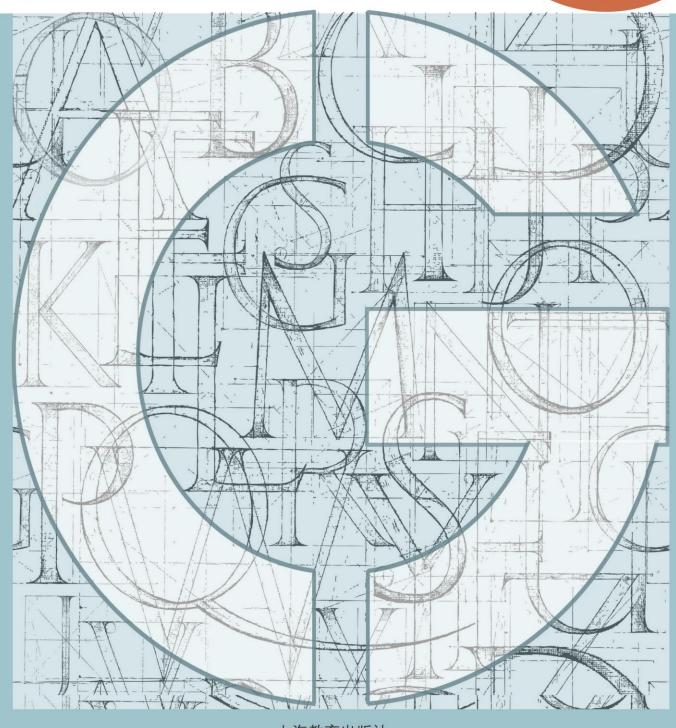


# 英语·<sup>必修</sup> English

# 第三册



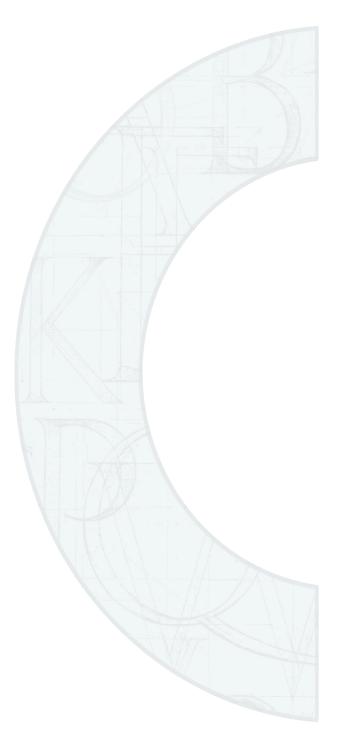


上海教育出版社 上海教育出版社

普通高中教科书

# 英语·必修 English

第三册





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# 致同学们

#### 亲爱的同学们:

本册为必修第三册, 共有四个核心主题 (The media、The things around us、The way we are、Travellers' tales )。同学们在这四个主题语境的引领下开展听说读写看的活动。

本册教材共由四个单元组成,每个单元有五个板块,各板块的具体内容和学习方式如下:

- Reading and interaction 是单元的核心内容,其中的主课文搭建了一个活动丰富的学习平台,供同学们研读文章的思想内容和语言特点。同学们可以据此联系生活实际,开展听说读写的综合性交际活动,全面提高语言能力、思维品质,把握文化内涵,提升文化意识和学习能力。
- **Grammar activity** 是《普通高中英语课程标准(2017年版2020年修订)》(以下简称《课程标准》)所规定的相关语法学习内容,其中的语法范例展示了语法知识的特点,随后的语法合作学习活动将帮助你们建立规范和得体的语法知识体系,发展有效的语法应用能力。
- Listening and speaking 分为听力活动和口语活动。听力活动之前有丰富的听前准备活动,同学们准备得越充分,听力学习的成效就越大;口语活动和听力活动紧密相依,为同学们创造了听说相结合的训练机会。
- Writing 为同学们提供了发展写作能力的机会。在教师的指导下,同学们可以首先根据问题提示研究范文在内容、语言和文本编辑方面的特点,然后开展独立的写作训练。
- Cultural focus 提供了丰富的优秀中华文化和世界其他国家及地区的文化内容。同学们通过学习这些内容,理解丰富多彩的文化现象和文化特点,提升文化意识和文化比较能力,加强对中国文化的自信,树立家国情怀,培养人类命运共同体的理念,将价值塑造、知识传授和能力培养三者融为一体。本板块还有一个视频学习项目,蕴含丰富的语言和文化内容,同学们通过视听学习,能够有效地提升"看英语"的能力。

本套教材还有以下特点:

#### ● 丰富的学习活动助你改进学习方式

《课程标准》提倡通过活动来提高语言学习效能。为此,本套教材含有大量的综合性语言交际活动,有助于同学们不断改进学习方式,主动、积极地参与到合作探究的学习活动中去。

#### ● "学习目标"和"自我评价"手段有助于提高"教学评"一体化程度

明确的学习目标和准确的自我评价是保证"教学评"一体化的重要条件。本套教材为同学们提供了两个助学工具:(1)单元开始时的"学习目标"提出了各个板块的学习内容和期望达成的学习结果;(2)单元结束时的自我评价活动可以帮助同学们准确地评价自己的学习成果,并据此规划下一步的学习目标。

本册教材是必修课程的最后一册,同学们即将完成国家《课程标准》所要求的学业质量水平一的学习任务,接下来将进入更高一级的学习,希望同学们继续努力,顺利完成选择性必修课程的学习。

华东师范大学高中《英语》编写组 2020年6月



**Appendices**Vocabulary (p. 77)
Proper nouns (p. 85)

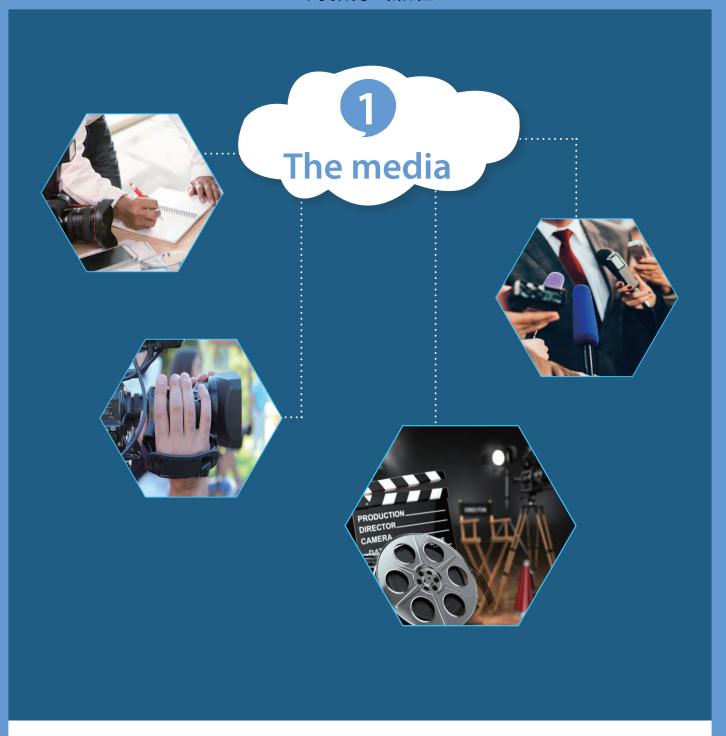
Glossary (p. 86)

(p. 87)

Grammar reference

# Travellers' tales The way we are (p. 42) A Reading and interaction A Reading and interaction (p. 60) **Reading:** Ideal beauty Reading: A road less travelled Mini-project: Planning a responsible tourism Mini-project: Voting for a campus ambassador package Focus on language: Compound adjectives Focus on language: Compound nouns for for describing appearances travelling; collocations for action **B** Grammar activity (p.66)The to-infinitive for modification The verb-ed form as the adverbial C Listening and speaking (p. 50) C Listening and speaking (p. 68) **Listening:** How streetwise are they? **Listening:** Types of travellers? Speaking: Giving suggestions on being Speaking: Persuading people to travel with streetwise you **D** Writing (p. 52) **D** Writing (p.70)Writing a reply in an advice column Writing a travel tale (p. 54) **E** Cultural focus (p. 72) Reading: Clothing and jewellery of the Miao Reading: The history of Route 66 people Video: Chicago to LA Video: Junky Styling Self-assessment Self-assessment (p. 58) (p.76)

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# **Objectives**

### A Reading and interaction

 Evaluate the qualities of a good journalist as reflected in the passage

#### **B** Grammar activity

 Use verb-ing and verb-ed forms as the object complement correctly in the given context

#### C Listening and speaking

Make comments on animation films

#### **D** Writing

 Write a film review using appropriate language and format

#### **E** Cultural focus

- Interpret the cultural significance of some Chinese festival foods
- Describe how films are made at Pinewood Studios

### **Pre-reading activity**

1 Look at the words below. Which may be related to journalists? Why?

objective

■ responsible ■ personal

mentor<sup>①</sup>

current

■ media

■ nationality ■ journal

authority

2 Look at the title and the subheadings. Predict the content of the passage. Choose the right answer.

- a the news of the day
- **b** an interview about journalism
- **c** a famous news organization



**Journalists** on the job

Senior high school students in Shanghai recently had the opportunity to participate in the annual Career Day, where they got

- 5 to follow a mentor for a day. In this way, students can see what their mentors do at work. This kind of direct experience of real workplaces can benefit students a lot. It may
- 10 help them choose a future career. It may also open their eyes to new opportunities or jobs that they've never considered before.

The students were also required to 15 interview their mentors. One of the students was interested in journalism, and she has shared her interview recording with us.

## What makes a good journalist?

20 There isn't just one skill or quality that makes someone a good journalist. But I can think of two things that most journalists have in common:

① mentor/'mentox(r)/ n. 导师; 顾问

they are curious, and they love language. Journalists look around and always ask who, what, why, where and when. Then they try to tell others what they find out.

#### Would all writers make good journalists?

No, I wouldn't say that. Writing a news article is not like writing a book. For one thing, journalists need to write in a clear way, using as few words as possible. There is always a limit on the number of words a journalist can write, so they need to focus on the key points. If you want to be a journalist, you ought to start developing this important skill.

#### How do you spot a good news story?

News is about what is happening right now, so good journalists keep up with current events. By paying attention to what's going on, and keeping your eyes and ears open at all times, you always come across things worth reporting.

#### 35 Do journalists always write true news stories?

They should. If the story's not entirely true, then it isn't news—it's fiction. This means journalists need to be good at checking up on facts and making sure their information is true. If our articles contain errors, our readers won't trust us. We need to find good sources of information and collect all the facts.

#### 40 Should news stories appeal to the readers' emotions?

I think you could say that. What is the use of reporting things that your readers don't care about? However, as journalists, we need to write with care and tell news stories in an objective way. We also need to present the facts in a fair way that benefits our readers.

#### What is challenging about working as a journalist?

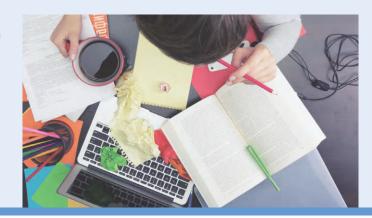
The biggest challenge is probably time. A journalist has to find a good story, collect all the important information and report it before the news gets old. So, if you work as a journalist, you have to be responsible. You can't be late for interviews, and you can't turn in your reports late. Journalists always work under time pressure.

#### What makes the work of a journalist valuable?

50 My work has personal value for me when I get to answer a question that's been on my mind.

And I love when I get a chance to share that answer with others, especially when it helps people improve their lives. I feel like I've done a good job then. This is

not just a job I do to get paid—I do it because I believe it has purpose.



# A Reading and interaction

# Comprehension work

	ead the passage and decide whether the following statements are true (T) or false (F). orrect the false ones and give your reasons.				
	For Career Day, mentors got to follow a high school student for a day.				
(2)	A female student recorded an interview with a journalist.				
(3)	A good writer will make a good journalist.				
(4)	It is important for journalists to keep up with current events.				
(5)	Not all news stories need to be completely true.				
(6)	Journalists should write news stories that make people emotional.				
(7)	One of the difficult parts of working as a journalist is turning in the reports on time.				
(8)	The journalist believes that the most important thing is to have a meaningful job.				
	As part of the annual Career Day, a high school student interviewed a journalist.	_			
	The interview illustrates the most important qualities of a good journalist. Most				
	journalists have two things in common: their <sup>1</sup> about what is happening and their <sup>2</sup> of language. Journalists need to				
	keep their eyes and ears <sup>3</sup> to discover things that are worth				
	to discover trinings triat are worth				
	<sup>4</sup> They also need to <sup>5</sup> all the facts to ensure				
	. They also need to true Resides, since they have				
	that their news stories are <sup>6</sup> true. Besides, since they have				
	that their news stories are <sup>6</sup> true. Besides, since they have a word limit, journalists have to focus on the key points and work effectively				
	that their news stories are <sup>6</sup> true. Besides, since they have a word limit, journalists have to focus on the key points and work effectively under pressure. In addition, journalists should remain <sup>7</sup>				
	that their news stories are <sup>6</sup> true. Besides, since they have a word limit, journalists have to focus on the key points and work effectively under pressure. In addition, journalists should remain <sup>7</sup> when reporting news stories. They must be <sup>8</sup> : they can't				
	that their news stories are <sup>6</sup> true. Besides, since they have a word limit, journalists have to focus on the key points and work effectively under pressure. In addition, journalists should remain <sup>7</sup>				

#### Deep reading

1 The passage talks about different aspects of being a journalist. Read the passage again. Study the quotes and guiding questions in pairs. Complete the table below. You may use the example below to help you.

But I can think of two things that most journalists have in common: they are curious, and they love language.

**Guiding question:** In addition to curiosity and love of language, what other things make a good journalist?

You may ask and respond like this:

**A: What** are the two things that most journalists **have in common**?

**B:** They are curious and they love language.

**A: In addition to** these two things, what other things make a good journalist?

**B:** They need to be responsible and be good at communication.

Quotes and guiding questions	My understanding
(1) Writing a news article is not like writing a book. <b>Guiding question:</b> What does the journalist imply about writing a book?	
<ul><li>(2) you always come across things worth reporting.</li><li>Guiding question: What kinds of events would be worth reporting? Give two examples.</li></ul>	
(3) making sure their information is true. <b>Guiding question:</b> How can we tell true news stories from false ones?	
<ul> <li>(4) —Should news stories appeal to the readers' emotions?</li> <li>—I think you could say that.</li> <li>Guiding question: Why does the journalist reply to the question in this way?</li> </ul>	
(5) Journalists always work under time pressure. <b>Guiding questions:</b> What may cause "time pressure" for journalists? If you were a journalist, how would you deal with this problem?	
(6) I believe it has purpose. <b>Guiding question:</b> What purpose or value do you think the job of a journalist has?	

# **A Reading and interaction**

2	VVO	ork in pairs and discuss the questions.
	(1)	Would you like to be a journalist? Why or why not?
	(2)	
	(2)	What effects has the Internet had on journalism?

#### Mini-project

# Becoming a responsible "journalist"

In the Internet age, it is possible for anyone to be a "journalist" because people can post comments, photos, videos and news stories online using smartphones anywhere and anytime. You are going to make suggestions on how to become a responsible social media user.

- Discuss the questions below in groups.
   What are the possible benefits and problems of posting things online?
   How would it affect the aspects of life below?
- Share ideas within your group.
- Select one person to report on behalf of your group.

Aspects of life	Possible benefits	Possible problems
Our friends (e.g. post their pictures online)	We can film our daily lives with smartphones, upload the clips onto the Internet, and share them with our friends.	We may hurt our friends if we film them and upload the film online without their permission.
School children (e.g. post their school life online)		
Our privacy (e.g. post our names and addresses online)		
How do we become responsible discussion here.	e "journalists" when we post onlin	ne? Write a summary of your

# Focus on language

	Read the passage again. Find some language points in the passage and list them in the blanks.  Phrasal verbs used to describe a journalist's job (e.g. check up on facts)					
2	Complete the	e passage wi	th the correct f	form of the w	ords below.	
	benefit	■ spot	illustrate	appeal	mentor	
	authority	■ fiction	■ valuable	■ current	■ common	
	When I was in high school, I loved reading and dreamt of becoming a 1 writer. One thing led to another, and I became a journalist instead. I began working as a newspaper reporter in 1991, and I still remember my 2 , who helped me get through the first months on the job. She taught me how to 3 a good story and how to interview people. I learnt many 4 lessons from her.  Nowadays, the media industry is very different. When I started, newspapers were still paper-based. The Internet has changed the business completely: almost every newspaper is now available online. To 5 my point, let's look at today's young					
	story and ho Nowadays, t paper-based	ow to interview he media indu d. The Internet	ths on the job. S w people. I learn ustry is very diffo thas changed th	She taught me nt many <sup>4</sup> erent. When I s ne business co	how to <sup>3</sup> lesso tarted, newspape mpletely: almost	a good ons from her. ers were still every newspaper
	story and ho Nowadays, t paper-based is now availa	ow to interview he media indo I. The Internet able online. To	ths on the job. Sow people. I learn ustry is very differ has changed the sound in t	She taught me nt many <sup>4</sup> erent. When I s ne business co my point,	how to <sup>3</sup> lesso tarted, newspape mpletely: almost	a good ons from her. ers were still every newspaper r's young
	story and ho Nowadays, t paper-based is now availa newspaper r reading new	he media indu he media indu d. The Internet able online. To readers. They h yspapers 30 ye	ths on the job. Sow people. I learn ustry is very differ has changed the solution of the same very little in the same ago. Instead	She taught me  Int many <sup>4</sup> Int many <sup>6</sup> Int of buying print	how to <sup>3</sup> lesson tarted, newspape mpletely: almost let's look at today with the pe	a good ons from her. ers were still every newspaper y's young eople who were
	story and ho Nowadays, t paper-based is now availanewspaper r reading new the news on In order to so articles that	he media indu d. The Internet able online. To readers. They b respapers 30 yea lline for free, a urvive, our on are only availa	ths on the job. Sow people. I learn ustry is very differ has changed the sound have very little interest ago. Instead and it has become line newspaper able to paying results.	She taught me at many <sup>4</sup> erent. When I so he business co my point, m <sup>6</sup> d of buying print he very difficult has started prints eaders. By offer	how to 3lesson tarted, newspape mpletely: almost let's look at todaywith the pent newspapers, m t for newspapers	a good ons from her. ers were still every newspaper of syoung eople who were nost of them read to make money. and in-depth feature one one of the syoung to make money.
	story and ho Nowadays, t paper-based is now availanewspaper r reading new the news on In order to so articles that a have attracted	he media indu d. The Internet able online. To readers. They h readers 30 year dine for free, a urvive, our on are only availated many new move to digital	ths on the job. Sow people. I learn ustry is very differ that changed the street are ago. Instead and it has become line newspaper able to paying recustomers who all publishing, the work of the street are ago.	She taught ment many ferent. When I so the business community may point, and of buying prince very difficulty has started precedence are happy to the basic purposition.	how to 3 less of tarted, newspaper mpletely: almost let's look at today with the pent newspapers, must for newspapers oviding videos and spend money on se of a newspaper	a good ons from her. ers were still every newspaper of syoung eople who were nost of them read to make money. and in-depth feature one one of the syoung to make money.
	story and ho Nowadays, to paper-based is now availant newspaper of reading new the news on In order to sta articles that a have attracted Despite the in order to sta the readers of	he media indud. The Internet able online. To readers. They have able to digitate tay in business with well-write.	ths on the job. Sow people. I learn ustry is very differ that changed the same very little interest ago. Instead and it has become line newspaper able to paying recustomers who all publishing, the s, we still need to the articles that	She taught me  Int many <sup>4</sup> Erent. When I so  The business co  The many point,  The of buying print  The very difficult  The has started print  The aders. By offer  The are happy to  The basic purpose  The coreport on <sup>8</sup> The standard of the coreport on <sup>8</sup> The standard of the core of the c	how to 3 less of tarted, newspaper mpletely: almost let's look at today with the pent newspapers, must for newspapers oviding videos and spend money on se of a newspaper	a good ons from her. ers were still every newspaper y's young eople who were nost of them read to make money. Ind in-depth feature, we digital content. It hasn't changed: topics and provide ally, nothing

# The verb-ing and verb-ed forms as the object complement

One way of using the verb-ing or verb-ed form as the complement, such as the object complement, is to put it after the object.

- (1) He found his mother **cooking** in the kitchen when he came home.
- (2) He had a few things **stolen** on the subway.

- → Grammar reference 1 (p. 87)
- → Grammar reference 2 (p. 87)
- 1 Read the passage. Match clauses or phrases 1-4 to grammar rules a and b.



# **Multitasking teenagers**

## By Sharon McCall

A recent survey into the media habits of teenagers reveals some surprising results. The average teenager spends an incredible eleven hours each day on their mobile phone, computer or TV. That's more hours than they are awake outside school time! How are they able to do this? The answer, of course, is multitasking.

The researchers interviewed some teenagers about their media habits, and also <sup>1</sup>observed them doing everyday things. To confirm the results of the survey, I spoke to one teenager, who agreed to let me interview him in his home.

Fifteen-year-old Jake Kendall is a typical teenager. As I walked into his room, <sup>2</sup>I saw him watching a TV show, chatting to friends online and clicking on links of interesting articles—all at the same time! During the interview, <sup>3</sup>I caught him looking at his phone several times. He told me that he often multitasked when he was online.

Some experts are concerned that teenagers may have difficulties in the future because of their multitasking habits. Will they be able to focus their attention as adults? However, other experts believe that teenagers are learning the skills needed to be flexible and succeed in 21st century workplaces: after all, <sup>4</sup>digital devices help us get things done.

- **a** We can use the structure verb + *someone / something* + verb-*ing* to describe things we have perceived with our senses.
- **b** We can use the structure *have / get + something +* verb-*ed* to describe actions that have happened to something. This often refers to things that others do for us.

■ have ■ take ■ get ■ do ■ hear ■ see ■ sleep ■ play ■ film ■ sing

Sharon: OK, so Marisa, tell me about your day!
Marisa: Well, I got up at 6: 00 a.m., had a light breakfast and then went to my soccer practice. This neighbourhood is really quiet. I can 1 the birds 2 every morning!
Sharon: That's nice!
Marisa: On the way, I 3 a black and white cat 4 on a car. The light was perfect, so I took a picture and posted it to my friends.
Sharon: Nice picture! Oh, this is your soccer practice?
Marisa: Yeah, I 5 my friends 6 soccer. I love taking photos, but I don't like 7 my picture 8 soccer. I love taking photos, but I don't like 7 my picture 8 soccer. I love taking photos but I don't like 7 my picture 8 soccer. I love taking photos but I don't like 7 my picture 8 loves a soccer. I love taking photos but I don't like 9 my picture 8 loves horrible at the moment.
Sharon: Why?
Marisa: I need to 9 my hair 10 looks horrible at the moment.
Sharon: Oh, it's not that bad!

3 Work in groups. Write three sentences to describe different seasons, using the structures "verb + something / someone + verb-ing" and "get / have + something + verb-ed". You may use the examples below to help you.

I have flowers planted in my garden.

I hear birds singing joyfully in the woods, and everything is calm.

- (1) I see / notice \_\_\_\_
- (2) I smell / hear
- (3) I get / have \_\_\_\_\_

Now ask the other group members about their descriptions and guess which season they are describing. Then report the most interesting description to the class.

- You may ask and respond like this:
  - **A:** What are your descriptions?
  - **B:** Well, let me read my descriptions. I have flowers planted in my garden. I hear birds singing joyfully in the woods.
  - **A:** I like your descriptions and I guess you are describing the season of spring. Do you all agree?
- You may report like this: In our group, Lili's description of spring is the most interesting. She says, "I see the grass coming out of the earth, breathing the fresh air merrily. I have my windows cleaned so I can enjoy the view outside."

# **C** Listening and speaking

1 Below are a few different ways of making animated films. Match the film-making techniques to the pictures.

а			e
	b	d	
	Stop-motion <sup>®</sup> animation <sup>®</sup>		
	3D-computer animation		<u></u>
	Ink-wash painting		

- 2 Listen to the first part of the radio programme, Dominic's Download. Which of the following things does the programme mention?
  - a director

an interview

■ a video game

■ Miniature<sup>®</sup> figures Watercolours

a concert

an award-winning film

a famous artist

3 Listen to the second part of the radio programme. Complete the table.



	Tadpoles Searching for Mama	The Plume
Time of release		present
Director	not mentioned	
Style		
Innovations		

① stop-motion /stop 'məʊʃn/ n. 定格拍摄 ② animation /ˌænɪ'meɪʃn/ n. 动画片

③ miniature /'mɪnətʃə(r)/ adj. 微型的

- 4 Imagine that *The Plume* has been awarded a prize and that you are one of the judges. You need to deliver a speech and give the reasons for the award. Work in groups and prepare the speech in discussion. You may follow the steps below.
  - Discuss the following questions and take notes.
     Who is the director of the film?
     What special technique was used to make it?
     How did the film-maker use this technique in a new way?
     What traditional arts did the film-maker use in the film?
  - Organize your notes and outline a speech in the space below.
  - Select one person to present the speech on behalf of your group.

Outline your speech here
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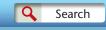
#### Language guide

#### You may discuss the film like this:

- The director of the film is ... / The film is directed by ...
- The film was made with ...
- It is done in a / an ... style.
- It's a beautiful / great / ... film.
- It is included in a collection of award-winning films.
- The interesting thing about ... is ...
- Thanks to ..., the film ...

#### You may present your speech like this:

- Good evening / ..., ladies and gentlemen! The award committee is pleased to announce that ...
- The award for ... goes to ...
- I feel honoured to ...



Films have been around for over a hundred years, and are still very popular. We are calling for film-goers to share their views on their favourite films. The best entries will be published on our website.

- 1 Read the short notice above. Imagine that you are going to write a film review. You may prepare your writing by thinking about the questions.
  - (1) Which film do you want to write about?
  - (2) What elements do you want to include in your film review?
    - the action scenes
- the plot
- the soundtrack
- the script<sup>®</sup>

- the characters
- the lines
- the special effects
- the ending
- 2 Read the sample film review. Then complete the table on page 17 before you write.

# The Wandering Earth

Imagine that the world is going to end in seven days. Would you rush home to spend the remaining time with your family, or would you risk your life saving the Earth and human civilization?

This is the theme of *The Wandering Earth*, a film directed by Guo Fan. The film is based on a novel by Liu Cixin and is the first Chinese science fiction film to become internationally famous. The film stars Wu Jing as the astronaut Liu Peiqiang, along with a number of other big-name actors.

The plot is exciting and super easy to follow. The sun is about to die out, and Liu Peiqiang is sent on a difficult task. His job is to guide the Earth on its journey to a new location outside the solar system. However, when the Earth is passing Jupiter, something goes wrong. It will crash into the planet in seven days. Faced with this possible disaster, Liu acts heroically, and successfully saves the Earth at the cost of his own life.

The film is packed with thrilling® action scenes where problems and dangers come up one after another. However, the heroes act bravely with an added touch of humour. The lines often make me think. For example, there is a line saying: Long, long ago, people didn't care much about the sun. They only cared about the thing called "money". This description shows how silly human behaviour can be, especially how we destroy the environment.

To sum up, *The Wandering Earth* is an example of Chinese science fiction film-making at its best. I really enjoyed watching it because it is both entertaining and educational. This is a film not to be missed!

Aspects of writing	Guiding questions	My exploration
	What is the basic information about the film (genre <sup>1</sup> ), director, actors, characters)?	
	What is the plot of the film?	
Content	What does the reviewer think of the film in general? Is it a positive or negative review?	
	How does the reviewer end the review?	
Languago	What language does the reviewer use to express his / her opinions?	
Language	What tense does the reviewer use when commenting on the film?	
	What words are capitalized?	
Editing	What words are italicized?	
	Which words are hyphenated?	

# 3 Now write your film review.





There is a wider variety of media nowadays than ever before. Television, radio, films and newspapers, as well as the Internet, with its social networking sites, expand our knowledge of the world.

In this section, you will first read about the Chinese documentary series A Bite of China. You will then watch a video about Pinewood Studios in the UK, where its secrets of filmmaking are revealed.

- 1 What is your family's favourite food? Choose one of the items below and talk about it with your partner.
  - stewed beef with soy sauce
  - steamed fish with black beans
  - sugar-coated rice cakes

- steamed buns
- others:
- 2 Read the passage and choose the correct answers.
  - (1) A Bite of China is about .
    - **a** the different ways of making dishes
    - **b** the history of food and the rich culture behind it
    - c the scientific knowledge in food production
    - **d** eating habits in different families
  - (2) Which of the following statements is not true about Ningbo rice cakes?
    - a Traditionally, many families would make rice cakes after the rice harvest.
    - **b** People in Ningbo would eat rice cakes throughout the year.
    - **c** Rice cake making is also part of a cultural celebration in Ningbo.
    - **d** At a family reunion, everyone will take part in rice cake making.
  - (3) The photographer, Bai Bo, enjoys making *jiaozi*. The most important reason is that
    - a this is the family celebration of the new year
    - **b** his daughters like the *jiaozi* that he makes
    - c this is a Chinese tradition that needs to be followed
    - **d** this is one of the rare moments he can spend with his family

# A Bite of China

TV shows about food are quite popular these days, aren't they? Maybe you've seen or heard about shows explaining how to make different dishes. Or maybe you've heard

about shows that introduce the history of foods to viewers. On the surface, the Chinese

documentary A Bite of China may seem like this second type of show, but it's much more.





The producers of the show wanted to show the relationship of foods from different regions of China with the people living there. This relationship includes the widely held customs and traditions of the region, which influence family values and people's attitudes towards life. Overall, the show aims to help audiences understand traditional Chinese culture through stories about food told by ordinary people.

During the first season of *A Bite of China*, a story from the second episode of the show focused on Ningbo in Zhejiang Province. After the late rice harvest, the people in this region begin making rice

- cakes. The flour used to make rice cakes comes from polished roundgrain rice<sup>®</sup>. Traditionally, many families would prepare rice cakes before the Chinese New Year. A family would prepare enough to eat through the year, either as a staple food in meals or as a side dish. The rice cakes are also called get-together cakes. Why is that? When the
- <sup>20</sup> cakes are being prepared, everyone knows a family reunion<sup>®</sup> is soon to come.

Another Chinese New Year tradition appears in the same episode of *A Bite of China*. This tradition is shown through the family of Bai Bo, a photographer whose family lives in Beijing. This busy father

- of two girls rarely has time to spend with his family during the year.

  That's why during the Chinese New Year holidays, Bai Bo won't allow anything to get in the way of spending time with his family. One tradition he enjoys during this holiday is stuffing and wrapping *jiaozi*, his daughters' favourite food, to be served with their New Year's Eve
- meal. A Bite of China makes it clear that, for Chinese people, nothing is more important than family get-togethers.

When A Bite of China's first season went on the air, countless viewers kept coming back for more as new episodes came out. Many were moved to tears by the touching stories of real people and the foods

they love. And the show wasn't just a hit in China. After the first season ended, more than 35 countries bought the rights to show it internationally. *A Bite of China* sounds fantastic, doesn't it?

① polished round-grain rice 晚粳米 ② reunion /ˌriː'juːniən/ n. 重逢; 团聚

3 Read the passage and discuss the cultural elements reflected in this episode of *A Bite of China*.

A Bite of China				
Cultural object	Cultural festival / celebration	Cultural behaviour	Cultural idea	
rice cakes				
jiaozi				

4	Read the passage again and discuss why <i>A Bite of China</i> is so popular. Then report to the class.

# Video Pinewood Studios

#### **Start thinking**

- 1 Answer the questions.
  - (1) What films have you seen recently?
  - (2) Where were they made?

#### **Comprehension check**

2		One director at Pinewood Studios said it's easier to control the wind inside.
	(2)	The outside pool at Pinewood Studios is nearly 70 metres deep.
	(3)	The pool in the underwater stage holds over six million litres of water.
	(4)	There are about fourteen stages at Pinewood Studios.
	(5)	Mamma Mia! was the sixth most successful film in 2008.
	(6)	Mamma Mia! was mostly filmed in Greece.
Vc	ocal	oulary
3	Co	mplete the sentences with the expressions below.
	a	udience underwater keep up with blockbuster fan shoot
	(1)	The film was so sad that everybody in the cried.
	(2)	At Pinewood Studios, they use a huge to move the water in the outdoor pool.
	(3)	The last Harry Potter film was ait was extremely successful.
	(4)	Directors have to check the light conditions before they a scene.
	(5)	Deep-sea divers can stayfor more than an hour.
	(6)	People who work in the media always have to new technology.

#### **Extension**

- 4 Work in groups. Imagine you are going to make a film at Pinewood Studios.
  - (1) Make a list of the different types of film you can make (e.g. action, sci-fi, etc.). Then choose one for your group.
  - (2) In your group, think of the different types of stages at Pinewood Studios that you could use. Think of any special effects that you might need. Think of any objects or sets (e.g. a Greek village) that you might want to build.
  - (3) Write down the general story for your film. Use your ideas for using Pinewood Studios to help you.
  - (4) Present your film idea to the class.
  - (5) Have a class vote to choose the best film.

#### Use the checklist and reflective questions below to evaluate your study in this unit.

Checklist <sup>*</sup>	1 Me	2 My teacher / classmate	3 Action
<ul> <li>A Reading and interaction</li> <li>I can describe what a journalist's job is like, based on the information in the interview.</li> </ul>			
• I can summarize the different qualities a good journalist should have, based on the passage.			
• I can talk about how to be a responsible journalist.			
<ul> <li>B Grammar activity</li> <li>I can recognize the verb-ing and verb-ed forms used as the object complement in the passage.</li> </ul>			
• I can use verb-ing and verb-ed forms as the object complement correctly if the context is clear.			
<ul> <li>C Listening and speaking</li> <li>I can identify the details of two ink-wash animation films mentioned in the radio programme.</li> </ul>			
• I can make comments on an ink-wash animation film using appropriate expressions.			
<ul><li>D Writing</li><li>I can recognize the content and the features of language in the sample film review.</li></ul>			
• I can write a film review with sufficient details and appropriate language in a well-organized structure.			
<ul> <li>E Cultural focus</li> <li>I can analyse the cultural significance of the Chinese festival foods in the passage.</li> </ul>			
• I can briefly explain how films are made at Pinewood Studios.			

#### **Reflective questions**

Did you take note of the teacher's feedback on your mini-project presentation? How does it help you improve your language proficiency?

<sup>\*</sup> Ask your teacher or your classmate to assess what you can do. Use the four symbols ( \( \subset \supset \text{, } \subset \text{ and } !, !! \). In column 1 or 2, \( \supset \supset = \text{I'm} \) confident about this; \( \supset = \text{I'm OK}, \text{ but not quite sure. In column 3, } ! = \text{I must review this part; } !! = \text{I must seek help about this. The symbols can be applied to other **Self-assessment** sections in the book.



# **Objectives**

#### A Reading and interaction

 Describe the process of making a product and its impact on the people and environment

#### **B** Grammar activity

 Use passive structures correctly in the given context

# C Listening and speaking

 Express one's personal views on banning mobile phones

#### **D** Writing

 Describe a process using appropriate language and format

#### **E** Cultural focus

- Recognize the features and applications of the BDS
- Describe the process of paper-making



#### **Pre-reading activity**

- 1 Work in pairs. Answer the questions.
  - (1) How many T-shirts have you got? Do you buy new T-shirts frequently? Why or why not?(2) Do you know where they were made?
- 2 Look at the title and the picture. Guess the answers to the questions below. Then read the passage to check your answers.
  - (1) What type of passage may it be?
    - **a** A magazine article.
    - **b** A report.
    - **c** A leaflet<sup>①</sup>.
  - (2) Who is it written for?
    - **a** Children.
    - **b** Teenagers.
    - **c** Shop owners.
  - (3) What may its main purpose be?
    - **a** To explain why people buy second-hand clothes.
    - **b** To give information about environmental problems.
    - **c** To encourage readers to change their habits.

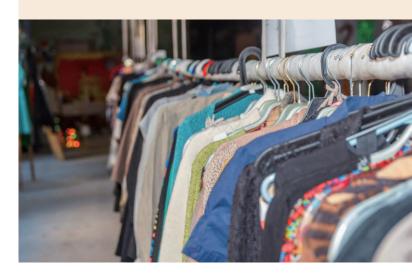
Lagos, Nigeria—Yaba market is busy, hot and dusty. People are looking around the second-hand shops, picking through piles<sup>®</sup> of old clothes,

- and they're all searching for deals.

  The market is flooded with cheap clothes from America and Europe, and they usually sell out fairly quickly.

  "These clothes make people's dreams
- come true," says Abeke, a shop owner.

  "Everyone wears them. When they put them on, you can't tell the difference between the rich and the poor." At the front of Abeke's store is a cotton T-shirt
- with the words "Get Real". It's picked up



by a young guy who looks at it carefully. He tries it on and smiles—it fits him and it looks good. It's a simple T-shirt, but it has a long story.

A few years ago, the T-shirt started life in a cotton field in Uzbekistan. The cotton was watered every day and harmful chemicals were used to kill insects in the field. As the cotton grew, a young woman called Feruza picked it. She sweated in the field for ten to twelve hours every day in temperatures of over 30°C, but she was paid very little. Sometimes the chemicals hurt her eyes.

Next, the cotton was flown to India. The T-shirt was made in a tiny factory in the Indian port city of Mumbai. There were 20 adults in it, five children and no air conditioning.

25 The adults made the T-shirts and the children checked them.

The finished T-shirt was sent to a huge discount shop in the UK. The people who shopped there didn't know where the clothes came from. They didn't want to spend a lot of money, but they wanted to look good. The T-shirt was cheap and it was bought by 15-year-old Ryan who liked the words on it. It was washed, worn and ironed and, after a few months. Ryan threw it away. His mum took it to a charity shop with some

<sup>30</sup> after a few months, Ryan threw it away. His mum took it to a charity shop with some other old clothes, which were sold to an export company. A few weeks later, the T-shirt made its way to Yaba market in Nigeria.

Back at the market, the young man takes off the T-shirt and looks at the \$3 price tag. He hesitates for a moment and then he offers Abeke \$1.50 because that's all the cash he's got. Abeke shakes her head. As she hangs up the T-shirt at the front of the shop, the charity shop's price tag is still on the back: 25p.

The journey of a T-shirt tells many stories. Stories about people, countries and cultures. Stories about farmers and factory workers. Stories about

- shopping centres. But for most of all, it's a story about choices, and our choices can make a difference. Do you really need another T-shirt? Do you care where it's from? What's the
- cost to the environment? What's the human cost? Think about it, because our choices could start a new story.

# Did you know?

- Ten thousand litres<sup>®</sup> of water are used to make one T-shirt.
- A 200-gram T-shirt can use up to 5 tonnes<sup>®</sup> of resources.
- 3.4 billion T-shirts are sold in the USA every year.
- Children as young as seven work in cotton fields and factories.

# A Reading and interaction

#### Comprehension work

1	Read the passage and answer the questions.
	(1) Why do Africans like Western clothes?
	(2) Who made T-shirts in the Indian factory?
	(3) Why do people still go to discount shops?
	(4) Why doesn't the young man buy the T-shirt from Yaba market?
	(5) From the charity shop to Yaba market, who may profit from the T-shirt according to the writer?
	(6) What impacts might the making of a T-shirt have?
2	Read the summary below and fill in each blank with a suitable word based on the language of the passage. You may change the form if necessary.
	The passage tells us a story about a T-shirt and the people and societies
	connected to it. A T-shirt was put on sale at an African market, but it started
	in Uzbekistan, where people worked and used harmful
	in the cotton field. When the cotton was picked, it was
	to a factory in India where the T-shirt was made by adults
	and children under poor working conditions.
	The T-shirt was sent to a <sup>4</sup> shop in the UK. Many young
	people shop there. They do not want to spend a lot of money, but they want
	to look good. So they try to search for <sup>5</sup>
	bought the T-shirt because he liked the words on it. However, after a few
	months he <sup>6</sup> it away. It was then collected by a charity shop
	and <sup>7</sup> to Nigeria, where it ended up at Yaba market. Here,
	the cotton T-shirts from American and European second-hand markets are  8 by both the rich and the poor.
	It is suggested at the end of the passage that the things we buy often
	affect many people's lives around the world. It's more than a matter of
	when we decide what to buy. We should think twice about
	the effect on the environment and the human 10 before
	buying new things

#### Deep reading

1 Read the passage again. Work in pairs. Study the T-shirt's journey and pay attention to the stories that have happened in each place and describe people's lives there. Complete the table below. You may use the example below to help you.

the cotton field in Uzbekistan

You may ask and respond like this:

- **A:** A T-shirt starts its journey in a cotton field in Uzbekistan. **What do people do there?**
- **B:** They water and pick the cotton in cotton fields. And they use harmful chemicals to kill insects.
- **A:** What are their lives like?
- **B:** They have to work long hours every day in cotton fields to earn a living in spite of the high temperatures and harmful chemicals.

The T-shirt's journey	What happens to the T-shirt?	Who are the people involved in this journey? What are their lives like?
<u>the cotton field</u> in <u>Uzbekistan</u> I		
• in		
in		
in		

# A Reading and interaction

2	Wo	rk in pairs and discuss the questions.	
	(1)	Is it important to know where your clothes come from? Why or why not?	
	(2)	If you buy one fewer T-shirt, will it make any difference? Why or why not?	
M	ini-	project	
Coi	ndu	cting a survey on the journey of a product	
		e going to do a survey about a product to follow its journey before it reaches mers. Choose one of the products listed below.	
	H Sł	ow and where are they produced? ow do they affect people's lives? hare ideas within your group. elect one person to report on behalf of your group.	
0			
0		<u>Jeans</u> Making jeans is a major economic	
		industry in some developing	
0		countries. It involves designing, washing, cutting and packaging. This	
		is a source of income for local people.	
0		On the other hand, the washing process produces wastewater. If	
0		it goes directly into rivers without	
0		proper treatment, they may later turn blue, smell strange and become	
0		poisonous. This will have a harmful	
0		effect on people's drinking water as well as their farmland.	
0			

# Focus on language

		Read the passage again. Find some language points in the passage and list them in the planks.						
	(1)	Compound	d nouns sugges	ting things re	lated to th	ne T-shirt in Abe	ke's store (e.g. charity shop	)
	(2)	A phrasal v	erb related to b	uying and sel	ling cloth	es (e.g. <i>put on</i> )		
2	Cor	mplete the	sentences wit	h the correct	form of t	the phrases be	low.	
	■ fl	ood into	■ for export	discour	nt shop	at a profit	■ hang up	
	■ ir	on out	■ in cash	hesitate	e about	fit into	break sweat	
		Every sumr Technology		om all over th	e country	th	e Shanghai Science and	
		·	etition is getting to reach the		asier as it <u>c</u>	goes on. He will	hardly need to	
	(3)		South China p national marke		quantities	of clothes	to meet the need	ls
	(4)	The couple	sold their hous	e	and wer	e finally able to	travel around the world.	
	(5)	The two co	mpanies are att	empting to		the final detai	ils of the agreement.	
	(6)	•			•	s. Customers do to pay for their s	on't need to pay shopping.	
	(7)		taki s the most imp			ay, because he	thought that personal	
	(8)		are getting p	opular amon	g young p	eople, who like	to hunt for bargains.	
	(9)	It is rather o	difficult to	a grou	up where	people speak a	language different from	
(	10)	Hebe has d	lecided it's time	to	her dar	ncing shoes as s	she's over 40.	

# The passive in different forms

In this section, you will review passive structures in the simple present and the simple past, and learn passive structures in the present perfect.

→ Grammar reference 3 (p. 88)

1	Read the	passage.	Match	sentences	1-11	to	grammar	items a-	c.
---	----------	----------	-------	-----------	------	----	---------	----------	----

a	Present perfect passive	
_		

- **b** Simple present passive
- **c** Simple past passive

# Simon's day (Part 1)

The alarm clock goes off at 7: 00 a.m. on Saturday and Simon wakes up and kicks off his duvet<sup>®</sup>. Duvets come from Scandinavian<sup>®</sup> countries like Denmark.

The first modern alarm clock was invented by an American called Levi Hutchins in 1787. But Simon's clock isn't made in America—it's made in China.



Simon quickly gets dressed, then he puts his football kit and trainers<sup>®</sup> into his sports bag. <sup>3</sup>When were trainers first used? In 1907, by American basketball players. <sup>4</sup>Since then, trainers for all kinds of other sports have been designed. <sup>5</sup>Today, millions of pairs are sold every day around the world.

Next, Simon goes to the bathroom and cleans his teeth with a toothbrush. <sup>6</sup>The first toothbrushes were made by the Chinese in 1498. They used horsehair back then!

Simon listens to the radio while he is having breakfast. <sup>7</sup>The radio was invented by an Italian<sup>®</sup> called Guglielmo Marconi. The first radio programme took place in 1906.

While Simon is listening to his favourite programme, his dad is reading the newspaper. <sup>8</sup>The first newspaper was printed in Germany in 1605. <sup>9</sup>While it was only a few pages long and a few copies were printed, it proved to be a wonderful invention. <sup>10</sup>Newspapers have been read and enjoyed by people ever since. <sup>11</sup>Today, many of them are on the Internet and some aren't printed at all.

① duvet /'duːveɪ/ n. 羽绒被 ② Scandinavian /ˌskændɪ'neɪviən/ adj. 斯堪的纳维亚的

③ trainer /'treɪnə(r)/ n. 运动鞋;便鞋 ④ Italian /ɪ'tæliən/ n. 意大利人

2 Complete the passage. Use the active or passive form of the verbs in brackets.



# Simon's day (Part 2)

By now it's 8:30 a.m., so Simon checks his mobile phone for text messages. The first mobile phones 1	
Simon grabs his sports bag, puts some chewing gum in his mouth, and leaves for the gym. Chewing gum <sup>3</sup>	untain bike out of the garage <sup>®</sup> . The first mountain bike <sup>8</sup>

3 Describe three unusual things in your life. Use at least two different forms of passive structures in your descriptions. You may use the examples below to help you. Then write your own descriptions in the blanks.

A new talking blackboard was invented to speak to the students in the classroom.
Six sci-fi stories have been written by me and my best friend.
(1)
(2)
(3)

Now ask your classmates about their descriptions. Select the funniest one and report to the class.

**You may ask questions like this:** Can you share one of your descriptions with me? **You may respond like this:** Yes, I can. Yesterday my hat was painted blue by my cat. It happened when she jumped onto my desk and knocked over my blue ink bottle.

**You may report like this:** I think the funniest description is Lili's. She says a new language has been developed by her so that she can have conversations with her parrot<sup>®</sup>.

① chicle /'tʃɪkl/ n. 糖胶树胶 (用于制作口香糖) ② garage /'gærɑːʒ/ n. 车库

③ parrot /'pærət/ n. 鹦鹉

# **C** Listening and speaking

1	A guest on the radio programme 21st Century Global Issues is going to talk about a gadget. Look at the clues below and guess what the gadget is.
	<ul> <li>It is made in many different places, from many kinds of materials.</li> <li>One of its parts is made of coltan<sup>®</sup>, a type of rare material that can store energy.</li> <li>It can send sounds or images around the world.</li> <li>We can carry it around with us every day.</li> <li>What is it?</li> </ul>
2	Read the following statements, then listen and decide whether they are true (T) or false (F). $\bigcirc$
	<ul> <li>(1) Most of the world's coltan comes from the Congo.</li> <li>(2) The mining of coltan in the Congo is beneficial to the rainforest.</li> <li>(3) Only adult workers are employed to mine the coltan.</li> <li>(4) The mining of coltan affects the gorillas habitat or living space.</li> <li>(5) The gorilla population is growing rapidly because of the mining.</li> <li>(6) The devices using coltan from the Congo are called "blood phones" because the mining kills a lot of workers.</li> </ul>
3	Listen to the radio programme again. Tick the suggestions mentioned by the speaker about conserving coltan.
	□ Stan using electronic devices that are made using coltan
	<ul><li>Stop using electronic devices that are made using coltan.</li><li>Stop importing coltan from the Congo.</li></ul>
	☐ Find a new material that can replace coltan.
	☐ Buy certified coltan from Australia.
	☐ Sign online petitions® to protest against the mining.
	☐ Post comments on the Internet.
	☐ Support charities that provide aid to the Congo.
	<ul> <li>□ Buy second-hand devices instead of new ones.</li> </ul>
	☐ Make sure old devices are recycled.
	make suite old devices are recycled.

#### 4 Work in groups. Discuss the questions about mobile phones below.

If mobile phones are banned, the world will be a better place. Do you agree?

- (1) Brainstorm ideas.
  - What are the pros<sup>®</sup> of mobile phones? Think about what you use them for, the people who make and sell them, etc.
  - What are the cons<sup>®</sup>? Think about the impact on the environment, people, etc.
- (2) Discuss if there are more pros or cons, and then try to reach a conclusion.

It'll be awful if they are It'll be good if they are banned because ... banned because ... Write your ideas here!

#### Language guide

#### You may discuss the topic like this:

- I think it would be a disaster / a good idea / ... to ...
- That sounds ridiculous / reasonable / impossible.
- It would be awkward if ...
- It wouldn't work to ... by throwing away ...
- It would be workable to sign online petitions ...
- It'll be unfortunate because ...
- We suggest ... / We'd better ... / It would be better if ...
- We can post comments on the Internet to ...
- A majority of the students would ...

① pro /prəʊ/ n. 有利条件; 优势 ② con /kpn/ n. 不利条件; 弊端

- 1 Imagine that you are going to describe a process of making or doing something. You may prepare your writing by thinking about the questions below.
  - (1) What process are you going to describe?
    - making cookies
- cleaning a fridge
- creating a PPT file for a slide show
- (2) How many stages will be involved?
- fixing a printer making a smog mask
- harvesting honey
- others:
- 2 Below are some photos showing how chocolate is made. Put the photos in the correct order. Then read the sample article and complete the table on page 35 before you write.















Chocolate was first created by Mayan Indians in Mexico about thousands of years ago, but today it is eaten by people all over the world. The word "chocolate" comes from an Aztec word meaning "bitter water". Dark chocolate can be bitter, which is probably why 70% of people prefer milk chocolate. This description will look at how milk chocolate is produced.

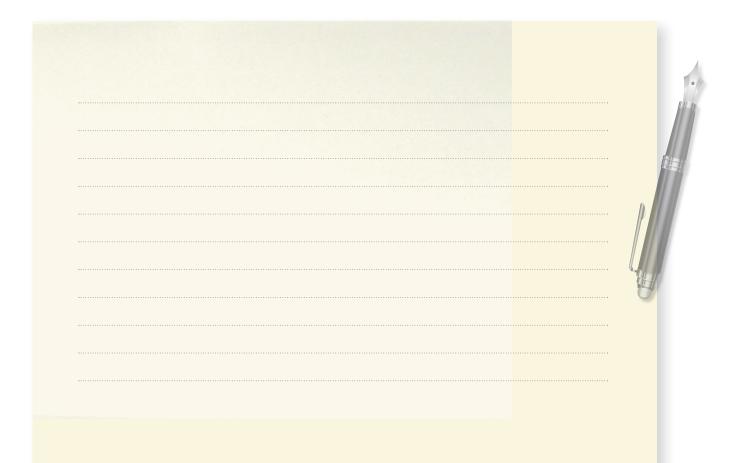
First of all, the cocoa<sup>®</sup> trees are grown in countries like Brazil, Ghana and Nigeria. 450 grams of cocoa are made from one tree every year. The cocoa beans are cut down from the trees. Next, they are put on banana tree leaves and covered. This is when the chocolate flavour develops.

After a while, the beans are sun-dried. Then they are packed into bags. Later they are transported to chocolate factories all over the world. Before they are made into chocolate, they're cleaned, roasted and broken into small pieces. These pieces are made into a liquid and mixed with sugar and milk. Last of all, the chocolate is made into a chocolate bar and it's ready to sell in shops. What happens next? I think we all know!

① cocoa /'kəʊkəʊ/ n. 可可树; 可可粉

Aspects of writing	Guiding questions	My exploration
	What is the purpose of this article?	
Content	How many stages are involved in the process of making chocolate? What are they?	
	What are some unusual or surprising facts about the process?	
	What tense does the writer use?	
	What voice is mainly used, and where is it used?	
Language	What verbs and phrasal verbs does the writer use to describe the process?	
	What words or expressions does the writer use to link different stages?	
	What words are capitalized?	
Editing	Which words are hyphenated?	
	Where does the writer use quotation marks? Why?	

3 Now write an article about the option you chose.



#### E Cultural focus



Products are all around us. There is often an amazing story behind the things we use in our everyday lives.

In this section, you will first read about BeiDou, an advanced satellite navigation system that is the product of China's high-tech industry. You will then watch a video about paper, a product that was first invented in China, and how paper is made in Britain's oldest paper mill.

1	Work in	pairs.	Discuss	the c	questions	below	٧.
---	---------	--------	---------	-------	-----------	-------	----

(1)	What does GPS stand for?
(2)	Do you use positioning technology in your daily life? When and where?
(3)	What does BDS stand for?
	<b>a</b> Basic Digital System
	<b>b</b> Big Data System

- **c** Beijing Daytime System
- **d** BeiDou Navigation Satellite System

#### 2 Read the passage. Match summaries a-e to paragraphs 1-5.

- **a** The BDS is a system that benefits China and the rest of the world.
- **b** On land, the BDS is used to help the police, firefighters and farmers.
- **c** Satellite systems around the world help people know their locations.
- **d** One place where people use the BDS is on boats.
- **e** The BDS has become better and better over the years.

# The BDS8 A high-tech achievement

- 1 In our modern age, we do not think much about how our technology works. We are so used to tapping<sup>®</sup> on our phone screen to get a map of our location. But how do our phones know where in the world we are and in which direction we are going? It is all thanks to the satellites in space that help our phones calculate our position. Depending
- on where you are around the world, your phone may be receiving data from different systems. In Europe, people have the Galileo system. In Russia, they have GLONASS. In the USA, people use GPS. China, meanwhile, has the BeiDou Navigation<sup>®</sup> Satellite System (BDS).

① tap /tæp/ v. 轻敲; 轻拍 ② navigation /ˌnævɪ'geɪʃn/ n. 导航; 领航

- **2** The BDS in operation today is more advanced than the first version of the system, which was sent into space in 2000. The current version has better technology and more satellites. In the future, those satellites will allow us to determine the position of objects with millimetre accuracy: that is ten times more accurate than GPS.
  - **3** Even though more satellites are being added to the system, the BDS has already been put to use. More than 40,000 Chinese fishing boats are currently using the system. These boats are very helpful in search and rescue operations at sea. They are able to communicate with support services on land as well as give the exact locations of ships in trouble.
- 4 The BDS is being used on land as well. Of course, it's not hard to imagine how the system is helping the police and firefighters do their job. Agriculture is another area where there are applications for the system. Farmers are able to put the data to good use when operating smart farming equipment. For instance, the BDS can be used to control driverless tractors<sup>®</sup> as they turn up the fields. Farmers are also using drones<sup>®</sup> to check the health of crops and spread seeds over fields.
- **5** Although the BDS is of Chinese origin, the developers have said that "China's BeiDou is the world's BeiDou", and they are actively promoting international cooperation. Developers predict that the system will not only grow in popularity within China, but overseas as well. The BDS will undoubtedly provide countless benefits to China and the rest of the world.



① tractor /'træktə(r)/ n. 拖拉机;牵引机;(牵引式挂车的)牵引车,拖车头 ② drone /drəʊn/ n. 无人驾驶飞机

		(F).
(1)	Galileo, GLONASS and GPS can all help people to locate their position.	
(2)	At present, the BDS is ten times more accurate than GPS.	
(3)	The BDS has already been used for searching for more than 40,000 boats.	
(4)	The BDS can be used both at sea and on land.	
(5)	The BDS is presently increasing in popularity both at home and abroad.	
(6)	China's BeiDou is the world's BeiDou because it is a result of international cooperation.	
Wo	ork in pairs. Discuss the questions.	•
(1)	Did you learn anything new about the BDS from the passage? What aspect did you find t most interesting?	he
(2)	What do you know about other remarkable achievements China has made in the field of space exploration or space research? You may choose one of the topics below.	
	■ the Chang'e-4 mission visiting the far side of the Moon	
	3	
	<ul> <li>QUESS (Quantum Experiments at Space Scale) and the Mozi quantum satellite</li> </ul>	
		•
	(1) (2) (3) (4) (5) (6)	(2) What do you know about other remarkable achievements China has made in the field of space exploration or space research? You may choose one of the topics below.  Ithe Chang'e-4 mission visiting the far side of the Moon  Ithe Long March rocket series  FAST (Five-hundred-metre Aperture Spherical Telescope) in Guizhou

# Video How a paper mill works

#### **Start thinking**

- 1 Answer the questions.
  - (1) What do you use paper for?
  - (2) How much paper do you use every week?
  - (3) What do you know about the process of making paper?

#### **Comprehension check**

_(	omprenension check
2	Watch the video. Number the stages of the paper-making process a-h in the correct
	order 1–8.
	<b>a</b> The water is squeezed out of the pulp.
	<b>b</b> The paper is dried and cut into different sizes.
	c The pulp is treated until it becomes a smooth milky liquid.
	<b>d</b> The paper is packaged and shipped to its final destination.
	e The wood is mixed with water and chemicals to make pulp.
	f Trees are cut down.
	<b>g</b> The paper is stretched and heated.
	<b>h</b> Different substances are added to the pulp to make the right sort of paper.
<b>/</b> (	ocabulary
	Complete the sentences with the verbs.
	■ beat ■ churn ■ package ■ ship ■ squeeze ■ stretch
	(1) To make fresh orange juice, you cut some oranges in half and then the juice into a glass.
	(2) Companies can their products by road, rail, air or sea.
	(3) If Kate wears her younger sister's clothes, she'll them.
	(4) Companies shouldtheir products carefully, so that they are not damaged.
	(5) To make butter, some milk in a large container until it becomes thick.
	(6) To make an omelette, you break some eggs into a bowl, then them with a fork.

#### **Extension**

- 4 Work in groups. Research the manufacturing process of something you use every day. Explain to the class how this thing is made.
  - (1) Brainstorm things we use every day.
  - (2) Research how one of the items is made. When you have finished, briefly explain the manufacturing process to your group.
  - (3) Choose one of the things that someone in your group researched. Write a more detailed explanation of the manufacturing process of this thing. Find some pictures to help illustrate your presentation.
  - (4) Present the process to the class.
  - (5) Have a class vote on the most interesting presentation.

Use the checklist and reflective questions below to evaluate your study in this unit.

Checklist	1 Me	2 My teacher / classmate	3 Action
<ul><li>A Reading and interaction</li><li>I can retell the story of the T-shirt.</li></ul>			
• I can describe the stories of the people that were involved in the T-shirt's journey.			
• I can explain the impact of a product on people's lives and the environment.			
<ul><li>B Grammar activity</li><li>I can identify the passive in different forms.</li></ul>			
• I can use the passive in the simple present, the simple past and the present perfect correctly if the context is clear.			
<ul> <li>C Listening and speaking</li> <li>I can understand the impact that making mobile phones has on wildlife and people.</li> </ul>			
• I can express my opinion in a group on whether to ban mobile phones.			
<ul><li>D Writing</li><li>I can identify the main content and the features of language in the sample article.</li></ul>			
• I can describe the process of making a product with appropriate verbs and linking words.			
<ul><li>E Cultural focus</li><li>I can summarize the major applications of the BDS.</li></ul>			
• I can describe the process of paper-making as shown in the video.			

#### **Reflective questions**

Did you take note of your classmates' mini-project presentations? How do they inspire you to improve your language learning?

# The way we are



#### **Objectives**

#### A Reading and interaction

• Interpret the sociocultural meaning of beauty practices in different places

#### **B** Grammar activity

• Use the *to*-infinitive for modification correctly in the given context

# C Listening and speaking

 Analyse the factors that make people streetwise

#### **D** Writing

 Write a reply in an advice column using appropriate language and format

#### **E** Cultural focus

- Understand different cultural aspects of Miao clothing and jewellery
- Retell the story of a small fashion boutique in London

#### **Pre-reading activity**

- 1 People do different things to make themselves look more attractive. Have you ever tried the following things? Why or why not?
  - wearing make-up
  - dieting
  - having medical operations
  - taking physical exercise
  - wearing rings / earrings

others		
<b></b>	 	 

2 Work in pairs. Talk about people that you think are attractive and find out what characteristics they share. Do you share common ideas for judging beauty? What are they?

	 			 		 						٠.					٠.	 		 	 	 	 		 				٠.			 	 		 		 	 		
• • •	 	٠.	٠.	 	٠.	 	٠.	٠.	٠.	٠.	٠.	٠.	٠.	٠.	٠.	٠.	٠.	 	٠.	 	 	 ٠.	 ٠.	٠.	 ٠.	٠.	٠.	٠.		٠.	٠.	 	 	٠.	 ٠.	٠.	 	 ٠.	٠.	



Nigerian teenager Happiness Edem had just one aim in life: to put on weight. So she spent six months in a "fattening room" where her daily routine was to sleep, eat

- s and grow fat. She went in weighing 60 kg, but came out weighing twice that. In some parts of Africa, being fat is desirable because it is a sign of attractiveness in women and power and wealth in men.
- However, in magazines and in the media we are bombarded<sup>®</sup> with images of slim women with a fair complexion<sup>®</sup> and handsome, broad-shouldered young men. It is fairly rare to see short-sighted, middle-
- aged models. Some people question these shallow beauty ideals. Is one idea of physical beauty really more attractive than another?

Ideas about physical beauty change over
time and different periods of history reveal
different views of beauty, particularly
of women. Egyptian paintings often
show slim dark-haired women as the
normal practice, while one of the earliest

25 representations of women in art in Europe

① bombard /bom'bard/ v. 提供过多信息

② complexion /kəm'plekʃn/ n. 面色; 肤色; 气色

is an overweight female. This is the Venus of Hohle Fels and it is more than 35,000 years old. In the early 1600s, artists like Peter Paul Rubens also painted plump<sup>®</sup>, pale-skinned

- women who were thought to be the most stunning<sup>®</sup> examples of female beauty at that time. In Elizabethan England, pale skin was still fashionable because it was a sign of wealth: the make-up used to achieve
- this look was expensive, so only rich people could afford it.
  - Within different cultures around the world, there is a huge difference in what is considered beautiful. Traditional customs,
- like tattooing<sup>®</sup>, head-shaving, piercing<sup>®</sup> or other kinds of bodily changes can express social position, identity or values. In Borneo, for instance, tattoos are like a diary because they are a written record of all the



- important events and places a man has experienced in his life. For New Zealand's Maoris they reflect the person's position in society. Western society used to have a very low opinion of tattoos. Today they are considered a popular form of body art among the new generation.
- For Europeans, the tradition of using metal rings to stretch a girl's neck may be shocking, but the Myanmar people consider women with long and thin necks more elegant. In Indonesia, the custom of sharpening girls' teeth to points might seem very odd while it is perfectly acceptable in other places to straighten children's teeth with braces. Wearing rings in the nose or plastic surgery might be seen as ugly and unattractive by some cultures, but it is commonplace in many others.
- It appears that through the ages and across different cultures, people have always changed their bodies and faces for a wide variety of reasons: sometimes to help them look more beautiful, and sometimes to enable them to show social position or display group identity. Whether it is wearing make-up or decorating the body with tattoos, rings and piercings, different cultures view these things with different eyes. Does this mean that we are all beautiful in our own way?

① plump /plʌmp/ adj. 丰腴的; 微胖的 ② stunning /'stʌnɪŋ/ adj. 极有魅力的 ③ tattoo /tə'tuː/ v. 给……文身

④ pierce /pɪəs/ v. 扎; 刺破 ⑤ brace /breɪs/ (braces [pl.]) n. ( 儿童 ) 牙箍

# A Reading and interaction

#### Comprehension work

Read the passage and answer the questions.  (1) What did Happiness Edem want to do?
(2) What kind of images of beauty do the media promote?
(3) Why do people in Borneo and New Zealand have tattoos on their bodies?
(4) What beauty practices in Myanmar might Europeans find unacceptable?
(5) Why do people of different ages and cultures try to change the way they look?
(6) What conclusion does the writer draw about the standards of beauty?

2 Read the summary below and fill in each blank with a suitable word based on the language of the passage. You may change the form if necessary.

The passage shows	that views of beauty have	e varied across societies	and
1	Nowadays, many people	across the world want to	lose
weight because the	ey are surrounded with im	ages of <sup>2</sup>	models.
However, in parts o	f Africa, being fat is consid	ered as a sign of <sup>3</sup>	······································
in women and 4	in men, so	people work hard to ge	t the
5	body shape.		
It is the culture in w	hich we live that determin	nes our beauty standard	s for both
sexes. What is consi	idered as a normal practice	e in one culture may be	viewed
as <sup>6</sup>	in another. For example	, people in parts of Mya	nmar
think that the longe	er girls' necks are, the more	they	y look. It is
common for girls to	have their necks 8	with metal ri	ngs, which
may be shocking to	people from other count	ries. Tattoos are another	example
of this. In some cult	cures, they are seen as a sig	gn of social position and	group
9;	in other cultures, people h	nave a low opinion of th	em.
To summarize, whe	ther to 10	beauty or show social	position,
people of all ages in	n different cultures have fo	ound different reasons fo	or changing
their bodies and fac	ces.		

#### Deep reading

1 Study the sentences about different concepts of beauty. Discuss the following questions in pairs and complete the table. You may use the example below to help you.

In some parts of Africa, being **fat** is desirable because it is a sign of attractiveness in women and power and wealth in men.

Guiding questions: Is "fat" a positive word or a negative word in this context? Why? What do people in parts of Africa think of fat women or men?

You may ask and respond like this:

- **A: What do you think of the word** "fat" here? Is it positive or negative?
- **B: Though** "fat" is often used as a negative adjective, in this context, it is not. **As you can see from** the sentence, "being fat in some parts of Africa" is described as attractive and desirable.
- A: That's what I think too.
- (1) In magazines and in the media we are **bombarded** with images of slim women with a fair complexion and handsome, broad-shouldered young men.

# **Guiding question:** By using the word "bombard", what does the writer imply about the images of men and women in the media? My understanding (2) It is fairly rare to see **short-sighted**, **middle-aged** models. Guiding question: Why does the writer mention this immediately after describing the types of images we see in magazines and in the media? My understanding (3) Western society **used to** have a very low opinion of tattoos. Guiding questions: Why does the writer use "used to" here? What is implied? My understanding

(4) Does this mean that we are all beautiful in our own way?

**Guiding questions:** The writer uses a question to end the passage. Would the statement "I think we are all beautiful in our own way" be a better ending? Why or why not?

My understanding

### A Reading and interaction

2	Work	in	pairs	and	discuss	the	question.

Look at the factors below. How would they influence our views on beauty? Give at least one example for each of these factors.

age	gender	■ social trends
occupation	■ social class	social environment

#### Mini-project

#### Voting for a campus ambassador

The Students' Union is launching a voting campaign for a campus ambassador. You are required to recommend a student in your class as a candidate.

- Discuss the questions below in groups.
   Who would you like to recommend?
   What do you think the requirements for a campus ambassador are? Do you prefer to consider internal characteristics such as character, personality or social skills, or external characteristics such as appearance or clothes?
- Share ideas within your group.
- Select one person to report on behalf of your group.

I would like to vote for Li Ping.	
I prefer to consider her internal	
characteristics first and then her	
external characteristics. Li Ping	
meets all the requirements for a	
campus ambassador. First of all,	
she has a good personality. She	
is sociable and kind, and she never	
hesitates to praise others for their	•
achievements. She is also helpful an	d
hard-working. It's always a relief to	
have her on my team. Furthermore,	
she is elegantly dressed and always	;
gives a good impression. In short,	
I think Li Ping would make an excellen	ıt 💮
campus ambassador.	

#### Focus on language

1	Read the passage again. Find some language points in the passage and list them in the blanks.				
	Compound adjectives for describing appearances (e.g. broad-shouldered)				
2	Complete the passage with the suitable words below.				
	<ul> <li>broad-shouldered</li> <li>dressed</li> <li>stunning</li> <li>fashionable</li> <li>middle-aged</li> <li>short-sighted</li> </ul>				
	It is unusual for a 1 man to start modelling, but for the physics teacher Simon Thompson, age is just a number. His story is a 2 example of what a change in habits can do.  Simon used to feel bad about his appearance: being 3 and wearing thick glasses, he was often teased as a student. All this changed when Simon's car broke down early last year. He couldn't afford to fix it, so he had to bike to work every day. Simon began to lose weight and discovered that he really liked exercising. He also began doing strength training. A year and a half later, the results are impressive: 4 and powerfully built, Simon now looks more like a gym instructor than a physics teacher.  A suntanned <sup>©</sup> Simon greets me when I meet him at a café. "I went biking around Spain during my holidays, so I got to be out in the sun all day," he explains. "It's quite a difference from the 5 man I was 18 months ago. Exercising made me feel a lot better about myself," he adds. With the newly found confidence, Simon also started caring about his appearance a lot more. He has become interested in fashion and is always neatly 6  Simon still wears glasses, but nowadays, he gets paid for it. On his way to work one morning, he was noticed by a talent spotter from an Italian eyewear company, and he				
	was hired as a model: "It's not fun being <sup>7</sup> , but now I get to try on lots of glasses, and I really enjoy that. I'm not going to quit my job, though—I love teaching!"				

① suntanned /'sʌntænd/ adj. 晒得黝黑的

#### The to-infinitive for modification

The to-infinitive can be used to modify a noun phrase.

I have several reports **to write** this month. It's part of my duty as the club secretary.

→ Grammar reference 4 (p. 88)

1 Read the passage and identify the *to*-infinitive in sentences 1–5. Complete grammar rules a–c on page 49.

# **Appearance and survival**

Today, in our series on wildlife, we're looking at animals and their appearance. Why are polar bears white? Why do rabbits have long ears? Why do zebras<sup>®</sup> have stripes<sup>®</sup>? It's all about survival.

Wild animals normally focus their efforts on two important tasks. <sup>1</sup>One task is to look for things to eat. While they do that, they have to avoid getting eaten! They can't afford to ignore any dangers around them. Life is just one long game of hide-and-seek. Luckily for them, the way they look usually helps them. The zebra is a very good example.

Zebras usually travel in large groups. Imagine a hundred zebras moving together across the grassland in Africa. Not far away, a lioness is lying on a tree branch, resting. <sup>2</sup>She is waiting for her chance to attack. The zebras are getting nearer, but they're running very close together. Now she's seen them, and she's getting ready: <sup>3</sup>she knows she'll soon have a zebra to kill.

The lioness's goal is to catch a zebra for breakfast. ⁴There is no place to hide, but the zebras have a secret line of defence: their stripes.

Lions are colour-blind. As the zebras move in a large group, <sup>5</sup>it's hard for the lioness to see which zebra to attack. All she sees is a big mass of black and white stripes. She's not sure what to do. Breakfast must wait. The animals are always trying to hide from her.

But do zebras' stripes cause problems for other zebras as they do for lions? No, they don't. Actually, the purpose of the stripes in this case is to help zebras recognize each other. Every zebra has an individual pattern of stripes and zoologists believe this is how zebras know who is who in the group. A mother zebra always recognizes her child



among the crowd because its stripes are just a little different from the others.

① zebra /'zebrə/ n. 斑马 ② stripe /straɪp/ n. 条纹;线条

	<ul> <li>a To-infinitives can be used to modify (subjects / objects).</li> <li>b They come immediately (before / after) the nouns they modify.</li> <li>c Such to-infinitives refer to actions that (have / have not) been completed.</li> </ul>
2	Complete the passage with the <i>to</i> -infinitive, verb- <i>ed</i> or verb- <i>ing</i> form of the verbs below.  ■ approach ■ catch ■ kill (x2) ■ hide
	For many animals, one of the most important skills is hiding. There are several reasons for this, but for many animals, the goal is simply to avoid being caught by a meat-eater. Rabbits are a typical example of this: their first response is to quickly find a place <sup>1</sup>
3	Describe three things you plan to do this summer vacation. Use the <i>to</i> -infinitive for modification in your descriptions. You may use the example below to help you.  There is a lot of homework to do, and I have some interesting books to read.  (1)  (2)  (3)
	<ul> <li>Now ask your classmates about their plans. Find the most interesting one, decide if you would like to join him / her and report to the class.</li> <li>You may ask and respond like this: <ul> <li>A: What are you going to do this summer vacation?</li> <li>B: I want to learn some interesting new skills, so I will find a fun art course to take. Would you like to join me?</li> <li>A: I'd love to, but I have a project to finish.</li> </ul> </li> <li>You may report like this: I think Lili's plan is very interesting. She's going to find a diving course to take. I'd like to join her.</li> </ul>

#### **C** Listening and speaking

1	Listen to a talk given by an anthropologist on survival skills in an "urban jungle"—
	the crowded big city streets full of commuters and shoppers. Then choose the correct
	answer. ∩

These skills can be called:

- **a** Being attractive.
- **b** Being aggressive<sup>①</sup>.
- **c** Being streetwise.
- **d** Being defensive.

#### 2 Listen again and choose the correct answer.

What sort of person is streetwise, according to the expert?

- **a** A person who stands out from the crowd and is easy to notice.
- **b** A person who looks aggressive.
- **c** A person who is aware of what is going on and doesn't stand out from the crowd.
- **d** A person who looks shy, nervous and self-conscious<sup>®</sup>.
- e A person who looks confident.
- 3 Listen to the interview again. Complete the table.

Speaker	The boy	The girl				
Aspect	The Boy	The gill				
How streetwise are they?						
	<u>Appearance</u>	<u>Appearance</u>				
	(1)	(5)				
	Clothing	Clothing				
The way they lead	wearing an orange T-shirt	wearing dark clothes				
The way they look	<u>Impression</u>	<u>Impression</u>				
	• (2)	• self-conscious				
	• (3)	• nervous				
	• aggressive					
	Body language	Body language				
The way they walk	(4)and make	(6)and hold				
	eye contact	her handbag tightly				
The way they react to	augra of the any iron point	(7) cannot				
people	aware of the environment	or protect herself				
How to improve themselves?						
Dr Walker's suggestions	Don't look too different from the people around or (8)	Don't talk on the phone while walking in case of (9)				

① aggressive /ə'gresɪv/ adj. 富于攻击性的 ② conscious /'kɒnʃəs/ adj. 有意识的

- 4 Work in groups. Conduct a survey on how other members in your group usually walk on the street. You may follow the steps below.
  - Talk about how you walk on the street.
  - Take notes when listening to others.
  - Decide whether your group members are streetwise or not.
  - Give suggestions on how to be streetwise.
  - Complete the table below and select one person to report on behalf of your group.

	Student A	Student B	Student C
How do they walk on the street?			
My opinions			
My suggestions			

#### Language guide

#### You may do the task like this:

- **a** Describe how you behave on the streets:
- I wear ... when I ...
- I walk very fast / move with the crowd ...
- I hold my bag tightly ...
- I like / avoid making eye-contact with ...
- **b** Give your opinions:
- ... is streetwise because he does not walk with his head down or talk on the phone.
- She / He is streetwise because she / he ...
- ... is just the opposite / not streetwise because ...
- **c** Give suggestions:
- She'd better be careful not to ...
- Don't ... and if he / she ..., he / she could ...

Sir,

I'm a 16-year-old boy, and I have an embarrassing problem: my ears look really weird<sup>®</sup>, and some of my classmates tease<sup>®</sup> me about it. Every time I look in the mirror or see a photo of myself, I feel terrible.

What should I do?

—Teen Tired of Teasing

Do you have any advice for this week's letter writer? If you do, please write a reply to our column "My Advice". Selected answers will be published in next week's issue.

- 1 The editor of the advice column is asking readers to provide their advice. Read the letter from the teen above and write your reply. You may prepare your writing by thinking about the questions.
  - (1) Have you ever experienced similar problems? Did you receive any helpful advice?
  - (2) What kind of information would you include in your reply? Select one or more topics from the list below:
    - expressions of understanding
    - a personal story
    - a different perspective on the problem
- practical advice
- encouragement
- ways of getting professional help
- 2 Read the sample reply. Then complete the table on page 53 before you write.

Dear Teen Tired of Teasing,

Don't worry. You're not alone! Most teens worry about their appearance, and everyone's got some part of their body that they're unhappy with. When I was a teenager, I really hated my big nose, and my friends kept making jokes about it. At the time, I thought that it was the only thing that people saw when they first met me.

Later, I discovered that my best friend hated the shape of his mouth, even though it looked perfectly normal! When we look in the mirror, we often focus on the things that we don't like. However, appearance isn't everything: in the long run, people will form their opinions about us based on how we behave, not on how we look.

Also, while we cannot choose the way we look, we can choose how we think about ourselves. Nobody's perfect, so you shouldn't judge yourself by some impossible standard. I know it is difficult, but you need to learn how to accept yourself as you are. The next time you stand in front of the mirror, tell yourself: "This is the way I look, and there's nothing wrong with that." If you do this every morning, you will hopefully be able to change the way you think about yourself.

Yours truly,

Derek

① weird /wɪəd/ adj. 奇异的; 不寻常的 ② tease /tiːz/ v. 取笑; 戏弄

Aspects of writing	Guiding questions	My exploration
	Who is the writer? What is the purpose of the reply?	
Content	What advice does the writer give the teen?	
	Why does the writer provide a personal example?	
	How does the writer begin and end the passage?	
Language	Which personal pronouns does the writer use in the passage? Why?	
Editing	What punctuation mark does the writer use for emphasis and / or strong emotion?	
	How does the writer use quotation marks?	

# 3 Now write your reply.





Beauty standards have changed over time, and vary from culture to culture. The clothes that people wear reflect their ideals, their society and history, and also how they see themselves and others.

In this section, you will first read a passage about the traditional clothing of the Miao people. You will then watch a video about a designer shop in East London that makes stylish fashion items from old clothes.

- 1 Work in groups. Talk about the costumes below and share with each other the knowledge of traditional Chinese clothing.
  - qipao

- Zhongshan suit
- Zang costume

hanfu

- The Mongolian costume
- 2 Read the passage. Find as many details as possible about the traditional clothing and jewellery of the Miao people. Then complete the table below.

The costume culture of the Miao people			
Cultural aspect	Detail		
Influence	recognized internationally		
Region	e.g. south-east Guizhou		
Object	e.g. silver articles		
Behaviour	e.g. wear colourful clothing		
ldea	e.g. Silver is a symbol of wealth and social position.		



Traditional Miao clothing and jewellery are recognized worldwide for their high quality of craft<sup>®</sup> skills and unique designs, which include hundreds of different styles. Where should one go to learn more about this topic? Experts would probably suggest visiting southeast Guizhou first. But even in Guizhou, the clothing styles vary across different regions. In west Hunan and north-east Guizhou, women typically wear trousers and jackets that are buttoned on the right. Their jackets and trousers are decorated with embroidery<sup>®</sup>. In other areas, Miao women prefer wearing short jackets with full- or half-length skirts. The skirts are decorated with colourful patterns based on images from nature, such as flowers or birds. The Miao believe that all of the colours existing in nature can be used when making their costumes.

In addition to their clothing, Miao women usually wear various kinds of silver articles at weddings and on other special occasions. Since ancient times, the Miao have been perfecting their art of crafting silver decorations, which has been described as "a beautiful poem written with silver". The jewellery is typically handmade and decorated with animals and unusual patterns. The stories carved onto Miao jewellery often include lively and delicate images of dragons, phoenixes<sup>®</sup>, flowers and birds.

To the Miao, silver is a key symbol of wealth and social position. Women in particular hold

the idea that the more silver they wear, the more beautiful and richer they appear. The jewellery is also thought to protect against bad luck as well as bring good luck. For example, girls often wear a silver long-life lock necklace from a young age. The Miao people believe that the silver locks will ensure a safe and sound life for the girls.

<sup>25</sup> Because the Miao have no written language, the people record their history and values of life through their music, silver articles and embroidery. No wonder they are called "the epic<sup>®</sup> of the Miao".



① craft /kraɪft/ n. 手艺; 工艺 ② embroidery /ɪm'broɪdəri/ n. 绣花; 刺绣图案; 刺绣品

③ phoenix /'fiːmiks/ n. (传说中的)凤凰,长生鸟 ④ epic /'epik/ n. 史诗

3		ead the passage. Decide whether the following statements are true (T) or false (F). orrect the false ones.						
	(1)	The Miao people wear silver articles in their daily lives.						
	(2)	Miao women usually wear dresses decorated with embroidery and colours from nature.						
	(3)	Miao girls like to wear a long-life lock necklace because it will help them live a wealthy life.						
	(4)	Miao clothing is a little bit dull because it looks the same across different regions.						
	(5)	Clothing of the Miao people can partly reflect their history and values.						
	(6)	The Miao's love of nature and their great skills at making clothing are well reflected in their clothing.						
	(7)	Miao clothing is culturally and historically valuable now, although it is not fashionable in the modern sense.						
4	Wo	ork in pairs and discuss the questions.						
	(1)	What do you think of the Miao's costume? Is it fashionable, practical or environmentally friendly? Why or why not?						
	(2)	Do you know any other types of clothing that have special cultural meaning? Give example and explain.	 oles					

# Video Junky Styling

#### **Start thinking**

- 1 Answer the questions.
  - (1) Where do you buy most of your new clothes? Why?
  - (2) What do you do with your old clothes? Why?

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	prenension check
	atch the video. Correct the factual errors in the sentences.   The textile industry has been important in Spitalfields since the 16th century.
(2)	Junky Styling was started by two brothers.
(3)	Now, Junky Styling is one of the most popular clothes shops in the world.
(4)	In the video, the designers at Junky Styling are making a new shirt.
(5)	Junky Styling creates mass-produced items of clothing.
(6)	Junky Styling's success shows that recycling furniture is good for the environment.
Voca	bulary
3 <b>C</b> c	omplete the sentences with the verbs below.
	avoid  browse damage guarantee thrive weave
(1)	I often go to our local street market on Sundays to through all the stalls.
	Before the invention of special machines, people used to silk by hand.
	The Chinese economy began to after the reform and opening-up in 1978.
	Some small clothes shops can'tthe quality of all the clothes they sell.
	He left the room tohaving an argument with his mother.
	They are worried that tomorrow's storm will the garden plants.
Exte	nsion
4 W	ork in groups. Design a fashionable outfit and present it to the class.
(1)	Research and make a list of the latest fashions for teenagers. What colours and designs are in fashion this season?
(2)	Choose a fashionable outfit that you like. Describe it to your group members.
(3)	Choose one outfit in your group. Draw a picture of a model wearing the outfit and colour it.

(4) Present the picture with your outfit to the class.

Use the checklist and reflective questions below to evaluate your study in this unit.

Checklist	1 Me	2 My teacher / classmate	3 Action
<ul> <li>A Reading and interaction</li> <li>I can explain how the standards and practices of beauty vary between different cultures.</li> </ul>			
<ul> <li>I can understand people's views on beauty by analysing the language.</li> </ul>			
<ul> <li>I can express my views on beauty in simple words.</li> </ul>			
<ul> <li>B Grammar activity</li> <li>I can recognize the <i>to</i>-infinitive used for modification in the passage.</li> </ul>			
• I can use the <i>to</i> -infinitive to modify a noun if the context is clear.			
<ul> <li>C Listening and speaking</li> <li>I can summarize what makes a person streetwise in the interview.</li> </ul>			
<ul> <li>I can give suggestions on being streetwise.</li> </ul>			
<ul><li>D Writing</li><li>I can identify the content and features of language in the sample email.</li></ul>			
<ul> <li>I can write a reply in an advice column using appropriate language and format.</li> </ul>			
<ul> <li>E Cultural focus</li> <li>I can analyse the cultural elements of Miao clothing and jewellery.</li> </ul>			
<ul> <li>I can present some facts about the fashion boutique using appropriate language.</li> </ul>			

#### **Reflective questions**

Which part in this unit is the most challenging? Why? How successful were you in explaining your understanding of beauty and fashion? What lesson(s) can you draw from it for your future learning?



#### **Objectives**

#### A Reading and interaction

 Describe a responsible tourism package

#### **B** Grammar activity

 Use clauses with verb-ing and verb-ed correctly in the given context

#### C Listening and speaking

 Explain a travel plan to convince your friend

#### **D** Writing

 Write a travel tale using appropriate language and format

#### **E** Cultural focus

- Explain the historical significance of Route 66 in the USA
- Describe some important features of Chicago and LA, and their connection to Route 66

#### A Reading and interaction



#### **Pre-reading activity**

- 1 Before you read, think about the question. What do most people do on holidays? Choose three most typical activities from the list below and discuss them in pairs.
  - find out about local communities
  - learn a new language
  - make new friends
  - eat local food
  - use public transport
  - buy local handicrafts<sup>®</sup>
  - help with environment projects
  - relax by the pool
  - get a good suntan<sup>®</sup>
  - read safety guidelines
- 2 Read the definition of responsible tourism below. What things in exercise 1 would a responsible tourist do?

#### responsible tourism

Travel that is not harmful to the cultural or natural environment. It can improve the life of local people and help protect the environment.

Amy Carter-James is small, blue-eyed and blonde, with a friendly smile. She doesn't look like she could change the lives of thousands of people but, clearly, she has.

- It all started when Amy took a gap year in Africa after she finished university. "I spent eight months volunteering in a very poor countryside school in Kenya," she says. "That was the first time I saw poverty. I was so
- young and so easily inspired and I thought, 'Why can't tourism do the same thing for community development?'"
  - On her return to England, 22-year-old Amy and her boyfriend Neal decided to take
- "the road less travelled". They drove across
  Mozambique, one of the poorest countries
  in Africa, but it wasn't exactly a holiday.
  Mozambique had two qualities which
  appealed to them: great attraction as a
- travel destination and local people who badly needed help. Once there, the couple got off the beaten track and headed for Quirimbas National Park, where they found a tiny stretch of white sand close to
- <sup>25</sup> a village. Life in the village was hard: there was little clean water and not enough food. Health care was poor and people in the village had a life expectancy of 38 years. Amy and Neal had no qualifications
- 30 in tourism or health care but they had

common sense, enthusiasm and determination. They talked to the villagers about their plan to create a small beach resort<sup>®</sup>, which would provide employment for people so that they could have a better life. The response from the villagers was extremely positive. Their only question was: "When can you start?"

- 35 The couple set to work on a beach lodge®, building beach huts from local materials and employing people from the area. Once the lodge was complete, they set up a charitable foundation called NEMA, which received 5% of the money made. This money was used to create clean water points, fund health care projects, build two primary schools and support conservation projects—it helped to improve the lives of thousands of people. "We wanted
- 40 to show the world the power of tourism, that it could be a vehicle for change," says Amy. It isn't easy to get to this village. It's not a typical package holiday with airport pick-ups

and drop-offs. There's no public transport, either. The nearest city is about 260 kilometres away and once there, you have to take a boat or go on a three-hour car journey along badly maintained roads. But the village lodge is worth the effort. Today the lodge

上海教育出版社

45 has nine beach huts, with beautiful sea views. There are no overpriced gift

shops and other tourist traps. It's the perfect place to take time out, escape the crowds and soak up the sun. Visitors can see the sights explore the island nearby with a tour guide, go scuba-diving<sup>®</sup> or observe African wildlife. But the highlight for many is getting to

50 know people in the village, taking part in festivals and learning about NEMA's work. "People who stay with us often come for the diving or the beach," says Amy, "but it's the communities that really blow them away."

Amy and Neal are not alone: all over the world, similar ss community-based tourism projects are being set up. This new concept is changing tourism and recreation, one lodge at a time.

#### **NEMA** in numbers

2 new primary schools

150 secondary school scholarships

800 primary school meals

8,000 mosquito nets

Clean water for 15,000 people



③ scuba-diving /'sku:bə daɪvɪŋ/ n. 戴水肺潜水



# A Reading and interaction

#### Comprehension work

1	Rea	ad the passage and answer the questions.
	(1)	What gave Amy the idea to help people through tourism?
	(2)	Why did Amy and Neal decide to go to Mozambique?
	(3)	What helped Amy and Neal to achieve their dream?
	(4)	In what ways did the new beach lodge help local people?
	(5)	How can tourists get to the lodge?
	(6)	What can tourists see and do there?

2 Read the summary below and fill in each blank with a suitable word based on the language of the passage. You may change the form if necessary.

communities. Amy Car		for change in local versity graduate. She took a ny was <sup>3</sup>
by what she saw and d	ecided to start a tourism p	roject that would bring
benefits to thousands	of people who live off the k	peaten <sup>4</sup>
She worked with her b	oyfriend Neal to set up a 5	foundation
called NEMA in a poor	village in Mozambique. Wit	th the help of the villagers,
the two young people	constructed a beach lodge	e, with huts built using local
6 .Tou	rists had to travel a long di	stance from the airport to
the beach, but they we	ere excited about this new t	form of tourism. The money
made from the beach i	esort was used to support	health care projects and
<sup>7</sup> proj	iects, and <sup>8</sup>	life and education there.
Today the village has b	ecome a tourist destination	n with beautiful sea views and
is the perfect place to <sup>9</sup>	the crov	vds and <sup>10</sup>
up the sun.		

#### **Deep reading**

- 1 Read the passage again. The writer uses strategies a–f to enhance the communicative effect. Work in pairs. Match the strategies to the sentences below and explain your reasons. You may use the example below to help you.
  - **a** Using a culture-loaded expression to express a cultural message
  - **b** Using someone's words to create a link
  - **c** Using a metaphor to compare two ideas
  - **d** Continuing a metaphor, based on the previous one
  - e Putting two opposite ideas together in order to make a point
  - **f** Using certain words or expressions to soften the negative meaning *It all started when Amy took a gap year in Africa after she finished university.* You may ask and respond like this:
  - **A: What strategy does the writer use** in this sentence?
  - **B: I believe it's strategy a.** The writer uses a culture-loaded expression—"gap year".
  - **A:** What is the cultural message expressed, then?
  - **B: The cultural message is** that in Britain, young people might take some time off after graduation.

	Sentences in the passage	Strategies	My explanations
(1)	On her return to England, 22-year- old Amy and her boyfriend Neal decided to take "the road less travelled".		
(2)	Mozambique had two qualities which appealed to them: great attraction as a travel destination and local people who badly needed help.		
(3)	Once there, the couple <b>got off the beaten track</b> and headed for Quirimbas National Park, where they found a tiny stretch of white sand close to a village.		
(4)	We wanted to show the world the power of tourism, that it could be a vehicle for change.		
(5)	There are no overpriced gift shops and other tourist traps.		

# 上海教育出版社 A Reading and interaction

	Work in pairs and discuss the questions.  (1) How can we apply the idea of responsible to that we can do ourselves.	How can we apply the idea of responsible tourism in our local area? Make a list of things			
(2	(2) Have you ever taken part in responsible tou	rism? Share your story with your classmates.			
Mir	lini-project				
	anning a responsible tourism package				
	<ul> <li>museum, a deer park, a wetland, etc.)?</li> <li>Why do you want to choose this place?</li> <li>What can you do there?</li> <li>Share ideas within your group.</li> <li>Select one person to report on behalf of your</li> </ul>	e (e.g. an island, a beach, a forest park, a dinosaur group.			
	I will plan a responsible tourism package for Chongming Island in Shanghai. It is a beautiful island located on the Changjiang River. The island is a natural habitat for many rare birds.				
	Nowadays, more and more people come to visit Chongming Island, but this has caused some problems.  The environment is becoming worse, which harms the birdlife. I want to put up a sign—"Enjoy our birds.  Please do not make loud noises or feed them."—at the gate of the				

#### Focus on language

l	blanks.				e passage and list them in th	e
	(1) Compoun	Compound nouns for travelling (e.g. travel destination)				
	(2) Collocatio	ns for action (e.ç	g. get off)			
2	Complete the	e passage with	the correct for	m of the words	and phrases below.	
	·			<ul><li>create</li><li>highlight</li></ul>	<ul><li>destination</li><li>set up</li></ul>	
	shopping in for their time 3 There are als time relaxing	all kinds of the boutiques <sup>®</sup> eless modern sty the muse of those who progrand <sup>5</sup>	of people, no m and admiring the yle and effortles eums and art ga efer to 4 the atr	ne latest fashions s elegance. Othe lleries, especially the cro mosphere. But, lik	nterests are. Some love 5—Parisians are famous r tourists immediately the world-famous Louvre. bwds and simply spend their ke all big cities, Paris can be a	
	different land 3:00 p.m. for	guages. Our gro visitors who are	up of <sup>6</sup> e looking for lang	hold th	nce to meet people who speal is free event every Sunday at s, food and fun. We try our bes	t
	public <sup>8</sup> university. The making friend shy. No one when we first	to ne <sup>9</sup> ds from around is a stranger her it <sup>10</sup> us every summe	join in the noise of this act the world. Ever e, and you'll qui it er. We hope you'	e and crowds in a ivity is getting to yone is very weld ckly feel welcom five ye	attends the picnic. You can take a beautiful city park near the know people in the area and come, so there's no need to be se. We used to be a small group ears ago, but now hundreds of ase bring board game or music	)

① boutique /buː'tiːk/ n. 时装店; 精品店 ② polyglot /'ppliglot/ adj. 使用多种语言的

#### The verb-ed form as the adverbial

In this part, you will learn to use the verb-ed form as an adverbial. The clause with verb-ed can be placed before or after a main clause.

**Encouraged** by his mother, Daniel declared that he would enter the competition.

→ Grammar reference 2 (p. 87)

1 Read the passage. Match sentences 1-4 to grammar rules a-c.

# Memorable journeys Atlantic challenge ... the world's toughest rowing race

From Tenerife to Barbados: 9,000 km, two rowers, one boat. Are you tough enough to compete? Apply online at www.row ...

#### Atlantic challenge

Jan Meek usually got home from work at 6 o'clock and today was no different. <sup>1</sup>Having made herself a cup of tea, she sat down and looked out of the kitchen window. It was raining and cold outside—not good weather for building a boat. <sup>2</sup>Feeling a little uneasy, Jan decided to check her answering machine. There was a message from her son, Daniel, and it wasn't good news. At the time, 21-year-old Daniel was preparing to compete in the Atlantic challenge with a friend. Unfortunately, his friend had just called him with some bad news. He didn't have the time to prepare for the race, so he wouldn't be able to compete.

<sup>3</sup>Upset by the bad news, Daniel had to seek advice from her. Jan realized that Daniel had to find another partner, someone with enough free time to raise money, to build a boat and to train! The boat was very small and the race was long, so it also had to be someone he could get on with.

<sup>4</sup>Troubled by the message, Jan decided to call her son to ask him what had happened. Then while Jan was suggesting solutions, Daniel stopped her ...

a	We can use clauses with verb-ing to indicate a state that the subject of	
	the main clause is in.	
b	We can use clauses with verb-ed to show that something happened to	
	the subject before the event or action in the main clause.	

C	We can use clauses with <i>having</i> + verb-ed to show that someone
	completed an action shortly before they did something else.

2 Complete the passage about the Atlantic challenge using the correct form of the verbs in brackets.

	looking for new experiences. <sup>1</sup> year earlier, Jan had then gone romantic. <sup>2</sup> (be) very	50-year-old. Jan was curious about the world and was always (go) backpacking around the world on her own a on to study Chinese in China. In other words, she was a true adventurous, she was in fact the perfect rowing partner. ce was a "once-in-a-lifetime" opportunity, Jan immediately said			
	to take part in the race. They kn	aining later, Jan and Daniel arrived in Tenerife and were ready ew that they would spend many days and hours on the boat. uld be very difficult, they had asked friends to write them letters mething to read during the difficult days ahead.			
	During the race, there were term good days. While they were row these wonderful animals, they f	ible days when they wanted to give up, but there were also ving, they saw dolphins and whales. <sup>5</sup> (amaze) by ound new strength to carry on.			
		1 days—two months longer than the winners of the race. In line, Jan and Daniel saw lots of people waiting on boats to bing and cheering.			
3	something they experienced	three of your friends. Write three sentences about and feelings they had. Use verb- <i>ed</i> and verb- <i>ing</i> forms as as. You may use the words and the examples below to help			
	■ happy	anxious			
	sad	worried			
	scared	■ relaxed			
	ashamed	overjoyed			
	Being late for class, Li Ming felt a bit ashamed.				
	(1) (see)	the examination results, Tingting felt very happy.			
		, (overjoyed)			
	(3)				

Now ask the other group members about their descriptions. Select the most interesting one and report to the class.

- You may ask questions like this: Who did you write about?
- You may respond like this: I wrote about Linlin. Lost deep in thought, Linlin revised her project plan in her mind again and again.
- You may report like this: Lili's description is the most interesting. She said, "Having heard our promise to redo the writing assignment, our English teacher announced that he would put in extra hours to help us."

1	The Travel Show is finding out about different types of travellers. Listen to the radio programme and choose the types of travellers that are mentioned.		
	<b>a</b> armchair travellers <sup>®</sup>	e	culture tourists
	<b>b</b> explorers	f	globetrotting backpackers®
	<b>c</b> adventure tourists	g	holidaymakers
	<b>d</b> staycationers <sup>®</sup>		

_	LIS	isten again. Choose the correct types of travellers from the list in exercise 1 and write			
	the	them in the blanks of the descriptions below.			
	(1)	are those who book package holidays in a rush.			
	(2)	are those who prefer short trips closer to home, rather than travelling			
		abroad.			
	(3)	are those who like exciting activities in different countries.			
	(4)	are those who prefer to learn about the world by watching TV			
		documentaries or surfing the Internet at home.			
	(5)	are those who travel around for a long time and try to engage with			
		different local cultures.			

3 Listen again and complete the blanks with information from the four interviewees.  $\bigcap$ 



Name	Туре	Reasons
Luca (1)		He wants to escape from everyday life.  He thinks travelling (2)
Noah	(3)	He wants to escape, but still (4)  He likes (5)too.
Katrina (6)	She doesn't do it because she wants to save money, but because she believes (7)  She thinks (8)	
Jed	(9)	He wants to (10)  He wants to (11)

① armchair traveller n. 神游旅行者 ② staycationer /,ster'kerʃnə(r)/ n. 在家中(或附近)度假的人

③ globetrotting backpacker n. 环球旅行者

4 Role play in pairs. Decide on a tour and invite your partner to go with you.

#### Student A

You are very sporty and like to be active. You also like visiting famous places and ticking<sup>®</sup> them off your "100-things-to-see-before-you-die" list. You think the idea of a jogging tour is great. It's also cheap and you don't want to spend much money. Persuade your friend.

#### Student B

You are really interested in films and operas and think a film and theatre tour sounds amazing. It's expensive, but you're willing to pay because it's a "once-in-a-lifetime" experience that includes a visit to a film studio. Your friend is not that interested. Persuade your friend.



#### Language guide

## You may invite or persuade your friends like this:

- I am going to ... Would you like to join me / ...?
- Why don't we ...?
- It would be ... Please come and ...
- ... is exciting.
- To be frank, it's a bit of escapism from ...

#### You may accept or refuse an invitation like this:

- That's a good idea. I'm looking forward to that.
- Sounds fantastic! I'll ...
- I can postpone my other plans ...
- I'm happy to imagine that, but ...
- ... take(s) time and effort.
- I know ... but I like to ...
- Not really, but ...
- Well, can we find some other time to do that?



## Travellers' Tales Writing Competition

This month is all about Travellers' Tales. Send in tales of your special or wonderful journeys and you might

appear in next month's magazine. One lucky winner will have a chance to join our Summer Camp abroad!

- 1 Read the advertisement for a competition above in a travel magazine. Imagine that you are going to write a story for it. You may prepare your writing by thinking about these questions before you write.
  - (1) What story are you going to write about?
  - (2) What is special about it? Are there sufficient details?
- 2 Study the samples and complete the table on page 71. Judge which story you think may win the competition and give reasons.

Α

The Australian Outback is a very big place. It went on as far as the eyes could see. I tried to start the car again, but the engine died. "That's it," said Jez. "What do we do now? Wait for some kangaroos to show up?" He was starting to feel afraid. "Just wait," I replied calmly. "And if nobody comes? It's hot out here and we only have one bottle of water." "Look," I replied angrily, "I don't know, OK? Let's just hope someone comes along." That's when we noticed the small sign a few hundred metres further down the road. We ran over to it and read: "William's Creek 20 km". "We could walk there ... ," I thought.

В

It was raining hard as we drove along Route 66. It was late and we were tired and looking for a place to stop. After a while we saw some neon lights ahead. They belonged to a motel<sup>1</sup>, so we decided to take a break. There were no customers in the motel café . The waitress® looked up, but she didn't smile. "We're out of pancakes and fries," she said as she handed us the menu, "but I can do y'all a hamburger." Minutes later she handed us a plate with two hamburgers. We were eating our hamburgers when some motorcycle riders stopped outside. "Time to move on," I thought, but the rain was getting worse, and I could see flashes of lighting. Suddenly, the lights went out.

① motel /məʊ'tel/ n. 汽车旅馆 ② waitress /'weɪtrəs/ n. (餐馆等的)女服务员

Aspects of writing	Guiding questions	My exploration		
Aspects of writing	Guiding questions	(A)	(B)	
Content	Does the story illustrate the elements of a story (who / what / where / when / why)?			
Content	What is the major experience described in the story?			
	Is there a quote from a character in the story that introduces a main event? If yes, what is it?			
Language	Is there a description of the weather, the time of day, and how the main character is feeling? If yes, what is it?			
	What words or phrases does the writer use to develop the story?			
	Which words are capitalized?			
Editing	When are quotation marks used with other punctuation marks?			



## **E** Cultural focus



Travelling from one place to another can enrich one's understanding of the world. Many people have travelled along Route 66, and the road tells the story of the often difficult journey that Americans have gone through.

In this section, you will first read a passage about the amazing history of Route 66, and the role it has played in the lives of American people. You will then watch a video about the cities at the beginning and the end of Route 66: Chicago and Los Angeles.

- 1 Have you been on any road that is famous in China (or even world-famous)? If you have, tell your partner about what you saw along the road.
- 2 Read the passage and decide whether the statements below are true (T) or false (F). Correct the false ones.

(1)	Route 66 connects the East coast of America with the West coast.
(2)	The road represented a new chapter in American history.
(3)	Unusual weather conditions caused many people to leave their homes.
(4)	In the 1930s, it was easy for farmers to find work in California.
(5)	In the 1940s, the road was given a new name.
(6)	The road became popular because of the tourist attractions along its way.

# The history of Route 66





It's over 4,000 km long and crosses two-thirds of the USA. It's been called "The Main Street of America". It's been described in films, books and songs and there's even a piece on display at the Smithsonian Museum in Washington. Welcome to Route 66.

Route 66 starts in the city of Chicago. Outside the city, it cuts through cornfields and the cattle farms of the West, into gold mining towns, over deserts and through valleys,

winding around lakes and mountains, until it arrives in Los Angeles on the Pacific Ocean. Midwest America is connected with the West Coast, and the past is connected with the present. Let's go back to the 1920s to see how it all began.

## 1920s

In the early 1920s, life in Midwest America was very different. People didn't use to travel much because there were no highways near the small towns—a trip to LA would usually take weeks. But in 1926, things started to change thanks to a new road called Route 66. This new road opened up the American West to hundreds of thousands of people. Agricultural communities started to grow and develop into towns. Farmers were also able to sell their produce in big cities.

## 1930s

In the mid-1930s, hard times returned. America was suffering from the Great Depression and across the country, millions of people were out of work. In the Midwest, serious drought 20 conditions and dust storms destroyed farmland and thousands of families were forced to leave their homes. They headed for California, along Route 66, where they had heard there were agricultural jobs. Unfortunately, the road led them to poor towns outside towns and cities. Route 66 became connected with the pain and difficulties of this great movement of people.

## 1940s-1950s

- 25 When the Great Depression came to an end after World War II, there was a new age of hope and thousands moved from East to West, looking for a better life. People had more free time and many owned cars. Families wouldn't stay at home during holidays. Instead, they would drive along Route 66 to the beaches of California, visiting
- 30 the attractions along the way. It was a golden time for the road and hundreds of restaurants, motels and service stations lined the route. The road had a brand new image—one of freedom and fun.

## 1956-present day

As more people travelled from East to West, a newer, bigger road was needed and work began on a national highway. Sadly, the towns and attractions along Route 66 began to die out. Then in the 1990s, people started projects to protect the old road, new signs were put up and tourists began to travel down it once again.

Today, the road still offers an amazing journey through the American West. Whether you want the freedom of the open road, a trip into the past, or simply an oily burger from an all-American restaurant, you can still "get your kicks on Route 66".

3 Read the passage again. Write down the role that Route 66 played during each period of American history.

Time	Role of Route 66
1920s	The new road opened up the American West. Towns developed along the road, and farmers could sell their produce in big cities.
1930s	
1940s–1950s	
1956–present day	

4	Work in	arouns	and	discuss	the o	questions.
-	VVOIKIII	groups	allu	uiscuss	uie (	Juestions.

(1)	Why is Route 66 called "The Main Street of America"?		
(2)	Which routes in China, such as roads or waterways, have played a significant role in China's history? How? You may draw a picture or diagram to help present your ideas.		

## Video Chicago to LA

#### **Start thinking**

- 1 Answer the questions.
  - (1) What's the longest car journey you've ever been on? How was the experience?
  - (2) What do you know about Chicago and Los Angeles?

#### **Comprehension check**

2	Watch the video. Read the sentences and write C (Chicago) or LA (Los Ar	ngeles). 🔃
	(1) This is the third largest city in the USA.	
	(2) Over four million people live here.	
	(3) You can go shopping in Rodeo Drive in this city.	<u></u>
	(4) Around 30 million tourists visit this city every year.	
	(5) This city is known as "The City of Dreams".	
	(6) The Willis Tower is a popular tourist attraction in this city.	
	(7) It's probably windier and wetter here than anywhere else in the USA.	
	(8) Many of the roads here have up to eight lanes of traffic.	
V	ocabulary	
3	Join the verbs and verb phrase in A to the words in B. Then complete the	he sentences.
	<b>A</b> ■ change ■ chase ■ hold ■ invest ■ secure ■ soak up	
	<b>B</b> ■ dramatically ■ his dream ■ in research ■ the sun ■ a sustainable future	ure <b>=</b> true
	(1) The weather was lovely, so we decided to lie in the garden and	
	(2) Tom is moving to London so that he can of becoming a fam	nous actor.
	(3) I think he's lying because his story doesn't	
	(4) A company has to before it produces a new product.	
	(5) Countries need to make sure that they have enough water to	
	(6) She isn't a very hard-working student, so she'll have toif she	wants to succeed

#### **Extension**

at university.

- 4 Work in groups. You are going to discuss this statement: "Cars should be banned from all city centres". One group will be against the statement and the other group will be in favour of the statement.
  - (1) Choose one person in your group to write notes. In your group, think of as many arguments (for or against) as possible and write them down.
  - (2) Now choose the five best arguments. Prepare a short speech presenting your arguments. Give examples where possible.
  - (3) Your teacher or chairperson will start the debate. One person in your group will give a short speech, presenting the group's arguments. He / She should talk for about one minute.
  - (4) When both groups have finished their speeches, you can respond to each other's arguments.
  - (5) At the end of the debate, the teacher or chairperson will hold a vote. Decide if you are against or in favour of the statement, based on the arguments of each group. You don't have to agree with the opinion of the group that you are in.

Use the checklist and reflective questions below to evaluate your study in this unit.

Checklist	1 Me	2 My teacher / classmate	3 Action
<ul> <li>A Reading and interaction</li> <li>I can retell the story about Amy and Neal's responsible tourism project.</li> </ul>			
• I can explain how the writer uses different strategies to enhance the expressive power of the passage.			
• I can talk about my plan for making a responsible tourism package.			
<ul> <li>B Grammar activity</li> <li>I can identify verb-ing and verb-ed forms as adverbials in the passage.</li> </ul>			
• I can use them correctly if the context is clear.			
<ul> <li>C Listening and speaking</li> <li>I can categorize the types of travellers and their ideas in the radio show.</li> </ul>			
<ul> <li>I can explain my travel plans clearly in order to persuade my classmates.</li> </ul>			
<ul> <li>D Writing</li> <li>I can judge a good travel story by analysing the content and language features in the samples.</li> </ul>			
• I can write a travel tale with attractive details and appropriate language.			
<ul><li>E Cultural focus</li><li>I can retell the history of Route 66 in the USA.</li></ul>			
• I can describe at least two important features of Chicago and LA, and their connection to Route 66.			

### **Reflective questions**

During which part of the unit were you most engaged as a learner? What does it tell you about how to improve your study?

## **Appendices**

## Vocabulary

#### 词汇等级说明:

- 1. 不标星的词汇为高中英语必修课程要求。
- 2. 标一颗星的词汇为高中英语选择性必修课程要求。

#### Words and phrases by unit

#### Unit 1

nationality /ˌnæʃəˈnæləti/ n. one's legal right to belong to a nation 国籍 journal /ˈdʒɜːnl/ n. a written record of the things you do, see, etc. every day 日志;日记 a newspaper or magazine 报纸;刊物;杂志

authority /ɔː'θɒrəti/ n. the power to give orders to people 权力

the power to influence people because they respect your knowledge or official position 权威; 威信; 影响力

\*journalist /'dʒɜɪnəlɪst/ n. a reporter 新闻记者; 新闻工作者

annual /ˈænjuəl/ adj. happening or done once every year 每年的;一年一次的

\*spot /spot/ v. to see or notice a person or thing, especially suddenly or when it is not easy to do so 看见;看出; 发现

entirely /ɪn'taɪəli/ adv. in every way possible; completely 全部地; 完整地; 完全地

error /'erə(r)/ n. a mistake, especially one that causes problems or affects the result of something 错误; 差误

\*emotion /ɪ'məʊʃn/ n. a strong feeling such as love, fear or anger 强烈的感情;情绪

female /'fixmeɪl/ adj. being a woman or a girl 女的; 女性的

illustrate /'ɪləstreɪt/ v. to make the meaning of something clearer by using examples, pictures, etc.(用示例、图画等)说明,解释

to use pictures, photographs, diagrams, etc. in a book, etc. 加插图于;给(书等)做图表

ensure /ɪn'ʃʊə(r)/ v. to make sure that something happens or is definite 保证; 担保; 确保

\*affect /ə'fekt/ v. to produce a change in somebody / something 影响

permission /pə'mɪʃn/ n. the act of allowing somebody to do something 准许;许可;批准

subway /'sʌbweɪ/ n. an underground railway / railroad system in a city 地铁; 地铁交通

average /ˈævərɪdʒ/ adj. ordinary; not special 普通的; 平常的; 一般的

typical or normal 典型的; 正常的

confirm /kən'fɜːm/ v. to state or show that something is definitely true or correct, especially by providing evidence (尤指提供证据来)证实,证明,确认

click /klɪk/ v. to press a button on the mouse to choose something on the computer screen 点击

to make or cause something to make a short sharp sound ( 使 ) 发出咔哒声

flexible /'fleksəbl/ adj. able to change to suit new conditions or situations 能适应新情况的; 灵活的

\*perceive /pə'siːv/ v. to notice or become aware of something 注意到; 意识到; 察觉到

soccer /'sɒkə(r)/ n. (American English) football 足球运动

horrible /'horəbl/ adj. very bad or unpleasant 极坏的; 十分讨厌的; 可恶的

joyfully /'dʒɔɪfəli/ adv. happily 高兴地; 快乐地

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calm /kaːm/ adj. quiet and peaceful 宁静的
breathe /briːð/ v. to take air into your lungs and send it out again through your nose or mouth 呼吸
merrily /'merəli/ adv. in a happy, cheerful way 高兴地; 愉快地
*release /rɪ'liːs/ n. the act of making something available to the public 公开;发行
   v. to allow (news, etc) to be made known 发布(新闻等)
*innovation /ˌɪnə'veɪʃn/ n. the introduction of new things, ideas or ways of doing something(新事物、思想或方
   法的)创造;创新;改革
*outline /'aʊtlaɪn/ v. to give a description of the main facts or points involved in something 概述; 略述
collection /kə'lekʃn/ n. a group of objects, often of the same sort, that have been collected (常指同类的) 收集物,
   收藏品
committee /kə'mɪti/ n. a group of people chosen to do a particular job, make decisions, etc. 委员会
announce /ə'naʊns/ v. to make something known publicly 宣布
*entry /'entri/ n. something that you do, write or make to take part in a competition 参赛作品
publish /ˈpʌblɪʃ/ v. to produce a book, magazine, CD-ROM, etc. and sell it to the public 出版; 发行
*plot /plot/ n. the series of events that form the story of a novel, play, film / movie, etc. 故事情节; 布局
super /'suːpə(r)/ adv. extremely 非常; 极
soundtrack /'saʊndtræk/ n. all the music, speech and sounds that are recorded for a film / movie (电影的)声迹,
   声带
character /'kærəktə(r)/ n. a person or an animal in a book, play or film / movie (书籍、戏剧或电影中的)人物,角色
*civilization /ˌsɪvəlaɪ'zeɪʃn/ n. a state of human society that is very developed and organized 文明
*novel /'novl/ n. a story long enough to fill a complete book, in which the characters and events are usually
   imaginary (长篇)小说
*astronaut /ˈæstrənɔɪt/ n. a person whose job involves travelling and working in a spacecraft 宇航员; 航天员
system /'sɪstəm/ n. a group of things, pieces of equipment, etc. that are connected or work together 系统
   an organized set of ideas or theories or a particular way of doing something (思想或理论)体系;体制
crash /kræʃ/ v. to hit something hard while moving, causing noise and / or damage ( 使 ) 猛撞; 碰撞
disaster /dr'za:stə(r)/ n. an unexpected event, such as a very bad accident, a flood or a fire, that kills a lot of people
   or causes a lot of damage 灾难;灾祸
*pack /pæk/ v. to fill something with a lot of people or things 塞进
   to put clothes, etc. into a bag 装(箱)
*entertaining /ˌentə'teɪnɪɪŋ/ adj. interesting and amusing 有趣的; 娱乐的; 使人愉快的
throughout /θruː'aʊt/ prep. during the whole period of time of something 自始至终; 贯穿整个时期
*photographer /fə'tɒgrəfə(r)/ n. a person who takes photographs, especially as a job 拍照者; 摄影师
*rare /reə(r)/ adj. not done, seen, happening, etc. very often 稀少的;稀罕的
region /ˈriɪdʒən/ n. a large area of land 地区;区域;地方
custom /'kʌstəm/ n. an accepted way of behaving or of doing things in a society or a community 风俗; 习俗
*overall /ˌəʊvər'ɔːl/ adv. including everything or everyone; in total 全部;总计
   generally 一般来说; 大致上; 总体上
ordinary /'ɔɪdnri/ adj. not unusual or different in any way 普通的; 平常的; 平凡的
province /'provins/ n. one of the areas that some countries are divided into with its own local government 省份;
   (某些国家的)一级行政区
*flour /'flauə(r)/ n. a fine white or brown powder made from grain, especially wheat, and used in cooking for
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making bread, cakes, etc. (尤指小麦的)面粉;(谷物磨成的)粉

#### Phrases

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participate in to take part in or become involved in an activity 参加;参与
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ought to used to say what is the right thing to do 应该; 应当

appeal to to attract or interest somebody 有吸引力; 有感染力; 引起兴趣

stewed beef a dish in which beef is slowly cooked in liquid, which results in a thick, soup-like food 炖牛肉

soy sauce a thin dark brown sauce that is made from soya beans and has a salty taste 酱油

steamed bun a flour dish that is cooked by hot steam 馒头

staple food a basic type of food 基本食物; 主食

focus on to give attention, effort, etc. to one particular subject, situation or person 集中(注意力、精力等)于

#### Unit 2

flood /fl\ld/ v. to become or make something become available in a place in large numbers ( 使 ) 充斥, 充满

\*cotton /'kptn/ n. a plant grown in warm countries for the soft white hairs around its seeds that are used to make cloth and thread 棉; 棉花

the cloth made from the cotton plant 棉布

quy /gaɪ/ n. a man 男人; 小伙子; 家伙

insect /'ɪnsekt/ n. any small creature with six legs and a body divided into three parts 昆虫

sweat /swet/ v. produce liquid on skin / surface 出汗; 流汗

 $\it n$ . drops of liquid that appear on the surface of your skin when you are hot, ill / sick or afraid  $\it \mp$ 

port /poɪt/ n. a place where ships load and unload goods or shelter from storms 港口; 避风港

\*discount /'dɪskaʊnt/ n. an amount of money that is taken off the usual cost of something 折扣

\*iron /'aɪən/ v. to make clothes, etc. smooth by using an iron (用熨斗)熨, 烫平

n. a tool with a flat metal base that can be heated and used to make clothes smooth 熨斗

export /'eksport/ n. the selling of goods or services to another country 出口;输出

/ɪk'spoːt/ v. to sell goods or services to another country 出口; 输出

hesitate /'hezɪteɪt/ v. to be slow to speak or act because you feel uncertain or nervous(对某事)犹豫,迟疑不决 cash /kæʃ/ n. money in the form of coins or notes / bills 现金

profit /'profit/ v. to get something useful from a situation; to be useful to somebody or give them an advantage 获益; 得到好处

*n*. the money that you make in business or by selling things, especially after paying the costs involved 利润; 收益; 赢利

living /'lɪvɪŋ/ n. money to buy the things that you need in life 生计; 谋生; 收入

adj. alive now 活着的;活的

wine /waɪn/ n. an alcoholic drink made from the juice of grapes 葡萄酒

jeans /dʒiːnz/ n. trousers / pants made of strong cotton, especially denim 牛仔裤; 粗斜纹棉布裤

\*economic /ˌiːkəˈnɒmɪk/ adj. connected with the trade, industry, and development of wealth of a country, an area or a society 经济的;经济上的;经济学的

\*involve /ɪn'vɒlv/ v. to include something as an important or necessary part or result of it 包含; 需要; 使成为必然部分(或结果)

income /'ɪnkʌm/ n. the money that a person, a region, a country, etc. earns from work, from investing money, from business, etc. 收入;收益;所得

treatment /'triːtmənt/ n. a way of dealing with or discussing a subject, work of art, etc. 处理; 讨论

\*quantity /'kwpntəti/ n. an amount or a number of something 数量

\*kit /kɪt/ n. a set of clothes and equipment that you use for a particular activity 全套衣服及装备

- a set of tools or equipment that you use for a particular purpose 成套工具; 成套设备
- gym /dʒɪm/ n. a room or hall with equipment for doing physical exercise, for example in a school 健身房; 体育馆
- \*breath /breheta/ n. the air that you take into your lungs and send out again 呼吸的空气
- \*habitat /'hæbɪtæt/ n. the place where a particular type of animal or plant is normally found (动植物的)生活环境; 柄息地
- import /ɪm'pɔːt/ v. to bring a product, service, an idea, etc. into one country from another 进口;输入;引进 replace /rɪ'pleɪs/ v. to be used instead of something / somebody else; to do something instead of something / somebody else 代替;取代
- \*certify /'sɜːtɪfaɪ/ v. (formal) to state officially, especially in writing, that something is true(尤指书面)证明;证实 protest /prə'test/ v. to say or do something to show that you disagree with or disapprove of something, especially publicly (公开)反对; 抗议
- awkward /'ɔːkwəd/ adj. making you feel embarrassed 令人尴尬的; 使人难堪的
- majority /mə'dʒprəti/ n. the largest part of a group of people or things 大部分; 大多数
- smog /smpg/ n. a form of air pollution that is or looks like a mixture of smoke and fog, especially in cities 烟雾
- slide /slaɪd/ n. one page of an electronic presentation, that may contain text and images, that is usually viewed on a computer screen or projected onto a larger screen 幻灯片
- \*harvest /'hɑːvɪst/ v. to cut and gather a crop 收割(庄稼)
- honey /'hʌni/ n. a sweet sticky yellow substance made by bees that is spread on bread, etc. like jam 蜂蜜
- \*bitter /'bɪtə(r)/ adj. (of food, etc.) having a strong, unpleasant taste; not sweet(食物等)味苦的 (of arguments, disagreements, etc.) very serious and unpleasant, with a lot of anger and hatred involved(争 论、分歧等)激烈而不愉快的;充满愤怒与仇恨的
- \*flavour /'fleɪvə(r)/ n. how food or drink tastes ( 食物或饮料的 ) 味道
- \*roast /rəʊst/ v. to cook nuts, beans, etc. in order to dry them and turn them brown; to be cooked in this way 烘烤, 焙,炒(坚果、豆子等)
  - to cook food, especially meat, without liquid in an oven or over a fire; to be cooked in this way 烘, 烤, 焙( 肉等)
- \*liquid /'lɪkwɪd/ n. a substance that flows freely and is not a solid or a gas, for example water or oil 液体 adj. in the form of a liquid 液体的
- bar/bax(r)/ n. a piece of something with straight sides(长方形 ) 条,块
  - a place where you can buy and drink alcoholic and other drinks 酒吧
- \*calculate /'kælkjuleɪt/ v. to use numbers to find out a total number, amount, distance, etc. 计算; 核算
- operation /ˌɒpə'reɪʃn/ n. the way that parts of a machine or a system work; the process of making something work 运转; 运行; 操作
- advanced /əd'vɑːnst/ adj. having the most modern and recently developed ideas, methods, etc. 先进的 (of a course of study) at a high or difficult level(课程)高级的;高等的
- \*version /'vɜːʃn/ n. a form of something that is slightly different from an earlier form or from other forms of the same thing 变体; 变种; 型式
- \*dozen /'dʌzn/ n. a group of twelve of the same thing (-) 打; 十二个
- \*accurate / 'ækjərət/ adj. correct and true in every detail 正确无误的
- \*rescue /'reskjuː/ n. the act of saving something / somebody from a dangerous or difficult situation; the fact of being saved 救援; 营救; 抢救; 获救
- application /ˌæplɪ'keɪʃn/ n. the practical use of something, especially a theory, discovery, etc.(尤指理论、发现等的)应用,运用
  - a formal (often written) request for something, such as a job, permission to do something or a place at a

college or university 申请;请求;申请书

equipment /ɪ'kwɪpmənt/ n. the things that are needed for a particular purpose or activity 设备;器材

overseas /,əʊvə'siːz/ *adv.* to or in a foreign country, especially those separated from your country by the sea or ocean 在国外; 向海外

adj. connected with foreign countries, especially those separated from your country by the sea or ocean 外国的; 海外的

\*remarkable /rɪ'mɑːkəbl/ *adj*. unusual or surprising in a way that causes people to take notice 非凡的; 奇异的; 显著的

\*mission /'mɪʃn/ n. a flight into space 太空飞行任务

an important official job that a person or group of people is given to do, especially when they are sent to another country 官方使命

#### **Phrases**

in spite of if you say that somebody did something in spite of a fact, you mean it is surprising that that fact did not prevent them from doing it 不管; 尽管

chewing gum a sweet / candy that you chew but do not swallow 口香糖

#### Unit 3

make-up /'meɪk  $\Lambda$ p/ n. substances used especially by women to make their faces look more attractive, or used by actors to change their appearance 化妆品

\*ideal /aɪ'diːəl/ adj. perfect; most suitable 完美的; 理想的; 最合适的

broad /broxd/ adj. wide 宽阔的; 广阔的

short-sighted /,ʃɔːt'saɪtɪd/ adj. able to see things clearly only if they are very close 近视的

shallow /'ʃæləʊ/ adj. (of a person, an idea, a comment, etc.) not showing serious thought, feelings, etc. about something 肤浅的; 浅薄的

normal /'noːml/ adj. typical usual or ordinary; what you would expect 典型的; 正常的; 一般的

representation /,reprizen'teɪʃn/ n. the act of presenting somebody / something in a particular way; something that shows or describes something 表现; 描述; 描绘; 表现形式

\*shave /ʃeɪv/ v. to cut hair from the skin, especially the face, using a razor 剃 ( 须发 ); ( 尤指 ) 刮脸

generation /,dʒenə'reɪ[n/ n. all the people born and living at about the same time 一代人;一辈人

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

\*stretch /stretʃ/ v. to make something longer, wider or looser, for example by pulling it; to become longer, etc. in this way 拉长; 拽宽; 撑大; 抻松

\*elegant /'elɪgənt/ *adj*. (of people or their behaviour) attractive and showing a good sense of style 优美的; 文雅的 odd / pd/ *adj*. strange or unusual 奇怪的; 怪异的; 反常的

enable /ɪ'neɪbl/ v. to make it possible for somebody to do something 使能够; 使有机会

\*display /dɪ'spleɪ/ v. to show signs of something, especially a quality or feeling 显示, 显露, 表现(尤指特性或情感)

\*vary /'veəri/ v. (of a group of similar things) to be different from each other in size, shape, etc. (大小、形状等)相异,不同,有别

surround /sə'raʊnd/ v. to be well around something / somebody 围绕; 环绕

sex /seks/ n. the state of being male or female 性别

context /'kɒntekst/ n. the words that come just before and after a word, phrase or statement and help you to understand its meaning 上下文; 语境

- \*gender /'ʤendə(r)/ n. the fact of being male or female, especially when considered with reference to social and cultural differences, not differences in biology 性别(尤指社会和文化差异,而非生理差异)
- \*trend /trend/ n. a general direction in which a situation is changing or developing 趋势; 倾向; 动向
- \*occupation / pkju'peɪʃn/ n. a job or profession 工作; 职业
- campus /ˈkæmpəs/ n. the building of a university or college and the land around them (大学、学院的)校园,校区 personality /ˌpɜɪsəˈnæləti/ n. the various aspects of a person's character that combine to make them different from other people 性格; 个性; 人格
- external /ɪk'stɜːnl/ adj. connected with or located on the outside of something / somebody 外部的; 外面的 relief /rɪ'liːf/ n. the feeling of happiness that you have when something unpleasant stops or does not happen(不
- 'elief /rɪ'liːf/ *n*. the feeling of happiness that you have when something unpleasant stops or does not happen(不 快过后的 ) 宽慰 ; 轻松 ; 解脱
- duty /'djuːti/ *n*. something that you feel you have to do because it is your moral or legal responsibility 责任;义务; 本分
- effort /'efət/ n. the physical or mental energy that you need to do something; something that takes a lot of energy 气力; 努力; 费力的事
- ignore /ɪg'nɔɪ(r)/ v. to pay no attention to something 忽视; 对……不予理会
- hide-and-seek /, haɪd n 'siːk/ n. a children's game in which one player covers his or her eyes while the other players hide and then tries to find them 捉迷藏游戏
- branch /brɑːntʃ/ n. a part of a tree that grows out from the main stem and on which leaves, flowers and fruit grow 树枝
- mass /mæs/ n. a large amount or quantity of something 大量;许多
- individual /ˌɪndɪ'vɪdʒuəl/ adj. considered separately rather than as part of a group 单独的; 个别的
- pattern /'pætn/ n. a regular arrangement of lines, shapes, colours, etc. as a design on material, carpets, etc. 图案; 花样;式样
- observe /əb'zɜːv/ v. (formal) to see or notice something / somebody 看到; 注意到; 观察到
- \*constantly /'kɒnstəntli/ adv. all the time; repeatedly 始终; 一直; 重复不断地
- \*dive /daɪv/ v. to swim underwater wearing breathing equipment, collecting or looking at things(戴呼吸装备) 潜水
- sort /soːt/ n. a group or type of people or things that are similar in a particular way 种类; 类别
- impression /ɪm'preʃn/ n. an idea, a feeling or an opinion that you get about somebody / something, or that somebody / something gives you 印象; 感想
- \*react /rɪ'ækt/ v. to change or behave in a particular way as a result of or in response to something 起反应; (对……)作出反应; 回应
- \*column /'kpləm/ n. a part of a newspaper or magazine which appears regularly and deals with a particular subject or is written by a particular writer 专栏; 栏目
- \*sample /'saːmpl/ n. example of something 样本
- \*emphasis /'emfəsɪs/ n. the extra force given to a word or phrase when spoken, especially in order to show importance (对某个词或短语的)强调
- \*suit /suːt/ n. a set of clothes made of the same cloth, including a jacket and trousers / pants or a skirt 西装; 西服; 套装
- exist /ɪg'zɪst/ v. to be real; to be present in a place or situation 存在; 实际上有
- \*symbol /'sɪmbl/ n. a person, an object, an event, etc. that represents a more general quality or situation 象征 various /'veəriəs/ adj. several; different 各种不同的; 各种各样的
- wedding /'wedɪŋ/ n. a marriage ceremony, and the meal or party that usually follows it 婚礼; 结婚庆典

- \*carve /kaɪv/ v. to make objects, pattern, etc. by cutting away material from wood or stone 雕刻
- \*delicate /'delɪkət/ adj. made or formed in a very careful and detailed way 精致的;精细的;精密的
- \*practical /'præktɪkl/ *adj.* connected with real situations rather than with ideas or theories 实际的; 真实的; 客观存在的

#### **Phrases**

plastic surgery operations that improve your appearance after you have been injured, or because you want to look more attractive 整容外科手术

#### Unit 4

guideline /'gaɪdlaɪn/ n. guidelines (pl.) rules or instructions telling you how to do something 准则

track /træk/ n. a rough path or road, usually one that has not been built but that has been made by people walking there 小道; 小径

- \*qualification /ˌkwɒlɪfɪ'keɪʃn/ n. a skill or type of experience that you need for a particular job or activity(通过经验或具备技能而取得的)资格,资历
- \*enthusiasm /m'θjuːziæzəm/ n. a strong feeling of excitement; interest in something; a desire to become involved in it 热情; 热心
- \*employ /ɪm'plɔɪ/ v. to give somebody a job to do for payment 雇用 to use something such as a skill, method, etc. for a particular purpose 应用; 运用; 使用

charitable /'tʃærətəbl/ adj. connected with a charity or charities 慈善团体的; 慈善事业的

- \*foundation /faʊn'deɪ∫n/ n. an organization that is established to provide money for a particular purpose 基金会
- \*conservation /ˌkɒnsə'veɪʃn/ n. the protection of the natural environment(对自然环境的 ) 保护

escape /ɪ'skeɪp/ v. to get away from an unpleasant or dangerous situation 逃脱; 摆脱

nearby /ˌnɪə'baɪ/ adj. near in position, not far away 附近的

highlight /'haɪlaɪt/ n. the best, most interesting or most exciting part of something 最好(或最精彩、最激动人心) 的部分

- \*concept /'kɒnsept/ n. an idea or a principle that is connected with something abstract 概念; 观念
- \*recreation /ˌrekri'eɪʃn/ *n.* the fact of people doing things for enjoyment, when they are not working 娱乐; 消遣
- \*scholarship /'skɒləʃɪp/ n. an amount of money given to somebody by an organization to help pay for their education 奖学金
- \*mosquito /mə'skiːtəʊ/ n. a flying insect that bites humans and animals and suck their blood 蚊子
- \*construct /kən'strʌkt/ v. to build or make something such as a road, building or machine 建造;修建

specific /spə'sɪfɪk/ adj. detailed and exact 明确的; 具体的

dinosaur /'daməsəː(r)/ n. an animal that lived millions of years ago but is now extinct 恐龙

deer/dio(r)/n. an animal with long legs, that eats grass, leaves, etc. and can run fast 鹿

\*harm /haːm/ v. to hurt or injure somebody or to damage something 伤害; 损害

declare /dɪ'kleə(r)/ v. to say something officially or publicly 宣布; 宣告

tough /tʌf/ adj. having or causing problems or difficulties 艰难的; 棘手的

\*compete /kəm'piːt/ v. to try to be more successful or better than somebody else 竞争; 对抗

seek /sixk/ v. (sought, sought) to look for something / somebody 寻找

romantic /rəʊ'mæntɪk/ n. a person who is emotional and has a lot of imagination, and who has ideas and hopes that may not be realistic 浪漫的人; 耽于幻想的人

dolphin /'dɒlfɪn/ n. a sea animal (a mammal) that looks like a large fish with a pointed mouth 海豚 whale /weɪl/ n. a very large animal that lives in the sea and looks like a very large fish 鲸

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anxious /'ænkʃəs/ adj. feeling worried or nervous 焦虑; 忧虑; 担心
scared /skeəd/ adj. frightened of something or afraid that something bad might happen 害怕;恐惧;担心
revise /rɪ'vaɪz/ v. to change something, in order to correct or improve it 修改; 修订
extra /'ekstrə/ adj. more than is usual, expected, or than exists already 额外的;外加的
*engage /ɪn'geɪʤ/ v. to become involved with and try to understand something / somebody 与……建立密切关
   系; 尽力理解
   to take part 参与
jogging /'ʤɒgɪŋ/ n. the activity of running slowly and steadily as a form of exercise 慢跑
*persuade /pə'sweɪd/ v. to make somebody do something by giving them good reasons for doing it 劝说;说服
opera /'ppra/ n. a dramatic work in which all or most of the words are sung to music 歌剧
studio /'stjuːdiəʊ/ n. a place where films / movies are made or produced 电影摄影棚
postpone /pɔ'spəʊn/ v. to arrange for an event, etc. to take place at a later time or date 延迟; 延期
*tale /teɪl/ n. an exciting description of an event 讲述; 叙述
sufficient /sə'fɪʃnt/ adj. enough for a particular purpose 足够的; 充足的
kangaroo /ˌkængə'ruː/ n. a large Australian animal with a strong tail and back legs, that moves by jumping 袋鼠
engine /'endʒɪn/ n. the part of a vehicle that produces power to make the vehicle move 发动机;引擎
calmly /'kaːmli/ adv. behaving in a very controlled or ordinary way in a frightening or unusual situation 平静地;
   冷静地
further /'fɜːðə(r)/ adv. at or to a greater distance 较远; 更远
plate /pleɪt/ n. a flat, usually round, dish that you put food on 盘子; 碟子
flash /flæʃ/ n. a sudden bright light that shines for a moment and then disappears 闪光; 闪耀
chapter /'tfæptə(r)/ n. a period of time in a person's life or in history (人生或历史的) 时期, 篇章
   a separate section of a book, usually with a number or title (书)的章,篇,回
highway /'haɪweɪ/ n. a main road for travelling long distances, especially one connecting and going through cities
   and towns (尤指城镇间的)公路,干道
agricultural /ˌægrɪ'kʌltʃərəl/ adj. about agriculture 农业的
drought /draʊt/ n. a long period of time when there is little or no rain 久旱;旱灾
movement /'muɪvmənt/ n. an act of moving from one place to another 移动; 迁移
diagram /'daɪəgræm/ n. a simple drawing using lines to explain where something is, how it works, etc. 简图;图解
Phrases
gap year a year that a young person spends working and / or travelling, often between leaving school and
   starting university 空缺年(常指中学毕业后上大学前所休的一年假期,用于实习或旅游)
life expectancy the number of years that a person is likely to live 预期寿命
soak up take in or absorb 吸收或吸掉
secondary school a school for young people between the ages of 11 and 16 or 18 中等学校; 中学
to be frank used to show that you are being honest about something 老实说
neon light very bright and colourful electric light 霓虹灯
brand new completely new 全新的; 崭新的
```

## **Proper nouns**

#### 说明:

专有名词表包括人名、地名、机构名、作品名和专有概念名。

Unit 1

Sharon McCall 莎伦·麦考尔

Jake Kendall 杰克·肯达尔

Marisa 玛丽莎

Tadpoles Searching for Mama《小蝌蚪找妈妈》

The Plume《月晦》

The Wandering Earth《流浪地球》

Jupiter 木星(太阳系中最大的行星)

A Bite of China《舌尖上的中国》

New Year's Eve 除夕

Unit 2

Lagos 拉各斯

Yaba market 亚巴市场

Abeke 艾贝克

Uzbekistan 乌兹别克斯坦

Feruza 弗鲁兹

Mumbai 孟买

Ryan 赖安

Simon 西蒙

Levi Hutchins 利瓦伊·哈钦斯

Guglielmo Marconi 伽利尔摩·马可尼

Martin Cooper 马丁·库帕

Aztecs 阿兹特克人, 北美洲南部墨西哥人数最多的

一支印第安人

Joe Breeze 乔·布里芝

the Congo 刚果

Mayan Indians 玛雅印第安人

Mexico 墨西哥

Ghana 加纳

GPS (Global Positioning System) 全球定位系统

BDS (BeiDou Navigation Satellite System) 北斗卫星导

航系统

GLONASS (Global Navigation Satellite System) 全球导

航卫星系统

Chang'e-4 嫦娥四号

the Long March rocket series 长征系列运载火箭

FAST (Five-hundred-metre Aperture Spherical

Telescope) 500 米口径球面射电望远镜, 也被誉为

"中国天眼"

QUESS(Quantum Experiments at Space Scale)中国量

子科学实验卫星

Mozi quantum satellite "墨子号"量子卫星

Unit 3

Happiness Edem 哈皮尼斯·艾迪姆

Venus of Hohle Fels 霍赫勒·菲尔斯的维纳斯

Peter Paul Rubens 彼得·保罗·鲁本斯

Elizabethan England 伊丽莎白女王时期的英国

Borneo 婆罗洲

Simon Thompson 西蒙·汤普森

Derek 德里克

Zhongshan suit 中山装

Zang costume 藏族服饰

Mongolian costume 蒙古族服饰

Unit 4

Amy Carter-James 艾米·卡特·詹姆斯

Kenya 肯尼亚

Neal 尼尔

Mozambique 莫桑比克

Quirimbas National Park 基林巴国家公园(位于莫桑

比克)

the Changjiang River 长江

Paris 巴黎

the Louvre(法国)卢浮宫博物馆

Atlantic 大西洋(的)

Tenerife 特内里费岛

Barbados 巴巴多斯(岛)

Jan Meek 简·米克

Luca 卢卡

Noah 诺亚

Katrina 卡特丽娜

Jed 杰德

The Australian Outback 澳大利亚内陆地区 Jez 耶兹

William's Creek 威廉姆斯溪谷 Route 66 (美国)第66号公路

Smithsonian Museum 史密森尼博物馆(位于美国华盛顿特区)

Washington 华盛顿 Los Angeles 洛杉矶

the Great Depression 大萧条(指 1929-约 1933 年发生于美国和其他国家的经济衰退)

## Glossary

#### 说明:

专业术语表按书中出现顺序排列,不分单元。

object complement 宾语补足语 italicized 用斜体字书写(或印刷)的

hyphenated 用连字符连接的; 带连字符的

phrasal verb 动词词组 modification 修饰 metaphor 暗语; 隐喻 collocation 词组; 组合 simple present 一般现在(结构)
simple past 一般过去(结构)
present perfect 现在完成(结构)
passive in the simple present 一般现在被动(结构)
passive in the simple past 一般过去被动(结构)
passive in the present perfect 现在完成被动(结构)
indefinite pronoun 不定代词

## **Grammar reference**

#### 1 The verb-ing form as object complement

We use the verb-ing form as a complement.

Some verbs must have an object before the verb-ing form. So this verb-ing form serves as a complement to the object.

The police found the man lying on the ground.

I overheard them talking about throwing a surprise party.

Other verbs like this include catch, discover, feel, hear, leave, notice, observe, see, spot, watch, etc.

When these verbs are in the passive, the verb-ing form serves as the subject complement.

The man was found **lying** on the ground.

#### 2 The verb-ed form as object complement and adverbial

1 The verb-ed form can be used as a complement. Some verbs must have an object before the verb-ed form. So the verb-ed form serves as the complement to the object.

The police found the black car parked outside the man's house.

I saw the singer **surrounded** by fans.

Other verbs like this include catch, discover, feel, hear, leave, notice, observe, see, spot, watch, etc.

When these verbs are in the passive, the verb-ed form serves as the complement to the subject.

The black car was found **parked** outside the man's house.

2 The verb-ed form can be used as an adverbial when we talk about an action that happened earlier than the action in the main clause.

**Encouraged** by her friends, she decided to apply for this job.

The verb-ed form can follow subordinating conjunctions such as although, though, when and while.

When given a medical examination, many people are very nervous.

Although broken, it still worked.

Notice that because is not used in this way.

Notice that if the action in the verb-ed form is not done by the same subject as in the main clause, a subject is needed before the verb-ed form.

Work completed, he put on his coat and left the office.

#### 3 The passive in the simple present, past and present perfect

Form	Active	Passive
Simple present do (does)		am/is/are + past participle
	I <b>paint</b> the house every year.	The house <b>is painted</b> very year.
	The teacher <b>asks</b> the students to clean the classroom every day.	The students <b>are asked</b> to clean the classroom every day.
Simple past	did	was / were + past participle
	I <b>painted</b> the house.	The house <b>was painted</b> .
	The thief <b>stole</b> the painting.	The painting <b>was stolen</b> .
Present perfect	have/has + past participle	have/has + been+ past participle
	I <b>have painted</b> the house.	The house <b>has been painted</b> .
	The thief <b>has stolen</b> the painting.	The painting <b>has been stolen</b> .

#### 4 The infinitive for modification

An infinitive can be used as an attributive.

Infinitives can be used after general nouns for people and things such as *person* or *place*, or after indefinite pronouns and adverbs such as *someone* or *nowhere*. We do this when we talk about what we can or want to do with those people and things.

My mother is the **person to ask** about cooking.

Suzhou is a beautiful city to visit.

I have an important report to write.

Is there **anything to eat**?

I want something to drink.

- —Do you have anywhere to go?
- —I have **nowhere to go**.

Infinitives can be used after nouns such as agreement to give more specific information about them.

We have reached an agreement to continue our cooperation.

Other nouns like this include aim, decision, expectation, hope, offer, plan, wish, desire, etc.

After nouns and indefinite pronouns, we can use *for* with a noun phrase or object pronoun to identify the subject of the infinitive.

It's **time for the students to hand in** the test papers.

My mother bought a hamburger for me to eat.

Infinitives are used to express future actions. Usually the noun or pronoun modified by the infinitive is the subject of the verb in the infinitive.

The next plane to arrive is from New York City.

后记

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

1997年底,上海市教委和课改委决定在"二期课改"中引进牛津英语教材进行改编并试验用。2005年原教材编写组依据课标对教材作成套修订,送审通过后于2006年始在全市范围内试用。该套教材对上海市英语教育教学水平、教师专业发展、学生英语语言能力和交际能力的提高作出了较大贡献,在这些方面所积累的宝贵经验是此次修订的主要基础和重要参考。本次修订也是对上海市"二期课改"重要成果的传承和发展。

本次教材修订使用了牛津大学出版社语料库中的部分优秀素材,在修订过程中牛津大学出版社的外籍专家帮助修改语篇、润色语言,在此表示衷心感谢。

修订过程中,上海市中小学(幼儿园)课程改革委员会专家工作委员会,上海市教育委员会教学研究室,上海市课程方案教育教学研究基地、上海市心理教育教学研究基地、上海市基础教育教材建设研究基地、上海市英语教育教学研究基地(上海高校"立德树人"人文社会科学重点研究基地)及基地所在单位上海外国语大学,编写组所在单位华东师范大学等单位给予了大力支持。此外,全市数十位高中英语教师、教研员和专家给我们提供了良好的教学试验机会和有价值的意见。在此表示衷心的感谢!

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另外, 向为本书提供图片的单位致谢!

壹图网(第5页四张图,第6页三张图,第12页三张图,第14页四张图,第16页一张图,第19页一张图,第23页一张图,第30页两张图,第31页两张图,第34页六张图,第48页一张图,第60页一张图,第61页一张图,第66页一张图,第70页一张图,第72页一张图,第73页一张图);

图虫网(第37页一张图,第41页四张图);

123RF(第7页一张图,第14页一张图,第36页一张图,第55页一张图,第59页一张图);

Wikipedia (第43页一张图)。



