家学者、社会各界人士及组织的大力支持。他们的无私帮助保证了本套教材的语言真实地道、内容鲜活多样。在此，我们一并向他们表示真诚的感谢。

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

外语教学与研究出版社



N e w S t a n d a r d



绿色印刷产品

