

普通高中教科书

# 英语

选择性必修

第一册

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供学习用

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## 主编寄语

亲爱的同学，祝贺你完成了必修阶段的英语学习，进入选择性必修课程的学习。这一阶段的课程与必修课程相衔接，包含了更丰富的主题内容和更多类型的语篇材料。选择性必修第一册的内容包括人际沟通、社会与文化、做人与做事、社会服务、人生与成功、自然生态、环境保护等主题。我们将一如既往，继续通过精心设计的听、说、读、写、看等学习活动，帮助你学会运用英语获取中外文化知识，探究中外文化内涵，比较中外文化异同，构建跨文化意识；引导你学会得体地运用英语进行沟通和交流，用英语讲好中国故事；促进你学会多元思维，提升分析和解决问题的能力，养成良好的品格修养和正确的人生观、价值观。要完成好第一册的学习内容，实现上述目标，需要重温并主动实践我们给你提出的学习建议，不断反思和总结适合自己的学习方法，养成良好的学习习惯。以下是我们为你提出的几点学习建议。

1. 在选择性必修课程的学习中，你拥有更多的自主权和选择权。建议你根据自己的英语水平和发展需求，制订好学期、单元和每周的学习目标和计划，并坚持不断在实践中反思、总结和调整。

2. 请你认真完成教材开篇的 Learning to Learn 板块和单元后面 Unit Diary 的内容，进一步用好嵌入教材的 Word Builder, Sentence Builder, Text Builder 和 Skill Builder 等板块。它们会帮助你逐步建构适合自己的英语学习方法，提高学习效率，形成未来发展所需要的学习能力。

3. 建议你不要把教材中内容丰富的语篇只当作学习词汇和语法知识的载体，而要在探究语篇主题意义的过程中，整合性地学习语言知识，发展语言技能，分析、推断和评价语篇传递的文化内涵，欣赏语言的美。同时，建议你利用每个单元的 Reading Club 所提供的更多语篇，拓展主题阅读，逐步养成良好的阅读习惯。

4. 关于语法学习，本教材将继续从三个维度帮助你学习英语语法：形式、意义与用法。语法学习强调要在语境中辨识和使用，这样才能知用合一。教材后面的 Grammar Summary 可以帮助你理清和建构起一个相对系统的语法知识体系。

5. 写作是英语学习中最难提升的技能，建议你继续在老师的指导下一步一步、扎扎实实地完成选择性必修阶段的写作任务，你的英语写作能力一定能够取得更大的进步、提升！

6. 建议你继续去发现和使用好教材所提供的诸多辅助性和拓展性学习资源，例如，Quote ... Unquote, Viewing Workshop, 还有 Project, Literature Spot, Notes on the Texts 等，都能从不同角度为你提供学习的资源。

在全球化的今天，英语已经成为国际政治、经济、文化和教育交流的重要工具，学好英语不仅能为你将来升学和就业提供更多的机会，还能带你领略丰富的中外优秀文化，帮助你学会认识自我、认识他人、认识世界，坚定文化自信，树立人类命运共同体的意识。

衷心希望你喜欢这套英语教材！



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# TEXT TYPES

## ACTIVATE

- 1 Divide the text types into two groups and give your reasons.

an article      a chapter      road signs      graphs      posters      an essay

## VIEW

- 2 Watch Part 1 of the video and check your answer in Activity 1.
- 3 Watch Part 2 of the video and complete the notes.

Continuous texts	Communicative purposes
Narration such as stories or novels	to tell readers about _____
Description	to tell readers how _____
Exposition	to intend to _____
Persuasion or argumentation	to persuade people to _____

- 4 Watch the whole video. Note down the text structures and their typical words or phrases. Can you illustrate each type of text structure visually?

Continuous texts	Typical text structures	Typical words or phrases used
Narration	a text following _____	
Description	a text showing several different elements _____	<i>appears to be, looks like, under, over, beyond</i>
Exposition	a text explaining a process in a sequence about some facts	
	a text providing a comparison and contrast between two things	
	a text providing a classification of things	
	a text explaining _____ relationship	<i>because, since, in order to, the reason is that</i>
	a text presenting _____ relationship	<i>problem, reason, solution, as a result, consequently</i>
Persuasion or argumentation	arguments and examples of supporting details	

## EXPRESS

- 5 Choose one type of text based on Activities 3 and 4. Explain to your class its communicative purpose and typical language used with a graphic organiser.



UNIT

# 1

# RELATIONSHIPS



**In this unit, you will:**

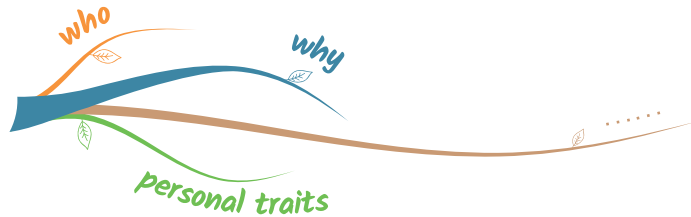
- listen, read and talk about relationships;
- learn to use past perfect to express meaning, and also learn how to exchange opinions in a discussion;
- write an invitation letter;
- view an episode about remembering to say thank you and express your opinions about it.

# TOPIC TALK

- 1 **Pair Work** Who is the most important person in your life? Talk about him / her with your partner.



The most important person in my life



- 2 Read the Text Builder carefully. Then listen to the dialogue and complete it by underlining the words or expressions you hear.

## Text Builder Relationships

I'm closest to my \_\_\_\_\_ because he / she \_\_\_\_\_.

- ▶ **Person**  
mother, father, sister, brother, grandmother, grandfather, best friend, cousin, niece, nephew

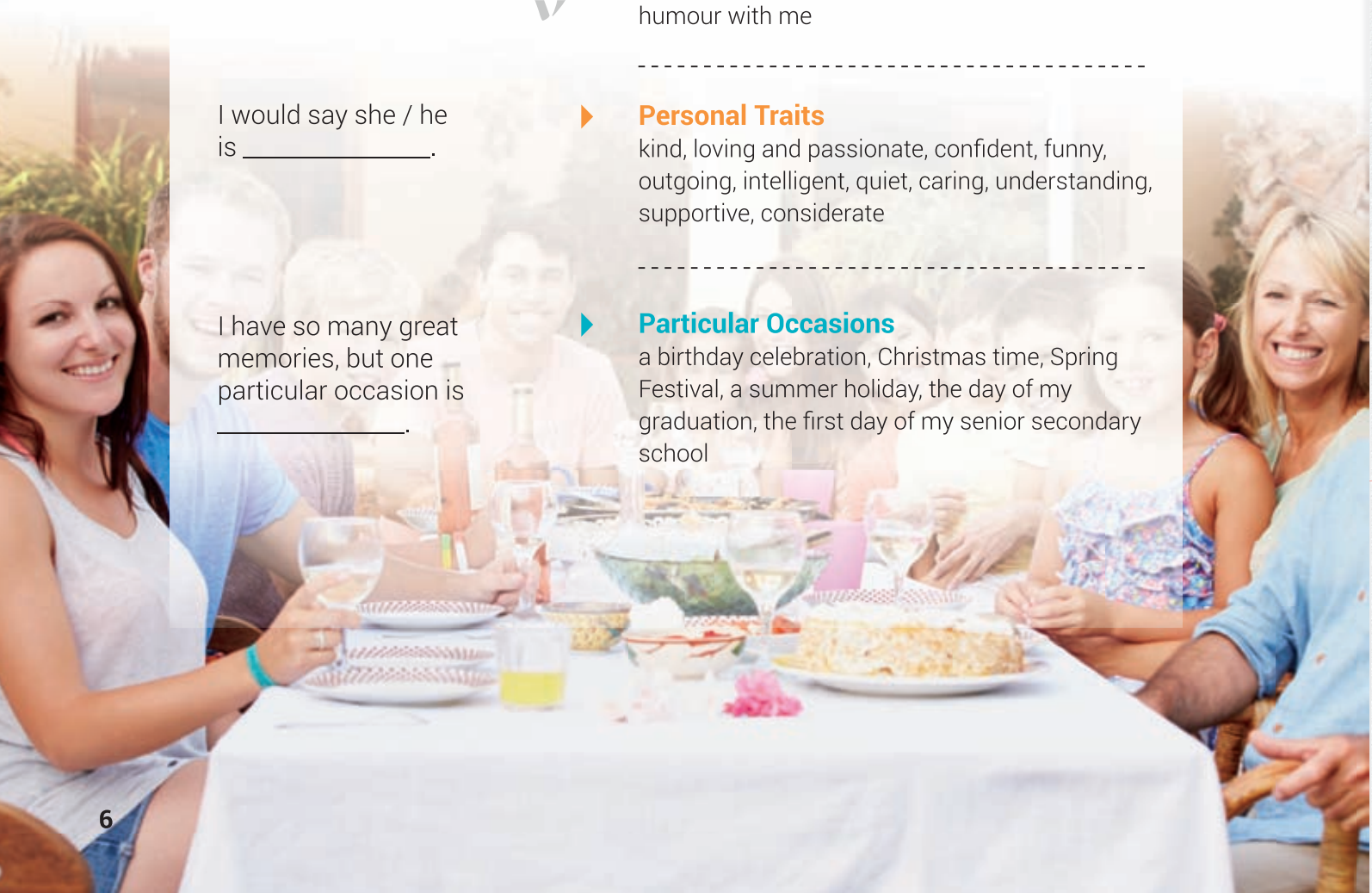
- ▶ **Reasons**  
is my best friend  
understands and supports me  
has a similar personality / the same sense of humour with me

I would say she / he is \_\_\_\_\_.

- ▶ **Personal Traits**  
kind, loving and passionate, confident, funny, outgoing, intelligent, quiet, caring, understanding, supportive, considerate

I have so many great memories, but one particular occasion is \_\_\_\_\_.

- ▶ **Particular Occasions**  
a birthday celebration, Christmas time, Spring Festival, a summer holiday, the day of my graduation, the first day of my senior secondary school





3 Use the Text Builder to talk about the most important person in your life, e.g. a family member, a friend or a teacher.



4 Listen to three people's stories about their closest relationships. Complete the information below.

The nicest thing someone has ever done for "me"			
	Who that person is	What he / she did	The storyteller's feelings
Lilly's story		<i>wrote a series of letters</i>	
Henry's story			
Yu Xin's story			<i>happy and positive</i>

5 Use the language you have learnt to write a short paragraph about the most important person in your life. Then share it in groups.

“

## Quote ... Unquote

*A bosom friend afar brings a distant land near.*

– Wang Bo

*Many people will walk in and out of your life, but only true friends will leave footprints in your heart.*

– Anna Eleanor Roosevelt

”

*The people in your life are like the pillars on your porch. Sometimes they hold you up, and sometimes they lean on you. Sometimes it's enough to know they are standing by.*

– Merle Shain

*Friends show their love in times of trouble, not in happiness.*

– Euripides



### NOTES

- Wang Bo (650/649–676), a Chinese writer of the Tang dynasty, one of the "Four Literary Eminences in Early Tang".
- Merle Shain (1935–1989), a Canadian journalist and author.
- Euripides (480–406 BCE), a Greek playwright, one of Athens' three great tragic dramatists.
- Anna Eleanor Roosevelt (1884–1962), a social activist, first lady and the wife of US President Franklin Delano Roosevelt.





# TEACHERS

## ACTIVATE AND SHARE

- 1 **Pair Work** Talk about the qualities that you think teachers need. Use the phrases below to help you.

to understand students      to be patient      to be creative  
 to make friends with students      to make students feel confident  
 to explain things with practical examples and in simple language

## READ AND EXPLORE

- 2 Read the two texts. Who wrote the texts? What are they mainly about? Why were they written?

### *My Teacher*

I haven't seen Mr Jenkins since I left school, but I often think about him. I wasn't very good at most school subjects before I met Mr Jenkins. I suppose I was a bit lazy, especially in maths. The only thing I can remember from school maths is that the  
 5 angles of a triangle add up to 180 degrees! But when I was 15 and went into Mr Jenkins' class, I really became interested in a subject for the first time.

Before Mr Jenkins taught me, science had simply been a subject full of strange words to me. I had no idea what hydrogen was,  
 10 and I didn't really want to know, either! I found it all so boring and difficult. But Mr Jenkins made everything interesting. He used to explain things which seemed difficult with lots of practical examples and in simple language. One day, he took us outside, and we built a rocket! I remember that he let me pour some fuel  
 15 into the rocket, and then another student lit a match to set it off. It was great fun.

I know that I wasn't a willing student, but I wasn't slow to learn new things. The problem was that I lacked confidence in myself. Mr Jenkins made me feel that I had my own strengths.  
 20 I was interested in the study of the stars and planets and he asked me to give a presentation to the class. That was really the first time I tried to explain science to an audience and now it's my job! Often when I'm preparing a programme, I think about how Mr Jenkins would have done it. Sometimes I think,  
 25 if only I could call him and ask for his opinion!



▲ *Graham Lawrence, a science writer*



**3** Read "My Teacher". Complete the information.

<p><b>Before Graham went to Mr Jenkins' class</b></p>	<ul style="list-style-type: none"> <li>• <i>Graham was not very good at most school subjects.</i></li> <li>•</li> <li>•</li> </ul>
<p><b>How Mr Jenkins taught</b></p>	<ul style="list-style-type: none"> <li>• <i>Mr Jenkins made everything interesting.</i></li> <li>•</li> <li>•</li> </ul>
<p><b>After Graham became Mr Jenkins' student</b></p>	<ul style="list-style-type: none"> <li>• <i>Mr Jenkins made Graham feel that he had his own strengths.</i></li> <li>•</li> <li>•</li> </ul>

**My Student**

I've read a couple of Graham's books and seen him on TV. I always say to my wife, "Oh look, I used to teach him!" I remember Graham was very difficult before he came into my class. I had heard stories about his bad behaviour. Once I caught him and his friends seeing who could jump the farthest off the school stage! But when he got interested, he

5 changed. The first day he walked into my class, he was dragging his schoolbag behind him and looking bored, but as soon as I set up an experiment to show how the human stomach works using acid and an onion, he gave me his full attention. He loved science! He was very bright and he had done very well in science subjects.

However, I have not done as well with all my students as I have with

10 Graham. I think it's important to understand that there's no such thing as a good or a bad student. Look at Graham! Everyone is good at something and it's important to find out what that is for each student. We teachers should have more time to make friends with all our students and really

15 understand them. Then we could make sure that we found the path to success, both at school and in later life, for all of them.

I knew I had chosen a job with a lot of stress but I love what I do. The thing about being a teacher is that you

20 have access to children's minds when they are open and eager to learn. If what I do as a teacher can help turn a child like Graham into such a successful adult, then I know what I'm doing is worthwhile. As John Dewey, the famous educationalist, said, "Education is not

25 preparation for life; education is life itself."

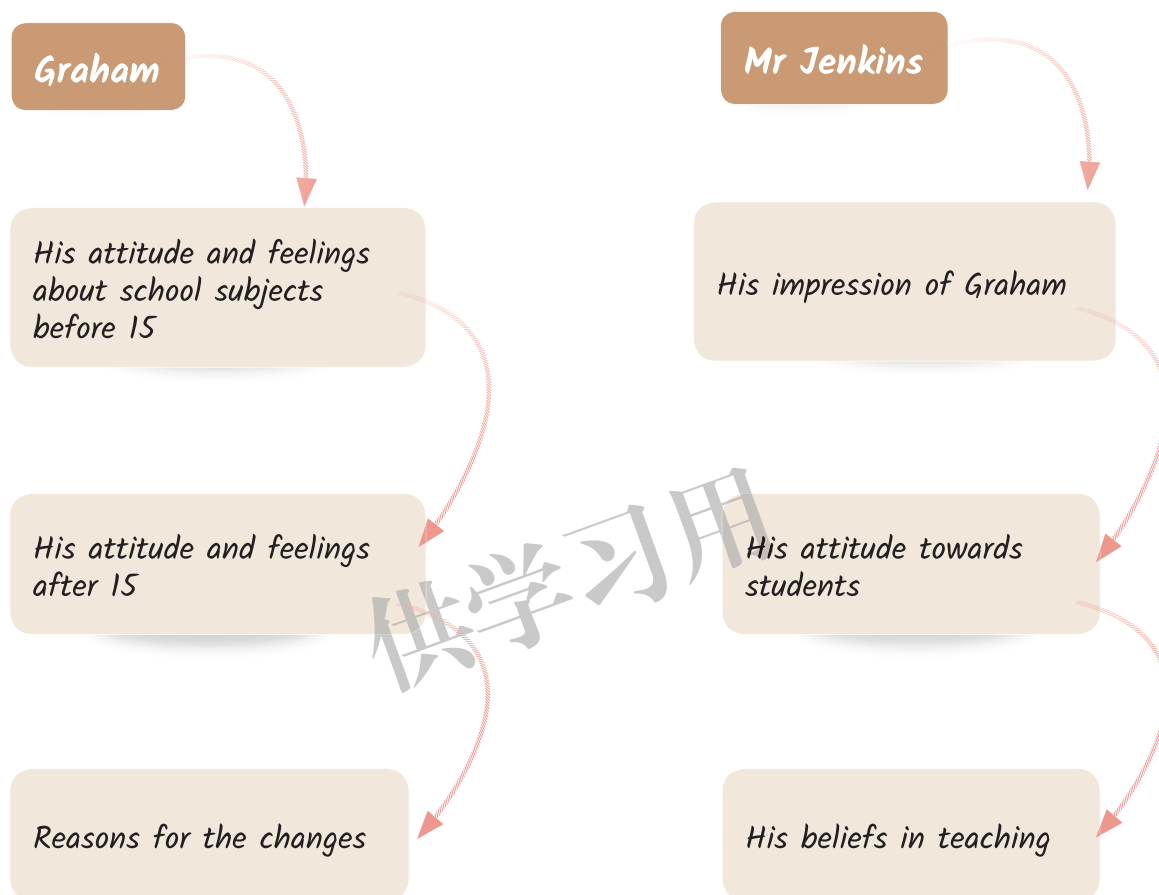


▲ *Brian Jenkins, a science teacher at Overton School*

**4 Read "My Student". Answer the questions.**

- 1 What was Mr Jenkins' impression of Graham before they met?
- 2 What is Mr Jenkins' attitude towards students?
- 3 What are Mr Jenkins' beliefs in teaching?

**5 Imagine you are the head teacher of Overton School. Prepare a presentation to tell Graham's and Mr Jenkins' stories. Use the diagram to help you.**



**6 Group Work Think and share.**

- 1 Mr Jenkins said, "... it's important to understand that there's no such thing as a good or a bad student." How did he do? Find evidence from the texts to support your opinion.
- 2 What made Graham a successful person? Find evidence from the texts to support your opinion.
- 3 What made Mr Jenkins a good teacher? Write down one or two of his qualities and give your reasons.



**FOCUS ON LANGUAGE: PAST PERFECT****7 Read the sentences. Which action happened before the other in each sentence?**

- 1 Before Mr Jenkins taught me, science had simply been a subject full of strange words to me.
- 2 Graham was very difficult before he came into my class. I had heard stories about his bad behaviour.
- 3 I knew I had chosen a job with a lot of stress.

**8 Read the sentences in Activity 7 again. Decide which tense is used to talk about:**

- a an event in the past
- b an event that happened earlier, before the other past event in the story

**9 Choose the sentence that best describes each picture.**

- a The film began when they arrived at the cinema.
- b The film had begun when they arrived at the cinema.



- a The police arrested the man who was breaking into a jewellery shop.
- b The police arrested the man who had broken into a jewellery shop.

**10 Provide an explanation for the situations, using the cues and the past perfect tense. Then add another possible explanation.**

**Example** The whole class cheered for John. (*John / win an award*)  
*The whole class cheered for John because he had won an award.*  
*The whole class cheered for John because he had run the fastest on Sports Day.*

- 1 My car broke down on the way to the beach. (*it / run out of petrol*)
- 2 The dog hid under the sofa. (*it / eat the family's dinner*)
- 3 A car crashed into a tree. (*driver / fall asleep*)
- 4 The Smiths went on a round-the-world trip. (*Mr Smith / get a pay rise*)

**EXPRESS YOURSELF****11 Pair Work** Think of a teacher in your life who, like Mr Jenkins, helped his / her students to learn. What qualities does he / she have? Tell his / her story to your partner.


# HOW DO WE LIKE TEACHERS' FEEDBACK?

## ACTIVATE AND SHARE

**1 Group Work** How do you feel when you receive teachers' feedback? Talk about your experiences and opinions. Use the phrases below to help you.

- |                                  |                                      |
|----------------------------------|--------------------------------------|
| to go bright red                 | to feel hurt / ashamed / discouraged |
| to depend on personal preference | to feel encouraged / more confident  |
| to be handled carefully          | positive / negative feedback         |
| to get upset                     | direct / indirect feedback           |

## LISTEN FOR UNDERSTANDING

**2**  Three students are interviewed about their English teachers' feedback for a campus radio programme. Listen and complete the information in the second column of the table. Then, listen again and complete the rest of the table.

	How the interviewee's teacher gives feedback	Types of feedback	Students' reactions / feelings
Student 1	<ul style="list-style-type: none"> <li>usually points out our _____ in front of the _____</li> </ul>		
Student 2	<ul style="list-style-type: none"> <li>talks to us _____</li> <li>_____ where our problems are and how we can improve</li> <li>gives us an opportunity to _____ about anything we don't understand</li> </ul>		
Student 3	<ul style="list-style-type: none"> <li>gives very _____ such as "good, excellent, well done"</li> <li>doesn't _____ my mistakes and give suggestions</li> </ul>		

### Skill Builder

#### Understanding the Speaker's Attitude

Speakers may use different words to express their attitude.

- Pay attention to the words and expressions to show the speaker's attitude, e.g. *don't like, hate, don't mind, like, it depends on, shouldn't get upset*, etc.
- Listen to the speaker's tone of voice. Do they sound upset?

## 3 Group Work

- Act out the interview in groups of four. Use the notes in Activity 2 to help you.
- How many types of feedback have you noted down? Sort them into different categories, e.g. positive and negative. Think of more types of feedback if you can.



**4 Complete the summary with the words from the listening.**

Matt Dickson interviewed three students about their feelings of English teachers' **1** \_\_\_\_\_. The first student thinks his teacher's feedback is negative and makes him lose **2** \_\_\_\_\_. But he understands her **3** \_\_\_\_\_. The second student thinks the feedback from her teacher is more **4** \_\_\_\_\_ even though it is more **5** \_\_\_\_\_ for her teacher. She can raise **6** \_\_\_\_\_ questions about anything she doesn't understand. The third student thinks his teacher often gives very general **7** \_\_\_\_\_. But he wants to know where his **8** \_\_\_\_\_ and weaknesses are. He thinks feedback should be **9** \_\_\_\_\_. For example, the teacher can **10** \_\_\_\_\_ his mistakes and say things like "You need to work on the past **11** \_\_\_\_\_."

**FOCUS ON FUNCTION: EXCHANGING OPINIONS**



**5 Listen to the conversation between two professors about giving teachers' feedback to students. Find out their opinions and reasons.**

	Opinions	Reasons
Professor Smith		
Professor Jones		



**6 Listen and imitate. Complete the Talk Builder.**

Talk Builder

### Exchanging Opinions

- 1 \_\_\_\_\_ it is best to point out students' problems directly.
- 2 Also, \_\_\_\_\_ they should realise that any feedback isn't personal.
- 3 \_\_\_\_\_ you about that, but to be more helpful ...
- 4 \_\_\_\_\_. Perhaps I should try that.

I see your point

I believe

I can agree with

I think

**SPEAK**

**7 Group Work** Choose three teachers who teach different subjects. Tell them what you liked about the feedback you have received from them in the past, and how you would like to receive their feedback in the future.





# SO CLOSE, YET SO FAR

## ACTIVATE AND SHARE

- 1 What roles do social networking and the Internet play in your daily life? What do you use them for?
- 2 How many online friends do you have? Do social networking and the Internet help improve your relationships with others? Give some examples.



## READ AND EXPLORE

- 3 Mark has 500 friends online and he spends a lot of time on the Internet. Predict what Mark will say about social networking and his relationships with others. Then read and check.



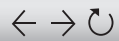
*Mark never stops socialising with his friends online. But he's also never felt more alone.*

Where am I? What am I doing? If you're one of my 500 friends online, you'll always be the first to know. My phone and laptop are never out of touching distance, so I'm constantly posting updates on social media — whether I'm having a coffee, on my way to school, watching TV ... even when I'm in the shower. As soon as I open my eyes in the morning, I check through all my social networking apps, read my emails and answer text messages. I do the same thing all over again while I'm having breakfast.

5 I live in a university dorm with a couple of great roommates. I have a never-ending flow of messages and updates from all the people I

10 associate with online. Yet the truth of the matter is: I feel lonely.

I'm barely the only person who feels this way. According to research,



over two-thirds of young people find it easier to make friends online than it is “in real life”. I’m way beyond a shy or reserved person, but I’m wired up every day, like most of my friends. On the surface, I have

15 an active social life. I attend parties and play sports but I’m always distracted. They say that phones bring people closer together but in reality, my mind is always a million miles away. I obsess over exactly how many followers I have on my account, but I can’t remember the birthdays of some of my oldest mates.

20 Social networking dominates my life in so many ways. Sometimes I set deadlines for myself: I will start doing my homework at 8 pm, and aim to finish in two hours. At 7.50 pm, I’m still scrolling through my friends’ silly posts and photos. Before I know it, it’s 9.30 pm and I still haven’t moved an inch from the sofa. I download song after song, video after

25 video, but I’m not really paying attention. The stimulation is in chasing after the next song rather than truly enjoying it. My friends try to drag me away from my phone, but as soon as I’m alone again, I’m desperate to get back to the online world and the intense activity that it provides.

I constantly feel depressed, dissatisfied and alone. Since I spend so

30 much time socialising online, I keep delaying things that are important in my real life: homework, tasks, connecting with my friends and family members in a meaningful way. It’s funny that my friends and I chatter away online so much, but we end up having nothing to say when we meet.

A few days ago, I went out for a dinner get-together with some friends.

35 My best friend left the table for 30 minutes because he had to take a call. Some spent the dinner bent over their phones, texting friends online but ignoring the ones who sat right in front of them. And the extraordinary thing is nobody thought this was rude; it’s just how life is nowadays. On a family holiday last summer, my sister spent all her

40 time complaining that she needed to charge her phone. When it was charged, she just spent hours reading about her favourite popstar; not once did she lift her head to enjoy the view outside her window.

What is really worrying is that no one I know, including myself, could go cold turkey. I can’t even imagine going without social networking for a

45 week — think of all the important appointments, invitations and news updates you would miss! Alcoholics who want to quit drinking can avoid booze, but how do we give up our phones? After all, I need it for my studies because my teachers and classmates need to contact me at any time.

So, that’s the problem with social networking. We’re hard-wired in, but

50 we’re more disconnected than ever.

- 4 Read the text. Complete the information about Mark. Then use examples to talk about how social networking has affected Mark's life.

Mark's routine activities online	What social networking has done to Mark and Mark's friends	Reasons Mark can't drop social networking

- 5 Find the expressions or sentences in the text that tell you the information.

- 1 Mark is always close to his phone and laptop.
- 2 He receives news from his friends online throughout the day.
- 3 His phone is not helping his relationships with his friends.
- 4 He has friends that he has known for years.
- 5 He is addicted to the Internet because it makes him feel excited and active.
- 6 His friends did not concentrate fully when they were having dinner together.
- 7 He and his friends can't give up social networking.

- 6 Read the text again. Choose the correct meaning of the colloquial phrases.

- 1 way beyond (line 13) = *a short way past / a long way past*
- 2 go cold turkey (lines 43–44) = *do something less frequently / stop doing something completely*
- 3 booze (line 47) = *alcoholic drinks / soft drinks*
- 4 be hard-wired in (line 49) = *be born with the character / work like a computer*

### Skill Builder

#### Guessing the Meaning of Unfamiliar Words from the Context

When you come across a difficult word / phrase in a text, try to guess what it means first before looking it up.

- Read the sentence the word is in and decide what type of word it is, e.g. noun, verb.
- Read the paragraph the word is in and try to work out the meaning from the context.
- Then use a dictionary to check the exact meaning of the word.

- 7 Group Work Think and share.

- 1 Why does Mark say "They say that phones bring people closer together but in reality, my mind is always a million miles away."? Find examples from the text to illustrate how phones drive people further away.
- 2 How do you understand "We are hard-wired in, but we're more disconnected than ever."? Why does Mark say we are more disconnected than ever?

- 8 Decide what text type this piece of writing is. What is its communicative purpose? What impresses you the most about Mark's use of language? Find examples from the text to support your idea.

### ENGAGE AND EXPAND

- 9 Group Work Work in groups of four. Choose a role and complete the task independently. Then share your work with the other members of your group before sharing in class.

## DISCUSSION LEADER

- Think of two open-ended questions and write down your answers to them.
- Ask your group members the same two questions and invite them to answer before giving them your answers.
- Ask your group if they have any other questions to add.
- Allow each member to share their own work with the group.
- Make sure that each person is well-prepared for a class presentation.

**Your report:**

Question 1 \_\_\_\_\_

My answer: \_\_\_\_\_

Question 2 \_\_\_\_\_

My answer: \_\_\_\_\_

## WORD MASTER

- Find three expressions in the text to describe Mark's problems (such as actions, situations or feelings). Explain each expression in English.
- Tell why you have chosen them.
- Use each expression in a new sentence to describe a situation, an action or feeling that you or your friends may have.
- Invite your group members to comment on your new sentences.

**Your report may go like this:**

I have chosen three expressions from the text. The first one is \_\_\_\_\_ on page \_\_\_\_\_ line \_\_\_\_\_. It means \_\_\_\_\_. I chose it because it \_\_\_\_\_. Here is my sentence: \_\_\_\_\_.

What do you think of it?

## Reading Circles

Read the text carefully and summarise it including each of the following aspects:

- What is the situation / problem?  
\_\_\_\_\_
- What effects has the problem had?  
\_\_\_\_\_
- What is the writer's attitude and conclusion? \_\_\_\_\_

Share your summary, and then ask your group to comment on it.

**Your report may go like this:**

Here is my summary of the passage. Mark is a university student. His problem is: \_\_\_\_\_. As a result \_\_\_\_\_. Although Mark doesn't like the way he lives and wants to give up the habit, but \_\_\_\_\_.

- Suppose you work at a Student Advice Centre. Mark and his friends come to you for help regarding their problems.
- Discuss the consequences of their problems and explain why these problems arise.
- Give at least three pieces of advice on how to overcome their problems.

**Your report may go like this:**

Thank you for sharing with me your problems. In fact, you are not the only one with these problems. The problems may however lead to some serious consequences. For example, \_\_\_\_\_. For these reasons, I would suggest that first, you \_\_\_\_\_; secondly, ...

## SUMMARISER

## STUDENT ADVISOR





# AN INVITATION LETTER

## GET READY FOR WRITING

**1 Pair Work** Imagine you are going to organise an English Drama Competition in your school or an English Poem Recitation in your class. You need to write an email to invite your foreign teacher to be a judge. Discuss with your partner.

- 1 What type of information will you include in your invitation email?
- 2 What language style will you use in your email, formal or informal?

## READ FOR WRITING

**2** Read the email to Mr Jenson from Zhao Zheng, President of the Student Union.

- 1 What types of information have been included in the email?
- 2 What has been said specifically in each aspect?

**Mail** 
←
↓
!
🗑
📁
🏷
More

COMPOSE

**Inbox**

Starred

Sent Mail

Drafts

More

---

▾ +

---

Dear Mr Jenson,

I am writing on behalf of the school's Student Union. As you may know, we are running a school-wide public speaking competition, and the final will take place at the lecture hall on 10 May (9 am–12 pm). I am writing to ask whether you would be willing to help us judge the final competition.

Since March, we have already had two rounds of the competition, with more than 100 students. Now we have 12 students left for the final. The topic of the final speech is "Education for Innovation". Students have to give a five-minute speech on the topic in English.

During the final round, as a judge, you would be responsible for listening to all the speeches, noting down any positive or negative aspects for each one. Competitors should be judged on their pronunciation, clarity and fluency, and also progression of ideas and audience engagement. Then you will discuss your notes with three other judges, and come to a decision about who comes first, second and third.

Would you have time to attend a short meeting at the Student Union Room at 4 pm on 8 May so that we can introduce you to the other judges and discuss the details? We would not take up too much of your time.

I sincerely hope you can come. If you have any questions, please do let me know.

Yours sincerely,  
 Zhao Zheng  
 President, Student Union

**FOCUS ON STRUCTURE AND LANGUAGE**

**3** Read the email again. Choose and complete the information for each paragraph. Pick out some useful expressions for each aspect.

Explanation of requirements / responsibility  
 Current requests / expectation  
 Background information of the event

Purpose of writing  
 Ending the email

Para. 1 \_\_\_\_\_ }  
 Para. 2 \_\_\_\_\_ }  
 Para. 3 \_\_\_\_\_ }  
 Para. 4 \_\_\_\_\_ }  
 Para. 5 \_\_\_\_\_ }

**4** Write 2–3 sentences for your invitation email. Use the Sentence Builder to help you.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*Sentence Builder*

**Formal Expressions**

I am writing on behalf of the school's Student Union.

You would be responsible for listening to all the speeches.

Would you have time to attend a short meeting?

I sincerely hope you can come.

If you have any questions, please do let me know.

**COMPOSE YOUR WRITING**

**5** **Outlining** Complete the outline of your invitation based on Activity 3.

**6** **Drafting** Use your outline and the Writing Help to write your first draft.

**7** **Editing** Edit your email in pairs. Then share what you have written in class.

 **Peer Editing Sheet for Unit 1, page 93.**

*Writing Help*

**Writing an Invitation Letter**

**It's important to:**

- use formal language in your invitation letter;
- clearly state why you want to invite the person and what you want him / her to do;
- write in the first person;
- end your invitation politely.



# REMEMBER TO SAY THANK YOU

In this deceptively simple three-minute talk, Dr. Laura Trice discusses about the magic words "thank you" – what they can do and what they may mean.

## ACTIVATE AND SHARE

### 1 How do you feel when

- a you are praised for something you have done well?
- b someone says "Thank you." for something you have done for them?

Have you done such things for people around you? Why?



## VIEW AND LEARN

### 2 Watch Part 1 of the video, and answer the questions below.

- 1 Why did Laura become interested in this topic?
- 2 What question did she ask?
- 3 What did she decide to do in order to find answers to her question?

### 3 Read the examples Laura has given. Then watch Part 2 of the video. Number them in the order that you hear. Do you have similar examples to share?

- ( ) A gentleman, married for 25 years, is longing to hear his wife say "thank you", but won't ask.
- ( ) Someone who was facing life and death in a rehab facility told Laura that his core wound was his father died without telling he was proud of him.
- ( ) She knows a woman, who once a week, meets with her husband and says, "I'd really like you to thank me for all these things I did in the house and with the kids."
- ( ) A friend of Laura, April, thanks her children for doing their chores.

### 4 Why don't we ask for the things we need? Watch the rest of the video and note down the questions Laura asked and tick (✓) the reasons she gave.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 Why can I say, "I would take my steak medium rare, I need size six shoe" ...?

- I don't want to feel insecure.
- I don't want others to know that I need help.
- I worry that you could neglect me.
- I felt shy and embarrassed.
- I don't want to give you critical data ...

## EXPRESS YOURSELF

### 5 Group Work What have you learnt from this talk?

- 1 Think about a person you want to give your praise to and say "Thank you." Think of a way to express it genuinely.
- 2 Think about what you want other people to thank you for. How would you ask for it?

# PEER PRESSURE

What is peer<sup>1</sup> pressure and why does it happen? We all want to be part of a group and feel like we belong to our community. Peer pressure can happen when we are influenced to do something that we would not usually do because we want to be accepted by our peers. Children and young adults especially feel social pressure to conform<sup>2</sup> to the peer group.

How does peer pressure affect people? Peer pressure can influence how people dress, how they talk, what music they listen to, what attitudes they adopt and how they behave. Teenagers want to be liked, to fit in and to be accepted, which means peer pressure can be powerful and hard to resist. People who are low in confidence and unsure of themselves may be more likely to seek their peers' approval by going along with risky suggestions or choosing the "wrong" path. In one study, a student who knew the correct answer to a question actually gave the wrong answer because all the others in the class gave the wrong answer and he didn't want to be different.

Can peer pressure lead to bullying<sup>3</sup>? Peer pressure definitely plays a role in bullying. If a teenager is seen as weak or different by the majority of their peers, they can become a target for bullies. Bullies pick easy targets — people who are outside the peer group and whom the group is unlikely to defend. Unfortunately, some bullies are popular and may even lead the peer group, which means others are less likely to challenge their behaviour.

What can students do to avoid peer pressure? The most important thing is to build up self-confidence, so that it is easier to say "no" to the peer group. Students can do this by choosing their friends wisely: It's a good idea for teens to surround themselves with positive role models — people who don't make fun of them, but accept them and are confident themselves. It's also important for young people to think about the consequences of their actions. If they give in to peer pressure (and perhaps do something that they know deep down is wrong), what could be the result? If they stop and think about the consequences, they might make a different decision.

## NOTES

1 peer *n.* 同伴, 同等的人

2 conform *v.* 符合

3 bullying *n.* 欺凌



## GENERAL UNDERSTANDING

- 1 What is peer pressure and how does it affect people?
- 2 What suggestions does the writer give to avoid peer pressure?

## CRITICAL THINKING

- 3 What attitude does the writer have towards peer pressure? How do you know?
- 4 What is your opinion about the writer's suggestions on how to avoid peer pressure? What might be the challenges?

# EXTROVERTS AND INTROVERTS

Read the descriptions and identify your personality.

You love parties, going out and enjoying yourself. You always try to have a good time and don't take life too seriously.

1

5

You seem to know exactly what your aims are.

You are quite energetic and you are interested in everything.

2

## Personality Quiz

6

You like to be in control: You plan everything very carefully, and you don't like too much change in your life.

You have quite a lot of friends, but most of them say you were really quiet and serious when they first met you.

3



7

You have high standards. Your friends think you are a person with principles.

You don't care what people think. You like to do things in your way.

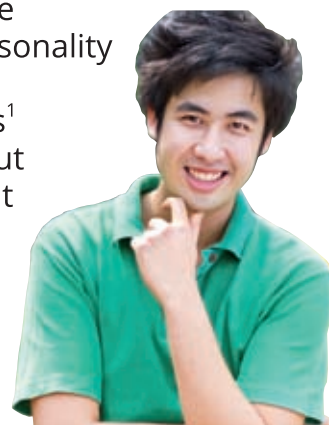
4

8

You are a serious person and people don't realise that when they first meet you.

Then read the text to see if it helps you decide.

Everyone has a different personality. It is what makes people individual and unique. However, there are some shared personality qualities which let us talk about personality "types". One of the most basic personality differences is between extroverts<sup>1</sup> and introverts<sup>2</sup>. These terms are used in many theories about personality types. They were made popular by the important Swiss psychiatrist<sup>3</sup> Carl Jung (1875–1961), although he did not invent them. Extroversion and introversion are ways of describing a person's attitude towards the world: Do they move towards it or away from it?



Extroverts are people who look outwards. They are friendly, sociable, talkative, enthusiastic and self-confident. They are interested in a range of experiences and enjoy spending time with other people. They tend to act first, then think later. When extroverts feel bad, unmotivated or without energy, they look outside themselves. This means they might go shopping, call friends or have a party. Typical extrovert jobs are in politics, sales, teaching and management.



Introverts, on the other hand, look inwards. They feel more comfortable alone and enjoy ideas and thinking. They are reserved, quiet, thoughtful and may be shy. They like to think and consider before taking action, and will often analyse before speaking. In contrast to extroverts, they value fewer, but deeper experiences. When feeling bad or stressed, introverts look inside themselves for

energy and motivation. Introverts often work as artists, writers, engineers and inventors.

Although personality types are different, most people have both extrovert and introvert characteristics in their personality, but often they are more one type than the other. There has been some interesting research into why people are basically extroverts or introverts. Some people say that extroverts and introverts are born not made. Others believe that the environment is more important in shaping one's personality.

Attitudes towards introverts and extroverts vary in different cultures. For example, Americans value extrovert qualities. However, cultures such as those in central Europe and southeast Asia regard introvert characteristics more highly. Interestingly, research shows that people who live on islands tend to be more introverted. Studies have also found that extroverts have higher happiness levels than introverts.



## NOTES

- 1 extrovert *n.* 性格外向的人    2 introvert *n.* 性格内向的人    3 psychiatrist *n.* 精神病学家

## GENERAL UNDERSTANDING

### 1 Read the text. Are these statements true (T) or false (F) according to the text?

- (    ) 1 Extroverts prefer to be surrounded by people rather than be on their own.  
 (    ) 2 Introverts don't think carefully before they do things.  
 (    ) 3 Scientists agree that extroverts are born with this personality trait.  
 (    ) 4 Introverts tend to be happier than extroverts.

## CRITICAL THINKING

- 2 Do you agree with the writer's opinion that attitudes towards introverts and extroverts vary in different cultures? Why?
- 3 What might be the reasons that people who live on islands tend to be more introverted?





# CHECK YOUR PROGRESS

Use what you have learnt from the unit "Relationships" to talk about relationships among people, discuss online friendships, and introduce important people in your life.



**1** On Teacher's Day, Li Zhen gave a short speech for the school radio station about her science teacher. Complete her speech using the words and phrase below.

practical  
acid

experiment  
constantly

handled  
engaging

on behalf of  
worthwhile

Today I would like to speak about my science teacher Ms Zhang. I have been her student for two years. Ms Zhang's lessons are always so **1** \_\_\_\_\_. She uses lots of **2** \_\_\_\_\_ examples to show us how things happen, which makes the lessons extremely interesting. She is also very patient. I remember once we were conducting a(n) **3** \_\_\_\_\_ and I accidentally dropped some **4** \_\_\_\_\_ on the floor. Instead of being angry, Ms Zhang **5** \_\_\_\_\_ it so well by staying calm and helping me clean it up. She is **6** \_\_\_\_\_ working hard to share her love of science with us and I hope she knows that all of her efforts are **7** \_\_\_\_\_. Here, **8** \_\_\_\_\_ my classmates and myself, I would like to say to Ms Zhang, "Happy Teacher's Day!"



**2** Ms Zhang told a story about one of her students. Complete her story using the correct form of the verbs in brackets.

I'd like to share with you a story of a student.

It happened early on a Friday morning. Tina, a sixteen-year-old girl, **1** \_\_\_\_\_ (come) to school as usual. But when she entered the classroom, she **2** \_\_\_\_\_ (find) her teacher on the floor, unconscious. Tina quickly noticed that her teacher was wearing a bracelet which said she had diabetes. Tina phoned the emergency services and told them what she **3** \_\_\_\_\_ (just see). A doctor from the Ambulance Service **4** \_\_\_\_\_ (tell) Tina that he **5** \_\_\_\_\_ (send) an ambulance, but in the meantime she should look for a needle with insulin in the teacher's bag.

Having found the needle, Tina did what the doctor **6** \_\_\_\_\_ (tell) her – to inject her teacher in the leg. And because she **7** \_\_\_\_\_ (do) everything she could before the ambulance **8** \_\_\_\_\_ (arrive), her teacher was saved. She **9** \_\_\_\_\_ (not tell) anyone what **10** \_\_\_\_\_ (happen). Thanks to Tina's quick response and calmness, her teacher was fine, so that she can stand here and share this story with you. You're right – I am the teacher!



**3** Chen Yang also spoke on the school radio about her experience with her English teacher. Complete her speech by choosing the correct options.

English was never my favourite subject until I joined Mr Wu's class. I lacked **1** *confidence / confident* and speaking English in front of others made me feel **2** *stressed / impacted*. I failed an English exam last year and felt so **3** *attained / ashamed*. From then on, I **4** *associated / accounted* English classes with a terrible feeling. Everything changed after I met Mr Wu. He gave me some great advice on how to improve my speaking so that I could speak more **5** *fluency / fluently* and gradually I started to speak with more confidence. Last month, I was asked to make a **6** *presentation / preparation* in class, something that I would have hated doing before. Instead of feeling embarrassed, I felt great and spoke with good **7** *clarity / charity*. I would like to thank Mr Wu **8** *surprisingly / sincerely* for always believing in me and helping me reach my potential.



**4** In Mr Wu's English class, the students are discussing the most important people in their lives. Complete their discussion using the correct form of words and phrases below.

socialise

rude

dominate

chatter away

I'm not sure

I agree with that

in my opinion

associate with

social media

Chen Yang: **1** \_\_\_\_\_, friendships online can be just as real and meaningful as **2** \_\_\_\_\_ in person. I have some friends who I **3** \_\_\_\_\_ online every day. I know them well and they know me!

Li Zhen: **4** \_\_\_\_\_ that you can have a real friendship without meeting the person in real life. People aren't really themselves unless you talk with them face to face.

Chen Yang: **5** \_\_\_\_\_. Sometimes on **6** \_\_\_\_\_ people are really **7** \_\_\_\_\_ to each other or even lie about who they are.

Zhang Lei: Well, I agree with Chen Yang. Social networking **8** \_\_\_\_\_ our lives nowadays. We need to accept that. I have some good friends who live in other countries. Thanks to the Internet, we can **9** \_\_\_\_\_ each other. I consider them my true friends.





**5** For homework, Mr Wu suggests everyone prepare a short speech "My Most Important Relationship" based on what is required below. Complete the information about a person who is very important in your life.

Name of the person:

Your relationship with him / her:

Describe the person: his / her personality, characteristics, interests, etc.

Talk about a time when he / she helped you overcome a challenge or supported you in life.

What do you think is the key to maintaining your relationship with the person?

## UNIT DIARY



快学习用

What have you learnt in this unit? Reflect and complete the diary. Then share in groups.

★ *Useful words I learnt to describe relationships, online friendships and attitudes towards feedback:*

---

---

---

★ *Three impressive sentences I'd like to remember from this unit:*

---

---

---

★ *Three ways I engage with others and keep communication:*

---

---

---

★ *The parts I like / dislike about this unit:*

---

---

---

UNIT

# 2

# SUCCESS



## In this unit, you will:

- listen, read and talk about success;
- learn to use verb-*ing* form and correct articles to express meaning, and also learn how to show interest in a conversation;
- write a life story about a successful person who you admire;
- view an episode about success and express your opinions about it.

# TOPIC TALK

## 1 Pair Work What do you think are the keys to success?

**Example** *I think working hard is the key to success.*



Attitude

Actions  
- work hard

Personality  
- persistent

Key to success



## 2 Read the Text Builder carefully. Then listen to the dialogue and complete it by underlining the words or expressions you hear.

### *Text Builder* Success

If you want to be successful, you really need to \_\_\_\_\_.

#### How to Achieve Success

be passionate and determined about what you do  
be optimistic  
have clear goals  
work hard

One successful person I admire is \_\_\_\_\_ (a name), who is a / an \_\_\_\_\_.



#### Jobs

scientist, doctor, astronaut, teacher, track athlete, writer

Other secrets of success are to \_\_\_\_\_.



#### Secrets of Success

learn from failure  
believe in yourself and to be grateful  
put in effort  
keep trying

A successful person always remains \_\_\_\_\_.



#### Characteristics

confident and inspiring  
committed and focused  
energetic and disciplined  
enthusiastic and ambitious



3 Use the Text Builder to talk about a successful person in your mind.



4 Listen to the dialogue. Put Natalie's priorities in order of importance.

### Natalie's Priorities for Success

- ( ) Being in the office for long hours
- ( ) Becoming a better person
- ( ) Teamwork
- ( ) Always keeping learning

5 Use the language you have learnt to write a short paragraph about the keys to success. Then share it in groups.

“

## Quote ... Unquote

*Work like you don't need the money.*

*Love like you've never been hurt. Dance  
like nobody's watching.*

– Satchel Paige

*A journey of a thousand miles begins  
with a single step.*

– Laozi

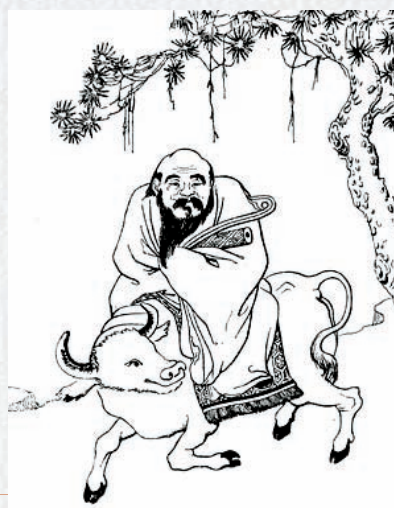
”

*The real secret of success is  
enthusiasm.*

– Walter Chrysler

*It's easier to get to the top when you're  
shooting for the top.*

– Theresa Russell



Laozi ►

### NOTES

- Satchel Paige (1906–1982), an American athlete.
- Walter Chrysler (1875–1940), an American automotive industry executive.
- Theresa Russell (born in 1957), an American actress.
- Laozi, a Chinese philosopher of the Spring and Autumn period, the founder of Taoism and the author of *Daode Jing*.



# MONEY VS SUCCESS

## ACTIVATE AND SHARE

- 1 What do you think is success? Do you think being a millionaire means success? Why or why not? Use the phrases below to help you.

to make one happy

to live in a / an ... way

to feel a kind of satisfaction

to live comfortably

to achieve one's goal

to give money to homeless people

to buy more things

to have no worries

## READ AND EXPLORE

- 2 Read the news report based on an interview with Jason Harley, who used to be a millionaire. Read and find out his attitude towards money.

### Angela Johnson interviews ex-millionaire Jason Harley

*For a lot of people, becoming a millionaire is a symbol of success and they set this as their ultimate goal. They spend half of their time dreaming up ways of getting rich and achieving the success they expect, and the rest of their time thinking about all the things they will do once they become rich. But do all millionaires get the sense*

- 5 *of success they were looking for after they achieve their goals? Some continue to worry about money when they become millionaires — they worked hard to become wealthy, but then they need to continue making money so they don't lose the sense of success they have achieved. However, there are people who have turned their backs on their millions and found other forms of success in their lives. Jason Harley is one*
- 10 *example.*



- Sixteen years ago**, Jason was a college professor with a huge six-bedroom house and a fortune of two million dollars. Today he lives in a small dormitory room with only second-hand furniture. There are certainly no signs that Jason is a rich and successful man! There is a small garden outside with a few fruit trees, which Jason enjoys taking care of. He also grows some vegetables and a few flowers. He gets his clothes and a lot of other things from charity shops.
- 15
- 20

But Jason appreciates this change. He is pleased to give up the lifestyle of a rich man. He was tired of being regarded as living a successful life, as a person who had everything while many people had nothing. He made the choice to give all his money away. And this, he said, brought him happiness and a sense of success in life.



“I don’t need a lot of money. I don’t want to buy more things. I have enough,” said Jason. “What I want is to live simply and be helpful to others. A few years ago, I was a millionaire, but I knew millions of people died of hunger every year, and there were places with no schools and no teachers. So many people could never go to school. They didn’t have the chance to learn and get on in life. This worried me a lot and I felt very guilty being a rich man without doing anything.”

Therefore he gave away all his money to charities. Whenever he had more than two thousand dollars, he would give away small bank notes to homeless people in the streets of local areas. “It was a kind of satisfaction and a real sense of success that I had never felt before,” said Jason. “Sure, many people think that ‘success’ means having millions in the bank or a well-paid job. But I think my sense of achievement comes from helping others and finding true meaning in life.”

Most people believe when they are living comfortably and earning enough money, they will have no worries. However, most people never feel they have earned enough. Jason Harley decided to drop out of this kind of lifestyle, and he discovered that having only a little money made him free. Are there any things he misses from his past? “No, I’m much happier now, because I am living according to my values. Success is not measured by how much money you have but by how you understand the true meaning of life.”

**3** Read again. Underline the descriptions of Jason's life in the past and now. Use a graphic organiser to illustrate your understanding.

**4** **Pair Work** Describe Jason's change of life based on your graphic organiser.

**5** Read again. Answer the questions.

- 1 How did Jason feel when he was rich? Why?
- 2 Why did he give away all his money to charities?
- 3 How did he feel after he gave away all his money to charities? Why?



**6** Read the quotes from Jason Harley. What can we infer from his words?

I don't need a lot of money. I don't want to buy more things. I have enough.

What I want is to live simply and be helpful to others.

A few years ago, I was a millionaire, but I knew millions of people died of hunger every year, and there were places with no schools and no teachers. So many people could never go to school. They didn't have the chance to learn and get on in life. This worried me a lot and I felt very guilty being a rich man without doing anything.

It was a kind of satisfaction and a real sense of success that I had never felt before.

No, I'm much happier now, because I am living according to my values.

**7** Group Work Think and share.

- 1 Do you think Jason made a good decision? Will you make a similar choice?
- 2 Do you think Jason is successful? In which aspects is he successful / unsuccessful?

**8** Complete the summary using the correct form of the words and phrases below.

dormitory      professor      guilty      appreciate      charity  
symbol      get on      ultimate      drop out of      turn his back on

Years ago, Jason was a college **1** \_\_\_\_\_ with a big house. But knowing that many people were living in poor conditions, he felt **2** \_\_\_\_\_. Jason decided to **3** \_\_\_\_\_ his fortune by giving his money to **4** \_\_\_\_\_ and helping homeless people to **5** \_\_\_\_\_ in life. Now Jason lives in a small **6** \_\_\_\_\_ room. He **7** \_\_\_\_\_ the change. For some people, getting rich is their **8** \_\_\_\_\_ goal and a **9** \_\_\_\_\_ of success, but for Jason, deciding to **10** \_\_\_\_\_ this lifestyle made him feel free.

### FOCUS ON LANGUAGE: VERB-ING FORM

- 9 Fill in the blanks with the correct form of the verbs. What does each form of expressions function, e.g. subject (S) or object (O)?

get                  take                  become                  have                  make

- 1 For a lot of people, \_\_\_\_\_ a millionaire is a symbol of success. (     )
- 2 They spend half of their time dreaming up ways of \_\_\_\_\_ rich. (     )
- 3 Then they need to continue \_\_\_\_\_ money so that they don't lose the sense of success they have achieved. (     )
- 4 There is a small garden outside with a few fruit trees, which Jason enjoys \_\_\_\_\_ care of. (     )
- 5 Jason Harley decided to drop out of this kind of lifestyle, and he discovered that \_\_\_\_\_ only a little money made him free. (     )

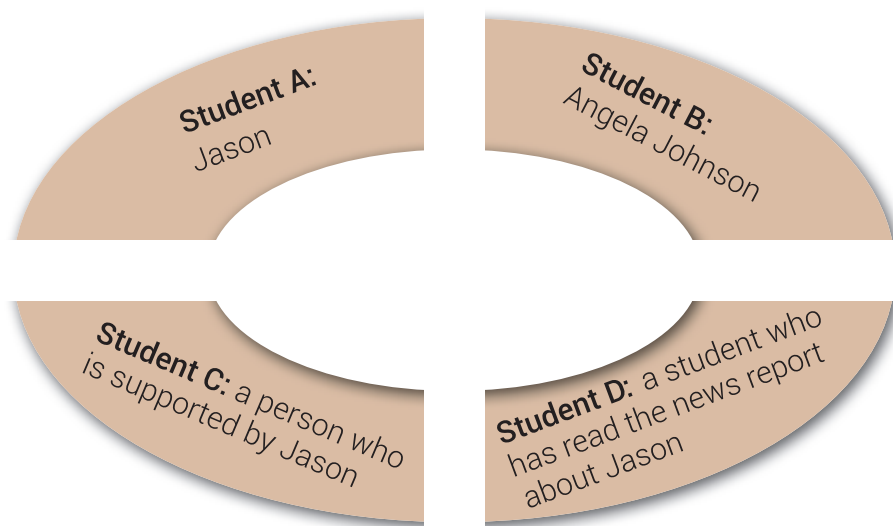
- 10 Rewrite the sentences using verb-*ing* form.

**Example** It is wonderful to have money, but my family is more important to me.  
*Having money is wonderful but my family is more important to me.*

- 1 He earns little. He often complains.
- 2 I want to help homeless people. I find it is not easy.
- 3 Mary collects stamps. That's her hobby.
- 4 Tell Davy your ideas. This will help him understand you.

### EXPRESS YOURSELF

- 11 **Group Work** Work in groups of five. Select one student to be an interviewer who asks the other four students questions regarding their opinions of Jason and other people's views on Jason's choice of life.



# TOP FIVE SECRETS OF SUCCESS

## ACTIVATE AND SHARE

- 1 Who do you think are successful people? What do you think are the top secrets of success?


**Example** *I think being ambitious in what you do is a top secret of success.*

- to be ambitious
- to have a clear goal
- ...
- to be passionate
- to keep trying

## LISTEN FOR UNDERSTANDING

- 2 You are going to listen to a talk called "Top Five Secrets of Success". Before listening, predict the possible secrets of success for the representative figures listed in Activity 4.



-  3 Listen and check your predictions. Then write down the five secrets you hear in the first column in Activity 4.

-  4 Listen again and complete the supporting facts along with the five figures' achievements. When you finish, check with your partner.

Secrets	Representative figures	Supporting facts	Achievements
1 _____	Yuan Long Ping, the father of hybrid rice	For more than 50 years, he has _____.	His research has not only helped China find a way to remove hunger but also _____.
2 _____	Ma Yun, the founder of Alibaba	... everybody thought he was crazy. _____	Alibaba has not only become the biggest online sales company _____.
3 _____	Bill Gates, one of the founders of Microsoft	For about five years, when he was a teenager, _____.	His hard work gave him a big advantage over other people and _____.
4 _____	Novak Djokovic, one of the best tennis players	At the age of five, Novak Djokovic decided he didn't want to be _____.	Djokovic, aged 24, won _____.
5 _____	J. K. Rowling, author of <i>Harry Potter</i>	J. K. Rowling didn't listen to the negative comments _____.	... for the last ten years, J. K. Rowling has been the author of _____.



- 5 **Group Work** Each member chooses one successful person to introduce to other members based on the notes in Activity 4.
- 6 **Complete the sentences using the correct form of the words and phrase given below.**

reject	hunger	minimum	devote ... to
influential	publisher	production	championship

- 1 He is one of the most \_\_\_\_\_ poets in the Tang dynasty.
- 2 Yuan Longping has \_\_\_\_\_ his life \_\_\_\_\_ rice \_\_\_\_\_.
- 3 Because of the severe drought thousands of people are dying from \_\_\_\_\_ every day.
- 4 "This is the \_\_\_\_\_ amount of money we'll receive," she said.
- 5 Li Na is the first Chinese player who won \_\_\_\_\_ in tennis.
- 6 Her works were \_\_\_\_\_ by \_\_\_\_\_ many times, but she didn't give up.

### FOCUS ON FUNCTION: SHOWING INTEREST (2)

- 2.4 **7 Listen to the conversation. Answer the questions.**

- 1 What are the two speakers talking about?
- 2 What has the girl learnt from the book?
- 3 What are the new tips you learnt from their conversation?

- 2.4 **8 Listen and imitate. Complete the Talk Builder.**

Talk Builder	<b>Showing Interest (2)</b>	
	1 _____? What's the name of the book?	Oh
	2 _____. What kinds of things have you learnt?	Mm
	3 _____. I may have to give it a look.	Really? I'm interested in it
	4 _____, it sounds like a useful book.	Please tell me about it
	5 _____, you've convinced me to read this book!	Wow

### SPEAK

- 9 **Pair Work** Find stories / books / films about successful people. Choose one and introduce it to your partner. Try to use the sentences in the Talk Builder to show your interest when talking with your partner.





# GETTING TO THE TOP

## ACTIVATE AND SHARE

### 1 Pair Work Discuss the questions. Use the phrases below to help you.

- 1 Which athlete do you admire most? Why?
- 2 What did they do to get to the top of the sport?

to push oneself to the limits

to give up everything for the sport

to live one's life to extremes

to be willing to do the extra little bit

to be totally focused on the sport

to strive for greatness

## READ AND EXPLORE

### 2 Read the article quickly. Answer the questions.

- 1 What is the article about?
- 2 Is it from an encyclopaedia entry, an academic book or possibly a blog?
- 3 Who do you think the writer is?

Why do Olympic athletes push themselves to the limits? As one of the Olympic athletes, I miss birthday parties, ruin family holidays and skip nights out, but there is a very good reason for giving up so much. "We're worried about you," said my friend from across the table. He was worried that I had no longer become fun to train with and that I was in danger of being left with only a world championship medal and no one to share it with.

I could have become angry or defensive. Don't they know how hard it is to be at the top in sport? Don't they know what it takes to get there? However, deep down I knew elements of what he was saying were right. I was always tired and every workout had a mental intensity that seemed too much for most to handle. I was pushing the limits and extremes beyond what most thought were healthy.

These are the fears I face as a professional athlete on a day-to-day basis. Who am I doing this for? How much is too much? Why am I doing this? How can I be so selfish? What are the sacrifices for?

I think of countless birthday parties and nights out I have missed, ruining a family holiday in France because of the endless search for a swimming pool to train in, almost missing my brother's wedding because I was too busy hiring a car in downtown Johannesburg and driving through the "no-go" areas in order to do a group ride with the local triathletes. The list is endless.

It boils down to this: I was born with an enormous amount of drive and determination. From a small girl, I would stay in at lunch time just to get ahead on class work rather than go out and play; I would get the bus on my own at ten years old and

go to swim 100 lengths of the pool while other kids played pool games; I was the only girl in a rugby club of 250 boys. I have always lived my life to extremes. Call it unhealthy if you want, but that is the way I roll, no matter what it is I'm applying myself to.

30 Being a professional athlete is no different. If you want to be an Olympic champion, it's all about that little extra thing you have done in your preparation that will set you apart from your competitors.

35 Can this be overdone? Absolutely. But if your dream is to be the best and reach the winner's platform, you had better be totally committed to your sport. In the words of the British triathlete Alistair Brownlee, even if it means getting injured, "I'd prefer to have three or four outstanding years of winning stuff than having ten years of being average."

40 Doing what we do as athletes sets us apart because we are willing to do that extra little bit that might take us to the top. It is certainly not a balanced way to live and it is certainly not normal but those words are generally not used for anyone who is striving for greatness.



3 Read paragraphs 1–4. Complete the information in the table. Then describe the writer's situation to your partner.

The situation the writer faces	
Things she gives up as an Olympic athlete	
Her friends' worries and her reactions	
The fears she faces on a daily basis	

4 Answer the questions based on what you have read.

- 1 Did her friend understand her? Why?
- 2 Did the writer get angry with her friend? Did she try to explain? Why?
- 3 Was she clear about why she had chosen to be an athlete? How do you know?

5 Read paragraphs 5–8. Identify the reasons why the writer was able to get to the top. Use a diagram to illustrate and talk about your analysis.



**6 Read the article again. What do the phrases or sentence refer to in the article?**

a very good reason (line 3)	on a day-to-day basis (line 12)
The list is endless. (line 19)	an enormous amount of drive and determination (line 20)
three or four outstanding years of winning stuff (lines 37–38)	

**7 Which statements do you think are true according to the article? Why?**

- 1 The writer is a professional triathlete.
- 2 Her first sport was rugby.
- 3 At first, she was afraid to join the rugby club because it had 250 boys.
- 4 She missed many birthday parties, ruined family holidays and skipped nights out for the sport she devoted herself to.
- 5 What makes an Olympic champion stand out from other competitors is the special talent she or he has.
- 6 Although she knows that her way of life is unbalanced or unhealthy, she is determined to continue.

**Skill Builder**

**Identifying Real Information**

Sometimes, a task may contain questions with unreliable information or inaccurate interpretation. It is important to know how to identify what information is accurate (true) and what is inaccurate (false).

- Read the text to get the general idea.
- Then read the questions / statements and identify important words.
- Find the relevant part of the text and identify the important words.
- Decide if the important words in the questions / statements and the text express the same idea.

**8 Group Work Think and share.**

- 1 What are the three most important reasons why the writer was able to get to the top? Find evidence to support your conclusion.
- 2 What is your opinion about the writer's attitude and commitment to the profession she has chosen?

**9 Complete the summary using the correct form of the words and phrases below.**

enormous	outstanding	extreme	countless
intensity	length	selfish	normal
boil down to	apply myself		

It **1** \_\_\_\_\_ this: I was born with an **2** \_\_\_\_\_ amount of drive and determination. In my attempt to strive for greatness, I made **3** \_\_\_\_\_ sacrifice, living my life to **4** \_\_\_\_\_ where every workout had a mental **5** \_\_\_\_\_ that seemed too much for most people. If you are not totally committed to your sport and want to lead a **6** \_\_\_\_\_ life, you can never be a(n) **7** \_\_\_\_\_ athlete, let alone an Olympic champion. You may think it is unhealthy or **8** \_\_\_\_\_ to go to these **9** \_\_\_\_\_, but that is the way I roll, no matter what I'm **10** \_\_\_\_\_ to.

### FOCUS ON LANGUAGE: ARTICLES

#### 10 Complete the sentences with definite article *the* or zero articles.

- 1 Why do Olympic athletes push themselves to \_\_\_\_\_ limits?
- 2 I miss \_\_\_\_\_ birthday parties, ruin family holidays and skip nights out.
- 3 "We're worried about you," said my friend from across \_\_\_\_\_ table.
- 4 Don't they know how hard it is to be at \_\_\_\_\_ top in sport?
- 5 ... because I was too busy hiring a car in downtown \_\_\_\_\_ Johannesburg.
- 6 I was born with an enormous amount of \_\_\_\_\_ drive and determination.
- 7 I was \_\_\_\_\_ only girl in a rugby club of 250 boys.
- 8 But if your dream is to be \_\_\_\_\_ best and reach the winner's platform, you had better be totally committed to your sport.

#### 11 Find examples for the rules about definite article *the* and zero articles from the sentences in Activity 10.

##### We use the definite article *the*:

- when there is only one of something (e.g. *the top*).
- when we refer to something unique (e.g. \_\_\_\_\_).
- for superlatives (e.g. \_\_\_\_\_).
- for known things that do not need to be introduced or explained (e.g. \_\_\_\_\_).
- for certain idioms (e.g. \_\_\_\_\_).

##### We use the zero article:

- with proper nouns, i.e. the names of people and places (e.g. \_\_\_\_\_).
- with plural countable nouns referring to things in general (e.g. \_\_\_\_\_).
- with uncountable nouns referring to something in general (e.g. \_\_\_\_\_).

#### 12 Complete the sentences with "the" or "/".

- 1 How far is it from \_\_\_\_\_ capital city?
- 2 Did you see \_\_\_\_\_ last episode of *Heroes*?
- 3 I've bought a new phone. \_\_\_\_\_ phone's got a fantastic camera.
- 4 Who is \_\_\_\_\_ best singer at the moment?
- 5 All children should do \_\_\_\_\_ sports when they are at \_\_\_\_\_ school.
- 6 Is that \_\_\_\_\_ house where you grew up?

### EXPRESS YOURSELF

#### 13 Group Work Choose the four most important things you need to get to the top. Then rank your choices from 1 (most important) to 4 (least important). Share your list with the other group members. Give reasons for your choices.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> intelligence     | <input type="checkbox"/> determination | <input type="checkbox"/> patience        |
| <input type="checkbox"/> mental toughness | <input type="checkbox"/> concentration | <input type="checkbox"/> self-discipline |



# A LIFE STORY

## GET READY FOR WRITING

**1 Pair Work** You are going to write a life story of a person you like or admire. Discuss with your partner.

- Who are you going to write about?
- What is special about him / her?
- What big events did he / she experience in his / her life?

## READ FOR WRITING

**2 Read the article. Answer the questions.**

- 1 Who is Lang Ping?
- 2 Why was Lang Ping named "Iron Hammer"?
- 3 What is Lang Ping's experience as an athlete?
- 4 What is Lang Ping's experience as a coach?
- 5 Why do people like Lang Ping?

### *Iron Hammer*

Lang Ping is one of China's most recognised athletes. She has been a volleyball star for more than thirty-five years and has contributed greatly to the sport, which has made her the most popular figure in China's volleyball history.

Lang Ping played on China's national volleyball team during the 1980s. Her strong and powerful playing style earned her the name "Iron Hammer". Lang was a member of the team when they achieved a series of success including gold medals at the 1984 Olympics, the 1982 World Championship and the 1981 and 1985 World Cups. Lang Ping became a star in China because of her success, her positive attitude and her ability to take on challenges.

After retiring as an athlete in 1986 she has been successful as a volleyball coach in the United States and Italy. However, Lang Ping's commitment to Chinese volleyball brought her back home. In 1995, she returned to become the coach of the women's national team when the team was struggling. Under her leadership, the team came back to the top, winning the 2015 World Cup.

That year, Lang Ping was given the Best Coach and the Sports Special Contribution awards at the CCTV Sports Personality Awards. She was also named "Touching China Personality" of 2016. She is loved not only because of her devotion to her career, but also because of her huge influence on the sport of volleyball.





### FOCUS ON STRUCTURE AND LANGUAGE

- 3 Label the paragraphs (a–c) in the boxes of each paragraph.
- important life or work experiences of the person
  - general introduction of the person
  - major awards and comments

- 4 Write 2–3 sentences about the person that you are going to write about. Use the Sentence Builder to help you.

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### COMPOSE YOUR WRITING

- 5 Find more detailed information about the person you are going to write about.
- 6 **Outlining** Complete the outline of the person's life story based on Activity 3.
- 7 **Drafting** Use your outline and the Writing Help to write your first draft.
- 8 **Editing** Edit your essay in pairs. Then share what you have written in class.

 Peer Editing Sheet for Unit 2, page 93.

## Sentence Builder

### Time Expressions (1)

during

Lang Ping played on China's national volleyball team during the 1980s.

at

Lang was a member of the team when they achieved a series of success including gold medals at the 1984 Olympics ...

after

After retiring as an athlete in 1986 she has been successful as a volleyball coach in the United States and Italy.

that year

That year, Lang Ping was given the Best Coach and the Sports Special Contribution awards ...

## Writing Help

### Writing a Life Story

**It's important to:**

- focus on what is special about the person you are writing about;
- choose important events and achievements to show why he / she is special;
- use time expressions to describe past events or experiences;
- use past tenses to write about events in the past.

# SUCCESS IS A CONTINUOUS JOURNEY

In his typically candid style, Richard St. John reminds us that success is not a one-way street, but a constant journey. He uses the story of his business' rise and fall to illustrate a valuable lesson.

## ACTIVATE AND SHARE

- 1 Look at pictures A and B. Which one represents your understanding of success? Why?

A a one-way street



B a continuous journey



## VIEW AND LEARN

- 2 Watch Part 1 of the video. Why do many people reach success and then fall? Tick (✓) all the reasons that Richard St. John mentions.

- They think success is a one-way street.
- They are not persistent.
- They stop doing everything that leads up to success after they achieve it.
- They figure they've made it, and then they sit back in their comfort zone.

- 3 Watch Part 2 of the video. What did Richard do in reaching success? What did he do after he achieved success? Use the prompts to talk about his experience.

Reaching success, Richard \_\_\_\_\_, but then he \_\_\_\_\_.

- |   |  |
|---|--|
| • worked hard and pushed himself                      | • was good at coming up with good ideas                  |
| • got distracted by money                             | • did what he loved                                      |
| • thought ideas come like magic                       | • sat back and relaxed                                   |
| • got into stuff that he didn't love, like management | • focused on clients and projects, and ignored the money |

- 4 Watch Part 3 of the video. Answer the questions.

- 1 What problems did Richard have after his business went downhill?
- 2 What did he do to solve them? Were his problems solved?
- 3 What did he find about the relationship between being happy and being rich?
- 4 What is the conclusion he makes at the end of his speech?

## EXPRESS YOURSELF

- 5 **Group Work** Make a speech on the topic "Success is not only how we achieve success, but also how we sustain it."

# CONTRIBUTION AND SACRIFICE

Huang Danian, the renowned Chinese geophysicist<sup>1</sup>, was born in 1958 in Guangxi, China. As a keen and able student, Huang went to the UK in 1993 to further his studies.

By the time Huang moved back to China in 2008, he had been living and working in the UK for 15 years. He had a good job and a life there, but he gave it all up to return to home, driven by the idea that he needed to contribute to his country. As one of the world's leading experts in deep earth exploration technology, Huang was approached to participate in the "Thousand Talent" programme. He took up a position at Jilin University, Changchun.

Huang was named lead scientist on China's deep earth exploration programme, developing advanced cameras that can see through the Earth's crust<sup>2</sup> so that it can be analysed without having to dig into it. He set up a state-of-the-art lab, sometimes paying for equipment with his own money. Some described him as a "lunatic" (a madman), but this passion and drive enabled Huang to propel China's deep earth exploration technology into a world-leading position. Huang's dedication contributed to China's lunar probe *Yutu*<sup>3</sup> being landed on the moon in 2013 and the launch of the spacecrafts *Shenzhou-11* and *Tiangong-2* in 2016.

Huang's health also paid the price for his commitment to his work. He began having fainting fits in 2012, but paid them little attention, stating he did not have time to go to see a doctor — his work always came first. In November 2016, Huang collapsed and was taken to hospital, where he was diagnosed with cancer. The disease was so advanced that he had just a couple of months to live.

Like the true scientist he was, Huang never gave up, but always tried to push forwards. Even from his hospital bed, he continued his work, writing letters of reference for his colleagues and replying to questions from his students. He had great faith in the talent of the up-and-coming generation. "Our country is in urgent need of talented people," he said. "If we spend more time and pay more attention to the young, masters and even Nobel prize winners may rise among them."

Huang died in January 2017, aged just 58. More than 800 people attended his funeral<sup>4</sup> to celebrate a life that burned so bright, but was so short.



## NOTES

1 geophysicist *n.* 地球物理学家

2 crust *n.* 外壳

3 lunar probe *Yutu* 月球探测器 “玉兔”

4 funeral *n.* 葬礼

## GENERAL UNDERSTANDING

- 1 Why did Huang Danian return to China in 2008? What were his achievements after he came back to China?

## CRITICAL THINKING

- 2 **Group Work** How do you understand "... to celebrate a life that burned so bright, but was so short"?

## Online Search

Find more information about Huang Danian online to support your explanation and share it in your group.

# THE IMPORTANCE OF FAILURE

When the world-famous author J. K. Rowling gave a speech at a Harvard University graduation ceremony, some may have been a little surprised by the topic she chose: "The Benefits of Failure".

Rowling's first novel was rejected by 12 publishers before it was finally published, yet paradoxically<sup>1</sup>, it was this experience that helped her to succeed: "Failure taught me things about myself that I could have learnt no other way. I discovered that I had a strong will, and more discipline than I had expected."

The late Apple CEO Steve Jobs experienced failure early in his career, when he was fired from the company he had co-founded. He felt despair and rejection. However, it was, in his view, "the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods in my life."

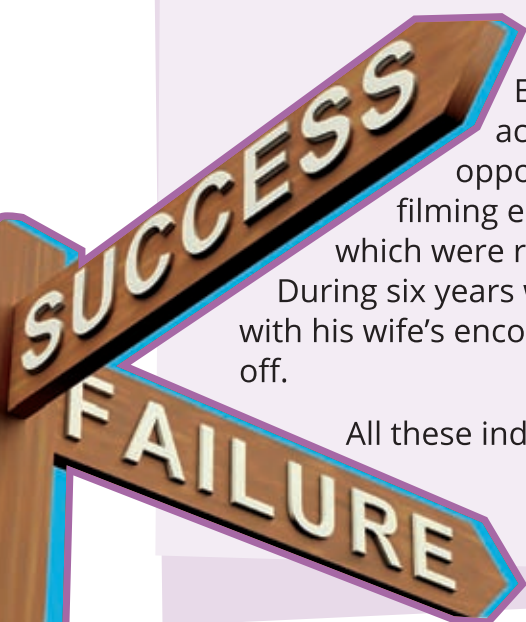
Even Bill Gates has experienced failure. His first company was called Traf-O-Data, but unfortunately, its product didn't work. It was a total disaster. But what Gates learnt from this experience helped lay the groundwork for the global success that is now Microsoft. He didn't make the same mistake twice.

Talented fashion designer Vera Wang has built a global fashion empire, yet life wasn't always so straightforward. A dedicated ice skater as a young woman, Wang was bitterly disappointed when she did not make the 1968 US Olympic team. She gave up sport and joined *Vogue* as an assistant editor, but was crushed. After 15 years at the magazine, she was passed over for promotion to editor-in-chief. However, this setback prompted her to set up her own bridal fashion label. The rest is history.

Ang Lee, a worldwide-famous director, wasn't successful either as a student or as an actor. Twice failing the college entrance examination at home, Lee turned to study drama in the US, but his poor English prevented him from becoming an actor. After being accepted for a directing major, Lee spent six years looking for opportunities to direct a film, but was only asked to look after filming equipment. He then spent most of his time writing plays which were rejected by more than 30 companies within two weeks.

During six years with no income, he had to depend on his wife. In the end, with his wife's encouragement and his determination, all his efforts finally paid off.

All these individuals share something in common: At tough moments





in their lives, they showed grit. But what is “grit” exactly? Put simply, it’s a passion for something and the determination to work hard and to stick with it. It’s very easy to give up when we hit setbacks, but people who have grit keep going.

So, how can we become “grittier”? This is where the importance of failure comes in: If we can learn how to manage failure, we’ll learn how to succeed. By working through a series of failures, we’re better prepared for the bigger challenges we’ll face in the adult world: We’ll have the resilience<sup>2</sup> we need to keep going. We’ll have true grit.



### NOTES

1 paradoxically *adv.* 自相矛盾地

2 resilience *n.* 适应力

### GENERAL UNDERSTANDING

- 1 What did J. K. Rowling learn from her failures?
- 2 What do the people in the text have in common?
- 3 What is “grit” and why is it important?

### CRITICAL THINKING

- 4 How do you understand Steve Jobs' words “The heaviness of being successful was replaced by the lightness of being a beginner again.”?
- 5 Do you agree with the saying “Failure is the mother of success.”? Why?

#### Online Search

Find stories about how people learn from their failures. Share the stories in groups.



# CHECK YOUR PROGRESS

Use what you have learnt from the unit “Success” to talk about views of success, and discuss what qualities successful people have and what their secrets of success are.



- 1 The students are creating a class poster on “success” for the Careers Week. Chen Xi wrote a short text for the poster, sharing Jason Harley’s views on success. Complete his text using the correct form of the words and phrase below.

appreciate  
furniture

dormitory  
give away

earn  
guilty

fortune  
professor

Does having a lot of money mean being successful? I think Jason Harley, a **1** \_\_\_\_\_ and an ex-millionaire, can be called a successful person. Many people think he must be mad by **2** \_\_\_\_\_ money to homeless people, and living in a small **3** \_\_\_\_\_ with second-hand **4** \_\_\_\_\_. But to him, no one has lived a better life than he has after he decided to turn his back on his **5** \_\_\_\_\_. He said that with all his fortune, he felt **6** \_\_\_\_\_ when he saw there were people who **7** \_\_\_\_\_ so little and could barely support themselves. In my mind, he is one of the few people who really understand what real success is in life. I really **8** \_\_\_\_\_ his courage and willingness to make such a huge change.



- 2 Chen Yang also wrote a short text for the class poster and shared her understanding of success. Choose the correct options to complete her text.

It’s encouraging to know that Jason is happier than ever living with a **1** *minimum / maximum* amount of money and things! When it comes to stories about success, I personally think it’s very **2** *limiting / motivating* to talk about **3** *influential / appreciative* people and how they overcame great difficulties in their lives.

J. K. Rowling is a good example — her first book was **4** *rejected / repeated* 12 times before it eventually became a great success.

**5** *Founders / Finders* of some of the biggest companies in the world, like Ma Yun and Bill Gates, also experienced setbacks at the beginning, but they had the **6** *importance / commitment* to achieve their goals. I think if we try to build our own **7** *ambition / confidence* and work hard, we can all achieve our goals.





**3** Li Zhen described her passion and ambition to achieve her goal for the class poster. Complete the text using the correct form of the phrases below.

live my life to extremes

be obsessive about basketball

do that extra little bit more

push myself to the limits

make many sacrifices

strive for greatness

When I finish my studies, I would love to be a professional athlete. Ever since I was a child, I have **1** \_\_\_\_\_, playing it, watching it, talking about it, everything! There are so many other talented young basketball players so I have to **2** \_\_\_\_\_ than them to stand out. I know too that I will have to **3** \_\_\_\_\_ including giving all my free time to practise instead of going to parties. Luckily, it suits my personality as I have always **4** \_\_\_\_\_ and **5** \_\_\_\_\_. I think that you have to have the courage and determination to **6** \_\_\_\_\_ in order to be successful in any field.



**4** Read the students' statements about success. Underline the verb-ing forms and decide if they are used as subject (S), object (O) or predicative (P). Do you agree with the students?

**Student 1:** Earning money is not the most important consideration in my life. ( )

**Student 2:** I think too many people spend time worrying about trying to reach the top, even if they are not happy. ( )

**Student 3:** What I would like to do in the future is nursing. I know it is not success in many people's eyes. But for me, helping people to recover is success. ( )

**Student 4:** My mother always told me that achieving my goals was not as important as being happy. I totally agree with her. ( )



**5** Li Qin did some research online to collect different people's opinions on life, happiness and success. Complete the opinions with the article "the" or "/".

1 As a teacher, I think it is important for students to find a balance between \_\_\_\_\_ extracurricular activities and their studies. Then they will be both happy and successful.

2 I'm an Olympic athlete. If you want to become a world-class swimmer you have to spend a lot of time in \_\_\_\_\_ swimming pools. You will never succeed otherwise.

3 Business leaders understand that you cannot become successful without \_\_\_\_\_ support of a good team. My employees make me a great boss.

4 I was a successful journalist and now I'm retired. If I could relive my life, I would spend more time with \_\_\_\_\_ family and friends. I missed so many important events.

5 In my last job, I spent so much time in \_\_\_\_\_ meetings that we seldom had time to work! Now I have my own business and I limit the number of meetings.



6 Please add to the poster the qualities and attitudes of successful people. Which of the qualities and attitudes are the most important for success? List your top 3 and give your reasons.

passionate                      motivated                      cooperative  
disciplined                      enthusiastic                      grateful  
hard-working                      determined                      ambitious

setting goals high      keeping trying  
having strong competitors  
pushing yourself to the limits

**Top 3 Qualities**

No.1: \_\_\_\_\_

Reason: \_\_\_\_\_

No.2: \_\_\_\_\_

Reason: \_\_\_\_\_

No.3: \_\_\_\_\_

Reason: \_\_\_\_\_

# UNIT DIARY

What have you learnt in this unit? Reflect and complete the diary. Then share in groups.

★ *Useful words I learnt to describe failure and success:*

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★ *Three impressive sentences I'd like to remember from this unit:*

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★ *The key steps required to become successful at something:*

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★ *The parts I like / dislike about this unit:*

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UNIT

# 3

# CONSERVATION

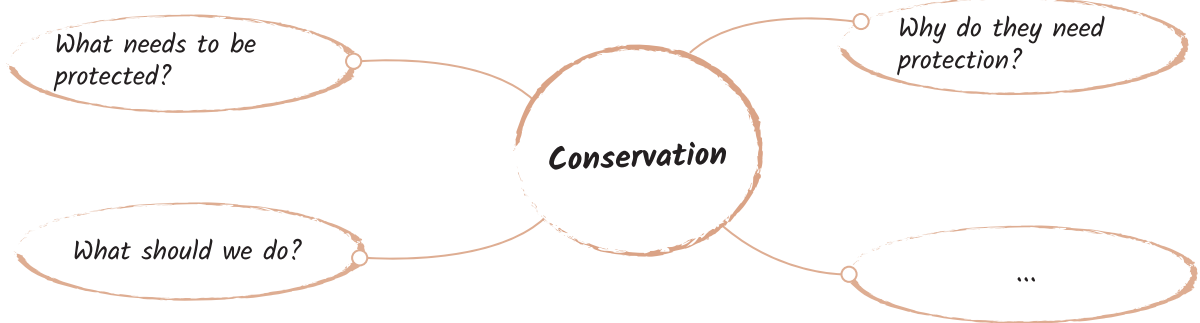
供学习用

**In this unit, you will:**

- listen, read and talk about conservation;
- learn to use relative clauses with *when / where / why* and some collocations to express meaning, and also learn how to make and accept suggestions;
- write a “for” and “against” essay;
- view an episode about crazy bridges for animals and express your opinions about it.

# TOPIC TALK

1 **Pair Work** Use the diagram to talk about the things that need to be protected.



**Example** *Our environment needs protection. We use cars too much, which is bad for both the environment and our health.*

3.1 2 Read the Text Builder carefully. Then listen to the dialogue and complete it by underlining the words or expressions you hear.

## Text Builder


I really feel strongly that we need to change the way we \_\_\_\_\_ in order to protect \_\_\_\_\_.

I can see that \_\_\_\_\_ is one of the biggest threats to our planet.

We all need to \_\_\_\_\_.

**Human Activities**  
farm and eat, work, travel, live


**Things to be Protected**  
the Earth, plants, oceans, forests, animals and the environment, our planet, our land



**Ways We Destroy Nature**  
the use of oil and coal, plastic waste, driving cars, cutting down forests, mining



**Positive Actions**  
reuse previously used items  
recycle and reduce the amount of waste we produce  
help save energy and resources  
cut down the use of unrecyclable plastic  
play our part  
use cars less  
cycle and walk more





**3** Use the Text Builder to talk about your feelings on conservation or how to protect the environment.



**4** Listen to the dialogue. Answer the questions.

- 1 Why is Dr. Bradshaw working on protecting rhinos?
- 2 What do people do to rhinos?
- 3 What does Dr. Bradshaw suggest doing?
- 4 What may happen, if we don't do something now?

**5** Use the language you have learnt to write a short paragraph about what you know, how you feel and what you need to protect the environment in the future. Then share it in groups.

“

## Quote ... Unquote

*Conservation is a state of harmony between men and land.*

– Aldo Leopold

*Take with restraint and use in moderation; this way one shall always know contentment.*

– Zizhi Tongjian

*Conservation means the wise use of the Earth and its resources for the lasting good of men.*

– Gifford Pinchot

*Environmental pollution is an incurable disease. It can only be prevented.*

– Barry Commoner

”



### NOTES

- Aldo Leopold (1887–1948), an American author, philosopher and environmentalist. He was a professor at the University of Wisconsin and is best known for his book *A Sand County Almanac* (1949).
- Gifford Pinchot (1865–1946), the first professional American forester and conservationist.
- Barry Commoner (1917–2012), an American biologist, college professor and politician.
- *Zizhi Tongjian*, an epic set of historical annals first written in chronological style in ancient Chinese history.



# THE SIXTH EXTINCTION

## ACTIVATE AND SHARE

### 1 How much do you know about extinction? Choose the option based on your knowledge.

- How many times up to today has life on Earth almost died out?
  - Once.
  - Five times.
  - More than 10 times.
- About what percent of all species on Earth became extinct during the mass extinction known as the "Great Dying"?
  - Less than 10%.
  - Nearly 50%.
  - More than 90%.
- What do scientists think will cause the next mass extinction?
  - Human activity.
  - Natural causes.
  - Unknown reasons.

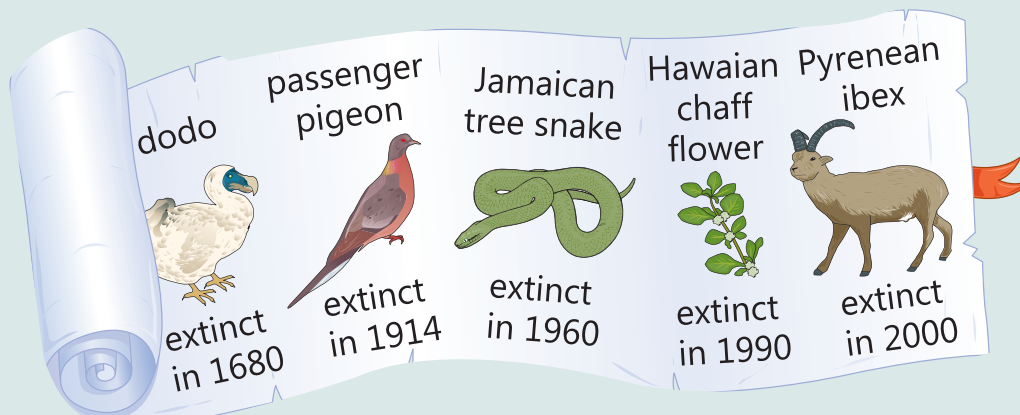
## READ AND EXPLORE

### 2 Read a text about extinction. Then check your answers in Activity 1.

Extinctions, where entire species are wiped out, are not unusual in our Earth's history. In fact, over 90 percent of all species that ever lived are now extinct. In the last 500 million years, there have been five times when life on Earth has almost ended. These include the third mass extinction, known as the "Great

- 5 Dying", which killed 90% to 96% of all species. And the fifth event, which occurred 66 million years ago, caused the death of the dinosaurs. The reasons for extinctions are varied. According to scientists, they include volcanic eruptions, asteroids hitting the Earth from space, changes in sea levels, the decrease of the oxygen content of the sea and global warming. Many
- 10 scientists say we are now entering the Earth's sixth mass extinction. This time, human activity will be to blame.

Although it is not unusual for species to die out naturally, the rate at which this is now happening is cause for concern. A 2015 study by scientists who were based at Brown University and Duke University in the US, looked at





15 how quickly species die out due to natural causes, that is, the “background extinction rate”. They found that human activity is causing species to die out 1,000

20 times faster than normal. There is a long list of reasons why so many species are dying out: air and water pollution, forests being destroyed, factory farming and overfishing. It



25 is clear that human activity has negatively affected all other species on Earth, including animals and plants.

If a sixth mass extinction occurs, scientists who have studied the issue believe that up to three quarters of all species on Earth could die out. Of course, as we humans depend on so many species for our survival, we would also be at risk of dying out. Our world and our lives depend on the

30 balance in nature between animals and plants. Without forests, we would have no air to breathe, and without clean water we would be unable to

35 survive.

Can a sixth extinction be avoided? Experts say that it is not yet too late, if we take action now. This would mean we have to significantly change the way we live. For example, we need to take steps to save endangered species, including setting up special areas where plants and

45 animals can be protected. We need to change how we work and travel by using cleaner, more natural sources of energy, such as wind and solar energy. We also need to improve our farming methods to reduce water, air and land pollution. In short, if we want to survive, we need to stop destroying

55 the planet that we live on and start to protect it.

### The Black Robin

Case Study

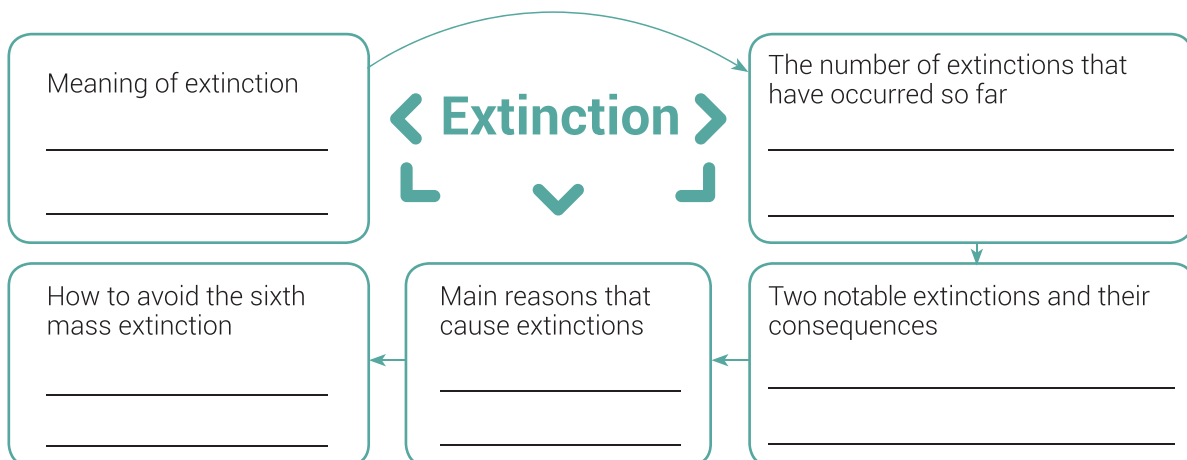
Black robins are the birds that humans saved from extinction. In 1980, there were only five black robins left in the world. They all lived on a small island off the coast of New Zealand. Only one of those birds, a female called Old Blue, was able to lay eggs. Wildlife workers began a programme for raising black robin chicks. They protected Old Blue's eggs, helped them to hatch, and took care of the chicks. Thanks to their efforts, there are now more than 250 black robins, and the population is spreading. To help them survive, people are restoring their habitats and removing small animals that hunt them, such as mice and cats from the islands where they live.

#### NOTES

robin *n.* 知更鸟

habitat *n.* 栖息地

**3 Read the text. Complete the notes. Then talk about the different aspects of extinctions.**



**4 Read again. Answer the questions.**

- 1 What did scientists find out in 2015?
- 2 Why does the writer think the sixth mass extinction will come?
- 3 Why does the writer believe we'll probably die out if 75% of the Earth's species die out?
- 4 What did people do in the case study to protect black robins? Which claim(s) did the case study support in the text?

**5 Group Work Think and share.**

- 1 Use different coloured pens to highlight at least one example for each of the four elements listed below in different colours. Then find out (1) what typical language is used? (2) What text type is this piece of writing? (3) What is its communicative purpose?

- facts
- opinions / predictions
- reasons
- solutions

- 2 What ways of argument does the writer use to convince readers? Are you convinced? Why or why not?



**6 Use the adjectives and nouns to make meaningful expressions. Then use each expression to make a sentence. Write the sentences in the space provided.**

entire  
endangered  
significant  
natural  
mass  
solar

change  
resource  
extinction  
species  
energy  
animal

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**7 Complete the paragraph about extinctions using the correct form of the phrases below.**

die out	be known as	have affected	depend on	wipe out
take steps	take action	set up	take care of	

In the last 500 million years, there have been five mass extinction events on Earth. In the third event, which **1** \_\_\_\_\_ the "Great Dying", 90% to 96% of all species **2** \_\_\_\_\_. Of course, species died out due to many causes. But nowadays, human activity **3** \_\_\_\_\_ all types of species that we **4** \_\_\_\_\_ for living. We need to **5** \_\_\_\_\_ to avoid the sixth mass extinction. We should **6** \_\_\_\_\_ to save endangered animals and plants, and **7** \_\_\_\_\_ special areas to **8** \_\_\_\_\_ them before the next extinction comes that may **9** \_\_\_\_\_ the entire species.

**FOCUS ON LANGUAGE: RELATIVE CLAUSES (4) – DEFINING AND NON-DEFINING CLAUSES**

**8 Read the sentences and discuss which word(s) the clauses (in *italics*) refer to.**

- 1 Extinctions, *where entire species are wiped out*, are not unusual in our Earth's history.
- 2 These include the third mass extinction, known as the "Great Dying", *which killed 90% to 96% of all species*.
- 3 A 2015 study by scientists *who were based at Brown University and Duke University in the US*, looked at how quickly species die out due to natural causes ...
- 4 If a sixth mass extinction occurs, scientists *who have studied the issue* believe that up to three quarters of all species on Earth could die out.
- 5 We need to take steps to save endangered species, including setting up special areas *where plants and animals can be protected*.

Which of the clauses above:

- (1) give information to identify the persons / objects. (\_\_\_\_\_)
- (2) give extra information about a person or a thing, which can be left out. (\_\_\_\_\_)

**9 Underline the relative clauses in the sentences and decide if they are defining (D) or non-defining (ND). Translate them into Chinese. Discuss the difference in meaning between the two types of relative clauses.**

- ( ) 1 He went to a city where iron was produced in huge quantities.
- ( ) 2 The bus which was full of tourists stopped near the Leaning Tower of Pisa.
- ( ) 3 Melissa lent me some money, which was very generous of her.
- ( ) 4 The ground is covered with snow and ice, which makes driving very dangerous.
- ( ) 5 I met the famous professor in the hotel, where the meeting was held.

**EXPRESS YOURSELF**

**10 Group Work** Choose two or three environmental problems that are caused by human activity. Offer solutions. Try to use relative clauses where appropriate.

# WAR ON PLASTIC PACKETS

## ACTIVATE AND SHARE

**1 Group Work** Do you often use plastic packets and boxes? What are the advantages and disadvantages of using them? Use the words and phrases to help you.

- |                                    |                          |                                   |
|------------------------------------|--------------------------|-----------------------------------|
| convenient                         | wasteful and unnecessary | terrible for the environment      |
| environmentally friendly           | friendly                 | recyclable                        |
| to keep the product lasting longer |                          | to keep the product fresh / clean |

## LISTEN FOR UNDERSTANDING

**3.3** **2** You are going to listen to two people, Kevin and Alicia, talking about plastic packets. Use the Skill Builder to decide whose opinion each statement is from. Write *K* (Kevin) or *A* (Alicia).

- It is stupid to wrap coconuts in plastic. ( )
- Plastic packaging keeps the product fresh. ( )
- Plastic packaging is bad for the environment. ( )
- The packaging should be recyclable. ( )
- We should do away with packaging completely. ( )
- Refillable containers are not convenient. ( )

### Skill Builder

#### Identifying Opinions

People can have different opinions on the same topics. It's important to study these opinions, so that you can identify and understand the arguments for and against these important issues.

- As you listen, identify the "topic" words or expressions of opinions and write down any opinion words you hear.
- Pay attention to the intonation used when agreeing and disagreeing.

**3.3** **3** Listen again and decide if they are for or against plastic packaging and find out their reasons. Then role-play Kevin and Alicia.

Plastic packaging	
Kevin: <input type="checkbox"/> For <input type="checkbox"/> Against	Alicia: <input type="checkbox"/> For <input type="checkbox"/> Against
<ul style="list-style-type: none"> <li>Each coconut was wrapped in clear, thin plastic. Isn't this _____ of packaging ever?</li> <li>But it's completely _____. It already has its own natural packaging. It's got a _____ that's almost impossible to break!</li> <li>A lot of the plastic used in packaging _____. It's terrible _____. Our oceans are _____, and animals and birds end up _____ as a result.</li> </ul>	<ul style="list-style-type: none"> <li>But there is _____. Supermarkets want to make sure that coconuts reach the consumer _____. The packaging helps to _____, the product _____.</li> <li>But the plastic wrapping also _____. It stops coconut hairs from _____ during transport. And it keeps the coconut _____.</li> <li>But let's be realistic: We still need packaging. We just need to use the _____ packaging.</li> </ul>



**3.3** 4 Listen again. Answer the questions.

- 1 What did Kevin see in the supermarket?
- 2 What does Kevin think about this?
- 3 What solution does Alicia suggest?
- 4 What does Kevin suggest?

**FOCUS ON FUNCTION: MAKING AND ACCEPTING SUGGESTIONS**

**3.4** 5 Listen to the conversation and answer the following questions.

- 1 What are Lisa and Amy talking about in their conversation?
- 2 What kind of wastes did they simply throw away that can be reused or recycled?
- 3 Are they alone in action to protect the environment?

**3.4** 6 Listen again and complete the table.

Wastes that can be reduced or reused	What Amy and Lisa decide to do in the future
Plastic bags	
Takeaway food packaging	
Cartons and plastic cutlery	
Newspapers and glass bottles	



**3.4** 7 Listen and imitate. Complete the Talk Builder.

Talk Builder

**Making and Accepting Suggestions**

- 1 \_\_\_\_\_ try to cook for ourselves more often.
- 2 \_\_\_\_\_ like a good start.
- 3 \_\_\_\_\_ sort our rubbish and take it to a recycling centre from now on.
- 4 Wonderful! \_\_\_\_\_ these are all realistic and achievable steps ...

We should

I think

Let's

That sounds

**SPEAK**

**8** **Group Work** Online shopping is becoming more and more popular. However, it produces lots of unrecyclable packaging. What solution do you have to this problem?

# THE ROAD TO DESTRUCTION

## ACTIVATE AND SHARE

- 1 How much time do you spend travelling to school every day? How do you feel when you get stuck in traffic jams?

to feel anxious

to feel annoyed

to feel stressed out

to feel tired

to feel angry

to feel helpless

## READ AND EXPLORE

- 2 Below is a passage about car uses in Britain. Guess the answers to the questions before you read the passage.

- How many cars are there on the roads?  
32 million / 50 million / 64 million
- By how much has the number of cars gone up in the last 20 years?  
10% / 25% / 40%
- How many people die every year in vehicle accidents?  
1,000 / 2,500 / 3,000
- How many deaths per year are caused by air pollution?  
10,000 / 20,000 / 30,000

- 3 Read Part 1 of the passage. Check your predictions in Activity 2.

### Part 1



"This morning, it took me 40 minutes to go downtown. More roadworks on the A10!"

"Oh really? It took me over an hour. There was an accident on the M11."

How often have you heard these conversations? How often do we get stuck in traffic jams? How often do we arrive at work or school, stressed out,

tired and angry? For many people, the answer is every day. But personal anger and stress are nothing compared to the real costs socially. Here are some figures about Britain:

- In the last 20 years, the number of cars on the roads has gone up by 25%. There are now 32 million cars.

- Over the last decade, an average of 2,500 people have died every year in vehicle accidents.
- Traffic is one of the major causes of global warming and climate change, as car engines produce various types of greenhouse gases.
- Almost 30,000 deaths per year are caused by air pollution.
- Some types of cancer are related to traffic pollution.

## Part 2

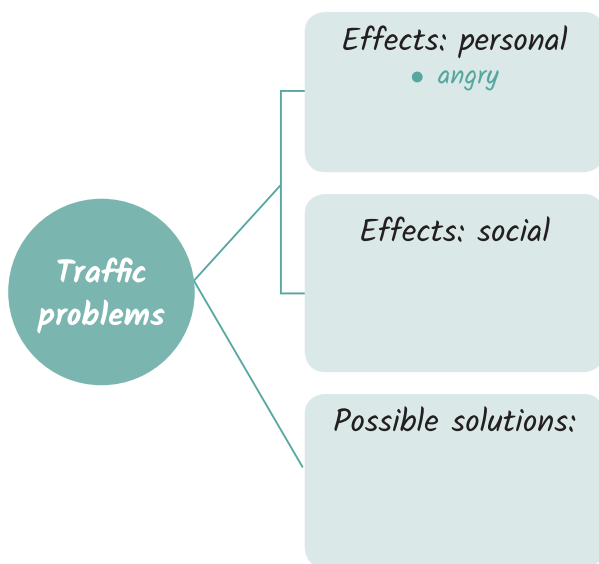
We know that cars are bad for us. But we all make excuses: “The buses are terrible”; “The trains are always late”; “I haven’t got time to walk”. I’m talking about myself, too. To be frank, I’m addicted to my car. When I asked Jenny Trowe of Greenpeace for advice about how to give up, she told me five things:

- **Use your legs.** In 2014, over 55% of car journeys were under eight kilometres. Instead of taking short car journeys, we could easily walk or cycle. Leg power can save your money, keep you fit and help you live longer. Regular exercise also cuts the risk of heart disease by 50%!
- **Use public transport.** Up to 90 people can travel in one bus, while the same number will need at least 18 cars. Sometimes it can take a little bit longer, but so what? You can relax, read a book, talk to someone — who knows?
- **Think before you go.** Do you really have to go to that shopping centre on the other side of town? What about the shops around the corner? Before you get into your car, think about whether you really need to make that journey.
- **Share cars.** If you really have to use a car, share journeys with someone else. It is much cheaper and kinder to the environment.
- **Take action!** We often think there is nothing we can do about the noise, pollution and danger of traffic. There is. If your street is full of heavy traffic, talk to your neighbours about it. Write to the papers. Go to the city government. Ask for a speed limit. Do whichever of these things that suit you. Don’t just sit around and complain!



All quite simple, isn't it? Five easy ways to improve our environment. Well, I'm sorry I have to finish this article, but I've got to pick up my daughter from school at 4 pm. Then I've got to drive to the supermarket to do the shopping. After that, I have to take my son to a party. The traffic is going to be horrible, but what can I do?

- 4 Read Part 1 more carefully. Complete the notes in the diagram. Then think about any possible solutions to the problems.



### Skill Builder

#### Taking Notes (2)

Taking notes when reading a text is very similar to taking notes when listening (see Book 3, Unit 8).

- Read the text quickly to get the general idea of the text.
- Decide what kind of information you are looking for, e.g. names, places, dates, events, reasons, feelings or numbers.
- Remember: Don't try to write in full sentences; use abbreviations and symbols.

- 5 Read Part 2 and complete the notes.



- 6 **Pair Work** Talk about the effects of traffic problems at the personal and social level, as well as the solutions proposed. Then discuss whether the solutions will help solve the problem. Give your reasons. Use the notes in Activities 4 and 5 to help you.

- 7 **Group Work** Think and share.

- 1 What is the writer's attitude towards cars? Find some evidence from the passage.
- 2 How do you understand the title "The Road to Destruction"?



**FOCUS ON LANGUAGE: COLLOCATIONS (2)**

**8** Look at the Word Builder. Match the words (1–8) with the endings (a–h) to form common collocations. Then use the collocations to complete the summary.

Word Builder

**Collocations (2)**

<p><b>1</b> make</p> <p><b>2</b> get stuck</p> <p><b>3</b> be</p> <p><b>4</b> protect</p> <p><b>5</b> do</p> <p><b>6</b> pick</p> <p><b>7</b> cause</p> <p><b>8</b> share</p>	<p><b>a</b> addicted to</p> <p><b>b</b> a lot of harm</p> <p><b>c</b> cars</p> <p><b>d</b> in a traffic jam</p> <p><b>e</b> up sb</p> <p><b>f</b> the environment</p> <p><b>g</b> excuses</p> <p><b>h</b> global warming</p>
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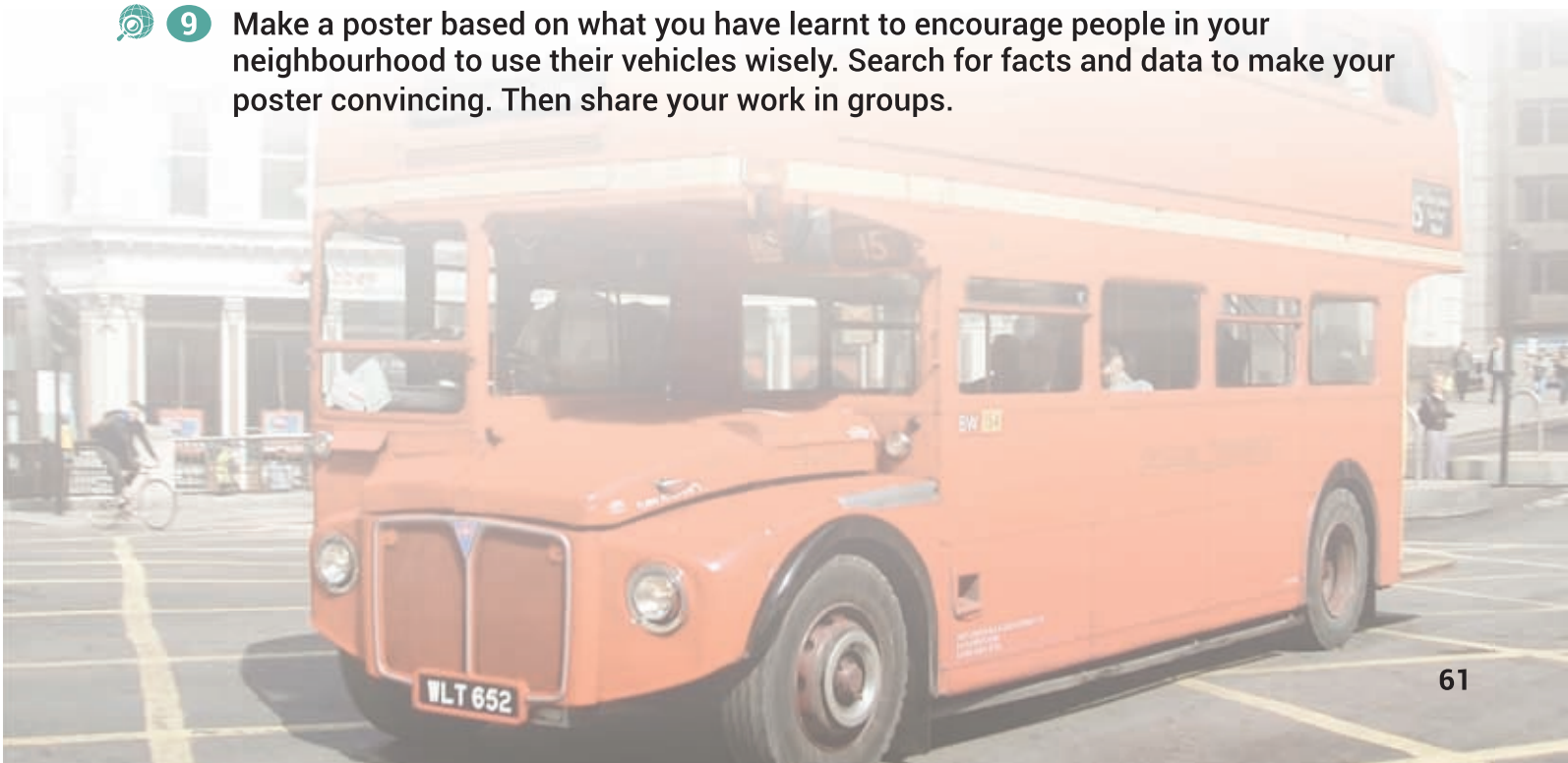
Many people often **1** \_\_\_\_\_ when they go to work. How annoyed and stressful they often feel! But the problem is that the number of cars is still going up. Traffic pollution has been found to **2** \_\_\_\_\_ and climate change to a large degree.

Too many cars **3** \_\_\_\_\_ to the environment and our health. Some advice has been given for people to help **4** \_\_\_\_\_, for example, using public transport or **5** \_\_\_\_\_, doing your shopping in the shop just around the corner instead of driving to the other side of town. However, people **6** \_\_\_\_\_ using cars. They **7** \_\_\_\_\_ for using their cars, "I need to **8** \_\_\_\_\_ my daughter. What can I do?"



**EXPRESS YOURSELF**

**9** Make a poster based on what you have learnt to encourage people in your neighbourhood to use their vehicles wisely. Search for facts and data to make your poster convincing. Then share your work in groups.





# A "FOR" AND "AGAINST" ESSAY

## GET READY FOR WRITING

- 1 Pair Work** You are going to write a "for" and "against" essay on one of the statements. Discuss and list the arguments for and against the statements. Then share your ideas.

Statements	"For"	"Against"	Your opinion
We should only have organic farming.			
We should not use animal products for food or clothing.			

## READ FOR WRITING

- 2 Read the essay. Answer the questions.**

- 1 What is the main topic of the essay?
- 2 What are the main arguments and supporting details used "for" and "against" factory farming?
- 3 What is the writer's opinion about factory farming?

Factory farming involves keeping farm animals inside buildings to increase the production of meat or eggs. According to an institute, "74% of the world's poultry, 43% of its beef and 68% of its eggs are produced in this way."

The main argument for factory farming is that, apart from being a lot cheaper than traditional or organic farming, it provides more food for a world population that has already reached seven billion, according to the United Nations. As factory farms do not use many workers, the costs are low and the production is high. Moreover, factory-farmed animals suffer from fewer diseases than those living outside.

On the other hand, opponents of factory farming say that it is cruel to the animals. For instance, many farm animals are kept in small spaces where they can hardly move. People who fight for animal rights claim that these animals suffer terrible stress. In addition to this, factory farming has a negative impact on the environment because it creates a lot of waste products, and uses a lot of chemicals to control insects and drugs to treat diseases (UK *Farming Today*, 2013).



To sum up, despite producing cheap food, factory farming is bad for the planet and for the animals themselves. In my opinion, we should try to reduce this kind of farming, although we would have to pay more for our eggs and meat.

### FOCUS ON STRUCTURE AND LANGUAGE

- 3 Read the essay again. Match the functions to each paragraph.

Para. 1 \_\_\_\_\_ Para. 3 \_\_\_\_\_  
 Para. 2 \_\_\_\_\_ Para. 4 \_\_\_\_\_

- a conclusion (your opinion)
- b arguments against the topic
- c introduction to the topic
- d arguments for the topic

- 4 Which of the linking expressions in the Sentence Builder has the following function?

- 1 summarising information
- 2 adding new information
- 3 giving examples
- 4 providing sources of information
- 5 contrasting statements

- 5 Write 2–3 arguments on the statement “We should only have organic farming.” or “We should not use any animal products for food or clothing.” Use the Sentence Builder to help you.

### Sentence Builder

#### Linking Expressions

##### according to

According to an institute, “74% of the world’s poultry ... are produced in this way”.

##### moreover

Moreover, factory-farmed animals suffer from fewer diseases ...

##### on the other hand

On the other hand, opponents of factory farming say that it is cruel to the animals.

##### for instance

For instance, many farm animals are kept in small spaces where they can hardly move.

##### in addition to

In addition to this, factory farming has a negative impact on the environment.

##### in my opinion

In my opinion, we should try to reduce this kind of farming, although we would have to pay more for our eggs and meat.

### COMPOSE YOUR WRITING

- 6 Search online to find data that can support your argument.
- 7 **Outlining** Complete the outline of your essay on the statement you have chosen based on Activity 3.
- 8 **Drafting** Use your outline and the Writing Help to write your first draft.
- 9 **Editing** Edit your essay in pairs. Then share what you have written in class.

 Peer Editing Sheet for Unit 3, page 93.

### Writing Help

#### Writing a “For” and “Against” Essay

##### It’s important to:

- have a clear argument statement;
- include “for” and “against” opinions;
- support your own opinion with examples and other details;
- sum up your argument in the final paragraph.


# CRAZY BRIDGES FOR ANIMALS

Why did the chicken cross the road? We may never know since she's probably never got to the other side. This video presents different barriers animals face when living in human-built environments, and also offers some solutions.

## ACTIVATE AND SHARE

- 1 Do you think human activities can affect animals' behaviour? If yes, how? Give some examples.

## VIEW AND LEARN

-  2 Watch Part 1 of the video. Tick (✓) the human-made things that affect animals' lives.

- roads       underpasses       pipelines       footbridges       painted lines  
 clear-cut corridors       high-tension power lines       roads of rocks

-  3 Read the statements. Then watch Part 2 of the video. Write *T* (true) or *F* (false). Explain why.

- (    ) 1 It's not likely for humans to get rid of roads, power or pipelines now.  
 (    ) 2 High-tension power lines, as well as clear-cut corridors, pipelines, roads of rocks and painted lines on the ground do no harm to animals.  
 (    ) 3 Even if the barbed wire fence is removed, its stopping power can stick around.

-  4 In the final part, the speaker introduces some bridges which animals can use to cross the obstacles. Watch and match the animals with their possible bridges.

<i>Animals</i>	Deer Fish Crabs Elephants Monkeys		Overpasses  Underneath  Salmon cannons	<i>Bridges</i>
----------------	---	--	--	----------------

-  5 Watch the whole video. Read the first part of statement below and find a suitable ending from the box on the right to make each statement complete.

- 1 Unintentional fences that may look harmless to us  
 2 If many animals are stranded on one side,  
 3 Even when we remove physical barriers,

- a animals still won't cross the divide.  
 b they will become isolated from food, mates and protection.  
 c are some of the most effective animal barriers.

## EXPRESS YOURSELF

- 6 Do you think these bridges are good enough for animals? Can you come up with some other innovative ideas that may help animals cross the barriers?



# WORLD HERITAGE SITES IN CHINA

The official title of “World Heritage<sup>1</sup> Site” is given by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) committee to places in the world that are outstanding examples of cultural or natural history. Up to 2019, there are 55 world heritage sites in China, which has the same number of sites as Italy. Here are three of them.

## The Temple and Mansion<sup>2</sup> of Confucius

This site is located in Qufu, Shandong Province, and is a



memorial to Confucius. The site is huge. On the ground, there are more than 900 halls and rooms. The building that people visit most is the Temple of Confucius. Besides the temple, visitors can enjoy the grounds outside, where there are more than 1,000 stone tablets and over 100,000 tombs.

## The Old Town of Lijiang

This site is a few hours bus-ride away from the ancient city of Dali in Yunnan Province. Surrounded by fields, mountains and rivers, the Old Town of Lijiang looks like a jade<sup>3</sup> ink stone in spring and summer.

Each year, many foreign tourists visit the Old Town, and the place is like “Venice in the East” to them.

There are narrow alleys<sup>4</sup>, pretty streams, small stone bridges and houses with carved doors and painted windows.



### NOTES


- 1 heritage *n.* 遗产
- 2 mansion *n.* 宅邸; 大厦
- 3 jade *n.* 翡翠
- 4 alley *n.* 小巷

### GENERAL UNDERSTANDING

#### 1 Read the texts. Answer these questions.

- 1 Who decides which place will be given the title of “World Heritage Site”?
- 2 What are the features of the sites mentioned in the texts?

### CRITICAL THINKING

- 2  What other World Heritage Sites do you know about? Why are they given the title? Find more information about them online.

## Jiuzhaigou Valley Scenic and Historic Interest Area

This area, north of Sichuan Province, is a unique natural wonder. Every year, visitors from all over the world come to admire the mountains, lakes, streams, trees, underground springs and waterfalls, which make Jiuzhaigou

Valley an area of outstanding natural beauty.



The valley is also home to many protected species of plants and endangered animals.

# NATURE IS TURNING ON US



*In the last few years, we have seen environmental disasters on a grand scale, and experts are predicting worse to come. Jin Li reports on our Earth's changeable weather patterns.*

Thunderstorms, floods, earthquakes, typhoons, volcanic eruptions, tsunamis, and forest fires have become increasingly common. There have been terrible floods in Asia, Africa, America and Oceania. Storms have been getting worse everywhere too, with more hurricanes hitting the US and Central America. Reduced rainfall has affected Africa for years, with severe droughts in Somalia and Kenya in 2017, as well as many other zones becoming drier. Reduced rainfall in Canada resulted in a huge forest fire in May 2016. Volcanic eruptions and earthquakes have always been a threat. In 2016, there were three volcanic eruptions at almost the same time in Indonesia. There have been serious earthquakes in many parts of Asia, Europe and South America. A massive earthquake hit central Italy in August 2016, killing at least 247 people.

So why is nature beginning to turn on us? One answer is overpopulation. The population of the world is growing at the rate of 10,000 people an hour, nearly 90 million a year. Most of the growth is in the developing world. Poor people in agricultural areas often move to the cities. They build homes from whatever materials they can find. These homes can easily collapse during earthquakes or slip and slide downhill in landslides, especially after heavy rain. On top of that, there is the added aspect of global warming. This has mainly been caused by the huge amounts of carbon dioxide produced by factories and vehicles. The destruction of the world's forests plays a part, too. As a result, a hotter ocean causes stronger winds. Atlantic hurricanes are 40% stronger now than they were 30 years ago.

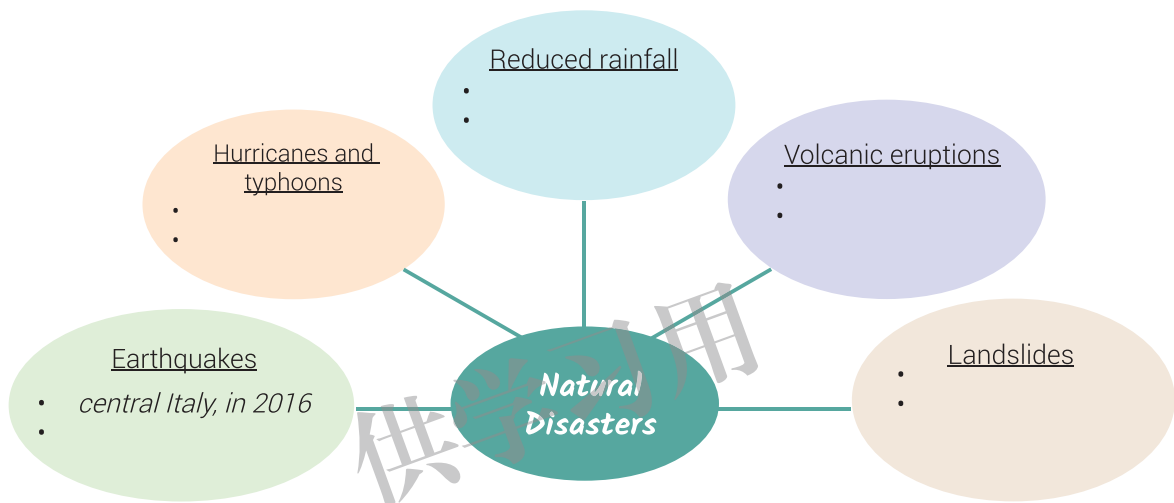
Landslides and earthquakes are even more dangerous now than in the past because around half of the world's population now live in cities. Many people in cities and towns in South America and Asia are at risk from landslides. In April 2017, the city of Mocoa in Colombia was hit by a landslide, leaving many dead and injured. A great number of people live at risk from earthquakes too. These have claimed more than 1.6 million lives in the last hundred years.

Most disaster experts believe that things could get a lot worse. Professor Hou Ming of Peking University studies volcanoes. He warns that the world has not

seen the worst yet. The worst eruption in human history was probably Mt Tambora in 1815, in Indonesia. Dust from the volcano rolled across the Earth's skies. There was no summer in Europe and America the following year. But evidence shows that 73,000 years ago there was a much greater eruption. "It reduced temperatures by maybe 6°C in some places, and the whole planet was sent into winter for years. And there are about two of these events every 100,000 years ..."

**GENERAL UNDERSTANDING**

1 Complete the diagram with facts about natural disasters around the world.



2 According to the author, why is nature turning on us?

**CRITICAL THINKING**

3 Is the author's attitude positive or negative towards the future? Find evidence from the text.

4 Do you agree with the author? Why? What is your attitude towards the future?





# CHECK YOUR PROGRESS

Use what you have learnt from the unit “Conservation” to talk about endangered animals and environmental problems, and make or accept suggestions for protecting the environment.



- 1 Chen Xi is preparing his report on endangered animals for the class presentation on “Protecting the Environment”. Complete his report using the correct form of the words or phrases below.

habitat	illegal	apart from	sum up	species
decade	decrease	increase	threat	million

There are thousands of endangered **1** \_\_\_\_\_ in the world and if the rate at which they are dying out continues to rise, **2** \_\_\_\_\_ of plants and animals will become extinct in the next **3** \_\_\_\_\_. The Giant Panda, a symbol of conservation, might be one of them. **4** \_\_\_\_\_ the few living in zoos and conservation centres around the world, pandas are found only in the bamboo forest in southwest China. They are endangered as their **5** \_\_\_\_\_ are being destroyed due to human activities. Because of conservation efforts, the number of pandas is **6** \_\_\_\_\_ according to a survey in 2015. This news is exciting, but much still has to be done to save it from extinction. The Yangtze Dolphin is another species under severe **7** \_\_\_\_\_ in China. The number of them is **8** \_\_\_\_\_ due to pollution in the river, **9** \_\_\_\_\_ hunting and other human activities. **10** \_\_\_\_\_ my presentation, I want to remind everyone that animals have no voice in our world. We need to speak out on their behalf before they disappear for good.



- 2 Li Zhen is known as the “little inventor” in her class. She’s preparing a presentation on one of her inventions to help protect the environment. Choose the correct options to complete her presentation.

I recently came back from a trip to the beach and was very upset to see the amount of **1** *scene / plastic* on the beach and in the water. It’s disappointing to see the **2** *ingredient / environment* destroyed like this. Even though many people are trying to **3** *reorganise / recycle*, there is **4** *hopefully / unfortunately* still so much plastic waste that ends up being thrown away. Then I thought about doing something. As a result, I invented a new type of packaging. It is made from plant leaves and it is as light as plastic. It can be made into either bags or other types of **5** *packet / shape*. It is very convenient for **6** *scientists / consumers* to use. I am so happy that I have won an award for this **7** *integrating / innovation* for the environment. I hope that everyone can do something for the environment.





**3** Chen Yang gives a presentation and calls on people to use public transport. Complete part of her presentation with the words below.

complain      cancer      jams      cycle      annoyed      damage

A lot of people feel that driving their own cars allows them to have more freedom and they often **1** \_\_\_\_\_ about the inconvenience of public transport. Well, waiting time, crowds and sweating on public transport do leave people feeling **2** \_\_\_\_\_, but in order to protect the environment, I think using public transport is worth the effort.

First of all, research shows that around 90% of total pollutants in some big cities come from cars. These pollutants are harmful to the environment and extremely dangerous to our health. They can **3** \_\_\_\_\_ our lungs and cause illnesses such as **4** \_\_\_\_\_. Relying too much on cars also creates problems such as traffic **5** \_\_\_\_\_, road accidents and noise pollution. Of course, cars are convenient and necessary when travelling long distances, for short journeys within the city it is often faster to **6** \_\_\_\_\_. So let us take action now.



**4** Chen Xi's father is a scientist who does research into seas and oceans. He is invited to give a presentation to the class to share his working experience. Read and underline all the relative clauses and circle the words or expressions they refer to. Decide whether they are defining or non-defining relative clauses.

Being a marine researcher is something that I've always dreamed of. I work with a team of scientists, who are all experts in their fields, on an international project. I'm currently based in Argentina, which is in South America, studying sea temperatures from Antarctica. Unfortunately, there has been a significant rise in temperatures over the past 50 years, which is clearly linked to human activity. The effects of hotter seas include more frequent storms, natural disasters and, most worryingly of all, the melting of the ice caps. Polar ice caps that were frozen all year long, even ten years ago are now melting at an alarming rate. I hope by educating people about this and sharing research we can work together as a global community to protect our planet.



**5** Li Zhen and Chen Yang are doing a role-play for the class presentation, in which they are talking about cycling in the countryside. Order the dialogue.

- ( ) **a** OK, cycling sounds good. Why not pack a tent? We can camp overnight near a beautiful forest I know of.
- ( ) **b** Would you like to join me for a cycle next week? My mother can drive us to the mountain and we can start from there.

- ( ) c Great. I have a tent too but we can use yours this time.
- ( ) d Why don't we just cycle instead? It would be better for our health and the environment.
- ( ) e Wonderful. I can't wait to go! I haven't cycled or camped for ages.



**6** The students decide to write their ideas for protecting the environment on a poster. Complete their ideas with the correct form of the words below and give your own idea.

take                      make                      share                      go                      keep

- 1 We need to stop \_\_\_\_\_ excuses for why we cannot do more for the environment.
- 2 \_\_\_\_\_ action and do something for a better environment.
- 3 We really don't want to see people driving the car when they only need to \_\_\_\_\_ around the corner.
- 4 Tell your parents that if they really need to drive, car \_\_\_\_\_ is better than driving alone.
- 5 If we walk and cycle more, we can \_\_\_\_\_ fit and help the environment at the same time.
- 6 I think \_\_\_\_\_.

## UNIT DIARY



What have you learnt in this unit? Reflect and complete the diary. Then share in groups.

★ *Useful words I learnt to describe conservation and the environment:*

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---



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★ *Three impressive sentences I'd like to remember from this unit:*

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★ *Three ways I can use to make or accept suggestions:*

---



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---

★ *The parts I like / dislike about this unit:*

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**GENERAL UNDERSTANDING**

- 1 Read the biography of Guy de Maupassant. What kind of person was he?
- 2 Read the story. Are these statements about the story true (T), false (F) or no information given (NI)?
  - ( ) 1 Mathilde Loisel is not happy with her life.
  - ( ) 2 Monsieur Loisel earns a high income.
  - ( ) 3 Mathilde Loisel refuses to go to the ball.
  - ( ) 4 Monsieur Loisel is saving to go on a hunting trip with his friends.
  - ( ) 5 Mathilde Loisel dances with the minister.
  - ( ) 6 Mathilde Loisel discovers the necklace is missing at the ball.
  - ( ) 7 Madame Forestier looks at the necklace when she gets it back.
  - ( ) 8 Monsieur Loisel looks older after 10 years of hard work.

**3 Read the story again and answer these questions.**

- 1 What was Mathilde Loisel's reaction on receiving the invitation?
- 2 Why had Monsieur Loisel saved 400 francs?
- 3 Why was Mathilde Loisel anxious to leave the ball?
- 4 Why was Monsieur Loisel frightened when he went to pay thirty-six-thousand francs for the necklace? What does the author mean by "black misery" and "moral torture"?
- 5 How did the Loisels' life change after they paid for the necklace?
- 6 Do you think the Loisels recognised good quality jewellery? Give reasons.
- 7 What was Madame Forestier's reaction when she realised who Mathilde Loisel was after 10 years?
- 8 Do you think Madame Forestier would have been "deeply moved" enough to help Mathilde Loisel?

**CRITICAL THINKING**

- 4 Do you think this story is still relevant today? Why or why not?
- 5 What do you think is the moral story behind this? What do you think Mathilde Loisel should have done?

**The Necklace**


Guy de Maupassant (1850–1893) was a writer who was successful and popular in his own time. Maupassant grew up in Normandy, France within an aristocratic family. His parents separated when he was eleven. His mother introduced Maupassant to her friend, Gustav Flaubert, one of the most famous 19<sup>th</sup> century writers. Flaubert tutored him and brought him into French literary circles where he met other famous writers such as Turgenev and Zola. Although Maupassant's literary career was short, about 10 years, he was extremely successful. At that time the short story was a very popular form of literature and Maupassant's work was well received, becoming a best seller almost overnight. By the 1880s, however, he had become very ill and died in hospital just before his 43<sup>rd</sup> birthday. "The Necklace" became one of the most famous of his short stories.

Mathilde Loisel, a beautiful woman is miserable with her life. Although from a family of clerks, she always felt she had "fallen from a higher station" and longs to be part of the upper class. With no prospect of meeting these dreams she marries a middle-class Parisian clerk. This leaves her unhappy, suffering from what she

5 thinks as a life of poverty. Although her husband's income is sufficient for their needs, Mathilde still dreams of being wealthy. Mathilde focuses on her lack of possessions such as gowns and jewellery instead of enjoying the life she has. She even becomes jealous of her school friend, Madame Forestier, who has married a wealthy man.

10 One evening, the triumphant<sup>1</sup> Monsieur Loisel comes home and hands her an invitation to a ball at the Ministry of Public Instruction where he works. Mathilde surprises him by refusing to go and throws the invitation onto the floor. She gets upset and tells her husband that without a new gown and jewellery she cannot possibly attend the ball. Monsieur Loisel reluctantly agrees to pay for a gown

15 costing four hundred francs, knowing he will not be able to afford the hunting gun he had been saving up to buy. Mathilde buys the dress but complains that she still has no jewellery. For once though, Mathilde is pleased when her husband comes up with the solution to ask her friend to lend some jewellery.

20  Madame Forestier offers Mathilde to choose what she wants and Mathilde selects a beautiful diamond necklace from a black satin box. When Madame Forestier sees how happy the necklace makes her friend feel she agrees to lend it to her for the ball.

25 At the ball, Mathilde is the most elegant and graceful woman there, smiling and happy. All the men ask her name and want to be introduced to her. She dances with all of the attachés from the cabinet and is even noticed by the minister. Dancing with happiness and passion, intoxicated<sup>2</sup> with pleasure, Mathilde exists for a time in the world she longs to be part of.

30 At 4 am, she is ready to leave. As Monsieur Loisel places the wrap over his wife's shoulders, the contrast of the poverty of her wrap with the elegant ball gown is too much to bear and to save any embarrassment she hurries to leave before anyone notices her. When they reach the street they cannot find a cab and start to walk home. They walked towards the Seine in despair, shivering with cold. At last on the

35 quay side they find "one of those ancient night cabs which, as though they were ashamed to show their shabbiness during the day, are never seen round Paris until after dark".

The Loisels arrive home at the Rue des Martyrs, and Mathilde's happiness turns to horror as she sees that the necklace is missing when she looks in the mirror to

40 admire herself one more time. She and Monsieur Loisel search frantically<sup>3</sup>, but they



cannot find the necklace. Monsieur Loisel even retraces their steps back along the whole route and then spends the next day enquiring and trying to find the necklace. Finally, in defeat, he suggests Mathilde writes a letter to Madame Forestier, explaining she will return the necklace after repair, lying that the clasp had broken.

45 This story allows them time to continue the search.

When the Loisels are unable to find the necklace, they use its jewellery box to search for the jeweller where it was purchased. The jeweller offers the couple a similar necklace for thirty-six-thousand francs with the understanding that he will buy it back if they find the necklace before the end of February. However, they do not find the necklace, and they take on huge debt that forever changes their lives. Monsieur Loisel, frightened by the trouble yet to come, by the "black misery" that is about to fall upon him, by the prospect of all the physical sacrifices and the "moral tortures" he is about to suffer, goes to pay the jeweller thirty-six-thousand francs and collects the diamond necklace.

50

55 When Mathilde takes the newly purchased necklace to Madame Forestier, she fears her friend will discover that the necklace is a replacement and consider her a thief. Although Madame Forestier criticises Mathilde for bringing the necklace back late, she never opens the case to look at it.

The next years are horrible for Mathilde, who works like a servant, her own servant having been dismissed. The Loisels move to cheaper housing. Mathilde dresses in work clothing and becomes responsible for doing all the family's "odious"<sup>4</sup> housework duties. She takes on this role with "sudden heroism". Monsieur Loisel works a second job at night. They work for ten years to repay their debts. The strain of deprivation takes its toll, and Mathilde ages rapidly. Occasionally, she thinks back and remembers the wonders of the ball, but finally, their debt is paid in full.

60

One day on the street, Mathilde meets Madame Forestier, still looking lovely. At first not recognising Mathilde, Madame Forestier is shocked by her friend's haggard<sup>5</sup> appearance. Mathilde explains that her life has been hard because of Madame Forestier. Mathilde shares the truth regarding her loss and replacement of the necklace that she had borrowed. She explains that it was purchased with ten years of hard labour. She proudly describes how she met her obligation both to Madame Forestier and to society.

70

Madame Forestier, deeply moved, takes Mathilde's hands in her own and tells her the truth. The necklace that she had loaned Mathilde was mere costume jewellery worth only five hundred francs.

75

## NOTES

1 triumphant *adj.* 扬扬得意的

2 intoxicated *adj.* 陶醉的

3 frantically *adv.* 发疯似地

4 odious *adj.* 十分讨厌的

5 haggard *adj.* 憔悴的

# WRITING A COMIC STRIP OR A PLAY

**1 Brainstorm** You are going to write a comic strip or a play focusing on the relationship between people. You may draw and act in a funny way.

**2 Research** Work in groups and think of unusual or funny relationship situations. Try to think of some real-life situations. You can also search online for ideas and then design your own cartoon or play.

- Discuss and decide on funny / unusual situations (between friends, sisters and brothers, parents and children, teachers and students, etc.)
- Make sure you have the same number of frames in the cartoon as members of the group.
- Make sure that you have the same number of characters in your play as members of your group.

**3 Work as a Team** Put your ideas together and decide what you will choose. Decide how you will organise or present your information and the role of everyone in the group.

- Think about the characters, their names and what they will do and say.
- Make sure everyone's ideas are taken into consideration.

**4 Prepare** Draw or write your cartoon strip frames and practise your play. Prepare some simple instruments or costumes for your play if necessary.

**5 Present** Talk about your cartoon strip or present your play to the class.



## Reflect

- Did your group work well together?  
 Yes       No      Why? \_\_\_\_\_
- What was your role in the project? How were the tasks divided? (e.g. did everyone do an equal amount of preparation and work?)
- What sources or strategies did you use to come up with ideas? How useful were they?
- Were you satisfied with how your cartoon strip or play was received by your classmates?  
 Yes       No      Why? \_\_\_\_\_
- How could your cartoon or short play be improved?
- Which aspect of the project did you enjoy most?
- What did you learn from the other groups?

# PRESENTING QUOTATIONS ON SUCCESS

**1 Brainstorm** You are going to research and find quotations on success and then present them in class.

**2 Research** Work in groups to research on quotation sites online or in books.

- Find quotations by famous Chinese philosophers.
- Research quotations by famous people around the world. (e.g. leaders, artists, writers, scientists and athletes)
- Look up quotations of people you admire.

**3 Work as a Team** Look at all the quotations you have chosen from your research. Decide how to organise and present your information in a team.

- Choose five quotations your group likes best. Share your understanding and analysis of them.
- Group your quotations according to certain criteria. (e.g. themes, cultures, time)
- Make sure all your group members' likes and dislikes are considered.
- Discuss ideas to make up your own quotation on success. Then add to your quotation list.

**4 Prepare** Write up all of your quotations as posters, prepare your PowerPoint presentation or practise presenting your quotations.

**5 Present** Present your group's work to the class. Share your appreciation of the quotations or inspirations from them.



## Reflect

- Did your group work well together?  
 Yes       No      Why? \_\_\_\_\_
- What was your role in the project? How were the tasks divided? (e.g. did everyone do an equal amount of preparation and work?)
- What sources or strategies did you use to come up with ideas? How useful were they?
- Were you satisfied with the final product?  
 Yes       No      Why? \_\_\_\_\_
- How could your presentation be improved?
- Which areas of the topic do you want to explore further?
- What did you learn from the other groups?

# MAKING A REPORT ABOUT AN ENDANGERED SPECIES

- 1 **Brainstorm** You are going to make a report about an endangered species and present it to the class. Try and choose lesser known or unusual species.
- 2 **Research** Work in groups and find some information about a particular species. Allocate the tasks to each number of the group. Look for information online from encyclopaedias, articles or journals on wildlife conservation websites.

- Why did you choose this species?
- Describe the species in detail. (e.g. physical and behavioural characteristics, habitat, diet, special features, how it rears its young)
- What are the main threats to this species and what role are humans playing in damaging the species habitat, population, etc.?
- What steps are currently being taken to protect the species in different countries? What needs to be done?
- Find interesting facts and pictures of the species which would help to educate others about its unique characteristics.

- 3 **Work as a Team** Gather your information and decide what needs to be included in your final presentation report.
- 4 **Prepare** Put all the information together in a report. Present it in a way that can educate and convince others of the urgent need to protect this species.
- 5 **Present** Decide how to organise and present your report.



## Reflect

- 1 Did your group work well together?  
 Yes       No      Why? \_\_\_\_\_
- 2 What was your role in the project? How were the tasks divided? (e.g. based on every member's interests or strengths)
- 3 What sources or strategies did you use for your research? How useful were they?
- 4 Were you satisfied with the final product?  
 Yes       No      Why? \_\_\_\_\_
- 5 How could your report be improved?
- 6 Which areas of the research do you want to explore further?
- 7 What did you learn from the other groups?



# WORKBOOK

供学习用



# RELATIONSHIPS

## LANGUAGE IN USE

### 1 Lesson 1 Complete the paragraph with the correct form of the words and phrases.

practical example  
behaviour

stress  
boring

experiment  
make presentation

lack confidence

When I started teaching science last year, I wasn't very successful. I could tell from my students' **1** \_\_\_\_\_ that they found my lessons quite **2** \_\_\_\_\_. They would yawn and struggle to pay attention. I felt quite a lot of **3** \_\_\_\_\_ but then I realised that I needed to make a change. Previously, I had used a lot of difficult scientific language so I changed this and simplified it. I also decided to use a lot more **4** \_\_\_\_\_ and **5** \_\_\_\_\_ to help the students see what I was talking about instead of just listening. I also realised that many of them **6** \_\_\_\_\_ and therefore hated it when I asked them to **7** \_\_\_\_\_ in front of the class, so I changed my approach to involving more group work. Fortunately, it worked and now my students tell me they love my classes.



### 2 Lesson 2 Choose the correct options.

**Peter:** Hi, Jenny, what's wrong? You look miserable!

**Jenny:** Oh, hi, Peter. I just got some very **1** *positive / negative* feedback from Ms Smith about my English essay. She said the structure of it wasn't very **2** *vague / clear* so it was hard to follow and the examples I used were not **3** *specific / relative* enough. It just hurts my **4** *character / confidence* so much to hear that.

**Peter:** I wouldn't worry too much, Jenny. Although you see it as negative, I think Ms Smith sees it as **5** *direct / general* feedback. She believes it is better to tell you exactly what she thinks. She's like that with everyone so it isn't **6** *personal / social*.

**Jenny:** Thanks, Peter. I guess my **7** *preferred / preference* is just for more supportive feedback.



### 3 Lesson 3 Complete the paragraph with the correct form of the expressions.

be wired up

go cold turkey

social networking site

constant flow

drop social networking

in spirit

At the moment I am trying to **1** \_\_\_\_\_ on using my mobile phone and computer but it is so difficult.

I **2** \_\_\_\_\_ most of the day. I can hear the

**3** \_\_\_\_\_ of alerts from my **4** \_\_\_\_\_.

If I can see pictures of friends at parties and on social occasions, I feel like I'm at least there **5** \_\_\_\_\_.

I think young people's brains are hard-wired now to expect to be connected to the Internet. Wish me luck as I try to **6** \_\_\_\_\_ for one week!



### 4 Past Perfect Complete the paragraph with the correct form of the verbs in the brackets.

I went to London last summer for a job interview.

I **1** \_\_\_\_\_ (not be) there for three years.

I **2** \_\_\_\_\_ (arrive) the evening before the

interview. I **3** \_\_\_\_\_ (spend) a happy hour sitting in a café, thinking about the good times I

**4** \_\_\_\_\_ (have) there as a student. As I was enjoying the coffee, I suddenly **5** \_\_\_\_\_

(see) a familiar face – it was Mr Young, who

**6** \_\_\_\_\_ (teach) me music in my senior

secondary school. I **7** \_\_\_\_\_ (call) his

name and we **8** \_\_\_\_\_ (talk) a lot. I thanked

him for what he **9** \_\_\_\_\_ (do) for me. We

**10** \_\_\_\_\_ (have) a really good time.



### 5 Exchanging Opinions Put the conversation in the correct order.

( ) **a** I see your point, but I think a lot of people don't understand how to be honest but also careful.

( ) **b** Well, I'm not sure about that. I think we should be careful not to hurt other people's feelings ...

( ) **c** I was reading a very interesting article about self-improvement. It seems that one of the most important tools for improving and learning is regular and honest feedback about our work.

( ) **d** OK, I can agree with that but you can be direct without hurting feelings.

( ) **e** That sounds like an interesting article. I believe that it is best to give very direct feedback. That way there is no lack of clarity about where you stand. Either you are doing something well or you aren't!



**6 Choose the correct words or phrase to complete the sentences.**

with      to      through      away from      up

- 1 I saw some of the pictures from the party when I was glued \_\_\_\_\_ my phone.
- 2 Instead of eating out with friends, he preferred the drive - \_\_\_\_\_ fast food restaurant.
- 3 I am so addicted to social media. My phone would have to be dragged \_\_\_\_\_ me if I had to go cold turkey!
- 4 I got my younger brother to help me wire \_\_\_\_\_ my new computer. He is so great with technology and hardware.
- 5 People tend to associate \_\_\_\_\_ those who have similar interests to them.

**LISTENING**

**7 Listen to Monologue 1. Complete the interview notes.**

Ms Anita Jones

Age: 32

Childhood ambition: \_\_\_\_\_

She was inspired by: \_\_\_\_\_

Two reasons why she was inspired:

- helped students \_\_\_\_\_
- \_\_\_\_\_

Her first year on the job: she experienced anxiety because \_\_\_\_\_.

One event that changed her confidence: \_\_\_\_\_.

She has now been working in her job for \_\_\_\_\_.

Two pieces of advice she has:

- \_\_\_\_\_
- \_\_\_\_\_



**8 Listen to Monologue 2. Tick (✓) the sentences which express the speaker's ideas correctly.**

- 1 The Internet is a new concept for most teenagers so they enjoy it. (    )
- 2 Most people can accept that young people live their lives online. (    )
- 3 Some young people do have difficulties in maintaining a balanced life when it comes to the Internet. (    )
- 4 Most young people are capable of controlling their lives when it comes to being connected and being offline. (    )
- 5 There are many benefits to being connected for young people including helping them become more educated citizens. (    )



## TRANSLATING

### 9 Translate the sentences into English.

- 1 遇到詹金斯先生之前，科学这门课对我来说就是一堆奇怪的词语。  
\_\_\_\_\_
- 2 那时，他总是用许多实例和简单的语言解释看起来很难的知识。  
\_\_\_\_\_
- 3 格雷厄姆来我班里上课之前，我就听说过一些他的劣行。  
\_\_\_\_\_
- 4 我的手机和电脑总在我身边，所以我不停地在社交媒体上更新内容。  
\_\_\_\_\_
- 5 我沉溺于账号有多少粉丝，但是我记不清楚一些老同学的生日。  
\_\_\_\_\_
- 6 我仍然还在浏览我朋友那些荒唐的因特网信息和照片。  
\_\_\_\_\_

## READING AND WRITING

### The Key to Healthy Relationships

Everyone, at one time or another, has experienced some challenges in friendships and relationships with family members. We might find ourselves frustrated or angry with other people, or even find that we argue with them. The reality is that nobody is perfect and we need to realise that we should find ways to live happier and less stressful lives. Here are some tips on how to make relationships happier and healthier.

#### 1 Respect other people and accept them

This is the most important point. If we want to show someone we love them, we need to first respect who they are and show them we accept them for who they are. Everyone is unique with different experiences and lives. By always remembering this, we will be able to develop and maintain strong relationships.



## 2 Be interested in others' interests

We might have friends who are crazy about sports, while we prefer reading. Or perhaps a parent's hobby seems boring to us but it is something they love. If we want to keep our relationships strong and positive, we should at least take time to listen to them and talk about what matters to them. By doing this, we show them that we care about them and their interests.

## 3 Apologise when you make a mistake

This is the hardest thing for most of us to do, yet a simple "I'm sorry" can undo a lot of tension. By being humble when you make a mistake, you can fix any problem you may have caused and also show that you are a mature person.

So, try and follow the advice and you will find that you have happier and stronger relationships with your friends and loved ones.

### 10 Read the article. Answer the questions.

#### 1 According to the author, which of the following is correct?

- a We need to realise that others are often wrong in our dealings with them.
- b Our friends and loved ones can cause us stress by being wrong.
- c Everyone can be right and wrong at times and we need to remember that.
- d We need to find people with similar outlooks to our own in order to have a strong and happy relationship with them.

#### 2 According to the author, which is the most challenging mindset for most people?

- a Being mature and admitting our mistakes when we make them.
- b Respecting the fact that others may not appreciate our hobbies and interests.
- c Showing our love for others when they hurt us or disrespect us.
- d Accepting that our friends will eventually grow apart from us.

#### 3 Which of the three pieces of advice is the most important in your opinion? Why?

I think \_\_\_\_\_ is the most important because \_\_\_\_\_.

### 11 Imagine your friend Tim is experiencing difficulties in his relationship with his parents. Write a short email to him with advice on how he can improve his relationship with them, using ideas from the article as well as your own opinions.

# SUCCESS

## LANGUAGE IN USE

### 1 Lesson 1 Complete the sentences with the words below.

dormitory      furniture      appreciate      guilty      millionaire      ultimate

- I remember in his large house years ago, fine \_\_\_\_\_ matched every room.
- Can you imagine that the ex-billionaire is now living in a small \_\_\_\_\_?
- He felt shameful and \_\_\_\_\_ of what he had while others might own very little.
- I do \_\_\_\_\_ the quietness and privacy here.
- He sometimes asked his friends in business what the \_\_\_\_\_ goal of life was and they all laughed at his question.
- Then they thought he might be satisfied with being a \_\_\_\_\_, so they were all utterly shocked when he donated every penny he had made.

### 2 Lesson 2 Complete the sentences with the correct form of the words given.

- Bill Gates is one of the most successful and \_\_\_\_\_ (influence) people in the world of computer software.
- It is said that when employees get bored, it is because they are not doing something they are \_\_\_\_\_ (passion) about.
- Somewhere around 57, Mike finally lost his weight through a serious \_\_\_\_\_ (commit) to exercise and diet.
- Liu Xiang had an \_\_\_\_\_ (ambition) goal for the future. "To be No.1," he said when he was training for the Olympics.
- J. K. Rowling's success in publishing the book series was very \_\_\_\_\_ (motivate) and she decided to make them into films.
- Being \_\_\_\_\_ (reject) affects our self-confidence levels and it might take some time to recover, but eventually we will.
- The scientist is more \_\_\_\_\_ (convince) than ever that his experiment worked and that he has detected life on Mars.
- Though Yuan Longping had \_\_\_\_\_ (limit) conditions for his operation when he started his research, he persisted and achieved his goal.



### 3 Lesson 3 Choose the correct options.

It is never easy to be a world champion, and it is especially difficult for a team to be in the lead for a long time. The Chinese Ping-Pong Team is no exception. When they train, the coach pushes them to extremes and **1** *limits / limit*. If a member starts to get tired and becomes **2** *defensive / defended*, he will probably be given more training to improve his mental **3** *intensity / intention*. The additional activity is usually what he dislikes most and tries to **4** *skip / handle* all the time. There are times

when they are **5 injured / injuring**, and they will be treated and have some time off but they will come back. Somehow the funny part they feel is that in a lot of world games their **6 competitors / competitions** are not from other countries but are actually their teammates. But what really sets the Chinese team **7 apart / part** is their honour and determination to uphold the tradition of keeping their country's team in the lead.

**4 Verb-ing Form Complete the sentences using the verb-ing forms below. Label whether they function as subject (S), object (O) or predicative (P).**

read	ski	smoke	drink	lie
answer	climb	type	forget	

- 1 Her favourite sports are \_\_\_\_\_ and \_\_\_\_\_ mountains. (     )
- 2 \_\_\_\_\_ is sometimes better than remembering. (     )
- 3 "What's your job?"  
" \_\_\_\_\_ the phone and \_\_\_\_\_ letters." (     )
- 4 What's wrong with \_\_\_\_\_ in bed all day? (     )
- 5 My favourite activity is \_\_\_\_\_ comedy stories. (     )
- 6 \_\_\_\_\_ cigarettes is very bad for you. (     )
- 7 People can only live for a few days without \_\_\_\_\_ water. (     )

**5 Showing Interest Choose the correct response to show interest in each statement.**

- 1 "Read this book, I promise you'll love it!"  
 a "Mm."  
 b "How terrible!"  
 c "I definitely will!"
- 2 "Should we see this new comedy film?"  
 a "Sometimes."  
 b "I'm interested in it."  
 c "I do."
- 3 "I had the best summer holiday this year."  
 a "Please tell me about it."  
 b "No."  
 c "So, that's it?"
- 4 "Science is such an interesting subject!"  
 a "That's a shame."  
 b "I am."  
 c "Yes, it is."
- 5 "You will never believe what Tom told me yesterday."  
 a "I agree."  
 b "Wow, what did he say?"  
 c "Sorry."





## 6 Articles Complete the dialogue using one of the articles below or leave it blank.

a            an            the

**Alex:** Hi, Jeff. What are you reading?

**Jeff:** Hi, Alex. It's **1** \_\_\_\_\_ interesting book about different attitudes towards success. It seems that success is a very subjective concept.

**Alex:** What do you mean by that?

**Jeff:** Well, I mean success is different for different people. If your ambition is to be a millionaire, then your bank account is **2** \_\_\_\_\_ most important thing.

**Alex:** I see. So, if family is **3** \_\_\_\_\_ most important thing for you, maybe finding **4** \_\_\_\_\_ husband or wife and having **5** \_\_\_\_\_ children is what you would understand success to be.

**Jeff:** Exactly. It's interesting to see **6** \_\_\_\_\_ variety of ideas here. Everyone is different.

**Alex:** So, what would **7** \_\_\_\_\_ successful life be like for you in the future?

**Jeff:** I think if I could have **8** \_\_\_\_\_ happy family and **9** \_\_\_\_\_ career in science I would feel I have achieved **10** \_\_\_\_\_ success. What about you?

**Alex:** For me, travelling around **11** \_\_\_\_\_ world and also having **12** \_\_\_\_\_ happy family would make me feel happy and successful.

## LISTENING

### 7 Listen to Monologue 1. Complete the interview notes.

When she was young, Dr. Wu was interested in \_\_\_\_\_ and wanted to be an \_\_\_\_\_.

One event which made her decide to become a doctor: \_\_\_\_\_.

Yang inspired her with his:

- \_\_\_\_\_
- \_\_\_\_\_

Two things that studying medicine requires:

- \_\_\_\_\_
- \_\_\_\_\_

The most rewarding thing in her job now:

\_\_\_\_\_

Her advice to anyone considering medicine:

\_\_\_\_\_

8 Listen to Monologue 2. Tick (✓) the statements which express ideas mentioned in the dialogue.

- 1 A life coach's job is to give direct instructions to clients on what success should be. ( )
- 2 Success means different things depending on the person. ( )
- 3 The speaker sees a lot of unhappy people even though they have lives that many other people would consider to be successful. ( )
- 4 Financial security is the most important thing for most people. ( )
- 5 Expensive items like cars can make people happy. ( )
- 6 One client completely transformed his life after considering what makes him feel happy and successful. ( )

TRANSLATING

9 Translate the sentences into English.

- 1 16年前，詹森是一位大学教授，拥有一套有6间卧室的大房子以及200万美元的财富。  
\_\_\_\_\_
- 2 他厌倦了这种被认为是成功的生活，即自己拥有一切，而很多人却什么都没有。  
\_\_\_\_\_
- 3 詹森·哈利决定放弃这种生活方式。  
\_\_\_\_\_
- 4 我正在超越大多数人所认为的健康极限。  
\_\_\_\_\_
- 5 作为运动员，我们所从事的训练让我们与众不同。因为我们愿意给自己多加一点或许会达到事业巅峰的训练。  
\_\_\_\_\_

READING AND WRITING

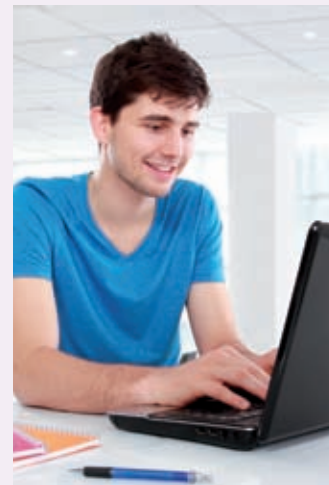
*Opportunity Calls*

At 16 years old, Sam had always been a relatively good student. He put in an effort to get good grades and keep his parents happy. Neither of his parents had had the opportunity to attend university and for them, Sam becoming a lawyer was their biggest ambition. He knew that achieving this goal would make them happy, but the truth was that he wasn't sure whether he would feel the same.

Since he was only a child, Sam had been passionate about computer programming. He taught himself how to use a computer, and by the age of 12 he had known three different programming languages. He did all of this in his spare time. He was quite

an introvert, so he preferred staying in with his computer, rather than going out socialising or playing sports. His parents were fine with this, as long as he continued to focus on his studies.

One day, while reading an article online about a young technology billionaire called Thomas O'Connor, everything changed for Sam. In the article, the CEO said that his company was trying to create a new and improved way of paying for goods online but that they were having a problem with the security system. He said if they could overcome this, they could launch the biggest and best online payment system in the world. Sam realised he had an idea on how to solve this problem. Thinking that it wouldn't come to anything, he emailed the CEO, introducing himself and explaining his idea.



He forgot all about it and got on with his life and studies, but then a month later, the most amazing thing happened. He got a response directly from the CEO. He told him he loved his idea and would like him to fly to America to meet with him. He said he knew Sam still needed to finish school, but that when he had, he would be happy to offer Sam a job in the company. Sam was overjoyed, but soon began to worry. What about his parents' ambition for him? Should he tell them or turn down the offer? It was a difficult decision to make.

## 10 Read the article. Answer the questions.

### 1 According to the story, which of the following is correct?

- a Sam's parents were happy for him to become a computer programmer.
- b Sam felt a responsibility to achieve what his parents expected of him.
- c Sam's parents were happy to let him decide on what was best for his future.
- d Sam realised that computer programming would not bring him the happiness he wanted.

### 2 Which of the following shows that Sam is a very talented and dedicated person?

- a By a young age, he had become proficient in different programming languages.
- b He chose to follow his parents' dream instead of his own.
- c He was as good at computer programming as he was at sports.
- d Sam got good grades by giving up his passion for computer programming.

### 3 What do you think Sam should do? Why?

I think Sam should \_\_\_\_\_ because \_\_\_\_\_.

## 11 Continue the story, imagining Sam decides to talk to his parents. Write about his decision, how his parents feel and what the outcome would be.

# CONSERVATION

## LANGUAGE IN USE

### 1 Lesson 1 Match the two halves of the expressions and then complete the paragraph.

- 1 destroying
- 2 various types of
- 3 human activity
- 4 species are being
- 5 cancer is related to
- 6 human actions
- 7 causing damage to the planet
- 8 the reasons for extinction

- a traffic pollution
- b will be to blame
- c negatively affects
- d greenhouse gases
- e different species of plants and animals
- f have varied
- g that cannot be repaired
- h wiped out

Several mass extinction events have occurred in the course of our planet's history. Scientists say that previously 1 \_\_\_\_\_ but 2 \_\_\_\_\_ for the sixth extinction which has already started to happen. It is clear that 3 \_\_\_\_\_ almost every natural thing on Earth, from 4 \_\_\_\_\_ to creating 5 \_\_\_\_\_. In fact, 6 \_\_\_\_\_ at a faster rate now than anytime in history. According to scientists, we are now at the risk of 7 \_\_\_\_\_. Think of the amount of cars on the road. Now we know that 8 \_\_\_\_\_ which is why more and more people are becoming sick. We as young people must fight for our planet's future and call upon everyone to respect the Earth.



### 2 Lesson 2 Complete the following sentences with the correct form of the words below.

unusual

innovative

recycle

wrap

recyclable

- 1 It's such a waste of paper to \_\_\_\_\_ birthday gifts.
- 2 It is \_\_\_\_\_ to see him cycle to work.
- 3 He is the person who always comes up with \_\_\_\_\_ ideas.
- 4 Don't throw them away. They can be \_\_\_\_\_.
- 5 We need more \_\_\_\_\_ packaging on the products we buy.





**3 Lesson 3 Complete the dialogue with the correct form of the words and phrases below.**

downtown	jam	suit	greenhouse gases
public transport	complain	anger	get stuck in traffic

**Martin:** Good morning, Mary. How do you always manage to get to the office before me?

**Mary:** Morning, Martin. Well, I cycle so I don't **1** \_\_\_\_\_.

**Martin:** Well, I don't cycle but I do take **2** \_\_\_\_\_. It's not quite as fast as cycling but it gets me **3** \_\_\_\_\_ much quicker than if I take my car.

**Mary:** Public transport is also a good way to help reduce the level of **4** \_\_\_\_\_ in our atmosphere. If more people take the bus and train, it would be better for us all.

**Martin:** I know so many people who **5** \_\_\_\_\_ about traffic **6** \_\_\_\_\_ and air pollution, but **7** \_\_\_\_\_ cannot solve the problems.

**Mary:** That kind of attitude is common but I think more and more people are beginning to do something which **8** \_\_\_\_\_ them and protect the environment.

**4 Relative Clauses Write sentences to match the endings.**

**Example** \_\_\_\_\_, which was quite a surprise.  
*My painting won the first prize, which was quite a surprise.*

- 1 \_\_\_\_\_, which made me angry.
- 2 \_\_\_\_\_, who isn't very kind at all.
- 3 \_\_\_\_\_, which I really liked.
- 4 \_\_\_\_\_, whose cousin is coming to town.
- 5 \_\_\_\_\_, which changed my plans for the future.
- 6 \_\_\_\_\_, where the storms can be terrible.
- 7 \_\_\_\_\_, which scared me to death.
- 8 \_\_\_\_\_, which I borrowed from my friend.

**5 Making and Accepting Suggestions Write questions about the statements or responses to the questions with your own ideas or suggestions using the expressions below.**

I will      why don't we      we can      I am glad      would you like me

**Example** We can make sure we don't buy any products made from wild animals.  
*What can we do to protect wildlife?*

- 1 What can I do about all these old newspapers?
- 2 That sounds like a good idea. I want to try and get fit and walk more anyway!
- 3 I would love you to buy more organic fruit and vegetables. I think it's better for our health and the environment.
- 4 What can we do to reduce the level of air pollution in the city?
- 5 I want to buy a new car but I'm worried about the environment.

**6 Collocations** Match the words or phrases on the left (1–8) with those on the right (a–h) to make collocations. Then complete the paragraph with the correct form.

- 1 heavy
- 2 share
- 3 get stuck
- 4 feel
- 5 keep
- 6 make
- 7 take
- 8 worry about

- a a car
- b such a long time
- c stressed out
- d traffic
- e high levels of pollution
- f excuses
- g in a traffic jam
- h fit

I just hate getting to work in the morning. It **1** \_\_\_\_\_ to get to my office from my home because of the **2** \_\_\_\_\_. Often I **3** \_\_\_\_\_ and I really **4** \_\_\_\_\_. Last year, I tried to **5** \_\_\_\_\_ with my colleagues who live near me but it still took so long. Now I go to work by train. To be honest, I really **6** \_\_\_\_\_. It seems every year it is getting worse. I can't understand why people always drive cars, even for a short journey when they could walk. Even though in recent years, the price of petrol goes up, people still **7** \_\_\_\_\_ to use their cars. If your journey is less than 30 minutes, I really think the obvious solution is to walk. It will help you **8** \_\_\_\_\_ and be good to the environment.

**LISTENING**

**7** Listen to Monologue 1. Complete the interview notes.

Why did she decide to make changes to her life?

\_\_\_\_\_

What three things does she do to reduce the use of plastics?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What are the two reasons for changing her diet?

\_\_\_\_\_

\_\_\_\_\_

What are the two benefits of cycling to and from school?

\_\_\_\_\_

\_\_\_\_\_



**8 Listen to Monologue 2. Complete the interview notes about Tim, a conservationist.**

What inspired his love of nature? \_\_\_\_\_

What did he do in the summers to develop his knowledge of conservation?

He \_\_\_\_\_ monitor wild birds.


What did he study in university? \_\_\_\_\_.

His passion led him to Namibia where he \_\_\_\_\_.

In his work, he sees the impact of \_\_\_\_\_.

He believes we need to take urgent steps to protect:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**TRANSLATING**

**9 Translate the sentences into English.**

- 1 虽然物种的自然灭绝并不罕见，但是现在灭绝的速度让人担忧。  
\_\_\_\_\_
- 2 显然，人类活动对地球上所有其他物种都产生了负面影响，包括动物和植物。  
\_\_\_\_\_
- 3 我们常常认为自己对噪声、污染和交通危险无能为力。  
\_\_\_\_\_
- 4 有时使用公共交通工具可能要多花些时间，但是那又能怎样？  
\_\_\_\_\_
- 5 交通是全球变暖和气候变化的主要原因之一。  
\_\_\_\_\_

**READING AND WRITING**

***The Link Between Food Chains and Extinction***

Many animals and plants are endangered in the world today. These endangered species are threatened with becoming extinct, meaning they will no longer exist on Earth. Examples include the Cuban Macaw and the Sri Lankan Legume Tree. Hunting, and collecting of the Macaw bird for pets, led to its extinction. Whilst the main reason the native Sri Lankan Legume Tree went extinct was due to habitat loss

from development in the 20<sup>th</sup> century. The main cause for animals and plants disappearing is often a disruption to the food chain due to hunting, habitat loss or even the introduction of invasive species.

Every living thing from one-celled animals to a blue whale needs to eat. Nature is connected and controlled by many fragile food chains. A food chain describes who eats whom in a habitat. When one of the links in a food chain is no longer present — for example, a species goes extinct — the food chain breaks and sometimes this can cause other animals to disappear and the whole system can become imbalanced or even collapsed.

Humans can have disastrous effects on food chains. When people first explored the world, they took animal and plant species from their home countries to the places they explored and settled in. They did not realise the consequences of introducing invasive species. By doing so, they were disrupting the natural food chains of the areas they explored.

Nowadays there are strict rules controlling the movement of animals and plants between countries. But some parts of the world are still experiencing problems with invasive species introduced hundreds of years ago.

With rising awareness of how we affect the natural environment, hopefully we can learn to protect these food chains and help them to thrive. Otherwise the continued loss of species will eventually mean our own extinction.



## 10 Read the article. Answer the questions.

### 1 According to the author, which of the following is correct?

- a The food chain will always find a way to be balanced.
- b The natural world experiences times of damage but it always can recover.
- c Despite the climate change caused by humans, plants and animals will go extinct naturally.
- d Human activity, in all forms, tends to cause great destruction to the natural world.

### 2 According to the author, what human activity in particular caused damage to natural environments?

- a Cleared away plants and trees which meant animals starved.
- b Introduced new species to food chains.
- c Hunted carnivores while allowing too many herbivores to live.
- d Prevented the introduction of different species to new environments that needed them.

### 3 What steps do you think we can take to prevent our extinction?

I think we can \_\_\_\_\_.

## 11 Summarise the article. Include the three main ideas.



# PEER EDITING SHEET

Unit 1	Unit 2	Unit 3
<b>An Invitation Letter</b>	<b>A Life Story</b>	<b>A "For" and "Against" Essay</b>
<input type="checkbox"/> Does the writer clearly state the reason why he / she is writing the invitation letter?	<input type="checkbox"/> Does the writing show the person's speciality?	<input type="checkbox"/> Does the writer give a clear statement "for" or "against" the issue?
<input type="checkbox"/> Does the writer clearly explain what he / she wants the person to do?	<input type="checkbox"/> Does the writer use important events to show his / her speciality?	<input type="checkbox"/> Does the structure flow well (statement, main argument with supporting details, other arguments and conclusion)?
<input type="checkbox"/> Does the writer use formal language?	<input type="checkbox"/> Does the writer use correct tenses?	<input type="checkbox"/> Does the writer use a variety of linking expressions?
<input type="checkbox"/> Is the invitation letter written in the first person?	<input type="checkbox"/> Does the writer use proper time expressions?	<input type="checkbox"/> Do you feel that the writer has a strong belief in the argument he / she is presenting?
	<input type="checkbox"/> Can you get an image of the person's personality from the writing?	
<ul style="list-style-type: none"> <li>• Mark any spelling, punctuation or grammar errors.</li> <li>• Mark any unclear expressions. Give suggestions if you can.</li> <li>• <u>Underline</u> the expressions you like.</li> </ul>		
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>
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# GRAMMAR SUMMARY

## UNIT 1 RELATIONSHIPS

### Past Perfect 过去完成时

We use the past perfect to talk about an event or situation in the past which happened before other past events.

过去完成时表示在过去的事件之前发生的事件或存在的状态。例如：

- *The police arrested the man who **had broken** into a jewellery shop.*

We use the past perfect and the past simple in one sentence to show the order of past events. Compare the following sentences:

过去完成时和一般过去时用在同一个句子中体现过去事件发生的顺序。比较下列各句：

- *When I arrived, she **left**. (I arrived and then she left.)*  
我到达时她离开了。
- *When I arrived, she **had left**. (She left before I arrived.)*  
我到达时她已经离开了。

The past perfect is formed in this way: subject + *had* + verb-ed.  
过去完成时的构成是：主语+had+动词-ed形式。

- *I **had met** him before.*
- ***Had** Tom **begun** his project before anyone else did?*
- *They **hadn't moved** their car earlier.*

## UNIT 2 SUCCESS

### 1 Verb-ing Form 动词-ing形式

A verb-ing form acts like a noun in a sentence. We can use the verb-ing form as subject, predicative and object (after a verb or a preposition).

动词-ing形式在句中起名词作用，可以用作主语、表语和宾语（在动词或介词之后）。

- ***Smoking** is a terrible habit. (as a subject)*
- *The **advertising** of products and services is big business. (as a subject)*
- *His hobby is **collecting** stamps. (after a link verb, as a predicative)*
- *He doesn't like my **singing**. (after a verb, as a direct object)*
- *We are tired from **working** all day. (after a preposition, as an object)*

Do not confuse *to* as a preposition with *to* in the *to*-infinitive. The verb-ing form is used after the preposition *to*.

不要混淆作为介词的*to*和动词不定式的*to*。动词-ing形式用于介词*to*之后。

- *I'm looking forward **to getting** your reply. (to as a preposition)*

- *He has gotten used **to living** in the countryside and enjoying nature.* (to as a preposition)
- *We've got plenty of time. We don't need **to hurry**.* (need is followed by a to-infinitive)

## 2 Articles 冠词

### **a / an** 不定冠词

We use *a / an*

不定冠词 *a / an* 用于:

1 in front of singular countable nouns when it doesn't matter which particular person or thing we are talking about, often when we mention this person / thing as an example of a group / category:

单数可数名词前，泛指某人、某事。当把该人或该事作为一组、一类的例子时，经常用冠词 *a / an*。

- *We've bought **a** new washing machine.* (It's not important which one precisely.)
- *Open **a** window.* (There is more than one window but it isn't important which window you open.)

2 when we mention something for the first time:

第一次谈及某事，经常用冠词 *a / an*。

- *I saw **a** girl climbing up the mountain. She was carrying **a** heavy backpack.*

### **the** 定冠词

We use *the*

定冠词 *the* 用于:

1 when the other person knows who / what we are talking about and can easily identify this person or thing:

别人知道我们谈论的是哪个人、哪件事，并能很容易判定该人、该事。

- ***The** car is dirty.* (The other person knows which car is dirty.)
- *Open **the** window!* (There is probably only one window in the room.)

2 with things which are unique:

世界上独一无二的事物。

- ***The** sun rises in the east and sets in the west.*

3 in front of the names of rivers, seas and oceans, mountain ranges, groups of islands:

河流、海洋、山脉和群岛的名称前。

- ***the** Niles, **the** Baltic Sea, **the** Atlantic, **the** Andes, **the** Bahamas*

4 with a singular noun to talk about the whole category:

与单数名词连用表示整个种类。

- ***The** computer is the most important invention of the 20<sup>th</sup> century.*
- ***The** whale is the biggest mammal.*

Compare the sentences:

试比较:

- You have to feed **the** cat when I'm away. (We are talking about one specific cat.)
- I think **the** cat is the most graceful animal. (We are talking about the species called "cat".)

5 with an adjective to talk about groups of people who are all characterised by one feature:  
与形容词连用表示具有同一特征的群体。

- **the** French, **the** poor, **the** rich, **the** disabled, **the** unemployed, **the** dead

The verb is always plural:

动词总是用复数。

- **The** homeless are helped by charity organisations.
- **The** young think differently from their parents.

### Zero article 零冠词

We don't use an article

下列情况不用冠词:

1 in front of plural and uncountable nouns when we refer to people or things in general:  
表示泛指的复数名词和不可数名词前。

- I find snakes fascinating.
- Do you drink coffee?

2 in front of names of continents, e.g. Africa; towns and cities, e.g. Budapest (but: the Hague); lakes, e.g. Lake Victoria; single mountain, e.g. Mont Blanc; single island, e.g. Majorca; countries, e.g. Turkey (but: the Netherlands, the US, the UK, the Czech Republic).

洲 (如: Africa)、城镇 (如: Budapest, 但要说the Hague)、湖泊 (如: Lake Victoria)、山峰 (如: Mont Blanc)、单个岛屿 (如: Majorca) 和国家 (如: Turkey, 但要说the Netherlands, the US, the UK, the Czech Republic) 的名称前。

## UNIT 3 CONSERVATION

### Relative Clauses (4) – Defining and Non-defining Relative Clauses 定语从句(4): 限制性和非限制性定语从句

There are two kinds of relative clauses: defining clauses and non-defining clauses. Defining clauses identify nouns or pronouns. They make clear which person or thing, etc. is being referred to.

定语从句有两种: 限制性定语从句和非限制性定语从句。限制性定语从句修饰名词或代词, 表明所修饰的是哪个人或物。

- The girl **who** is playing tennis is my friend.
- This is the place **where** I hid the key.



- *She still remembers the time **when** she noticed the car was missing.*
- *They are the people **whose** houses caught fire.*

Non-defining relative clauses give extra information which is not necessary to the meaning of the sentence. These clauses need commas.

非限制性定语从句提供句子意义以外的额外信息，要用逗号隔开。

- *My friend, **who** is playing tennis, comes from Ethiopia.*
- *The accident, **which** happened yesterday, has led to three deaths.*
- *The building, **where** an important conference is being held, is in the centre of the city.*
- *The professor gave me a lot of advice, from **which** I benefited a lot.*

In non-defining clauses, the relative pronoun *which* can refer to an entire sentence.

非限制性定语从句中的关系代词*which*可以指代整个句子。

- *It is snowing heavily, **which** makes children feel excited.*
- *The river is seriously polluted, **which** has caused much public attention.*

供学习用

# NOTES ON THE TEXTS

## UNIT 1 RELATIONSHIPS

### Topic Talk

- 1 **Sadly, she passed away two years ago but I still think of her all the time.**  
悲伤的是，两年前她去世了，但我一直很想念她。  
pass away 去世，逝世，谢世。如：  
*I heard about Mrs Smith passing away, and I am so sorry for your loss.* 听说史密斯太太过世了，我真的很遗憾。
- 2 **A bosom friend afar brings a distant land near.**  
海内存知己，天涯若比邻。  
本句出自王勃《送杜少府之任蜀州》。

### Lesson 1

- 1 **The only thing I can remember from school maths is that the angles of a triangle add up to 180 degrees!**  
我唯一还记得的数学课内容是三角形的内角和是180度。  
add up to 合计达，总计达。如：  
*The cost of the trip added up to 1,000 dollars.* 这次旅行的费用总计达1,000美元。
- 2 **Once I caught him and his friends seeing who could jump the farthest off the school stage!**  
有一次我撞见他和几个朋友比赛，看谁能从学校的舞台上跳得最远。  
catch sb doing sth 撞见，发现（某人在做不该做的事）。如：  
*The farmer caught the boy stealing apples from the orchard.* 农夫看到这个男孩正在偷果园的苹果。
- 3 **However, I have not done as well with all my students as I have with Graham.**  
不过，并不是每一个学生我能都像教格雷厄姆那么成功。  
本句中“have not done as well with all my students”涉及all 的否定形式。not all（或者all ... not）表示“并非都……”“不是所有的都……”。
- 4 **The thing about being a teacher is that you have access to children's minds when they are open and eager to learn.**  
做教师意味着，你有机会在孩子们敞开心扉、渴望学习的时候，走进他们的心灵。  
have / gain access to 拥有（享有）接近……的 / 进入……的机会或权利。如：  
*Do you have access to a computer?* 你有机会用计算机吗？
- 5 **John Dewey** 约翰·杜威（1859–1952），美国哲学家、心理学家、教育家。

## Lesson 3

- 1 **I have a never-ending flow of messages and updates from all the people I associate with online.**

我总是不停地收到交往的网友发来的信息和最新消息。

associate with 交往。如：

*They prefer to associate with friends of their own age.* 他们更喜欢与同龄的朋友交往。

- 2 **I'm way beyond a shy or reserved person, but I'm wired up every day, like most of my friends.**

我远非一个害羞或含蓄的人，但是我每天都在网上，我的朋友们大多也是如此。

way adv. 远远地，大大地。如：

*That took place way back in the last century.* 那件事早在上世纪就发生了。

be wired up 意思是be connected to the Internet。

- 3 **What is really worrying is that no one I know, including myself, could go cold turkey.**

令人真正担心的是，我认识的每个人，包括我自己，都不能够戒掉互联网。

go cold turkey (俚语) 放弃做某件事，戒掉坏习惯。

## Writing Workshop

**Then you will discuss your notes with three other judges, and come to a decision about who comes first, second and third.**

然后，您要和其他三位评委一起讨论，并决定获得一等奖、二等奖和三等奖的选手。

come to a decision about sth 对某事做出决定。如：

*We finally came to a decision about the matter.* 最后我们就这事做出了决定。

### UNIT 2 SUCCESS

## Topic Talk

- 1 **Liu Yang** 刘洋 (1978- )，中国首位进入太空的女航天员。2012年6月，她与航天员景海鹏、刘旺组成飞行乘组，执行了“神舟九号”与“天宫一号”载人交会对接任务。
- 2 **Liu Xiang** 刘翔 (1983- )，中国田径运动员。曾获得第28届奥林匹克运动会男子110米栏冠军，世界田径锦标赛冠军。
- 3 **A journey of a thousand miles begins with a single step.**  
千里之行，始于足下。  
本句出自老子《道德经》。

## Lesson 1

- 1 **They spend half of their time dreaming up ways of getting rich and achieving the success they expect, and the rest of their time thinking about all the things they will do once they become rich.**

他们花一半时间想象各种发财和达到他们期望的成功的办法，另一半时间则用来考虑一旦发了财他们会干什么。

dream up 凭空想出，虚构。如：

*He would never dream up a crazy plan like that on his own.* 他绝不可能独自凭空想出这么个疯狂的计划。

2 **However, there are people who have turned their backs on their millions and found other forms of success in their lives.**

然而有些人却放弃了百万家财，找到了人生中其他形式的成功。

turn one's back on / upon 抛弃；背弃。如：

*With the arrival of March, we turn our backs on winter.* 随着三月的到来，我们告别了冬季。

*Don't turn your back on purchases from secondhand stores.* 不要小看从旧货店买来的东西。

3 **charity shop** 慈善商店。廉价出售二手物品，将利润用于慈善事业的商店。

4 **He made the choice to give all his money away.**

他决定把自己的钱财都捐赠出去。

give away 赠送。如：

*She plans to give away most of her money during her lifetime.* 她计划在有生之年捐出大部分钱财。

*We are giving away free gifts to people wearing the badges.* 我们向佩戴此徽章的人免费发放礼物。

5 **They didn't have the chance to learn and get on in life.**

他们没有接受教育和开启新生活的机会。

get on 发迹，出人头地。如：

*He's sure to get on in life.* 他将来必定大有出息。

6 **Jason Harley decided to drop out of this kind of lifestyle, and he discovered that having only a little money made him free.**

詹森·哈利决定放弃这种生活方式，他发现只拥有少量金钱使他获得了自由。

drop out 退出，隐退，退学。如：

*One of the runners has dropped out in the middle of the race.* 一名运动员中途退出了赛跑。

*He dropped out of school to become a waiter.* 他退学去当了一名服务员。

## Lesson 2

- 1 **Yuan Longping** 袁隆平 (1930- )，中国农学家，中国工程院院士，杂交水稻育种专家。我国杂交水稻研究领域的开创者和带头人，被誉为“杂交水稻之父”。
- 2 **Ma Yun** 马云 (1964- )，阿里巴巴集团主要创始人。
- 3 **Novak Djokovic** 诺瓦克·德约科维奇 (1987- )，塞尔维亚职业网球运动员。



## Lesson 3

- 1 Why do Olympic athletes push themselves to the limits?**  
为什么奥林匹克运动员要将自己逼到极限呢？  
push sb to the limit 把某人推到极限。如：  
*She pushed me to the limit of my abilities.* 她逼着我把自己的能力发挥到了极限。
- 2 He was worried that I had no longer become fun to train with and that I was in danger of being left with only a world championship medal and no one to share it with.**  
他担心和我一起训练不再是一件愉悦的事情，担心我处于只剩下世界冠军的奖牌而无人可以分享的危险境地。  
be left with 被留给，剩有。如：  
*They are left with nothing.* 什么也没有留给他们。
- 3 Johannesburg** 约翰内斯堡，南非第一大城市，著名的“黄金之城”，位于南非东北部。
- 4 It boils down to this: I was born with an enormous amount of drive and determination.**  
归根结底，我天生就是个特别有干劲和意志力的人。  
boil down to sth / doing sth 归结为。to 是介词。如：  
*The reason for stopping the project boils down to lack of money.* 停止这个项目的原因为归结为缺乏资金。  
be born with 与生俱来。如：  
*He suggested that human infants are born with the ability to learn language.* 他提出人类学习语言的能力是与生俱来的。
- 5 I have always lived my life to extremes. Call it unhealthy if you want, but that is the way I roll, no matter what it is I'm applying myself to.**  
生活中我一向把事情做到极致。你若说这是一种病态也行，但这就是我的做事风格，不管做什么我都会全力以赴。  
apply oneself to sth / doing sth 使（自己）致力于；使（注意力等）专注于。to 是介词。如：  
*He applied himself to learning French.* 他致力于学习法语。
- 6 If you want to be an Olympic champion, it's all about that little extra thing you have done in your preparation that will set you apart from your competitors.**  
如果你想成为奥运冠军，就要在训练中多付出那额外的一点点，它将使你从竞争者中脱颖而出。  
set sb / sth apart 使某人或某物与众不同。如：  
*Her bright red scarf set her apart from the other girls.* 那鲜红的围巾使她在姑娘们中间特别引人注目。
- 7 Alistair Brownlee** 阿利斯特尔·布朗利（1988— ），英国铁人三项运动员，曾获得2012年奥运会和2016年奥运会男子铁人三项金牌。

## Writing Workshop

- 1 **Her strong and powerful playing style earned her the name "Iron Hammer".**  
凭借强劲而凌厉的球风，她得到了“铁榔头”的美名。  
earn the name of 获得……的名声。如：  
*His brave act earned him the name of a hero.* 他的勇敢行为使他获得英雄的称号。
- 2 **Lang Ping became a star in China because of her success, her positive attitude and her ability to take on challenges.**  
郎平因为她的成功、积极向上的态度和接受挑战的魄力，成为了中国的明星。  
take on 接受；同……较量。如：  
*Don't take on too much work – the extra pay isn't worth it.* 别承接太多的工作，额外的报酬不值。  
*I knew I couldn't take him on at table tennis.* 我知道乒乓球我打不过他。

## UNIT 3 CONSERVATION

### Topic Talk

**Take with restraint and use in moderation; this way one shall always know contentment.**

取之有度，用之有节，则常足。

本句出自《资治通鉴》。

### Lesson 1

- 1 **Extinctions, where entire species are wiped out, are not unusual in our Earth's history.**  
物种灭绝，即某个物种的完全消失，在地球的历史上并不罕见。  
wipe out 毁灭；抹去。如：  
*The oil spill could wipe out the gulf's turtle population.* 这次原油泄漏可能会使海湾的海龟灭绝。
- 2 **Great Dying** 大灭绝，即第三次生物大灭绝事件，发生于距今约2.51亿年前的二叠纪末期，是五次物种大灭绝事件中最严重的一次。
- 3 **Although it is not unusual for species to die out naturally, the rate at which this is now happening is cause for concern.**  
虽然物种的自然灭绝并不罕见，但现在灭绝的速度让人担忧。  
die out 消失；绝迹；灭绝。如：  
*Experts have predicted that more than half of the world's 6,000 languages may die out in the next century.* 专家们预测，世界上的六千种语言当中，一半以上可能会于下个世纪消失。
- 4 **Brown University** 布朗大学，位于美国罗德岛州普罗维登斯市，于1764年创建，是美国著名常春藤盟校之一。
- 5 **Duke University** 杜克大学，位于美国北卡罗莱那州达勒姆，是一所著名的私立研究型大学。

## Lesson 2

- 1 **Our oceans are full of plastic waste, and animals and birds end up swallowing the plastic and dying as a result.**

我们的海洋里充斥着塑料垃圾，导致动物和鸟类因为吞食塑料而死亡。

end up doing / with 以……告终。如：

*If we go on in this way, we shall end up with millions and millions of unemployed staffs.* 如果我们继续这样下去，最后将造成千百万人失业。

- 2 **I really believe we should do away with packaging completely.**

我真的认为我们应该彻底废除商品包装。

do away with 废除；结束；去掉。如：

*The long-term goal must be to do away with nuclear weapons altogether.* 远期目标必须是彻底销毁核武器。

## Lesson 3

- 1 **A10** 英格兰伦敦至牛津东侧的路段。英国的主要交通干道分为M级公路和A级公路。M级公路为高速公路，A级公路相当于我国的一级国道。

- 2 **M11** 是从伦敦西北至英格兰剑桥的一条高速公路，全长52英里。M代表motorway。

- 3 **How often do we get stuck in traffic jams?**

有多少次我们碰到交通阻塞而动弹不得？

get stuck 卡住的，无法移动的。如：

*His legs got stuck in the hole. He couldn't move.* 他的腿卡在洞里了。他动不了。

- 4 **How often do we arrive at work or school, stressed out, tired and angry?**

又有多少次，当我们抵达工作地点或者学校时感到心力交瘁、心烦气躁呢？

stressed out 紧张的，担心的，焦虑的。如：

*I was really stressed out before the exam.* 考试之前，我非常焦虑。

- 5 **But personal anger and stress are nothing compared to the real costs socially.**

但是和真正的社会损失相比，个人的愤怒和焦虑根本不值一提。

be compared to 与……相比。如：

*It dropped by 13% compared to the same period a year ago.* 与去年同期相比下降了13%。

- 6 **Greenpeace** 绿色和平组织，一个全球性环保组织，致力于以实际行动保护地球环境与世界和平。目前在世界多个国家和地区设有分部。

- 7 **Don't just sit around and complain!**

别光坐在那里抱怨！

sit around / about 闲坐，无所事事地坐着。如：

*Eve isn't the type of person to sit around doing nothing.* 伊芙不是那种坐在那里无所事事的人。

# TAPESCRIPITS

## UNIT 1 RELATIONSHIPS

### Topic Talk

#### 1.1

(**P** = Presenter   **S** = Stephanie)

- P:** Hello, everyone. Today on our radio show we are talking about some of our most special relationships. Stephanie, who are you closest to and why?
- S:** I'm closest to my mother because she understands and supports me completely.
- P:** And how would you describe her?
- S:** I would say she is kind, loving and passionate.
- P:** She sounds like a wonderful mother. So, Stephanie, tell us about a favourite memory you have with your mother.
- S:** I have so many great memories, but one particular occasion is Christmas time when I was five. I was so looking forward to Christmas Day: Santa Claus coming with gifts, a big family dinner and lots of fun. Unfortunately, I woke up with a terrible flu and couldn't get out of bed.
- P:** Well, that's too bad. You had to miss the celebration.
- S:** That's true. I missed the whole day and felt terrible. My mother took care of me and then when I was feeling better the next week, she hosted another Christmas dinner just so I could enjoy what I missed. When I remember that time, I feel so loved.
- P:** That is incredible. It's clear that your mother loves you very much!

#### 1.2

(**I** = Interviewer   **L** = Lilly   **H** = Henry   **Y** = Yu Xin)

- I:** Good afternoon all. Today I'm talking with three different people to find out some of the nicest things that people have ever done for them. It's good that we take some time occasionally to remember some of the positive things in life, don't you agree? Let's start with Lilly. Hi, Lilly, welcome to the show. So, tell us about your story.
- L:** Thanks. My story is about my grandmother. She was always so kind to me, and there's one thing I remember even more clearly. On the day of my graduation, she gave me a series of letters that she had written to me since I was born. It was so emotional to read them and they moved me so much. I still read them to this day. Sadly, she passed away two years ago but I still think of her all the time.
- I:** What a beautiful story, Lilly. Now, Henry. Thank you for being here. What is your story?
- H:** Well, for me, it was a childhood friend. I was ill for a long time so I couldn't finish primary school. My friend Michael helped me with my studies and it changed my life. I could get a good job and have a better life. I'm extremely grateful to him.
- I:** What a wonderful friend you've had! Finally, we have Yu Xin. Please tell us



your story.

- Y:** I was in a car accident last year and had to spend several months in the hospital. My sister visited me every day and made me feel happy again and positive about life. Because of her, I never fell behind in schoolwork and recovered extremely fast as my doctor told me.
- I:** What wonderful people you all have had! Thank you all for sharing.

## Lesson 2

### 1.3

(**P** = Presenter **S1** = Student 1 **S2** = Student 2 **S3** = Student 3)

**P:** Good morning and welcome to "Campus Matters". I'm Jill Samson. Today we're looking at how English teachers give feedback to their students and how students feel about their teachers' feedback. We sent Matt Dickson out onto the campus to find out. We asked the students the following questions: How does your English teacher provide comments or point out mistakes in your schoolwork? In other words, what kind of feedback do you usually receive from your English teacher? Positive? Negative? Direct? Indirect? Face to face? The following is the report sent back by Matt Dickson. It includes the responses from three students he interviewed on campus.

**S1:** Hi, my English teacher usually points out our mistakes or problems in front of the whole class. And I have to say most of her feedback is negative. To be honest, I sometimes feel quite hurt by her negative feedback. It makes me lose confidence in myself. But I do understand my teacher's intention. She is very strict and demanding because she wants us to be better learners. I really wish she could be less direct and more encouraging.

**S2:** Well, for any problem my English teacher finds with us, she talks to us face to face. Although it is very demanding for my teacher, it is more effective than other types of feedback. During the face-to-face communication, my teacher tells us exactly where our problems are and how we can improve. It also gives us an opportunity to raise further questions about anything we don't understand. I think this kind of feedback is helpful. I love it.

**S3:** Err, my English teacher often gives very general comments such as "good, excellent, well done". He doesn't point out my mistakes and give suggestions. However, a simple "good" or "bad" is not enough for me. I want to know where my strengths and weaknesses are. I think teachers' feedback should be specific. For example, he can highlight my mistakes and say things like "you need to work on the past tenses some more". In this way, I know where I need to improve.

### 1.4

(**J** = Professor Jones **S** = Professor Smith)

**J:** Professor Smith, what do you think about the radio programme?

**S:** I found it rather interesting. I understand some students' feelings about negative feedback. So, I'm always careful about how I give feedback.

**J:** I believe it is best to point out students' problems directly. This is more effective because students can get to the point right away. Also, I think they should realise

that any feedback isn't personal.

**S:** Well, it is helpful to give specific feedback, but very negative feedback might hurt students' confidence and interest in learning.

**J:** Perhaps that's true. However, my opinion is that students need to get used to tough comments when they don't do good work.

**S:** I can agree with you about that, but to be more helpful, if we need to give negative feedback, we should do it in a less direct manner, especially to those who are shy or sensitive.

**J:** I see your point. Perhaps I should try that. I want to help students but certainly don't want to upset them.

## UNIT 2 SUCCESS

### Topic Talk

#### 2.1

(**Y** = Yang Jin   **L** = Leo)

**Y:** Hi, Leo. How have you been? You've seemed very committed to your studies recently.

**L:** Hey, Yang Jin. Yes, I've been working on a project on how to lead a successful life.

**Y:** That's interesting. I suppose everyone wants to be successful. So what have you found?

**L:** Well, I have come up with a few tips for success.

**Y:** Cool. What are they?

**L:** First, if you want to be successful, you really need to be passionate and determined about what you do. You also need to work hard. For example, one successful person I admire is Liu Yang, who is an astronaut. She was passionate about space and determined in her effort and so was able to become China's first female astronaut at a very young age.

**Y:** Yes, Liu Yang is amazing.

**L:** Other secrets of success are to believe in yourself and to be grateful.

**Y:** I understand believing in yourself, but how does being grateful help?

**L:** Well, being grateful means you're always appreciative of what you have and what other people have done for you. In this way, you are likely to stay positive about life and be inspiring to others.

**Y:** Ahh. Yes, that makes a lot of sense. Any more tips?

**L:** The final tip is to learn from failure. Everyone can fail but it's how you deal with failure that counts.

**Y:** That reminds me of Liu Xiang, the track athlete. Despite many injuries in his career, he always remained determined and focused. His commitment was amazing.

**L:** Great example! A successful person always remains committed and focused. Now, let's try and follow these tips ourselves!

## 2.2

(**P** = Peter    **N** = Natalie)

**P:** Talking about being successful, Natalie, what would you say is the most important aspect of personal development?

**N:** I believe becoming a better person is important. I think the next thing is to always keep learning. A successful person never stops learning. After that, I would say it's important to work well with others. So teamwork! Without it, nothing really gets done. By working with others you develop a lot of key skills, cooperation, communication, building agreement and others.

**P:** So, what about the old idea of spending many hours in the office ... Is that unimportant now?

**N:** Well, it is still important to work hard but now you can work everywhere and anywhere. In some companies, employees can work from home, or the park or anywhere they like. Working hard and being in the office are not the same thing.

## Lesson 2

### 2.3

Are you ambitious? Do you want to be successful? I believe most young people have a dream. Follow our five secrets and you can do it!

First, be passionate about what you do. If you do something primarily for love and not for other reasons, probably it will lead you to success. Take Yuan Longping, the father of hybrid rice, one of the most influential scientists in agriculture, for example. For more than 50 years, he has devoted his life to rice production and his research has not only helped China find a way to remove hunger but also contributed to world peace and social progress.

Second, be confident. When Ma Yun first had the idea of quitting his job as a college teacher and starting up an online shopping company, everybody thought he was crazy. But he was confident that this company would be successful. Now Alibaba has not only become the biggest online sales company in the world but also changes people's shopping habits as well.

It isn't just confidence. My third tip is: work hard. The "10,000-hour rule for success" states that you need to practise for a minimum of 10,000 hours. That's about six hours a day for five years. Bill Gates is a good example. For about five years, when he was a teenager, he spent 10,000 hours working on a basic computer. His hard work gave him a big advantage over other people and he became one of the founders of Microsoft by the age of 20.

My tip number four is: set your goals high. At the age of five, Novak Djokovic decided he didn't want to be just a good tennis player, he wanted to be the best tennis player in the world. In 2011, Djokovic, aged 24, won three major world championships and became the World Number One.

Finally, my last tip is: keep trying. Luckily for *Harry Potter* fans, the author J. K. Rowling didn't listen to the negative comments from the twelve publishers who rejected her books. For two years, she tried to get them published. Even the publisher who gave her a contract said she had no chance of making money in

children's books. He was wrong and for the last ten years, J. K. Rowling has been the author of the most famous children's books in the world.

These successful people started at the bottom and got to the top. You can, too! Follow the five secrets and you will succeed!

## 2.4

(G = Girl B = Boy)

**G:** I've been reading a book that gives lots of great tips on how to be successful. I think it's very useful and motivating.

**B:** Oh? What's the name of this book?

**G:** The book is called *Secrets of Success*. It's a fantastic read!

**B:** Please tell me about it. What kinds of things have you learnt?

**G:** Well, first, the book encourages people to prepare themselves for success. For example, by imaging their best possible self and by writing down their goals.

**B:** Really? I'm interested in it. I may have to give it a look. What else did you learn from the book?

**G:** So second, I learnt tips on how to develop good habits through a positive attitude, for example, being focused on what you do.

**B:** Wow, it sounds like a useful book. I really want to check it out now. Go on!

**G:** OK and thirdly, it mentions effective daily practices such as making to-do lists and limiting time on social networking and other distractions.

**B:** Mm, you've convinced me to read this book! Can I borrow your copy when you have finished reading it?

**G:** Sure, I'd be glad to lend it to you.

## UNIT 3 CONSERVATION

### Topic Talk

#### 3.1

(J = John M = Mei)

**J:** Hey, Mei.

**M:** Hi, John.

**J:** So how was that lecture you went to yesterday? It was by Professor Linda Wei, the environmental expert, wasn't it?

**M:** Yes, it was really informative! I learnt a lot about the environmental challenges the world is facing now.

**J:** Tell me more about it.

**M:** Well, as you know, I really feel strongly that we need to change the way we live in order to protect our planet. The lecture talked a lot about this.

**J:** Of course, but how?

**M:** Well, first, Professor Wei was very passionate about using clean energy. After the lecture, I can see that the use of oil and coal is one of the biggest threats to our planet. We definitely need to switch to different forms of power as soon



as possible.

**J:** That's very true. Did she say anything about using plastic bags?

**M:** Yes. She talked about how plastic waste is killing our oceans. It's very clear — we all need to recycle and reduce the amount of waste we produce.

**J:** I totally agree. I think we should cut down the use of unrecyclable plastic to protect our planet.

**M:** That's a good idea. But of course, as the professor said: "We all have a role to play in protecting the environment. If we all do our part, we can live a healthier life on Earth."

### 3.2

(**I** = Interviewer   **B** = Dr. Bradshaw)

**I:** I feel very lucky indeed to have Dr. Bradshaw with us today. He works on protecting animals in danger. At present, he is in a rhino protecting programme.

**B:** Yes, many animals are illegally hunted for something they have. In the rhino's case, it is their horns. Some people think it is useful in medicine.

**I:** How can we stop this from happening?

**B:** Well, the first step is education — we need to make everyone know hunting these animals is illegal and that these amazing animals are part of the world we live in.

**I:** How long do we have before rhinos become extinct?

**B:** If we don't do something now, there will be no rhinos left in the world in 20 years.

**I:** That's an incredibly urgent matter ...

## Lesson 2

### 3.3

***In the week when the government sets out its new environmental programme, Kevin McCabe and Alicia Stewart consider the problem of food packaging waste.***

(**K** = Kevin McCabe   **A** = Alicia Stewart)

**K:** On my way home from work yesterday, I stopped off at a local supermarket. Among other things, I wanted to buy a couple of coconuts. When I picked them up, I was amazed that each coconut was wrapped in clear, thin plastic. Isn't this the most stupid example of packaging ever?

**A:** You've picked an unusual example of packaging, but there is a reason for this. Supermarkets want to make sure that coconuts reach the consumer in the best condition. The packaging helps to keep the product fresh; it means the product will last longer.

**K:** I understand that, but in this case it's completely wasteful and unnecessary. I mean, why wrap a coconut in plastic? It already has its own natural packaging. It's got a tough shell that's almost impossible to break!

**A:** Yes, but the plastic wrapping also has other uses. For example, it stops coconut hairs from getting into other food during transport. And it keeps the coconut clean during the transportation process.

**K:** Is anyone really worried about a bit of dirt on a coconut? And what about the environment? A lot of the plastic used in packaging never recycles. It's terrible for

the environment: Our oceans are full of plastic waste, and animals and birds end up swallowing the plastic and dying as a result.

- A:** I have to say I agree with you on that. Some food packaging cannot be recycled, and that's not good enough — the packaging should be changed so that it's recyclable. But let's be realistic: We still need packaging. We just need to use the right kind of packaging.
- K:** I think we need a more innovative solution. I really believe we should do away with packaging completely. There's a supermarket in Germany that has no product packaging at all. Its customers take refillable containers with them when they shop, and use them instead of plastic boxes and bags.
- A:** It sounds like a wonderful idea, but I wonder how many people really shop there. I'm not sure most consumers would want to shop that way. It's just not convenient.

### 3.4

#### ***Two friends, Lisa and Amy are discussing how to become more environmentally aware.***

(**A** = Amy   **L** = Lisa)

- A:** It's rubbish collection day tomorrow. I'll put out our bins.
- L:** Wow, we have so much rubbish! I just get anxious when I think of the impact we have on the environment.
- A:** Me too! How can we have produced so much in just one week? Look at all these plastic bags!
- L:** We really should buy reusable shopping bags when we go to the supermarket. That would be a good start to reduce our waste.
- A:** Let's do it. I also notice how much takeaway food packaging we have. We should try to cook for ourselves more often. Look at all these cartons and plastic cutlery! Cooking at home is much more environmentally friendly.
- L:** Well, I'm a terrible cook so it might be hard for me to cook at home, but I think I will tell restaurants not to give me any plastic cutlery, chopsticks and paper plates when I order from now on.
- A:** That sounds like a good start. You know we are also quite bad at sorting our rubbish — look at this newspaper for example. It could easily be recycled but we threw it away.
- L:** And we threw away lots of glass bottles too. Let's sort our rubbish and take it to a recycling centre from now on. The local council will help to reuse and recycle it.
- A:** Wonderful! I think these are all realistic and achievable steps that we can take to help protect the environment.
- L:** I've just looked online too and there are lots of groups we could join which share ideas on how to reduce and recycle. It feels good knowing that there are so many other people who are committed to contributing to a better future for our planet.

# VOCABULARY IN EACH UNIT

## UNIT 1 RELATIONSHIPS

### Topic Talk

trait /treɪt/ <i>n.</i> 特性, 品质	(6)
niece /ni:s/ <i>n.</i> 侄女, 外甥女	(6)
nephew /'nefju/ <i>n.</i> 侄子, 外甥	(6)
humour /'hju:mə/ <i>n.</i> 幽默感	(6)
passionate /'pæʃənət/ <i>adj.</i> 热爱的, 酷爱的; 具有强烈信念的	(6)
outgoing /,aʊt'gəʊɪŋ/ <i>adj.</i> 外向的, 好交际的	(6)
secondary /'sekəndəri/ <i>adj.</i> 中等教育; 中级的; 次要的	(6)
flu /flu:/ <i>n.</i> 流行性感冒, 流感	(104)
host /həʊst/ <i>vt.</i> 主办; 做……的东道主 <i>n.</i> 主人; 主持人	(104)
incredible /ɪn'kredəbl/ <i>adj.</i> 难以置信的; 极好的	(104)
occasionally /ə'keɪʒənəli/ <i>adv.</i> 偶尔; 偶然	(104)
emotional /ɪ'məʊʃənəl/ <i>adj.</i> 情感上的; 情绪上的	(104)
extremely /ɪk'stri:mli/ <i>adv.</i> 极度, 极其	(104)
grateful /'ɡreɪtfl/ <i>adj.</i> 感激的, 感谢的	(104)

### Lesson 1

practical /'præktɪkəl/ <i>adj.</i> 实际的; 实践的; 切实可行的	(8)
angle /'æŋɡəl/ <i>n.</i> 角	(8)
*triangle /'traɪæŋɡəl/ <i>n.</i> 三角形	(8)
for the first time 初次, 第一次	(8)
hydrogen /'haɪdrədʒən/ <i>n.</i> 氢	(8)
rocket /'rɒkɪt/ <i>n.</i> 火箭	(8)
pour /pɔ:/ <i>vt.</i> 灌, 注, 倒	(8)
pour into 投入 (倒) ……于某物	(8)
fuel /'fju:əl/ <i>n.</i> 燃料	(8)
lack /læk/ <i>vt.</i> 缺乏	(8)

presentation /,prezən'teɪʃən/ <i>n.</i> 报告; 陈述, 说明	(8)
a couple of 一双, 一对	(9)
used to 过去经常, 曾经	(9)
behaviour /br'heɪvjə/ <i>n.</i> 行为, 举止	(9)
drag /dræg/ <i>vt.</i> 拖, 拉	(9)
acid /'æsɪd/ <i>n.</i> 酸	(9)
onion /'ʌnjən/ <i>n.</i> 洋葱	(9)
access /'ækses/ <i>n.</i> 进入; 接触的机会	(9)
worthwhile /,wɜ:θ'waɪl/ <i>adj.</i> 值得做的; 重要的; 有益的	(9)
educationalist /,edʒə'keɪʃənəlɪst/ <i>n.</i> 教育 (学) 家	(9)

### Lesson 2

*feedback /'fi:dbæk/ <i>n.</i> 反馈意见	(12)
handle /'hændl/ <i>vt.</i> 处理 (难题); 应付 (局面)	(12)
preference /'prefərəns/ <i>n.</i> 偏爱, 偏好	(12)
upset /,ʌp'set/ <i>vt.</i> 使生气, 使心烦意乱 <i>adj.</i> 烦恼的, 心烦意乱的	(12)
ashamed /ə'ʃeɪmd/ <i>adj.</i> 羞愧的; 内疚的; 惭愧的	(12)
intention /ɪn'tenʃən/ <i>n.</i> 意图, 目的; 打算	(105)
demanding /drɪ'mɑ:ndɪŋ/ <i>adj.</i> 要求严格的; 费力的	(105)
effective /ɪ'fektɪv/ <i>adj.</i> 有效的	(105)
raise /reɪz/ <i>vt.</i> 提出, 提起	(105)
highlight /'haɪlaɪt/ <i>vt.</i> 标出; 突出显示	(105)
*tense /tens/ <i>n.</i> 时态	(105)
manner /'mænə/ <i>n.</i> 方式, 方法	(106)
sensitive /'sensətɪv/ <i>adj.</i> 敏感的; 善解人意的	(106)

带\*号的词为《普通高中英语课程标准 (2017年版)》必修和选择性必修以外词汇。

## Lesson 3

social networking 社交网络	(14)
*socialise /'səʊʃəlaɪz/ <i>vi.</i> 交友; 交际; 交往	(14)
laptop /'læptɒp/ <i>n.</i> 笔记本电脑, 便携式电脑	(14)
constantly /'kɒnstəntli/ <i>adv.</i> 持续不断地	(14)
app /æp/ <i>n.</i> 应用程序	(14)
dorm /dɔ:m/ <i>n.</i> 寝室, 学生宿舍	(14)
flow /fləʊ/ <i>n.</i> 流动; <i>vi.</i> 流, 流动	(14)
*associate /ə'səʊʃieɪt/ <i>vt.</i> 与某人交往	(14)
associate with 与某人交往	(14)
barely /'beəli/ <i>adv.</i> 几乎不	(14)
reserved /rɪ'zɜ:vɪd/ <i>adj.</i> 含蓄的; 内敛的	(15)
wired /waɪəd/ <i>adj.</i> 联网的; 极其兴奋的	(15)
distracted /dɪ'stræktɪd/ <i>adj.</i> 心神不定的, 精神无法集中的	(15)
reality /ri'æləti/ <i>n.</i> 现实; 真实	(15)
million /'mɪljən/ <i>n.</i> 百万	(15)
*obsess /əb'ses/ <i>vt.</i> 使迷恋	(15)
obsess over 对……担心	(15)
mate /meɪt/ <i>n.</i> 朋友, 伙伴	(15)
dominate /'dɒmənət/ <i>vi. &amp; vt.</i> 主宰, 支配, 控制	(15)
deadline /'dedlaɪn/ <i>n.</i> 截止日期, 最后期限	(15)
scroll /skrəʊl/ <i>vi.</i> 上下滚动	(15)
inch /ɪntʃ/ <i>n.</i> 英寸	(15)
stimulation /'stɪmjə'leɪʃn/ <i>n.</i> 刺激	(15)
chase /tʃeɪs/ <i>vi. &amp; vt.</i> 努力赢得 <i>n.</i> 追逐, 追赶	(15)
desperate /'despəreɪt/ <i>adj.</i> 拼命的; 绝望的	(15)
intense /ɪn'tens/ <i>adj.</i> 紧张的, 激烈的; 剧烈的	(15)
depressed /dɪ'prest/ <i>adj.</i> 沮丧的, 忧愁的	(15)
delay /dɪ'leɪ/ <i>vi. &amp; vt.</i> 推迟, 延期	(15)
*chatter /'tʃætə/ <i>vi.</i> 唠叨, 喋喋不休	(15)
chatter away 喋喋不休	(15)
bend /bend/ <i>vi. &amp; vt.</i> 弯腰; 俯身	(15)
extraordinary /ɪk'strɔ:dənəri/ <i>adj.</i> 令人惊奇的, 异乎寻常的	(15)
rude /ru:d/ <i>adj.</i> 无理的	(15)
complain /kəm'pleɪn/ <i>vi. &amp; vt.</i> 抱怨; 不满; 发牢骚	(15)

appointment /ə'pɔɪntmənt/ <i>n.</i> 约定; 约会	(15)
alcoholic /,ælkə'hɒlɪk/ <i>n.</i> 酗酒者, 嗜酒成瘾者 <i>adj.</i> (含) 酒精的	(15)
*booze /bu:z/ <i>n.</i> 酒	(15)
*hard-wired /hɑ:dwaɪəd/ <i>adj.</i> 硬件控制的; 天生的	(15)

## Writing Workshop

invitation /,ɪnvɪ'teɪʃən/ <i>n.</i> 邀请	(18)
organise /'ɔ:gənaɪz/ <i>vt.</i> 组织, 筹划	(18)
behalf /bɪ'hɑ:f/ <i>n.</i> 代表……	(18)
on behalf of sb 代表某人	(18)
so far 到目前为止, 迄今为止	(18)
topic /'tɒpɪk/ <i>n.</i> 话题, 题目	(18)
innovation /,ɪnə'veɪʃən/ <i>n.</i> 革新, 创新	(18)
competitor /kəm'petɪtə/ <i>n.</i> 选手, 参赛者	(18)
clarity /'klærəti/ <i>n.</i> 清楚, 清晰	(18)
*fluency /'flu:nsi/ <i>n.</i> 流畅, 熟练	(18)
progression /prə'ɡreʃən/ <i>n.</i> 变化, 发展	(18)
engagement /ɪn'ɡeɪdʒmənt/ <i>n.</i> 参与	(18)
take up 占据	(18)
sincerely /sm'sɪəli/ <i>adv.</i> 真诚地, 由衷地	(18)

## Reading Club 1

belong /bɪ'lɒŋ/ <i>vt.</i> 属于	(21)
approval /ə'pru:vəl/ <i>n.</i> 赞许; 同意	(21)
defend /dɪ'fend/ <i>vi. &amp; vt.</i> 保护, 保卫	(21)

## Reading Club 2

principle /'prɪnsəpəl/ <i>n.</i> 原则; 行为准则	(22)
unmotivated /ʌn'məʊtɪveɪtɪd/ <i>adj.</i> 不积极的, 不主动的	(22)
politics /'pɒlətɪks/ <i>n.</i> 政治, 政治活动	(22)
contrast /'kɒntrɑ:st/ <i>n.</i> 差异, 差别 <i>vt.</i> 形成对比	(22)
in contrast to 和……对比	(22)
motivation /,məʊtə'veɪʃən/ <i>n.</i> 动力, 积极性	(22)



## UNIT 2 SUCCESS

### Topic Talk

*persistent /pə'sɪstənt/ <i>adj.</i> 坚持的; 执意的	(28)
determined /dɪ'tɜ:mɪnd/	
<i>adj.</i> 坚定的, 坚决的	(28)
optimistic /,ɒptəmɪstɪk/	
<i>adj.</i> 乐观的, 乐观主义的	(28)
astronaut /'æstrənɔ:t/ <i>n.</i> 宇航员	(28)
disciplined /'dɪsɪplɪnd/ <i>adj.</i> 遵守纪律的	(28)
committed /kə'mɪtɪd/	
<i>adj.</i> 坚定的; 尽心尽力的	(28)
enthusiastic /ɪn'θju:zɪ'æstɪk/	
<i>adj.</i> 热心的, 热衷的	(28)
ambitious /æm'bɪʃəs/	
<i>adj.</i> 有抱负的, 有雄心的	(28)
appreciative /ə'pri:ʃɪv/ <i>adj.</i> 感激的	(106)
make sense 有意义; 解释得通	(106)
injury /'ɪndʒəri/ <i>n.</i> 伤, 损害	(106)
career /kə'riə/ <i>n.</i> 职业, 事业	(106)
commitment /kə'mɪtmənt/	
<i>n.</i> 投入, 忠诚, 奉献; 承诺	(106)
cooperation /kəʊ,pə'reɪʃən/	
<i>n.</i> 合作, 协作	(107)
employee /ɪm'plɔɪ:/ <i>n.</i> 雇员	(107)

### Lesson 1

*millionaire /,mɪljə'neə/ <i>n.</i> 百万富翁	(30)
comfortably /'kʌmfətəbli/	
<i>adv.</i> 舒服地, 舒适地	(30)
professor /prə'fesə/ <i>n.</i> 教授	(30)
symbol /'sɪmbəl/ <i>n.</i> 象征, 标志	(30)
ultimate /'ʌltəmət/ <i>adj.</i> 最后的, 最终的	(30)
*fortune /'fɔ:tʃən/ <i>n.</i> 大笔的钱, 巨款	(30)
dormitory /'dɔ:mətəri/ = dorm	
<i>n.</i> 寝室, 学生宿舍	(30)
furniture /'fɜ:nɪʃə/ <i>n.</i> 家具	(30)
appreciate /ə'pri:ʃiət/ <i>vt.</i> 欣赏; 赏识	(31)
hunger /'hʌŋgə/ <i>n.</i> 饥饿, 饥荒	(31)
get on 发迹; 出人头地	(31)
guilty /'ɡɪlti/ <i>adj.</i> 内疚的, 羞愧的	(31)
drop out 退出, 脱离; 辍学	(31)

### Lesson 2

*hybrid /'haɪbrɪd/ <i>n.</i> 混合体	(107)
influential /,ɪnflu'ɛnʃəl/ <i>adj.</i> 有影响力的	(107)
devote /dɪ'vəʊt/	
<i>vt.</i> 把……奉献给; 专心致力于	(107)
devote ... to 致力于	(107)
production /prə'dʌkʃən/ <i>n.</i> 生产; 产量	(107)
minimum /'mɪnəməm/	
<i>n.</i> 最小量; 最小数; 最低限度	(107)
championship /'tʃæmpjənʃɪp/	
<i>n.</i> 冠军称号, 冠军地位	(107)
publisher /'pʌblɪʃə/ <i>n.</i> 出版商	(107)
reject /rɪ'dʒekt/ <i>vt.</i> 拒绝接受	(107)
contract /'kɒntrækt/ <i>n.</i> 合同; 契约	(107)
motivating /'məʊtɪveɪtɪŋ/	
<i>adj.</i> 起激励作用的; 激发(人)的	(108)
limit /'lɪmɪt/ <i>vt. &amp; n.</i> 限制, 限定	(108)
*distraction /dɪ'strækʃən/ <i>n.</i> 使人分心的事物	(108)
convince /kən'vɪns/ <i>vt.</i> 使确信; 使信服	(108)

### Lesson 3

*extreme /ɪk'stri:m/ <i>n.</i> 极端	(36)
*strive /straɪv/ <i>vi.</i> 努力; 奋斗	(36)
*encyclopaedia /ɪn'saɪklə'pi:diə/ <i>n.</i> 百科全书	(36)
entry /'entri/ <i>n.</i> 条目	(36)
academic /,ækə'demɪk/ <i>adj.</i> 学术的	(36)
ruin /ru:ɪn/ <i>vt.</i> 糟蹋; 毁坏	(36)
skip /skɪp/	
<i>vt.</i> 不做(本来应做的事); 蹦跳着走	(36)
defensive /dɪ'fensɪv/ <i>adj.</i> 戒备的, 自卫的	(36)
element /'eləmənt/ <i>n.</i> 基本部分; 要素	(36)
*workout /'wɜ:kəʊt/ <i>n.</i> 训练, 锻炼	(36)
intensity /ɪn'tensəti/ <i>n.</i> 强度; 强烈	(36)
*selfish /'selfɪʃ/	
<i>adj.</i> 自私的, 自私自利的	(36)
*sacrifice /'sækrəfaɪs/ <i>n.</i> 牺牲	(36)
countless /'kaʊntləs/ <i>adj.</i> 无数的, 数不尽的	(36)
hire /haɪə/ <i>vt.</i> 租用	(36)
triathlete /traɪ'æθli:t/ <i>n.</i> 铁人三项运动员	(36)
boil /bɔɪl/ <i>vi. &amp; vt.</i> (使) 沸腾, 煮沸	(36)
boil down to sth 归结为; 要点是	(36)

enormous /i'nɔ:məs/ <i>adj.</i> 巨大的, 庞大的	(36)
stay in 待在家里	(36)
length /leŋθ/ <i>n.</i> 长度	(37)
rugby /'rʌɡbi/ <i>n.</i> (英式) 橄榄球	(37)
apply oneself to sth 努力; 专心致志于某事	(37)
apart /ə'pɑ:t/ <i>adj. &amp; adv.</i> 分开; 散开	(37)
apart from ... 除……之外	(37)
platform /'plætfɔ:m/ <i>n.</i> 舞台; 月台	(37)
injured /'ɪndʒəd/ <i>adj.</i> 受伤的	(37)
outstanding /aʊt'stændɪŋ/	
<i>adj.</i> 杰出的, 优秀的	(37)
average /'ævərɪdʒ/ <i>adj.</i> 平庸的, 普通的; 平均的	
<i>n.</i> 平均水平; 平均数	(37)
normal /'nɔ:məl/ <i>adj.</i> 正常的, 平常的	(37)

## Writing Workshop

iron /'aɪən/ <i>n.</i> 铁; 熨斗	(40)
*hammer /'hæmə/ <i>n.</i> 榔头; 锤子	(40)
recognised /'rekəɡnaɪzd/	
<i>adj.</i> 公认的; 经过检验的	(40)
contribute /kən'trɪbjʊ:t/ <i>v.</i> 捐献; 促成	(40)
style /stɑɪl/ <i>n.</i> 方式, 特点	(40)
retire /rɪ'taɪə/ <i>vi.</i> 退休; 辞职	(40)
retire from 从……退休	(40)
leadership /'li:dʃɪp/ <i>n.</i> 领导; 领导地位	(40)

devotion /dɪ'vəʊʃən/ <i>n.</i> 奉献; 忠心	(40)
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## Reading Club 1

advanced /əd'vɑ:nst/	
<i>adj.</i> 先进的; 高级的; 晚期的	(43)
forwards /'fɔ:wədz/ <i>adv.</i> 向前	(43)
collapse /kə'læps/ <i>vi.</i> 突然倒下; 倒塌	(43)
reference /'refərəns/ <i>n.</i> 推荐信; 谈到, 提及	(43)
faith /feɪθ/ <i>n.</i> 相信; 信任	(43)

## Reading Club 2

discipline /'dɪsɪplɪn/ <i>n.</i> 自制力	
<i>vt.</i> 惩罚, 处罚	(44)
found /faʊnd/ <i>vt.</i> 创立; 创建	(44)
rejection /rɪ'dʒekʃən/ <i>n.</i> 嫌弃; 拒绝接受	(44)
fashion /'fæʃən/ <i>n.</i> 时尚	(44)
designer /dɪ'zɑ:mə/ <i>n.</i> 设计师, 设计者	(44)
bitterly /'bɪtəli/ <i>adv.</i> 痛苦地; 愤恨地	(44)
promotion /prə'məʊʃən/ <i>n.</i> 提升, 晋升	(44)
bridal /'brɪdl/ <i>adj.</i> 婚礼的; 新娘的	(44)
label /'leɪbəl/ <i>n.</i> 便签, 标记	
<i>vt.</i> 贴标签于	(44)
entrance /'entrəns/ <i>n.</i> 进入许可; 入口	(44)
income /'ɪŋkʌm/ <i>n.</i> 收入; 收益	(44)

## UNIT 3 CONSERVATION

### Topic Talk

conservation /,kɒnsə'veɪʃən/ <i>n.</i> 保护	(50)
plastic /'plæstɪk/ <i>adj.</i> 塑料制的	(50)
destroy /dɪ'strɔɪ/ <i>vt.</i> 破坏; 毁掉	(50)
*mining /'maɪnɪŋ/ <i>n.</i> 采矿业	(50)
item /'aɪtəm/ <i>n.</i> 一项, 一条	(50)
recycle /rɪ:'saɪkəl/ <i>vi. &amp; vt.</i> 再利用, 回收利用	(50)
unrecyclable /,ʌnrɪ:'saɪkləbəl/ <i>adj.</i> 不可回收的	(50)
informative /ɪn'fɔ:mətɪv/	
<i>adj.</i> 有教育意义的; 知识性强的	(108)

threat /θret/	
<i>n.</i> 威胁; (灾难等坏事) 发生的可能	(108)
switch /swɪtʃ/ <i>vi. &amp; vt.</i> 转换, 改变	(108)
have a role 起某种作用	(109)
do one's part 尽自己的职责	(109)
*rhino /'raɪnəʊ/ <i>n.</i> 犀牛	(109)
illegally /ɪ'li:gəli/ <i>adv.</i> 非法地, 违法地	(109)
hunt /hʌnt/ <i>vi. &amp; vt.</i> 猎取, 猎杀	(109)
*horn /hɔ:n/ <i>n.</i> (牛、羊等头上的) 角	(109)
extinct /ɪk'stɪŋkt/ <i>adj.</i> 灭绝的, 绝种的	(109)
incredibly /ɪn'kredəbli/ <i>adv.</i> 非常地, 极端地	(109)

urgent /'ɜ:dʒənt/ *adj.* 紧急的, 急迫的 (109)

## Lesson 1

die out 消失; 绝迹, 灭绝 (52)

species /'spi:ʃi:z/ *n.* 物种, 种 (52)

\*wipe /waɪp/ *vt.* 擦; 拭 (52)

wipe out 彻底毁灭 (52)

unusual /ʌn'ju:ʒuəl/ *adj.* 异常的; 不平常的 (52)

mass /mæs/ *adj.* 大量的 (52)

varied /'veəriəd/

*adj.* 各种各样的, 形形色色的 (52)

\*asteroid /'æstərɔɪd/ *n.* 小行星 (52)

decrease /di'kri:s/ *vi. & vt.* 减少

*n.* 减少; 减少的量 (52)

blame /bleɪm/ *vt.* 责怪, 指责 (52)

be to blame 把……归咎于 (52)

affect /ə'fekt/ *vt.* 影响 (53)

be at risk 处境危险, 受到威胁 (53)

endangered /ɪn'deɪndʒəd/ *adj.* 濒危的 (53)

solar /'səʊlə/ *adj.* 太阳光 (能) 的 (53)

hatch /hætʃ/ *vi. & vt.* (使) 孵化 (53)

restore /rɪ'stɔ: / *vt.* (使) 恢复 (53)

## Lesson 2

\*packet /'pækɪt/ *n.* 小包, 小盒 (56)

set out 开始做某事, 着手进行 (109)

packaging /'pækɪdʒɪŋ/

*n.* 包装盒 (瓶、袋), 包装材料 (109)

\*coconut /'kəʊkənʌt/ *n.* 椰子 (109)

consumer /kən'sju:mə/ *n.* 消费者 (109)

wasteful /'weɪstfəl/ *adj.* 浪费的; 挥霍的 (109)

wrap /ræp/ *vt.* 包, 裹 (109)

\*shell /ʃel/ *n.* 壳; 贝壳 (109)

transportation /,træns'pɔ: 'teɪʃən/

*n.* 交通运输系统, 运输方式 (109)

dirt /dɜ:t/ *n.* 灰尘, 尘土 (109)

\*swallow /'swɒləʊ/ *vi. & vt.* 吞下, 咽下 (109)

realistic /rɪə'lɪstɪk/ *adj.* 现实的, 实际的 (110)

innovative /'ɪnə'veɪtɪv/

*adj.* 新颖的, 创新的, 革新的 (110)

refillable /,ri:'fɪləbl/ *adj.* 可再填充的 (110)

aware /ə'weə/ *adj.* 意识到的, 明白的 (110)

collection /kə'leɪʃən/  
*n.* 收集; 收藏品; 专辑 (110)

\*bin /bɪn/ *n.* 垃圾箱 (110)

reusable /,ri:'ju:zəbl/  
*adj.* 可再使用的, 可重复使用的 (110)

anxious /'æŋkʃəs/ *adj.* 焦虑的, 不安的 (110)

\*carton /'kɑ:tn/ *n.* 硬纸盒; 塑料盒 (110)

\*cutlery /'kʌtləri/ *n.* 餐具 (110)

chopsticks /'tʃɒpstɪks/ *n.* 筷子 (110)

council /'kaʊnsəl/ *n.* 委员会; 理事会 (110)

## Lesson 3

\*destruction /dɪ'strʌkʃən/ *n.* 破坏, 毁坏 (58)

stuck /stʌk/ *adj.* 卡住的, 无法移动的 (58)

jam /dʒæm/ *n.* 拥挤, 堵塞; 果酱 (58)

traffic jam 交通堵塞 (58)

stressed out 焦虑的 (58)

annoyed /ə'nɔɪd/ *adj.* 烦恼的, 生气的 (58)

\*roadworks /'rəʊdwɜ:kz/ *n.* 道路施工 (58)

anger /'æŋgə/ *n.* 愤怒; 怒气 (58)

decade /'dekeɪd/ *n.* 十年, 十年期 (59)

gas /gæs/ *n.* 气, 气体 (59)

cancer /'kænsə/ *n.* 癌症 (59)

relate /rɪ'leɪt/ *vi.* 相联系, 有关联 (59)

be related to 与……有关联 (59)

regular /'regjələ/ *adj.* 定期的, 有规律的 (59)

suit /sju:t/ *vt.* 适合; *n.* 套装 (59)

## Writing Workshop

essay /'eseɪ/ *n.* 论说文; 散文 (62)

organic /ɔ:'gæɪnɪk/  
*adj.* 不使用化肥的, 有机的, 绿色的 (62)

involve /ɪn'vɒlv/ *vt.* 包含, 需要 (62)

institute /'ɪnstɪtju:t/ *n.* 机构; 研究院 (62)

\*poultry /'pəʊltri/ *n.* 家禽肉, 家禽 (62)

billion /'bɪljən/ *n.* 十亿 (62)

opponent /ə'pəʊnənt/ *n.* 反对者; 对手, 敌手 (62)

cruel /'kru:əl/ *adj.* 残忍的 (62)

instance /'ɪnstəns/ *n.* 例子, 实例 (62)

for instance 例如 (62)

claim /kleɪm/ *vt.* 声称; 断言; 主张  
*n.* 声称; (根据权力而提出的) 要求 (62)

chemical /'kemɪkəl/ *n.* 化学品; *adj.* 化学的 (62)  
drug /drʌg/ *n.* 药物, 药材; 毒品 (62)  
sum /sʌm/ *vt.* 概括, 总结  
    *n.* 金额, 款项; 总数 (62)  
sum up 概括, 总结 (62)

### Reading Club 1

committee /kə'mɪti/ *n.* 委员会 (65)  
temple /'tempəl/ *n.* 庙宇, 寺院 (65)  
Confucius /kən'fju:ʃəs/ 孔子 (65)  
memorial /mə'mɔ:riəl/ *n.* 纪念馆; 纪念碑  
    *adj.* (对逝者) 纪念的, 追悼的 (65)

carve /kɑ:v/ *vt.* 雕, 刻 (65)  
valley /'væli/ *n.* 谷, 山谷 (65)  
scenic /'si:nɪk/ *adj.* 景色优美的 (65)  
historic /hɪ'stɔ:ɪk/  
    *adj.* 古老的; 历史上重要的 (65)

### Reading Club 2

thunderstorm /'θʌndəstɔ:m/ *n.* 雷暴 (66)  
typhoon /,taɪ'fu:n/ *n.* 台风 (66)  
agricultural /,ægrɪ'kʌltʃərəl/ *adj.* 农业的 (66)  
Atlantic /ət'læntɪk/ *adj.* 大西洋的 (66)

供学习用



# WORD LIST

## A

- a couple of 一双, 一对 (9)
- academic /ˌækəˈdemɪk/ *adj.* 学术的 (36)
- access /ˈæksɪs/ *n.* 进入; 接触的机会 (9)
- acid /ˈæsɪd/ *n.* 酸 (9)
- advanced /ədˈvɑːnst/  
*adj.* 先进的; 高级的; 晚期的 (43)
- affect /əˈfekt/ *vt.* 影响 (53)
- agricultural /ˌægrɪˈkʌltʃərəl/ *adj.* 农业的 (66)
- alcoholic /ˌælkəˈhɒlɪk/ *n.* 酗酒者, 嗜酒成瘾者  
*adj.* (含) 酒精的 (15)
- ambitious /æmˈbɪʃəs/ *adj.* 有抱负的, 有雄心的 (28)
- anger /ˈæŋɡə/ *n.* 愤怒; 怒气 (58)
- angle /ˈæŋɡəl/ *n.* 角 (8)
- annoyed /əˈnɔɪd/ *adj.* 烦恼的, 生气的 (58)
- anxious /ˈæŋkʃəs/ *adj.* 焦虑的, 不安的 (110)
- apart /əˈpa:t/ *adj. & adv.* 分开; 散开 (37)
- apart from ... 除……之外 (37)
- app /æp/ *n.* 应用程序 (14)
- apply oneself to sth 努力; 专心致志于某事 (37)
- appointment /əˈpɔɪntmənt/ *n.* 约定; 约会 (15)
- appreciate /əˈpriːʃiət/ *vt.* 欣赏; 赏识 (31)
- appreciative /əˈpriːʃjətɪv/ *adj.* 感激的 (106)
- approval /əˈpruːvəl/ *n.* 赞许; 同意 (21)
- ashamed /əˈʃeɪmd/  
*adj.* 羞愧的; 内疚的; 惭愧的 (12)
- \*associate /əˈsəʊʃiət/ *vt.* 与某人交往 (14)
- associate with 与某人交往 (14)
- \*asteroid /ˈæstərɔɪd/ *n.* 小行星 (52)
- astronaut /ˈæstrənɔːt/ *n.* 宇航员 (28)
- Atlantic /ətˈlæntɪk/ *adj.* 大西洋的 (66)
- average /ˈævərɪdʒ/ *adj.* 平庸的, 普通的; 平均的  
*n.* 平均水平; 平均数 (37)
- aware /əˈweə/ *adj.* 意识到的, 明白的 (110)

## B

- barely /ˈbeəli/ *adv.* 几乎不 (14)
- be at risk 处境危险, 受到威胁 (53)
- be related to 与……有关联 (59)
- be to blame 把……归咎于 (52)
- behalf /brˈhɑːf/ *n.* 代表…… (18)
- behaviour /brˈheɪvjə/ *n.* 行为, 举止 (9)
- belong /brɪˈlɒŋ/ *vt.* 属于 (21)
- billion /ˈbɪljən/ *n.* 十亿 (62)
- \*bin /bɪn/ *n.* 垃圾箱 (110)
- bend /bend/ *vi. & vt.* 弯腰; 俯身 (15)
- bitterly /ˈbɪtəli/ *adv.* 痛苦地; 愤恨地 (44)
- blame /bleɪm/ *vt.* 责怪, 指责 (52)
- boil /bɔɪl/ *vi. & vt.* (使) 沸腾, 煮沸 (36)
- boil down to sth 归结为; 要点是 (36)
- \*booze /buːz/ *n.* 酒 (15)
- bridal /ˈbrɪdl/ *adj.* 婚礼的; 新娘的 (44)

## C

- cancer /ˈkænsə/ *n.* 癌症 (59)
- career /kəˈrɪə/ *n.* 职业, 事业 (106)
- \*carton /ˈkɑːtn/ *n.* 硬纸盒; 塑料盒 (110)
- carve /kɑːv/ *vt.* 雕, 刻 (65)
- championship /ˈtʃæmpjənʃɪp/  
*n.* 冠军称号, 冠军地位 (107)
- chase /tʃeɪs/ *vi. & vt.* 努力赢得  
*n.* 追逐, 追赶 (15)
- \*chatter /ˈtʃætə/ *vi.* 唠叨, 喋喋不休 (15)
- chatter away 喋喋不休 (15)
- chemical /ˈkemɪkəl/ *n.* 化学品; *adj.* 化学的 (62)
- chopsticks /ˈtʃɒpstɪks/ *n.* 筷子 (110)
- claim /kleɪm/ *vt.* 声称; 断言; 主张  
*n.* 声称; (根据权力而提出的) 要求 (62)

带\*号的词为《普通高中英语课程标准(2017年版)》必修和选择性必修以外词汇。

clarity /'klærəti/ <i>n.</i> 清楚, 清晰 (18)	*destruction /di'strʌkʃən/ <i>n.</i> 破坏, 毁坏 (58)
*coconut /'kəʊkənʌt/ <i>n.</i> 椰子 (109)	determined /di'tɜ:mɪnd/ <i>adj.</i> 坚定的, 坚决的 (28)
collapse /kə'læps/ <i>vi.</i> 突然倒下; 倒塌 (43)	destroy /di'strɔɪ/ <i>vt.</i> 破坏; 毁掉 (50)
collection /kə'lekʃən/	devote /di'vəʊt/
<i>n.</i> 收集; 收藏品; 专辑 (110)	<i>vt.</i> 把……奉献给; 专心致力于 (107)
commitment /kə'mɪtmənt/	devote ... to 致力于 (107)
<i>n.</i> 投入, 忠诚, 奉献; 承诺 (106)	devotion /di'vəʊʃən/ <i>n.</i> 奉献; 忠心 (40)
comfortably /'kʌmfətəbli/ <i>adv.</i> 舒服地, 舒适的 (30)	die out 消失; 绝迹, 灭绝 (52)
committed /kə'mɪtɪd/	dirt /dɜ:t/ <i>n.</i> 灰尘, 尘土 (109)
<i>adj.</i> 坚定的; 尽心尽力的 (28)	discipline /'dɪsɪplɪn/ <i>n.</i> 自制力 (44)
committee /kə'mɪti/ <i>n.</i> 委员会 (65)	<i>vt.</i> 惩罚, 处罚
competitor /kəm'petɪtə/ <i>n.</i> 选手, 参赛者 (18)	disciplined /'dɪsɪplɪnd/ <i>adj.</i> 遵守纪律的 (28)
complain /kəm'pleɪn/	distracted /dɪ'stræktɪd/
<i>vi. &amp; vt.</i> 抱怨; 不满; 发牢骚 (15)	<i>adj.</i> 心神不定的, 精神无法集中的 (15)
Confucius /kən'fju:ʃəs/ 孔子 (65)	*distraction /dɪ'strækʃən/ <i>n.</i> 使人分心的事物 (108)
conservation /,kɒnsə'veɪʃən/ <i>n.</i> 保护 (50)	do one's part 尽自己的职责 (109)
constantly /'kɒnstəntli/	dominate /'dɒmənɪt/
<i>adv.</i> 持续不断地 (14)	<i>vi. &amp; vt.</i> 主宰, 支配, 控制 (15)
consumer /kən'sju:mə/ <i>n.</i> 消费者 (109)	dorm /dɔ:m/ <i>n.</i> 寝室, 学生宿舍 (14)
contract /'kɒntrækt/ <i>n.</i> 合同; 契约 (107)	dormitory /'dɔ:mətəri/ = dorm
contrast /'kɒntrɑ:st/ <i>n.</i> 差异, 差别	<i>n.</i> 寝室, 学生宿舍 (30)
<i>vt.</i> 形成对比 (22)	drag /dræg/ <i>vt.</i> 拖, 拉 (9)
contribute /kən'trɪbjʊ:t/ <i>v.</i> 捐献; 促成 (40)	drop out 退出, 脱离; 辍学 (31)
convince /kən'vɪns/ <i>vt.</i> 使确信; 使信服 (108)	drug /drʌg/ <i>n.</i> 药物, 药材; 毒品 (62)
cooperation /kəʊ'pɒrə'reɪʃən/ <i>n.</i> 合作, 协作 (107)	
council /'kaʊnsəl/ <i>n.</i> 委员会; 理事会 (110)	<b>E</b>
countless /'kaʊntləs/ <i>adj.</i> 无数的, 数不尽的 (36)	educationalist /,edʒə'keɪʃənəlɪst/
cruel /'kru:əl/ <i>adj.</i> 残忍的 (62)	<i>n.</i> 教育(学)家 (9)
*cutlery /'kʌtləri/ <i>n.</i> 餐具 (110)	effective /ɪ'fektɪv/ <i>adj.</i> 有效的 (105)
<b>D</b>	element /'eləmənt/ <i>n.</i> 基本部分; 要素 (36)
deadline /'dedlaɪn/ <i>n.</i> 截止日期, 最后期限 (15)	emotional /ɪ'məʊʃənəl/
decade /'dekeɪd/ <i>n.</i> 十年, 十年期 (59)	<i>adj.</i> 情感上的; 情绪上的 (104)
decrease /di'kri:s/ <i>vi. &amp; vt.</i> 减少	employee /ɪm'plɔɪ:/ <i>n.</i> 雇员 (107)
<i>n.</i> 减少; 减少的量 (52)	*encyclopaedia /ɪn'saɪklə'pi:diə/ <i>n.</i> 百科全书 (36)
defensive /di'fensɪv/ <i>adj.</i> 戒备的, 自卫的 (36)	endangered /ɪn'deɪndʒəd/ <i>adj.</i> 濒危的 (53)
defend /dɪ'fend/ <i>vi. &amp; vt.</i> 保护, 保卫 (21)	engagement /ɪn'geɪdʒmənt/ <i>n.</i> 参与 (18)
delay /di'leɪ/ <i>vi. &amp; vt.</i> 推迟, 延期 (15)	enormous /ɪ'nɔ:məs/ <i>adj.</i> 巨大的, 庞大的 (36)
demanding /dɪ'mɑ:ndɪŋ/	enthusiastic /ɪn'θju:zɪ'æstɪk/
<i>adj.</i> 要求严格的; 费力的 (105)	<i>adj.</i> 热心的, 热衷的 (28)
depressed /dɪ'prest/ <i>adj.</i> 沮丧的, 忧愁的 (15)	entrance /'entrəns/ <i>n.</i> 进入许可; 入口 (44)
designer /dɪ'zaɪnə/ <i>n.</i> 设计师, 设计者 (44)	entry /'entri/ <i>n.</i> 条目 (36)
desperate /'despərət/ <i>adj.</i> 拼命的; 绝望的 (15)	essay /'eseɪ/ <i>n.</i> 论说文; 散文 (62)
	extinct /ɪk'stɪŋkt/ <i>adj.</i> 灭绝的, 绝种的 (109)

extraordinary /ɪk'strɔ:dənəri/  
*adj.* 令人惊奇的, 异乎寻常的 (15)  
 extreme /ɪk'stri:m/ *n.* 极端 (36)  
 extremely /ɪk'stri:mli/ *adv.* 极度, 极其 (104)

## F

faith /feɪθ/ *n.* 相信; 信任 (43)  
 fashion /'fæʃən/ *n.* 时尚 (44)  
 \*feedback /'fi:dbæk/ *n.* 反馈意见 (12)  
 flow /fləʊ/ *n.* 流动; *vi.* 流, 流动 (14)  
 flu /flu:/ *n.* 流行性感冒, 流感 (104)  
 \*fluency /'flu:nsi/ *n.* 流畅, 熟练 (18)  
 for instance 例如 (62)  
 for the first time 初次, 第一次 (8)  
 \*fortune /'fɔ:tʃən/ *n.* 大笔的钱, 巨款 (30)  
 forwards /'fɔ:wədz/ *adv.* 向前 (43)  
 found /faʊnd/ *vt.* 创立; 创建 (44)  
 fuel /'fju:əl/ *n.* 燃料 (8)  
 furniture /'fɜ:nɪʃə/ *n.* 家具 (30)

## G

gas /gæs/ *n.* 气, 气体 (59)  
 get on 发迹; 出人头地 (31)  
 grateful /'gretʃəl/ *adj.* 感激的, 感谢的 (104)  
 guilty /'gɪlti/ *adj.* 内疚的, 羞愧的 (31)

## H

\*hammer /'hæmə/ *n.* 榔头; 锤子 (40)  
 handle /'hændl/  
*vt.* 处理 (难题); 应付 (局面) (12)  
 \*hard-wired /hɑ:dwaɪəd/  
*adj.* 硬件控制的; 天生的 (15)  
 hatch /hætʃ/ *vi. & vt.* (使) 孵化 (53)  
 have a role 起某种作用 (109)  
 highlight /'haɪlaɪt/ *vt.* 标出; 突出显示 (105)  
 hire /haɪə/ *vt.* 租用 (36)  
 historic /hɪ'stɒrɪk/  
*adj.* 古老的; 历史上重要的 (65)  
 \*horn /hɔ:n/ *n.* (牛、羊等头上的) 角 (109)  
 host /həʊst/ *vt.* 主办; 做……的东道主  
*n.* 主人; 主持人 (104)  
 humour /'hju:mə/ *n.* 幽默感 (6)

hunger /'hʌŋgə/ *n.* 饥饿; 饥荒 (31)  
 hunt /hʌnt/ *vi. & vt.* 猎取, 猎杀 (109)  
 \*hybrid /'hæbrɪd/ *n.* 混合体 (107)  
 hydrogen /'haɪdrədʒən/ *n.* 氢 (8)

## I

illegally /ɪ'li:gəli/ *adv.* 非法地, 违法地 (109)  
 in contrast to 和……对比 (22)  
 income /'ɪŋkʌm/ *n.* 收入; 收益 (44)  
 inch /ɪntʃ/ *n.* 英寸 (15)  
 incredible /ɪn'kredəbl/  
*adj.* 难以置信的; 极好的 (104)  
 incredibly /ɪn'kredəbli/ *adv.* 非常地, 极端地 (109)  
 influential /,ɪnflu'enʃəl/ *adj.* 有影响力的 (107)  
 informative /ɪn'fɔ:mətɪv/  
*adj.* 有教育意义的; 知识性强的 (108)  
 injured /'ɪndʒəd/ *adj.* 受伤的 (37)  
 injury /'ɪndʒəri/ *n.* 伤, 损害 (106)  
 innovation /,ɪnə'veɪʃən/ *n.* 革新, 创新 (18)  
 innovative /'ɪnəvətɪv/  
*adj.* 新颖的, 创新的, 革新的 (110)  
 instance /'ɪnstəns/ *n.* 例子, 实例 (62)  
 institute /'ɪnstɪtju:t/ *n.* 机构; 研究院 (62)  
 intense /ɪn'tens/  
*adj.* 紧张的, 激烈的; 剧烈的 (15)  
 intensity /ɪn'tensətɪ/ *n.* 强度; 强烈 (36)  
 intention /ɪn'tenʃən/ *n.* 意图, 目的; 打算 (105)  
 invitation /,ɪnvɪ'teɪʃən/ *n.* 邀请 (18)  
 involve /ɪn'vɒlv/ *vt.* 包含, 需要 (62)  
 iron /'aɪən/ *n.* 铁; 熨斗 (40)  
 item /'aɪtəm/ *n.* 一项, 一条 (50)

## J

jam /dʒæm/ *n.* 拥挤, 堵塞; 果酱 (58)

## L

label /'leɪbəl/ *n.* 便签, 标记; *vt.* 贴标签于 (44)  
 lack /læk/ *vt.* 缺乏 (8)  
 laptop /'læptɒp/  
*n.* 笔记本电脑, 便携式电脑 (14)  
 leadership /'li:dəʃɪp/ *n.* 领导; 领导地位 (40)  
 length /lenθ/ *n.* 长度 (37)

limit /'lɪmɪt/ *vt. & n.* 限制, 限定 (108)

## M

make sense 有意义; 解释得通 (106)

manner /'mænə/ *n.* 方式, 方法 (106)

mate /meɪt/ *n.* 朋友, 伙伴 (15)

mass /mæs/ *adj.* 大量的 (52)

memorial /mə'mɔ:riəl/ *n.* 纪念馆; 纪念碑  
*adj.* (对逝者) 纪念的, 追悼的 (65)

million /'mɪljən/ *n.* 百万 (15)

\*millionaire /,mɪljə'neə/ *n.* 百万富翁 (30)

minimum /'mɪnəməm/  
*n.* 最少量; 最小数; 最低限度 (107)

\*mining /'maɪnɪŋ/ *n.* 采矿业 (50)

motivating /'məʊtɪveɪtɪŋ/  
*adj.* 起激励作用的; 激发 (人) 的 (108)

motivation /,məʊtə'veɪʃən/ *n.* 动力, 积极性 (22)

## N

normal /'nɔ:məl/ *adj.* 正常的, 平常的 (37)

nephew /'nefju/ *n.* 侄子, 外甥 (6)

niece /ni:s/ *n.* 侄女, 外甥女 (6)

## O

\*obsess/əb'ses/ *vt.* 使迷恋 (15)

obsess over 对……担心 (15)

occasionally /ə'keɪʒənəli/ *adv.* 偶尔; 偶然 (104)

on behalf of sb 代表某人 (18)

onion /'ʌnjən/ *n.* 洋葱 (9)

opponent /ə'pəʊnənt/ *n.* 反对者; 对手, 敌手 (62)

optimistic /,ɒptəmɪstɪk/  
*adj.* 乐观的, 乐观主义的 (28)

organic /ɔ:'gænɪk/  
*adj.* 不使用化肥的, 有机的, 绿色的 (62)

organise /'ɔ:gənaɪz/ *vt.* 组织, 筹划 (18)

outgoing /,aʊt'gəʊɪŋ/  
*adj.* 外向的, 好交际的 (6)

outstanding /aʊt'stændɪŋ/  
*adj.* 杰出的, 优秀的 (37)

## P

\*packet /'pækɪt/ *n.* 小包, 小盒 (56)

packaging /'pækɪdʒɪŋ/  
*n.* 包装盒 (瓶、袋), 包装材料 (109)

passionate /'pæʃənət/  
*adj.* 热爱的, 酷爱的; 具有强烈信念的 (6)

\*persistent /pə'sɪstənt/ *adj.* 坚持的; 执意的 (28)

plastic /'plæstɪk/ *adj.* 塑料制的 (50)

platform /'plætfɔ:m/ *n.* 舞台; 月台 (37)

politics /'pɒlətɪks/ *n.* 政治, 政治活动 (22)

\*poultry /'pəʊltri/ *n.* 家禽肉, 家禽 (62)

pour /pɔ:/ *vt.* 灌, 注, 倒 (8)

pour into 投入 (倒) ……于某物 (8)

practical /'præktɪkəl/  
*adj.* 实际的; 实践的; 切实可行的 (8)

preference /'prefərəns/ *n.* 偏爱, 偏好 (12)

principle /'prɪnsəpəl/ *n.* 原则; 行为准则 (22)

presentation /,prezən'teɪʃən/  
*n.* 报告; 陈述, 说明 (8)

production /prə'dʌkʃən/ *n.* 生产; 产量 (107)

professor /prə'fesə/ *n.* 教授 (30)

progression /prə'ɡreʃən/ *n.* 变化, 发展 (18)

promotion /prə'məʊʃən/ *n.* 提升, 晋升 (44)

publisher /'pʌblɪʃə/ *n.* 出版商 (107)

## R

raise /reɪz/ *vt.* 提出, 提起 (105)

reality /ri'æləti/ *n.* 现实; 真实 (15)

realistic /riə'lɪstɪk/ *adj.* 现实的, 实际的 (110)

recognised /'rekəɡnaɪzd/  
*adj.* 公认的; 经过检验的 (40)

recycle /,ri:'saɪkəl/  
*vi. & vt.* 再利用, 回收利用 (50)

reference /'refərəns/ *n.* 推荐信; 谈到, 提及 (43)

refillable /,ri:'fɪləbl/ *adj.* 可再填充的 (110)

regular /'regjələ/ *adj.* 定期的, 有规律的 (59)

reject /rɪ'dʒekt/ *vt.* 拒绝接受 (107)

rejection /rɪ'dʒekʃən/ *n.* 嫌弃; 拒绝接受 (44)

relate /rɪ'leɪt/ *vi.* 相联系, 有关联 (59)

reserved /rɪ'zɜ:vəd/ *adj.* 含蓄的; 内敛的 (15)

restore /rɪ'stɔ:/ *vt.* (使) 恢复 (53)

retire /rɪ'taɪə/ *vi.* 退休; 辞职 (40)

retire from 从……退休 (40)

reusable /,ri:'ju:zəbl/  
*adj.* 可再使用的, 可重复使用的 (110)



\*rhino /'raɪnəʊ/ *n.* 犀牛 (109)  
 \*roadworks /'rəʊdɜ:ks/ *n.* 道路施工 (58)  
 rocket /'rɒkɪt/ *n.* 火箭 (8)  
 rude /ru:d/ *adj.* 无理的 (15)  
 rugby /'rʌŋbi/ *n.* (英式) 橄榄球 (37)  
 ruin /'ru:ɪn/ *vt.* 糟蹋; 毁坏 (36)

## S

\*sacrifice /'sækrəfaɪs/ *n.* 牺牲 (36)  
 scenic /'si:nɪk/ *adj.* 景色优美的 (65)  
 scroll/skrəʊl/ *vi.* 上下滚动 (15)  
 secondary /'sekəndəri/  
*adj.* 中等教育; 中级的; 次要的 (6)  
 \*selfish /'selfɪʃ/ *adj.* 自私的, 自私自利的 (36)  
 sensitive /'sensətɪv/  
*adj.* 敏感的; 善解人意的 (106)  
 set out 开始做某事, 着手进行 (109)  
 \*shell /ʃel/ *n.* 壳; 贝壳 (109)  
 sincerely /sm'sɪəli/ *adv.* 真诚地, 由衷地 (18)  
 skip /skɪp/  
*vt.* 不做 (本来应做的事); 蹦跳着走 (36)  
 so far 到目前为止, 迄今为止 (18)  
 social networking 社交网络 (14)  
 \*socialise /'səʊʃəlaɪz/  
*vi.* 交友; 交际; 交往 (14)  
 solar /'səʊlə/ *adj.* 太阳光 (能) 的 (53)  
 species /'spi:ʃi:z/ *n.* 物种, 种 (52)  
 stay in 待在家里 (36)  
 stimulation /'stmɪjə'leɪʃn/ *n.* 刺激 (15)  
 stressed out 焦虑的 (58)  
 \*strive /straɪv/ *vi.* 努力; 奋斗 (36)  
 stuck /stʌk/ *adj.* 卡住的, 无法移动的 (58)  
 style /stɑɪl/ *n.* 方式, 特点 (40)  
 suit /sju:t/ *vt.* 适合; *n.* 套装 (59)  
 sum /sʌm/ *vt.* 概括, 总结  
*n.* 金额, 款项; 总数 (62)  
 sum up 概括, 总结 (62)  
 \*swallow /'swɒləʊ/ *vi. & vt.* 吞下, 咽下 (109)  
 switch /swɪtʃ/ *vi. & vt.* 转换, 改变 (108)  
 symbol /'sɪmbəl/ *n.* 象征, 标志 (30)

## T

take up 占据 (18)

temple /'tempəl/ *n.* 庙宇, 寺院 (65)  
 \*tense /tens/ *n.* 时态 (105)  
 threat /θret/  
*n.* 威胁; (灾难等坏事) 发生的可能 (108)  
 thunderstorm /'θʌndəstɔ:m/ *n.* 雷暴 (66)  
 topic /'tɒpɪk/ *n.* 话题, 题目 (18)  
 traffic jam 交通堵塞 (58)  
 trait /treɪt/ *n.* 特性, 品质 (6)  
 transportation /,træns'pɔ: 'teɪʃən/  
*n.* 交通运输系统, 运输方式 (109)  
 \*triangle /'traɪæŋɡəl/ *n.* 三角形 (8)  
 triathlete /traɪ'æθli:t/ *n.* 铁人三项运动员 (36)  
 typhoon /,taɪ'fu:n/ *n.* 台风 (66)

## U

ultimate /'ʌltɪmət/ *adj.* 最后的, 最终的 (30)  
 unmotivated /ʌn'məʊtɪvɪtɪd/  
*adj.* 不积极的, 不主动的 (22)  
 unrecyclable /,ʌnrɪ:'saɪkləbəl/ *adj.* 不可回收的 (50)  
 unusual /ʌn'ju:zʊəl/ *adj.* 异常的; 不平常的 (52)  
 upset /,ʌp'set/ *vt.* 使生气, 使心烦意乱  
*adj.* 烦恼的, 心烦意乱的 (12)  
 urgent /'ɜ:dʒənt/ *adj.* 紧急的, 急迫的 (109)  
 used to 过去经常, 曾经 (9)

## V

valley /'væli/ *n.* 谷, 山谷 (65)  
 varied /'veərɪd/  
*adj.* 各种各样的, 形形色色的 (52)

## W

wasteful /'weɪstfəl/ *adj.* 浪费的; 挥霍的 (109)  
 \*wipe /waɪp/ *vt.* 擦; 拭 (52)  
 wipe out 彻底毁灭 (52)  
 wired /waɪəd/ *adj.* 联网的; 极其兴奋的 (15)  
 \*workout /'wɜ:kəʊt/ *n.* 训练, 锻炼 (36)  
 worthwhile /,wɜ:θ'waɪl/  
*adj.* 值得做的; 重要的; 有益的 (9)  
 wrap /ræp/ *vt.* 包, 裹 (109)

# NAMES AND PLACES

## Names

Graham Lawrence /'greɪəm 'lɒrəns/ 格雷厄姆·劳伦斯	(8)	Peter /'pi:tə/ 彼得	(107)
Brian Jenkins /'bræɪn 'dʒɛŋkɪnz/ 布莱恩·詹金斯	(9)	Natalie /nætəli/ 纳特利	(107)
John Dewey /,dʒɒn 'dju:i/ 约翰·杜威	(9)	Bill Gates /bɪl geɪts/ 比尔·盖茨	(107)
Mark /mɑ:k/ 马克	(14)	Novak Djokovic /'nɒvɑ:k 'dʒɔ:kɒvɪtʃi/ 诺瓦克·德约科维奇	(107)
Jenson /'dʒɛnsən/ 詹森	(18)	J. K. Rowling /dʒeɪ keɪ 'rəʊlɪŋ/ J. K. 罗琳	(107)
Jason Harley /'dʒeɪsən 'hɑ:li/ 詹森·哈利	(30)	Linda /'lɪndə/ 琳达	(108)
Angela Johnson /'ændʒɪlə 'dʒɒnsn/ 安吉拉·约翰逊	(30)	Bradshaw /'brædʃɔ:/ 布雷德绍	(109)
Alistair Brownlee /'æləsteə 'braʊnli:/ 阿里斯泰尔·布朗利	(37)	Kevin McCabe /'keɪvɪn 'mekə'keɪb/ 凯文·麦克堪比	(109)
Jenny Trowe /'dʒeni 'traʊə/ 珍妮·托尔	(59)	Alicia Stewart /ə'li:siə 'stjuət/ 艾丽西亚·斯图尔特	(109)
Stephanie /'stefæni/ 斯蒂芬妮	(103)	Amy /'eɪmi/ 艾米	(110)
Lilly /'lɪli/ 莉莉	(103)	Lisa /'li:zə/ 莉莎	(110)
Matt Dickson /mæt 'dɪksn/ 马特·迪克森	(105)		
Jill Samson /dʒɪl 'sæmsən/ 吉尔·萨姆森	(105)	<b>Places</b>	
Jones /dʒəʊnz/ 琼斯	(105)	France /frɑ:ns/ 法国	(36)
Smith /smɪθ/ 史密斯	(105)	Johannesburg /dʒəʊ'hænəsbɜ:g/ 约翰内斯堡	(36)
Leo /'li:əʊ/ 利奥	(106)	Italy /'ɪtəli/ 意大利	(40)
		Britain /'brɪtn/ 英国	(58)

# 后 记

北师大版普通高中教科书《英语》修订组在《普通高中课程方案（2017年版）》和《普通高中英语课程标准（2017年版）》的指导下，立足当前英语教育的现状和未来发展的新要求，以“立德树人”根本任务为宗旨，以培养学生的英语学科核心素养为目标，吸收国际外语教学的先进理念，秉承学科育人的原则，在继承与发展实验教材原有优势的基础上，有针对性地修改和完善实验教材的不足，为全面落实“立德树人”根本任务，实现学科育人的目标，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贡献一份力量。

为了实现这一目标，修订组以崇高的使命感和高度的责任心，精心选取教学材料、用心设计教学活动、倾心培育核心素养。修订组经过反复研讨，在保留实验教材优势的基础上，对教材的整体结构进行了全面优化，补充了围绕人与自我、人与社会、人与自然三大主题的多种类型的新语篇，融入了精心设计的英语学习活动，调整了版式设计，使教材更好地满足学生学习和教师教学的需要。经过无数日日夜夜的修改和完善，形成初稿。在此基础上，我们面向广大一线教师、教研员、专家、研究人员征求意见，并组织了多次的试教和试讲活动。这套最终成型的教材吸收了来自各方的意见与建议，整体质量得到明显提升。

本套教材由中方主导修订。除修订组核心成员外，参与教材修订工作的还有（按姓氏音序排列）陈思雨、关媛、刘桂章、王京华、杨立宪、姚瑞兰、禹海军、赵杰、赵月宁、周亚等。修订过程中，得到了来自英国和中国香港等地的资深英语教育专家和作者的支持，很多一线教师、教研员和专家学者也为本次教材修订提供了宝贵的意见。借本套教材出版之际，我们谨向以不同形式给予教材帮助的各位老师、教研员和专家学者表示崇高的敬意和诚挚的感谢！最后，我们要感谢所有给过我们支持和帮助的广大一线英语教师，特别是北师大版高中英语实验区的老师们、教研员们和使用北师大版高中英语教材的同学们！

如果对教材有任何疑问或建议，欢迎来电来函与我们联系：北京师范大学出版社基础教育一分社，邮编 100088，电子邮箱 [gzyy@bnupg.com](mailto:gzyy@bnupg.com)，电话（010）58804236。

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