普通高中教科书

英语

ENGLISH

选择性必修

第四册

人民教育出版社

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前 言

《普通高中教科书　英语》是为了适应新时代的发展需要，依据《普通高中英语课程标准（2017年版）》的精神，充分征求广大师生的反馈意见，在《普通高中课程标准实验教科书　英语》的基础上精心修订而成。此次教材修订的主要目的是：全面落实立德树人根本任务，培育社会主义核心价值观，弘扬中华优秀文化，充分体现英语课程工具性和人文性的统一，发展学生的语言能力、文化意识、思维品质和学习能力等英语学科核心素养，充分体现英语学科特殊的育人价值，培养具有中国情怀、国际视野和跨文化沟通能力的社会主义建设者和接班人。

修订后的教材主要具有以下特点：

注重思想引领　教材融入了社会主义核心价值观的基本内容和要求，注重培养学生良好的政治素质、道德品质和健全人格，弘扬中华优秀文化，增强文化自信，引导学生形成正确的世界观、人生观和价值观。

反映时代要求　教材充分反映当代社会发展新变化、科技进步新成果，展示新时代中国特色社会主义新成就，将先进的教育思想和理念融入教材之中，同时紧密结合学生的学习和生活实际，关注信息化环境下学生的发展需求。

强调语言实践　教材以英语学习活动观为指导，以主题为引领，以语篇为依托，通过板块式设计将语言知识与听、说、读、看、写等技能有机整合，强调学习过程和学习策略，突出活动目标，让学生用语言做事情，在实践中培养语言运用能力和创新思维。

突出文化意识　教材通过展示多姿多彩的中外文化来培养学生对中华文化的认同和传承，加深对人类优秀文化的学习和鉴赏；通过让学生分析中外文化异同，发展其多元思维和批判性思维，增强学生跨文化理解和跨文化沟通能力，构建人类命运共同体意识。

激发学习动机　教材以真实性、趣味性、规范性和经典性作为内容选编原则，主题覆盖面广，语篇题材和体裁丰富，活动呈现形式多样，版式设计生动活泼且富有美感，力求激发学生的学习兴趣和动机，引发他们积极思考、主动参与语言实践活动，提升英语学习效率。

满足不同需求　教材编排内容和活动设计既充分考虑学生的共同基础，又兼顾学生不同的能力水平和学习需求，提供了拓展性的教学内容，为教师灵活使用教材进行教学提供了便利，也切实促进学生的个性发展。

本套教材为高中英语教学提供了丰富的教学资源。希望教材能够帮助同学们打下坚实的语言基础，提高英语水平，获得全面发展；同时也希望老师们能够充分利用教材，在实践中不断完善教学，取得良好的教学效果。

编者

2019年4月

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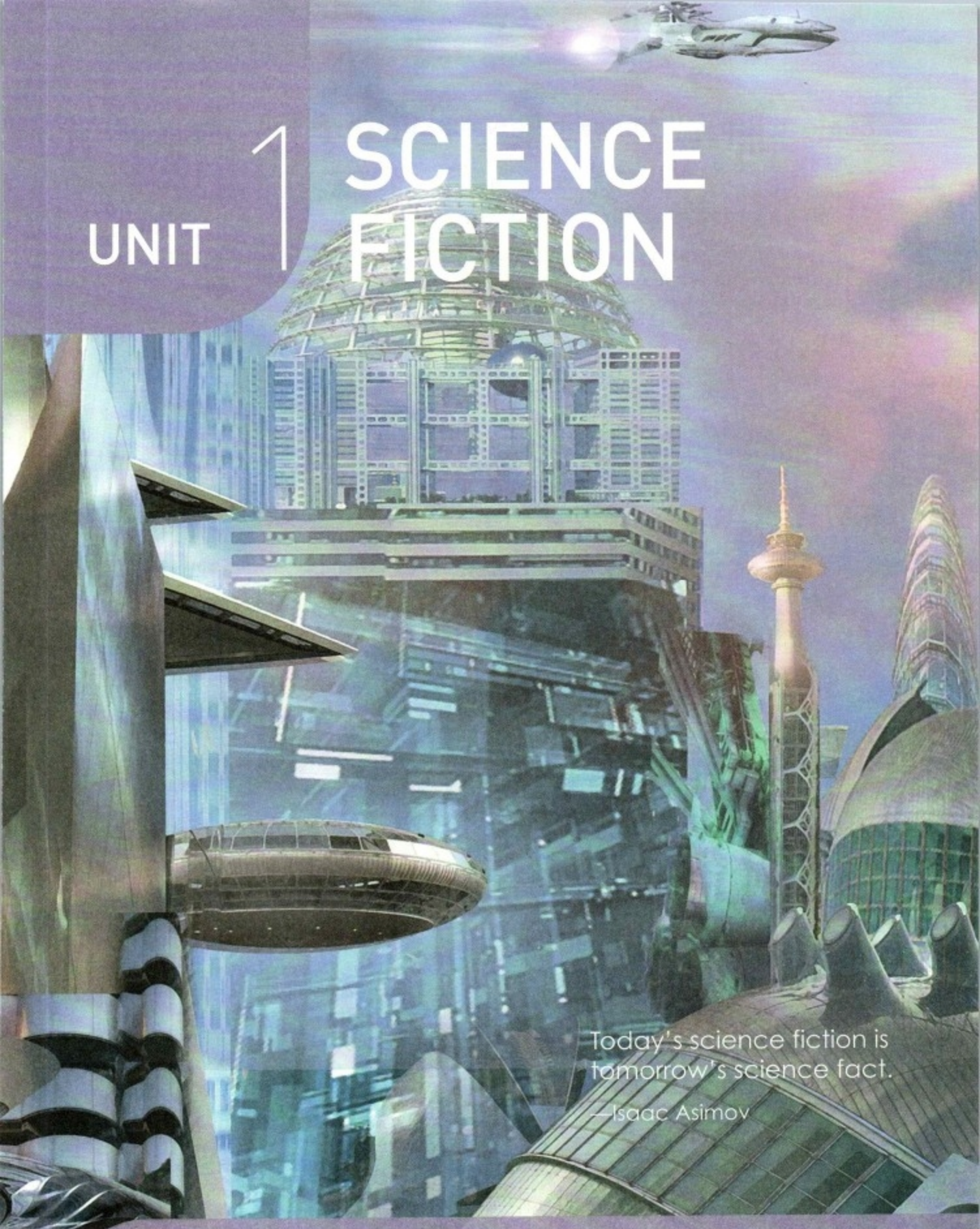
UNIT 1 SCIENCE FICTION



Today's science fiction is tomorrow's science fact.

—Isaac Asimov

In this unit, you will

1 read famous science fiction.
2 hear and talk about robots and artificial intelligence.
3 write a sci-fi short story.
4 explore the relationship between science and science fiction.

Look and discuss

1 What do you see in the picture? What things does this picture remind you of?
2 Have you read any science fiction? What elements does science fiction usually include?

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Explore the relationship between humans and robots

1 How do robots already help humans in their lives today? What do you think a domestic robot could do for a family in the future?

2 Read the story below, which was originally written by famous science fiction writer Isaac Asimov. Take notes on who these people are and their relationships to each other.

- ◯ Larry Belmont
- ◯ Claire
- ◯ Tony
- ◯ Gladys Claffern

Compare and contrast

Some words and phrases are often used to compare and contrast information. It is easier to understand two separate things by describing their similarities and differences.

SATISFACTION GUARANTEED
(Adapted)



Larry Belmont worked for a company that made robots. Recently it had begun experimenting with a household robot. It was going to be tested out by Larry's wife, Claire.

Claire didn't want the robot in her house, especially as her husband would be away on a business trip for three weeks, but Larry persuaded her that the robot wouldn't harm her or allow her to be harmed. It would be a **bonus**. However, when she first saw the robot, she felt alarmed. His name was Tony. He seemed more like a human than a machine. He was tall and handsome with smooth hair and a deep voice, although his facial expression never changed.

On the second morning, Tony brought her breakfast and then asked her whether she needed help dressing. She felt embarrassed and quickly told him to go. Now she was being looked after by a robot that looked so human, and it was disturbing.

One day, Claire mentioned that she didn't think she was clever. Tony said that she must feel very unhappy to say that. Claire thought it was ridiculous that she was being offered sympathy by a robot, but she gradually admired his wisdom and **integrity** and began to trust him. He always treated her with **dignity**. She told him how she was unhappy that her home wasn't elegant enough for Larry, who wanted to improve his social position with a bigger **salary**. She wasn't like Gladys Claffern, one of the richest and most powerful women around.

As a favour, Tony promised to help Claire make herself more beautiful and her home more elegant. So Claire borrowed some library books for him to read, or rather, scan. She looked at his fingers with wonder as they turned each page. How absurd, she thought. He was just a machine.

Tony gave Claire a new hairstyle and improved her makeup. As he was not allowed to accompany her to the shops, he wrote out a list of things that he would need for his work on the house. Claire went downtown and bought these things. She had an **appointment** to paint her **nails**, then she went into an expensive clothes shop. The **saleswoman** there was rude to her, so she rang Tony and told him she was being treated badly. He spoke to the woman, who immediately changed her attitude. Claire thanked Tony, telling him that he was a "dear". As she turned around, there stood Gladys Claffern. How awful to be discovered by her, Claire thought. By the look on her face, Claire knew that Gladys thought they were in a relationship. After all, she knew Claire's husband's name was Larry, not Tony. Although it was completely innocent, Claire felt **guilty**.

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When Claire got home, she wept. Gladys was everything Claire wished to be. Tony told her she was being sensitive and was just as good as Gladys. He suggested that she invite Gladys and her friends to the house the night before he was to leave and Larry was to return. By that time, Tony expected that the house, which was being completely transformed, would be ready.

Tony worked steadily on the improvements. Claire tried to help by working on a light **suspended** from the ceiling, but she fell off the ladder. Even though Tony had been in the next room, he managed to catch her in time. As he held her, she felt the warmth of his body. She screamed, pushed him away, and ran to her room.

The night of the party arrived. The clock struck eight. The guests would be arriving soon, so Claire **dismissed** Tony for the rest of the night. At that moment, Tony took her in his arms, bringing his face close to hers. She heard him **declare** that he did not want to leave her the next day, and that he felt more than just the desire to please her. Then the front door bell rang.

3 How do you think this story will end? Work in groups and come up with an ending. Then listen to the rest of the story. How different is it from your ending?

4 Claire's feelings towards Tony changed as the story developed. Review the story, and then complete the chart.

Occasion	Claire ...	Occasion	Claire ...
1 before he arrived	disliked him	5	called him a dear
2	was alarmed	6	felt his warmth
3	felt embarrassed	7	felt being envied
4	admired him	8	cried all night

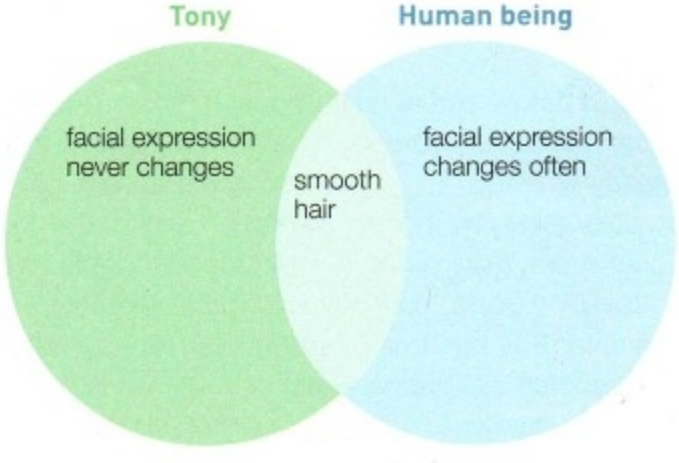
5 Complete the diagram with the similarities and differences between Tony and a human being. Then use the words in the boxes to describe the similarities and differences.

Comparison

the same as similar to
similarly more like
just as in comparison
in the same way

Contrast

different from but
while whereas
although however
on the other hand
in contrast



EXAMPLE

A human being's facial expression changes often, whereas Tony's never changes.

6 Discuss the questions in pairs.

1 Do you think it is possible for a person to love a robot? Why?
2 What relationship do you think will develop between humans and robots in the future?

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Build up your vocabulary

1 Replace the underlined parts with words of similar meanings from the text. Rewrite the sentences if necessary.

1 We believe he is a man of <u>absolute honesty</u>, and trust his words completely.
2 Henry told me that he was in a hurry as he <u>had arranged to see</u> the dentist at 10:00 a.m.
3 Rumours are like sharp knives, cutting one's <u>self-respect</u> into pieces. We should be aware of this and not spread unkind news around.
4 Because of the holiday, the students <u>were allowed to go home</u> early.
5 Whoever is charged with a crime should be presumed <u>innocent</u> until proven otherwise.

2 Match each word with the proper definition below.

1 income	A	money that someone is paid regularly, usually monthly, by the organisation he or she is working for
2 fee	B	money given for work done, goods received, etc.
3 fare	C	money paid for work or services, typically on a daily or **weekly** basis
4 payment	D	extra amount of money added to somebody's wages as a reward for hard work or good performance
5 salary	E	money received from work, investments and so on
6 bonus	F	money paid to a professional person or organisation for advice or services
7 saving	G	money paid for a journey on public transport, such as the bus, train, or taxi
8 wage	H	money saved for a special purpose

3 Complete the passage using the correct forms of the words in the box. Then in pairs share your opinion on AI development.

fascinating **test out** **dismiss** **science fiction** **more like** **dignity** **intelligent**

It would not be surprising if we found it difficult to distinguish between reality and _____ in the future. For example, robots first appeared in sci-fi novels, but now robot soldiers have already been _____ in war. Robot experts have also built robots that can see, talk, and do other things like humans. Although a robot that looks _____ a human than a machine could make many people a bit uncomfortable, we have to admit that it is a _____ possibility. Sophia, currently said to be the most advanced AI robot in the world, is a great example. She has been interviewed many times, appeared on the covers of magazines, and become the first non-human in the world to be given citizenship by a country. When it comes to games, 2017 became a year in which AI defeated humans in so many games that AI researchers say that it will not be long before AI can win at almost everything. So have we lost the _____ of being the most intelligent creature? Maybe in the future, as AI becomes even more _____, it will become a major threat to humans. However, some people _____ this fear. They believe if AI can handle tasks like **calculating** and driving for us, we will have more time for creating, thinking, and "being human".

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Review useful structures

1 Scan the reading text and underline all the verbs in the passive voice. Then discuss with a partner why the passive voice is used.

2 Complete the sentences with appropriate forms of the verbs in brackets. Then try to translate these sentences into Chinese.

1 What is done cannot _____. (undo)
2 Janet _____ **chairwoman** of the student union last month. (elect)
3 Two hundred **grammes** of **flour** should _____ to the cake mix. (add)
4 A 3,000-seat **venue** _____ for the circus performance in November. (build)
5 Working efficiency _____ since this new software was adopted. (improve)
6 Only one piece of carry-on luggage _____ for each economy class passenger. (allow)
7 It is a great honour for me to _____ to address this international AI conference. (invite)
8 When I entered the room, I found that the **salesman's** salary _____ at the meeting. (discuss)
9 With exams being adapted into Braille, a blind senior high school student scored 630 points out of 650 in the College Entrance Examination. He is expected to _____ to a top university. (admit)

3 Read the introduction to a science fiction novel and complete the passage using the correct forms of the words in the box.

explore	**translate**	**discover**	**regard**	**represent**
set up	**recruit**	**write**	**get caught up**	**connect**

Science fiction _____ by many people as a mirror through which our future can be freely imagined and _____. *The Three-Body Problem*, _____ by Chinese writer Liu Cixin, is one of those astonishing predictions about the future. The work was first published in a Chinese sci-fi magazine in 2006 and printed as a three-volume book in 2008. When the first volume _____ into English by Chinese-American author Ken Liu, it attracted attention around the world, becoming the first Asian winner of the Hugo Award for Best Novel. The book _____ many themes such as space exploration, alien contact, AI, and the future of humans.

The Three-Body Problem begins with the stories of two unrelated people, Ye Wenjie and Wang Miao. Ye _____ to join a secret project in a remote area of China, which _____ to contact alien life forms. In the other story, set 20 years later, Wang Miao _____ in a popular online game called "Three Body", in which people live on an unknown planet with three suns. But Wang discovers it is more than a game—it uncovers a great danger threatening human existence. How are these two people's stories _____? And how will their behaviour change Earth's future and the civilisations of other planets? Answers to all these questions are waiting to _____ when you go on reading.

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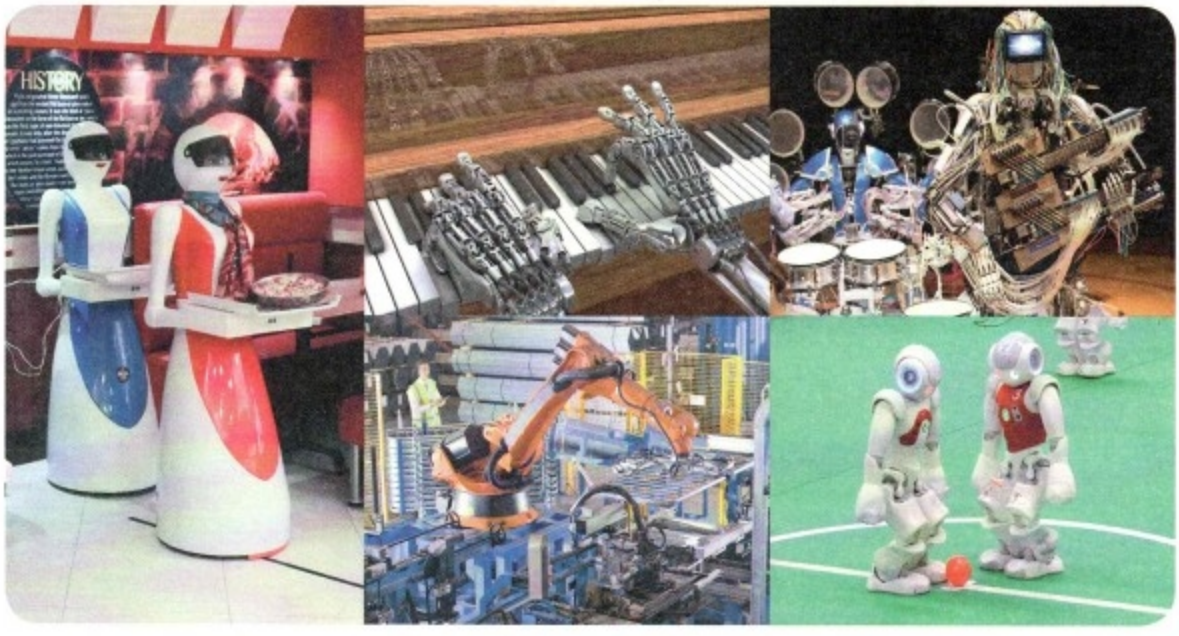
Voice your opinions on robots and AI

1 Look at the pictures and discuss the questions in pairs.

1 What jobs are these robots doing? What are the pros and cons of robots doing these jobs?
2 What kinds of robots or AI developments do you hope for?



2 Listen to an interview and put these statements in the correct order.

1 The host introduces the guest, a sci-fi expert.
___ The expert has robots in his home.
___ As robots become more intelligent, they may also become more dangerous.
___ The host mentions Asimov's Three Laws of Robotics.
___ The expert says robots will have occupations such as teaching and nursing.
___ The line between humans and robots will be more blurred in the future.
___ The host asks about benefits and problems.
___ The host asks if there are robots in the expert's home.
___ In sci-fi stories, robots often become **superior** and take over.

3 Listen to the interview again and write down the discourse markers that you hear. Make a note of how each discourse marker is used in the interview. Then compare your answers with a partner.

Listen for discourse markers

Discourse markers are used to organise a text by marking sequence, contrast, opinion, purpose, and so on. Listening for discourse markers can help you understand a text more easily. For example, *first*, *however*, *above all*, *in order to*, etc.

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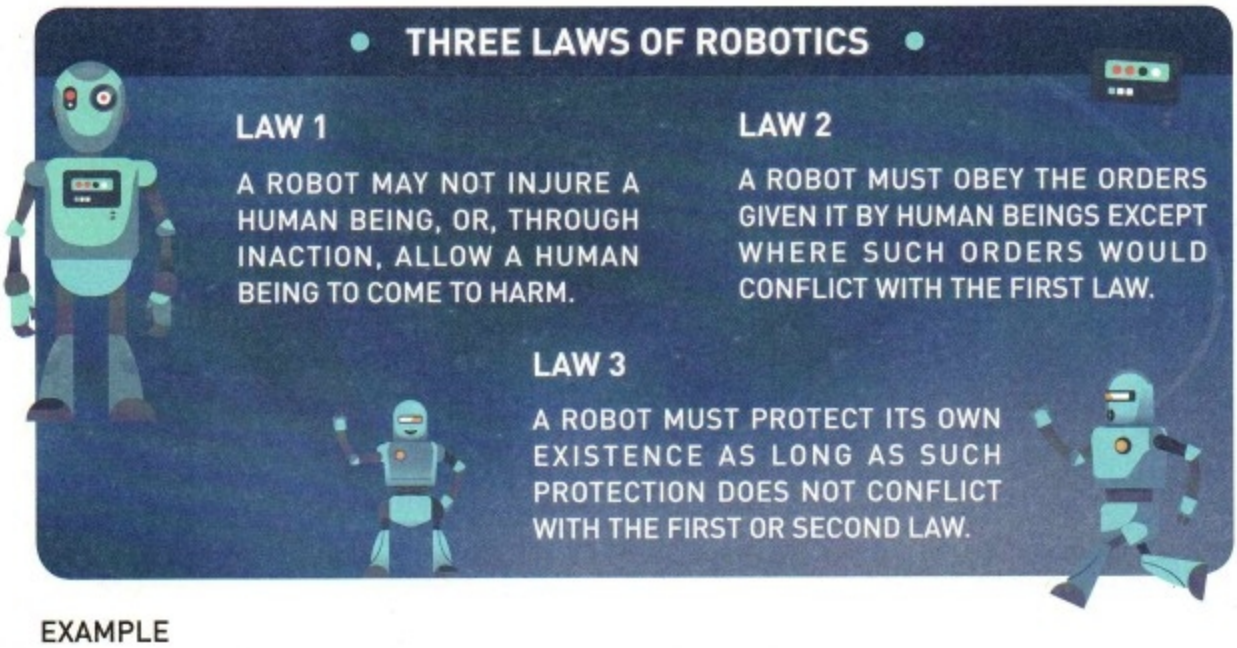
4 In groups, discuss what the expert thinks of the questions and exchange your own views. You may use the following expressions to help you.

Changing the topic

Oh, by the way, ... Oh, I remember, ... I nearly forgot! ...
What I meant to tell/ask you is ... ..., but (perhaps) that's beside the point.
That reminds me of ... The next item on the agenda is ...
I think we ought to move on to ... On the one hand ... On the other hand ...
Oh, there was something I meant to tell you. Could I change the subject?

1 What do you know about robot technology? What can robots do?
2 What benefits do you think robots or AI will bring? Do you think they will cause problems as well?
3 Do you know anything about Isaac Asimov and his famous Three Laws of Robotics? What do you think of these laws?



EXAMPLE

A: Oh, by the way, I saw a programme about robot doctors last night. It was very interesting. Do you think robots will do more of these important jobs in the future?
B: Certainly. They will probably do most of our **labour** for us.
C: Maybe, but that's beside the point. In my opinion, robots are dangerous! They are much stronger than we are and may be superior to us in the future.

...



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Write a sci-fi short story

1 In groups, discuss what you would do if you could time travel.

2 *The Time Machine* was written in 1895 by famous science fiction writer H.G. Wells. Read an extract from this story, and find out how many times the Time Traveller started the machine.

THE TIME MACHINE (Adapted)



It was at ten o'clock today that the first of all Time Machines began its career. I gave it a last check, and sat myself in the **leather** seat. I pushed the starting lever on the main **panel** forwards an **inch** then immediately **backwards** again. Looking around, I saw my laboratory exactly as before. Had anything happened? I thought my mind had tricked me. Then I saw the clock. A moment before, it was a minute or so past ten; now it was nearly half past three!

I drew a breath, gripped the lever and pushed it forwards. The laboratory went hazy around me. My **niece** came in to **fetch** something, maybe her **handkerchief**, apparently without seeing me. It probably took her a minute, but to me she moved like a rocket! I pushed the lever further. Night came as if a **lamp** was being turned out, and in another moment came the day. Tomorrow night came, then skipped to day, again and again, faster and faster still.

It is hard to explain the strange and unpleasant feeling of time travelling. It felt like I was being driven fast on a winding road. As my **pace** grew faster, the walls of the laboratory fell away, and I was left in the open air. The sun and moon looked as if they were being thrown across the sky, but soon there was **division** between night and day. Around me I saw trees growing like puffs of smoke; they grew, spread, and died in moments. I saw huge buildings rise up, then disappear like in a dream. The whole surface of the earth was being changed, melting and flowing before my eyes. I calculated that I was being pushed through time at hundreds of years a minute.



I had a strong **urge** to look at the **random** things that were being flashed before my eyes! I had thought about the risk of stopping

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the Time Machine many times. So long as I travelled at **maximum** speed, it didn't matter. But if I stopped and the same space was being occupied by something else, we would be forced together and **explode** like a bomb! Like an impatient fool, I pulled the lever backwards hard. With a sudden jolt, the Time Machine was flipped on its side, and I was thrown through the air.

I was stunned for a moment, and then heard the sound of thunder. I was sitting in the rain in some **mud** next to the machine. "A fine welcome," I said, "for a man who has travelled thousands of years to be here!"

3 Read the text again and answer the questions.

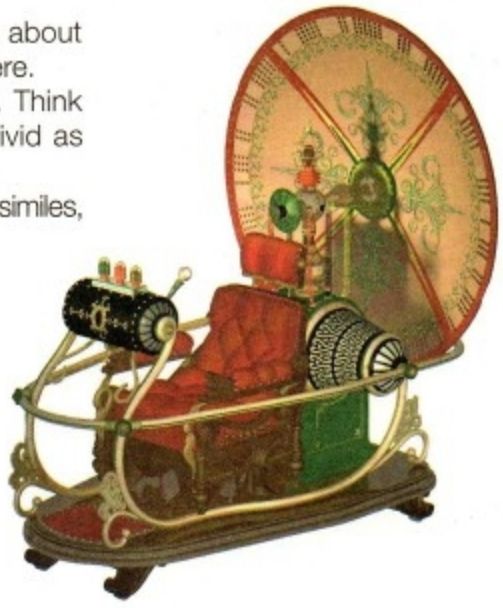
1 How does the Time Traveller first know he has travelled through time?
2 How does the Time Traveller feel when travelling through time? What rhetorical devices does the writer use to describe his feelings?
3 Why is the Time Traveller worried about stopping the machine?
4 Where does the Time Machine arrive when the man finally stops it?

4 Work in groups. Discuss what might happen next in the story. Use the following questions to help you and make brief notes. Then present your story to the class.

- What date do you think it is when the Time Traveller finally stops?
- What do you think is different about that time from the time he left?
- Who or what do you think the Time Traveller will meet?
- What adventures do you think he will have in the future?
- Do you think he will ever return to his own time?

5 Imagine and write your own story about a time machine you will invent, and your journey through time. Use the story and the guide below to help you.

1 Think about what your machine will look like. Is it a vehicle or a machine?
2 How does your time machine work? What do you have to do to make it work?
3 What period in time do you want to travel to? Think about interesting things and people you would like to see there.
4 Imagine what it might feel like to travel through time. Think of words to describe this and make your story as vivid as possible.
5 Include rhetorical devices in your story, like metaphors, similes, overstatements, etc.



6 Exchange your draft with a partner and revise the draft using your partner's comments.

7 Share your story with the rest of the class.

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Assessing Your Progress

1 Complete the following sentences using the correct forms of the words in the box.

fetch	superior to	calculate	have an urge to
suspend	dismiss	explode	pace

1 Batteries are not allowed by airlines in checked luggage, as they might _____ due to overheating.
2 The new generation of smartphones is greatly _____ older version.
3 Since I don't have much time, I need to _____ how long it will take me to do the task.
4 Ordered by its master, the AI dog _____ the book from the bookshelf.
5 I was so pleased to hear the bell ring and our teacher announce, "Class is _____."
6 The company has to _____ the space exploration project due to financial problems.
7 City people are experiencing increasing psychological pressure as a result of a faster _____ of life and rising competition.
8 At one time or another, each of us probably _____ break the routine of daily life and try something new.

2 Read and complete the following sentences with appropriate forms of the words in brackets. Then think about why the passive voice is used in these sentences.

1 Mobile phones must _____ during the concert. (switch off)
2 When I came here at this time last year, the conference hall _____. (build)
3 Topics like life in the future, AI development, and aliens _____ in sci-fi. (often found)
4 Do you know which country _____ by Italy, Austria, Germany, and France? (border)
5 Continuous research _____ on smart schools, smart homes, and smart cities. (conduct)
6 It should _____ that the result of your examinations will not _____. (note; publicise)
7 It _____ that more species will become extinct if we continue to destroy the ecosystem. (assume)
8 All members of the audience should _____ smartly, and the wearing of slippers _____ in the concert hall. (dress; not allow)

REFLECTING

- What interesting things about science fiction did you learn in this unit?
- What new vocabulary and structures did you learn in this unit? How well can you use them?
- Do you think comparing and contrasting, and listening for discourse markers were useful strategies for you to understand the texts?
- What problems did you have with this unit? How did you solve them?
- Overall, I thought this unit was ○ inspiring ○ useful ○ so-so ○ difficult.

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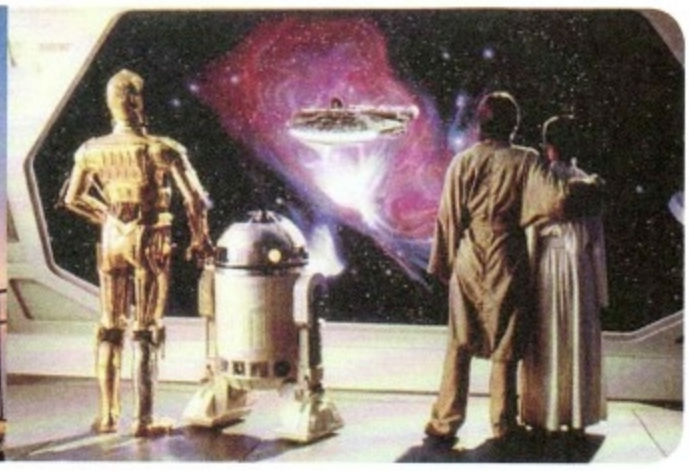
* Project: Design a robot or an AI device

1 In groups, do some research about robots or AI devices in sci-fi films and novels, and write a list of as many robot characters or AI devices as you can think of. Use the Internet to help you.

the *Star Wars* movies	*Wall·E*	*Big Hero Six*
the *Transformers* movies	*Pacific Rim*	the *Foundation* Series





2 Make a table like the one below and fill in the parts for different robot characters and AI devices on your list.

Movie/Novel	Name	Characteristic	Function/ Ability	Unique quality
Star Wars	R2-D2	Brave, funny, mischievous	Co-pilot, hack computers	He speaks in beeps and whistles

3 Create your own robot character or AI device. Consider the following questions and make notes.

1 What is your robot or AI device called? Why?
2 What does it look like? Why?
3 What can your robot or AI device do? Why and how?
4 Does it have a personality or specific function? If so, what is it like?
5 What makes your robot or AI device unique?

4 Prepare your design for submission to a science fair using the following guidelines.

- Design a poster or slide presentation showing your creation, including a name, title, and pictures of your robot or AI device.
- Write a description of the robot or AI device.
- Make a presentation using your poster or slides.

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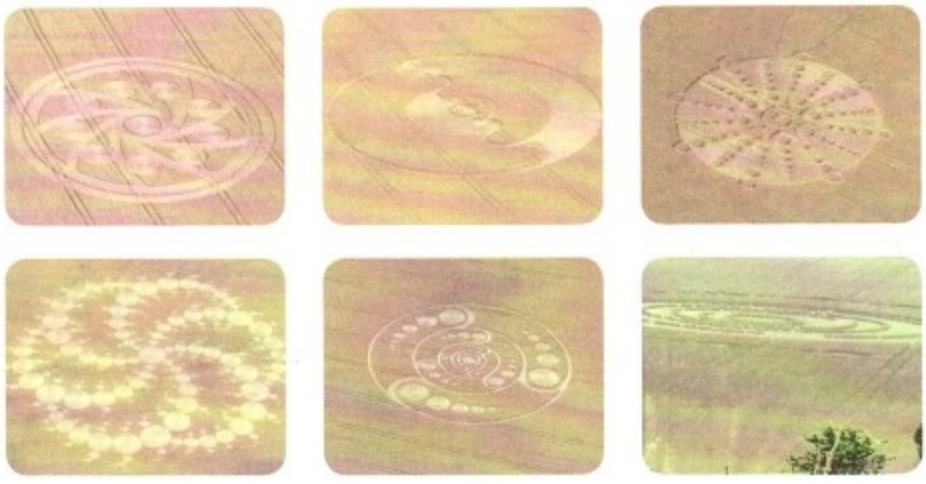
Mysterious Crop Circles

This video examines a strange phenomenon that has taken place in the English countryside for many decades. From time to time, crop circle patterns have appeared, with people debating for years their possible causes and meanings.

BEFORE YOU WATCH

Look at the photos from the video and discuss the questions in groups.



1 What do you think these patterns represent?
2 Who or what do you think made these patterns and how?

WHILE YOU WATCH

Answer these questions.

1 Who do some people think the circles are made by?
2 Why did Mr Presley decide to find out more about the circles?
3 Where were other types of circles found?
4 Why do Matthew and his team like making crop circles?
5 What does Matthew think some people use the crop circles for?

AFTER YOU WATCH

Discuss the following questions in groups.

1 Do you believe crop circles are all made by humans or by aliens? What do you think the crop circles represent?
2 What kind of crop circle would you create? Discuss and decide on its appearance and meaning. Draw it on a large sheet of paper. Then present it to the rest of the class.

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UNIT 2 ICONIC ATTRACTIONS



Whatever makes an impression on the heart seems lovely in the eye.

—Saadi



In this unit, you will

1 read about iconic attractions in different places.
2 hear and talk about what best represents a place.
3 write a description of an iconic animal.
4 learn more about iconic attractions in a city or town.

Look and discuss

1 What do you know about the place in the photo?
2 What are your impressions of this place?
3 Do you know of any other iconic attractions in the world?

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Experience the iconic features of Australia

1 Work in groups and discuss the questions.

1 What is the first thing you think of when you think about Australia?
2 What is your impression of Australia based on your experience and/or what you have seen in the media?

2 Skim the text. Match the blog entries to the subheadings. Write the blog entry numbers in the blanks. Two are extra.

_____ **The foundation of Australia**
_____ **Reflections on multiculturalism**
_____ **Political divisions**
_____ **First impressions**
_____ **Preparing to travel**
_____ **Aborigines and the didgeridoo**

25 Sep

Next week I'm travelling to Australia to visit a friend there over the school holidays. I plan to keep this blog to record my experiences and what I learn. I have already done some research on the country. Located to the south of the **equator**, below many other countries on the globe, it's often informally referred to as "down under".

I have also read about some iconic sites, such as the Sydney Opera House and the Great Ocean Road, and animals like the cute koalas and kangaroos. I can't wait to see all of them! However, as I major in social studies, I'm more interested in meeting people in Australia and experiencing their culture, food, and way of life.

1 Oct

I'm here in Sydney! Since I arrived, my friend has brought me to my first open-air **barbecue** and has also shared many different but yummy meals with me, so my first impressions of Australia have been all about food! A lot of typical Australian food, such as the Sunday roast, is originally British. **Bakeries**, fast-food **joints**, **butcher** shops, cafes, and restaurants everywhere provide some of the **premier** food experiences in the world. The influence of Asian cultures, on the other hand, led to the introduction of bean curd and Asian **herbs**, along with Australian versions of foods like the Chinese-inspired dim sim.



dim sim

3 Oct

My friend and I have arrived in Katherine, a town in Australia's Northern Territory. We're here to learn about the life and customs of the Aborigines, who are native to Australia. The Aboriginal population might be small, but its influence is still visible. For example, "Bondi" in "Bondi Beach" is an Aboriginal word meaning "water breaking over rocks".

To survive in this vast land on the ocean, the Aborigines had to be in close contact with nature. This shows in their music, too, which celebrates the natural world and the

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spiritual world around them. Most of their musical instruments are really just sticks found on the ground, among which there is an amazing instrument called the didgeridoo.



The didgeridoo is made from a tree branch which is hollow. To play the didgeridoo, you put your mouth on one end and blow while vibrating your lips. Unlike a horn, there are no finger holes. The didgeridoo player has to change the shape of his mouth in order to change pitch. A skilled player can play for a long time without stopping to breathe. He does this by continually breathing in through his nose while breathing out through his mouth and into the didgeridoo. I tried to learn how to play it, but after trying for hours, I was convinced that I could never make a musical sound with this instrument!

6 Oct

It's almost time for me to say goodbye to Australia. I've enjoyed my time here very much. After being here for a while, my biggest impression is the complicated mix of peoples and cultures that make up the nation. Although the main cultural influence since 1788 has been Western culture, minority cultures have also played a part in shaping the unique Australian culture, with many of the new cultural influences contributed by immigrants. It is said that now nearly half of all Australian citizens were either born overseas or have parents who were born overseas.

Personally speaking, what I like most about Australia is the people themselves. They have a **straightforward** and free-and-easy attitude towards life, and their friendliness and warmth made me feel at home wherever I went.

After experiencing Australia, I have to say that I agree with the tourism slogan: "There's nothing like Australia."

Take notes

When you read a passage, sometimes it helps to take notes so that you can better remember and understand what you have learnt. When you take notes, it is good to write down the important facts just using key words and ignore many of the small words. You can also use abbreviations, such as "Aus" for "Australia" and "N" for "north", and use symbols such as "&" for "and".

3 Read the text again and take notes. Then use your notes to answer the following questions.

1 What does "down under" mean?
2 How has Australian cuisine been influenced by different cultures? Give two examples.
3 What is the main theme reflected in Aboriginal music and why?
4 What are the writer's first and biggest impressions of Australia? Why?

4 Did you find your notes helpful? Discuss how your notes can be improved.

5 Work in groups. Discuss what iconic Chinese attractions you would like to introduce to a foreigner and explain why.

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Build up your vocabulary

1 Write down the word that matches each definition. Make a sentence with each word.

1 _____ an imaginary line around the earth at an equal distance from the North and South Poles
2 _____ an outdoor meal with food cooked on a metal frame over a fire
3 _____ a plant that is used to improve the taste of food, or to make medicine
4 _____ someone who owns or works in a shop that sells meat
5 _____ the establishing of a new institution or organisation

2 Read the following pairs of sentences and find out which underlined word has the same meaning as the one used in the reading text.

1 **A** The partners agreed to make a joint effort to meet the project deadlines.
B There are many burger joints in Bondi Beach, one of Australia's most famous tourist spots.

2 **A** The premier of the Australian government is called the Prime **Minister**.
B The Sydney Opera House is a performing arts centre in Sydney. It is one of the 20th century's premier buildings.

3 **A** Australian English is particularly different from other types of English in its pronunciation, so it is rather straightforward to recognise an Australian accent.
B Many Australians have a straightforward approach to life.

4 **A** A minority of **frogs** in the forest are poisonous, and locals extract the poison to use on the tips of their **arrows**.
B Ethnic minority groups in China are often **entitled** to special funds from the government to help protect their cultural heritage.

3 Read an advertisement on Thailand's iconic attractions. Fill in the blanks using the correct forms of the words in brackets.

Thailand is a premier holiday destination, attracting tourists from all over the world. Consisting of 76 provinces that _____ (stretch) all the way down to Malaysia in the south, the country has a lot to offer and is a great getaway. A major attraction of Thailand is its amazing selection of islands, each with long sandy beaches and clear blue water. Visitors to the beaches can enjoy many activities, _____ (include) **diving**, kayaking, and rock climbing. Finding the islands is not _____ (complicate), and there are a variety of islands to suit all tastes. Be careful, however, not to go to popular islands during peak season, unless you want to _____ (wrestle) with other tourists! Many tourists also enjoy visiting Chiang Mai to see the beautiful elephants, the national animal and proud _____ (iconic) of Thailand. Unfortunately, elephants are _____ (endanger) in Thailand, but special parks have been set up to protect their safety and **freedom**. Visitors can see these _____ (amaze) creatures in their natural **domain**, and also **sponsor** an elephant to preserve its health and **liberty**.

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Review useful structures

1 Work in groups and read the text again to find as many examples of past participles as possible. Then discuss whether each past participle functions as an attribute, adverbial, predicative, or object complement.

EXAMPLE

Located to the south of the equator, below many other countries on the globe, it is often informally referred to as "down under". (located/adverbial)

2 Fill in the blanks with the help of the beginning letters. Then rewrite the sentences without using past participles and recognise the difference.

1 D_____ into 32 counties, Ireland brings in hundreds of thousands of visitors each year due to its **golf** tourism.
2 Cuba is just south of America, s_____ from it only by the **Straits** of Florida. It is a country k_____ for its exciting music and dancing.
3 With many parts of the world not m_____ yet, researchers have begun a project that involves travelling around the world and taking **sample** photographs.
4 I_____ by the first European settlers to Australia, the Sunday roast is now considered typical Australian food.
5 E_____ to the freezing weather, many brave tourists and scientists still choose to visit Antarctica.
6 I_____ by Chinese culture, many capital cities now have Chinatowns which are in themselves popular tourist attractions.

3 Below is a passage about the history of the Eiffel Tower before it was considered an iconic attraction. The text contains quite a few verb form mistakes. Correct the mistakes on your own. Then compare your corrections with a partner.

The Eiffel Tower is the most famous landmark in France, and one of the most visiting monuments in the world. But it wasn't always so popular. In fact, in 1886, just after its construction was first propose, many were strongly against it. At that time, it would have been the tallest building in the world, and many claim it would destroy the skyline of Paris, or perhaps even destroy some historic landmarks. The chief engineer, Gustave Eiffel, replied say that such a large monument was necessary to symbolise the great efforts of the French people as well as the great advancements in modern engineering, industry, and science. The next year, Eiffel gains approval and the tower was built in time to celebrate the 1889 World Fair in Paris. If you look carefully at the tower, you can still see the names of the 72 scientists, engineers, and mathematicians who help in its construction. Originally, the tower was planned to be taken down after 20 years, but it proved to be too useful as a communications tower, not to mention a giant advertisement board, before finally becomes the iconic attraction that we all know today.



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Discuss what best represents a place

1 What do you know about New Zealand? Do some research to find out more about the following. Which attracts you the most?



1 the Bay of Islands



2 the haka



3 a kiwi bird



4 a geyser



5 a sulphuric pool



6 manuka honey



7 bungee jumping



8 a flock of sheep

2 Listen to a radio programme called *Amazing New Zealand*. Three speakers are talking about what they believe to best represent New Zealand. Match the speakers with their jobs and their choices.

Dave Edmonds	writer of the *Fantastic Life* blog	the geothermal parks
Felicity James	business journalist	the New Zealand experience
Jane Smith	editor of *World Nature* magazine	the Bay of Islands

3 Listen again and take notes. List the reasons given by the speakers why these three things best represent New Zealand.

the Bay of Islands:	the geothermal parks:	the New Zealand experience:

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4 How do the speakers sum up their opinions? Complete their sentences with the words you hear.

1 _____, the Bay of Islands is really what best represents New Zealand.

2 _____, the places that best represent New Zealand are the geothermal parks.

3 _____, I would like to suggest that tourists not just visit iconic places in New Zealand—they should experience its culture.

Sum up

When people talk about the same subject for a long time, they often end by stating the main point of their talk. Such summaries often begin with phrases such as *In summary*, *To sum up*, *All in all*, *In short*, and so on.

5 In groups, discuss what best represents China. Brainstorm the following topics and take notes.

- the cultural centre
- the centre(s) of various cuisines
- the best place to see nature
- the most diverse region
- the economic centre
- the music centre
- the best place to experience history
- the place with the best quality of life

6 Choose one place to give a presentation on. Use the expressions below to help you.

Describing special features of a place

It's a leading ...
It has/features ...
You can visit/see/enjoy ...
It's one of the top/best ... in the world.
It's celebrated around the world for ...
It's home to/of ...
It's a _____ centre.
Some of its attractions include ...
... allows people to ...
It's famous/well-known for ...
It's the centre of ...

Describe an iconic animal

1 Read the text and then answer the questions on page 21.

THE AMAZING ANIMALS OF AUSTRALIA

Our topic today is "Creatures Unique to Australia", with questions answered by wildlife expert, Dr Jim Smith.

Australia has lots of unique animals, but which animal is a symbol of the country?



It has to be the kangaroo, as it has a wide **distribution** throughout the country. It's a tough animal that has to survive in a difficult environment. Also, it cannot walk backwards, so it is always moving forwards. This expresses the strength and resolve of the Australians as individuals and as a nation. Baby kangaroos weigh only two grammes at birth. They then find their way

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into their mother's pouch—a kind of pocket—to stay safe and warm. They sleep and drink milk in that **temporary**, protected environment until they are about seven or eight months old. After this **phase**, they go out to try their legs. After they learn to jump, they gradually spend less time with their mother and learn to be independent. Kangaroos may look cute, but encounters with them don't always end so well. Kangaroos can hit and kick very hard, so please folks, if you see some kangaroos, remember they're not for petting!

Koalas are cute, and we see so many pictures of people holding them. But in many places in Australia, it is against the law to even touch them. Can you clarify that?



They are really quite cute, but the truth is, koalas are very sensitive creatures who can easily panic because of even small changes in their environment. They spend quite a lot of time eating, sleeping, and hanging onto tree **trunks**, so interaction with humans can cause them a lot of stress. Because of this, the government began to make laws against touching koalas, in the interest of animal protection, as well as public safety. So, if you see one in the wild, you shouldn't approach it to pick it up or even touch it. If you want to hold a koala, you have to go to certain licensed zoos where animal experts make sure that the koalas selected for each **session** are in a good state for human contact and that they are handled for only a limited time and on a limited **frequency** of occasions.



So, we've talked about some cute animals. What about animals which aren't so cute?

My favourite is a little creature called the Tasmanian devil. If you are out camping in Tasmania and come across one, the experience might scare you! Tasmanian devils hunt at night, so you won't usually see them, but you may hear their loud cries when they are fighting or eating. The noise they make could wake the dead. Frightening! They are about the size of small dogs and look like rather large black rats. They also have a terrible smell! Their diet is mostly dead animals. Fortunately, despite their name, they are generally not violent towards people.

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Australia also has some animals that many people have never heard of, for example, the duck-billed platypus. Is that some kind of bird?



Not at all. While it may lay eggs in a **nest** like a bird, it's really a primitive mammal, with a unique **biology**. Its eggs **hatch** after about ten days, and then the baby platypus nurses from its mother like all other mammals. Its nose looks like a duck's bill, and it has feet like a duck's so it can dive under the water, but it's covered in hair. Do you know what's really strange about a platypus? The platypus doesn't use its senses of sight or smell to find food. It has a **capacity** to find food in the water by using electrical sensors in its bill. There are only a small handful of animals in the world that can do that!

1 When do baby kangaroos begin to spend less time with their mothers?
2 Why shouldn't you try to pet a wild kangaroo?
3 What do koalas spend most of their time doing?
4 Why has the government made it against the law to handle koalas?
5 What two things about Tasmanian devils can bother people most?
6 What do Tasmanian devils like to eat?
7 What makes the way duck-billed platypuses give birth so different from other mammals?
8 What is the unique way used by duck-billed platypuses to find food?

2 Read the text again. How does the writer describe these animals? Find at least three rhetorical devices the writer uses to arouse the readers' interest.

3 Write a description of an iconic animal in China.

1 In groups, brainstorm a list of four iconic animals.
2 Do some research and make notes. For example:
- where they live
- what they eat
- what they look like
- how they are different from other animals
- how they interact with people
- any other unusual or interesting facts about them

3 Using your notes, write a description of one of these animals. Remember to use some rhetorical devices to make your writing vivid and interesting.

4 Exchange your draft with a partner. See whether the writer does a good job of describing the animal. Take your draft back and revise it using your partner's comments.

5 Present your description to the rest of your class.

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Assessing Your Progress

1 Complete the sentences using the correct forms of the words in the box.

distribution **violence** **frequency** **herb** **hatch** **capacity**

1 The iconic Beijing National Stadium, also known as the "Bird's Nest", has a _____ of 80,000.
2 Special tiger reserves with **fences** have greatly improved the _____ of the wild tiger population across India, and local police are now entitled to give longer **prison** sentences to hunters.
3 The _____ of the boat trips between the islands falls greatly in bad weather when stormy waves make such journeys especially difficult.
4 The largest native bird of Australia is the emu. Male emus are good fathers—after their babies are _____, they take care of them until they are nine months old.
5 _____ are an essential component of traditional Chinese medicine.
6 _____ tornado storms have been known to cause severe damage in America's famous "Tornado Alley" area.

2 Fill in the blanks using the appropriate forms of the verbs in brackets. Then reorder these sentences to make a passage. Find out the link between the Grand Bazaar and the Silk Road.

___ **A** _____ (construct) as part of a larger political plan, the market was established to improve the city's overall economy and prosperity.
___ **B** By the 17th century, the two markets and their surrounding areas had joined together to create a giant market that became an important part of the Silk Road, _____ (link) Europe to Asia.
___ **C** As for the future, _____ (inspire) by its own history, the **Grand** Bazaar (大巴扎集市) is still growing, with many shops opening nearby, offering cheaper prices that attract even the locals.
___ **D** Today, the Grand Bazaar is extremely iconic, _____ (mix) Turkey's glorious trade history with its special brand of modern cultural tourism.
___ **E** At first, the Grand Bazaar _____ (sell) mostly textiles, but it soon expanded into selling books, jewellery, furniture, food, and a lot more.
___ **F** The market that was originally built was quite small in comparison to today's Grand Bazaar. Some years later, another market _____ (open) nearby.
___ **G** The Grand Bazaar in Istanbul, Turkey, has a long history _____ (date) back to 1455.

REFLECTING

- Which iconic attractions in this unit have you heard about before? Which are new to you? Which impressed you the most?
- Do you think you are becoming more confident in dealing with longer reading and listening passages by learning to take notes?
- What do you think you are supposed to share when asked to describe a place you know well?
- What rhetorical devices did you learn to use in your writing?
- Overall, I thought this unit was ○ interesting ○ useful ○ so-so ○ difficult.

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* Project: Introduce an iconic attraction in your city or town

1 In groups, brainstorm the kinds of things that people would most like to experience when they travel to a new place. Examples include:

- foods
- buildings
- celebrities
- festivals
- scenic views
- culture

Apart from these, what other kinds of things can you think of?

2 Do some research and come up with three iconic attractions that may best represent your city or town. Think about what people can experience there.

3 In groups, compare your lists. Discuss which attractions are the most impressive and representative, and come up with a final list of the top three.

4 Each of you should write about one attraction from the list and explain why it is worth visiting.

EXAMPLE

DUJIANGYAN

Originally constructed around 256 BCE by the State of Qin as an irrigation and flood control system, Dujiangyan is a remarkable example of ancient engineering skill and is still in use today. During the Warring States period, people who lived along the banks of the Min River were troubled by annual flooding. Qin governor and irrigation engineer Li Bing investigated the problem thoroughly. He led a team to construct a levee to redirect a portion of the river's flow. Then they cut a channel through Mount Yulei to discharge the excess water. After the system was finished, no more floods occurred. What's more, it made Sichuan one of the most productive agricultural regions in China because the redirected water from the Min River could be used for irrigation. If you visit Dujiangyan, you will see an unusual construction that resembles a fish's mouth. This famous attraction, Yuzui, together with two other important parts, namely, Feishayan and Baopingkou, were scientifically designed to control the water flow throughout the year. Recognised as a UNESCO heritage site, Dujiangyan has irrigated farms while preventing floods for over 2,000 years.



5 Give a presentation in class to introduce the city or town. You could even include a video of the attraction.

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The Mbantua Festival

Mbantua means "awakening the desert". The Mbantua Festival brings together hundreds of Aboriginal performers from across central Australia to celebrate their ceremonies, culture, and music through theatre, events, workshops, art, and film screenings.

BEFORE YOU WATCH

Match the following things.

1	Aborigines	A	"Alice"
2	an Aboriginal group in Alice Springs	B	good tucker
3	good food	C	billy cans
4	what the women are carrying on their heads in the race	D	indigenous groups
5	what a tourist decides to name her animal sculpture	E	non-indigenous people
6	white people	F	the Aranda people

WHILE YOU WATCH

1 Check your answers in Before You Watch.

2 Circle the best words to complete the sentences below.

1 Independent/Indigenous groups from across Australia's desert centre have come to share with one another on the sacred/secret grounds of the Aranda people in Alice Springs.

2 They might be using billy cans instead of wooden bones/bowls but the activities are helping keep alive traditions which might otherwise be skipping/slipping.

3 It's presenting an alternative picture of a national history/story which can look very apparent/different for black and white Australians.

4 That's what we are trying to do with this festival—bring non-indigenous people to us, hear/share our culture with them, and our history, in the hope that they feel like that part of the nation's history is part of their own dignity/identity.

5 As night falls in the small object/pocket in the heart of Australia, people have been brought closer together, at least for a few days/in a few ways.

AFTER YOU WATCH

Discuss the following questions in pairs.

1 Why do you think this festival is important to Aborigines? What about non-indigenous people?

2 What interested you most in the video? Why?

3 What opportunities do you have to experience and learn about different cultures in China?

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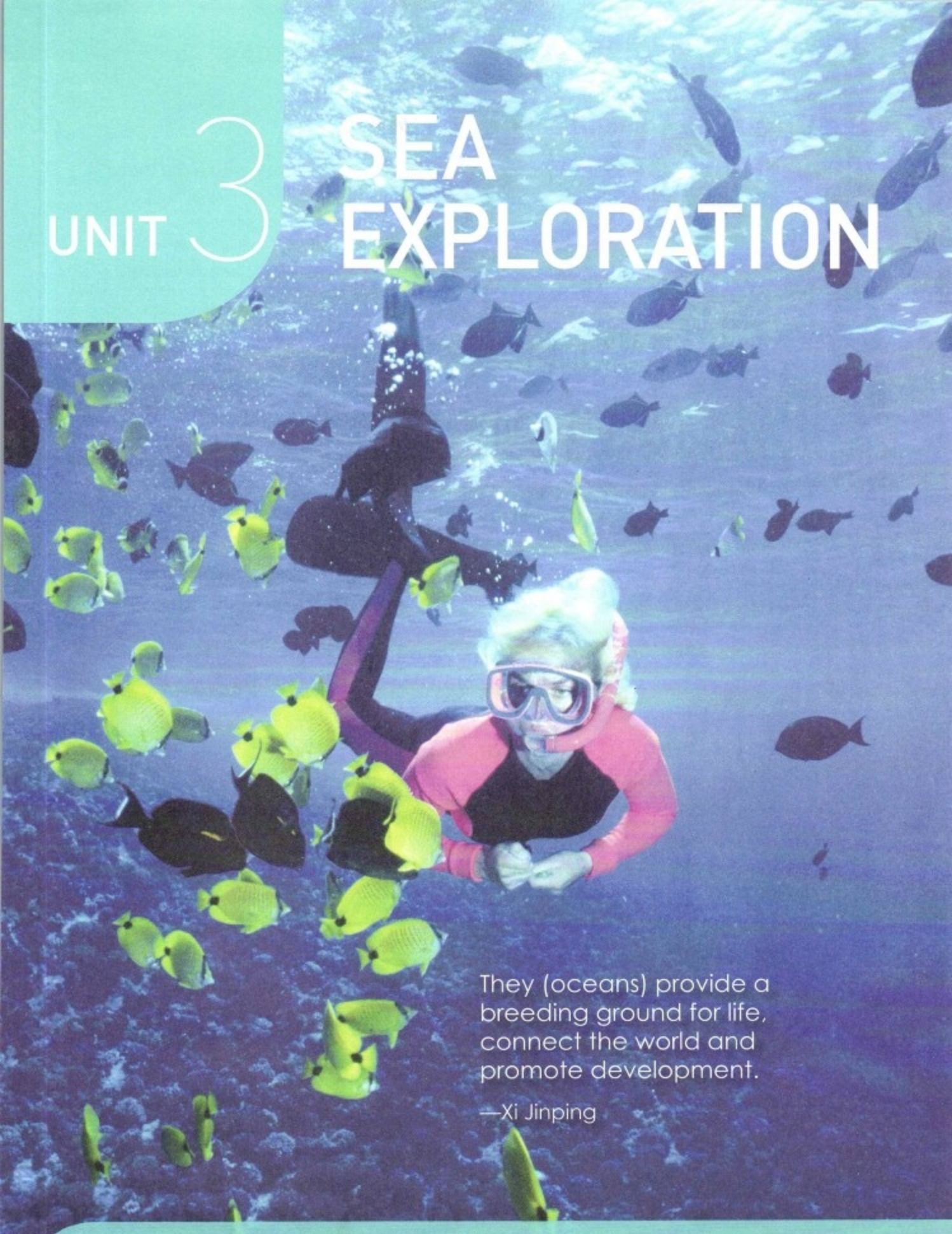
UNIT 3 SEA EXPLORATION



They (oceans) provide a breeding ground for life, connect the world and promote development.

—Xi Jinping

In this unit, you will

1 read about sea exploration in the past and now.
2 hear and talk about protecting life in the sea.
3 write an argumentative essay about sea exploration.
4 Appreciate the sea through poetry.

Look and discuss

1 What do you think of when you see the photo?
2 What sea animals and plants do you know?
3 What words would you use to describe the sea?

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Learn about sea exploration

1 Do you know any stories about sea voyages? Share your story with a partner.

2 Look at the title and skim the text. Decide what type of essay it is.

Identify essay types

There are four major types of essay: narrative, descriptive, expository, and argumentative. A narrative essay is a story with a beginning, middle, and end. A descriptive essay describes a subject and lists interesting details. An expository essay is factual, giving information on a subject. Finally, an argumentative essay aims to convince the reader.

REACHING OUT ACROSS THE SEA

Trade and curiosity have often formed the foundation of mankind's greatest achievements. To complete the great map of the world was a strong passion for the people of early civilisations. Marco Polo's **tales** inspired European explorers to search for sea routes from west to east. However, merchants and explorers from the East set sail from east to west many years before Columbus first did.

In ancient times, silk from China found its way overland to India, the Middle East, and Rome, along what became known as the Silk Road. A trading route across the sea was also **extended** along the coasts of the Indian Ocean, centred around Ceylon (now Sri Lanka). Here, merchants from China and many other places met to **negotiate** trade deals, which also led to more awareness of each other's cultures. Over the centuries, further trading allowed more exploration of the regions to the west of China, as recorded in Du Huan's *Record of My Travels* in the eighth century.

Later, the Ming Dynasty further developed relations with these regions. Between 1405 and 1433, seven large fleets sailed west on voyages of trade and exploration. These fleets were a sight to behold and were in a **league** of their own at that time. Under the command of Zheng He, they set sail from the South China Sea across the Indian Ocean to the mouth of the Red Sea, and then to the east coast of Africa. African **royal** families sent gifts such as giraffes as gestures of friendship in return for gold, silk, and spices. Although China **withdrew** from further expeditions after 1433, these land and sea routes remained active **channels** between other cultures for centuries.



To reach out across the sea remains a strong desire today. The ancient sea routes travelled by Zheng He are being revisited with the 21st Century Maritime Silk Road, which is part of the Belt and Road Initiative.

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The aim of this initiative is to encourage cooperation and trade across the historic Silk Road areas, and strengthen the **bonds** between China and the rest of the world. Trading has grown greatly in recent years, and will continue to do so in years to come. China has invested billions in systems and services along these routes, which will help to greatly develop the whole area for the benefit of future trade and cultural exchange.

China has also joined its friends across the sea on other important projects. Although the ancient sea routes of Zheng He have been travelled many times, there are still many other places left to explore. In recent years, China has joined other nations on several expeditions to explore the Arctic. From a scientific point of view, there is an urgent need to study the Arctic in order to understand climate change and its effects.

Hundreds of years on, and with the latest technology in hand, the need to trade and the desire to enhance relationships will drive China to reach out across the sea far into the future.

3 Read the text again. Write down the main idea of each paragraph.

4 Scan the text and fill in the table with the correct names.

Name	Description
	The name of the trade route between China and the West
	Its kings sent gifts such as giraffes to China
	An area currently being explored for scientific reasons
	A destination of silk and a major European capital
	The modern country name for Ceylon
	The historical period when China expanded maritime exploration to other regions
	The author of *Record of My Travels*
	The commander of the seven fleets
	The person who wrote stories that inspired European explorers

5 In groups, discuss the following questions. Make notes under two columns: Facts and Opinions.

- Which countries reached out across the sea in the past and why?
- What benefits and problems did those countries get from doing this?
- What effects did reaching out across the sea in the past have on the world?
- What do you think is the significance of the Belt and Road Initiative?

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Build up your vocabulary

1 Write down the word that matches each definition. Then find the sentences containing these words in the text.

1 _____ an imaginary story or an exciting description of an event
2 _____ related to the king or queen of a country
3 _____ to reach an agreement by discussion
4 _____ to stop taking part in an activity
5 _____ to make something longer or larger
6 _____ a connection between people
7 _____ a level of quality, ability, etc.
8 _____ a deep passage of water used as a route for ships

Choose the appropriate words from above to complete the following sentences.

1 Their common experience created a strong _____ between them.
2 As a major figure in British **politics**, Churchill was in a _____ of his own.
3 The deadline has been _____ by two days.
4 I'm reading a book about folk _____ and ancient legends.

2 Complete the sentences with the correct forms of the phrases in the box.

a sight to behold **in hand** **withdraw from** **in return**

1 Henry Norman Bethune devoted his life and **profession** to helping people without expecting anything _____.
2 Last summer we visited an island in the Indian Ocean, whose rocky coastline and long golden beaches were _____.
3 The tennis player _____ several **tournaments** due to injury.
4 With lots of food and drink _____, they set off for their picnic.

3 Complete the passage below with the correct forms of the words in the box.

find one's way **boredom** **reach out across the sea**
set sail **form the foundation** **tale** **motivate**

In 1519, Ferdinand Magellan, a Portuguese adventurer, made the first voyage around the world. On 14 June 2008, nearly 500 years later, a 16-year-old American boy, Zac Sunderland, _____ on a similar journey. After 13 months, he returned with a new world record: the youngest person ever to sail around the world.

Zac grew up on a boat and learnt how to sail when he was four, which _____ of his success. As a child, Zac read a book about Robin Lee Graham who had sailed around the world alone as a teenager in 1965. Zac was greatly inspired by Graham's _____. After his 16th birthday, Zac started making plans for his journey. Using his own money, Zac bought a boat and set off.

_____ is often a **mixture** of danger and _____. Zac had to _____ through heavy storms and get by on little sleep on his journey. It was boring to stay on a boat all day, so Zac read lots of books! He also emailed his family using his **laptop**, telling them about his experiences around the world.

When the journey ended, Zac's adventure received widespread media **coverage**. At his press conference, he talked about how passion and courage made his dream come true. In his opinion, there's so much that people can achieve with the right _____ and ambition. Just go for it!

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Review useful structures

1 Find all the sentences containing infinitives in the reading passage. Then mark their functions.

1 As the subject (S)	2 As the predicative (P)	3 As the object (O)
4 As the object complement (OC)	5 As the attributive (Attr)	6 As the adverbial (Ad)

2 Join the words to make sentences using infinitives. Then decide the function of each infinitive.

EXAMPLE

It is fun / visit an aquarium / in summer ▸
It is fun to visit an aquarium in summer. (S)

1 He / encouraged me / participate in the surfing competition ▸
2 The storm / seems / be getting closer ▸
3 Magellan / was the first person / sail around the world ▸
4 The UN peacekeeping force / aims / maintain peace and prevent armed conflicts ▸
5 The crowd / stood / **applaud** / scientists / for their important ocean research work ▸
6 It is a good idea / **tax** / plastic bottles / so that people use them less ▸
7 The *Jiaolong* manned submersible / is said / be able / reach 7 km underwater ▸
8 It remains / be seen / whether or not his **capsule** can work ▸

3 Read the beginning of *The Little Mermaid* and use the proper forms of the verbs in brackets to fill in the blanks. What do you think happens next?

Far out in the ocean, where the water is as clear as glass, lives the Sea King. The ocean is too deep _____ (measure). We may imagine there is nothing except yellow sand under the sea, but actually it is not rare _____ (see) the most unique flowers and plants _____ (dance) in the fast-moving water. In the deepest spot of all stands the Sea King's castle, which has walls of coral and a roof _____ (form) of beautiful shells. The mother of the king, a wise woman who is proud _____ (be) born into the royal family, takes care of his six daughters. Among the six sea-princesses, the youngest is the prettiest. Although she has delicate skin like a rose-leaf and eyes as blue as the deepest sea, she has no feet but a fish tail just like her sisters. The most common way for the princesses _____ (play) all day long is _____ (swim) in the halls of the castle or among the flowers growing out of the walls, feeding and touching the fish _____ (swim) up to their hands through the windows. They seem _____ (not worry) about anything, except for the youngest, who ...



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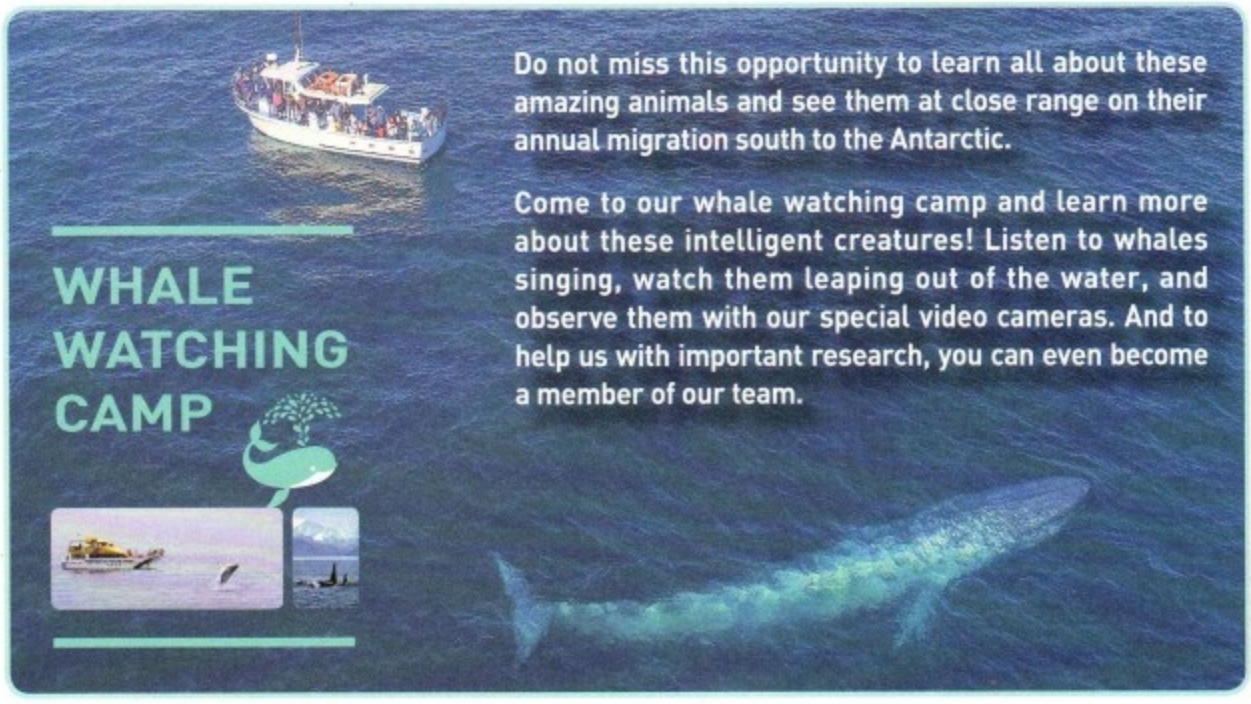
Get to know about whales and other sea animals

1 Read the poster below and discuss the questions.

1 What aspect of the camp would you like best?
2 Do you think it is important to carry out research on whales and other sea creatures?



2 Listen to the head researcher talking to the campers at the end of the day. What three things were the campers asked to do?

1 _____
2 _____
3 _____

Listen for sequence

When people talk about a series of actions or events happening in sequence of time, they often use certain words and phrases, such as *first*, *next*, *then*, *after that*, *later*, and *finally*.

3 Listen to Luke's part of the conversation again. Number the following sentences in the correct order. Then work out what they have done at the camp.

After that, we gave the group of whales a name, and each member a number.

They will be added to the **directory** so we can identify them in the future.

Most whales have slightly different fins and marks, which can help us to tell them apart.

Meanwhile, we also noted their location, so we can track their movements and plot their migration path.

Then we took pictures of their fins.

Finally, we contacted other whale research groups around the world to share the information with them.

1 First, we followed a group of whales with the boat.

Later, we created a database of their fins and locations.

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4 Listen to the conversation again and answer the questions.

1 How many species of whales are there?
2 What is the criterion to divide the main types of whales?
3 What do whales use sounds for?
4 Why do the campers take pictures of the whales' fins?
5 Why do they contact other research groups?

5 Some of the students could not make it to the camp. Imagine you were there. Tell your partner about what happened, using the expressions in the box below. Your partner can also ask questions to find out more about what happened.

Expressing sequence

First(ly), ... Second(ly), ... Third(ly), ... First of all, ...
Then/After that/Afterwards/Next/Later on ...
In the end/At last, ... At that time ...
It began when ... Meanwhile ... Later ... Finally ...

EXAMPLE

A: Today we learnt about whales and whale research. First, we found some information and facts about whales. We used the library and the Internet.
B: What did you do after that?
...

6 Watch the video *Protecting Biodiversity*, and then discuss what other sea animals you would like to see. Talk with your partner and make a plan for a trip to see the animals. Your plan should include activities you would like to do.







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Express your opinions on sea exploration

1 Read the two texts below and find the arguments and evidence in them.

Text 1

When people talk of exploring the sea more, they usually mean exploiting it. Sea exploration has caused many problems and will continue to cause more.

More exploration means more pollution. The Deepwater Horizon spilled over 200 million gallons of oil into the sea in 2010. Plastic pollution is also bad, killing many birds and fish, and has even been found in our tap water.

Mining for resources is very damaging, especially in the Arctic. Because of climate change, there is less ice now, which means we can look for more fossil fuels further north. But if we burn these, the ice will melt more and this negative cycle will continue. Climate change is warning us that something is very wrong.

Overfishing is another problem. Whales and dolphins are also hunted for their meat or for so-called research. Although this was banned in 1982, some countries are still "**murdering**" these intelligent creatures without **mercy**.

The sea is home to life, not human beings' **possessions**. It is huge, but it is more sensitive than we think. If we do not protect it, future generations will not forgive us.

Text 2

To truly understand our planet, we must explore the oceans which cover most of it. **Opponents** may be concerned, but sea exploration is important for our future. For example, scientific research ships can help address important issues such as climate change. We need to understand what is happening to our planet so that we can take action. Therefore, more research is necessary.

Understanding more about the sea will also help us manage its resources better. **Logging** new species will improve our understanding of life on the earth. It may help us discover new medicines, as well as new sources of food and energy. Accessing the deep ocean may also help us to predict events such as earthquakes.

The population of the world is growing and we need new resources for future development. There are probably vast amounts of resources under the sea and ice, not just oil and gas but also valuable minerals.

Of course, there are still environmental risks. However, these should be balanced with economic needs. Hopefully, as technology improves, we may have more options for managing this balance.

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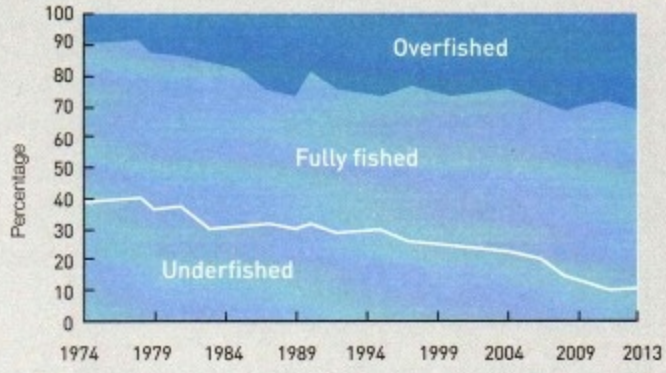
2 Look at the two charts below and decide which one supports which text.



Decline in oil spills



Global trends in the state of world marine fish stocks

3 In groups, discuss the following questions and take notes.

1 What is your opinion about sea exploration? Do you agree with one argument more than the other?
2 Has your opinion changed after reading the two texts? Why or why not?
3 Are there any other aspects of sea exploration not mentioned that you think are important?

4 Based on your note, write an argumentative essay on sea exploration, expressing your opinions with supporting facts.

1 The following questions may help you.
- What is the purpose of sea exploration?
- How does sea exploration help us to protect the sea?
- How does sea exploration cause damage to the sea?
- Is there a good balance between protection and exploitation?

2 Use the **PEEL** method to help structure your argument.

Point	What point do you want to make?
Evidence	What facts and examples can you find to support your point? How reliable are the sources?
Explanation	Explain how the facts support your opinion and show other opinions to be incorrect.
Link	Connect this point to the next point, or back to the main point of the essay or paragraph.

3 Write your draft and exchange it with a partner.

4 Get your feedback and revise your draft.

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Assessing Your Progress

1 Complete the sentences with the correct forms of the words in the box.

applaud	directory	opponent	murder	log

1 After finishing his workout, he updated his fitness _____.
2 In the final match, his _____ will be stronger and more experienced.
3 In a classical music concert, the audience _____ politely at the end of the performance.
4 I couldn't find your name in the telephone _____.
5 A $5 million reward has been announced for information leading to the **arrest** of those responsible for the _____.

2 Complete the passage below with the proper forms of the verbs in brackets. What do you think happened to the son?

Have you ever seen a seal? It has a round belly with a thick skin_____ (keep) itself warm. Its big eyes seem _____ (be) those of an innocent child. When you look into its eyes, you may feel closely _____ (connect) to it.

Actually, people in ancient times did believe seals and human beings _____ (be) the same. As legend has it, an old couple by the sea once heard a baby _____ (cry). They hurried to the water, only _____ (find) a baby seal there. They took it back home, fed it, and raised it as their son. Gradually, the baby seal grew up, _____ (look) just like a human being. The old couple allowed him _____ (go) anywhere except near the sea. The son loved his parents so much that he promised _____ (not swim).

One day, the father went _____ (fish) out at sea, when the weather suddenly changed. The ship struggled on the stormy sea, _____ (roll) with each heavy wave. His wife watched the horrible scene, _____ (cry) hopelessly. All of a sudden, the son jumped into the wild sea _____ (save) his father. He swam as fast as lightning, just like a seal! Finally, the father was pushed to the shore alive, but this old couple never saw their son again.

REFLECTING

- What did you learn about the sea from this unit?
- Which aspect about the sea would you like to learn more about?
- What different genres of text did you read in this unit?
- Did you have problems in studying this unit? If yes, how did you solve them?
- Overall, I thought this unit was ○ interesting ○ useful ○ so-so ○ difficult.

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* Project: Create a poster for World Oceans Day



1 Pick a theme you want the day to be about.

Surf the Internet for stories about the sea to inspire you. You can pick a serious issue, or you can focus on a theme to show people how amazing the sea is.

overfishing	**wonders of the sea**	**tourism**	**biodiversity**
pollution	**beautiful beaches**	**coral reefs**	**deep-sea exploration**

2 Research your theme.

Find out as much about your theme as you can. Use the Internet and your school library.

3 Come up with a short slogan for your theme.

Choose a short, catchy title. You can also think of ways to promote your theme on social media.

4 Brainstorm ideas for the design of your poster and what to include.

What do you want it to look like? What design would be most effective? What information do you want to include? What images do you want to use?

5 Create an event that will take place on the day.

Give a time and date for the event, and some details of what will happen.

Beach/river cleanup activity	Zoo/aquarium tour
Art/photography competition	A play about the sea
Film festival	Presentations by sea scientists
Sustainable seafood lunch	Interviews with scientists, explorers, etc.

6 Put everything together to complete your poster. Then give a short presentation to the class.

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Deep into the Sea

This video is about *Kexue*, China's most sophisticated research vessel, which is designed to conduct a wide range of tasks. Based on *Kexue*, China has taken the lead in building a world-class platform for marine research.

BEFORE YOU WATCH

Look at the pictures from the video below. What do you think these people are doing?













WHILE YOU WATCH

1 Check your answers in Before You Watch.

2 Circle the best words to complete the sentences below.

1 The sea covers over/under two-thirds of our planet.
2 *Kexue* is regarded as a moving laboratory/factory on the sea.
3 The IOCAS is the Institute/Initiative of Oceanology, Chinese Academy of Sciences/Scientists.
4 The *Faxian* vehicle has surveyed more than 3,000/400 sites and has collected 3/3,000 tons of geological samples.

3 Answer the following questions.

1 When was *Kexue* first put into operation?
2 What is the function of *Faxian*?
3 What did IOCAS conduct research on the Western Pacific Ocean System for?
4 Why is marine science important for China today?

AFTER YOU WATCH

Discuss the following questions in pairs.

1 Human beings have explored less than 5% of the world's oceans. Why do you think we have explored so little of the oceans so far?
2 What do you think is the difference between Zheng He's voyage 600 years ago and China's sea exploration today?

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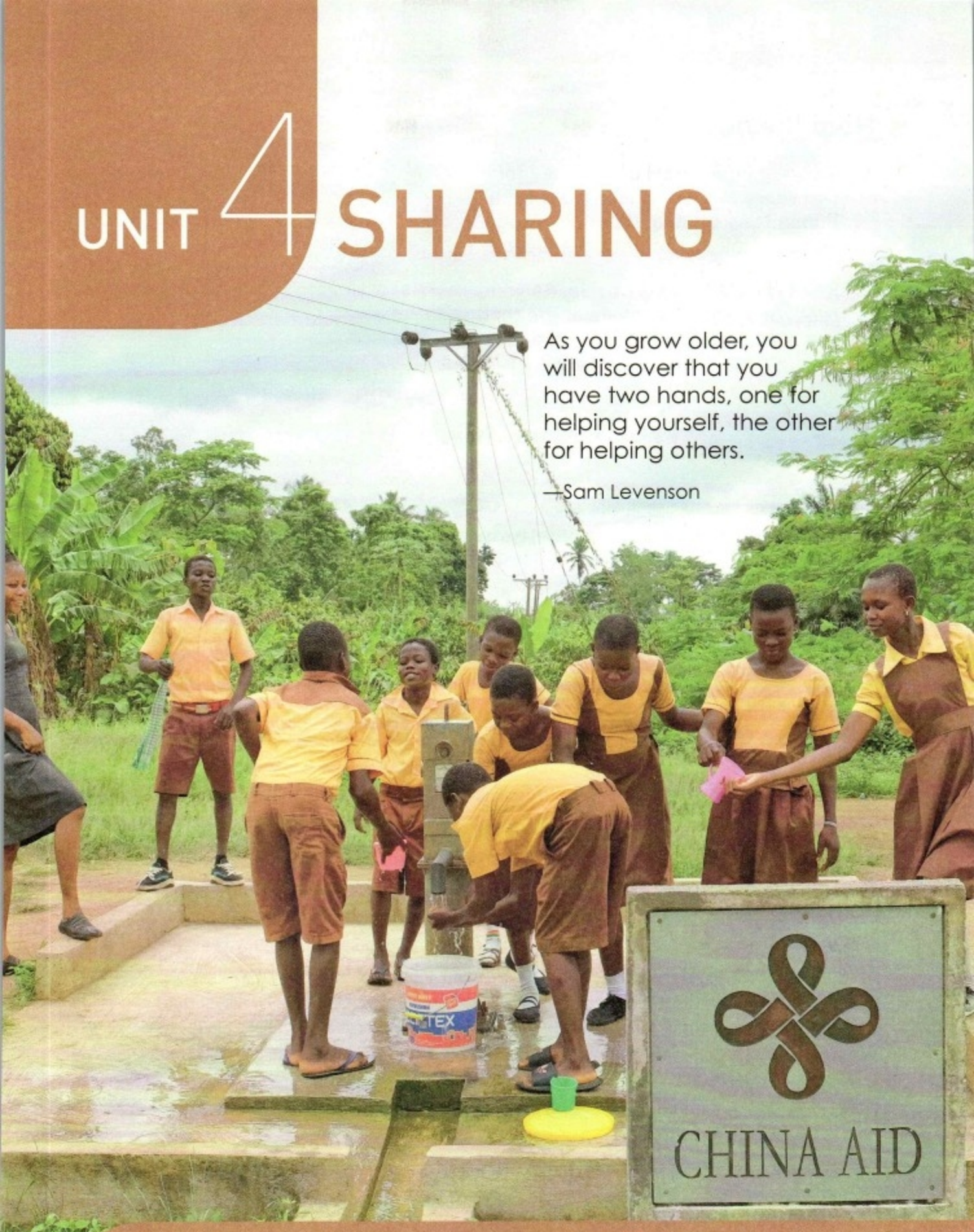
UNIT 4 SHARING



As you grow older, you will discover that you have two hands, one for helping yourself, the other for helping others.

—Sam Levenson

In this unit, you will

1 read about volunteering in Papua New Guinea.
2 hear and talk about types of volunteering and organisations.
3 give a speech about China's aid to other countries.
4 learn about volunteers at home and abroad.

Look and discuss

1 What do you think is happening in the photo?
2 Think about the things you do to help other people. Write them down and share with your partner.
3 Share your experiences as a volunteer, if you have any.

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Help the needy

1 A young Australian, Jo, worked for two years as a volunteer teacher in Papua New Guinea. What challenges do you think she might have faced?

2 Read the blog entries by Jo. As you read, underline the parts of the text you read slowly. Then compare your reading pace with a partner.

Adjust reading speed

When reading a passage, adjust your speed to get the most out of it. If the material is easy or familiar, you can read through it quickly. If it is difficult or contains useful details, read it a bit slower and try to understand more.

VOLUNTEERING IN THE BUSH

8 March

I just got a **parcel** from home! It took about two weeks to arrive, and it was a bit damaged, but it was so nice to get some sweets and **jam** from home; I've been dying to have some of my favourite sweets, and it's always nice to get **mail**!



So I've been here in the jungle for about a month now. My **secondary** school is a bush school. The classrooms are made of bamboo, with **clay** floors and roofs of grass. It takes me only a few minutes to walk to school down a **dusty** track covered in **weeds**. When I reach the school grounds, I'm greeted by a **chorus** of "good morning" from the boys. Unlike students in our country, these boys do not wear **cotton uniforms**, and many of them also have to walk a long way, sometimes for up to two hours, just to get to school.

There's no electricity, running water or even textbooks, not to mention laptops, **tablets**, or other modern devices! All the students have are pencils, **rubbers**, and paper. I'm still trying to adapt to these conditions. I've had to become much more imaginative in my teaching. Science is my most challenging subject as my students have no concept of doing experiments. There is no equipment, and since there isn't even a **washroom**, if I need water I have to carry it from my house in a basin! It's important not to be too rigid about rules here, too. The other day I was showing the boys a chemistry experiment when, before I knew it, the mixture was bubbling out of the test **tube** spilling everywhere! The class became a **circus** as the boys, who had never come across anything like this before, started jumping out of the windows. Sometimes I wonder how relevant chemistry is to these students—few will ever become **chemists**—and most will be going back to their villages after Year 8 anyway. To be honest, I doubt whether I'm making any difference to these boys' lives at all.

17 April

Last weekend I made my first visit to a remote village, home to one of our students, Tombe. Another teacher and I walked for two and a half hours to get there—first, up a mountain from where we had fantastic views, and then down a shaded path to the valley below. When we arrived at the village, Tombe's mother, Kiak, saw us coming and started crying "ieee ieee". We shook hands with all the villagers. Everyone seemed to be related to Tombe.

Tombe's father, Mukap, a man with a strong **jaw** and a **wrinkled forehead**, led us to his house, a low, round

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bamboo hut with no windows, with a door just big enough to get through, and with grass sticking out of the roof—this shows it is a man's house. Such **housing** is dark inside so it took time for our eyes to adjust. Fresh grass had been laid on the floor and there was a **platform** for Jenny and me to sleep on. There was a fireplace in the centre of the hut. The only possessions I could see were one broom, a few **saucers**, a **kettle**, cups, **pans**, and a couple of jars.



Mukap built a fire outside and laid stones on it to heat. He then placed the hot stones in an empty oil drum with *kau kau* (sweet potato), **ripe** corn, and greens. He then covered the vegetables with banana leaves and left them to steam. It smelled delicious. We ate inside the hut sitting round the fire. I loved listening to the family talking softly to each other in their language, even though I could not participate much in the conversation. Luckily, Tombe interpreted for us.

Later, I noticed a can standing upside down on the grill over the fire. After a while, Tombe threw it out of the doorway. Tombe told me that the can was heated to dry out the leftover food. His family believes that leftovers attract bad spirits in the night, so any leftover food is dried up in a can and the can is then thrown out of the hut.

We left the village the next morning after many goodbyes and firm handshakes. My muscles were aching and my knees shaking as we **dragged** ourselves down the mountain towards home. That evening I fell happily into bed. It was such a privilege to have spent a day with Tombe's family.

3 Answer the following questions.

1 What do you think "the bush" means?
2 What has been Jo's most challenging subject to teach? Why?
3 What did Jo notice about the homes in the village she visited?
4 What did Jo notice after the meal?
5 What is Jo's general impression of the place and people there?

4 Analyse Jo's impressions of life in the village she visited.

Positive aspect	Negative aspect
The students value education	No running water or electricity

5 In groups, discuss these questions.

1 Jo felt it was a privilege to have spent a day with Tombe's family. If you were Jo, how do you think you would have felt? Why?
2 What are the differences between the school you go to and the one described in the passage?
3 Would you like to become a volunteer teacher? Why or why not?

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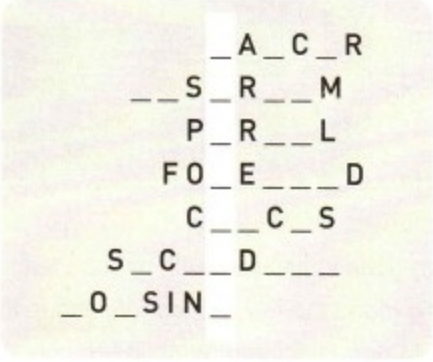
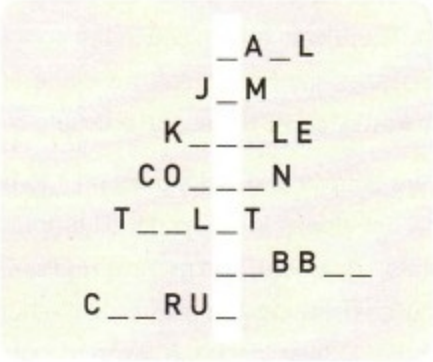
Build up your vocabulary

1 Complete the word puzzle with words from the blog entries. Can you find the hidden message?





Hidden message:_____

2 Xu Yuan is a volunteer in Ghana. What does she think of the country and experience? Complete the passage with the words below.

lack **secondary** **housing** **right** **drag** **kettle**

Xu Yuan, a 52-year-old Chinese volunteer in Ghana, was interviewed on a TV programme. According to Xu, the _____ conditions in Ghana are not that bad. However, she admitted that she once had a memorable experience **plugging** holes in her roof in order to keep the rain out. Xu said, "Actually, I don't really care about my living conditions. The only thing that has made me uncomfortable has been the _____ of hot water." She regrets not bringing a _____ to Ghana to boil the water she needs. Some of the medicine she has brought with her works better with hot water. But any discomfort is _____ to helping the needy, she believes. Xu enjoys her volunteer experience and considers it a good opportunity to _____ herself out of her comfort zone and to explore the world. "One of my dreams is to work in Africa and continue to help the **disabled** after I **resign** from my job. I think everyone **deserves** the _____ to be happy," she said.

3 Divide the following words into groups. Explain how you have grouped them. Then add more words to the groups.

jam laptop knee bacon textbook tablet paper rubber jaw wrinkle forehead saucer kettle pan jar grill corn cup leftover pencil muscle sweets

4 Imagine you are going to donate three things to poor children in the countryside. What will you donate and why?

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Review useful structures

1 Identify the phrases in the following sentences and state their functions. Mark noun phrases as NP, verb phrases VP, adverbial phrases AdvP, adjective phrases AdjP, and prepositional phrases PrepP.

EXAMPLE

My secondary school is *a bush school*.
NP (subject) *NP (predicative)*

1 I've been dying to have some of my favourite sweets, and it's always nice to get mail!
2 The mixture was bubbling out of the test tube spilling everywhere!
3 Tombe's father, Mukap, a man with a strong jaw and a wrinkled forehead, led us to his house.
4 He then placed the hot stones in an empty oil drum with *kau kau* (sweet potato), ripe corn, and greens.
5 Later, I noticed a can standing upside down on the grill over the fire.
6 My muscles were aching and my knees shaking as we dragged ourselves down the mountain towards home.

2 Complete the passage with the phrases below in their proper forms.

beautiful modern road **a chorus of** **dusty track** **straight towards**
a large amount of investment **with dangerous disease**

China has offered _____ to many countries in its Belt and Road Initiative. In the Congo, many _____ have been transformed into _____ since then. Trains run _____ Europe from China, and to China from Europe, bringing new jobs and opportunities to both ends. Chinese healthcare workers have also been sent to provide aid to places _____. Despite all the difficulties involved in this project, these efforts have been greeted with _____ support from the locals.

3 Imagine you are an editor of a volunteer website. Add phrases to the following advertisement to make it more exciting.

Improving Health in Guinea

In order to ease suffering in Guinea, volunteers are needed to provide healthcare information. As a volunteer, you will be responsible for organising lectures, preparing posters, and visiting schools and families. There is no doubt that these activities will leave you with unforgettable memories. The program will last for one year or more, depending on your performance.

You need to be over 18 and able to communicate in English. You don't need to have overseas experience, but you should be friendly and outgoing.

If you are interested in volunteering, please speak to our representative online.



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Meet student volunteers

1 Have you or someone you know ever worked as a volunteer? Tell your partner about the experience.

2 Listen to the conversation and complete the table below.



Recognise examples

An example is a thing, person, or situation that helps explain or illustrate what one is talking about. An example is nearly always introduced by words such as *like*, *such as*, *for example*, *for instance*, *to illustrate*, and *to demonstrate*.

Student suggestions for volunteer project	donations for _____ helping to _____ spending time with _____
Volunteer activities at Tony's school	raise _____ serve _____ go to _____
Final decision for volunteer project	_____ _____

3 Listen to the conversation again and then answer the following questions.

1 Why does Tony want to join the meeting for student volunteers?
2 What is the objective of the meeting today?
3 What kind of volunteer work did the students do last year?
4 What kind of volunteer work does Tony's entire school do every year?
5 Who suggests going to the children's hospital for this year's volunteer project?

4 Think about the following questions and write down your ideas.

1 Do you think students doing volunteer work is of any use? Why or why not?
2 In your opinion, which is better, giving people things, time, or money? Why do you think so?

5 In groups, talk about ways to help others.

1 What kinds of help do you think people need? How do you think volunteers could help?

Place	What are the needs?	How could volunteers help?
Neighbourhood		
School		
City/Town		
Country		

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2 What kinds of skills and qualities could you offer as a volunteer?

Skill	Quality

3 Discuss where and how you can help.

- Where would it be possible for you and your classmates to volunteer?
- What kind of volunteer work could you and your classmates do, based on your group's skills and qualities?

Making suggestions

We might try ...	Couldn't you/we ...?	Perhaps we could ...
May I suggest that ...?	Would you consider ...?	My advice would be to ...
Wouldn't it be better if ...?	If I may suggest an idea, ...	It might be a good idea to ...
I'd like to suggest/recommend that ...		How does the idea of ... appeal to you?

Pronunciation

1 **Read the conversation below. Decide which type of stress the words in bold show: 1) strong emotion; 2) emphasis of important information; 3) correction of a mistake; 4) contrast or comparison.**

Jessie: Hi, Susan! Did you see the animal shelter advertisement? I think it'd be **great** for our volunteering project!

Susan: Hello, Jessie. Yes, I **did** see it. I'd **love** to help out in a shelter. Think of all those cute, little animals!

Jessie: Exactly, and it would also look **great** on our CVs. But maybe it's too good to be true ...

Susan: Yeah, what if we have to clean out the smelly cages? I'd **hate** that!

Jessie: Well, we can ask for gloves. How about you clean the **outside** of the cages, and I'll clean the **inside**?

Susan: Thanks, Jessie, you're a true friend! Anyway, we should check the timing. Did the ad say **Saturday afternoons**? I'm usually busy on Saturday afternoons.

Jessie: No, it said on **Sundays**, and in the **mornings**. So let's not just **talk** about it—let's **do** it! It's so exciting—do you like **cats** best, or **dogs**?

Susan: Oh, hey wait, Jessie, do you think it matters that I'm allergic to cats? And what if there are **snakes**?

2 **Listen to the conversation and then practise it with a partner.**

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Make a speech about China's aid to other countries

1 Zhan Bingbing took part in an English speech contest. Read the speech transcript and answer the questions on page 45.



Hello! My name is Zhan Bingbing.

Lately, all of us have seen Chinese people on TV in far-off places in the world, helping other countries to develop. We see Chinese workers building roads in the Congo, a port in Pakistan, railways in Panama, and an airport in Sri Lanka. And we see Chinese miners, oil workers, agricultural experts, mechanics, and doctors working in nearly every corner of the world. And some people may ask, "Is it worth it? Why help people overseas when China has many areas that are still in need of development?"

I had the same questions myself. But for me, it was much more personal. You see, my mother is a medical doctor, and for the last two years, she has been working as a volunteer consultant in Tanzania, Africa, as a part of a medical team sent by the Chinese government.

To be honest, when my mother first left for Africa, I was upset. My mother cooked me dinner every night, and she took good care of me. But more importantly, she was my best friend. We talked together, we spent our leisure time together, and except for school and work, we were never apart. So I was unhappy about her leaving without even asking for my **input**.

But then I began to hear about the work she was doing in Tanzania, a country that has many health problems, and now I am singing a different **tune**. Many dangerous diseases which are rare in China are quite commonly **contracted** in Tanzania. And, while the country is quite beautiful and has much natural wealth, many of the people are quite poor and live without things we take for granted, such as electricity, running water, cars and good transport systems, and supermarkets. One project that my mother worked on was helping to build a cardiac hospital. Prior to this, if a Tanzanian had a heart condition and needed surgery, they would have to go abroad. Since this was quite expensive, many people went without medical treatment and some even died. Now, not only are Tanzanians helped by the hospital, but people in neighbouring countries are helped as well. It has made a big difference to their lives. My mother also does a **circuit** of the rural villages to provide medical treatment, help those with **disabilities**, and provide **consultation** and training for local doctors. In addition, her team has given patients a new malaria treatment invented in China, and this has saved many lives.

Today, I want to **relay** to you that I'm proud of the work my mother has done, and I am now supportive of it. Is her work worth it? Yes, to the lives of the people she is helping, it is worth it.

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But by any **criteria** this work is worth it to us as well, because it shows that we are global citizens interested in world **stability**, and that we feel responsible for others and are ready to build a community with a shared future for mankind. Everyone deserves a fair chance in life. When I think of all the things that we as Chinese citizens can be most proud of, helping others comes at the top of this list. Now that I understand how important my mother's work is, I've decided to become a volunteer myself to help people in other lands. In the future, I **pray** that you will do the same.

Thank you!

1 What are some examples of the work that Chinese people do to help others overseas?
2 Why was Bingbing upset when her mother went to Tanzania?
3 What are some of the problems people face in Tanzania?
4 What are two things that Bingbing's mother is helping with?
5 Why is this work worth it?

2 Study the features of the speech to answer the questions below.

1 What is the key rhetorical question used in this speech?
2 What is the answer to this rhetorical question?
3 What does the speaker use to get her message across?

- ☐ a case study
- ☐ a hypothetical example
- ☐ a joke
- ☐ a personal story
- ☐ an analysis of the history and causes of the issue
- ☐ facts and data

4 How did Bingbing's feelings about the topic change, and what caused this change?
5 How does the speech end?

3 Write a speech about China's aid to other countries.

1 In groups, brainstorm a list of possible causes that you could talk about.
2 In pairs, go over the list and discuss these points:
   - Which, if any, of the causes do you have a personal connection with?
   - What personal story could you tell in relation to that cause?
   - How did that affect your opinions on the issue?
   - What rhetorical question could you use to begin your speech?
   - What is the answer to that rhetorical question?
   - What action do you want people to take as a result of your speech?
3 Using what you have discussed, write a short speech.

4 Exchange your draft with a partner and revise the draft using your partner's comments.

5 Present your speech and listen to your classmates' speeches. As a class, vote on the best one.

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Assessing Your Progress

1 Complete a news report using the correct forms of the words in the box. Then make a news headline for it.

contract **disability** **tune** **input** **share** **mechanic** **stability** **criterion** **consultation**

_____

Many of us have worked as volunteers before. Some have experience as _____, repairing and maintaining machines. Others are experienced medical workers who have volunteered to help those with _____. This summer, one Chinese volunteer, Liu Fei, will serve as a management _____ for AIDS projects in an African country. Liu has never been there, and his impression of the country is that it is developing rapidly, but suffers from much _____ and violence. Many people there have _____ AIDS. Liu will work with a local organisation engaging in AIDS prevention. Liu's path to Africa was long and bumpy. Although he had met the _____ for the volunteer application, his family was opposed to his choice at first. It took Liu some time to explain the importance of building a _____ future for mankind. Ultimately, his family decided to sing the same _____ as Liu and respected his right to choose his own path. Liu is looking forward to sharing his knowledge and skills with needy communities. He hopes his _____ can make a difference in distant Africa.

2 Expand the following sentences by adding different phrases. Try to make these sentences more vivid.

1 The chemist is doing an experiment.
2 A rat is chasing a cat.
3 A train is crossing a bridge.
4 Susan placed the cup on the saucer and swallowed the capsule.
5 I drag myself off the bed.
6 A tree shades the farmer.
7 The president is relaying his ambition to the audience.

REFLECTING

- What kind of volunteer work have you heard about before? What kind of volunteer work in this unit impressed you the most?
- What story can you tell about China's contribution to the development of the world?
- What do you think you can contribute to the cause of building a shared future for mankind?
- What can you do to improve your public speaking skills?
- Overall, I thought this unit was ○ interesting ○ useful ○ so-so ○ difficult.

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*Project: Create a poster for volunteer work

1 Study the posters below.



PEOPLE'S SHOES

Who are we?

People's Shoes is a company committed to creating a better world.

What do we do?

For every pair of shoes you buy, we donate a pair of shoes to someone in need. We also provide surgery and medical treatment to people with eye problems, and water systems to countries with unsafe drinking water.

Where do we work?

We work in 70 countries around the world.

How can you help?

You can buy our products, so we can give to others.

CHINA EXCHANGE

Who are we?

We are an organisation whose goal is to help people abroad through exchange with China.

What do we do?

Business or organisation employees from China and another country trade places for a period of time. This helps people in both countries to learn from each other's expertise, and to broaden their cultural understanding.

Where do we work?

We work in Asia, Latin America, and Africa.

How can you help?

You can suggest an exchange that you want to take part in. We will help to arrange and pay for it.



2 In groups, decide on the volunteer work that you would like to do. Discuss the following questions.

- In what way could you help others?
- How could others participate in your activities?
- What business could you set up to help others?

3 Create a poster to explain more about your volunteer work, and then present it to the class.

4 Take a class vote on the best three posters.

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Breaking Volunteering Boundaries

This video is about Most, a charity run by young people in Budapest, Hungary, a country in Eastern Europe. One group this charity helps is the Roma. The Roma (often called "Gypsies") are an ethnic group in Europe that is poor and often discriminated against.

BEFORE YOU WATCH

What kinds of things do you think Most donates to others? Tick the boxes below.

☐ clothes	☐ computers	☐ food	☐ medicine
☐ money	☐ time	☐ toilet paper	☐ toys

WHILE YOU WATCH

1 Check your answers in Before You Watch.

2 Answer these questions.

1 How far is the Roma Community Centre from Budapest?

2 How many families will be helped by their donations to the Roma Community Centre?

3 How many members does Most currently have?

4 What three things do they plan to do at the refugee centre in Austria?

3 Complete the quotes with words you hear in the video.

1 Domonkos Sera: We feel a lot better if we know that we're not just _____ we have in Budapest but also _____ somewhere else in the country.

2 Mark Takats: We feel it's kind of an obligation to ... to help those _____ but that we were.

3 Laci Siroki: It's good to see youngsters from Budapest that feel an obligation to do something in this country, to _____, and _____.

4 Jihan: I would like to be involved also in most of the activities they do _____, like going to different _____ just to help poor people.

AFTER YOU WATCH

Discuss the following questions in groups.

1 What motivates these young people to help others?

2 How do you think their own lives are changed by helping others?

3 In the video, they are helping the Roma and people at a refugee centre. Are there people like this in your city or town who need help? What can you do to help them?

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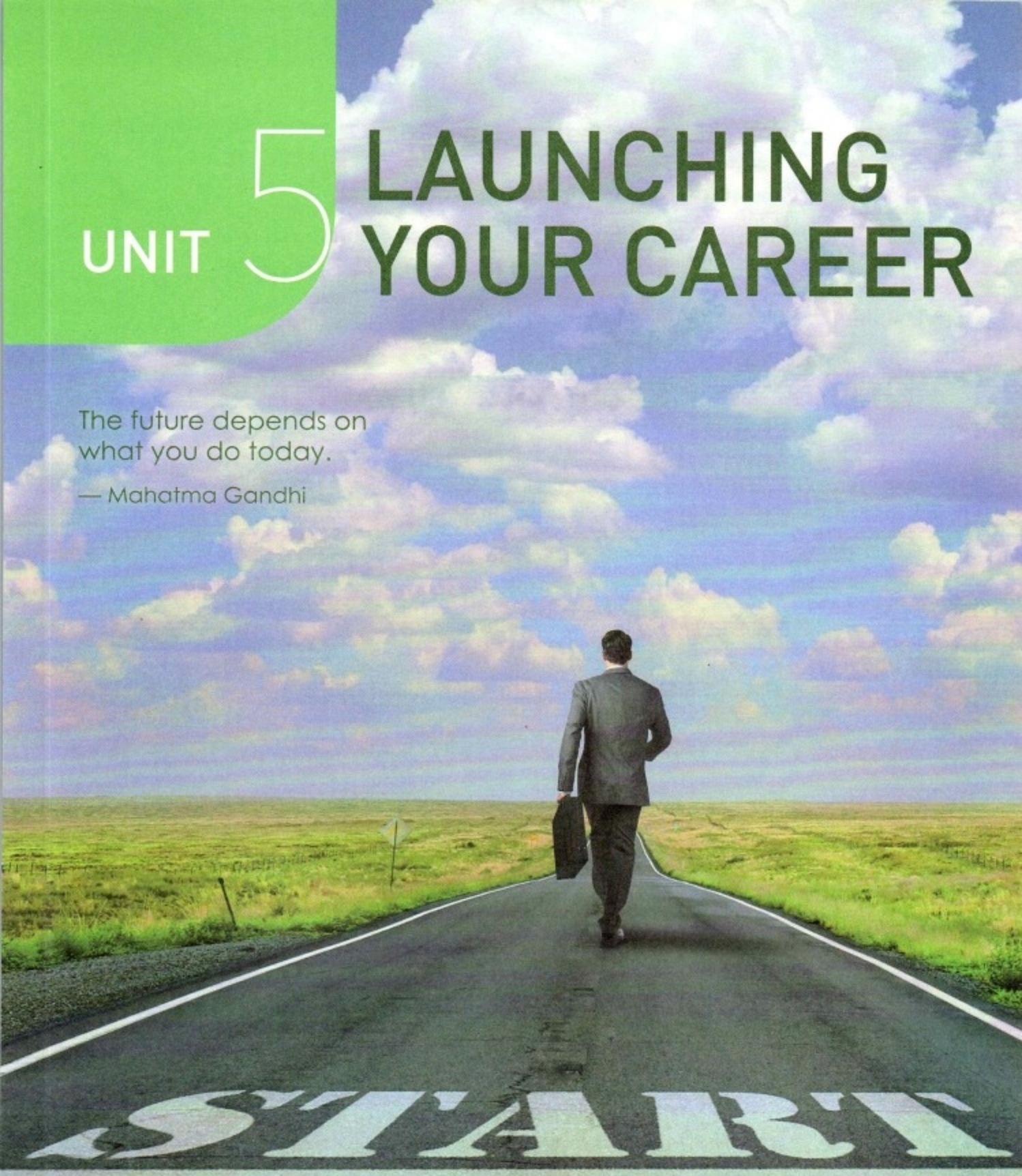
UNIT 5 LAUNCHING YOUR CAREER

The future depends on what you do today.

— Mahatma Gandhi



In this unit, you will

1 read about how to know yourself better through self-assessment.
2 hear and talk about going to university and deciding on a major.
3 write a letter of application and a CV.
4 learn about how to make the most of the last summer break of high school.

Look and discuss

1 How would you interprete the picture?
2 What would you like to be in the future? What careers interest you?
3 What factors will you take into consideration when you plan your career?

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Get a head start on your future career

1 Before you read, discuss these questions in groups.

1 What are some of the ways that can help people decide which career is appropriate for them?
2 Is it essential that teenagers decide on a career before they become adults? Why?

2 Skim the text and find the main advice given to readers.

WORKING OUT WHAT YOU WANT TO DO

As an adult, one of the first questions you are asked when meeting someone new is, "What do you do?" This is because your career is a very important part of who you are. The career you have defines your life, and so taking time to think about it is an essential exercise for young people.

Use charts and graphs

Charts and graphs are a great way to convey a wide range of information in a limited space. To understand them, first read the title and then the labels on the edges of the chart (often called the x-axis, y-axis, and the key/legend).

The best time to start thinking about possible careers is while you are still at school, before you make any choices about your further education. This, however, is not always easy. Some people know what they want to do from a young age, but many others just have a few ideas **bouncing** around in their heads.

One of the most effective ways to get some insight on a possible career path is to complete a "career aptitude test". The results of the test will tell you about your strengths and interests, and some tests also suggest careers that you may be suited to. Having this information will provide you with a better chance of finding a job you like. There are many free tests online, so give one a try. Getting a head start in considering your future career may help you for the rest of your life. You don't want to look back in years to come and say, "I wish I had thought more about what I really wanted to do."

Career Aptitude Test example *Page 1 of 10*

😭 ☹ 😐 🙂 😀 **How do you feel about the work tasks below?**

1	○○○○○	Assemble a chest of **drawers**
2	○○○○○	Drive an ambulance
3	○○○○○	Help develop a cure for **breast** cancer
4	○○○○○	Analyse the elements **hydrogen** and **radium**
5	○○○○○	Design a new range of **wrist** accessories
6	○○○○○	Design clothes for brides and **bridegrooms**
7	○○○○○	Teach children **geometry**
8	○○○○○	Help and advise people in serious **debt**
9	○○○○○	Manage a hair and nail shop
10	○○○○○	Provide investment advice
11	○○○○○	Check and edit education materials
12	○○○○	Categorise employee **profiles**

There are many different kinds of career aptitude tests. Some ask questions about your personal interests and attitudes. Others focus more on asking you to rate different kinds of work scenarios, like working as a librarian or a **lawyer**. Of course, while completing these sorts of tests, it is very important to be honest—and don't worry—there are no right or wrong answers.

One popular test asks the participants to grade their preferences for a variety of work tasks. Their answers are then analysed and divided up between six different types of work personalities. The participant is then given a chart showing their score for each type of work personality. The top three scores

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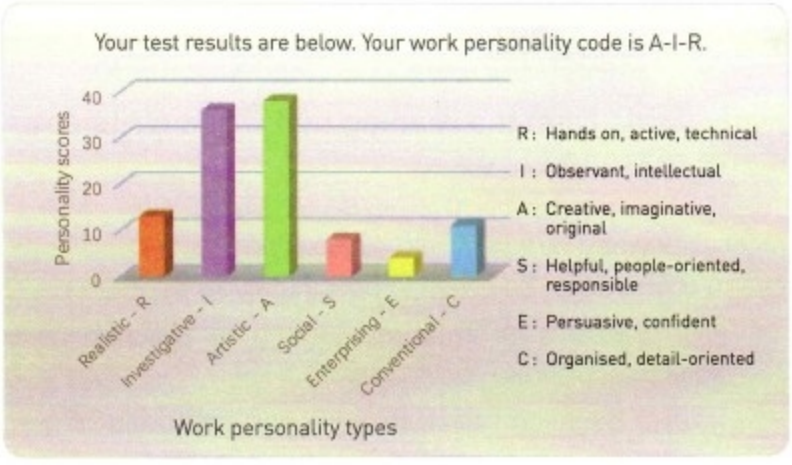

are used to make a code that indicates the participant's overall work personality. This code is then used to generate a list of career suggestions.

The career suggestions are also based on your education and experience level, but you can look at higher-level careers as well, which is very useful for high school students. For example, you could look at the basic careers to see what work you might like now, and then look at the more advanced careers so you know what you may like to aim for in the future. This is a great tool to help plan your career and let you know what targets you need to reach to get there.

In conclusion, career aptitude tests are clearly a very useful tool. However, it is important to remember that they are only meant for guidance. The secret to a good career is finding something that you are passionate about. So try a few tests online and start thinking about your future career right now!

3 Read the text again and answer these questions.

1 What is one of the most effective ways of helping you see which careers may be right for you?
2 What is very important when you are completing the test?
3 According to the participant's work personality code, what careers would you recommend?
4 Do you agree with the text when it says "The secret to a good career is finding something that you are passionate about"? Give your reasons.

4 Look at these jobs and then decide on which work personality type they most closely relate to. Add more jobs to each category.

engineer mechanic dentist biologist surgeon astronomer actor director **detective** graphic designer photographer nurse teacher waitress restaurant manager **estate** agent accountant police **spy** librarian secretary

Realistic	Investigative	Artistic	Social	Enterprising	Conventional

5 Work in groups. Discuss these questions.

1 Would you like to take a career aptitude test? Why or why not?
2 What could be some problems with this sort of test? What other things could you do to help you decide on possible future careers?

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Build up your vocabulary

1 Complete these sentences with words from the reading text. Then write down your own dream career and give reasons.

1 The first time I observed the process of water being split into oxygen and _____, I was deeply attracted by the charm of chemistry. So I want to become a chemist in the future.

2 My aunt developed _____ cancer three years ago. Seeing her suffering makes me want to become a doctor to protect people from such diseases.

3 I want to become a _____ because I think fairness and **justice** is of great importance to society, and I hope I can make some contribution in that respect.

4 I have always been passionate about books, so I want to be a _____. By providing a comfortable reading environment and good books, I hope more people can enjoy reading.

5 I always feel amazed when I see my grandfather's huge medicine chest with countless small _____ that store many herbs. Now I am studying Chinese medicine and I hope I can be an expert in this field, too.

2 Complete the sentences with the correct forms of the words you have learnt in this unit. Circle the part of speech. Then think of more words that can be used in both noun and verb forms.

1 Hearing the news that he had made the school team, David joyfully _____ (*n.*, *v.*) the ball against the wall.

2 The old basketball looked very used and had lost its _____ (*n.*, *v.*).

3 The zoologists set up _____ (*n.*, *v.*) cameras in the panda reserve.

4 There was a huge debate about whether the reporter should be **accused** of _____ (*n.*, *v.*) on the star couple.

3 Use the words in the box to complete the following excerpt from a student's speech.

commit **bounce around** **rather than** **come to a conclusion**
define **in common** **radium** **had a great influence on**

Probably everyone dreams of having a great career, but first let's _____ what this means. When thinking about what makes a career great, many ideas may _____ in your head, such as the desire for money, power, or fame. Different people might have different opinions about this, but wouldn't it be kind of **greedy** to focus on money and fame _____ on something more meaningful? Please close your eyes and think of someone professional and successful. It could be a famous entrepreneur, a great leader, a scientist or an artist, or a teacher who _____ you. My choice would be Marie Curie, who discovered _____. For me, she is great not just because she was world-famous, but because she made great contributions to mankind. Being a female scientist was much less common in her time, but in spite of this she devoted her life to her career. So I _____ that if you want a great career, you need to _____ yourself to something meaningful. I believe all great careers have this _____.

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Review useful structures

1 Find the following types of long sentences in the reading text.

A compound sentence **B** complex sentence **C** compound-complex sentence

2 Change these simple sentences into long sentences. Pay attention to the connectors you need to use.

1 Career guidance ought to be included at high school. The school should also offer a work experience programme.
2 Dreaming to become somebody great is easy. Working to achieve your dream can be quite hard.
3 You never know where you'll be working in the future. Learn as much as possible. Study a foreign language. It is wise to do these things for the sake of your future.
4 Social occupations require communicating with people. This often involves helping or providing service to other people.
5 AI is developing rapidly. Lawyers, teachers, librarians, drivers, and **receptionists** may find their jobs replaced by AI in the future. Many people believe this to be true.

3 Complete the sentences using *what*, *which*, *that*, *who*, and *how*. Then put the sentences into the correct order to make a complete passage.

Advice on Making a Career Plan

_____ **A** The plan will require you to focus on _____ you want to do and _____ to achieve it.
__1__ **B** A career plan makes you think about your future, including _____ careers interest you most and _____ skills and trainings you will need to succeed.
_____ **C** Of course, the CV should be tailored to match the careers in your plan, _____ will leave you well prepared to make the most of all opportunities _____ become available to you.
_____ **D** Finally, for useful information on _____ to decide on careers and _____ to put in your CV, find some websites _____ specialise in career advice or go to someone _____ can help.
_____ **E** Along with your career plan, you should also think about a CV, _____ is essential for showing your potential employers your skills and experiences.
_____ **F** These two things are _____ you should start thinking about right now, as they will safeguard your future, _____ is important to everyone.

4 Read the two profiles below. Write a paragraph about one of them or any other person you admire. Try to make the sentences work together effectively.



Karl Marx; 1818–1883; born in Germany, died in London; studied law and philosophy; philosopher and thinker, economist, historian, sociologist, revolutionary **socialist**; creator of Marxism, founder of international communism, co-writer of *The **Communist** Manifesto*



Zhong Yang; 1964–2017; botanist, professor at Fudan University; dedicated his life to research on seeds; travelled to places which no other botanists had ever been to; spent years in remote and primitive areas searching for and collecting seeds

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Choose a university major

1 Look at the pictures below. Discuss in pairs which university major each picture might show.



Bio-medical engineering _____
Cybersecurity _____
Public health _____
Computer game design _____
Data science _____
Robotics _____

2 Listen to the conversation and tick the chart according to what is needed to get into a good university in each country.

Requirement	China	UK	USA
Get a good grade			
Pass the entrance exam			
Write an essay			

3 Listen to the conversation again, and take notes on what each student would like to study and why.

Student	Chosen major	Reason
Liu Ming		
Susan		
Olivia		

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4 Listen again and answer the questions below.

1 What did Liu Ming say about cybersecurity and data science?
2 What did Susan say she was told?
3 What did Olivia say they need to do to get into good universities?

Identify references

When we speak, we often refer to someone else's opinion or what we have heard, read, or been told. When expressing this in speech, we use phrases such as *I heard/read that ..., according to ..., I was told that ...*, etc.

5 Work in groups. Discuss these questions.

1 Do you agree with Olivia's parents when they say that a person's career might depend on what university they get into? Why or why not?
2 Do you agree that there is no point studying something that you like but you are not very good at? Give your reasons.

6 In pairs, tell each other about the major(s) you would like to choose. Use the expressions below to help you.

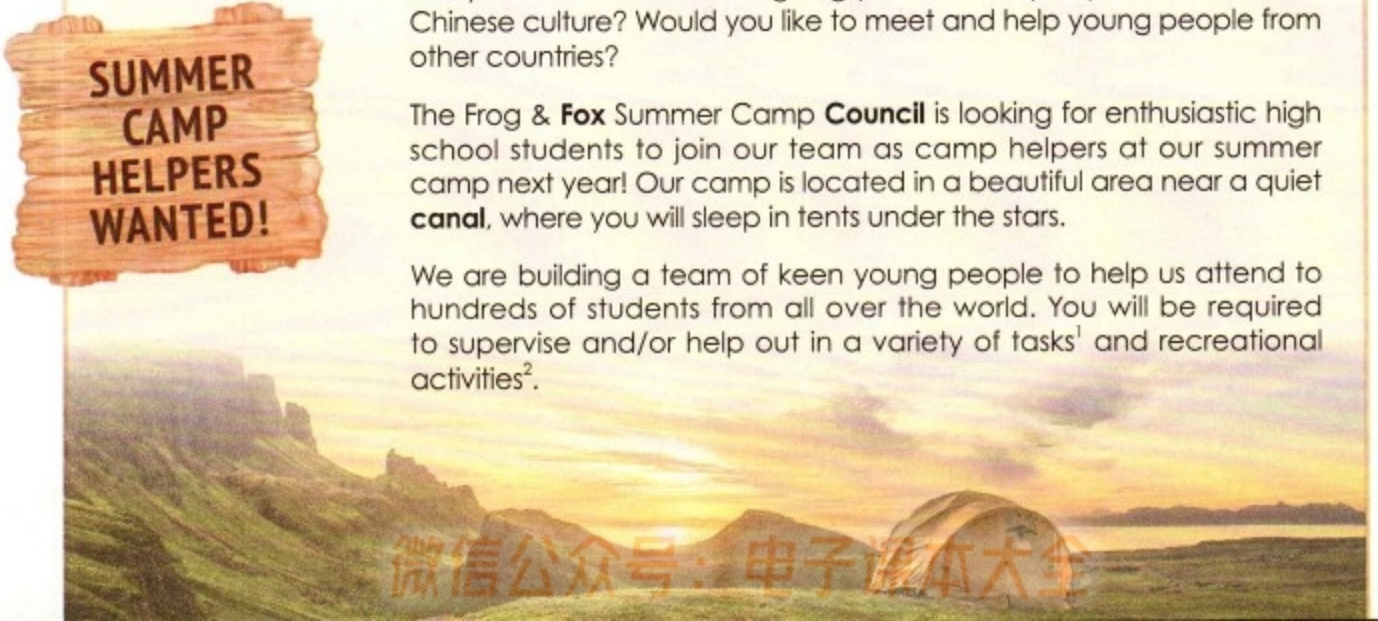
Expressing choices, wishes, intentions, and opinions

I'd choose ... because ...
If possible, I'd really like to ...
I'm not sure if that suits you, because ...
I think that is really difficult because ...
I think you are really suited to that because ...
That's a good choice, but I think you should ...
Are you sure that's a good choice? Have you thought about ...?
I'm not sure what I want to study yet, but right now I'm thinking about ... because ...
I plan/hope/wish to ...
My goal/dream is to ...
I've always wanted to ...

Apply for a summer job

1 Read the texts and then answer the questions below.

1 What are these three different texts about? What type of texts are they?
2 What kind of person is required for the job?
3 What experience does the applicant have with foreign languages? How has the applicant displayed her knowledge of Chinese culture?



Are you an active and outgoing person? Are you passionate about Chinese culture? Would you like to meet and help young people from other countries?

The Frog & **Fox** Summer Camp **Council** is looking for enthusiastic high school students to join our team as camp helpers at our summer camp next year! Our camp is located in a beautiful area near a quiet **canal**, where you will sleep in tents under the stars.

We are building a team of keen young people to help us attend to hundreds of students from all over the world. You will be required to supervise and/or help out in a variety of tasks[1] and recreational activities[2].

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Successful applicants will ideally have the following:

- a good level of English;
- good organisational and teamwork skills;
- a passion for Chinese and international culture;
- experience with animals;
- a friendly, welcoming attitude, and good **handwriting**!

Send your CV and cover letter to: receptionist@FAFSC.com (FYI: Applications can also be made on paper or **disk**.)

1 Keep the **parking** area clean, guide new guests to the reception area, etc.
2 **Camel** rides, barbecue & **fry**, calligraphy, **purse sewing**, knitting with **wool**, etc.



Dear Sir/Madam,

I would like to apply for the position of camp helper. Please find my CV attached.

I believe I would be a valuable addition to your team. My English is at an intermediate level, and I have travelled to several English-speaking countries. I have also helped to organise a three-day tour of my city for visiting exchange students.

I have experience in working with animals, and I have also volunteered at a local library to help organise the children's section. I am a team player and I enjoy working with others. I have been captain of my school table tennis team for two years, so I know how to lead and decide on **priorities**.

With my proficiency in Chinese calligraphy, I could also conduct classes for your visitors to help them learn more about this beautiful aspect of Chinese culture.

The prospect of welcoming exchange students to our country is very exciting, and I am keen to use my skills to give them a warm welcome and an experience they will always remember.

I look forward to hearing from you as soon as possible.

Yours faithfully,

Kelly Xu

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Kelly Xu

16 Xinhua Road
Hangzhou
Mobile: 1XX 6616 5555
Email: kellyxu888@exmail.cn

RELEVANT EXPERIENCE

2019–Present Plan and teach after-school classical calligraphy classes
- Design classroom activities, provide feedback

2018–2019 Worked during holidays at local pet shop
- Cleaned **cages**, checked and changed flea **collars**, helped customers

2017 Visited UK on high school exchange programme
- Experienced British culture, demonstrated Chinese culture

2016 Volunteered at local library
- Assisted librarians in organising children's library section

Helped organise city tour for visiting students from Canada
- Helped manage tour **finances** and **receipts**

EDUCATION

09.2018–Present Hangzhou XXX Senior High School
09.2015–07.2018 Hangzhou XXX Junior High School

SKILLS & QUALIFICATIONS

- PETS 3 English qualification
- **Certificate** in Chinese Calligraphy

INTERESTS & ACTIVITIES

- Chinese calligraphy
- Amateur photography
- Classical literature
- Detective novels
- Table tennis
- Programming

2 Find the details of these requirements in the job advertisement, and report your findings to the class.

- Personality and attitude
- Language skills
- Experience and skills

3 How does the applicant respond to each of the job requirements? Do you think she is a good match for the job? Why?

4 Think of a job you like. Write an application letter and a CV. Try to include the following points.

- Your skills
- Your experience
- Your personality
- What the job means to you
- What special things you can offer or bring to the job

5 In pairs, read your partner's application letter and CV. Use the checklist to help him/her improve them.

- ✓ Did your partner explain clearly how his/her skills/experience/personality relate to the job?
- ✓ Did your partner list anything special about himself/herself?
- ✓ If you were the employer, would you hire your partner? If not, why?

6 Take back your letter and CV and revise them.

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Assessing Your Progress

1 Use the correct forms of the words in the box to complete the following sentences. Then match the sentences with the possible jobs on the right.

estate **geometry** **wrist** **fry** **canal** **council**

1 Tom enjoys spending time with middle school students, and he is really interested in _____. **cook**

2 Jane broke her _____ during a competition last week and needed a few months' rest. **maths teacher**

3 John prevents uninvited visitors from entering a business _____. **reporter/journalist**

4 In order to turn the **desert** into green land that is able to produce crops, Dr Zhang designed a 50 km _____. **athlete**

5 Simon needs to submit his article about the _____ meeting before midnight tonight. **security guard**

6 Jackson's _____ fish is popular with the restaurant's regular customers. **engineer**

2 The following is a draft of a guide for high school students. Try to improve it and use long sentences where you think they are required.

Make High School Count!

High school may be the most important experience in your life. You are becoming a young adult. You are old enough to take on more responsibilities and make very important choices. Some of these choices could greatly affect your life. Try your best to study hard. It doesn't matter whether you will go to a university or college. It doesn't matter whether you will go to a vocational school or start work. You have to work hard. It doesn't matter what dreams you have for your future. Dreams will not make themselves come true. You need to try your best and prepare. A wise choice is to prepare yourself with a good education. You need to make sure your time and energy are not wasted. Remember, the knowledge you **acquire** and the diligent attitude you develop in high school will be invaluable in the real world. Time flies like an arrow! Working hard right now will prepare you well for your life in the future.

REFLECTING

- How can you use the information from this unit in your life?
- What other information related to this unit's topic would you like to learn about?
- What parts of this unit were the most interesting? Why?
- What difficulties did you or your classmates have in studying this unit? How did you overcome them? What advice or help did you give each other?
- Overall, I thought this unit was ○ interesting ○ useful ○ so-so ○ difficult.

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*Project: Make a speech about your future career

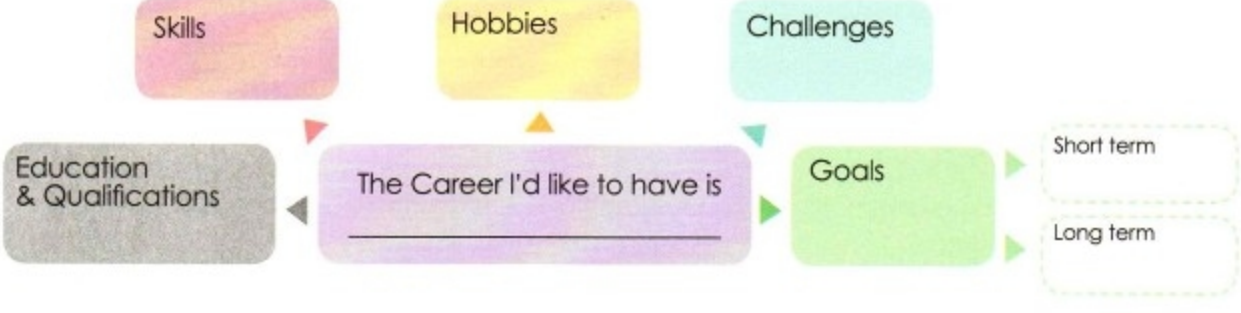
1 Think about six careers and write them in the order of their importance. Then in groups, report to the others and explain why.

Career		Why the career is important
	1	
	2	
	3	
	4	
	5	
	6	

2 Think about three careers that interest you most. Complete the chart below and then introduce your careers to your group.

The career that interests me		Why I would like this career
	1	
	2	
	3	

3 Choose one career from above and prepare an outline of a speech about how you plan to reach that career goal. Start by completing the mind map below.



4 Use your outline to write a speech. Add some pictures to help illustrate your writing. Use the following expressions to help you.

My chosen/dream career is ...
For this career, I need/must ...
Right now, I do not have ..., but I plan to ...
I may face some challenges, like ...
If I ..., then I will ...
This career is important to me because ...
I am suited to this career because ...
My short-term/long-term goal is ...

5 Read your speeches within the group and vote for the best one. Then have the winner make the speech to the class.

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A Teen's Passion for His Work

Photography is a popular hobby today, and has become easier as technology has improved. However, it takes a great deal of patience and hard work to become a successful photographer. This video shows how passion and enthusiasm helped a young man succeed in bringing his work to an international audience.

BEFORE YOU WATCH

Look at the pictures from the video below. In groups, use the following words and any other words you can think of to describe what is happening in the photos.






grass **camera** **hide** **wait** **well-disguised** **edit a photograph** **give a presentation** **smart clothes** **fame**

WHILE YOU WATCH

1 Check your responses to BEFORE YOU WATCH.

2 Decide if the following statements are true (T) or false (F).

1 The tent and long grass stop the birds from seeing Mateusz. T☐ F☐

2 The Natural History Museum in New York recognised his talent with the award Best Young Wildlife Photographer. T☐ F☐

3 He took his award-winning photograph of oyster catchers on a beach in London. T☐ F☐

4 Mateusz takes up to 1,000 photographs in each session. T☐ F☐

5 His parents buy meat for him because he gets hungry while taking photographs. T☐ F☐

AFTER YOU WATCH

Discuss the following questions in groups.

1 Mateusz loves wildlife photography. Which is your favourite type of photography and why?
2 Why do you think Mateusz has been so successful at such a young age? List three reasons. How could you apply these to yourself to achieve your own goals and dreams?

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UNIT 1

Using Words and Expressions

1 Change the forms of the words below. Then list more pairs of words that have the same word formation.

n.→*adj.*			
innocence	_____	confidence	_____
wisdom	_____	freedom	_____
flour	_____	health	_____
mud	_____	fog	_____
superiority	_____	inferiority	_____
creation	_____	decoration	_____

2 Complete the passage with the words below to learn about bias-free language.

chairman **policeman** **chairperson**
mankind **postman** **salesman**

Like humans, language tends to carry biases. Academic writing needs to be objective and scientific: neither gender should be preferred. Historically, writing has reflected a bias towards males such as the words _____ and ***postman***. Now, writers are more careful. Many words that included ***man*** have been replaced. For example, ***police officer*** is used instead of _____, _____ instead of ***chairman***, ***salesperson*** instead of _____, ***humankind*** instead of _____ and ***postal worker*** instead of _____. The title ***Ms*** is used for women instead of ***Miss*** or ***Mrs***, since it does not show whether a woman is married or not.

3 Translate these sentences into English using the words and phrases in brackets.

1 最高时速 350 公里的高铁使北京和上海之间的旅行时间从 15 小时缩短到了四个半小时左右。(maximum, high-speed railway)

2 她从皮夹克的口袋里掏出一块手绢擦了擦眼睛。(leather, handkerchief)

3 三个班级被随机挑选出来参加了翻转课堂的实验。(at random, flipped classroom)

4 这种 7.9 英寸迷你版的平板电脑一上市就受到了年轻人的喜爱。(inch, version)

4 Complete the passage using the correct forms of the words in the box. Do you believe Hawking's predictions?

pros and cons **take over**
on a scientific basis
have an urge to **superior**
conflict with **backwards**

Time travel, alien invasions, and artificial intelligence have always been popular themes in science fiction. However, these were never the exclusive domains of sci-fi writers. Some scientists also _____ explore these themes _____. Take time travel as an example. Many fascinating stories based on time travel go either _____ or forwards in time. However, the former is not really an option. World-famous scientist Stephen Hawking once explained that travelling into the past would _____ the basic rule that cause comes before effect. But it would be possible to travel into the future in a vastly _____ spaceship approaching the speed of light. In addition to the question of time travel, Hawking also expressed his opinions on alien invasions and AI development. When many scientists and scholars were still arguing about the _____ of alien existence and AI development, Hawking said he believed aliens would invade Earth, and that humans would eventually _____ by AI and robots.

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Using Structures

1 Make sentences with the words in brackets. Pay attention to the voices of the verbs.

EXAMPLE

I can't find my wallet anywhere. (steal)
→ *It must have been stolen.*

1 I didn't go to the party last night. (invite)
→ I _____.

2 Li Fei's parents sent him to stay with his grandparents because they had to work in a big city far away. (bring up, grandparents)
→ Li Fei _____.

3 That guy has been walking behind us for a while. (we, follow) →
I think _____.

4 My mother always tells me what I should do. (don't like, tell) →
I _____.

5 We can't work in the office next month. (redecorate) →
Our office _____.

2 Complete the announcements with the correct forms of the verbs in the box. Then read them aloud.

prohibit	expect	set to	make sure
fasten	make	stow	switch off

Ladies and gentlemen, welcome onboard Flight SP432 from Beijing to Hong Kong. We are currently third in line for take-off and _____ to be in the air in about ten minutes. At this time, your portable electronic devices must _____ "flight mode" or _____ until an announcement _____ upon arrival. Smoking _____ throughout the flight. Thank you for your cooperation. Enjoy your flight!

...



Ladies and gentlemen, as we start our descent, please _____ your seats and tray tables are in their full upright position. Make sure your seat belts _____ (securely) and all carry-on luggage _____ underneath the seats in front of you or in the overhead bins. Thank you!

3 Complete the following passage using the Chinese prompts in brackets to help you.

Dune is a science fiction novel by Frank Herbert. It won the Nebula Award in 1965 and shared the Hugo Award in 1966. It _____ (通常被认为是) one of the best sci-fi novels ever. As the novel opens, each planet _____ (正受统治) by a Great House. An emperor has control of a planet called Arrakis, where "spice" _____ (可被开采). This "spice" _____ (想要得到) by every planet because it gives people amazing abilities. As the emperor fears that he _____ (会被挑战) by Leto, the ruler of the Atreides House, he plots a war between Atreides and another house. In the end, Paul, Leto's son, defeats all enemies with the help of a planet called Fremen.

It _____ (被认为) that *Dune* reflects our own world. Like the Houses fighting for "spice", humans also fight for energy and resources. Conflicts and problems of this kind must _____ (得到解决) if we are to have a prosperous and harmonious civilisation.

4 List some environmental problems and their causes. Then write down solutions to each problem.

EXAMPLE

Many animals and plants are endangered due to loss of habitat. To solve the problem, some measures must be taken to protect them. Cutting down trees without permission should not be allowed. Forests should be well looked after ...

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Reading, Listening, and Acting

1 Before listening to a TV show called *The Evos*, read the following introduction and then discuss the questions in pairs.

Previously on *The Evos*: A breaking news report tells of seven meteors hitting each of the seven continents, as revealed by a scientist called Dr Evo. Meanwhile, three friends, Seb, Arnie, and Laura are cycling through woods near their homes. After seeing a flash of light, they follow it. They discover a hole with a strange glowing rock inside. The news on Seb's radio is talking about the meteors, so they realise this must be one of them. Seb says they should take a closer look. As he gets closer, he suddenly falls asleep, and as the others go to help him, they also fall asleep. They awake at dusk to the sounds of men searching for the meteor. They escape and agree to see each other at school the following day, as well as promising not to tell anyone. Some men, dressed in black protective suits, take the meteor away …

1 Where do you think the meteors came from?
2 Why do you think the friends fell asleep?

2 Now listen to the start of the new episode and match the abilities to the character.

Seb	can move things with his/her mind
Laura	can stop time
Arnie	can move from one place to another
Dr Evo	can make himself/herself disappear

3 Listen to the episode again and write down the words and phrases that have the following meanings and functions.

1 mentioning something they almost didn't remember to say _____
2 wanting to talk about something different quickly _____
3 saying the same thing in a different way than before _____
4 talking about the most important point _____
5 adding another point to something already said _____

4 In groups, act out a scene from *The Evos* using the instructions below.

1 Discuss what happens next in the scene. Use the following questions to help you make a script. The scene only needs to be a few minutes long.
- What happens to the characters after they meet Dr Evo?
- Do the men in black also have powers?
- How do the characters use their powers?

2 Decide who will play each character. Choose a narrator to help the audience understand what is happening.

- **Dr Evo** - **Seb** - **Arnie** - **Laura** - **Narrator**
- **Men in black suits** - **Any other new characters you want to add**

3 Rehearse a few times. Then act out the scene in front of the class.

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Reading and Writing

1 Look at the picture. What do you think is inside the cave? Do some research about our planet to find the answers to the following questions.

- How old is the earth?
- What is the structure of the earth?
- How deep is the earth's crust?
- What is at the centre of the earth?
- What is the deepest cave ever found?



2 Read part of a story about an amazing journey to the centre of the earth by famous writer Jules Verne. Underline the words that describe the unusual environment the explorers discover. What natural environments does it remind you of?



JOURNEY TO THE CENTRE OF THE EARTH

At first I could hardly see anything. After so long descending deep into the earth through dark, narrow caves, my eyes were not used to the light. But when I could focus again, I stood amazed.

"It's a … sea!" I cried.

"Yes," my uncle replied, "and I shall give it my name, as it was discovered by me!"

A vast lake or even an ocean, spread far beyond where the eye could see. The shore was lined with shining sand, and was being softly lapped by waves. It was covered with small shells which were once inhabited by the first living beings. Around this sea stood a huge rock wall that was being worn away by the endless action of the waves.

I could see far over this great sea because it was being lit up by a strange light. Not sunlight, of course, as we were deep below the surface. No; with its bright, clear whiteness, the light must have been electric. Under the "sky", if it could be called so, being made of rock, were also vast clouds. They were being illuminated by this light, but the light gave no heat, so the place felt rather gloomy. Here we were, shut up inside a cave of a size that could not be estimated. It must have been several miles high.

Human words cannot describe the discoveries of those who have been deep into the earth. My imagination was powerless before such wonders. I felt like I was on some distant planet, and was both amazed and rather scared. However, I was energised by the breezy salty air supplying more oxygen to my lungs. After many days in much narrower spaces, it was a great relief.

"Ready to walk a little now?" asked my uncle.

"Yes, certainly."

"Well, let us follow the shore then," he said, and we began to explore.

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Soon in front of us appeared a tall, dense forest, composed of trees formed like umbrellas. "Mushrooms!" said my uncle. And he was right! There were mushrooms in their thousands, and each at least thirty feet high.

"Wonderful!" cried my uncle. "A botanist never had such a feast as this! Now look under your feet."

"Oh yes!" I exclaimed.

I hadn't noticed the many bones, which were being crushed under our feet as we walked. Suddenly I thought, if once these monsters lived here, might some still roam through these gloomy forests? I anxiously surveyed the landscape, but we were the only living creatures in this subterranean world. Thankfully!

Eventually we returned to the cave we had entered from, and I fell asleep with strange thoughts. Where did this underground sea end? Where did it lead to?



3 Read the text again and answer the questions below.

1 Why could the narrator not see anything at first?
2 Why was the light in the cave strange?
3 Why was the narrator unable to describe what he saw in human words?
4 Why was the narrator scared by the bones?

4 What can you remember of the story? Note down as many things as you can recall, and then retell the story using your notes.

5 Write a summary of the text in your own words.

_____

_____

_____

_____

6 Imagine you are a reporter. Write a newspaper article reporting on the journey to the centre of the earth.

1 Find the most interesting things worth reporting from the extract.
2 Imagine what happens before and later in the journey and how you want the story to end. Take notes of your ideas.
3 Decide whether to include:
   - Facts about the earth, for example, its size, age, composition, etc.
   - Pictures of what the underground world looks like.
4 Think of an interesting headline to get the readers' attention.
5 Write your article. Use language similar to what journalists use. Look at other news reports and articles to help you.

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*Expanding Your World

SCIENCE FICTION OR SCIENCE FACT?





Science fiction is one of the most popular genres of film. Showing us everything from alien worlds to intelligent robots and time travel, sci-fi films are extraordinary. But how much of this science fiction is also scientific fact? Many sci-fi films are based on fiction: novels, short stories, or comics, which first came from someone's imagination and were often influenced by earlier sci-fi works. However, some films try to make the science they show as realistic and accurate as possible.

The film *Interstellar* was a box-office success and was praised for how space travel and other scientific aspects of the plot were represented. The story takes place in the near future when living conditions on Earth threaten the survival of humanity. A brave team of astronauts and scientists begin a dangerous mission to find a new planet for humans to live on. Director Christopher Nolan wanted the film to be as realistic as possible. "Why simply imagine things that might happen in space or on an interstellar journey? Why not actually look at the real science there?" he said. To make sure as much of the film as possible was grounded in real science, Nolan and his team were helped from the start by physicist Kip Thorne, an expert on Albert Einstein's theories. Thorne provided the correct mathematics for the special effects team to generate the fantastic computer simulations that are seen in the film.

In the real world, the search for other habitable planets has been underway for many years. Space telescopes can identify planets orbiting stars by small changes in the stars' light as the planets



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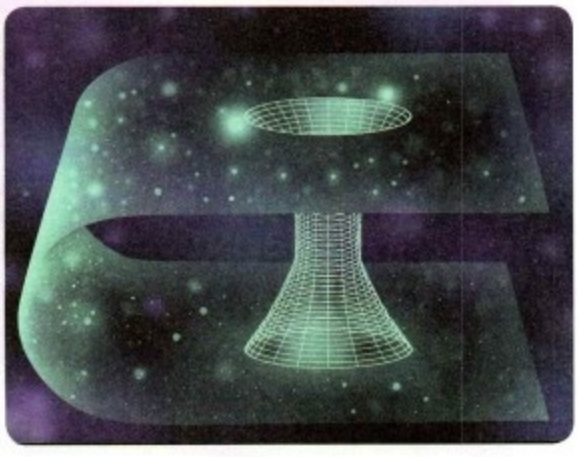
pass by. These searches have discovered countless planets. The next challenge is to find one that is neither too hot nor too cold, where there is water necessary for life forms to develop. Then the problem is how we would get there. As these stars and planets are many light years away, it would take hundreds or thousands of years to reach them. Creating a spaceship that could travel at the speed of light would be one option, but in the film, Earth does not have that much time and a quicker route must be found. Thus the problem to be overcome is time itself.

Again, real science provided an answer, which was then brought to the screen in the film. As Einstein famously described, time and space are not two separate things, but exist like a fabric that our universe is made of, called "space-time". Objects such as planets and stars bend this fabric, creating the force we know as gravity. When this force is very large, space-time is bent a great deal, making it possible for a short cut, known as a "wormhole", to appear. This would allow one to pass from one point in the universe to another without having to cross the space in between, therefore making the journey much quicker. Wormholes are often used in sci-fi stories, appearing as simple holes to pass through, but what would one actually look like? Science tells us it would actually look like a sphere, through which we could see through to the other side, and so this is how it appears in the film.

In the film, such a "wormhole" mysteriously appears near Saturn. Several astronauts have already been through, with some reporting back on promising planets they have found. The team travels through it to another galaxy in the hope of finding a new home. However, as hours pass on these distant planets, many years pass on Earth. This is also a realistic depiction of what such interstellar travel would be like, as described by Einstein's theory of relativity. Time moves differently depending on where you are and whether you are still or moving.



Of course, sometimes real science has to be ignored to make sure that a film, which is only a few hours long, is entertaining and that viewers understand what they see. We cannot know exactly what interstellar travel looks like, but science can give us a good idea. Often, there is a fine line between science fiction and fact, which is always changing as science and technology progress. Things that were only being dreamed of years ago are now part of our everyday lives, such as the Internet, mobile phones, and soon even space travel itself. This is what continues to make sci-fi so exciting and popular, inspiring generation after generation to imagine our future existence.

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Using Words and Expressions

1 Choose an adjective and a noun to make a phrase. Complete each sentence with the correct phrase.

straightforward	foundation
complicated	answer
solid	relief
final	situations
unequal	distribution
temporary	phase

1 You don't have to say that much. Just give me a _____.
2 This medicine cannot help you get rid of the disease permanently, but it can give you _____ from the pain.
3 The experiment is now in its _____ _____ and is expected to be completed next week.
4 Don't be afraid of failure. It can lay a _____ for your future success.
5 There is a risk that the _____ of wealth and the absence of opportunities may lead to a less stable society.
6 Developing students' critical thinking ability can help them deal with problems in uncertain and _____.

2 Replace the underlined parts with the correct forms of the words from the unit.

1 Mr Smith is strict, but always <u>honest about his feelings</u> and fair.
2 I find the legal system to be extremely <u>complex</u>.
3 The two men were arrested again only a week after they were released from <u>jail</u>.
4 Life, <u>freedom</u>, and the pursuit of happiness are essential to all human beings.
5 In order to save time, John bought a hamburger for lunch at a fast-food <u>restaurant</u>.

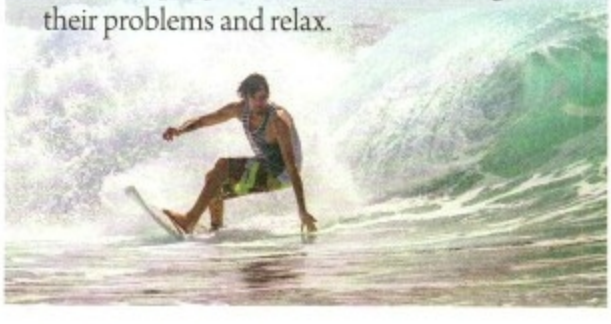
3 Paraphrase the following sentences using the correct forms of the words in brackets.

1 I have qualifications to work as a surgeon in Sydney. (license)
2 Only a small group of people supported the new law. (minority)
3 Brazil's "Big Zero" stadium, located on the equator, holds 10,000 people. (seating capacity)
4 The local government has paid for the expenses for his university studies. (sponsor)
5 A new session has begun to discuss an increase in the crimes that hurt people in popular tourist areas. (violence)

4 Use the correct forms of the words to complete the passage about Californians' love for sport.

golf	premier	temporary
dive	frequency	citizen

Sport is an important part of the culture in California. Because of the good climate, Californians can spend a lot of time outdoors, so many people play a sport of some kind. The larger towns and cities have many facilities for their _____, such as football fields, swimming pools, and _____ courses. And for those who like walking, climbing, surfing, and _____, there are the mountains and some of the world's _____ beaches. Californians also enjoy watching sport, so lots of people go to live sporting events _____. The excitement and party atmosphere of live sport can make people _____ forget all their problems and relax.



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Using Structures

1 Complete the sentences using the *-ed* forms of the verbs below, and then state the functions of the *-ed* forms.

balance	astonish	expose
connect	leave	introduce

1 I was _____ to see so many new inventions in the AI session at the science and technology expo.
2 The room, _____ to the rest of the house by a long passage, was completely empty.
3 _____ in the sun, the wet carpet soon dried off and looked brand new again.
4 Even though some of her classmates study long hours, she is generally able to maintain a _____ lifestyle.
5 Never touch an electric wire when it is _____.
6 _____ by the Chinese government in 2013, the Belt and Road Initiative has strongly supported the economic development of many participating countries.

2 Complete the sentences with the words in the left box and the *-ed* forms of the verbs in the right box.

myself	my time
her paintings	
your bedroom	
the play	sausage
their car	

burn	tidy
perform	throw
take up	display
start	

EXAMPLE
Lisa was the leading actress! We saw ***the play performed*** on stage yesterday evening.

1 The husband was careless enough to leave the car lights on overnight, and in the morning his wife couldn't get _____.
2 My cousin dreams of becoming a painter and wants _____ in a gallery.
3 I felt _____ forwards when the bus suddenly stopped.
4 To be frank, I won't have _____ with useless discussion.
5 I cannot bear the smell of _____ on the barbecue.
6 **A:** Timmy, you'd better have _____ before I get home from work. It's in a mess.
B: Sure, Mum.

3 Below is an introduction to Australian Aboriginal rock art, but it contains quite a few verb form mistakes. Correct the mistakes.



Australian Aboriginal rock art is among the most highly prizing in the world, thanks to its age, detail, freshness, and range of colour. Australia has 100,000 known rock art sites. In many areas it's possible to visit this rock art to accompany by an Aboriginal person who can provide explanations and cultural interpretations of each work's complicated meaning. Many samples of Aboriginal rock art accurately dated back as far as 28,000 years. Some sites are among the oldest in the world, estimating to be 40,000 years old.

The rock art is also a record of Aboriginal life many centuries ago. You can admire ancient figures carry spears, boomerangs, bows and arrows, frogs and other animals, a sailing ship, and a female spirit with four arms.

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Listening and Speaking

1 The following are photos from Cape Town in South Africa. In groups, describe the photos and discuss what you think they are about.



A _____



B _____



C _____



D _____



E _____



F _____

2 Listen to a tour guide's introduction to some of the attractions of Cape Town. Were your guesses correct? Tick the attractions that are mentioned in the introduction, and describe them in your own words.

3 Listen again, and then answer the questions below.

1 Where is Cape Town located and how was it described?
2 How old is Table Mountain and what is its "table cloth"?
3 How was diving with sharks described?
4 Why is Bo-Kaap so special?
5 What do the ducks do during the Duck Parade?
6 How has the African penguin population increased?

4 Discuss in groups how your local city compares to Cape Town.

- the location and geography
- the natural icons
- the historic places
- the animals
- the parks
- other

5 Give a presentation as a group. Each of you can focus on one aspect of your city. Include photos if possible.

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Reading and Writing

1 Read the text and complete the sentences below.

1 Australian cuisine features a lot of _____ and _____.
2 Kangaroo is both a popular _____ and Australia's national _____.
3 Each region of Australia has its own _____ using the seafood found in its _____.
4 If you really want to see the kinds of seafood available, visit the _____ in Sydney or go _____.
5 Australians love to eat _____ and cook food on the _____.

WHAT'S COOKING IN AUSTRALIA?



To fully appreciate Australian cuisine, you have to consider the unique nature of its wildlife and geography. For one thing, there are the wide plains in the interior of the country, which are home to millions of grazing animals. For another, there is Australia's long coastline, which is next to all the riches of the sea. It is no wonder then that much of Australian cuisine centres around red meat and seafood.

One of the most popular red meats in Australia is also unique to the continent: kangaroo. This may seem strange as the kangaroo is a national symbol of Australia. However, in recent years, kangaroos have increased in number to around 45 million. These kangaroos wander onto the roads and into cities, making trouble. Their increased numbers have also harmed plants and other wildlife. As a consequence, the government is encouraging people to use these animals as food, and kangaroo has become one of the most popular items on the Australian dinner table.

As for seafood, many of the first Europeans who came to Australia loved the sea. Perhaps this is one reason why so many Australians live near the coast. Since the coastline is so long, each region has its own dishes that are related to the seafood found in its waters. The list of seafood available at the local fish market is like a tour of the coast: salmon, prawns, oysters, tuna, shark, crab, and many more. However, if you want to really take in the full experience, you should go to the fish market in Sydney early in the morning and see the fish being prepared for sale. Better yet, you can sign up to go deep-sea fishing.

But then, how is all this food cooked? Perhaps the favourite way of cooking food in Australia is the barbecue, or "barbie". Given the fine weather, Australians love to eat

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outside. Casual friendliness is the key to such meals. It is a time for friends and relatives to get together and have fun. Even strangers passing through will be offered a seat, a cold drink, and something off the grill. Often these barbecues feature a "mixed grill", which means cooking all kinds of meat, seafood, and vegetables. So, at an Australian barbecue, you don't have to eat kangaroo—or even eat meat at all—if you don't want to.



Beyond this, what is Australian cooking? As Australia is a diverse country with people from many nations, Australian cooking now has flavours and cuisines from around the globe. No matter who you are and no matter what cuisine interests you, you are always sure to find a warm welcome and a full plate waiting for you in Australia.

2 Read the text again and answer the questions.

1 Why does Australian cuisine centre around red meat and seafood?
2 Why is the Australian government encouraging people to use kangaroos as food?
3 What is probably one reason why many Australians live by the coast?
4 Why do many Australians love barbecues so much?
5 What does the "casual friendliness" of an Australian barbecue mean?

3 Discuss the questions and take notes.

1 What kind of cuisine is typical in your hometown?
2 What geographic or historical reasons make that kind of cuisine popular?
3 What is the most popular dish in your hometown? How is it made?

4 Use your notes to write about the food from your hometown. Include a recipe like the one below for your favourite dish.

PAVLOVA

By far the favourite dessert in Australia is the pavlova, which was named after the famous Russian ballet dancer Anna Pavlova, who visited Australia in the 1920s.



INGREDIENTS	
4 egg whites	a little salt
1 cup sugar	2 teaspoons flour
2/3 teaspoon vinegar	2/3 teaspoon vanilla
2 cups cream	fresh fruit

Whisk the egg whites until they are stiff. Add the salt. Add the sugar a little at a time and continue whisking until you have a meringue. Mix the flour, vinegar, and vanilla together. Add to the meringue. Spread the meringue on a baking sheet. Put it into a heated oven and cook at 120°C for 1 hour. Turn off the oven. Leave the meringue in the oven until it is cool. Whip the cream. Cover the meringue with the whipped cream. Top the whipped cream with your choice of chopped fresh fruit.

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*Expanding Your World

THE KIWI

The kiwi is a flightless New Zealand bird of which New Zealanders are very proud. This unusual bird has become a national symbol of the country. New Zealanders themselves are also known all over the world as "Kiwis", a nickname they are very proud of. The bird has also lent its name to a small, brown, and egg-shaped fruit, the kiwi fruit, though outside New Zealand, this fruit's name is often shortened to "kiwi".

The Fruit



The kiwi fruit is actually native to China and was originally collected from the wild for use in medicine. In the early 1900s, the fruit spread from China to New Zealand, where farmers began to grow them for sale. In the 1940s, the Americans and the British stationed in New Zealand during the war discovered this amazing fruit, and soon after that, the kiwi fruit began to be exported to the UK and later to the US. It was when the fruit began to be sold in the US that it received the nickname "kiwi fruit", which was quickly shortened to "kiwi".

The People

The nickname Kiwi used to refer to the country of New Zealand, but after the First World War, New Zealanders began to be referred to (and to refer to themselves) by the nickname "Kiwis". A large part of the reason was that there were some New Zealand soldier units that put a picture of the kiwi (the bird) on their badges. Today, the bird's picture is used on many New Zealand products and is worn on the sports clothes of many national sporting teams.

The Bird



The kiwi bird is nocturnal, waking up and coming out of its nest on the ground to feed only at night. It is the only bird in the world that has its nostrils at the end of its beak. All other birds have them above their beaks, close to their face. The female kiwi holds the world record for laying the largest egg in proportion to its body size. Although the kiwi is only about the size of a chicken, the female lays a single egg almost as big as an ostrich egg. The name "kiwi" comes from the Maori language and is an imitation of the loud cry the male kiwi makes during the mating season.

Unfortunately, the kiwi is an endangered species. It is threatened by non-native animals, such as cats and dogs, and by the loss of its habitat. Kiwis (the people) are doing their best to save the kiwi (the bird) and there are many programmes in place for this purpose. It would, indeed, be sad if New Zealand's national symbol were to become extinct.

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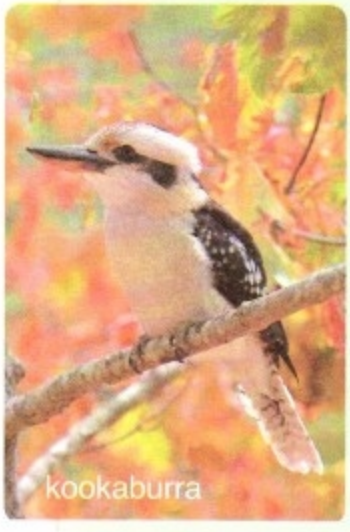
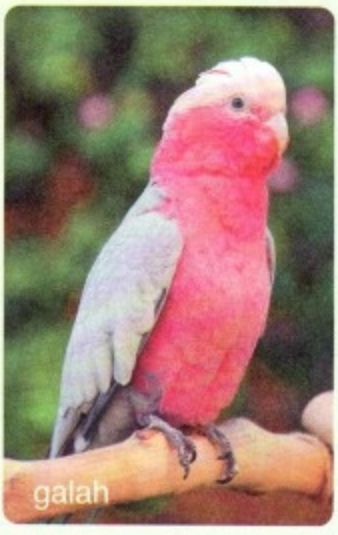
THE THORN BIRDS (Adapted)

Colleen McCullough

Paddy and the boys loved it. Sometimes they spent days on end riding horses, miles away from home and camping at night under a sky so vast and filled with stars.

The grey-brown land was full of life. Kangaroos in flocks of thousands streamed leaping through the trees, taking fences with ease, lovely in their grace and freedom and numbers; emus built their nests in the middle of the grassy plain and walked like giants about their territorial boundaries, taking fright at anything strange and running fleeter than horses away from their dark-green, football-sized eggs; termites built rusty towers like miniature skyscrapers; huge ants with a savage bite poured in rivers down holes in the ground.


kookaburra


galah

The bird life was so rich and varied there seemed no end to new kinds, and they lived not in ones and twos but in thousands upon thousands: tiny green-and-yellow parakeets Fee used to call lovebirds, but which the locals called budgerigars; scarlet-and-blue smallish parrots called rosellas; big pale-grey parrots with brilliant purplish-pink breasts, underwings and heads, called galahs; and the great pure white birds with cheeky yellow combs called sulphur-crested cockatoos. The strong brown kingfishers called kookaburras laughed joyfully or dived for snakes, their favourite food. They were almost human, all these birds, and completely without fear, sitting in hundreds in the trees looking about with bright intelligent eyes, screaming, talking, laughing, imitating anything that produced a sound.

Fearsome lizards five or six feet long pounded over the ground and leaped easily for high tree branches, as at home off the earth as on it; they were goannas. And there were many other lizards, smaller but some no less frightening, with swollen, bright-blue tongues. Of snakes the variety was almost endless, and the Clearys learned that the biggest and most dangerous-looking were often the least dangerous, while a little creature a foot long might be a death adder; carpet snakes, copper snakes, tree snakes, red-bellied black snakes, brown snakes, lethal tiger snakes.

And insects! Grasshoppers, locusts, crickets, bees, flies of all sizes and sorts, cicadas, gnats, dragonflies, giant moths and so many butterflies! The spiders were terrible, huge hairy things inches across, or small but deadly black things hiding in the toilet; some lived in vast wheeling webs hanging between trees, some rocked inside webs in the grass, others dived into little holes in the ground complete with lids which shut after them.

This, thought the boys excitedly, was life.

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Using Words and Expressions

1 Match the words with their meanings. Then make a sentence with each word.

1 laptop _____
2 log _____
3 possession _____
4 profession _____
5 mercy _____
6 opponent _____
7 coverage _____
8 mixture _____

A a job that needs special training and a good education
B the state of owning something
C a small computer that can be easily carried
D a kind attitude towards somebody you have the ability to harm
E someone that you are playing against in a competition
F to record information
G a combination of different things
H reporting in newspapers or on television

2 Complete the following sentences with the words in the box.

mixture channel mercy profession politics

1 Inspired by his teacher, Johnny has decided to enter the teaching _____.
2 Although her major was chemistry, Margaret Thatcher chose _____ as her career in the end.
3 Small boats on the sea are sometimes at the _____ of violent weather.
4 If you don't like this TV programme, you can change _____.
5 This city is a _____ of ancient and modern buildings.

3 Study the examples and then fill in the third column.

Examples	Verbs	Nouns
expand → expansion	extend	
	comprehend	
include → inclusion	persuade	
	provide	
respond → response	applaud	
	defend	
participate → participation	calculate	
	negotiate	
permit → permission	submit	
	admit	
impress → impression	possess	
	express	
gather → gathering	paint	
	warn	
encourage → encouragement	entitle	
	enjoy	
approve → approval	refuse	
	arrive	

4 Translate the sentences into English using the words in brackets.

1 敞开心扉，原谅别人，你会更快乐！(forgive)
2 在比赛的大部分时间里，他们的对手都控制住了球。(opponent, possession)
3 纳税是公民为社会做贡献的重要途径。(tax)
4 这两个人因为涉嫌抢劫被逮捕。(arrest)
5 今晚有高尔夫球锦标赛的现场直播。(coverage, tournament)

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Using Structures

1 Complete the dialogues with the correct forms of the words in brackets.

1 **A:** Will your parents be back from their holiday tomorrow?
B: No, they decided _____ (extend) their trip.

2 **A:** Have you got the test result on the new medicine?
B: Yes, it has proved _____ (be) somewhat effective, but further testing remains _____ (do).

3 **A:** Wow! I didn't expect Pete _____ (be) such a good swimmer!
B: _____ (spend) the past summer practising almost every day, he is now able _____ (swim) much faster than before.

4 **A:** What happened? You were supposed _____ (be) in Beijing by now!
B: I overslept and rushed to the airport, only _____ (find) that the check-in counter had closed.

5 **A:** Which season do you like most?
B: Winter. Because the city looks very beautiful when _____ (cover) with snow.

6 **A:** Who is considered _____ (be) the father of the computer: Charles Babbage, Alan Turing, John Vincent Atanasoff, or John von Neumann?
B: Well, they are all believed _____ (make) important contributions to computer science.

2 Mark the function of the infinitive in each sentence. Then translate them into Chinese.

1 To be or not to be, that is the question.
2 It is better to give than to take.
3 You're never too old to learn.
4 To know everything is to know nothing.
5 To save time is to lengthen life.

3 Complete the news report below with the appropriate forms of the verbs in brackets. What else do you know about *Jiaolong*?

Named after a mythical dragon, *Jiaolong* is China's first manned deep-sea research submersible. It was developed by Chinese designers _____ (start) from 2002 and entered service in 2010, _____ (make) China the fifth country in the world with deep-sea exploration technology.

In 2017, during a 138-day expedition that _____ (start) in February, the submersible's mother ship, *Xiangyanghong 09* sailed nearly 34,000 km into the South China Sea, the northwestern Indian Ocean, and the northwestern Pacific Ocean. *Jiaolong* conducted 30 dives _____ (make) scientific investigations and _____ (collect) samples. The submersible made five dives in the Mariana Trench and the Yap Trench, both in the western Pacific Ocean. These operations have enabled scientists _____ (better understand) geographical and biological conditions deep under the oceans.

Right now, *Jiaolong* is undergoing maintenance before _____ (start) its next adventure. In 2020, *Jiaolong* will begin its first global deep-sea scientific exploration mission. It will have a new mother ship, which is _____ (name) *Deep Sea No. 1*. This grand mission is intended _____ (strengthen) China's capacity in _____ (survey) deep-sea environments and will increase the nation's influence in this field.



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Listening and Speaking

1 Read the news reports about shark attacks. Then write the headlines for the news reports.

Headline Man Lucky To Be Alive After Shallow-Water Shark Attack

News report 1 A man is recovering at home after being attacked by a shark while standing in about 60 cm of water at sunset yesterday. He received cuts to his leg and foot. A hospital spokesman said the injuries were not serious and the man was not admitted to hospital.

Headline _____

News report 2 In Hawaii, a shark bit off the right arm of a 23-year-old surfer while she was on her board in clear water. Sherry Wilson lost her right arm just below the shoulder. Daniel Wilson said his daughter was resting in hospital.

Headline _____

News report 3 A 31-year-old man was attacked by a 2-metre shark while snorkelling this morning. He was bitten on the left side of his body and has been taken by air to hospital.

2 Listen to an interview with shark expert Carl, and number the information in the correct order.

Shark populations grow at a slow rate.

A lot of sharks are killed because of modern fishing.

People should stop shark fishing.

Shark attacks get a lot of attention.

Shark populations are decreasing rapidly.

The endangered species need to be protected.

The chance of being bitten by a shark is actually very small.

Millions of sharks are killed each year.

3 Listen to the interview again and answer the questions.

1 How many people are killed by sharks each year?
2 Why are so many sharks being killed?
3 How does the shark's biology affect shark populations?
4 What does Carl think will happen if people don't stop shark fishing?
5 How long have shark species been in existence?

4 How can humans further improve their relationships with life in the ocean? Prepare a short speech and present it to the class.

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Reading and Writing

1 Look at the title and the photo of the text. Then answer the questions below.

1 What objects can you see on the beach?
2 Where do you think they came from?
3 What words do you think might appear in the article?

2 Read the text and then answer the questions on page 79.

A SEA OF PLASTIC

Scientists visiting tiny Henderson Island in the South Pacific recently made an alarming discovery. Although it is one of the most remote places on the earth and previously untouched by humans, the island was covered in plastic waste. They calculated there were 38 million pieces of plastic, weighing almost 18 tons, with thousands of new pieces washing up each day. "No country has a free pass—we found plastic from everywhere," said one scientist. "We all have a responsibility, and we have to sit up and pay attention. This is not an issue to ignore. We need to do something now to protect the sea."

Plastic waste in the sea has long been known about, but only now are we discovering the true extent of the problem. Plastic takes hundreds of years to decompose, so all the plastic ever produced still exists somewhere. Around 95% of plastics made are not recycled, and large amounts enter the sea. Currents collect this waste in large circular systems called "gyres". One of the largest is in the Pacific Ocean, an area now known as the "Great Pacific Garbage Patch".



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The problem gets worse as plastic breaks down into very small pieces, or "micro plastic". This is eaten by fish and leads to massive species loss. Humans also eat these fish, and micro plastic has even been found in tap water around the world. The problem has spread too far to ignore. The plastic on Henderson Island accounts for just 2 seconds' worth of global annual plastic production. That production will more than triple by 2050. Then there will be the same weight of plastic in the sea as fish.

However, there are some young minds working to clean up and protect the sea for future generations. While diving in Greece, young Boyan Slat noticed there was more plastic waste than fish. He decided right then to dedicate his life to solving this problem. Previously the problem was considered too big to solve; collecting the plastic with boats and nets would be expensive, would harm sea life, and would take thousands of years! But, Boyan thought, why move through the sea when the sea can move through you? To work with the currents and gyres would help collect the waste. So he started The Ocean Cleanup project, which places very long floating barriers in the Pacific. Currents then concentrate the waste naturally so it can be collected and recycled. He hopes to reduce the patch by 50% in just five years.

"Many problems today are side effects of things people didn't think about in the past," he says. "Sea plastic is a symbol of the negative effects of our lifestyle and technology. Our aim should be to create a new lifestyle for this century. Protecting the sea from plastic is a good place to start!"

1 What alarming discovery did the scientists make?
2 What are "gyres"?
3 What is the "Great Pacific Garbage Patch"?
4 Why does "micro plastic" make things even worse?
5 How does The Ocean Cleanup project work?

3 Write an argumentative essay about sea protection.

1 Choose a topic from the box below. You can also choose your own topic.

- protecting sea animals
- preserving sea resources
- collecting sea waste
- preventing oil spills/petrol leaks
- reducing pollution
- promoting better understanding of and respect for the sea

2 Before you write, consider and discuss these questions.

- Why is it important to protect the sea? What facts support this?
- What is the issue you want to highlight? Why is it happening?
- What facts illustrate this issue?
- Does everyone agree on the issue? What different opinions are there about it?
- What solutions are there already for this issue? Do they work? Are they being used?
- What solution do you think would work for this issue? Why? How would it work?

3 Include your opinions on the topic, and find facts to support and prove your point.

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*Expanding Your World

SEA FEVER

John Masefield

I must go down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by;
And the wheel's kick and the wind's song and the white sail's shaking,
And a grey mist on the sea's face, and a grey dawn breaking.

I must go down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;
And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the sea-gulls crying.

I must go down to the seas again, to the vagrant gypsy life,
To the gull's way and the whale's way, where the wind's like a whetted knife;
And all I ask is a merry yarn from a laughing fellow-rover,
And quiet sleep and a sweet dream when the long trick's over.

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ON THE SEASHORE

Rabindranath Tagore

On the seashore of endless worlds children meet.
The infinite sky is motionless overhead
And the restless water is boisterous.
On the seashore of endless worlds
The children meet with shouts and dances.

They build their houses with sand,
And they play with empty shells.
With withered leaves they weave
Their boats and smilingly float them
On the vast deep.
Children have their play on the
Seashore of worlds.

They know not how to swim,
They know not how to cast nets.
Pearl-fishers dive for pearls,
Merchants sail in their ships,
While children gather pebbles
And scatter them again.
They seek not for hidden treasures,
They know not how to cast nets.

The sea surges up with laughter,
And pale gleams the smile of the sea-beach.
Death-dealing waves sing
Meaningless ballads to the children,
Even like a mother while rocking her baby's cradle.
The sea plays with children,
And pale gleams the smile of the sea-beach.

On the seashore of endless worlds children meet.
Tempest roams in the pathless sky,
Ships are wrecked in the trackless water,
Death is abroad and children play.
On the seashore of endless worlds is the
Great meeting of children.



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Using Words and Expressions

1 Match the words with their meanings. Then make a sentence with each word.

1 chorus _____
2 ripe _____
3 secondary _____
4 shade _____
5 weed _____
6 circus _____

A a wild plant growing where it is not wanted
B a dark and cool area under or behind something
C something that is said by a group of people at the same time
D a group of entertainers, sometimes with trained animals
E less important than something else
F (of fruit or crops) fully grown and ready to be eaten

2 Rewrite the sentences by replacing the underlined words with the key words from this unit.

1 Tinned food should be stored in <u>an area without sunlight</u>.
2 The decision was reached after <u>a discussion</u> with parents and teachers.
3 Teachers who are <u>more flexible</u> in their teaching methods can inspire their students to be more creative.
4 The young boy ran home, <u>blocking</u> the hole at the bottom of his jug with his hand to stop the water from pouring out.

3 Translate the following sentences into English using the words in brackets.

1 如果你感染了该病毒，你应该马上咨询医生是否需要服用这种胶囊。(consult)
2 每个人都有自己的音乐品味，那该用什么标准来判断一首歌的曲调是否优美呢？(criteria, tune)
3 他在巡回演讲中想要传达给观众的是，分享是有价值的，而自私导致贫穷。(relay, circuit)
4 她在讨论中提供的专业知识非常有用，虽然我们采取行动的时机还未到。(input, ripe)
5 这个老人拖着一个大包裹吃力地走着，盼望能早点到家。(drag, parcel)

4 Complete the passage using the correct forms of the words in the box. Then give a title to it.

taste forehead until mechanic even stability without uniform deserve rigid

_____

About fifty years ago, I was just a high school graduate when my neighbour introduced me to my first job at a railway construction site. I had never pictured myself putting on a _____ and being trained to be a _____. Although it was a _____ job, it was much harder than I had expected, and there were so many _____ rules we had to follow. And the mosquitoes at night were just terrible, _____ for a native Tanzanian. I got a _____ of just how hard life could be for construction workers, when I had never given them a thought before in my life. However, my misfortunes brought a dear friend into my life: Liu Ming from China. The man has a _____ as wide as mine, but his eyes and nose are smaller. At one time I became seriously ill. He took me to a Chinese clinic, where I received free medical treatment. He stayed with me _____ I recovered. Over the years, I have told my children and grandchildren that China _____ our thanks for the railway connecting us and Zambia, and that _____ Liu, they wouldn't have their father or grandfather around to tell them stories of China.

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Using Structures

1 Finish the story with the phrases in the box. Then give a title to it.

Both Jo and I	up to	in their names	
as well	A couple of years	pulled out	
pretty seriously	in need		

_____

_____ ago, my wife and I _____ _____ a gift catalogue for people _____ and invited each of our kids to choose something that we could buy _____. When we handed the list to our nine-year-old daughter, we expected her to choose a toilet or a sewing machine or something similar. But instead, she thought it through _____ and chose "village development package", which was worth _____ $5,000. _____ were surprised and ashamed, as our daughter's generosity really challenged our finances and pushed the limits of our generosity _____.

2 Underline the phrases in the sentences below. Then delete some of the phrases to make the sentences shorter and see how the meanings have changed.

1 Jenny was a bit nervous when she heard the exciting news that she had been selected as an overseas volunteer for the 2020 Tokyo Olympics, since she had no concept of what she would be needed to do.

2 Yesterday, the local police announced, "Suspected of murdering seven people, two men at large for almost forty years were arrested on Monday at last."

3 Walking down the dusty track, we constantly came across elderly people with wrinkled foreheads working in the fields without batting an eye at the passers-by.

4 The Chinese soldiers, who are dressed in neat green army uniforms, have been making a great difference in war-stricken districts, where life has been turned upside down.

3 Read the poem below and analyse the use of phrases. How do these phrases express feelings?

As I Grew Older

It was a long time ago.
I have almost forgotten my dream.
But it was there then,
In front of me,
Bright like a sun—
My dream.

And then the wall rose,
Rose slowly,
Slowly,
Between me and my dream.
Rose slowly, slowly,
Dimming,
Hiding,
The light of my dream.
Rose until it touched the sky—
The wall.

Shadow.
I am black.

I lie down in the shadow.
No longer the light of my dream before me,
Above me.
Only the thick wall.
Only the shadow.

My hands!
My dark hands!
Break through the wall!
Find my dream!
Help me to shatter this darkness,
To smash this night,
To break this shadow
Into a thousand lights of sun,
Into a thousand whirling dreams
Of sun!

by Langston Hughes



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Listening and Speaking

1 Annie, a member of the Community Care Committee, is talking to students about The Fred Hollows Foundation. Before you listen, look at the photos, read the captions, and predict what the speech is about.



How things would look if you had cataracts

Photo courtesy of The Fred Hollows Foundation



Professor Fred Hollows showing Vietnamese doctors how to prepare a patient for surgery

Photo courtesy of Michael Amendolia

2 Listen to Annie's speech. Take notes and complete the table below.

Year	Event
1985	
1992	
1993	
1994	

3 Listen again and fill in the blanks. Then write the correct letter next to each part of the speech.

A conclusion **B hook** **C problem** **D organisation's work** **E solution**

☐ Did you know that _____ somebody in the world _____? What is worse is that _____ do not need to be blind at all.

☐ Do you know what a "cataract" is? It's when the lens of your eye _____ until eventually you can't see anything. That sounds terrible but the treatment _____.

☐ Cataracts can be removed and replaced by a special Perspex lens. This simple operation _____ and by the next day the patient _____. Because blind people _____, they cannot pay for the operation, so they have _____ of seeing again.

☐ An Australian eye doctor named Fred Hollows was determined to find a way to _____ of this operation. Today, more than _____ people have had their eyesight restored, thanks to the work of the foundation.

☐ Fred Hollows spent his life in _____. He believed action was the _____. In my opinion, this is the best kind of volunteer work: _____.

4 What problem would you like to solve? Imagine that you could set up a charity to help with this problem. Prepare a presentation about your charity. Use the organisation of the speech above to help you.

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Reading and Writing

1 What do you think the title below is referring to? Read the text and find out if you are right.

THE WORLD'S MOST USEFUL GIFTS

HOME ABOUT ORDER CONTACT US



Are you looking for a special gift for a special person? Then this is the site for you. The gift you choose here is not something for a loved one to keep but a voluntary contribution in his or her name to people who really need it.

First, choose a truly useful gift for some of the world's poorest, giving hope for a better future to a community in need. Then, when you purchase the item, we will send you an attractive card for you to send to that loved one. You can use the cards for any special occasion: weddings, births, anniversaries, Christmas, etc.

GIFTS	COST (AUD)
20 tree seedlings	$5
A loan to set up a women's self-help group	$8
3 months' water supply for one person	$10
Training in vegetable farming	$15
Child vaccinations against 6 killer diseases	$20
School books	$20
Basic adult education	$25
Basic health-care services	$30
One year of primary schooling	$35
A goat	$40
A supply toilet	$50
3 months' water supply for a family	$65
A loan to set up a small business	$85
A sewing machine	$100
Nutritional supplements for a family	$130
Oxen for ploughing	$180
A set of books on health and medical care	$200
Assistance for families headed by children	$300
A community primary school	$500
A village tractor	$1,000
A well and water pump	$1,350

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Dear _____,

To let you know that I am thinking of you on this special day, I have purchased a gift from the World's Most Useful Gifts catalogue in your name for some of the world's poorest people.

This gift will train a small community in India, Kenya, or Bangladesh in new agricultural methods, and it will provide seeds and simple agricultural equipment. Just 20% more produce will mean the difference between sickness and health, and between families going hungry and families providing for themselves.



From,

_____

2 Read the text again and answer the questions.

1 Why might someone purchase a gift from this catalogue?
2 How might a women's self-help group be useful?
3 Which gifts are related to education? How are they useful to the poor?
4 How many gifts are related to health and medical care?
5 Which gifts help to support families? How about a whole community?

3 Discuss the following questions in groups.

1 Is this a good way to provide help to the poor? Why or why not?
2 What other gifts can you think of that might be helpful to poor areas?

4 Think about what students, families, schools, and teachers may need in poor areas. Create your gift catalogue.

1 Make a list of gifts that would be helpful. Use the mind map below to help you.
2 Write a short description for your gift catalogue.
3 Organise your list and create a nice advertisement for your catalogue.

Help for students
- one student's fees for one year
- one student's books for one year
- one student's supplies for one year

Help for schools
- .
- .
- .

GIFT CATALOGUE

Help for teachers
- .
- .
- .

Help for families
- .
- .
- .

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*Expanding Your World

FOR THE CHILDREN (Adapted)

Audrey Hepburn



Up until just over a year ago, before I was given the great privilege of becoming a volunteer for UNICEF, I used to be overwhelmed by a sense of desperation and helplessness when watching television and reading about the indescribable misery of the developing world's children and their mothers. If I feel less helpless today, it's because I have seen what can be done and what is being done by UNICEF, by all the other agencies, by the churches, by governments and, most of all, by people themselves.

The effect of the monstrous burden of debt has made the poor even poorer and has fallen most heavily on the neediest, and those whom it has damaged the most are the mothers and children. We must do more about the alarming state in which the children in the developing world are only just surviving, especially when we know that the finances needed are minimal compared to the global expenditure of this world; when we know that less than half of one percent of today's world economy would be the total required to eradicate the worst aspects of poverty and would meet basic human needs over the next 10 years. In other words, there is no deficit in human resources. The deficit is in human will.

The question I'm most frequently asked is: "What do you really do for UNICEF?" Clearly, my task is to inform, to create awareness of the needs of children. To fully understand the problems of the state of the world's children, it would be nice to be an expert on education, economics, politics, religions, traditions, cultures … I'm none of these things, but I am a mother and will travel.

There is, unhappily, a need for greater advocacy for children—children haunted by malnutrition, disease, and death, and you don't have to be a financial whizz to look into so many little faces with glazed, diseased eyes to know that this is the result of critical malnutrition, one of the worst symptoms of which is vitamin A deficiency, that causes corneal lesions resulting in partial or total blindness, followed by death within a few weeks. Every year, there are as many as 500,000 such cases in countries like Indonesia, Bangladesh, India, the Philippines, and Ethiopia. Today there are in fact two hundred million children at risk of going blind. Little wonder that I and many other UNICEF volunteers travel the world to raise funds before it's too late, but also to raise awareness and to combat a different kind of darkness—a darkness people find themselves in through lack of information on how easy it is to reach out and help these children. It costs eighty-four cents a year to stop a child from going blind—the price of two vitamin A capsules.

I have known UNICEF for a long time. In fact, almost 45 years ago, I was one of the tens of thousands of children in war-ravaged Europe to receive aid from UNICEF immediately after our

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liberation, a liberation that freed us from hunger, repression, and constant violence, and we were reduced to near total poverty, as is the developing world today. It is poverty that is at the root of all their suffering—not having the means to help themselves, and that is what UNICEF is all about: helping people to help themselves, giving them the aid to develop, and thereby allowing them to become self-reliant and live in dignity.

Unlike droughts, floods, or earthquakes, the tragedy of poverty cannot easily be captured by the media and brought to the attention of the worldwide public. It is happening not in any one particular place, but in slums and shanties and neglected rural communities across two continents. It is happening not at any one particular time but over long years of increasing poverty, which have not been featured in the nightly news but which have changed the lives of many millions of people.

UNICEF's business is children, not the workings of the international economy. In its everyday work in over 100 developing nations, UNICEF is brought up against the face of today's international economic problems which is not seen in the corridors of financial power, not reflected in the statistics of debt service ratios, not seated at the conference tables of debt negotiations. It is in the face of a child. It is the young child whose growing mind and body is susceptible to permanent damage from even temporary deprivation. The human brain and body are formed within the first five years of life and there is no second chance. It is the young child whose individual development today and whose social contribution tomorrow are being shaped by the economics of now. It is the young child who is paying the highest of all prices.

If we are meant to "love thy (your) neighbour as thyself", then surely we should love these children as our own. Children are our most vital resource, our hope for the future. Children cannot wait. They are too fragile to wait for an economic crisis to pass. Their time is running out. We must help them now not only to survive, but to hope and perhaps even to dream. Every child has a right to health, to tenderness, and to life.

Thank you!



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Using Words and Expressions

1 Replace the underlined parts with the correct forms of the key words and phrases from the unit.

1 The report concluded that the new enterprise should be started, and the decision was well supported by all the meeting participants.
2 She finally got back her wallet with the help of the policeman.
3 I missed the beginning of the concert because I couldn't find a place to park my car.
4 With a beautiful style of writing and fluent English, she beat other applicants and got the secretary job.
5 The shirt sewn by the famous tailor is almost perfect except for the part around the neck.

2 Read and complete an account of a person who has pursued different career paths. How much do you agree with his/her style of choosing a career?

attend to **fit into** **debt**
amateur **priority** **finance**
resign **apply for**

I have never wondered what I should do when deciding on a career choice. My top _____ is finding something that suits my passion. I developed a strong interest in information technology in high school, so I chose a related university major and studied hard. After I graduated, I worked in a(n) _____ company and was responsible for processing _____ repayments for about five years. Then I wanted to try something new. As travelling was also one of my passions, I _____ a job that provided the chance to travel around the world. However, after two years of travelling and always having endless business to _____, I kind of lost my passion. I decided to take a rest, so I _____ from my job and worked as a volunteer for an educational organisation. Then I found my new passion was to help college graduates _____ society. Now I want to be a career coach. I am still an _____ in this field, but I believe I have a lot of experience and I think others could benefit from it.

3 Translate the sentences into English using the words and phrases in brackets.

1 如果你毕业后想在金融领域工作，作为学生，你的首要任务是获得相关的学历。(finance industry, priority)
2 我支持我姐姐选择特殊教育专业，因为她很有耐心、喜欢小孩，还总是愿意照顾别人的需要。(attend to)
3 因为能够提供更好的职业发展机会，这家公司每年都能收到几千份简历和求职信。(application letter, CV)
4 在中国这样一个社会主义国家，共产党员应始终把国家和人民的需要放在首位。(socialist, communist, priority)
5 侦探通过追踪一张偶然留下的收据，最终破获了案件。(detective, receipt)

4 Use an English dictionary or check online to find more collocations for the words below. Then make sentences with the phrases.

drawer **collar** **debt** **fry**
finance **bounce** **priority** **security**

Word Partnership	drawer
n.	open/pull out a drawer, go/look/search through drawers, …
e.g.	I've been looking through my drawers for my student card, but I can't find it. …

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Using Structures

1 Read the following sentences and decide what kind of long sentences they are, and then try to translate them into Chinese.

____ 1 Becoming a novelist is one of my dreams, and I would also like to be a school teacher.

____ 2 The famous designer released her new line on Wednesday, which will no doubt start a new fashion trend this year.

____ 3 June got accepted by her favourite university, but she decided to postpone her enrollment and applied to do volunteer work in Africa for a year instead.

____ 4 While waiting for the paint to dry, Angela explained to the children what she was trying to communicate in her painting, and they all listened attentively with admiring expressions on their faces.

____ 5 I joined a music club a couple of months ago and I have been listening to some neoclassical music recently, which has helped me develop a new respect for classical music.

____ 6 The teacher divided the students into pairs, with John and Sarah ending up as partners for a project, which Sarah wasn't happy about.

2 Read this information about a new jet and rewrite the sentences using long sentences. Then put them in order to make a logical paragraph.

1 "It was a very smooth take-off," Fu Song told the reporter. "We are very proud to see that it worked." Fu is a Tsinghua University engineer. He was involved in the project.

2 C919 is the first Chinese-built passenger jet. It was designed to compete with major jetliners.



3 The flight took off from Shanghai's Pudong International Airport and landed back again 80 minutes later. The successful flight was greeted with an outpouring of patriotism and pride.

4 The jet is the work of the Commercial Aircraft Corporation of China (COMAC). It's a state-run company. It was founded in 2008.

5 The government celebrated the symbolic flight as further evidence of China's rise. It was broadcast live on television.

Sentences in order: 2–____–____–____–5

3 Read the passage and match the underlined parts with the meanings below. Then replace the underlined parts with information about a job that you are interested in.

A working place/usual work environment
B occupation name
C advantages and disadvantages
D related major
E work requirements
F qualifications/skills needed
G working time

Being a reporter is something that interests me. Reporters often work both indoors and outdoors. Schools, government buildings, factories, restaurants, and even community streets are places where they show up to do interviews with different sorts of people. Reporters ought to be strong in communication, as they need to get first-hand information and opinions. Once reporters obtain what they need, they start to write their articles. Therefore, the ability to write good articles is vital for reporters as well. The working hours may not be regular, but the challenges that go with the job really fascinate me. I hope that I can major in journalism at university next year.

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Listening and Speaking

1 What kind of questions do you think a high school student would ask a career counsellor? Write a list of at least five questions you would ask.

2 Listen to a conversation between a high school student and a career counsellor. Write down the answers to the following questions.

1 What is the student's problem?

_____

2 Do employers prefer students with specialised majors?

_____

3 What does the counsellor say is most important?

_____

4 What kind of work does the counsellor advise the student to find?

_____

3 Listen to the conversation again and fill in the blanks with the correct information.

The student's name is _____. The counsellor's name is _____. The student's favourite subject is _____ because _____. The counsellor advised her to _____ that has a lot of _____ because that way she can _____. The counsellor also said that _____ is not the most important thing.



4 In pairs, talk about the following issues. Give your opinions and explain how any of the issues affect you.

- Students needn't worry about not knowing what their dream career is.
- Students needn't choose specialised majors.
- There are many options for students who don't go to university.
- Money is not as important as happiness at work.
- Whether your work can benefit people is important.

5 Briefly report your opinions to the class.

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Reading and Writing

1 Read the title of the text. What do you think the text will talk about? What are your opinions on the subject?

DOES PRACTICE REALLY MAKE PERFECT?

"Practice makes perfect" is a very popular expression. However, can we take this saying literally? Many scientific studies have sought to either prove or disprove this idea. So does enough practice literally lead to perfection, or at least to a level of expertise?

One popular theory is that if a person practises for at least 10,000 hours, they will reach "perfection"—or, in other words, become an expert in their field. This theory was made famous by Malcolm Gladwell in his 2008 best-selling book, *Outliers: The Story of Success*. He claimed 10,000 hours of practice to be "the magic number of greatness". He gave the examples of the music group The Beatles and Microsoft co-creator Bill Gates. Although they all seemed to have lots of natural talent, they also clearly put in over 10,000 hours of practice before they became successful.

However, Gladwell's book has been said by many to be too simplistic and generalising. Gladwell's work was largely based on research done by Anders Ericsson, who argued that Gladwell misinterpreted his research. Firstly, Ericsson stated that 10,000 hours was an average figure. Some people, for example, needed far fewer than 10,000 hours, and others many more. More importantly, Ericsson said that just practising a lot was not enough; the type and quality of practice was also essential. He went on to explain the importance of "deliberate practice", which is when a person practises a specific part of a skill in depth rather than practising a skill as a whole. Deliberate practice is said to be much more effective, albeit more tiring.

Despite the theories mentioned above, many other studies argue that practice alone is far from enough. In fact, a more recent study from Princeton University stated that practice only accounted for up to 26% of reaching an expert level. So what are the other factors that contribute to people becoming experts?



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Many people say that natural talent has a large influence on becoming an expert. Another natural factor is physical superiority, which is especially evident in sports. For instance, many baseball players in America have amazing vision that allows them to see the ball much sooner than others do. So no matter how much a "normal" person practises, it is very hard for them to be as good as someone who has natural talent or physical superiority and who also practises.

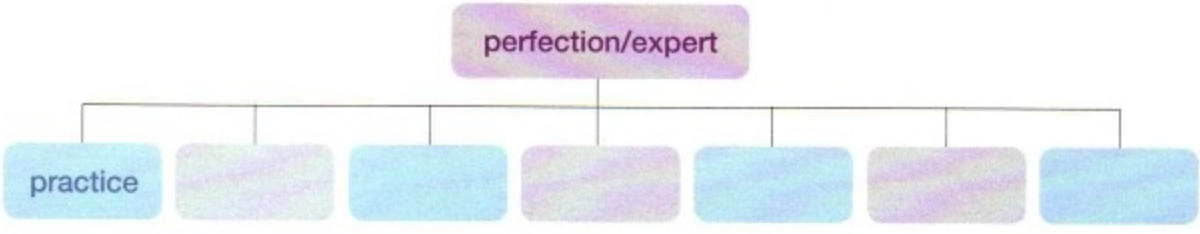
And how about other factors that go into creating an expert? Many say IQ, personality, attitude, and starting age are decisive factors, too. It is also important to note that becoming an expert doesn't equal instant success. Success also relies on social factors, environmental factors, and even just being in the right place at the right time!

In conclusion, practice may not make perfect, but deliberate practice has been shown to lead to significant improvement. Based on Ericsson's research, here are some tips on how to practise effectively: be motivated; make specific and realistic goals; work outside your comfort zone; be consistent and persistent; ask for others' opinions; and, of course, get plenty of rest! For those wanting to become an expert in something, remember that being motivated is key—enjoy what you do and follow your passions.

2 Read the text and answer these questions.

1 What is the rough idea of the 10,000 hours theory? What did Gladwell claim 10,000 hours to be? What examples did Gladwell use and why?
2 Why did Ericsson disagree with Gladwell? What did he mean by "deliberate practice"?
3 What did a recent study from Princeton University show?
4 What are Ericsson's tips on practising?

3 What factors can go into making someone an expert? Fill in the chart below with the ideas from the text. You may also add other factors as necessary.



4 Think about the following questions and note down your answers.

1 Do you agree with the 10,000 hours theory? Why or why not?
2 How could you use Ericsson's practice tips to help you become more suited to your chosen career?
3 What are the factors needed to make someone an expert? List them in order of importance.
4 What are some of the social and environmental factors that help in creating an expert?
5 What skill have you practised most? How did you practise it and what results did you see?

5 Use your notes to write an essay to express your opinion on what it takes to become an expert.

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*Expanding Your World

THE SUMMER BREAK THAT COULD CHANGE YOUR LIFE

After finishing high school and before going on to further education or the world of work, there will be a break over the summer. Using this break wisely can be very beneficial. In fact, it could even change your life. If used correctly, the break will give you some great experiences and help you think about what you want to do with your life. So let's take a look at some summer break options and some tips on getting it right.



Working The world of work can feel more stressful than school, but it definitely has its rewards. Many people work during their break to earn money, often for their further education. Others work to get valuable work experience. Finding a temporary work placement in a company will gain you some great experience, and you may even be able to return to the company in the future. There are also some "fun" choices. For example, working at a summer camp is a popular way to earn a little money, gain some experience, and make friends at the same time.

Volunteering Being a volunteer usually means doing important work in the service of others. Volunteering is often quite challenging, but it's an extremely rewarding experience to give something back to society. Take teaching children in a remote village, for example. Helping the students learn new things will give you a great sense of achievement. Try to volunteer in a field that you are interested in, as this may help your future career and make future employers respect you more. But be careful to check the details of any voluntary work that is away from home or overseas. Some organisations provide you with free food and lodgings, but others do not, which means that you may need to pay to be a volunteer!

Studying Yes, you could go back to school! Not necessarily the same school as before, but a place where you could take a specialised course in something you're really interested in. It's a great chance to get an extra qualification for your CV. Aside from that, it will give you a better insight into the subject area and make you more experienced than others.

Travelling Travelling will build your confidence and broaden your horizons. Backpacking is a very popular and cheap way for young people to travel. There are plenty of helpful websites and travel guides. Most backpackers stay in international youth hostels—safe, cheap, and friendly places to stay, which also usually offer food, ticket bookings, and tours.

It's up to you where you travel, too. You can travel overseas or in your own country, either of which will bring great experiences. But why is travel so important? For centuries, famous writers and

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thinkers have written about the importance of travel. Travel leads to great stories, photos, and friends. It also gives you a fresh perspective on where you are from. Although it does cost money, it is a character-building experience that gives you time to think and develop, and you cannot put a price on great memories.

TOP TIPS

It is very important to use the summer break effectively. The break should be seen as an extended part of your education. You can learn about the world, adult life, and, most importantly, yourself. You could also obtain some valuable work experience, and it could possibly lead to great changes in your life. Good planning is key, so remember these tips:

- Be focused. An effective break should follow your interests or area of study. It will bring you more satisfaction and help contribute to your future.
- Be organised. Before your break starts, do some research and make a plan. This in itself develops important life skills. Take travel for example. You have to find out about the destination, how to get there, where to stay, how much things will cost, and so on and so forth.
- Be smart. You don't have to choose just one option. For example, perhaps you could find paid or voluntary work that is away from home, which will also give you lots of travel experience.
- Be money-minded. Will you spend money or save it? Will you need to borrow money? Budgeting, or controlling how you spend money, is an essential life skill to master.
- Be safe. If you're going to be away from home, make sure you go to a reputable place. Always let your parents know where you are. It's best to travel with friends, too.
- Be happy! Although planning an effective summer break can be stressful, it is essential to ensure that you have a safe and pleasant time! Remember that it's important to do something that interests you, as it will enable you to gain experience and have fun at the same time.

So start thinking and planning now, and make this summer break one that could change your life!



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Notes 注释

Unit 1

1 SATISFACTION GUARANTEED《包你满意》

《包你满意》是科幻作家艾萨克·阿西莫夫（Isaac Asimov）的短篇科幻小说，首次刊载于美国科幻杂志《惊人的故事》1951年4月期。

艾萨克·阿西莫夫（1920—1992），20世纪世界著名的科幻小说家之一。他是俄裔美国人，一生著述多达四五百种。使他声名远扬的是他的科幻小说，特别是《基地》系列和《机器人》系列。

2 Tony told her she was being sensitive and was just as good as Gladys. 托尼对克莱尔说，她这样想有点敏感，其实她就像格拉迪斯一样好。

“be + being + 形容词”常用来表达被陈述对象行为反常（暂时的特点或表现）以及说话人的惊讶、不满、责备等情绪。如：

Donald is being so quiet; I wonder what he is up to. 唐纳德竟这样安静，我不知道他在搞什么鬼。

Everyone thinks that our boss is being particularly generous. 我们所有人都觉得老板这次格外慷慨。

3 The guests would be arriving soon, so Claire dismissed Tony for the rest of the night. 客人们很快就要到了，克莱尔让托尼结束了当晚的工作。

过去将来进行时由“主语 + would (should) + be + doing”构成，可以表示在过去某一时间之后即将进行的动作，或表示在过去将来的某一时间正在发生的动作。主要用于宾语从句中，尤其多用于间接引语中。如：

Tom hurried to tell us that the president would be arriving at any moment. 汤姆匆忙走来告诉大家，主席随时会到。

George asked Betty what she would be doing at ten o'clock the next day. 乔治问贝蒂她第二天十点会在干什么。

dismiss的意思是“把某人打发走；遣散；解散”，相当于send somebody away和allow somebody to leave。如：

After the opening ceremony, the students were dismissed. 开幕式后学生就解散了。

For some unknown reason, Miss Zeng dismissed the class five minutes earlier than usual. 不知什么原因，曾老师比平常提前了五分钟下课。

dismiss还有“将……免职；解雇；开除”的意思。dismiss somebody (from a position)相当于remove somebody from a position。如：

The lawyer hoped to meet the workers who had been unfairly dismissed. 律师希望会见被无理解雇的工人。

4 THREE LAWS OF ROBOTICS 机器人三定律

艾萨克·阿西莫夫提出了“机器人三定律”。这三定律是：

一、机器人不能伤害人类，或因不作为（袖手旁观）使人类受到伤害；

二、机器人必须服从人类的命令，除非这些命令与第一定律相抵触；

三、在不违背第一、第二定律的前提下，机器人必须保护自己不受伤害。

阿西莫夫于1942年在短篇科幻小说中提出了“机器人三定律”，当时世界上还没有出现机器人。“机器人三定律”对科幻创作产生了较大的影响，此后涌现出了一系列以机器人为题材的科幻小说。

5 THE TIME MACHINE《时间机器》

《时间机器》是英国作家赫伯特·乔治·威尔斯（Herbert George Wells）创作的中篇小说，首次出

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版于1895年。该书讲述时间旅行者发明了一种机器，能够任意驰骋于过去和未来。小说被多次改编成电影和电视剧，并衍生出许多漫画作品。《时间机器》也启发了一大批同类题材的科幻作品。

威尔斯（1866—1946），英国作家，一生创作了许多部作品。其中，科幻小说《莫洛博士岛》《隐身人》《星际战争》等影响较大。

6 Tomorrow night came, then skipped to day, again and again, faster and faster still. 第二天夜晚降临，接着又跃进到白天。如此反复，越来越快。

still用作副词，可修饰形容词和副词的比较级，表示程度，意为“更；愈”。如：

After careful revision, the report was better still. 经过细心修改，报告更好了。

Mark's company is hoping to expand its market share in China still further. 马克的公司期望进一步扩大在中国的市场份额。

Unit 2

1 Located to the south of the equator, below many other countries on the globe, it's often informally referred to as "down under". （澳大利亚）位于赤道以南，并在地球上很多国家的下方，它常被非正式地称为“down under”。

文中down under的字面意思是“底下”，是澳大利亚的一个非正式的别称。down under还可以指新西兰。在实际使用中，down under还可以用大写，即Down Under。

2 The influence of Asian cultures, on the other hand, led to the introduction of bean curd and Asian herbs, along with Australian versions of foods like the Chinese-inspired dim sim. 另一方面，受亚洲文化的影响，除了灵感源自中国的点心等澳大利亚版的食物以外，还引入了豆腐和（用于调味的）亚洲药草。

在文中，dim sim特指灵感源自中国的、澳大利亚版的点心，通常有肉和蔬菜馅，类似于饺子，烹饪方式主要是炸或蒸。如果拼写成dim sum，就是通常意义上的中式（尤指广式）点心或茶点。

3 Most of their musical instruments are really just sticks found on the ground, among which there is an amazing instrument called the didgeridoo. 他们绝大多数的乐器其实就是地上找到的树枝，其中就有一种令人惊叹的、叫作迪吉里杜管的乐器。

迪吉里杜管，又译作“狄洁里都号角”，是澳大利亚土著部落的传统乐器，也是世界上最古老的乐器之一。它实际上是一根内部被白蚁蛀成空心的枝干。演奏者在使用该乐器时通过嘴唇的颤动和循环换气的技巧，能够制造出独特的回响效果。迪吉里杜管已经成为土著人文化艺术的瑰宝，从某种意义上来说，也已经成为澳大利亚文化的一个象征。

4 They sleep and drink milk in that temporary, protected environment until they are about seven or eight months old. 大约七八个月大之前，它们一直待在那个暂时受保护的环境里睡觉和吃奶。

until用来表示在某个特定的时间之前，谓语的动作一直在延续。因此，until并不总是用于not ... until ...的结构中。如果谓语动词是延续性动词，就直接用until引导时间状语；如果动词为瞬间动词，则用not ... until ...。

【思考】试比较下面两组句子，并将其译成汉语。

He waited until she had finished all her work.
He didn't leave until she had finished all her work.

He kept knocking on the door until his wife let him in.
He didn't stop knocking on the door until his wife let him in.

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5 The noise they make could wake the dead. 它们发出的声音可以吵醒死人。

wake the dead在这句话中是一种夸张的修辞手法，可以让读者对声音之大有更鲜明的印象。英语中还有很多使用夸张手法的表达。如：

She wept oceans of tears. 她泪如泉涌。

The money was spent in the blink of an eye. 一眨眼的工夫，钱就花完了。

I have given my last ounce of strength to my work. 我对我的工作已竭尽全力了。

Look at the floor! Mountains of rubbish have been thrown there. 看看地板！扔的垃圾都堆成山了。

在上面的句子中，oceans of tears、in the blink of an eye、last ounce of strength、mountains of rubbish都是夸张的表达方式，目的是使句子的表达更形象，更有感染力。

6 There are only a small handful of animals in the world that can do that! 世界上只有很少的动物可以那样做！

handful 用来表示“一把（的量）；用手抓起的数量；少数人（或物）”。如：

a handful of coins一把硬币 a handful of rice 一把米

City kids can probably see only a handful of stars. 城里的孩子可能只能看到很少的星星。

He published nothing except a handful of short stories. 除了为数不多的几篇短篇小说，他没发表过什么东西。

There were only a handful of people present at yesterday's meeting. 昨天的会议只有几个人出席。

Unit 3

1 In ancient times, silk from China found its way overland to India, the Middle East, and Rome, along what became known as the Silk Road. 在古代，中国丝绸经由一条陆路运到印度、中东和罗马，这条路就是有名的“丝绸之路”。

句中的what引导宾语从句，相当于along the road which became known as the “Silk Road”（what等同于the road which）。如：

After what seemed a long time, the old man finally woke up. 许久之后，老人终于醒过来了。

2 Du Huan's *Record of My Travels* 杜环的《经行记》

杜环，中国唐代旅行家。天宝十年（公元751年），他在怛罗斯城（今哈萨克斯坦塔拉兹城附近）与大食（阿拉伯帝国）军作战时被俘。其后，他游历非洲，成为第一个到过非洲并有著作的中国人。公元762年，杜环乘船回国，著有《经行记》，可惜已失传，只有杜佑的《通典》引用此书，有1,500余字保留至今。《经行记》是记录八世纪中叶中外经济文化交流及西亚和中亚风土人情的珍贵资料。

3 These fleets were a sight to behold and were in a league of their own at that time. 这些船队在当时蔚为壮观，独领风骚。

behold意为“目睹；看见”。a sight to behold意思是“壮观的景象”。类似的表达还有a joy/pleasure/wonder to behold。如：

The beauty of the mountain village is a pleasure to behold. 山村之美让人赏心悦目。

The Great Wall is a wonder to behold. 长城看上去令人惊叹。

be in a league of one's own 的意思相当于be much better than the rest。如：

As a dancer, she's always been in a league of her own. 作为舞者，她始终技压群芳。

When it comes to spoken English, I'm not in her league (= she is much better than me). 说到英语口语，我远不如她。

【思考】league表示“水平；等级”时，常见的搭配还有out of one's league。你能猜出下面这句话的意思吗？

This house costs too much and is way out of my league.

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4 The ancient sea routes travelled by Zheng He are being revisited with the 21st Century Maritime Silk Road, which is part of the Belt and Road Initiative. 随着作为“一带一路”倡议组成部分的“21 世纪海上丝绸之路”的提出，郑和航行过的古代航道而今再度受到关注。

revisit 在句中作“重提”解，也有“再访；重游”的意思。如：
This proposal is worth revisiting at a later date. 这个提案值得以后进一步探讨。
Hangzhou is a city which many people would like to revisit. 杭州是一个很多人愿意再次游览的城市。

Unit 4

1 There's no electricity or running water and not even textbooks, not to mention laptops, tablets, or other modern devices! 那儿没有电，没有自来水，甚至没有课本，更别提笔记本电脑、平板电脑或者别的现代化设备！

not to mention 意为“更不必说”。如：
There is not enough water, not to mention food. 水都不够，更不必说食物了。
He is not only intelligent, but also considerate, not to mention (that he is) very handsome. 他既聪明又体贴人，更不用说他还很英俊。

2 It was such a privilege to have spent a day with Tombe's family. 和汤贝一家人度过了一天，真是荣幸。

这里的to have done是动词不定式的完成时。动词不定式的完成时表示动作发生于谓语动词之前。如：
He seemed to have been told the truth. 他看起来已经得知真相了。(to have been told表示被告诉真相发生于动词seem之前，相当于It seemed that he had been told the truth.)
There is no need to have bought such a big house. 没有必要买那么大的房子。(to have bought 表示房子已经买了)
I happened to have read that book before. 我碰巧以前读过那本书。(to have read表示之前就已经读过那本书了)

3 But then I began to hear about the work she was doing in Tanzania, a country that has many health problems, and now I am singing a different tune. 但是之后我开始听到她在坦桑尼亚的工作，那里有很多健康问题，（所以）现在我有了不同的看法。

sing a different tune 意为“对某事转变论调或改变看法”。tune是曲调的意思；sing a different tune字面意思是“唱了一个不同的曲调”，用这个词组可以很形象地表达“对某事有了新的论调和看法”。如：
They say they're not worried about money, but once they see how much the new equipment will cost, they'll be singing a different tune. 他们说不担心钱的问题，但等他们看到新设备要花多少钱的时候，就会改变说法了。
During the campaign, he promised to close the factories that caused heavy pollution. Now that he has been elected governor, he is singing a different tune about them. 在竞选的时候，他承诺要关闭污染严重的工厂。现在他已经当选为州长，就开始变卦了。

4 Many dangerous diseases which are rare in China are quite commonly contracted in Tanzania. 很多在中国罕见的危险疾病在坦桑尼亚是很容易感染上的。

contract 在句中是“感染 (疾病)”的意思。如：
He contracted the flu while he was travelling. 他在旅行的时候感染了流感。
The virus appears to be more easily contracted by humans when they are exposed to diseased birds. 接触过患病禽类的人好像更容易感染上这种病毒。

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【思考】你知道contract另一个常用的意思吗？你能看懂下面的句子吗？
Tony has just signed a three-year contract with a telephone company.
What are the legal consequences of breaking a contract?

5 Today, I want to relay to you that I'm proud of the work my mother has done, and I am now supportive of it. 今天我想告诉你们的是，我为我妈妈所做的工作感到骄傲，我现在也非常支持她的工作。

在句中relay ... to someone 表示“向某人传达……”之意。如：
Please relay the message to the others. 请把这条消息转给别人。
As soon as I am updated on what's happened, I will relay it to you all. 一旦得知最新情况，我就会转告你们所有人。
【思考】你知道relay的另一个词性吗？在下面的句子中，relay是什么意思呢？
The final event of the meeting was the 4 × 400 metres relay.

Unit 5

1 This, however, is not always easy. Some people know what they want to do from a young age, but many others just have a few ideas bouncing around in their heads. 然而，这并不总是那么容易。有些人年轻时就清楚自己想做什么，但更多的人往往是只有一些想法在脑子里晃来晃去。

bouncing around in their heads在句中作定语，修饰名词ideas。
bounce 的本意是“弹起；反弹”，bounce around 可指“蹦来蹦去；弹来弹去”，在本句中引申为“（想法在脑子里）晃来晃去”之意。如：
Some impractical ideas kept bouncing around in my head. 一些不切实际的想法在我的脑子里晃来晃去。
When you start the game, you will find a ball bouncing around the screen. 当你开始玩游戏时，就会看到一个球在屏幕上蹦来蹦去。
【思考】bounce这个词在英语中非常形象，你能看懂下面的句子吗？
She bounced the little baby up and down on her knees.
No matter how many times he failed, he was always able to bounce back pretty quickly.
Hearing the doorbell ring, the boy bounced across the room to open the door.

2 career aptitude test 职业能力倾向测验

职业能力倾向测验是能力（倾向）测验的一种。它通过系统的测试过程和评分标准，对被测试者的组织管理、社会交往、个性特点、职业倾向、发展潜能等多种素质进行综合评估。这种测验旨在发现被测试者更感兴趣、更有潜力的学习或职业方向，为其在将来学习和工作上的选择提供参考。

3 You don't want to look back in years to come and say, "I wish I had thought more about what I really wanted to do." 你也不希望多年之后回顾过去时才说：“我真希望当年能再多想想自己真正想要做什么。”

in years to come 表示“多年之后；在未来的几年中”。动词不定式 to come 放在名词years之后作定语，years to come是“接下来几年”的意思。如：
I was hopeful that in years to come, she'd consider this failure as a valuable experience that helped her grow. 我希望多年之后，她会把这次失败当作帮助她成长的一次宝贵经历。
Some experts predict that housing prices will remain stable for years to come. 一些专家预测在未来的几年中房价会保持平稳。

wish表示愿望，后面接宾语从句时，从句要用虚拟语气。从句的谓语动词可用过去时表示与现在事

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实相反；也可用过去完成时，表示与过去事实相反；还可用would + do表示对未来的希望。如：

I wish I were a bit slimmer. 我希望我能再瘦一点儿。（“瘦一点儿”与现在事实相反，所以从句的谓语动词用过去时。）

I wish I hadn't eaten that much last night. 我希望我昨天晚上没吃那么多东西。（“没吃多”与过去事实相反，所以从句动词用过去完成时。）

I wish you would stay longer. 我希望你会多待一会儿。（表示对未来的希望，所以使用了would + do的结构。）

4 I would like to apply for the position of camp helper. Please find my CV attached. 我想要申请露营助手这个职位。请参看附在后面的简历。

申请信或求职信（application letter），还可用cover letter 或covering letter来表示，这是因为求职信往往放在简历的第一部分，是在求职时要和简历（CV）一起交给用人单位的重要文书。写申请信的目的是为了让用人单位了解自己的能力并录用自己，所以申请信的内容要简明扼要，语言要真诚。

一般申请信的第一句话需要明确表明自己写信的目的，即明确自己想要申请的岗位。除了课文提供的这种表达以外，还有以下常见的表达。如：

I wish to apply for the sales position advertised in the newspaper. 我希望申请（贵公司）刊登在报纸广告上的销售职位。

I am ..., and I am writing this letter to apply for the position of research assistant working under you. 我是……，我写这封信是为了申请在您手下做一名研究助手。

【思考】你能通过上网查找资料或者其他方式，了解申请信的主体部分和结尾部分应该包括哪些主要内容吗?

5 I believe I would be a valuable addition to your team. 我相信，我将会成为你们团队中有价值的一员。

addition 作名词，除了“加法”以外，还可以表示“增加的人（或物）；添加物”等。如：

The child just learnt some simple addition and subtraction problems. 这个小孩刚学了一些简单的加减法的题。

This is an excellent book and it will be a worthy addition to the series. 这是一本极好的书，对于整套丛书来说是个有价值的添加。

An experienced secretary would be a useful addition to our staff. 一位有经验的秘书对于我们的员工队伍是有用的新增力量。

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Grammar 语法

I The Passive Voice 被动语态

1 语态是动词的一种形式，用来说明主语和谓语动词之间的关系。英语动词有两种语态：主动语态和被动语态。主动语态表示主语是动作的执行者，被动语态表示主语是动作的承受者。

2 使用被动语态的句子，谓语动词的形式是“be + 动词过去分词”。语义上主语为动作的承受者或对象，主要用于需要强调动作承受者、不必要指出动作执行者的情况，或出于语篇衔接连贯的需要。一般来说，只有及物动词才有被动语态。

3 在“be + 动词过去分词”结构中，助动词 be 有时态、人称和数的变化，变化规则与系动词 be 相同。

被动语态的时态、人称和数的形式变化列表（以 push 为例）

	一　般	完　成	进　行
现　在	I am pushed … He/She/It is pushed … We/You/They are pushed …	He/She/It has been pushed … I/We/You/They have been pushed …	I am being pushed … He/She/It is being pushed … We/You/They are being pushed …
过　去	I/He/She/It was pushed … We/You/They were pushed …	I/You/He/She/It/We/They had been pushed …	I/He/She/It was being pushed … We/You/They were being pushed …
将　来	I/ He/She/It/We/You/They shall/will be pushed …		

使用被动语态的过去进行时的句子，谓语由“was/were + being + 动词过去分词”构成，表达过去某个时间正在进行的含有被动含义的动作、行为。如：

The last time I went back to my hometown, a big power station **was being built there**. 上次我回家乡时，那里正在修建一个大电厂。

She **was being looked after by a robot** that looked so human, and it was disturbing. 她被一个看起来很像人的机器人照顾着，这让她不安。

II The Past Participle 过去分词

1 动词的过去分词形式上由“动词原形 + ed”构成。部分动词的过去分词有特殊形式变化（参见附录不规则动词表）。过去分词不能单独用作谓语，但可用于完成时态（have/had + 动词过去分词）和被动语态（be + 动词过去分词）中构成谓语。

2 过去分词是非谓语动词（或称非限定动词）的一种。过去分词保留着动词的部分特性，有完成或被动含义，可带状语构成过去分词短语。在句法功能上，过去分词（短语）与形容词或副词作用类似，在句子中可充当定语、状语、宾补、表语等成分。

3 作定语用时，过去分词一般位于所修饰的名词之前，而过去分词短语通常位于所修饰的名词之后。如：

When the **delayed** flight takes off depends mainly on the weather. 延误的航班什么时候起飞，主要

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看天气情况。

Can you tell the differences between **spoken** language and **written** language? 你能区分口语和书面语的差别吗?

The players **selected from the whole country** are expected to bring us honour in this summer's games. 从全国选拔出来的运动员预计会在这次夏季比赛中给我们带来荣誉。

4 作状语用时，过去分词修饰谓语，说明动作发生的时间、原因、条件、方式等。分词作状语，用于句首比在其他位置更为常见。如：

United we stand, **divided** we fall. 团结带来力量，分裂导致衰败。

Seen from the top of the Tiger Hill, the city of Suzhou was very beautiful. 从虎丘上俯瞰，苏州城非常美。

Encouraged by her English teacher, Lisa soon caught up with her classmates. 在英语老师的鼓励下，莉萨很快就赶上了其他同学。

Greatly shocked, Jeff couldn't speak a word. 由于受到惊吓，杰夫一句话也说不出来。

5 作宾补用时，过去分词常用于使役动词 have, get, make, keep 和感官动词 see, watch, hear 等动词的宾语后面，表达谓语动词引起的宾语的变化，或补充说明宾语的性状。如：

When speaking or writing to someone, do your best to make yourself **understood**. 说话或写文章时，应该尽最大努力让别人明白自己的意思。

Owen got his nose **hurt** when he played football with his teammates. 跟队友踢球时，欧文被弄伤了鼻子。

I heard the door **pulled** open. 我听见门被拉开了。

6 作表语用时，过去分词在 be, become, get, feel, look, seem 等系动词之后，表示主语的特征或性状。如：

She is **married**. 她已结婚了。

The other children looked **neglected**. 其他孩子看起来被忽视了。

The quarrel the night before seemed **forgotten**. 前一天晚上的争吵似乎被忘掉了。

III The Infinitive 不定式

1 动词不定式的形式与功能

不定式是英语动词的非谓语形式之一，形式上由“to + 动词原形”构成。不定式仍保留着动词的部分特性，可以带宾语和状语构成不定式短语，有时态和语态的变化。句法功能上，动词不定式（短语）与名词、形容词或副词作用类似，在句子中可以充当主语、表语、宾语、定语、状语、宾补等成分。

(1) 作主语：

To see is to believe. 百闻不如一见。

It's very important **to master a foreign language**. 掌握一门外语是很重要的。（it 作形式主语）

(2) 作表语：

The most important thing for a doctor is **to heal the wounded and save the dying**. 医生最重要的职责是救死扶伤。

The aim of this initiative is **to encourage cooperation and trade across the historic Silk Road areas**. 这一倡议旨在促进具有历史意义的丝绸之路周边地区的合作与贸易。

(3) 作宾语：

Would you like **to watch a football game with me**? 你愿意跟我去看足球赛吗?

He finds **it** very difficult **to stand on one foot for a long time**. 他发现长时间单足站立很困难。（it 作形式宾语）

(4) 作定语（通常位于所修饰的词之后）：

He is always the last one **to leave the office**. 他总是最后一个离开办公室。

We are very busy and we all have a lot of work **to do on weekends**. 我们都很忙，周末也有很多工作要做。

There is an urgent need **to study the Arctic** in order to understand climate change and its effects. 为了解气候变化及其影响，北极研究迫在眉睫。

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(5) 作状语：

Many people rush to the new city **to look for job opportunities**. 很多人涌入这个新城市来寻找就业机会。

A few years later he came home **to find that his hometown had greatly changed**. 几年后他回到家乡发现那里发生了很大变化。

(6) 作宾补：

She often helps her mother (to) **do some housework on weekends**. 周末她经常帮妈妈做家务。

Miss Li advised us **to read some English novels during the summer holiday**. 李老师建议我们暑假读些英语小说。

Marco Polo's tales inspired European explorers **to search for sea routes from west to east**. 马可·波罗的故事启发了欧洲探险家寻找由西方通往东方的海上航线。

说明：

某些动词后用不带 to 的不定式构成复合宾语，但当整个句子变为被动结构时，不定式要加 to。如：

The boss made the workers work long hours.
The workers were made **to** work long hours.

I saw you climb through the window.
You were seen **to** climb through the window.

2 动词不定式的时态和语态

(1) 不定式常见时态有三种：一般时（to do）、进行时（to be doing）、完成时（to have done）。在不同的句子中，我们需要根据不定式动作时间与句子谓语时间的关系来选择不同时态。如：

When we arrived at the riverside, they seemed **to be cooking something on the fire**. 当我们到达河边时，他们好像在用火烤东西吃。

I am sorry **to have kept you waiting**. 抱歉让你久等了。

She seems **to have read the book before**. 她好像以前读过这本书。

The Dutch may have been the first Europeans **to have explored Australia**. 荷兰人可能是最早到澳大利亚探险的欧洲人。

(2) 当句子中的不定式与其所关联的名词在语义上有被动关系时，不定式用被动语态。如：

It was impossible for lost time **to be made up**.

Can you tell me which car is **to be repaired**?

I wish **to be sent to work in the western region**.

There were so many passengers who needed **to be transferred**.

It's a great honour for me **to be invited to Mary's birthday party**.

IV Phrases 短语

1 英语中的短语是有一定意义但不构成独立从句或句子的一组词。从形式结构角度划分，英语的短语可分为名词短语、动词短语、形容词短语、副词短语、介词短语等。英语短语的句法功能通常与对应的单词的句法功能类似，比如，名词短语与名词功能相似，在句子中主要充当主语、宾语；介词短语主要是充当定语、状语、补语。例如：Most of the boys in my class like playing football. 在这个句子中，most of the boys 是名词短语，in my class 是介词短语，like playing football 是动词短语。

2 短语动词（phrasal verbs）是一种固定的词组，一般由动词加介词或副词构成。常用的短语动词有以下几类。

动词 + 副词。如：look out, take off, stay up

动词 + 介词。如：look into, attend to, appeal to

动词 + 副词 + 介词。如：get along with, catch up with, do away with

动词 + 名词 + 介词。如：take part in, take care of, pay attention to

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V Long Sentences 长句

1 英语的长句子之所以长，是因为含有较多较长的修饰成分，或是包含多个并列句或从句。长句子的理解与一般句子相似，主要包括句法结构、语义逻辑和语篇功能三方面。理解长句的基础是厘清句子的结构层次，这需要学习者熟悉了解英语的基本句型，在此基础上抓住长句子的主干，即句子的主语和谓语，然后再逐层梳理分析长句中其他成分的层次关系。如：

Some people know **what** they want to do from a young age, **but** many others just have a few ideas bouncing around in their heads. 有的人年轻时就清楚自己想做什么，但更多的人往往是只有一些想法在脑子里晃来晃去。

这是由转折连词 but 连接的并列复合句，表达前后两种情况的对比。前半部分是“主谓宾状”结构，其中含有 what 引导的宾语从句；后半部分也是“主谓宾”结构，其中的 bouncing around in their heads 作定语修饰 ideas。

If you want to hold a koala, you have to go to certain licensed zoos **where** animal experts make sure **that** the koalas selected for each session are in a good state for human contact and **that** they are handled for only a limited time and on a limited frequency of occasions. 如果想抱抱考拉，你得去那些有执照的动物园。那里的动物专家会确保挑选出来的考拉状态良好、适合与人接触，游客爱抚考拉的时长和频率也有限制。

该句的主干是一个主谓状结构（you have to go to zoos），if 引导的是条件状语从句，where 后面直到句尾是个很长的定语从句，修饰 zoos。这个定语之所以长，是因为其中含有两个由 that 引导的宾语从句。

But by any criteria this work is worth it to us as well, **because** it shows **that** we are global citizens interested in world stability, and **that** we feel responsible for others and are ready to build a community with a shared future for mankind. 但以任何标准来看，这项工作对我们都是值得的；因为它表明，我们是关注世界稳定的全球公民，我们对他人负有责任，我们为建立人类命运共同体做好了准备。

这个长句，第一层从 because 分开，前面的主句为“主系表”结构，because 后面直到句尾是一个“主谓宾”结构的原因状语从句，用来说明“这项工作很有意义”的理由。第二层，原因状语从句内部包含两个由 that 引导的宾语从句，作 show 的宾语。第三层，两个 that 引导的宾语从句是并列关系，也都是“主系表”结构。

2 有些长句在语篇中与上下文存在较为紧密的衔接连贯关系，尤其是句中有指代词的时候，除了需要厘清句子的结构层次和语义逻辑之外，有时还需要结合句子所在的上下文，分析明确长句中指代词的具体所指。如：

Koalas spend quite a lot of time eating, sleeping, and hanging onto tree trunks, so interaction with humans can cause **them** a lot of stress. Because of **this**, the government began to make laws against touching koalas, in the interest of animal protection, as well as public safety. So, if you see **one** in the wild, you shouldn't approach **it** to pick **it** up or even touch **it**. 考拉的大量时间都用于吃、睡和抱着树干，与人类的互动会给它们带来很大的压力。因此，政府已开始制定法律来限制人触摸考拉，这既是为了保护动物也是为了公众安全。所以，如果你在野外看到考拉，不要为了抱它而接近它，甚至不要去触摸它。

这段文字由三个句子组成，第一句是个并列句，由 so 连接，它与第二句话在语义上密切关联。准确理解文中指代词的所指，有助于理解句意。第一句话中的 them 指代 koalas；第二句话中的 this 回指第一句话所描述的情况；第三句话分别用 one 和 it 指代 koala，与前两句话相衔接。整段文字简洁、语义连贯。

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Words and Expressions in Each Unit

各单元生词和习惯用语

注：黑体部分为课标词和短语；白体部分为非课标词；专有名词在每单元词表后面单独列出。

Unit 1

fiction /ˈfɪkʃn/ *n.* 小说；虚构的事

science fiction (*informal* sci-fi) (*abbr.* SF) 科幻小说（或影片等）

test out 检验；测试

bonus /ˈbəʊnəs/ *n.* 意外收获；奖金；红利

more like 更像是；更接近

ridiculous /rɪˈdɪkjələs/ *adj.* 愚蠢的；荒谬的；荒唐的

integrity /ɪnˈtegrəti/ *n.* 诚实正直；完整；完好

dignity /ˈdɪgnəti/ *n.* 庄重；庄严；尊严

salary /ˈsælərɪ/ *n.* 薪水；薪金

absurd /əbˈsɜːd/ *adj.* 荒谬的；荒唐的

appointment /əˈpɔɪntmənt/ *n.* 预约；约会；委任

nail /neɪl/ *n.* 指甲；趾甲；钉子
vt.（用钉子）钉牢；固定

saleswoman /ˈseɪlzwʊmən/ *n.* 女售货员；女推销员

guilty /ˈgɪlti/ *adj.* 内疚的；有罪的；有过失的

suspend /səˈspend/ *vt.* 悬；挂；暂停；暂缓

ladder /ˈlædə(r)/ *n.* 梯子；阶梯

dismiss /dɪsˈmɪs/ *vt.* 让（某人）离开；解散；解雇；消除

declare /dɪˈkleə(r)/ *vt.* 表明；宣称；公布

whereas /ˌweərˈæz/ *conj.* 然而；但是；尽管

rumour /ˈruːmə(r)/ *n.* 谣言；传闻

presume /prɪˈzjuːm; *NAmE* -ˈzuːm/ *vt.* & *vi.* 假设；假定

fare /feə(r)/ *n.* 车费；船费；飞机票价

weekly /ˈwiːkli/ *adj.* 每周的
n. 周刊

on a ... basis 根据；以……的方式（基准）

calculate /ˈkælkjuleɪt/ *vt.* 计算；核算；预测

chairwoman /ˈtʃeəwʊmən/ *n.* 女主席；女董事长；女委员长

gramme (*NAmE* **gram**) /græm/ *n.* 克（重量单位）

flour /ˈflaʊə(r)/ *n.* 面粉；（谷物磨成的）粉

venue /ˈvenjuː/ *n.* 活动场地（如音乐厅、会场等）

salesman /ˈseɪlzmən/ *n.* 售货员；推销员

alien /ˈeɪliən/ *n.* 外星人（生物）；外国人
adj. 陌生的；外星的；外国的

pros and cons 事物的利与弊；支持与反对

blurred /blɜːd/ *adj.* 模糊不清的；难以区分的

superior /suːˈpɪərɪə(r); sjuː-/ *adj.* 更好的；占优势的；（在级别或重要性上）更高的

superior to 比……更好；更胜一筹

take over 占上风；取而代之；接管；接手

inaction /ɪnˈækʃn/ *n.* 无行动；不采取措施

conflict with 与……冲突或抵触

labour /ˈleɪbə(r)/ *n.* 劳动（者）；体力劳动
vi. 奋斗；努力工作

leather /ˈleðə(r)/ *n.* 皮革；[pl.] 皮衣；皮外套

lever /ˈliːvə(r); *NAmE* ˈlevər/ *n.* 操纵杆；杠杆

panel /ˈpænl/ *n.* 控制板；仪表盘；专家咨询组

inch /ɪntʃ/ *n.* 英寸（长度单位，等于 2.54 厘米）

backwards /ˈbækwədz/ (*NAmE* **backward**) *adv.* 向后；倒着；往回

grip /grɪp/ *vt.* & *vi.* 紧握；抓紧

hazy /ˈheɪzi/ *adj.* 模糊的；朦胧的；困惑的

niece /niːs/ *n.* 侄女；外甥女

fetch /fetʃ/ *vt.*（去）拿来；（去）请来

handkerchief /ˈhæŋkətʃɪf/ *n.* 手帕；纸巾

lamp /læmp/ *n.* 灯；台灯

turn out 关掉；熄灭；在场；使朝外；结果是

pace /peɪs/ *n.* 速度；步伐；节奏
vt. & *vi.* 确定速度；调整节奏

fall away（逐渐）减少；消失

division /dɪˈvɪʒn/ *n.* 分开；分隔；差异；除（法）

puff /pʌf/ *n.*（烟、气等的）一缕；少量；喘息

urge /ɜːdʒ/ *n.* 强烈的欲望；冲动
vt. 催促；力劝；大力推荐

have an urge to 有强烈的欲望做某事

random /ˈrændəm/ *adj.* 随机的；不可思议的

maximum /ˈmæksɪməm/ *adj.* 最大极限的
n. 最大量；最大限度

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explode /ɪkˈspləʊd/ *vi.* & *vt.* 爆炸；爆破
jolt /dʒəʊlt/ *n.* 震动；摇晃；颠簸
vt. & *vi.*（使）震动；摇晃
flip /flɪp/ *vt.* & *vi.*（使）快速翻转；（用手指）轻抛
stun /stʌn/ *vt.* 使震惊；使昏迷
mud /mʌd/ *n.* 泥；泥浆
overstatement /ˈəʊvəsteɪtmənt/ *n.* 夸大；夸张

Isaac Asimov /ˈaɪzək ˈæzɪmɒf/ 艾萨克·阿西莫夫
Larry Belmont /ˈlæri ˈbelmɒnt/ 拉里·贝尔蒙特
Claire /kleə(r)/ 克莱尔
Gladys Claffern /ˈglædɪs ˈklæfən/
格拉迪丝·克拉芬
Braille (*also* braille) /breɪl/
布拉耶盲文（凸点符号）
The Three-Body Problem 《三体》
Hugo /ˈhjuːgəʊ/ Award 雨果奖

Unit 2

iconic /aɪˈkɒnɪk/ *adj.* 符号的；图标的
foundation /faʊnˈdeɪʃn/ *n.* 创建；基础；地基
political /pəˈlɪtɪkl/ *adj.* 政治的
didgeridoo /ˌdɪdʒəriˈduː/ *n.* 迪吉里杜管
located /ləʊˈkeɪtɪd/ *adj.* 位于
equator /ɪˈkweɪtə(r)/ *n.* 赤道
koala /kəʊˈɑːlə/ *n.* 考拉；树袋熊
barbecue /ˈbɑːbɪkjuː/ *n.* (*abbr.* BBQ)
户外烧烤；烤架
bakery /ˈbeɪkəri/ *n.* 面包（糕饼）店；面包厂
joint /dʒɔɪnt/
n. 公共场所（尤指价格低廉的饮食和娱乐场所）；关节
adj. 联合的；共同的
butcher /ˈbʊtʃə(r)/ *n.* 肉贩；屠夫；刽子手
premier /ˈpremiə(r); *NAmE* prɪˈmɪr/
adj. 最著名的；第一的；首要的
n. 总理；首相
herb /hɜːb/ *n.* 药草；香草；草本
dim sim /ˌdɪm ˈsɪm/（特指澳大利亚的）点心
hollow /ˈhɒləʊ/ *adj.* 中空的；空心的
vibrate /vaɪˈbreɪt/ *vt.* & *vi.*（使）振动
horn /hɔːn/ *n.*（乐器）号
pitch /pɪtʃ/ *n.* 音高
straightforward /ˌstreɪtˈfɔːwəd/ *adj.* 坦率的；简单的
slogan /ˈsləʊgən/ *n.* 标语；口号
minister /ˈmɪnɪstə(r)/ *n.* 部长；大臣；外交使节
prime minister 首相；总理

frog /frɒg/ *n.* 蛙；青蛙
arrow /ˈærəʊ/ *n.* 箭；箭头
entitle /ɪnˈtaɪtl/ *vt.* 给……命名（或题名）；使享有权利
getaway /ˈgetəweɪ/ *n.* 适合度假的地方
dive /daɪv/ *vi.* & *n.* (dived/dove, dived)
潜水；跳水；俯冲
kayaking /ˈkaɪækɪŋ/ *n.* 划皮艇
peak season 高峰季节
freedom /ˈfriːdəm/ *n.* 自由；不受……影响的状态
domain /dəˈmeɪn; dəʊˈmeɪn/ *n.* 领域；领土；范围
sponsor /ˈspɒnsə(r); *NAmE* ˈspɑːnsər/
vt. 倡议；赞助；主办
n.（法案等的）倡议者；赞助者
liberty /ˈlɪbəti/ *n.* 自由
golf /gɒlf/ *n.* 高尔夫球运动
strait /streɪt/ *n.* 海峡
sample /ˈsɑːmpl/ *n.* 样本；样品
monument /ˈmɒnjumənt/
n. 纪念碑（或馆、堂、像等）；历史遗迹
kiwi /ˈkiːwiː/ *n.* 几维（新西兰鸟）
geyser /ˈgiːzə(r); ˈgaɪzər/ *n.* 间歇泉
sulphuric /sʌlˌfjʊərɪk/ pool 硫黄池
manuka /məˈnuːkə/ honey 麦卢卡蜂蜜
bungee /ˈbʌndʒi/ jumping 蹦极跳
a flock /flɒk/ **of** 一群（羊或鸟）
geothermal /ˌdʒiːəʊˈθɜːml/ park 地热公园
distribution /ˌdɪstrɪˈbjuːʃn/ *n.* 分布；分配；分发
pouch /paʊtʃ/ *n.* 育儿袋；小袋子；荷包
temporary /ˈtemprəri/ *adj.* 暂时的；短暂的
phase /feɪz/ *n.* 阶段；时期
trunk /trʌŋk/ *n.* 树干
licensed /ˈlaɪsnst/ *adj.* 得到正式许可的
license /ˈlaɪsns/ *vt.* 批准；许可
n.（= licence）许可证；执照
session /ˈseʃn/ *n.* 一场；一段时间；会议
frequency /ˈfriːkwənsi/ *n.* 发生率；重复率；
（声波或电磁波振动的）频率
violent /ˈvaɪələnt/ *adj.* 暴力的；猛烈的
violence /ˈvaɪələns/ *n.* 暴力；暴行
nest /nest/ *n.* 巢穴；鸟窝；秘密窝点
mammal /ˈmæml/ *n.* 哺乳动物
biology /baɪˈɒlədʒi/ *n.* 生理；生物学
hatch /hætʃ/ *vi.* 孵出；破壳
vt. 使孵出；策划；（尤指）密谋
capacity /kəˈpæsəti/ *n.* 能力；容量
a handful of 少数人（或物）；一把（的量）

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fence /fens/ *n.* 栅栏；围栏
prison /'prɪzn/ *n.* 监狱；监禁
grand /grænd/ *adj.* 大；宏大的

Aborigine /ˌæbə'rɪdʒəni/ 澳大利亚土著
Sydney /'sɪdni/ 悉尼（澳大利亚城市）
Bondi /'bɒndaɪ/ Beach 邦迪海滩
Chiang Mai /tʃiˌæŋ'maɪ/ 清迈（泰国城市）
the Bay of Islands 岛屿湾
the haka /'hɑ:kə/ 哈卡舞（传统毛利伴歌战舞）
Edmonds /'edməndz/ 埃德蒙兹
Felicity /fə'lɪsəti/ 费莉西蒂
Tasmanian /tæz'meɪniən/ devil 塔斯马尼亚恶魔；袋獾
Tasmania /tæz'meɪniə/ 塔斯马尼亚（澳大利亚州名）
duck-billed platypus /'plætɪpəs/ 鸭嘴兽

Unit 3

tale /teɪl/ *n.* 故事；叙述
merchant /'mɜ:tʃənt/ *n.* 商人；批发商
adj. 海上货运的
set sail 起航；开航
extend /ɪk'stend/ *vt.* 扩展；使伸长；延长
negotiate /nɪ'gəʊʃieɪt/ *vt.* 商定；达成（协议）
vi. 谈判；磋商；协商
fleet /fli:t/ *n.* 舰队；机群；车队
behold /bɪ'həʊld/ *vt.*（beheld, beheld）看；看见
league /li:g/ *n.* 等级；水平；联合会；联赛
in a league of one's own 独领风骚
royal /'rɔɪəl/ *adj.* 皇家的；王室的；高贵的
spice /spaɪs/ *n.*（调味）香料
withdraw /wɪð'drɔ:/ *vi.* & *vt.*（withdrew, withdrawn）（使）撤回；撤离
withdraw from 退出；撤回
channel /'tʃænl/ *n.* 航道；海峡；频道
maritime /'mærɪtaɪm/ *adj.* 海的；海运的；海事的
bond /bɒnd/ *n.* 纽带；关系
vt. & *vi.* 增强信任关系；使牢固结合
in hand 在手头；可供使用
politics /'pɒlətɪks / *n.* 政治；政治观点
profession /prə'feʃn/ *n.* 职业；行业
tournament /'tʊənəmənt/ *n.* 锦标赛；联赛
mixture /'mɪkstʃə(r)/ *n.* 混合；结合体；混合物
laptop /'læptɒp/ *n.* 笔记本电脑；便携式电脑
coverage /'kʌvərɪdʒ/ *n.* 新闻报道；覆盖范围
press conference 记者招待会；新闻发布会
applaud /ə'plɔ:d/ *vt.* & *vi.* 鼓掌
vt. 称赞；赞赏
tax /tæks/ *vt.* 对……征税；使纳税
n. 税；税款
manned /mænd/ *adj.* 有人控制的；需人操纵的
submersible /səb'mɜ:səbl/ *n.* 潜水器；可潜船
underwater /ˌʌndə'wɔ:tə(r)/ *adv.* 在水下
adj. 水下的
capsule /'kæpsju:l/ *n.* 胶囊；太空舱
coral /'kɒrəl/ *n.* 珊瑚
migration /maɪ'greɪʃn/ *n.* 迁移；迁徙；移居
directory /də'rektəri/ *n.* 名录；电话号码簿；（计算机文件或程序的）目录
meanwhile /'mi:nwaɪl/
adv. 与此同时；（比较两方面）对比之下
exploit /ɪk'splɔɪt/ *vt.* 开发；利用；剥削
gallon /'gælən/
n. 加仑（容积单位，1 英制加仑约等于 4.5 升）
murder /'mɜ:də(r)/ *vt.* 谋杀；凶杀；毁坏
n. 谋杀；凶杀
mercy /'mɜ:si/ *n.* 仁慈；宽恕；恩惠
possession /pə'zeʃn/ *n.* [usually pl.] 个人财产；拥有；控制
opponent /ə'pəʊnənt/ *n.* 反对者；对手；竞争者
log /lɒg; *NAmE* lɔ:g/ *vt.* 把……载入正式记录；记录
n. 正式记录；日志；原木
marine /mə'ri:n/ *adj.* 海的；海产的；海生的
arrest /ə'rest/ *n.* 逮捕；拘留；中止
vt. 逮捕；拘留；阻止

Marco Polo /'mɑ:kəʊ 'pəʊləʊ/ 马可·波罗
Columbus /kə'lʌmbəs/ 哥伦布
Ceylon /sɪ'lɒn/ 锡兰（斯里兰卡的旧称）
Churchill /'tʃɜ:tʃɪl/ 丘吉尔
Ferdinand Magellan /'fɜ:dɪnænd mə'gelən/ 费迪南德·麦哲伦
Zac Sunderland /zæk 'sʌndələnd/ 扎克·桑德兰
Robin Lee Graham /'rɒbɪn li: 'greɪəm/ 罗宾·李·格雷厄姆

Unit 4

parcel /'pɑ:sl/ *n.* 包裹
vt. 裹好；打包

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jam /dʒæm/ *n.* 果酱；堵塞
mail /meɪl/ *n.* 邮件；信件；邮政
vt. 邮寄；发电邮给
secondary /'sekəndri/ *adj.* 中学的；次要的
clay /kleɪ/ *n.* 黏土；陶土
dust /dʌst/ *n.* 沙土；灰尘
vi. & *vt.* 擦灰
dusty /'dʌsti/ *adj.* 布满灰尘的
weed /wi:d/ *n.* 杂草；野草
vt. & *vi.* 除杂草
chorus /'kɔ:rəs/ *n.* 合唱曲；合唱团
vt. 合唱；齐声说
a chorus of 齐声；异口同声
cotton /'kɒtn/ *n.* 棉布；棉花
uniform /'ju:nɪfɔ:m/ *n.* 校服；制服
adj. 一致的；统一的
not to mention 更不用说；且不说
tablet /'tæblət/ *n.* 平板电脑；便笺本；药片
rubber /'rʌbə(r)/ *n.* 橡皮；黑板擦；橡胶
washroom /'wɒʃru:m/ *n.* 洗手间；厕所
rigid /'rɪdʒɪd/ *adj.* 死板的；固执的
bubble /'bʌbl/ *vi.* 起泡；沸腾
tube /tju:b/ *n.* 管子；管状物
circus /'sɜ:kəs/ *n.* 马戏团
chemist /'kemɪst/ *n.* 化学家；药剂师；药房
shade /ʃeɪd/
vt. 给……遮挡（光线）；加灯罩；把……涂暗
n. 阴凉处；灯罩；阴影部分
jaw /dʒɔ:/ *n.* 颌；下巴
wrinkle /'rɪŋkl/ *vt.* & *vi.* （使脸上）起皱纹；皱起
n. 皱纹
forehead /'fɔ:hed; 'fɒrɪd/ *n.* 额；前额
hut /hʌt/ *n.* 简陋的小房子（或棚、舍）
housing /'haʊzɪŋ/ *n.* 住房；住宅
platform /'plætfɔ:m/ *n.* 平台；站台；舞台
fireplace /'faɪəpleɪs/ *n.* 壁炉
saucer /'sɔ:sə(r)/ *n.* 茶碟；杯托
kettle /'ketl/ *n.* （烧水用的）壶；水壶
pan /pæn/ *n.* 平底锅；烤盘
jar /dʒɑ:(r)/ *n.* 罐子；坛子
ripe /raɪp/ *adj.* 成熟的；时机成熟的
grill /grɪl/ *n.* 烤架；烤肉餐馆
doorway /'dɔ:weɪ/ *n.* 门口；出入口；门道
leftover /'leftəʊvə(r)/ *adj.* 吃剩的；残留的
n. 吃剩的食物；遗留物
handshake /'hændʃeɪk/ *n.* 握手
drag /dræg/ *vt.* 拖；拽
vt. & *vi.* 缓慢而费力地移动
privilege /'prɪvəlɪdʒ/ *n.* 优惠待遇；特权
plug /plʌg/ *vt.* 封堵；补足
n. 堵塞物；插头；插座
disabled /dɪs'eɪbld/ *adj.* 有残疾的；丧失能力的
resign /rɪ'zaɪn/ *vi.* & *vt.* 辞职；辞去
deserve /dɪ'zɜ:v/ *vt.* 值得；应得；应受
lately /'leɪtli/ *adv.* 最近；不久前；近来
input /'ɪnpʊt/ *n.* 情况；信息；投入；输入
vt. 输入
tune /tju:n; *NAmE* tu:n/ *n.* 曲调；曲子
vt. 调音；调节；调频道
contract /kən'trækt/ *vt.* 感染（疾病）；与……订立合同（或契约）
/'kɒntrækt/ *n.* 合同；契约
grant /grɑ:nt; *NAmE* grænt/ *vt.* 同意；准许
n. 拨款
take for granted 认为……是理所当然；对……不予重视
cardiac /'kɑ:diæk/ *adj.* 心脏病的；心脏的
circuit /'sɜ:kɪt/ *n.* 巡回；环形线路
disability /ˌdɪsə'bɪləti/ *n.* 缺陷；障碍
consultation /ˌkɒnsl'teɪʃn / *n.* 咨询；咨询会
relay /'ri:leɪ; rɪ'leɪ/ *vt.* 转发；转播
n. 接力赛；接班的人
relay to 转达给……；转发给……
criterion /kraɪ'tɪəriən/ *n.* （*pl.* criteria /-riə/）标准；准则；原则
stability /stə'bɪləti/ *n.* 稳定（性）；稳固（性）
pray /preɪ/ *vi.* & *vt.* 企盼；祈祷
pray that 但愿
hypothetical /ˌhaɪpə'θetɪkl/ *adj.* 假设的；假定的

Papua New Guinea /ˌpæpuə nju: 'gɪni/ 巴布亚新几内亚（国家名）
Ghana /'gɑ:nə/ 加纳（国家名）
Congo /'kɒŋgəʊ/ 刚果（国家名）
Panama /'pænəmɑ:/ 巴拿马（国家名）

Unit 5

bounce /baʊns/ *vi.* & *vt.* （使）弹起；上下晃动
n. 弹性；弹跳；活力
bounce around 蹦来蹦去；弹来弹去
aptitude /'æptɪtju:d/ *n.* 天资；天赋

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head start 起步前的优势
scenario /sə'nɑ:riəu/ *n.* 设想；方案；预测
lawyer /'lɔ:jə(r)/ *n.* 律师
assemble /ə'sembl/ *vt.* 组装；装配
vi. & *vt.* 收集；聚集；集合
drawer /drɔ:(r)/ *n.* 抽屉
a chest of drawers 抽屉柜
breast /brest/ *n.* 乳房；胸部
hydrogen /'haɪdrədʒən/ *n.* 氢；氢气
radium /'reɪdiəm/ *n.* 镭
wrist /rɪst/ *n.* 手腕；腕关节
bridegroom /'braɪdgru:m/ *n.* 新郎
geometry /dʒi'ɒmətri/ *n.* 几何学；几何图形
debt /det/ *n.* 债务；欠款
categorise /'kætəgəraɪz/
vt. 把……分类（加以归类）
profile /'prəʊfaɪl/ *n.* 简介；概述；侧面轮廓
vt. 扼要介绍；概述；写简介
participant /pɑ:'tɪsɪpənt/ *n.* 参与者；参加者
code /kəʊd/ *n.* 代码；密码
vt. 编码；把……译成密码
orient /'ɔ:rient/ *vt.* 使适应；使面对；确定方向
detective /dɪ'tektɪv/ *n.* 侦探；警探
graphic /'græfɪk/ *n.* 图表；图形；图画
adj. 绘画的；图案的
estate /ɪ'steɪt/ *n.* 庄园；住宅区；工业区
（real）estate agent 房地产经纪人
accountant /ə'kaʊntənt/ *n.* 会计；会计师
spy /spaɪ/ *n.* 密探；间谍
vi. 从事间谍活动
vt. 突然看见；发现
justice /'dʒʌstɪs/ *n.* 公平；公正；合理
accuse /ə'kju:z/ *vt.* 控告；控诉；谴责
come to a conclusion 得出结论
greedy /'gri:di/ *adj.* 贪婪的；贪心的
entrepreneur /ˌɒntrəprə'nɜ:(r)/ *n.* 创业者；企业家
receptionist /rɪ'sepʃənɪst/ *n.* 接待员
CV /ˌsi:'vi:/ (*NAmE* résumé /'rezjumeɪ; 'rezəmeɪ/)
n. 履历；简历
socialist /'səʊʃəlɪst/ *adj.* 社会主义的
n. 社会主义者
communist /'kɒmjənɪst/ *adj.* 共产主义的
n. 共产主义者
dedicate /'dedɪkeɪt/ *vt.* 把……奉献给
fox /fɒks/ *n.* 狐狸；狡猾的人
council /'kaʊnsl/ *n.* 委员会；市政服务机构
canal /kə'næl/ *n.* 运河；灌溉渠
attend to 关怀；照料；处理
supervise /'su:pəvaɪz/ *vt.* & *vi.* 主管；指导；监督
handwriting /'hændraɪtɪŋ/ *n.* 书法；书写；笔迹
disk (disc) /dɪsk/ *n.* 磁盘；盘
parking /'pɑ:kɪŋ/ *n.* 停车位；停车
camel /'kæml/ *n.* 骆驼
fry /fraɪ/ *n.* 油煎的食物
vt. & *vi.* 油炸；油炒；油煎
purse /pɜ:s/ *n.* 钱包；皮夹子（尤指女用）
sew /səʊ/ *vi.* & *vt.* （sewed, sewn/sewed）缝制；缝；做针线活
knit /nɪt/ *vt.* & *vi.* 编织；针织；（使）紧密结合
n. 编织的衣服；针织衫
wool /wʊl/ *n.* 毛；毛线；毛料
intermediate /ˌɪntə'mi:diət/
adj. 中级的；中等的；中间的
priority /praɪ'ɒrəti/ *n.* 优先事项；首要的事；优先
proficiency /prə'fɪʃnsi/ *n.* 熟练；娴熟；精通
cage /keɪdʒ/ *n.* 笼子
vt. 关在笼子里
collar /'kɒlə(r)/ *n.* （动物）颈圈；衣领
flea collar 灭蚤颈圈
finance /'faɪnæns; faɪ'næns/ *n.* 资金；财政；金融
vt. 提供资金
receipt /rɪ'si:t/ *n.* 收据；接收
certificate /sə'tɪfɪkət/ *n.* 合格证书；证明
employer /ɪm'plɔɪə(r)/ *n.* 雇主；老板
desert /'dezət/ *n.* 沙漠；荒漠
acquire /ə'kwaɪə(r)/ *vt.* 获得；购得

Marie Curie /mə'ri: 'kjʊəri/ 玛丽·居里（居里夫人）
The Communist Manifesto /ˌmænɪ'festəʊ/
《共产党宣言》
Olivia /ə'lɪviə/ 奥利维娅
PETS (Public English Test System)
全国英语等级考试

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Vocabulary

词汇表

注：黑体部分为课标词和短语；白体部分为非课标词；带△符号的词汇为专有名词。

A

a flock /flɒk/ **of** 一群（羊或鸟） (2)
a handful of 少数人（或物）；一把（的量） (2)
△ Aborigine /ˌæbəˈrɪdʒəni/ 澳大利亚土著 (2)
absurd /əbˈsɜːd/ *adj.* 荒谬的；荒唐的 (1)
accountant /əˈkaʊntənt/ *n.* 会计；会计师 (5)
accuse /əˈkjuːz/ *vt.* 控告；控诉；谴责 (5)
acquire /əˈkwaɪə(r)/ *vt.* 获得；购得 (5)
alien /ˈeɪliən/ *n.* 外星人（生物）；外国人
adj. 陌生的；外星的；外国的 (1)
applaud /əˈplɔːd/ *vt.* & *vi.* 鼓掌
vt. 称赞；赞赏 (3)
appointment /əˈpɔɪntmənt/
n. 预约；约会；委任 (1)
aptitude /ˈæptɪtjuːd/ *n.* 天资；天赋 (5)
arrest /əˈrest/ *n.* 逮捕；拘留；中止
vt. 逮捕；拘留；阻止 (3)
arrow /ˈærəʊ/ *n.* 箭；箭头 (2)
assemble /əˈsembl/ *vt.* 组装；装配
vi. & *vt.* 收集；聚集；集合 (5)
attend to 关怀；照料；处理 (5)

B

backwards /ˈbækwədz/ (*NAmE* **backward**)
adv. 向后；倒着；往回 (1)
bakery /ˈbeɪkəri/ *n.* 面包（糕饼）店；面包厂 (2)
barbecue /ˈbɑːbɪkjuː/ *n.* (*abbr.* BBQ)
户外烧烤；烤架 (2)
behold /bɪˈhəʊld/ *vt.* (beheld, beheld) 看；看见 (3)
biology /baɪˈɒlədʒi/ *n.* 生理；生物学 (2)
blurred /blɜːd/ *adj.* 模糊不清的；难以区分的 (1)
bond /bɒnd/ *n.* 纽带；关系
vt. & *vi.* 增强信任关系；使牢固结合 (3)
△ Bondi /ˈbɒndaɪ/ Beach 邦迪海滩 (2)
bonus /ˈbəʊnəs/ *n.* 意外收获；奖金；红利 (1)
bounce /baʊns/ *vi.* & *vt.*（使）弹起；上下晃动
n. 弹性；弹跳；活力 (5)
bounce around 蹦来蹦去；弹来弹去 (5)
△ Braille (*also* braille) /breɪl/
布拉耶盲文（凸点符号） (1)
breast /brest/ *n.* 乳房；胸部 (5)
bridegroom /ˈbraɪdgruːm/ *n.* 新郎 (5)
bubble /ˈbʌbl/ *vi.* 起泡；沸腾 (4)
bungee /ˈbʌndʒi/ **jumping** 蹦极跳 (2)
butcher /ˈbʊtʃə(r)/ *n.* 肉贩；屠夫；刽子手 (2)

C

cage /keɪdʒ/ *n.* 笼子
vt. 关在笼子里 (5)
calculate /ˈkælkjuleɪt/ *vt.* 计算；核算；预测 (1)
camel /ˈkæml/ *n.* 骆驼 (5)
canal /kəˈnæl/ *n.* 运河；灌溉渠 (5)
capacity /kəˈpæsəti/ *n.* 能力；容量 (2)
capsule /ˈkæpsjuːl/ *n.* 胶囊；太空舱 (3)
cardiac /ˈkɑːdiæk/ *adj.* 心脏病的；心脏的 (2)
categorise /ˈkætəgəraɪz/
vt. 把……分类（加以归类） (5)
certificate /səˈtɪfɪkət/ *n.* 合格证书；证明 (5)
△ Ceylon /sɪˈlɒn/ 锡兰（斯里兰卡的旧称） (3)
chairwoman /ˈtʃeəwʊmən/
n. 女主席；女董事长；女委员长 (1)
△ Chiang Mai /tʃiˌæŋˈmaɪ/ 清迈（泰国城市） (2)
channel /ˈtʃænl/ *n.* 航道；海峡；频道 (3)
chemist /ˈkemɪst/ *n.* 化学家；药剂师；药房 (4)
chorus /ˈkɔːrəs/ *n.* 合唱曲；合唱团
vt. 合唱；齐声说 (4)
a chorus of 齐声；异口同声 (4)
△ Churchill /ˈtʃɜːtʃɪl/ 丘吉尔 (3)
circuit /ˈsɜːkɪt/ *n.* 巡回；环形线路 (4)

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circus /ˈsɜːkəs/ *n.* 马戏团 (4)
△ **Claire** /kleə(r)/ 克莱尔 (1)
clay /kleɪ/ *n.* 黏土；陶土 (4)
code /kəʊd/ *n.* 代码；密码
vt. 编码；把……译成密码 (5)
collar /ˈkɒlə(r)/ *n.* （动物）颈圈；衣领 (5)
flea collar 灭蚤颈圈 (5)
△ **Columbus** /kəˈlʌmbəs/ 哥伦布 (3)
come to a conclusion 得出结论 (5)
communist /ˈkɒmjənɪst/ *adj.* 共产主义的
n. 共产主义者 (5)
conflict with 与……冲突或抵触 (1)
△ **Congo** /ˈkɒŋgəʊ/ 刚果（国家名） (4)
consultation /ˌkɒnslˈteɪʃn / *n.* 咨询；咨询会 (4)
contract /kənˈtrækt/ *vt.* 感染（疾病）；与……订立合同（或契约）
/ˈkɒntrækt/ *n.* 合同；契约 (4)
coral /ˈkɒrəl/ *n.* 珊瑚 (3)
cotton /ˈkɒtn/ *n.* 棉布；棉花 (4)
council /ˈkaʊnsl/ *n.* 委员会；市政服务机构 (5)
coverage /ˈkʌvərɪdʒ/ *n.* 新闻报道；覆盖范围 (3)
criterion /kraɪˈtɪəriən/ *n.* （*pl.* criteria /-riə/）
标准；准则；原则 (4)
CV /ˌsiːˈviː/ [*NAmE* **résumé** /ˈrezjumeɪ; ˈrezəmeɪ/]
n. 履历；简历 (5)

D

debt /det/ *n.* 债务；欠款 (5)
declare /dɪˈkleə(r)/ *vt.* 表明；宣称；公布 (1)
dedicate /ˈdedɪkeɪt/ *vt.* 把……奉献给 (5)
desert /ˈdezət/ *n.* 沙漠；荒漠 (5)
deserve /dɪˈzɜːv/ *vt.* 值得；应得；应受 (4)
detective /dɪˈtektɪv/ *n.* 侦探；警探 (5)
didgeridoo /ˌdɪdʒəriˈduː/ *n.* 迪吉里杜管 (2)
dignity /ˈdɪgnəti/ *n.* 庄重；庄严；尊严 (1)
△ **dim sim** /ˌdɪm ˈsɪm/（特指澳大利亚的）点心 (2)
directory /dəˈrektəri/ *n.* 名录；电话号码簿；（计算机文件或程序的）目录 (3)
disability /ˌdɪsəˈbɪləti/ *n.* 缺陷；障碍 (4)
disabled /dɪsˈeɪbld/ *adj.* 有残疾的；丧失能力的 (4)
disk (disc) /dɪsk/ *n.* 磁盘；盘 (5)
dismiss /dɪsˈmɪs/ *vt.* 让（某人）离开；解散；解雇；消除 (1)
distribution /ˌdɪstrɪˈbjuːʃn/ *n.* 分布；分配；分发 (2)
dive /daɪv/ *vi.* & *n.* （dived/dove, dived）
潜水；跳水；俯冲 (2)
division /dɪˈvɪʒn/ *n.* 分开；分隔；差异；除（法） (1)
domain /dəˈmeɪn; dəʊˈmeɪn/
n. 领域；领土；范围 (2)
doorway /ˈdɔːweɪ/ *n.* 门口；出入口；门道 (4)
drag /dræg/ *vt.* 拖；拽
vt. & *vi.* 缓慢而费力地移动 (4)
drawer /drɔː(r)/ *n.* 抽屉 (5)
a chest of drawers 抽屉柜 (5)
△ **duck-billed platypus** /ˈplætɪpəs/ 鸭嘴兽 (2)
dust /dʌst/ *n.* 沙土；灰尘
vi. & *vt.* 擦灰 (4)
dusty /ˈdʌsti/ *adj.* 布满灰尘的 (4)

E

△ **Edmonds** /ˈedməndz/ 埃德蒙兹 (2)
employer /ɪmˈplɔɪə(r)/ *n.* 雇主；老板 (5)
entitle /ɪnˈtaɪtl/
vt. 给……命名（或题名）；使享有权利 (2)
entrepreneur /ˌɒntrəprəˈnɜː(r)/
n. 创业者；企业家 (5)
equator /ɪˈkweɪtə(r)/ *n.* 赤道 (2)
estate /ɪˈsteɪt/ *n.* 庄园；住宅区；工业区 (5)
（real）estate agent 房地产经纪人 (5)
explode /ɪkˈspləʊd/ *vi.* & *vt.* 爆炸；爆破 (1)
exploit /ɪkˈsplɔɪt/ *vt.* 开发；利用；剥削 (3)
exploitation /ˌeksplɔɪˈteɪʃn/
n. 开发；利用；剥削 (3)
extend /ɪkˈstend/ *vt.* 扩展；使伸长；延长 (3)

F

fall away（逐渐）减少；消失 (1)
fare /feə(r)/ *n.* 车费；船费；飞机票价 (1)
△ **Felicity** /fəˈlɪsəti/ 费莉西蒂 (2)
fence /fens/ *n.* 栅栏；围栏 (2)
△ **Ferdinand Magellan** /ˈfɜːdɪnænd məˈgelən/
费迪南德·麦哲伦 (3)
fetch /fetʃ/ *vt.*（去）拿来；（去）请来 (1)
fiction /ˈfɪkʃn/ *n.* 小说；虚构的事 (1)
finance /ˈfaɪnæns; faɪˈnæns/ *n.* 资金；财政；金融
vt. 提供资金 (5)
fireplace /ˈfaɪəpleɪs/ *n.* 壁炉 (4)
fleet /fliːt/ *n.* 舰队；机群；车队 (3)
flip /flɪp/ *vt.* & *vi.*（使）快速翻转；（用手指）轻抛 (1)
flour /ˈflaʊə(r)/ *n.* 面粉；（谷物磨成的）粉 (1)

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forehead /ˈfɔːhed; ˈfɒrɪd/ *n.* 额；前额 (4)
foundation /faʊnˈdeɪʃn/ *n.* 创建；基础；地基 (2)
fox /fɒks/ *n.* 狐狸；狡猾的人 (5)
freedom /ˈfriːdəm/ *n.* 自由；不受……影响的状态 (2)
frequency /ˈfriːkwənsi/ *n.* 发生率；重复率；（声波或电磁波振动的）频率 (2)
frog /frɒg/ *n.* 蛙；青蛙 (2)
fry /fraɪ/ *n.* 油煎的食物
vt. & *vi.* 油炸；油炒；油煎 (5)

G

gallon /ˈgælən/ *n.* 加仑（容积单位，1 英制加仑约等于 4.5 升） (3)
geometry /dʒiˈɒmətri/ *n.* 几何学；几何图形 (1)
geothermal /ˌdʒiːəʊˈθɜːml/ park 地热公园 (2)
getaway /ˈgetəweɪ/ *n.* 适合度假的地方 (2)
△ Ghana /ˈgɑːnə/ 加纳（国家名） (4)
△ Gladys Claffern /ˈglædɪs ˈklæfən/ 格拉迪丝·克拉芬 (1)
golf /gɒlf/ *n.* 高尔夫球运动 (2)
gramme (*NAmE* **gram**) /græm/ *n.* 克（重量单位） (1)
grand /grænd/ *adj.* 大；宏大的 (2)
grant /grɑːnt; *NAmE* grænt/ *vt.* 同意；准许
n. 拨款 (4)
graphic /ˈgræfɪk/ *n.* 图表；图形；图画
adj. 绘画的；图案的 (5)
greedy /ˈgriːdi/ *adj.* 贪婪的；贪心的 (5)
grill /grɪl/ *n.* 烤架；烤肉餐馆 (4)
grip /grɪp/ *vt.* & *vi.* 紧握；抓紧 (1)
guilty /ˈgɪlti/ *adj.* 内疚的；有罪的；有过失的 (1)

H

handkerchief /ˈhæŋkətʃɪf/ *n.* 手帕；纸巾 (1)
handshake /ˈhændʃeɪk/ *n.* 握手 (4)
handwriting /ˈhændraɪtɪŋ/ *n.* 书法；书写；笔迹 (5)
hatch /hætʃ/ *vi.* 孵出；破壳
vt. 使孵出；策划；（尤指）密谋 (2)
hazy /ˈheɪzi/ *adj.* 模糊的；朦胧的；困惑的 (1)
head start 起步前的优势 (5)
herb /hɜːb/ *n.* 药草；香草；草本 (2)
hollow /ˈhɒləʊ/ *adj.* 中空的；空心的 (2)
horn /hɔːn/ *n.*（乐器）号 (2)
housing /ˈhaʊzɪŋ/ *n.* 住房；住宅 (4)
△ Hugo /ˈhjuːgəʊ/ Award 雨果奖 (1)
hut /hʌt/ *n.* 简陋的小房子（或棚、舍） (4)
hydrogen /ˈhaɪdrədʒən/ *n.* 氢；氢气 (5)
hypothetical /ˌhaɪpəˈθetɪkl/ *adj.* 假设的；假定的 (4)

I

iconic /aɪˈkɒnɪk/ *adj.* 符号的；图标的 (2)
in hand 在手头；可供使用 (3)
inaction /ɪnˈækʃn/ *n.* 无行动；不采取措施 (1)
inch /ɪntʃ/ *n.* 英寸（长度单位，等于 2.54 厘米） (1)
input /ˈɪnpʊt/ *n.* 情况；信息；投入；输入
vt. 输入 (4)
integrity /ɪnˈtegrəti/ *n.* 诚实正直；完整；完好 (1)
intermediate /ˌɪntəˈmiːdiət/ *adj.* 中级的；中等的；中间的 (5)
△ Isaac Asimov /ˈaɪzək ˈæzɪmɒf/ 艾萨克·阿西莫夫 (1)

J

jam /dʒæm/ *n.* 果酱；堵塞 (4)
△ James Cook 詹姆斯·库克 (2)
jar /dʒɑː(r)/ *n.* 罐子；坛子 (4)
jaw /dʒɔː/ *n.* 颌；下巴 (4)
joint /dʒɔɪnt/
n. 公共场所（尤指价格低廉的饮食和娱乐场所）；关节
adj. 联合的；共同的 (2)
jolt /dʒəʊlt/ *n.* 震动；摇晃；颠簸
vt. & *vi.*（使）震动；摇晃 (1)
justice /ˈdʒʌstɪs/ *n.* 公平；公正；合理 (5)

K

kayaking /ˈkaɪækɪŋ/ *n.* 划皮艇 (2)
kettle /ˈketl/ *n.*（烧水用的）壶；水壶 (4)
kiwi /ˈkiːwiː/ *n.* 几维（新西兰鸟） (2)
knit /nɪt/ *vt.* & *vi.* 编织；针织；（使）紧密结合
n. 编织的衣服；针织衫 (5)
koala /kəʊˈɑːlə/ *n.* 考拉；树袋熊 (2)

L

labour /ˈleɪbə(r)/ *n.* 劳动（者）；体力劳动
vi. 奋斗；努力工作 (1)
ladder /ˈlædə(r)/ *n.* 梯子；阶梯 (1)

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lamp /læmp/ *n.* 灯；台灯 (1)
laptop /ˈlæptɒp/ *n.* 笔记本电脑；便携式电脑 (3)
△ Larry Belmont /ˈlæri ˈbelmɒnt/
拉里·贝尔蒙特 (1)
lately /ˈleɪtli/ *adv.* 最近；不久前；近来 (4)
lawyer /ˈlɔːjə(r)/ *n.* 律师 (5)
league /liːg/ *n.* 等级；水平；联合会；联赛 (3)
in a league of one's own 独领风骚 (3)
leather /ˈleðə(r)/ *n.* 皮革；[pl.] 皮衣；皮外套 (1)
leftover /ˈleftəʊvə(r)/ *adj.* 吃剩的；残留的
n. 吃剩的食物；遗留物 (4)
lever /ˈliːvə(r); *NAmE* ˈlevər/ *n.* 操纵杆；杠杆 (1)
liberty /ˈlɪbəti/ *n.* 自由 (2)
license /ˈlaɪsns/ *vt.* 批准；许可
n. (= licence) 许可证；执照 (2)
licensed /ˈlaɪsnst/ *adj.* 得到正式许可的 (2)
located /ləʊˈkeɪtɪd/ *adj.* 位于 (2)
log /lɒg; *NAmE* lɔːg/ *vt.* 把……载入正式记录；记录
n. 正式记录；日志；原木 (3)

M

mail /meɪl/ *n.* 邮件；信件；邮政
vt. 邮寄；发电邮给 (4)
mammal /ˈmæml/ *n.* 哺乳动物 (2)
manned /mænd/ *adj.* 有人控制的；需人操纵的 (3)
manuka /məˈnuːkə/ **honey** 麦卢卡蜂蜜 (2)
△ Marco Polo /ˈmɑːkəʊ ˈpəʊləʊ/ 马可·波罗 (3)
△ Marie Curie /məˈriː ˈkjʊəri/
玛丽·居里(居里夫人) (5)
marine /məˈriːn/ *adj.* 海的；海产的；海生的 (3)
maritime /ˈmærɪtaɪm/ *adj.* 海的；海运的；海事的 (3)
maximum /ˈmæksɪməm/ *adj.* 最大极限的
n. 最大量；最大限度 (1)
meanwhile /ˈmiːnwaɪl/
adv. 与此同时；(比较两方面)对比之下 (3)
merchant /ˈmɜːtʃənt/ *n.* 商人；批发商
adj. 海上货运的 (3)
mercy /ˈmɜːsi/ *n.* 仁慈；宽恕；恩惠 (3)
migration /maɪˈgreɪʃn/ *n.* 迁移；迁徙；移居 (3)
minister /ˈmɪnɪstə(r)/ *n.* 部长；大臣；外交使节 (2)
prime minister 首相；总理 (2)
mixture /ˈmɪkstʃə(r)/ *n.* 混合；结合体；混合物 (3)
monument /ˈmɒnjumənt/
n. 纪念碑(或馆、堂、像等)；历史遗迹 (2)
more like 更像是；更接近 (1)
mud /mʌd/ *n.* 泥；泥浆 (1)
murder /ˈmɜːdə(r)/ *vt.* 谋杀；凶杀；毁坏
n. 谋杀；凶杀 (3)

N

nail /neɪl/ *n.* 指甲；趾甲；钉子
vt. (用钉子)钉牢；固定 (1)
negotiate /nɪˈgəʊʃieɪt/ *vt.* 商定；达成(协议)
vi. 谈判；磋商；协商 (3)
nest /nest/ *n.* 巢穴；鸟窝；秘密窝点 (2)
niece /niːs/ *n.* 侄女；外甥女 (1)
not to mention 更不用说；且不说 (4)

O

△ Olivia /əˈlɪviə/ 奥利维娅 (5)
on a ... basis 根据；以……的方式(基准) (1)
opponent /əˈpəʊnənt/ *n.* 反对者；对手；竞争者 (3)
orient /ˈɔːrient/ *vt.* 使适应；使面对；确定方向 (5)
overstatement /ˈəʊvəsteɪtmənt/ *n.* 夸大；夸张 (1)

P

pace /peɪs/ *n.* 速度；步伐；节奏
vt. & *vi.* 确定速度；调整节奏 (1)
pan /pæn/ *n.* 平底锅；烤盘 (4)
△ Panama /ˈpænəmɑː/ 巴拿马(国家名) (4)
panel /ˈpænl/ *n.* 控制板；仪表盘；专家咨询组 (1)
△ Papua New Guinea /ˌpæpuə njuː ˈgɪni/
巴布亚新几内亚(国家名) (4)
parcel /ˈpɑːsl/ *n.* 包裹
vt. 裹好；打包 (4)
parking /ˈpɑːkɪŋ/ *n.* 停车位；停车 (5)
participant /pɑːˈtɪsɪpənt/ *n.* 参与者；参加者 (5)
△ PETS (Public English Test System)
全国英语等级考试 (5)
phase /feɪz/ *n.* 阶段；时期 (2)
pitch /pɪtʃ/ *n.* 音高 (2)
platform /ˈplætfɔːm/ *n.* 平台；站台；舞台 (4)
plug /plʌg/ *vt.* 封堵；补足
n. 堵塞物；插头；插座 (4)
political /pəˈlɪtɪkl/ *adj.* 政治的 (2)
politics /ˈpɒlətɪks/ *n.* 政治；政治观点 (3)
possession /pəˈzeʃn/ *n.* [usually pl.] 个人财产；
拥有；控制 (3)

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pouch /paʊtʃ/ *n.* 育儿袋；小袋子；荷包 (2)
pray /preɪ/ *vi.* & *vt.* 企盼；祈祷 (4)
pray that 但愿 (4)
premier /ˈpremiə(r); *NAmE* prɪˈmɪr/
adj. 最著名的；第一的；首要的
n. 总理；首相 (2)
press conference 记者招待会；新闻发布会 (3)
presume /prɪˈzjuːm; *NAmE* -ˈzuːm/
vt. & *vi.* 假设；假定 (1)
priority /praɪˈɒrəti/ *n.* 优先事项；首要的事；优先 (5)
prison /ˈprɪzn/ *n.* 监狱；监禁 (2)
privilege /ˈprɪvəlɪdʒ/ *n.* 优惠待遇；特权 (4)
profession /prəˈfeʃn/ *n.* 职业；行业 (3)
proficiency /prəˈfɪʃnsi/ *n.* 熟练；娴熟；精通 (5)
profile /ˈprəʊfaɪl/ *n.* 简介；概述；侧面轮廓
vt. 扼要介绍；概述；写简介 (5)
pros and cons 事物的利与弊；支持与反对 (1)
puff /pʌf/ *n.* （烟、气等的）一缕；少量；喘息 (1)
purse /pɜːs/ *n.* 钱包；皮夹子（尤指女用） (5)

R

radium /ˈreɪdiəm/ *n.* 镭 (5)
random /ˈrændəm/ *adj.* 随机的；不可思议的 (1)
receipt /rɪˈsiːt/ *n.* 收据；接收 (5)
receptionist /rɪˈsepʃənɪst/ *n.* 接待员 (5)
relay /ˈriːleɪ; rɪˈleɪ/ *vt.* 转发；转播
n. 接力赛；接班的人 (4)
relay to 转达给……；转发给…… (4)
resign /rɪˈzaɪn/ *vi.* & *vt.* 辞职；辞去 (4)
ridiculous /rɪˈdɪkjələs/ *adj.* 愚蠢的；荒谬的；荒唐的 (1)
rigid /ˈrɪdʒɪd/ *adj.* 死板的；固执的 (4)
ripe /raɪp/ *adj.* 成熟的；时机成熟的 (4)
△ **Robin Lee Graham** /ˈrɒbɪn liː ˈgreɪəm/
罗宾·李·格雷厄姆 (3)
royal /ˈrɔɪəl/ *adj.* 皇家的；王室的；高贵的 (3)
rubber /ˈrʌbə(r)/ *n.* 橡皮；黑板擦；橡胶 (4)
rumour /ˈruːmə(r)/ *n.* 谣言；传闻 (1)

S

salary /ˈsæləri/ *n.* 薪水；薪金 (1)
salesman /ˈseɪlzmən/ *n.* 售货员；推销员 (1)
saleswoman /ˈseɪlzwʊmən/ *n.* 女售货员；女推销员 (1)
sample /ˈsɑːmpl/ *n.* 样本；样品 (2)
saucer /ˈsɔːsə(r)/ *n.* 茶碟；杯托 (4)
scenario /səˈnɑːriəʊ/ *n.* 设想；方案；预测 (5)
science fiction (*informal* sci-fi)
(*abbr.* SF) 科幻小说（或影片等） (1)
secondary /ˈsekəndri/ *adj.* 中学的；次要的 (4)
session /ˈseʃn/ *n.* 一场；一段时间；会议 (2)
set sail 起航；开航 (3)
sew /səʊ/ *vi.* & *vt.* （sewed, sewn/sewed）
缝制；缝；做针线活 (5)
shade /ʃeɪd/
vt. 给……遮挡（光线）；加灯罩；把……涂暗
n. 阴凉处；灯罩；阴影部分 (4)
slogan /ˈsləʊgən/ *n.* 标语；口号 (2)
socialist /ˈsəʊʃəlɪst/ *adj.* 社会主义的
n. 社会主义者 (5)
spice /spaɪs/ *n.* （调味）香料 (3)
sponsor /ˈspɒnsə(r); *NAmE* ˈspɑːnsər/
vt. 倡议；赞助；主办
n. （法案等的）倡议者；赞助者 (2)
spy /spaɪ/ *n.* 密探；间谍
vi. 从事间谍活动
vt. 突然看见；发现 (5)
stability /stəˈbɪləti/ *n.* 稳定（性）；稳固（性） (4)
straightforward /ˌstreɪtˈfɔːwəd/
adj. 坦率的；简单的 (2)
strait /streɪt/ *n.* 海峡 (2)
stun /stʌn/ *vt.* 使震惊；使昏迷 (1)
submersible /səbˈmɜːsəbl/ *n.* 潜水器；可潜船 (3)
sulphuric /sʌlˌfjʊərɪk/ **pool** 硫黄池 (3)
superior /suːˈpɪəriə(r); sjuː-/
adj. 更好的；占优势的；（在级别或重要性上）更高的 (1)
superior to 比……更好；更胜一筹 (1)
supervise /ˈsuːpəvaɪz/ *vt.* & *vi.* 主管；指导；监督 (5)
suspend /səˈspend/ *vt.* 悬；挂；暂停；暂缓 (1)
△ **Sydney** /ˈsɪdni/ 悉尼（澳大利亚城市） (2)

T

tablet /ˈtæblət/ *n.* 平板电脑；便笺本；药片 (4)
take for granted 认为……是理所当然；对……不予重视 (4)
take over 占上风；取而代之；接管；接手 (1)
tale /teɪl/ *n.* 故事；叙述 (3)
△ **Tasmania** /tæzˈmeɪniə/ 塔斯马尼亚（澳大利亚州名） (2)

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△ Tasmanian /tæzˈmeɪniən/ devil
塔斯马尼亚恶魔；袋獾 (2)

tax /tæks/ *vt.* 对……征税；使纳税
n. 税；税款 (3)

temporary /ˈtemprəri/ *adj.* 暂时的；短暂的 (2)

test out 检验；测试 (1)

△ the Bay of Islands 岛屿湾 (2)

△ *The Communist Manifesto*
/ˌmænɪˈfestəʊ/《共产党宣言》 (5)

the haka /ˈhɑːkə/ 哈卡舞（传统毛利伴歌战舞） (2)

△ *The Three-Body Problem*《三体》 (1)

tournament /ˈtʊənəmənt/ *n.* 锦标赛；联赛 (3)

trunk /trʌŋk/ *n.* 树干 (2)

tube /tjuːb/ *n.* 管子；管状物 (4)

tune /tjuːn; *NAmE* tuːn/ *n.* 曲调；曲子
vt. 调音；调节；调频道 (4)

turn out 关掉；熄灭；在场；使朝外；结果是 (1)

U

underwater /ˌʌndəˈwɔːtə(r)/ *adv.* 在水下
adj. 水下的 (3)

uniform /ˈjuːnɪfɔːm/ *n.* 校服；制服
adj. 一致的；统一的 (4)

urge /ɜːdʒ/ *n.* 强烈的欲望；冲动
vt. 催促；力劝；大力推荐 (1)

have an urge to 有强烈的欲望做某事 (1)

V

venue /ˈvenjuː/ *n.* 活动场地（如音乐厅、会场等） (1)

vibrate /vaɪˈbreɪt/ *vt.* & *vi.*（使）振动 (2)

violence /ˈvaɪələns/ *n.* 暴力；暴行 (2)

violent /ˈvaɪələnt/ *adj.* 暴力的；猛烈的 (2)

W

washroom /ˈwɒʃruːm/ *n.* 洗手间；厕所 (4)

weed /wiːd/ *n.* 杂草；野草
vt. & *vi.* 除杂草 (4)

weekly /ˈwiːkli/ *adj.* 每周的
n. 周刊 (1)

whereas /ˌweərˈæz/ *conj.* 然而；但是；尽管 (1)

withdraw /wɪðˈdrɔː/ *vi.* & *vt.*（withdrew, withdrawn）
（使）撤回；撤离 (3)

withdraw from 退出；撤回 (3)

wool /wʊl/ *n.* 毛；毛线；毛料 (5)

wrinkle /ˈrɪŋkl/ *vt.* & *vi.*（使脸上）起皱纹；皱起
n. 皱纹 (4)

wrist /rɪst/ *n.* 手腕；腕关节 (5)

Z

△ Zac Sunderland /zæk ˈsʌndələnd/
扎克·桑德兰 (3)

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Irregular Verbs 不规则动词

Verb	Past tense	Past participle
arise	arose	arisen
be (am, is, are)	was, were	been
bear	bore	born, borne
beat	beat	beaten
become	became	become
begin	began	begun
behold	beheld	beheld
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast/ broadcasted
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do (does)	did	done
draw	drew	drawn
dream	dreamt/ dreamed	dreamt/ dreamed
drink	drank	drunk
drive	drove	driven

Verb	Past tense	Past participle
dive	dived/dove	dived
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got/gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (悬挂)	hung	hung
have (has)	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
lean	leant/leaned	leant/leaned
leap	leapt/leaped	leapt/leaped
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let

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Verb	Past tense	Past participle
lie (躺)	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
output	output	output
overcome	overcame	overcome
oversleep	overslept	overslept
pay	paid	paid
put	put	put
quit	quit/quitted	quit/quitted
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat

Verb	Past tense	Past participle
sleep	slept	slept
slide	slid	slid
smell	smelt/smelled	smelt/smelled
sow	sowed	sown/sowed
speak	spoke	spoken
speed	sped/speeded	sped/speeded
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck/stricken
string	strung	strung
sweep	swept	swept
swell	swelled	swollen/swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
undergo	underwent	undergone
understand	understood	understood
upset	upset	upset
wake	woke	woken
wear	wore	worn
win	won	won
withdraw	withdrew	withdrawn
write	wrote	written

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后　记

本册教科书是人民教育出版社课程教材研究所英语课程教材研究开发中心与美国圣智学习集团合作，依据教育部《普通高中英语课程标准（2017年版）》编写的，经国家教材委员会2019年审查通过。

本册教科书的编写，集中反映了我国十余年来普通高中课程改革的成果，吸取了2004年版《普通高中课程标准实验教科书　英语》的编写经验，凝聚了参与课改实验的教育专家、学科专家、教材编写专家、教研人员和一线教师，以及教材设计装帧专家的集体智慧。本册教科书的执笔者还有Sarah H. Miller、Edward Yoshioka、Rayne Ngoi、马小洁、游晓霞、陈力、熊金霞、马晓蕾、赖朝辉、邱玲、贵丽萍、沈玉荣、王焕蒲。为本册书提供整体设计的是吕旻、胡白珂，绘制插图的是王国栋。为本册书提供图片的还有Joanna Karmel。

我们感谢2004年版《普通高中课程标准实验教科书　英语》的副主编龚亚夫和编写人员Dodie Brooks、Maggie Aldhamland、Joanna Karmel等。我们感谢为本册书提供专业支持的自然资源部国际合作司（海洋权益司）、中国科学院海洋研究所。我们感谢所有对教科书的编写、出版、试教等提供过帮助与支持的同仁和社会各界朋友。

本册教科书出版之前，我们通过多种渠道与教科书选用作品（包括照片、画作）的作者进行了联系，得到了他们的大力支持。对此，我们表示衷心的感谢！

我们真诚地希望广大教师、学生及家长在使用本册教科书的过程中提出宝贵意见。我们将集思广益，不断修订，使教科书趋于完善。

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