



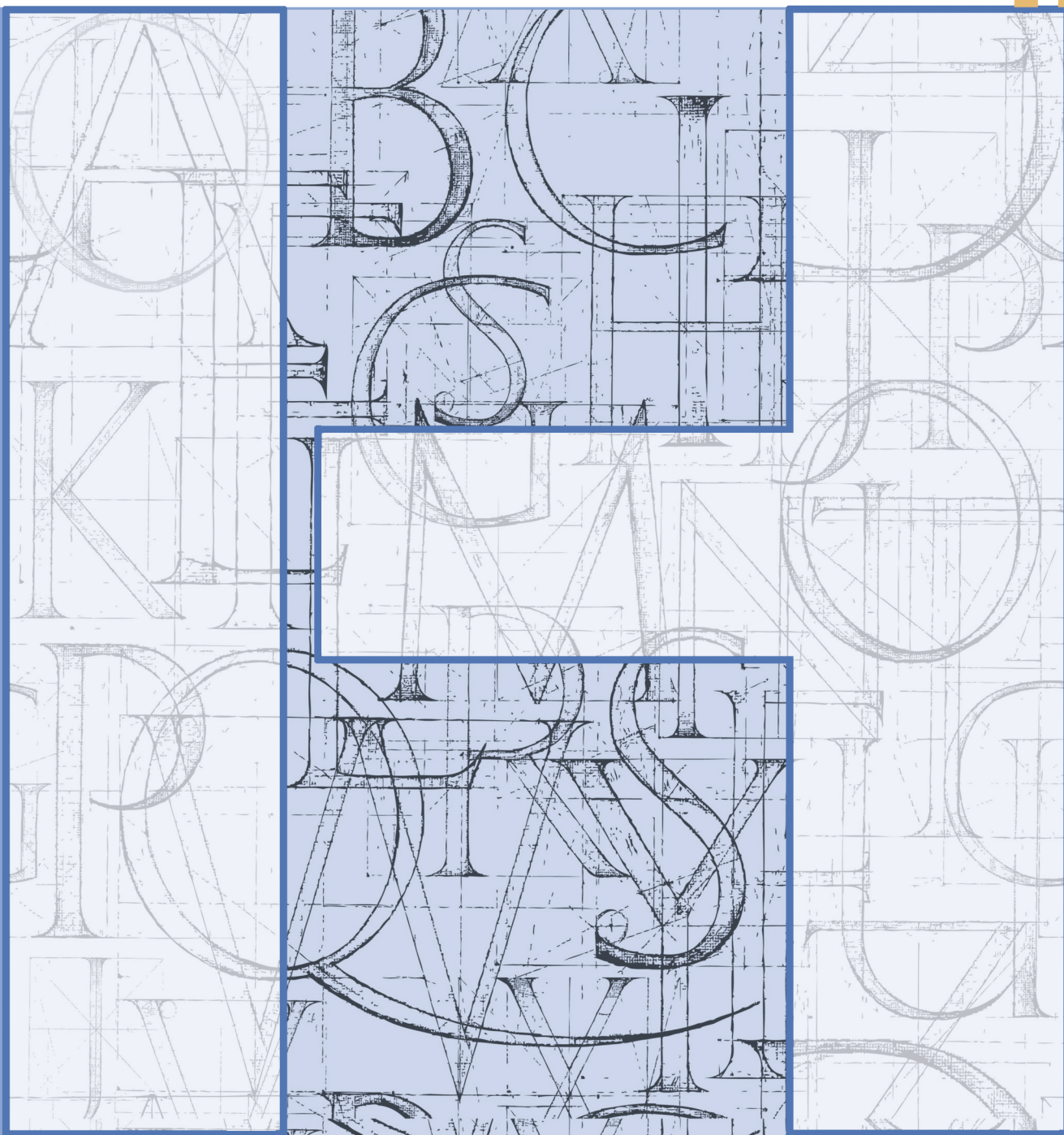
普通高中教科书

# 英语

● 选择性必修

## English

### 第四册



上海教育出版社





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# 致同学们

亲爱的同学们：

本册为选择性必修第四册，共有四个核心主题（The media and the message、Live longer, live better?、Food and ethics、Technology）和两个文学探索板块。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，并在文学探索板块阅读赏析经典文学作品。

本册教材共由四个单元组成，每个单元有五个板块，第一和第三单元后各有一个文学探索板块。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。同学们可在教师的指导下开展听前预备活动，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和语言方面的特点，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。
- **Exploring literature** 为同学们提供了一个用英语学习和欣赏中国文学和英语国家文学作品的机会。同学们通过一系列的探究活动，学会欣赏中外经典作品的基本方法，在更高层次上提升英语学科核心素养。

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。

本册教材是选择性必修课程的最后一册，祝贺同学们即将完成选择性必修阶段的英语学习。但这并不意味着英语学习的终止，希望你们能够继续努力，以饱满的热情投入到今后的英语学习中。

华东师范大学高中《英语》编写组

2020年6月

# 1

## The media and the message

### A Reading and interaction (p. 6)

**Reading:** Now in the news

**Mini-project:** Planning a news report

**Focus on language:** Expressions about social media; collocations related to journalism

### B Grammar activity (p. 12)

The modal verb for possibility

### C Listening and speaking (p. 14)

**Listening:** Why people want to be famous?

**Speaking:** Talking about being a celebrity

### D Writing (p. 16)

Writing an opinion essay based on a news headline

### E Cultural focus (p. 18)

**Reading:** Seeing is believing

**Video:** Pepper the Robot

### Self-assessment (p. 22)

Exploring literature 1: "How We Kept Mother's Day" (p. 23)

# 2

## Live longer, live better?

### A Reading and interaction (p. 32)

**Reading:** From here to eternity

**Mini-project:** Making choices: to be young again?

**Focus on language:** Phrases with *off*; phrases with *life*

### B Grammar activity (p. 38)

The unreal conditional

### C Listening and speaking (p. 40)

**Listening:** Growing old in different societies

**Speaking:** Debating whether to care for the elderly at home or in nursing homes

### D Writing (p. 42)

Writing a persuasive essay about ageing

### E Cultural focus (p. 44)

**Reading:** "The Road Not Taken"

**Video:** Surgery: old and new

### Self-assessment (p. 48)



## 3 Food and ethics

### A Reading and interaction (p. 50)

**Reading:** Would you eat it?

**Mini-project:** Making ethical food choices

**Focus on language:** Noun phrases + prepositions; noun suffix: *-ion*

### B Grammar activity (p. 56)

The passive in different forms

### C Listening and speaking (p. 58)

**Listening:** Food for the 21st century

**Speaking:** Talking about the best solution to food shortages

### D Writing (p. 60)

Writing a for and against essay on a vegetarian diet

### E Cultural focus (p. 62)

**Reading:** *Qingtuan* for the Qingming Festival

**Video:** Spicy chilli and Sichuan food

### Self-assessment (p. 66)

Exploring literature 2: An excerpt from "The Garden Party" (p. 67)

## 4 Technology

### A Reading and interaction (p. 74)

**Reading:** The next big thing

**Mini-project:** Imagining life in 2035

**Focus on language:** Nouns related to technology

### B Grammar activity (p. 80)

The appositive clause

### C Listening and speaking (p. 82)

**Listening:** A presentation about Internet cookies

**Speaking:** Giving a presentation about a technology

### D Writing (p. 84)

Writing a report on ICT use in schools

### E Cultural focus (p. 86)

**Reading:** The story of China's lunar missions

**Video:** Robot cars

### Self-assessment (p. 90)

## Appendices

Vocabulary (p. 91)

Proper nouns (p. 100)

Glossary (p. 101)

Grammar reference (p. 102)



# 1

## The media and the message



### Objectives

#### A Reading and interaction

- Analyse the advantages and disadvantages of social media

#### B Grammar activity

- Use modal verbs for possibility correctly in the given context

#### C Listening and speaking

- Explain the advantages and disadvantages of being famous

#### D Writing

- Write an opinion essay about news using appropriate language and format

#### E Cultural focus

- Retell the history of documentaries
- Explain the features of Pepper the Robot

### Pre-reading activity

Before you read, work in pairs and discuss the questions.

1 Think about the biggest news story at the moment. How did you first hear about it?

2 Have you heard of the term *citizen journalist*? What does it mean?

## Now in the news



Friday 11 March 2011 started like any other day online. A story about a minor celebrity was trending on social media that morning, along with business news about a popular search engine, when suddenly, at 2:46 p.m., thousands of online posts started coming out of Tokyo. Something big had happened in the area, and social media users were the first to hear about it: a massive earthquake had hit Japan, followed by a huge tsunami<sup>①</sup>. Eyewitness testimonies from cities rocked by the quake<sup>②</sup> flooded the web, and then, as the tsunami swept the coastline, people climbed up bridges and buildings and posted footage on their favourite social media sites. The camera work was shaky, but the content was compelling—their world was falling apart, yet they continued to film.

Over the last few years, the big news stories, such as those from the Japanese earthquake zone in 2011, have been reported mainly by ordinary individuals. It was citizen journalists armed with smartphones who brought these stories to the world. Mobile technology has enabled

people at the scene of the event to post videos, photos and commentaries more quickly than professional journalists. The landscape of reporting and deciding what is newsworthy has changed: nowadays, citizen journalists can also **set the agenda**.

The content of the news has changed too, as stories told by citizen journalists are often more personal and have more emotional appeal. Unlike stories by professional journalists who investigate facts and sources before they publish anything, blog posts and online commentaries by citizen writers seldom cite reliable sources, nor do they typically provide background information or give a broad overview<sup>③</sup>. People haven't got time to collect and examine facts or explore the bigger picture. A video uploaded to the Internet may show a building that is burning to the ground, but it probably won't investigate how the fire started, who may have been affected and what might have helped or delayed the effort to put it out.

But in other ways, citizen journalism supports the aim of journalism, which

① tsunami /tsu:'nɑ:mi/ n. 海啸 ② quake /kweɪk/ n. 地震 ③ overview /'əʊvəvju:/ n. 概况; 概述



by definition is to **report news** that  
55 matters to others. It is now easier for  
ordinary people to speak and write  
about their communities and society.  
Namely, citizen journalism facilitates the  
sharing of information which will allow  
60 individuals to improve their lives. This shift  
in the source of news coverage is said  
to benefit communities or groups that  
were previously unheard of. And through  
the Internet, these citizen reports can  
65 spread around the globe. Through citizen  
journalism, many ordinary people are now  
able to play a part in telling important  
stories, including their own.

However, there are serious ethical  
70 problems. Unlike traditional journalism,  
citizen journalism is largely unregulated,  
with little or no accountability—there is  
no one to check the facts or **trace sources**.  
Such unconfirmed stories can cause panic  
75 or otherwise affect the lives of ordinary  
people. A few years ago, a story about  
an extremely dangerous online game,  
claimed to be popular among teenagers  
around the world, started spreading across  
80 the Internet. The story **lacked credibility**  
and had very few facts to support it: in fact,  
the game didn't actually exist. However,  
the hoax<sup>①</sup> **went viral**<sup>②</sup> and **made headlines**  
in big newspapers in several countries.

85 This caused unnecessary fear among  
parents worldwide, and forced police  
departments to use their limited resources  
to investigate false claims. Because posts  
are rarely checked and confirmed, citizen  
90 journalists can be easily tricked. There's  
a risk that they spread false information

to a wide audience, who will naturally  
believe that the news story is true. In  
2012, a 16-year-old girl from New Jersey  
95 posted a message online that someone  
was in her house. When she mysteriously  
disappeared shortly afterwards, many  
users of the same social network thought  
she had been kidnapped and started the  
100 online campaign HelpFindKara. This call  
for help trended worldwide, with 34,000  
people sharing the message with their  
online friends. Everyone believed Kara's  
story and **fell for the scam**, until the police  
105 found her walking alongside a highway.  
She had faked her own kidnapping and  
had run away from home. Luckily for Kara,  
she didn't get prosecuted.

Incidents like this show that citizen  
110 journalism is still finding its way. With  
millions of people carrying smartphones  
today, we are likely going to see more  
people of all ages telling their own stories,  
sharing the events that shape their lives  
115 and creating impact and change around  
the world. "The choice we face," one media  
expert says, "isn't whether or not this is the  
media environment we want to operate  
in. This is the environment we've got. The  
120 question we all face now is, 'How can we  
make the best use of this media?'"



① hoax /həʊks/ n. 骗局 ② go viral /'vaɪrəl/ 快速传播

### Comprehension work

#### 1 Read the passage and answer the questions.

- (1) What can give an early indication of an important global news story?  
.....
- (2) Why are citizen journalists able to post news stories more quickly than professional journalists?  
.....
- (3) How are citizen journalists' reports different from professional reports? What reasons does the writer give for this?  
.....
- (4) What are the benefits and problems of the reports made by citizen journalists?  
.....
- (5) Who is to blame for the false information shared online about Kara?  
.....
- (6) What conclusion does the writer draw at the end of the passage?  
.....

#### 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.

Over the last few years, many breaking news stories have been reported by citizen journalists. Their camera work might not be perfect, but the content can be <sup>1</sup>..... Equipped with <sup>2</sup>....., citizen journalists can provide news coverage more <sup>3</sup>..... than professional journalists. Stories posted by citizen journalists are usually more personal and have more <sup>4</sup>..... appeal, but they might not always provide <sup>5</sup>..... information or give a broad overview. Still, citizen journalism enables common people to share information to <sup>6</sup>..... their lives. However, citizen journalism also causes serious ethical problems because it is largely <sup>7</sup>....., and it is difficult to check the facts or trace <sup>8</sup>..... Citizen journalists can be easily <sup>9</sup>..... and may spread false information. Nowadays citizen journalism is still <sup>10</sup>..... its way. We should figure out how to make the best use of this kind of media.

## Deep reading

- Using examples is a powerful way to illustrate one's ideas in writing. Study the examples below, and discuss the benefits and potential dangers of citizen journalism in pairs.

Examples of citizen journalism	Benefit / Danger	My explanation
(1) The earthquake and the tsunami in Japan	<input checked="" type="checkbox"/> Benefit <input type="checkbox"/> Danger	The writer intends to show the benefit of breaking news stories being shared quickly with videos, photos and commentaries, which is much faster than traditional journalism.
(2) A building that is burning to the ground	<input type="checkbox"/> Benefit <input type="checkbox"/> Danger	
(3) A story about an extremely dangerous online game	<input type="checkbox"/> Benefit <input type="checkbox"/> Danger	
(4) The false alarm of Kara's kidnapping	<input type="checkbox"/> Benefit <input type="checkbox"/> Danger	

## A Reading and interaction

### 2 Work in pairs and discuss the questions.

(1) Have you or your friends ever reported a news story? How does the news posted by you or them influence your life?

.....  
.....

(2) How can we become responsible citizen journalists? Suggest some specific ways.

.....  
.....

### Mini-project

#### Planning a news report

**You are going to post a news story about your local area. Think about some events and information that are newsworthy.**

- Discuss the following factors in groups.
  - a local issue you would like to cover
  - sources you could use
  - where you are going to post it
  - the main points of your story and its purpose
- Share ideas within your group.
- Select one person to report on behalf of your group.

**Issue:** *A traffic accident near school*

**Sources:** *Pictures taken at the scene; witnesses' descriptions of the accident; bystanders' reactions*

**Where to post it:** *Microblog*

**Details of the news:** *An old woman coming to pick up her granddaughter after school was knocked off her e-bike by a passing car at the crossroads. She hurt her ankle and got some bruises on her knees. She was sent to the nearest clinic. Luckily, she hadn't broken anything. Some people who witnessed the accident said that she did not stop at a red light. Many people thought that she should never do that again.*

**Issue:** .....

**Sources:** .....

**Where to post it:** .....

**Details of the news:** .....



## Focus on language

### 1 Read the passage again. Find the words and expressions related to social media (e.g. *blog post*).

.....

.....

.....

### 2 Study the phrases about journalism in bold in the passage. Match the phrases to the explanations.

- (1) give an account of a recent important event .....
- (2) find the origin of information .....
- (3) not have the quality of being believable or trustworthy .....
- (4) be cheated .....
- (5) become a central focus .....
- (6) spread very quickly .....
- (7) decide what to focus on .....

### 3 Translate the Chinese parts into English by using the words given in brackets.

- (1) I believe in Billy. He is .....  
( 我见过的最可靠的人 ). (reliable)
- (2) .....  
( 媒体对一个事件的报道程度 ) may influence people's opinions of it. (coverage)
- (3) .....  
( 河岸边种了很多树 ), which makes it a place where people can enjoy the cool in summer.  
(alongside)
- (4) .....  
( 一场可怕的飓风上周横扫了这个城镇 ), destroying many houses. (sweep)
- (5) .....  
( 他只在电影中扮演了一些小角色 ), so he is not that well known. (minor)
- (6) .....  
( 所有的细节都被检查 ) before they reached the final conclusion. (examine)
- (7) A woman called the police and claimed that she .....  
.....  
( 目击了前一天发生的银行抢劫 ). (witness)
- (8) .....  
( 只要你们待在安全区域 ), nothing dangerous will happen. (zone)
- (9) .....  
( 位于全国铁路网络的中心 ), Zhengzhou's train station is one of the busiest in China. (network)
- (10) .....  
( 你必须引用一些具体的例子 ) to explain your points better and more clearly. (cite)

### The modal verb for possibility

A modal verb can add extra meaning to the basic meaning of the sentence.

*He was the oldest man aboard the ship.* (The speaker expresses a fact in the past.)

*He **may have been** the oldest man aboard the ship.* (It is the speaker's guess that the old man was the oldest.)

⇒ Grammar reference 1 (p. 102)

#### 1 Read the passage and study sentences or clauses 1–10 in the passage. Then answer questions a–c.



At the beginning of the advertisement, we see a young man running down a street in a poor, working-class area. The man is wearing jeans and a leather jacket and he's got a shaved head. You most probably think he's aggressive or a troublemaker and that <sup>1</sup>he must have done something wrong. <sup>2</sup>He has to be running away from a bad situation: <sup>3</sup>he might have stolen someone's wallet or <sup>4</sup>someone could have been hurt in a fight. <sup>5</sup>He can't be doing anything good.

Then the camera angle changes; we see that he is running towards someone, not away from something. There's an older man holding a briefcase, standing in the street ahead. <sup>6</sup>He may be a businessman on his way to work, or it's possible that he's just finished work. It's safe to say that he doesn't know the younger man, because he looks as if he's frightened. He's bound to be thinking the man is going to rob him—I'm almost sure we're all thinking the same. But will he? Then the camera zooms out<sup>①</sup> some more, so more context is given. We get a bigger picture, and our perceptions start to change. There's what looks like bricks and cement<sup>②</sup> being lowered from the arch above the men. <sup>7</sup>The bricks might fall and <sup>8</sup>they could both be badly hurt. Then, in the final moments of the advertisement, the bricks do fall down, but they

don't hit them, because the young man has dragged the businessman to one side and saved him. Hey, wait a minute, <sup>9</sup>that can't have happened because he's a troublemaker, right? <sup>10</sup>He can't have been trying to help him. But in fact, that's exactly what happened. The advertisement has cleverly played on our prejudices and expectations until we are finally given the whole picture. It's a TV advertisement for a newspaper, and it cleverly teaches us a valuable lesson about judgement and perspective. From bad guy to hero in three camera angles.

**a** Which sentences or clauses express:

a) certainty? ..... b) possibility? .....

**b** Which sentences or clauses refer to:

a) the past? ..... b) the present? ..... c) the future? .....

**c** Which modal verbs can be used to refer to both the present and the future?

.....

① zoom /zu:m/ out (镜头)推远 ② cement /sɪ'ment/ n. 水泥

**2 Rewrite the following sentences without changing their meanings. Use the modal verbs in brackets.**

- (1) I'm sure they were travelling through the jungle when the typhoon hit. (must)  
They .....
- (2) It seems likely that the farmer has already found the missing lamb. (may)  
The farmer .....
- (3) I'm almost sure that accident at the construction site was caused by the absence of safety procedures. (must)  
That accident at the construction site .....
- (4) It's not possible that he heard about it on the radio. He never listens to the news. (can't)  
He .....
- (5) It's safe to say that the report isn't accurate. There isn't any proof for any of those claims. (can't)  
The report .....

**3 Think of three things that happened in the past. Use modal verbs for possibility to guess what happened. Write your descriptions on the lines. You may use the example below to help you.**

*Mr Li's car was stolen last week, but it was parked outside the office building yesterday. What happened to the car? I guess the car might have been found by the police.*

- (1) .....
- (2) .....
- (3) .....

**Now ask your classmates about their descriptions. Select the most unbelievable one to report to the class.**

■ **You may ask and respond like this:**

**A:** What unbelievable story do you have?

**B:** My story is that Mr Li's car was stolen last week.

**A:** He must have been really upset. What happened next?

**B:** I saw it parked outside the office building yesterday. It might have been found by the police. The suspected thief might have been arrested.

■ **You may report like this:** I think the most unbelievable story is Lili's story. She said, "Mr Li's car was stolen last week, but it might have been found by the police, because I saw it parked outside the office building yesterday."


## C Listening and speaking

**1 Listen to a radio programme about life in the public eye. Tick the topics that are discussed.** 

- |   |  |
|---|--|
| <input type="checkbox"/> why people want to be famous | <input type="checkbox"/> advantages of being famous      |
| <input type="checkbox"/> how to be famous             | <input type="checkbox"/> problems caused by being famous |

**2 Listen again. Decide which of the reasons for seeking fame the speakers mentioned. Give examples or explanations mentioned to support your decision. Complete the table.** 

Reasons	Mentioned (Yes / No)	Examples or explanations
The desire to have an interesting life		
The desire for approval		
The need to be loved		
Survival instinct		
The wish to broaden one's horizons		
The desire to become a leader		
The adrenaline <sup>①</sup> rush		
The desire for fame		
The wish to live a long life		
The wish to have a higher income		

**3 The speakers also mentioned some misconceptions people have about being famous. What are these misconceptions, and what are the realities?** 

- (1) Misconception 1: .....  
Reality: .....
- (2) Misconception 2: .....  
Reality: .....
- (3) Misconception 3: .....  
Reality: .....

① adrenaline /ə'drenəlin/ n. 肾上腺素



**4 Work in groups. Discuss what you think the daily life of a celebrity is like. Would you like to become famous? Why or why not? You may follow the steps below.**

- Brainstorm advantages and disadvantages of being famous. Consider the following aspects:
  - expectations from fans
  - pressure
  - working conditions
  - health
  - media attention
  - free time
  - being recognized in the street
- Discuss what you think a celebrity's daily schedule looks like, and whether you would be able to live such a life.
- Summarize the key points of your discussion.
- Select one person to present your ideas on behalf of your group.

**Language guide**

**You may ask questions about “being famous” like this:**

- Do you want to be famous?
- Are you willing to expose your personal life to the public?
- Would you like to be followed by your fans everywhere?
- What do you think are the benefits of being famous?
- Do you like to work long hours with very little personal time?

**You may discuss the questions like this:**

- Celebrities are often envied by ordinary people, but ...
- It's true that there's very little privacy ...
- One has to accept the fact that the public don't always have accurate information about ...
- Some celebrities don't care about what other people think or say about them ...
- If they are no longer famous, they ...
- Celebrities do have more opportunities, such as ...
- It may be a very difficult decision, but ...

**You may express your opinions like this:**

- To tell the truth, being a celebrity is / is not ...
- It is ... to be famous.
- It's a matter of ...
- I do not want to be a celebrity, because ...
- You have a point there!
- That's what I feel.



Different people think differently about news. Some people enjoy reading the news, while others believe no news is good news. Still others would love to be in the news themselves. What are your thoughts? Write an opinion essay expressing your views.

### 1 You may prepare your writing by thinking about the questions.

- (1) Which two headlines in the box hold completely opposite attitudes towards news?  
.....
- (2) Which headline(s) would you like to argue for or against?  
.....
- (3) What arguments would you use to support your idea that news is beneficial or harmful?  
.....

**“No news is good news”**

Teens today: the dumbest<sup>①</sup> generation?

News sites bore Generation Z<sup>②</sup>

**No news? That’s not an option!**

### 2 Read the sample essay. Then complete the table on page 17 before you write.

Newspapers are part of our daily life; without them we’d be cut off from reality. We read the news to know what is going on in the world, and this knowledge shapes our attitudes and actions. Newspapers educate us, and expose us to new ideas and words, which are good for the mind too.

It’s a sad fact, but much of the younger generation have no interest whatsoever in the news. Worryingly, in a recent survey, young people scored an average of 5.9 out of 12 questions in a general knowledge test about world events. Frankly, ignorance is dangerous and it’s risky to ignore reality; by following the news, we become stronger, more valuable citizens, able to form our own opinions about national and international events. And as we find out about other people’s problems, we can try to work out how to help them.

So, theoretically, reading the news makes us better citizens. In addition, it’s good for the mind. Fresh perspectives and new concepts broaden our outlook, and learning new words and ideas helps our minds stay sharp. What reading does is encourage comprehension and our ability to focus, and it also improves our vocabulary.

In short, make the most of the news and try to read it every day, even for just a few minutes. Visit different news sites and challenge your ideas by looking at different points of view. Not only is the news about accessing information, but it’s also about inspiration.

① dumb /dʌm/ adj. 愚蠢的 ② Generation Z Z世代, 西方国家泛指“95后”

Aspects of writing	Guiding questions	My exploration
Content	What is the purpose of the essay? What is the writer's point of view?	
	How are the ideas developed in paragraphs 2 and 3?	
	How does the writer conclude the essay?	
Language	What language does the writer use to express emphasis?	
	What language does the writer use to show possibilities or express uncertainty?	
	What language does the writer use to make a transition between different ideas?	

### 3 Now write your opinion essay. Edit your writing properly.

.....

.....

.....

.....

.....

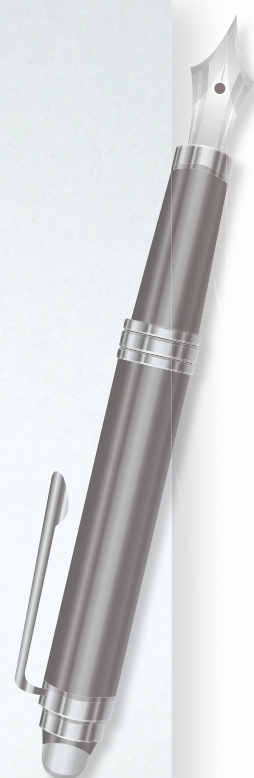
.....

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.....

.....

.....





The various types of media play an important role in human communication. As times change, so do the ways we communicate.

In this section, you will first read a passage that explores the history of documentaries, and whether they can really capture the truth. You will then watch a video about a robot called Pepper, who can communicate with people and read human emotion.

### 1 Work in pairs and discuss the questions.

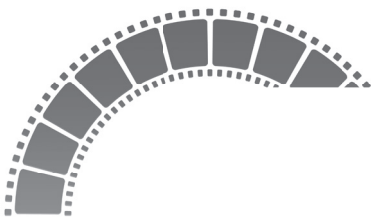
(1) What makes a good documentary?

.....

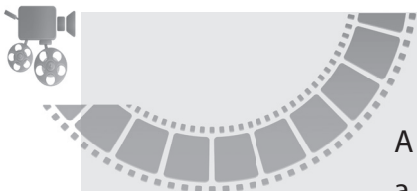
(2) What are the similarities and differences between documentaries and fiction films?

.....

### 2 Read the passage and match paragraphs A–D on pages 19–20 to blanks 1–4.



## Seeing is believing



A steam train slowly pulls into a station, a boat docks at a port, and a large crowd of workers rush out of factory gates after a hard day's work. These are the subjects of the first moving images, produced by the Lumière Brothers over a hundred years ago. Known as "actualities", these short black and white films were shot on location at a single place and had no storyline. What they did was show simple scenes from everyday life. These scenes had a dramatic impact on people who had never witnessed moving images before. It is said that an audience even ran out of the theatre as an on-screen train speeded towards them. Never before had people seen such realistic images; for these first audiences, "seeing was believing".

## 1 .....

Flaherty's documentary starred locals and looked natural and spontaneous, but the film was  
15 very much a romantic interpretation of the Inuit way of life, and included many staged scenes.  
These early documentaries were very much an interpretation of reality—what happened was  
that they presented the film-makers' idea of life, rather than showing life as it actually was.

## 2 .....

Interestingly, this type of "adapted reality" was used in news programmes too. Much war  
footage from the early 20th century was staged, with cameramen arriving after a battle, then  
20 filming soldiers acting out scenes.

## 3 .....

Gradually, this direct cinema style started to influence other genres, and some fiction films  
became more "realistic". In the 1960s, British socialist film-maker Ken Loach used a "fly-on-the-  
wall"<sup>①</sup> style to make his "drama-documentary"<sup>②</sup> films appear as unscripted and as natural as  
possible. These hard-hitting<sup>③</sup> stories often dealt with real-life issues, and aimed at influencing  
25 people's opinions.

## 4 .....

Many successful documentaries have since then used similarly  
breathtaking sound and imagery, and combined it with  
emotional storytelling and recreations of dramatic  
events. In fact, contemporary documentaries are  
30 in many ways becoming indistinguishable from  
mainstream Hollywood productions.

Although documentaries and Hollywood movies  
become more and more similar to each other, one  
thing is certain: whatever happens, documentary  
35 film-makers will continue to find creative new ways of  
exploring reality.



**A** This tradition of shaping "reality" continued when, ten years later, a British director John Grierson started to produce documentaries with a similar stylized approach. *Night Mail* began as an information film about the mail train from London to Edinburgh, but as it progressed, the film became more poetic and less realistic, concentrating on movement, light, rhythm and sound.

① fly-on-the-wall *adj.* 写实的 ② drama-documentary *adj.* 戏剧纪录片的 ③ hard-hitting *adj.* 直言不讳的

**B** It wasn't until 1922 that documentaries as we know them today started to emerge. An American director called Robert Flaherty produced a feature-length documentary called *Nanook of the North*. The film introduced audiences to Inuit life in North-west Alaska, helping broaden their knowledge of the world. It was this desire to educate and present people with the "truth" that motivated early film-makers, but just how truthful were their documentaries?

**C** In the 1950s and 1960s there was a protest against staged reality and recreated scenes in a movement called direct cinema. Direct cinema started in the USA, and gave the impression that the events on the screen had been recorded spontaneously and were presented exactly as they happened in real life.

**D** While fiction films employed direct cinema techniques, documentary film-makers looked for new ways of capturing reality. In *Koyaanisqatsi: Life Out of Balance*, Godfrey Reggio and Ron Fricke explored the drama of the natural world, and the impact human beings have on it. The story is told entirely without words. Instead, a powerful musical score connects scenes of oceans and desert landscapes with images of tall buildings and traffic jams. *Koyaanisqatsi* showed the world in a very special way that was both realistic and unreal at the same time.

**3 Read the passage again and decide whether the following statements are true (T) or false (F). Correct the false ones.**

- (1) The first documentaries started to appear in the middle of the 20th century. ☐  
.....
- (2) The main purpose of Flaherty's films was to broaden his viewers' knowledge of the world. ☐  
.....
- (3) The direct cinema movement mainly used staged reality and recreated scenes. ☐  
.....
- (4) The drama-documentary films produced by Ken Loach seemed very realistic and natural. ☐  
.....
- (5) Documentaries and Hollywood movies are becoming more and more different. ☐  
.....

**4 Work in pairs and discuss the questions.**

- (1) Do documentaries have the same purpose today as that of Flaherty's films?  
.....
- (2) Do you agree that documentaries are the most truthful form of storytelling? Justify your opinions.  
.....

## Video Pepper the Robot

### Start thinking

#### 1 Answer the questions.

- (1) What are the strengths and weaknesses of robots compared to human beings?
- (2) If you were to design a robot, what functions would you like it to perform? Why?

### Comprehension check

#### 2 Watch the video. Answer the questions.

- (1) What is special about Pepper?

.....

- (2) What is Pepper designed to do?

.....

- (3) Why was Bruno Maisonnier working on robots in his free time?

.....

- (4) What is Pepper not good at?

.....

- (5) What can Pepper do in addition to playing games?

.....

- (6) What makes Pepper's appearance different from that of some other robots?

.....

### Vocabulary

#### 3 Read the text. Match the words in bold with the synonyms below.

- |             |             |             |          |
|-------------|-------------|-------------|----------|
| ■ encounter | ■ enable    | ■ intrigued | ■ chores |
| ■ adapt     | ■ currently | ■ household |          |

Today was their first <sup>1</sup>**meeting** with this newly designed robot, but they were already <sup>2</sup>**fascinated** by it. The advanced cameras and sensors <sup>3</sup>**allow** it to sense human emotion. Though this robot cannot do <sup>4</sup>**housework**, it can engage with people just like a member of the <sup>5</sup>**family**. It can even <sup>6</sup>**modify** its behaviour as it interacts with people. This new type of robot is <sup>7</sup>**now** attracting a lot of interest and attention.

- |           |           |           |           |
|-----------|-----------|-----------|-----------|
| (1) ..... | (2) ..... | (3) ..... | (4) ..... |
| (5) ..... | (6) ..... | (7) ..... |           |

### Extension

#### 4 Work in groups. You are going to have a debate on the following motion: "Robots will do most jobs in the future." One group will be for the motion and the other will be against it.

- (1) Choose one person in your group to take notes. In your group, think of as many arguments as possible and write them down.
- (2) Now choose the five best arguments. Give examples where possible.
- (3) Your teacher or chairperson will start the debate. Choose one person in your group to give a speech, presenting your arguments. He / She should talk for one to two minutes.
- (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.



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

Checklist*	1 Me	2 My teacher / classmate	3 Action
<b>A Reading and interaction</b>			
• I can explain the benefits and potential dangers of citizen journalism and the reasons for its popularity.			
• I can interpret the purpose of the examples used in the passage.			
• I can express my ideas about how to post one's own news story.			
<b>B Grammar activity</b>			
• I can identify different modal verbs and their functions in the passage.			
• I can use modal verbs to express possibility if the context is clear.			
<b>C Listening and speaking</b>			
• I can summarize the reasons why people seek fame mentioned by the three speakers.			
• I can ask and answer questions about being famous and discuss the topic in a group.			
<b>D Writing</b>			
• I can analyse the content and the features of language in the sample essay.			
• I can write an opinion essay with good arguments in a correct format.			
<b>E Cultural focus</b>			
• I can give a brief account of the history of documentaries.			
• I can explain the strengths and weaknesses of Pepper the Robot.			

### Reflective questions

Apart from the things covered in this unit, what else do you want to learn about the media? How do you plan to seize such learning opportunities in the future?

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

## Pre-reading activity

## Discuss the questions before you read the story.

Have you ever celebrated Mother's Day? What did you do and say to your mother on that day? Share your experience with the class.

In the following story narrated by a boy in the first-person perspective, Mother's Day was celebrated in an unusual way. Read and find out more.

### How We Kept Mother's Day —As Related by a Member of the Family

■ By Stephen Butler Leacock<sup>①</sup>

Of all the different ideas that have been started lately, I think that the very best is the notion<sup>②</sup> of celebrating once a year "Mother's Day". I don't wonder that May the eleventh is becoming such a popular date all over America and I am sure the idea will spread to England too.

It is especially in a big family like ours that such an idea takes hold. So we decided to have a special celebration of Mother's Day. We thought it a fine idea. It made us all realize how much Mother had done for us for years, and all the efforts and sacrifice that she had made for our sake<sup>③</sup>.

So we decided that we'd make it a great day, a holiday for all the family, and do everything we could to make Mother happy. Father decided to take a holiday from his office, so as to help in celebrating the day, and my sister Anne and I stayed home from college classes, and Mary and my brother Will stayed home from High School.

It was our plan to make it a day just like Xmas<sup>④</sup> or any big holiday, and so we decided to decorate the house with flowers and with mottoes<sup>⑤</sup> over the mantelpieces, and all that kind of thing. We got Mother to make mottoes and arrange the decorations, because she always does it at Xmas.

The two girls thought it would be a nice thing to dress in our very best for such a big occasion, and so they both got new hats. Mother trimmed both the hats, and they looked fine, and Father had bought four-in-hand silk ties<sup>⑥</sup> for himself and us boys as a souvenir of the day to remember Mother by. We were going to get Mother a new hat too, but it turned out that she seemed to really like her old grey bonnet<sup>⑦</sup> better than a new one, and both the girls said that it was awfully becoming to her.

① Stephen Butler Leacock (1869–1944): a Canadian writer, famous for writing stories of light humour

② notion /'nəʊʃn/ n. 想法; 观点 ③ for our sake 为了我们的缘故 ④ Xmas Christmas 的缩写

⑤ motto /'mɒtəʊ/ n. 格言; 箴言 ⑥ four-in-hand silk tie 四手结丝绸领带 (四手结是最简单的打领带方法, 适用于较窄的领带和休闲装扮) ⑦ bonnet /'bɒnɪt/ n. (旧式) 女童帽或者女士帽子 (带子系于下巴)

Well, after breakfast we had it arranged as a surprise for Mother that we would hire a motor car and take her for a beautiful drive away into the country. Mother is hardly ever able to have a treat like that, because we can only afford to keep one maid, and so Mother is busy in the house  
 25 nearly all the time. And of course the country is so lovely now that it would be just grand for her to have a lovely morning, driving for miles and miles.

But on the very morning of the day we changed the plan a little bit, because it occurred to Father that a thing it would be better to do even than to take Mother for a motor drive would be to take her fishing. Father said that as the car was hired and paid for, we might just as well  
 30 use it for a drive up into the hills where the streams are. As Father said, if you just go out driving without any objective, you have a sense of aimlessness; if you are going to fish, there is a definite purpose in front of you to heighten the enjoyment.

So we all felt it would be nicer for Mother to have a definite purpose; and anyway, it turned out that Father had just got a new rod the day before, which made the idea of fishing all the  
 35 more appropriate, and he said that Mother could use it if she wanted to; in fact, he said it was practically for her, only Mother said she would much rather watch him fish and not try to fish herself.

So we got everything arranged for the trip, and we got Mother to cut up some sandwiches and make a sort of lunch in case we got hungry, though of course we were to come back home  
 40 again to a big dinner in the middle of the day, just like Xmas or New Year's Day. Mother packed it all up in a basket for us ready to go in the motor.

Well, when the car came to the door, it turned out that there hardly seemed as much room in it as we had supposed, because we hadn't reckoned on<sup>①</sup> Father's fishing basket and the rods and the lunch, and it was plain<sup>②</sup> enough that we couldn't all get in.

Father said not to mind him; he said that he could just as well stay at home, and that he was sure that he could put in the time working in the garden; he said that there was a lot of rough dirty work that he could do, like digging a trench for the garbage, that would save hiring a man, and so he said he'd stay home; he said that we were not to let the fact of his not having had a real holiday for three years stand in our way; he wanted us to go right ahead and be happy and  
 50 have a big day, and not to mind him. He said that he could plug away<sup>③</sup> all day, and in fact he said he'd been a fool to think there'd be any holiday for him.

But of course we all felt that it would never do to let Father stay home, especially as we knew he would make trouble if he did. The two girls, Anne and Mary, would gladly have stayed and helped the maid get dinner, only it seemed such a pity to, on a lovely day like this, having their  
 55 new hats. But they both said that Mother had only to say the word, and they'd gladly stay home and work. Will and I would have dropped out, but unfortunately we wouldn't have been any use in getting the dinner.

So in the end it was decided that Mother would stay home and just have a lovely restful day round the house, and get the dinner. It turned out anyway that Mother doesn't care for fishing,  
 60 and also it was just a little bit cold and fresh out of doors, though it was lovely and sunny, and

① reckon on 料到; 指望 ② plain /pleɪn/ adj. 明白无误的 ③ plug away 坚持不懈地做 (尤指困难的事情)

Father was rather afraid that Mother might take cold if she came.

He said he would never forgive himself if he dragged Mother round the country and let her take a severe cold at a time when she might be having a beautiful rest. He said it was our duty to try and let Mother get all the rest and quiet that she could, after all that she had done for all of us,  
65 and he said that that was principally why he had fallen in with this idea of a fishing trip, so as to give Mother a little quiet. He said that young people seldom realize how much quiet means to people who are getting old. As to himself, he could still stand the racket<sup>①</sup>, but he was glad to shelter Mother from it.

So we all drove away with three cheers for Mother, and Mother stood and watched us from the  
70 verandah<sup>②</sup> for as long as she could see us, and Father waved his hand back to her every few minutes till he hit his hand on the back edge of the car, and then said that he didn't think that Mother could see us any longer.

Well—we had the loveliest day up among the hills that you could possibly imagine, and Father caught such big specimens<sup>③</sup> that he felt sure that Mother couldn't have landed them anyway,  
75 if she had been fishing for them, and Will and I fished too, though we didn't get so many as Father, and the two girls met quite a lot of people that they knew as we drove along, and there were some young men friends of theirs that they met along the stream and talked to, and so we all had a splendid time.

It was quite late when we got back, nearly seven o'clock in the evening, but Mother had  
80 guessed that we would be late, so she had kept back the dinner so as to have it just nicely ready and hot for us. Only first she had to get towels and soap for Father and clean things for him to put on, because he always gets so messed up with fishing, and that kept Mother busy for a little while, and she was also helping the girls get ready.

But at last everything was ready, and we sat down to the grandest kind of dinner—roast turkey  
85 and all sorts of things like on Xmas Day. Mother had to get up and down a good bit during the meal fetching things back and forward, but at the end Father noticed it and said she simply mustn't do it, that he wanted her to spare herself<sup>④</sup>, and he got up and fetched the walnuts over from the sideboard himself.

The dinner lasted a long while, and was great fun, and when it was over all of us wanted to  
90 help clear the things up and wash the dishes, only Mother said that she would really much rather do it, and so we let her, because we wanted just for once to humour her<sup>⑤</sup>.

It was quite late when it was all over, and when we  
95 all kissed Mother before going to bed, she said it had been the most wonderful day in her life, and I think there were tears in her eyes. So we all felt awfully repaid for all that we had done.



① racket /'ræktɪ/ *n.* 喧哗; 吵闹 ② verandah /və'reɪndə/ *n.* (房屋底层有顶半敞的) 游廊  
③ specimen /'spesɪmən/ *n.* 样品; 样本; 标本 ④ spare herself 让她自己免除(劳累)  
⑤ humour her 迁就她(遂了她的心愿)

### Questions for discussion

1 What was the purpose of celebrating Mother's Day, as the narrator understands?

.....

.....

2 How did the family members respond to the idea of celebrating Mother's Day?

.....

.....

3 What did the family members buy to celebrate the day?

.....

.....

4 Why did the father suggest fishing for the trip?

.....

.....

5 What problem did the family meet when the car arrived?

.....

.....

6 Who did not go on this trip and why?

.....

.....

7 How did the father feel about leaving Mother behind?

.....

.....

8 When the car got home late in the evening, how did Mother help each of them?

.....

.....

### Appreciating the narrative technique

One of the narrative techniques in literature is called the first-person perspective. If a story is told in the first-person perspective, the narrator can tell you not only what he or she sees and hears, but also what he or she thinks. However, the limitations to this technique are that the narrator can only tell you what he or she sees and hears and what he or she believes to be true according to his or her thinking. The reader can only see the events of the story from the narrator's point of view and does not know for sure whether his or her ideas are correct or not. Writers sometimes can exploit this technique to create special storytelling effects.

**1 In this story, the writer uses the first-person perspective. Do you trust the narrator's perspective? Why? Read the story again to think about possible alternative interpretations.**

You may work like this:

- First you should select one event from the story.
- Find and quote the narrator's description of the event.
- Then write down your own interpretation of the event.

(1) The ideas that Father may have had, but he did not express

*Father decided to take a day off from his office. What he said was he wanted to take a day off to help celebrate Mother's Day. What he perhaps did not say was: I also need a day off for a holiday, but I will not say that I need a day off for my own sake.*

others: .....

(2) The ideas that the sisters may have had, but they did not express

.....

(3) The ideas that the brothers may have had, but they did not express

.....

(4) The ideas that Mother may have had, but she did not express

.....

**2 Now, think about all the possibilities you have discussed above. What does the writer want to say about this family? Does he want to make fun of them or does he want to criticize something? If he wants to criticize something in a light-hearted way, what is it?**

.....

### **Class play**

**Work in small groups and break down the story into a class play of three acts. You may work in the following ways.**

- Divide the story into three acts:
  - Act 1: Paragraphs 2 to 6
  - Act 2: Paragraphs 7 to 15
  - Act 3: Paragraphs 17 to 20
- Write a play script for each act.
- Revise your play script to make sure it is of good quality, and get your teacher's approval.
- Assign roles for the director, Father, Mother, two sisters, two brothers and the driver.
- Practise the performance of your act of the play.
- Present your play to the class.



## Script for Act 1

A large rectangular area with horizontal dotted lines for writing the script.



Script for Act 2





### Script for Act 3

A large rectangular area with horizontal dotted lines for writing the script.







## 2

# Live longer, live better?

LIFE

### Objectives

#### A Reading and interaction

- Explain the advantages and disadvantages of immortality as reflected in the passage

#### B Grammar activity

- Use unreal conditionals correctly in the given context

#### C Listening and speaking

- Express personal opinions about different forms of elderly care

#### D Writing

- Write a persuasive essay using appropriate language and format

#### E Cultural focus

- Appreciate a poem about choices in life
- Describe the development of surgery in the past 200 years

### Pre-reading activity

**Before you read, work in pairs and discuss the questions.**

- 1 What would you like to achieve before you die? List at least five things.  
.....
- 2 Imagine that you could live forever. Would your objectives be the same or different? Why or why not?  
.....

# From here to eternity<sup>①</sup>



Tyler Jamieson has a strict daily routine. He goes jogging every morning at 6:00 a.m., reads the newspapers, then sets off to work an 18-hour day. Tyler is the CEO<sup>②</sup> of a huge corporation and works in a pressured and stressful environment. But despite this—and the fact that he is nearly 100 years old—he has no serious health problems. In fact, Tyler  
5 expects to live for many centuries more. His original body “died” several years ago, but his brain lives on in a robot.

This may sound like an idea from a science fiction film script, but it actually comes from a serious business proposal at the very frontier of scientific knowledge. Some years ago, a media entrepreneur called Dmitry Itskov sent a letter to billionaires offering them a new  
10 lease of life. Itskov had 30 scientists working on an immortality project whose aim was to transplant a human mind into a robot body in the near future. “Our research has the potential to free you, as well as the majority of all people on our planet, from disease, old age and even death,” claimed Itskov in his letter.

Such research may fundamentally transform our lives. Most people’s shelf life is a mere  
15 85 to 89 years, so it’s hardly surprising that we want to put off the inevitable. Even one of the world’s oldest men, 116-year-old Jiroemon Kimura, insisted that although he was tired, he didn’t want to die. But is eternal life as attractive as it sounds? What would be the consequences of immortality?

① eternity /ɪˈtɜːnəti/ *n.* 永生; 永恒 ② CEO (chief executive officer) 总裁; 首席执行官

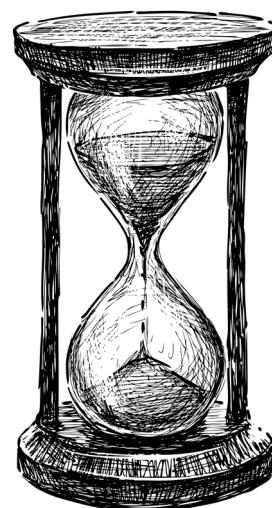


From a purely practical point of view, immortality poses quite a few problems. The most  
20 obvious is the increase in overpopulation, putting more pressure on our planet's already  
limited resources. Immortality would also cause a number of almost unimaginable problems  
in society. Crime rates would rise because criminals would no longer be put off by a few years  
in prison, and how could the state afford "life sentences"? Another big change would be in the  
length of our working life. People could spend thousands of years in the same job, resulting in  
25 severe depression. There would be fewer career opportunities for younger, less experienced  
generations too.

Immortality would also influence how society develops and progresses. As the population  
grew older, there would be more resistance to progress, and societies would become less  
dynamic. Imagine if everyone from the 18th century were still alive today. Chances are  
30 that racial segregation would still exist, gender discrimination would still be common and  
women wouldn't have any rights. Older generations need to die in order to let the younger  
generation breathe life into new concepts and allow society to progress; in a brave new  
"immortal" world, older people could continue to fend off innovation in favour of the status  
quo<sup>①</sup>. "A new scientific truth does not succeed by convincing its opponents and making  
35 them see the light," said Nobel physicist Max Planck, the father of quantum<sup>②</sup> mechanics, "but  
rather because its opponents eventually die and a new generation grows up that is familiar  
with the idea from the beginning."

Yet those in favour of immortality projects argue that it's unethical to condemn everyone  
to death when the possibility of indefinite life exists. Modern medicine cures diseases and  
40 keeps people in the prime of life for as long as possible; surely, they argue, immortality is  
the next logical step? People could explore endless possibilities, witness how the human  
race evolves and dedicate themselves to doing good. Supporters don't believe that the  
novelty of life might one day wear off. They don't consider that once we have passed all the  
milestones<sup>③</sup> in life and crossed everything off our bucket lists, we could be condemned to a  
45 terrible fate: an eternity of boredom.

Today, it is not only Dmitry Itskov who is promising the gift of  
immortality to his clients; scientific research is also uncovering  
nature's secrets of longevity<sup>④</sup>. Living forever really is a matter of life  
and death and the problems it creates cannot be easily shrugged off.  
50 Ultimately, by accepting that life is limited and cannot be sustained  
indefinitely, we're able to give more value to the time we have, and  
to think carefully about how we are using it and what we hope to  
achieve, because we might not get another chance. As a wise man  
once said, "The bad news is, time flies. The good news is, you're the  
55 pilot."



① status quo /ˌstetəs ˈkwəʊ/ n. 现状 ② quantum /ˈkwɒntəm/ n. 量子

③ milestone /ˈmaɪlstəʊn/ n. 重要阶段; 里程碑 ④ longevity /lɒnˈdʒevəti/ n. 长寿



### Comprehension work

#### 1 Read the passage and answer the questions.

- (1) How does Dmitry Itskov propose to free people from disease, old age and even death?  
.....
- (2) What was 116-year-old Jiroemon Kimura's attitude towards death?  
.....
- (3) According to the writer, why would immortality lead to higher crime rates?  
.....
- (4) According to the writer, why would immortality put younger generations at a disadvantage?  
.....
- (5) Why does the writer say "older generations need to die"?  
.....
- (6) What are the main arguments for and against immortality that the writer provides in the last two paragraphs? Which side do you take? Why?  
.....

#### 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.

A few years ago, Dmitry Itskov, a media <sup>1</sup> ....., claimed that his group was working on an immortality project to <sup>2</sup> ..... a human mind into a robot body. What would be the <sup>3</sup> ..... of immortality? It may pose a few problems. First, the increasing population would put more pressure on the planet's already <sup>4</sup> ..... resources. Second, crime rates would rise. Third, people could become bored from spending thousands of years in the same job, and there would be fewer <sup>5</sup> ..... opportunities for younger, less experienced generations. Moreover, there would be more <sup>6</sup> ..... to progress, and new <sup>7</sup> ..... might not be as easily accepted. Still some people are in <sup>8</sup> ..... of the project, and think it is wrong to condemn everyone to death if immortality is possible. In short, living forever may seem good, but we cannot <sup>9</sup> ..... off the problems. In fact, by <sup>10</sup> ..... the fact that life is limited, we can give more value to the precious time we have.

## Deep reading

- 1 The writer discusses the pros and cons of immortality in the passage. Work in pairs to find them and decide whether you agree with the writer. Then complete the tables.

Pros of immortality	My opinions
People could explore endless possibilities.	Agree. People would have more opportunities to do meaningful things in life. For example, they would have time to come up with new inventions or make new discoveries.

Cons of immortality	My opinions
Overpopulation would put pressure on our already limited global resources.	Agree. The resources on Earth are limited. Overpopulation will cause serious problems for future generations. Science and technology can only delay the negative impact, so control of the population is important.

## A Reading and interaction

### 2 Work in pairs and discuss the questions.

(1) Does the writer argue for or against immortality? Why?

.....

(2) How do you understand the wise man's words at the end of the passage? How can you become the pilot of your life? Suggest some specific ways.

.....

.....

### Mini-project

#### Making choices: to be young again?

Imagine that you are faced with two choices: to be young again or to remain where you are now.

■ Discuss the questions in groups.

Which option would you choose?

What advantages and disadvantages does each option involve?

■ Share ideas within your group.

■ Select one person to report on behalf of your group.

#### My choice: *to be young again*

I would like to be young again, if there were such an opportunity. In this way I would correct all my mistakes, and grasp every opportunity given to me. I'm sure I would be a much better person than I am now. For example, I would take the piano lesson more seriously. When I was six years old, I started my piano lessons. I was reluctant to practise because I was asked to do dull drill exercises. So I gave up after a few months. Now, I really envy some of my classmates who play the piano well. It is a pity that my fingers are not nimble<sup>①</sup> enough to play it any more.

#### My choice: .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

<sup>①</sup> nimble /'nimbl/ adj. 灵活的; 敏捷的

## Focus on language

### 1 There are six phrases with *off* in the passage. Find and match them to their meanings.

- |                             |                    |
|-----------------------------|--------------------|
| (1) become less .....       | (4) postpone ..... |
| (2) depart .....            | (5) resist .....   |
| (3) reject or dismiss ..... | (6) remove .....   |

### 2 There are six phrases with *life* in the passage. Find and match them to their meanings.

- |  |
|--|
| (1) an important event or point in someone's life .....                      |
| (2) an urgent or very important issue .....                                  |
| (3) the length of time for which an item remains usable .....                |
| (4) the best and healthiest time in someone's life .....                     |
| (5) bring ideas and energy to something .....                                |
| (6) a new opportunity to live longer and have a better quality of life ..... |

### 3 Match the two parts of the quotations in columns A and B. Then translate them into Chinese. Pay attention to the words in bold.

#### A

- (1) Where there is an open mind,
- (2) Eternity is a **mere** moment,
- (3) The more **severe** the pain or illness, the more **severe** will be the necessary changes,
- (4) It's not necessarily about what **career** you pick;
- (5) Courage is **resistance** to fear, mastery of fear—
- (6) The two basic items necessary to **sustain** life
- (7) Don't take the wrong side of an argument
- (8) My main reason for adopting literature as a profession was that,

#### B

- a which may involve breaking bad habits, or acquiring some new and better ones.
- b it's about how you do what you do.
- c there will always be a **frontier**.
- d are sunshine and coconut milk.
- e just because your **opponent** has taken the right side.
- f just long enough for a joke.
- g as the author is never seen by his **clients**, he need not dress respectably.
- h not absence of fear.

- (1) .....
- (2) .....
- (3) .....
- (4) .....
- (5) .....
- (6) .....
- (7) .....
- (8) .....

### The unreal conditional

There are three common types of conditional clauses for expressing real or unreal conditions in the present or in the past. They are the first conditional, the second conditional and the third conditional. When a conditional combines a present condition with a past result or a past condition with a present result, it is called the mixed conditional.

- (1) *If we **don't hurry**, we'll **miss** the train.* (the first conditional for talking about real situations)
  - (2) *If I **won** £1,000,000, I **would resign** from my present job.* (the second conditional for talking about unreal situations that are unlikely to happen or hypothetical<sup>①</sup> conditions)
  - (3) *If his friend **had told** him the truth, his holiday **would not have been ruined**.* (the third conditional for talking about unreal past situations)
  - (4) *If you **knew** me better, you **wouldn't have said** that.* (the mixed conditional for talking about a present condition with a past result)
- If the thief **hadn't sneezed** when the security guards walked past, he **would still be** a free man now.* (the mixed conditional for talking about a past condition with a present result)

⇒ Grammar reference 2 (p. 102)

1 Read the passage. Study sentences 1–4 and complete the table on page 39.

### The luckiest man alive?



When we look back on our lives, we sometimes talk about being in the right place at the right time. Well, what if you were in the wrong place at the wrong time? Frank Selak knows all about that. <sup>1</sup>If you were Frank, you'd be happy to be alive. The retired music teacher knows less about lucky breaks and more about lucky escapes!

Frank was born in 1929 in Croatia, and the first 30 years of his life were relatively quiet. It wasn't until the 1960s that the trouble began. In January 1962, Frank was travelling home on a train when an accident happened. The train was travelling across a bridge when it slipped off the rails and fell into the icy river below. As the train sank, Frank managed to smash open a loose window and escape, but he lost consciousness while swimming to the shore. Luckily, he was saved: Frank owes his life to the people from a nearby village who pulled him out of the river. <sup>2</sup>If it hadn't been for the people in the village, Frank could have drowned.

Frank escaped from two other accidents in the 1960s. In the 1970s, the lucky escapes continued, with Frank miraculously surviving a burning car on two occasions. But his final big accident happened in 1994, when he was driving along a road in western Croatia. A truck crashed into him and his car was pushed off the highway into a 150-metre hole. <sup>3</sup>If Frank's luck had run out, this would be the end of his story. Fortunately, it hadn't, and he fell out of the car before it exploded.

However, his story doesn't end there. In 2002, after many lucky escapes, Frank had his first lucky break and won a million dollars on the national lottery<sup>②</sup>. <sup>4</sup>If Frank were a greedy man, he would have kept the money for himself. Instead, he gave it all away.

① hypothetical /,haɪpə'tetɪkl/ adj. 假设的; 假定的 ② lottery /'lɒtəri/ n. 抽奖给奖法

Grammar	Structures	Sentences in the passage
<b>a</b> Second conditional		
<b>b</b> Third conditional		
<b>c</b> Mixed conditional (past condition, present result)		
<b>d</b> Mixed conditional (present condition, past result)		

## 2 Complete the passage with the correct form of the words in brackets.

Many people's definition of luck is winning a lot of money. But if you suddenly won the lottery, <sup>1</sup> ..... (it / really / make) your life better? Everyone would know who you were. If you <sup>2</sup> ..... (go) to your local supermarket, people would stop and stare. They'd probably ask you for money and they'd want a piece of your good luck. This is what happened to Jacqueline King, who won £14 million on the lottery. If she <sup>3</sup> ..... (know) this before, would she have bought the ticket? Probably, she admits.

Today, King lives in a much nicer house, but she is still working. Winning the lottery came as a huge shock, and she was choked with emotion. But she soon calmed down and decided to use the money wisely. The money helped her pay off her debt, get a university education and become an architect. If it <sup>4</sup> ..... (not be) for the money she received, she would still be working as a shop assistant. But apart from that, if she hadn't chosen the winning numbers, her life <sup>5</sup> ..... (not be) so different. She still lives in the same area and sees the same people, but she's happier than before. However, some winners claim that their lives <sup>6</sup> ..... (be) much better today if they hadn't won the lottery. When you ask most winners about their good luck, they simply smile and say that they are happy.

## 3 Think of a recent regret that you have. What is the thing that you should have done, but didn't do? Write it using the unreal conditional on the line. You may use the example below to help you.

*I have one big regret: Yesterday, I should have brought my umbrella to school, but I didn't. So I got totally wet because of the thunderstorm on my way home. If I had brought my umbrella to school, I would have avoided getting wet.*

.....

**Now ask your classmates about their regrets. Select the biggest regret to report to the class.**

### ■ You may ask and respond like this:

**A:** What is your regret?

**B:** My regret is that we lost the basketball game yesterday. We should have won! I will never forgive myself for missing that shot<sup>①</sup>.

**A:** Oh, I'm sorry to hear that! What happened?


**B:** We didn't practise hard enough. If we had, we wouldn't have lost the game.

### ■ You may report like this: I think the biggest regret is Mingming's. He said, "We lost the basketball game yesterday. We should have won. If we had practised hard enough, we wouldn't have lost the game."

① shot /ʃɒt/ n. 投篮; 射门




## C Listening and speaking

1 Listen to a radio programme about growing old in different societies. Tick the ideas that are mentioned. 

- ☐ physical fitness
- ☐ depression
- ☐ poor diet
- ☐ tensions between generations
- ☐ mental deterioration
- ☐ loneliness
- ☐ community projects
- ☐ dependence vs independence
- ☐ job opportunities
- ☐ social harmony

**2** Listen again and decide whether the following statements are true (T) or false (F). 

- (1) According to the presenter, society today is getting older. ☐
- (2) In Western countries, young people don't have much to say about important issues. ☐
- (3) According to the speakers, old people lose respect because they lose their independence. ☐
- (4) In the East, young people send the elderly to nursing homes. ☐
- (5) In tribal societies, old people are highly valued. ☐

3 The speakers mentioned different attitudes towards old people in different societies. Complete the table according to what you have heard. 

Attitude in the West	Attitude in the East	Attitude in tribal societies

**Suggested attitude in modern societies:** .....

.....

- 4 Conduct a debate. Divide the class into two groups. One group is to support the idea “When our parents are old, it would be better for them to live in nursing homes”, and the other group is to support the idea “When our parents are old, we should care for them at home”. Work together and try to find good arguments to support your opinions.

**When our parents are old, it would be better for them to live in nursing homes.**

**Our arguments:** .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**When our parents are old, we should care for them at home.**

**Our arguments:** .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

### Language guide

#### **You may introduce your idea like this:**

- As we all know, ...
- Many people believe that ...
- When discussing ..., the most important question is ...
- The topic of ... is very complicated. We must first look at ...

#### **You may present your arguments like this:**

- In my opinion, ...
- Personally, I think ...
- My point is that ...
- Besides, I also think that ...
- I'd like to point out that ...
- As far as I'm concerned, ...

#### **You may summarize your arguments like this:**

- Based on what I've said, ...
- In conclusion, I firmly believe that ...
- After considering all the factors, my conclusion is that ...



The Tang Dynasty poet Li Shangyin once wrote, “The evening glow is immeasurably magnificent, albeit<sup>①</sup> dusk<sup>②</sup> is drawing in.” With this quote as a starting point, write a persuasive essay where you give your views on ageing.

### 1 You may prepare your writing by listing the advantages and disadvantages of being old.

(1) Advantages of being old: .....

(2) Disadvantages of being old: .....

### 2 Read the sample essay. Then complete the table on page 43 before you write.

#### Older people have a better quality of life than younger people

Growing old is something we all have to face. For young people, old age may seem a long way off. It may also seem depressing with many disadvantages, but in my opinion getting older has a lot to offer. Older people can have a better quality of life than younger people.

Firstly, I believe that the older people become, the happier they get. They are older and wiser, and have more self-knowledge and life experience than younger people. They know where they’ve come from, they know where they’re going and they’ve got nothing to prove.

Secondly, as people get older, they have more and more time to do what they want. Old people can learn new things just as easily as young people, and they can broaden their horizons just as much as the younger generation.

On the other hand, it’s also true that older people are less active, more vulnerable to infections and more likely to fall ill. They are not always as mentally alert, and not so good at multitasking as younger people. However, medical advances mean that the older generation has far more active lifestyles than before. Seventy-year-old Han Ming from Chengdu is a good example—you’re unlikely to meet such an energetic person as this stylish, white-bearded gentleman, who works as a fashion model, and walks elegantly on catwalks<sup>③</sup> all over the world.

All things considered, in my opinion, older people definitely have a better quality of life than younger people. They have more life experience, they are healthier than previous generations, and they have the time to follow their dreams.

① albeit /əˈlʌɪt/ conj. 尽管; 虽然 ② dusk /dʌsk/ n. 黄昏

③ catwalk /ˈkætˌwɔːk/ n. ( 时装表演时供模特儿用的 ) 狭长表演台, T 形台







Life is short, so we should make the most of it: we need to do our best to stay healthy and make the right decisions about our future.

In this section, you will first read a poem by Robert Frost about a particularly difficult part of life: making a choice without knowing what the consequences will be. You will then watch a video about surgery 200 years ago, which shows how the medical science has progressed, and also how precious life is.

### 1 Work in pairs and discuss the questions.

- (1) Have you ever been faced with difficult choices in life? What were they and what did you choose?  
.....
- (2) Are you a risk-taker, looking for adventure and new challenges? Why or why not?  
.....

### 2 Read the poem and match summaries a–d on page 46 to stanzas 1–4.

## The Road Not Taken

By Robert Frost

1

Two roads diverged<sup>①</sup> in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth<sup>②</sup>;

2

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,

3

And both that morning equally lay  
In leaves no step had trodden<sup>③</sup> black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.

4

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

① diverge /daɪ'vɜːdʒ/ v. 分开 ② undergrowth /'ʌndəgrəʊθ/ n. 林木下的灌木丛

③ tread /tred/ v. ( trod, trodden ) 踩; 踏



Robert Frost is one of America's most popular poets, and occupies a unique place in English-language literature. By the end of his life he was a living legend, but in the beginning, it was a very different story. Born in 1874, Frost spent his first 11 years in San Francisco. Sadly for Robert, several years later his father died, so the family moved to Massachusetts and lived with relatives. It was there that Frost met the love of his life, Elinor White.



**Robert Frost**  
(1874–1963)

Later, Robert and Elinor got engaged and Robert went off to study at Dartmouth College. But one term into his course, he dropped out and went home to work as a reporter for a local newspaper and teach at a high school. Soon after, Robert and Elinor got married and had a baby boy called Elliot. The same year, he managed to get a place at Harvard University. Unfortunately, he dropped out after two years of study. It was as if he hadn't wanted to carry on, although quite the opposite was true. The fact was that Robert had to support his wife and family. As a result, they moved to a farm in New Hampshire and made money raising chickens. Perhaps he'd rather have had more time to write poetry, but life on the farm was hard. However, he did manage to write a little, early in the morning, before work. During this period, he completed some of the poems that would eventually make him famous.

Robert wasn't good at farming, so after nine years he returned to education and taught English at an academy. Five years later, frustrated by his lack of success, Robert moved his family to England. There, he found a publisher for his work and soon became popular in poetry circles in England as well as in America.

In 1915, he went back to America, where he wrote "The Road Not Taken". He was 42 at the time and the poem's theme of indecision probably reflected Robert's own regrets. Suppose he'd moved to England sooner, perhaps he'd have found fame earlier? Imagine he'd finished his degree: maybe success would have been easier? Today, Robert Frost's poetry is read and enjoyed by poetry lovers all over the world.



## E Cultural focus

Summaries	Stanzas
<b>a</b> One road seemed less travelled than the other road, but when I took a closer look they were really no different.	
<b>b</b> I was walking through a wood one day, when I came across two roads. I didn't want to choose which one to take, but I had to.	
<b>c</b> In the future I'll probably tell people that I took the road that looked less travelled (even though it wasn't) and that choosing that road made a big difference to my life.	
<b>d</b> Even though there was no difference, I decided to take the second road. I hoped I might go back and explore the other road another time, although I knew this was unlikely.	

### 3 Read Robert Frost's biography on page 45 and put his life events in the correct order.

- a** dropped out of Harvard University
- b** met the love of his life
- c** worked for a newspaper
- d** had his first child
- e** became famous
- f** lived on a farm
- g** travelled to England
- h** lost his father

..... → ..... → ..... → ..... → ..... → ..... → .....

### 4 Read the poem again and discuss the questions in groups.

- (1) The wood is yellow and the road is covered in leaves. What time of year is it? What does this suggest about the speaker's age?

.....  
 .....

- (2) What might have happened to the speaker if he had chosen the familiar road? Imagine that you are the speaker and write a paragraph to describe what you feel, see and hear on the way. Start writing from "And both that morning equally lay | In leaves no step had trodden black. | Oh, I kept the second one for another day!"

.....  
 .....

## Video Surgery: old and new

### Start thinking

#### 1 Answer the questions.

- (1) Where is the nearest hospital in your local area?
- (2) What kind of operations can you have there?
- (3) Which is the most famous hospital in your city? Why?

### Comprehension check

#### 2 Watch the video. Answer the questions.

- (1) How long did St Thomas' serve the district of Southwark?

.....

- (2) Where was the operating theatre of St Thomas'?

.....

- (3) When was the museum opened?

.....

- (4) Who used to watch the operations?

.....

- (5) Where did the rich use to have operations?

.....

- (6) How long did it use to take to amputate a leg?

.....

- (7) What did surgeons use to wear?

.....

- (8) Which parts of the dead bodies were kept for further study?

.....

### Vocabulary

#### 3 Read the text. Match the words in bold with the antonyms below.

- |                 |             |              |         |
|-----------------|-------------|--------------|---------|
| ■ awake         | ■ cramped   | ■ dangerous  | ■ fixed |
| ■ old-fashioned | ■ primitive | ■ unhygienic |         |

Medical practices today are quite <sup>1</sup>**advanced**. Operating theatres are <sup>2</sup>**spacious**, <sup>3</sup>**clean** and full of <sup>4</sup>**high-tech** equipment. Patients lie on <sup>5</sup>**adjustable** metal operating tables and they are always <sup>6</sup>**asleep** during surgery. Now operations are very <sup>7</sup>**safe**.

(1) ..... (2) ..... (3) ..... (4) .....

(5) ..... (6) ..... (7) .....

### Extension

#### 4 Work in groups. Make a poster about recent medical advances and present it to the class.

- (1) Make a list of recent medical advances. Do you know who is responsible for them?
- (2) Research one medical advance each. When you have finished, take turns to ask questions about each one.
- (3) Choose one of the advances. In groups, make a poster about the development and the scientist responsible for it.
- (4) Present your poster to the class.

## Self-assessment

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

Checklist	1 Me	2 My teacher / classmate	3 Action
<b>A Reading and interaction</b>			
• I can retell the information about immortality in the passage.			
• I can interpret the advantages and disadvantages of immortality mentioned in the passage.			
• I can give my opinions on whether I would like to be young again.			
<b>B Grammar activity</b>			
• I can recognize unreal conditionals in the passage.			
• I can use unreal conditionals correctly if the context is clear.			
<b>C Listening and speaking</b>			
• I can summarize the different attitudes towards old people in the East and the West.			
• I can express my attitude towards how to treat the elderly.			
<b>D Writing</b>			
• I can analyse the content and the features of language in the sample essay.			
• I can write a persuasive essay with good arguments in a correct format.			
<b>E Cultural focus</b>			
• I can understand the message of the poem about making choices in life and connect it to the speaker's life story.			
• I can describe some important advances in surgery based on the video.			

### Reflective questions

When you translated the sayings in the **Focus on language** section into Chinese, what lesson(s) did you draw from the experience? How does it help you understand the importance of improving both your English and Chinese skills?

.....

# 3

## Food and ethics



### Objectives

#### A Reading and interaction

- Give explanations of ethical food choices as reflected in the passage

#### B Grammar activity

- Use the passive in different forms correctly in the given context

#### C Listening and speaking

- Evaluate the best solution to food shortages

#### D Writing

- Write a for and against essay using appropriate language and format

#### E Cultural focus

- Retell the story of the traditional Chinese food *qingtuan*
- Describe the origin of spicy chilli and the features of Sichuan food



### Pre-reading activity

Before you read, work in pairs and discuss the questions.

- 1 Look at the photo. What is happening? Why is it happening? How does it make you feel?

.....

.....

.....



- 2 Look at the list of animals. Which ones would you eat? Which ones would you not? Why or why not?

- horse ■ cow ■ snake
- frog ■ grasshopper<sup>①</sup>
- chicken

.....

.....

.....

## Would you eat it?

- It's five in the morning and the water of the Strait of Hormuz near Oman is bright red. Aamir Mohammed has just thrown a bloodied body over the side of his small fishing boat. It's a shark and
- 5 it's Aamir's first catch of the day. It's still alive, but it's badly injured because its fin<sup>②</sup> has been cut off. As Aamir tosses the fin into his empty boat, he worries about how he will support his family—shark numbers are down and the fish that he finds
- 10 now are smaller than before. Meanwhile, under the boat, the shark is still struggling and unable to swim. As it slowly floats down to the bottom of the sea, smaller fish start to eat it alive. Its death will be long and agonizing<sup>③</sup>.
- 15 In seas and oceans across the world, these awe-inspiring animals are being hunted to extinction. On average, three sharks are butchered every second, or over 70 million a year. It's hardly surprising that in the last few years there has been
- 20 a 90% decline in most shark populations. These are distressing statistics, but sharks don't have the same appeal as dolphins, so we don't feel much pity for them. After all, these man-eating "monsters" kill around ten people every year, so why should we
- 25 care if they are being wiped out? Aren't we better off without them?

① grasshopper /'grɑːʃɒpə(r)/ *n.* 蝗虫; 蚱蜢; 蚂蚱 ② fin /fin/ *n.* (鱼的) 鳍

③ agonizing /'ægənaɪzɪŋ/ *adj.* 使人十分痛苦的

For 400 million years sharks have played a critical role in maintaining balanced, healthy marine ecosystems. Sharks are top predators and the caretakers of our oceans. Based on current evidence, marine biologists predict that losing this caretaker could bring about  
30 a significant rise in the number of smaller predators like stingrays<sup>①</sup>. This would result in fewer fish, and also fewer shellfish, which keep the seas and oceans clean. An imbalance in the food chain could ultimately lead to the collapse of the underwater ecosystem, with a reduced fish population and more pollution. Everything and everyone who depends on the ocean for a living, or simply for recreation, would suffer. It'd be an environmental  
35 disaster with countless consequences for us all.

So why are people like Aamir Mohammed killing sharks? The reason is simple: shark fins are big business. The fins are the main ingredient in shark fin soup, which is considered a delicacy<sup>②</sup>: one bowl can cost as much as \$100 in high-end restaurants. Shark fin is tasteless, so it is surprising that customers are willing to pay so much for it, especially since it also  
40 contains high levels of poisonous metals. Nevertheless, eating shark fin has a long history. This food first appeared on the tables of the wealthy in 960 CE. This association with wealth continued through the centuries until the 1980s, when, thanks to a general rise in prosperity, ordinary people started to buy it. The increased demand put 181 different shark species on the "threatened with extinction" list.

45 For a while it seemed like sharks would face the fate of extinction. Then governments and environmental agencies stepped in. New laws were passed, prohibiting the trade in shark fins, and awareness campaigns showed the world the monstrous harm being done, not just to sharks but to the oceans as well. One such campaign was the exhibition *On Sharks and Humanity*, held in the National Museum of China in 2015. The artworks on display  
50 focused on the key role sharks play in the marine ecosystem. In another campaign, former basketball star Yao Ming acted as a spokesman to explain the impact of the cold-blooded shark fin trade on shark populations.

The public has taken notice, and many are concerned about the issue. People who once thought nothing of eating a bowl of shark fin soup reported that they now avoided the  
55 delicacy. Large hotel chains have removed the soup from their menus, and airlines that once transported shark fins have agreed to cancel their business with shark fin sellers and buyers. As a result, the market for shark fins is now a fraction of what it used to be, and sales have fallen by 50%–70%. Global shark populations are now being carefully monitored, and there is cause for optimism. Hopefully, in the near future, it is the shark fin  
60 trade that will disappear, rather than the sharks themselves.

① stingray /'stɪŋreɪ/ n. 魟 ② delicacy /'delɪkəsi/ n. 佳肴

### Comprehension work

#### 1 Read the passage and answer the questions.

(1) What does Aamir do to support his family?

.....

(2) What will happen to the shark after its fin has been cut off?

.....

(3) Why do people kill more sharks than dolphins?

.....

(4) What will happen if sharks become extinct?

.....

(5) What do governments and environmental agencies do to protect sharks?

.....

(6) What changes have been brought about by the campaigns to protect sharks?

.....

#### 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.

As the writer argues, sharks are being hunted to <sup>1</sup> ..... in the seas and oceans around the world. In the last few years there has been a 90% <sup>2</sup> ..... in most shark populations. Some fishermen cut off the shark's fin, and throw the badly <sup>3</sup> ..... animal back into the sea, leaving it to a long and agonizing death. Why are people killing sharks? The reason is simple: shark fins are big <sup>4</sup> ..... The fins are the main ingredient in shark fin soup, which has long been considered a luxury. However, as top <sup>5</sup> ....., sharks play a critical role in the ocean ecosystem. Without them, the underwater ecosystem will <sup>6</sup> ....., leading to an environmental disaster for us all. Fortunately, governments and environmental agencies have taken actions to protect sharks, such as passing new laws and launching <sup>7</sup> ..... campaigns. Thanks to their efforts, some people have given up eating shark fin soup, large hotels have <sup>8</sup> ..... the soup from their menus and airlines have agreed to stop <sup>9</sup> ..... shark fins. It is hoped that in the near future the shark fin business will <sup>10</sup> ....., not the sharks.





## Deep reading

- 1 Writers usually intensify the message by using some special words and expressions. Study the synonyms in bold in pairs and explain the writer's choice of the words. Then complete the table.

Sentences in the passage	My explanation
(1) Its death will be long and <b>painful / agonizing</b> .	The word "agonizing" means "extremely painful", so it is stronger in emotion than "painful". The writer uses the word to stress the horrible pain the shark suffers when it is eaten alive by smaller fish and shows sympathy for it.
(2) In seas and oceans across the world, these <b>awe-inspiring / impressive</b> animals are being hunted to extinction.	
(3) These are <b>distressing / upsetting</b> statistics, but sharks don't have the same appeal as dolphins, so we don't feel much pity for them.	
(4) ... so why should we care if they are being <b>wiped out / killed</b> ?	
(5) For 400 million years sharks have played a(n) <b>important / critical</b> role in maintaining balanced, healthy marine ecosystems.	
(6) It'd be an environmental disaster with <b>countless / numerous</b> consequences for us all.	
(7) New laws were passed, prohibiting the trade in shark fins, and awareness campaigns showed the world the <b>terrible / monstrous</b> harm being done, not just to sharks but to the oceans as well.	
(8) ... former basketball star Yao Ming acted as a spokesman to explain the impact of the <b>cold-blooded / cruel</b> shark fin trade on shark populations.	

## A Reading and interaction

### 2 Work in pairs and discuss the questions.

(1) What else can be done to protect sharks or prevent the shark fin trade?

.....

.....

(2) What is food ethics according to the passage? Relate the concept to your life and give two examples to illustrate your understanding.

.....

.....

### Mini-project

#### Making ethical food choices

Conduct a survey about how much attention your classmates pay to ethical food choices. Interview at least three classmates about the food items listed in the table below. Report your findings to the class.

Food choices	Eat or not?	Reasons
Frogs	No.	Frogs eat harmful insects in the rice field. If their numbers decline, it will result in an increase in harmful insects, which in turn will lead to more harmful chemicals being used.
Snakes		
Swallows' nests		
Others: .....		

## Focus on language

### 1 Read the passage again. Find some language points in the passage and list them in the blanks.

- (1) A noun phrase that is followed by a preposition (e.g. *pity for*)

.....

- (2) A noun formed by adding the suffix *-ion* to an adjective or a verb (e.g. *extinction*)

.....

### 2 Translate the Chinese into English by using the words given in brackets.

- (1) 每年大约有10万艘船只通过这条连接印度洋和太平洋的海峡。

Every year an estimated 100,000 ships ..... (strait)

- (2) 关于这个地区每年有多少鲨鱼因割鳍被杀，没有可靠的统计数字。

..... because of finning in this area. (statistic)

- (3) 这条河流的污染可能会导致当地生态系统的崩溃。

The pollution of this river ..... (collapse)

- (4) 近年来，城镇居民在健康、教育和娱乐上的支出持续增长。

In recent years, urban residents' spending on ..... (recreation)

- (5) 因为自然栖息地受到破坏，这种珍禽已经成为濒临灭绝的物种。

..... because of the destruction of its natural habitat. (species)

- (6) 地方政府已经采取措施禁止或限制在春节期间燃放烟花。

Local governments ..... during the Spring Festival. (prohibit)

- (7) 这部电影激起公众对这次地震中的灾民的同情。

The film aroused ..... (sympathy)

- (8) 医生需要一台仪器来监听这名病人的心跳。

The doctor needs ..... (monitor)

- (9) 大约1 000年前，这个小镇的所有居民都被一种可怕的疾病夺去了生命。

About 1,000 years ago, ..... (wipe out)

- (10) 一些人认为把动物关在笼子里太残忍了。

Some argue that ..... (cruel)

### The passive in different forms

In this unit you will review different types of passive forms.

- 1 Read the passage. Find and number all the passive sentences or clauses. Match them to grammar items a–g.

Were you watching TV last night, playing a computer game, or texting on your phone? You probably answered “yes” to one of these, because they’re all ways to relax. But let’s stop and reflect for a minute: where do these products come from and how are they made? What effect might they be having on our planet?

Flat-screen TVs are something most of us have in our homes. In 2015, almost 250 million of these products were sold all over the world. Like most electronic equipment, these TVs need rare minerals, or special metals, which are difficult to find. The problem is that rare minerals from traditional mines are being used up fast, and these shortages have led companies to look for alternatives. One such alternative lies at the bottom of the sea.

The deep-sea floor has a lot of “wet wealth”, but it has never been mined before. The possibility had been investigated by companies in the 1990s, but the cost of mining 1,000 metres under the sea was too high.

However, today, thanks to the increasing demand for electronic goods, big profits can be made from deep-sea mining. New ways have been developed to extract rare metals, and more effective machines will be used to get them. These minerals normally fetch high prices in global markets, and companies expect billions to be made from this expansion of mining operations. However, the impact of this mining on the marine environment is unknown. The problem is that biologists know little about the deep sea and its unique ecosystems.

#### Passive structures

- a simple present: .....
- b present continuous: .....
- c simple past: .....
- d present perfect: .....
- e past perfect: .....
- f future with *will*: .....
- g modal verbs: .....

## 2 Complete the passage with the correct passive form of the words in brackets.

You get home from school, kick off your trainers, grab a piece of garlic pizza from the fridge and watch some TV. The trainers and pizza are things we take for granted, but the beef on your pizza and leather on your trainers may come from cattle that can <sup>1</sup> ..... (trace back) to a rainforest.

Today, half of the world's rainforests <sup>2</sup> ..... (destroy), and at the moment, in countries like Brazil, trees <sup>3</sup> ..... (cut down) illegally. In recent years, three quarters of this destruction <sup>4</sup> ..... (cause) by cattle ranching<sup>①</sup>, because for every cow raised, an area of rainforest, the size of two football fields, <sup>5</sup> ..... (destroy). In the past, ranchers could avoid <sup>6</sup> ..... (catch), but things are starting to change. At the moment, satellite images <sup>7</sup> ..... (use) by environmental organizations to track deforestation, especially in Brazil.

Brazil is one of the world's biggest exporters of leather. Last year, pictures of Brazilian cattle ranches <sup>8</sup> ..... (compare) with maps which marked their legal boundaries. The pictures showed that a lot of the protected forest <sup>9</sup> ..... (clear away), and some ranches <sup>10</sup> ..... (prosecute) as a result. In the future, thanks to satellites, we can expect forests <sup>11</sup> ..... (protect) more effectively. We still may not know the origins of the beef on our pizzas, but soon some leather products <sup>12</sup> ..... (certify) deforestation-free—just remember to check the label!

## 3 Look around the classroom and think of things that you can describe with the passive structures. Write sentences for at least three of the structures on the lines. You may use the examples below to help you.

Passive structures	Examples
Simple present	The day-to-day administration of our school is handled by Mr Wang.
Present continuous	Students' input on this issue is being gathered by the class monitor.
Simple past	The caretaker was distracted by a flying bat while installing the ceiling fan.
Present perfect	All the desks have been arranged in a circle for the activity.
Past perfect	A picture had been put up on the board before the class began.
Future with <i>will</i>	Different types of electrical circuits will be discussed in the next lesson.
Modal verbs	Lights can be turned on or off automatically in this classroom.

- (1) .....
- (2) .....
- (3) .....

**Now ask your classmates what they wrote about. Select the most interesting sentence to report to the class.**

### ■ You may ask and respond like this:

**A:** What did you write about?

**B:** I wrote about the classroom. The mud stains<sup>②</sup> on the classroom floor were removed yesterday.

### ■ You may report like this: I think Mingming's description is the most interesting one. He said, "During the lunch break I was distracted by Lili, who was dancing round pretending to be a teapot."

① ranching /'rɑ:ntʃɪŋ/ n. 牧场经营 ② stain /steɪn/ n. 污点; 污渍



## C Listening and speaking

### 1 Listen to the opening of a talk. Take notes and answer the question. 🎧

What is the talk going to be about?

.....

.....

.....

### 2 Listen to the rest of the talk. Decide whether the following statements are true (T) or false (F). 🎧

- (1) The speaker will make a chart to illustrate his ideas. ☐
- (2) Micro-livestock<sup>①</sup> is a new idea. ☐
- (3) Only brave people eat grasshoppers, spiders<sup>②</sup> and beetles<sup>③</sup>. ☐
- (4) Cultured meat is tasteless and expensive. ☐
- (5) Chinese plant breeder Li Zhikang contributed a lot to GM<sup>④</sup> crops. ☐

### 3 Listen to the rest of the talk again and complete the notes. 🎧

#### Feeding the world

##### Solution 1: micro-livestock

Explanation: (1) .....

Disadvantages: (4) .....

.....

.....

.....

.....

.....

.....

Advantages: rich in protein, less space needed

Disadvantages: (2) .....

##### Solution 3: green super rice

Explanation: (5) .....

.....

.....

.....

.....

.....

.....

##### Solution 2: cultured meat

Explanation: meat grown in a lab

Advantages: (3) .....

Advantages: can grow in hostile environments,  
feeds more people

Disadvantages: (6) .....

.....

.....

.....

.....

.....

.....

① livestock /'laɪvstɒk/ n. 牲畜 ② spider /'spɪdə(r)/ n. 蜘蛛 ③ beetle /'bi:təl/ n. 甲虫 ④ GM (genetically modified) 转基因的

**4 Work in groups. Discuss the three solutions to food shortages and decide which one you think is the best. You may follow the steps below.**

- Discuss your ideas in your group. Consider the factors below and take notes in the table.

	Micro-livestock	Cultured meat	Green super rice
Taste preferences			
Dietary habits			
Geographical conditions			
Technological possibilities			
Cost-effectiveness			

- Decide on the best solution and give reasons for your choice.
- Select one person to report on behalf of your group.

**Language guide**

**You may put forward your opinions like this:**

- In my opinion, / In my view, ...
- From my perspective, / From my point of view, ...
- I think / I believe / I suppose ...
- As far as I'm concerned, ...
- I hold the view that ...

**You may conclude your arguments like this:**

- All things considered, ...
- Taking everything into account, ...
- Finally, it may be concluded that ...
- Overall, it may be said that ...

**You may discuss the specific factors like this:**

- ... is easy / hard to farm.
- ... is low / rich in protein.
- The main barrier to ... is ...
- The idea of eating ... makes people feel sick / is quite acceptable to most people.
- ... is tasteless and expensive.
- ... has long been a cultural symbol of ...
- ... can be grown in ...
- ... can save fertilizer and water, which means ...
- We need space to grow ...
- Areas like the Sichuan Basin and the Changjiang River Delta<sup>①</sup> are good for ...

① the Changjiang River Delta /'delta/ 长江三角洲





### Should people switch to a vegetarian diet?

Some have advocated that people should give up meat and become vegetarians in the future for the sake of health and environment. What do you think of the suggestion? Write a for and against essay to express your opinion.

#### 1 You may prepare your writing by thinking about the questions.

(1) What would be the advantages and disadvantages of eating more vegetables?

.....

(2) What would be the advantages and disadvantages of giving up meat?

.....

#### 2 Read the sample essay about the impact of globalization on food and diet. Then complete the table on page 61 before you write.

It is often said that globalization has had a positive impact on our food, giving us more adventurous diets and promoting international understanding. However, globalization has also resulted in problems, especially in relation to the environment and health. In this essay I intend to examine both the positive and negative impact of globalization when it comes to food and diet.

One advantage of globalization is variety in our supermarkets, which means more exciting meals. For most of the 20th century, the average consumer had access to a limited number of goods, which were mostly produced domestically. Nowadays, the largest supermarkets stock as many as 40,000 products, and imported goods can be found everywhere. Consumers have more choice than ever before: for instance, there are now hundreds if not thousands of different soft drinks available to us!

But this huge amount of choice has an environmental cost. Due to advances in technology and transport, most foods are available all year round and are often shipped hundreds of kilometres. Consequently, there has been an increase in the carbon footprint of our food thanks to these out-of-season products.

A second advantage of globalization is the variety of restaurants in big cities. Eating food from different cultures can help to promote tolerance and understanding. Shanghai, for example, has a large number of foreign restaurants, and one can find dishes from each of the world's continents. Many Shanghainese are open and broad-minded on account of this diversity.

However, the spread of junk food is clearly a negative consequence of globalization. Cheap fast food restaurants can nowadays be found all over the world, and it is claimed that one popular American fast food restaurant chain welcomes 1% of the world's population in 188 different countries every day. This has led to a rise in poor eating habits and obesity.

To sum up, globalization has had some positive influences on our diet, especially in terms of cultural exchange. However, because of environmental costs and the dominance of fast food restaurants, it is clear that the negatives outweigh the positives. It is time to return to home-grown food and local cuisine.





Food is a fundamental part of life and plays a central role in all human cultures. In China, there is a wide variety of regional cuisines, each with a long history and unique cooking methods.

In this section, you will first read a passage about *qingtuan*, a traditional Chinese dish. You will then watch a video about the spicy regional cuisine of Sichuan and its role in local culture.

### 1 Discuss the questions in groups.

Are you familiar with the traditional Chinese food *qingtuan*? Have you ever tasted it? Do you know any legends connected with it?

---



---

### 2 Read the passage. Then decide whether the following statements are true (T) or false (F). Correct the false ones.

(1) The bakery reminded the writer of the traditional Chinese food called *qingtuan*. ☐

(2) *Qingtuan* is supposed to be served cold. ☐

(3) *Qingtuan* is a seasonal dish because Chinese mugwort<sup>①</sup> is only available in spring. ☐

(4) Nowadays, the technique for making *qingtuan* has changed. ☐

(5) Non-traditional styles of *qingtuan* are more popular than traditional styles. ☐

---

## *Qingtuan* for the Qingming Festival

■ By Bryan White



It's a damp and cool evening in Shanghai. I am standing on the sidewalk, watching long lines of cars and buses stream by. People all around are going home after a hard day's work. Among the hustle and bustle<sup>②</sup>, I spot a long queue<sup>③</sup> moving forward slowly outside Xinghua Lou, a bakery with a history going back more than a hundred years. These people  
5 are waiting to buy a certain kind of food called *qingtuan*, which is a green rice ball with either sweet or salty fillings.

① mugwort /'mʌgwɜ:t/ n. 艾蒿; 艾叶 ② hustle and bustle 忙碌喧嚣 ③ queue /kju:/ n. 队列 v. 排队

I soon discovered why people want to queue up for *qingtuan*: these sticky green treats are both beautiful and tasty. It's certainly not standard fare, but I have to try some. *Qingtuan* has become a social media hit across China. Young foodies<sup>①</sup> share stories and pictures of how much they enjoy them, so then their friends and contacts all want to try them. "I saw my friend post some pictures of yummy-looking<sup>②</sup> *qingtuan* on social media. Since I've tried them, I'd say they're definitely worth the long wait," posted a 27-year-old man while he was queuing to buy more.

Interestingly, *qingtuan* is not a new invention. It's been around for thousands of years! According to legend, the tradition of eating *qingtuan* goes back over 2,000 years to the Zhou Dynasty. The story goes that eating *qingtuan* is part of the Hanshi Festival (Cold Food Day), which is observed one to two days before the Qingming Festival. *Qingtuan* is an example of the kind of food often prepared for this day, when families don't start fires or cook any food. The tradition of not using fire honours the memory of Jie Zitui. He was a virtuous<sup>③</sup> official who tragically died in a fire. Today, *qingtuan* is a traditional food enjoyed during the Qingming Festival and offered during ancestral rituals held by families in the Changjiang River region. Since Chinese mugwort only grows during the spring, fresh *qingtuan* can only be prepared at this time of year.

The technique for making these little marvels has apparently remained more or less the same over the years. The process is quite similar to what it was in the past. Glutinous rice flour<sup>④</sup> is used to make the sticky skin of the rice balls and is coloured green by the mugwort. Traditionally, sweet green bean or red bean paste<sup>⑤</sup> is used to fill each ball. Xinghua Lou decided to change the recipe and reintroduce the old snack with a new taste. They added *qingtuan* with salted egg yolk<sup>⑥</sup> and pork fillings to the bakery's menu. People are known to have waited for up to six hours to get a box of these non-traditional *qingtuan* at some bakery outlets.

For those who don't want to wait, they always have the option of making their own *qingtuan* at home, like 65-year-old Granny Wang. "My mother taught me how to make *qingtuan* when I was a child, and now I want my daughter to learn how to do it. All of our friends and neighbours make *qingtuan* for the Qingming Festival," she said. "Personally, I prefer the traditional flavours to the new ones. I like *qingtuan* made with either red beans, sesame<sup>⑦</sup>, or preserved vegetables with bacon. They taste the same as the ones I had in my childhood." Aunt Zhou, who has been making *qingtuan* in Suzhou for over 20 years, prefers traditional *qingtuan* as well. "Changing traditional snacks by putting new fillings in them can make them more attractive to young people, but it is still important to pass down traditions in their original form."



① foodie /'fʊːdi/ n. 美食家 ② yummy-looking /'jʌmi 'lʊkɪŋ/ adj. 看上去很好吃的 ③ virtuous /'vɜːtʃʊəs/ adj. 品行端正的; 品德高的 ④ glutinous /'glʊːtɪnəs/ rice flour 糯米粉 ⑤ red bean paste /peɪst/ 赤豆泥; 红豆沙 ⑥ egg yolk /jəʊk/ 蛋黄 ⑦ sesame /'sesəmi/ n. 芝麻

3 Read the passage again. Complete the table in pairs.

Qingtuan for the Qingming Festival	
When to eat it	
How to make it	
Its origin	

4 Introduce another traditional Chinese food. How is it made? What are its origins? What legends are connected with this food? You may choose from the food below.

- Jiaozi for the Chinese New Year
- Yuanxiao for the Lantern Festival
- Zongzi for the Dragon Boat Festival
- Mooncake for the Mid-Autumn Festival
- Chongyang cake for the Double Ninth Festival
- Laba rice porridge<sup>①</sup> for the Laba Festival

① porridge /'pɒrɪdʒ/ n. 粥



## Video Spicy chilli and Sichuan food

### Start thinking

#### 1 Answer the questions.

- (1) What things do you associate with Sichuan?
- (2) What are the most classic dishes in Sichuan cuisine?
- (3) What are the most common seasonings in Sichuan cuisine?

### Comprehension check

#### 2 Watch the video. Correct the factual errors in the sentences.

- (1) In winter, the chillies are more attractive than they were in other seasons.

.....

- (2) Chillies were brought from America to China in the 15th century.

.....

- (3) Strictly speaking, spiciness is a matter of flavour.

.....

- (4) Chillies are only used as a secondary ingredient or a seasoning in Sichuan cuisine.

.....

- (5) Sichuan people live a busier life than people in the rest of China.

.....

- (6) Su Qiong planted her chillies earlier than others to get a higher price in winter.

.....

- (7) Spicy broad bean sauce is a milder seasoning in Sichuan cuisine.

.....

### Vocabulary

#### 3 Choose the correct answers.

- (1) **Strict / Strictly** speaking, spiciness is a sensory reaction.
- (2) In late autumn and early winter, chillies are dried **naturally / natural**.
- (3) This idea earned her her husband's **admiration / admire**.
- (4) The 64-year-old man is a **distinguished / distinguishable** chef.
- (5) A chemical reaction makes the chillies **softer / soft** and less strong.
- (6) The mild taste of the tofu is in sharp **contrast / contrary** to the strong flavour of the hot sauce.

### Extension

#### 4 Work in groups. Prepare recipes for different dishes and present them to the class.

- (1) Make a list of classic dishes in your local cuisine.
- (2) Choose one dish each, research the recipe and share findings within your group.
- (3) Choose one person in your group to present the group's findings to the class.

## Self-assessment

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

Checklist	1 Me	2 My teacher / classmate	3 Action
<b>A Reading and interaction</b>			
• I can explain why sharks are hunted and should be protected based on the passage.			
• I can infer the writer's intention by analysing specific word choices.			
• I can explain different ethical food choices by giving appropriate reasons.			
<b>B Grammar activity</b>			
• I can identify different passive forms in the passage.			
• I can use passive forms correctly if the context is clear.			
<b>C Listening and speaking</b>			
• I can summarize the speaker's proposed solutions to food shortages in the talk.			
• I can justify the best solution to food shortages in group discussion.			
<b>D Writing</b>			
• I can understand the content and the features of language in the sample essay.			
• I can write an essay on whether people should switch to a vegetarian diet with good arguments.			
<b>E Cultural focus</b>			
• I can describe the traditional Chinese food <i>qingtuan</i> after studying the passage.			
• I can explain the origin of spicy chilli and its cultural significance in Sichuan cuisine.			

### Reflective questions

Which of the learning situations in this unit created the best learning opportunities for you (e.g. listening to lectures, engaging in discussion, drafting and revising your writing, making presentations, getting feedback from the teacher and classmates)? Why?



## An excerpt from “The Garden Party”

■ By Katherine Mansfield<sup>①</sup>

Laura was a young girl from a wealthy family called the Sheridans. One day, the Sheridans decided to throw a party in their garden. They had invited friends, put up decorations, hired a band, ordered flowers and food, but suddenly, Laura and her sister Jose learnt that a man in their neighbourhood had been killed in an accident. What would they do then? Would they put their party on hold? Read the excerpt from the story to find out.

“What’s the matter? What’s happened?”

“There’s been a horrible accident,” said cook. “A man killed.”

“A man killed! Where? How? When?”

“Know those little cottages<sup>②</sup> just down here, Miss?” Know them? Of course she knew them. “Well, there’s a young man living there, name of Scott, a carter<sup>③</sup>. His horse jumped up at the sound of an engine, corner of Hawke Street this morning, and he was thrown down on the back of his head. Killed.”

“Dead!” Laura stared at the delivery man.

“Dead when they picked him up,” he said. “They were taking the body home as I came up here.” And he said to the cook, “He’s left a wife and five little ones.”

“Jose, come here.” Laura caught hold of her sister’s sleeve and dragged her through the kitchen to the other side of the green door. Then she paused and leaned against it.

“Jose!” she said, horrified, “however are we going to stop everything?”

“Stop everything, Laura!” cried Jose in astonishment. “What do you mean?”

“Stop the garden party, of course.” Why did Jose pretend?

But Jose was still more amazed. “Stop the garden party? My dear Laura, don’t be so absurd. Of course we can’t do anything of the kind. Nobody expects us to. Don’t be so extravagant<sup>④</sup>.”

“But we can’t possibly have a garden party with a man dead just outside the front gate.”

That really was extravagant, for the little cottages were in a lane<sup>⑤</sup> to themselves at the very bottom of the hill that led up to the house. A wide road ran between. True, they were far too near.

“And just think of what a band would sound like to that poor woman,” said Laura.

“Oh, Laura!” Jose began to be seriously annoyed. “If you’re going to stop a band playing every time someone has an accident, you’ll lead a very difficult life. I’m every bit as sorry about it as you. I feel just as sympathetic.” Her eyes hardened. She looked at her sister just as she used to when they were little and fighting together. “You won’t bring a drunken<sup>⑥</sup> workman back to life

① Katherine Mansfield (1888–1923): a New Zealand-born British writer, famous for writing short stories of psychological conflicts

② cottage /'kɒtɪdʒ/ n. 小屋 ③ carter /'kɑ:tə(r)/ n. 马车夫 ④ extravagant /ɪk'strævəgənt/ adj. 不切实际的

⑤ lane /leɪn/ n. (乡间)小路 ⑥ drunken /'drʌŋkən/ adj. 醉的; 酗酒的

by being sentimental," she said softly.

"Drunk! Who said he was drunk?" Laura turned ferociously<sup>①</sup> on Jose. She said just as they had used to say on these occasions, "I'm going straight up to tell mother."

35 "Do, dear," cooed<sup>②</sup> Jose.

"Mother, can I come into your room?" Laura turned the big glass doorknob.

"Of course, child. Why, what's the matter? What's given you such a colour?" And Mrs Sheridan turned round from her dressing table. She was trying on a new hat.

"Mother, a man's been killed," began Laura. "Not in the garden?" interrupted her mother.

40 "No, no!"

"Oh, what a fright you gave me!" Mrs Sheridan sighed with relief and took off the big hat and held it on her knees.

"But listen, mother," said Laura. Breathless, half choking<sup>③</sup>, she told the dreadful story. "Of course, we can't have our party, can we?" she pleaded<sup>④</sup>. "The band and everybody are arriving. They'd hear us, mother; they're nearly neighbours!"

To Laura's astonishment her mother behaved just like Jose: she refused to take Laura seriously.

"But, my dear child, use your common sense. It's only by accident that we've heard of it. If someone had died there normally, we would still have our party, wouldn't we?" Laura had to say "yes" to that, but she felt it was all wrong. She sat down on her mother's sofa and pinched the edge of the cushion.

50 "Mother, isn't it really terribly heartless of us?" she asked.

"Darling!" Mrs Sheridan got up and came over to her carrying the hat. Before Laura could stop her she had popped it on. "My child!" said her mother, "the hat is yours. It's made for you. It's much too young for me. I have never seen you look such a picture<sup>⑤</sup>. Look at yourself!" And she held up her hand-mirror.

55 "But, mother," Laura began again. She couldn't look at herself; she turned aside.

This time Mrs Sheridan lost patience just as Jose had done.

"You are being very absurd, Laura," she said coldly. "People like that don't expect sacrifices from us. And it's not very sympathetic to spoil everyone's enjoyment<sup>⑥</sup> as you're doing now."

60 "I don't understand," said Laura, and she walked quickly out of the room into her own bedroom. There, quite by chance, the first thing she saw was this charming girl in the mirror, in her black hat trimmed with daisies and a long black velvet ribbon. Never had she imagined she could look like that. Is mother right? she thought. And now she hoped her mother was right. Am I just being extravagant? Perhaps it was extravagant. Just for a moment she had another glimpse of that poor woman and those little children and the body being carried into the house. But it all seemed unclear, unreal, like a picture in the newspaper. I'll remember it again after the party's over, she decided. And somehow that seemed quite the best plan.

65 Lunch was over by half-past one. By half-past two they were all ready for the party. The band had arrived and was set up in a corner of the tennis court.

① ferociously /fə'raʊʃəsli/ *adv.* 猛烈地 ② coo /ku:/ *v.* 轻声地说道 ③ choke /tʃəʊk/ *v.* (哭泣时的)哽咽

④ plead /pli:d/ *v.* 哀求 ⑤ look such a picture 看上去真好看 ⑥ spoil everyone's enjoyment 坏了大家的兴致

70 Soon after that people began coming in streams. The band started to play; the hired waiters ran from the house to the marquee<sup>①</sup>. Wherever you looked, there were couples strolling<sup>②</sup>, bending down to smell flowers, greeting, moving on over the lawn. They were like bright birds that had landed in the Sheridans' garden for this one afternoon, on their way to—where? Ah, what happiness it is to be with people who are all happy, to press hands, to press cheeks, smile into eyes.

75 “Darling Laura, how well you look!”  
 “How that hat suits you, child!”  
 “Laura, you look quite Spanish. I’ve never seen you look so striking<sup>③</sup>.”  
 And Laura, glowing<sup>④</sup>, answered softly, “Have you had tea? Won’t you have an ice-cream? The passion-fruit ices are rather special.” She ran to her father and begged him, “Daddy darling, can’t the  
 80 band have something to drink?”  
 And the perfect afternoon slowly ripened, slowly faded,<sup>⑤</sup> slowly its petals closed.  
 Laura helped her mother with the goodbyes. They stood side by side in the porch until it was all over. “All over, all over, thank heaven,” said Mrs Sheridan. “Round up<sup>⑥</sup> the others, Laura. Let’s go and have some fresh coffee. I’m exhausted.”  
 85 “Have a sandwich, daddy dear. I wrote the flag.”  
 “Thanks.” Mr Sheridan took a bite and the sandwich was gone.  
 “I suppose you didn’t hear of a beastly<sup>⑦</sup> accident that happened today?” he said.  
 “My dear,” said Mrs Sheridan, holding up her hand. “We did. It nearly ruined the party. Laura insisted we should put it off.”  
 90 “Oh, mother!” Laura didn’t want to be teased about it.  
 “It was a horrible business all the same,” said Mr Sheridan. “The man was married too. Lived just below us in the lane, and leaves a wife and half a dozen children, so they say.”  
 An awkward silence fell. Mrs Sheridan played with her cup. Really, it was very tactless<sup>⑧</sup> of father ...  
 Suddenly she looked up. There on the table were all those sandwiches and cakes, all uneaten, all  
 95 going to be wasted. She had one of her brilliant ideas. “I know,” she said. “Let’s fill up a basket. Let’s send that poor woman some of this perfectly good food. Laura!” She jumped up. “Get me the big basket out of the cupboard.”  
 “But, mother, do you really think it’s a good idea?” said Laura.  
 Again, how strange, she seemed to be different from them all. To take scraps<sup>⑨</sup> from the party.  
 100 Would the poor woman really like that?  
 “Of course! What’s the matter with you today? An hour or two ago you were insisting on us being sympathetic.” Oh well! Laura ran for the basket. It was filled, it was heaped<sup>⑩</sup> by her mother.  
 “Take it yourself, darling,” she said. “Run down just as you are.”  
 It was just growing dusky<sup>⑪</sup> as Laura shut the garden gates.

① marquee /məˈkiː/ *n.* (大型活动用的) 大帐篷 ② stroll /strɒl/ *v.* 散步 ③ striking /ˈstraɪkɪŋ/ *adj.* 漂亮的  
 ④ glowing /ˈɡləʊɪŋ/ *adj.* 神采奕奕的 ⑤ slowly ripened, slowly faded (时间) 渐渐地过去了 ⑥ round up 收拾(东西)  
 ⑦ beastly /ˈbiːstli/ *adj.* 令人不快的 ⑧ tactless /ˈtæktlɪs/ *adj.* 没有策略的; 鲁莽的  
 ⑨ scraps /skræps/ *n.* (剩下的) 零零碎碎的食品 ⑩ heap /hiːp/ *v.* 装(满) ⑪ dusky /ˈdʌski/ *adj.* 昏暗的



105 How quiet it seemed after the afternoon. Here she was going down the hill to somewhere where a man lay dead, and she couldn't realize it. Why couldn't she? She stopped a minute. And it seemed to her that kisses, voices, tinkling<sup>①</sup> spoons, laughter, the smell of crushed grass<sup>②</sup> were somehow inside her. She had no room for anything else. How strange! She looked up at the pale sky, and all she thought was, "Yes, it was the most successful party."

110 Now the wide road was crossed. The lane began, smoky and dark.

Laura bent her head and hurried on. She wished now she had put on a coat. How her dress shone! And the big hat with the velvet ribbon—if only it was another hat! Were the people looking at her? They must be. It was a mistake to have come. Should she go back even now?

No, too late. This was the house. It must be. A dark group of people stood outside.

115 The voices stopped as Laura drew near. The group parted. It was as though she was expected, as though they had known she was coming here.

Laura was terribly nervous. Pushing the velvet ribbon over her shoulder, she said to a woman standing by, "Is this Mrs Scott's house?" and the woman, smiling strangely, said, "It is, my lass<sup>③</sup>."

Then the door opened. A little woman in black showed in the dark.

120 Laura said, "Are you Mrs Scott?" But to her horror the woman answered, "Walk in, please, Miss," and she was shut in the passage.

"Step this way, please, Miss," the little woman said in an unpleasant voice, and Laura followed her.

She found herself in a poor little low kitchen, lighted by a smoky lamp. There was a woman sitting in front of the fire.

125 "Em," said the little woman who had let her in. "Em! It's a young lady." She turned to Laura. She said, "I'm 'er<sup>④</sup> sister, Miss. You'll excuse 'er, won't you?"

"Oh, but of course!" said Laura. "Please, please don't disturb her. I—I only want to leave—"

But at that moment the woman at the fire turned round. Her face, puffed up<sup>⑤</sup>, red, with swollen eyes<sup>⑥</sup> and swollen lips, looked terrible. She seemed as if she couldn't understand why Laura was there. And the poor face started crying again.

130

"All right, my dear," said the other. "I'll thank the young lady."

And she began again, "You'll excuse her, Miss, I'm sure," and her face, swollen too, tried to smile.

Laura only wanted to get out, to get away. She was back in the passage. The door opened. She walked straight through into the bedroom, where the dead man was lying.

135 "You'd like to look at 'im<sup>⑦</sup>, wouldn't you?" said Em's sister, and she brushed past<sup>⑧</sup> Laura over to the bed. "Don't be afraid, my lass"—she pulled down the sheet—"e<sup>⑨</sup> looks a picture. There's nothing to show<sup>⑩</sup>. Come along, my dear."

Laura came.

There lay a young man, fast asleep—sleeping so soundly, so deeply. Never wake him up again. He was lost in his dream. What did garden parties and baskets and lace dresses mean to him? He was far away from all those things. He was wonderful, beautiful. While they were laughing and while

① tinkle /'tɪŋkl/ v. 发出叮当声 ② crushed grass 遭踩踏的草地 ③ lass /læs/ n. (口语) 姑娘

④ 'er 即 her, 在伦敦某些地区的口语说法 ⑤ puff up 鼓起来; 肿起来 ⑥ swollen eyes (哭) 肿了的眼睛

⑦ 'im 即 him, 在伦敦某些地区的口语说法 ⑧ brush past 擦身而过 ⑨ 'e 即 he, 在伦敦某些地区的口语说法

⑩ There's nothing to show 一点也看不出(死人的样子)

the band was playing, this marvel<sup>①</sup> had come to the lane. Happy ... happy ... All is well, said that sleeping face. This is just as it should be. I am content<sup>②</sup>.

But all the same you had to cry, and she couldn't go out of the room without saying something.

145 Laura gave a loud childish sob.

"Forgive my hat," she said. And this time she didn't wait for Em's sister. She found her way out of the door, down the path past all those dark people.

At the corner of the lane she met Laurie.

He stepped out of the shadow. "Is that you, Laura?"

150 "Yes."

"Mother was getting anxious. Was it all right?"

"Yes, quite, oh, Laurie!" She took his arm, she pressed up against him.

"I say, you're not crying, are you?" asked her brother.

She shook her head. She was.

155 Laurie put his arm around her shoulder. "Don't cry," he said in his warm, loving voice. "Was it awful?"

"No," sobbed Laura. "It was simply marvellous. But Laurie—" She stopped, she looked at her brother.

"Isn't life," she hesitated, "isn't life—" But she couldn't explain what life was. No matter. He quite understood.

"Isn't it, darling?" said Laurie.

## Character study

**Work in pairs. Discuss the characters below and write at least two facts for each of them. The first one has been done as an example.**

Characters	Their roles	Facts about them
Laura	<i>The daughter of the Sheridans</i>	<ul style="list-style-type: none"> <li>• She tried to stop the party but failed.</li> <li>• She took the food to Mrs Scott's house.</li> </ul>
Mrs Sheridan		
Mr Sheridan		
Jose		
Laurie		
Cook		
Mrs Scott		
Em's sister		

① marvel /'mɑ:vəl/ *n.* 奇迹 ② content /kən'tent/ *adj.* 满意的; 满足的

### Questions for discussion

- 1 Why did Jose and Mrs Sheridan reject Laura's suggestion to stop the party? What is your viewpoint? Which side do you take and why?  
.....
- 2 What was the disagreement between Laura and her mother about sending food to Mrs Scott and her five children? Which side do you take and why?  
.....
- 3 What did Laura try to say when she asked "Isn't life ...?" at the end of the story? Can you help complete this question? What would be your answer?  
.....

### Appreciating the tableau

A tableau is a dramatic representation of a selected scene as depicted in a story where actors perform without speaking or moving.

**Work in groups. Select one of the scenes below and make a tableau for the class. While the group members form the tableau on the stage, another member of the group will do a voiceover and read that part of the story using the correct intonation.**

Selected scenes for the tableau:

- |               |                 |                 |
|---------------|-----------------|-----------------|
| 1 Lines 6–15  | 3 Lines 85–103  | 5 Lines 133–147 |
| 2 Lines 70–80 | 4 Lines 110–132 |                 |

### Tracing character development

- 1 **One of the themes of this story is death. It helps Laura mature as part of the process of growing up. Work in groups. Find details in the story that show how Laura's attitude to death changes. You may write brief notes on the lines below.**
  - (1) Her initial reaction to the news of Mr Scott's death  
.....
  - (2) Her efforts to stop the party  
.....
  - (3) Her behaviour at the party  
.....
  - (4) Her visit to the dead man's house  
.....
  - (5) Finally, at the bedside of the dead man  
.....
- 2 **Now summarize the above details and then discuss the two questions: Do these changes in Laura's attitude toward death appear natural or artificial? Why? Select a member to report on behalf of your group.**

# 4

## Technology



### Objectives

#### A Reading and interaction

- Describe a future life with technology as reflected in the passage

#### B Grammar activity

- Use the appositive clause correctly in the given context

#### C Listening and speaking

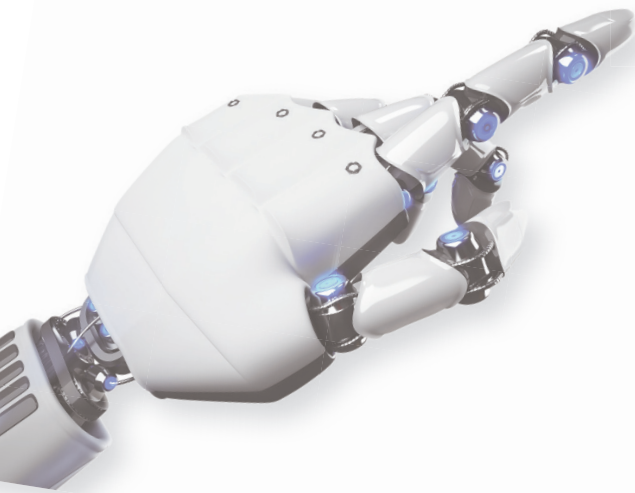
- Give a presentation about adopting or banning a technology

#### D Writing

- Write a report using appropriate language and format

#### E Cultural focus

- Retell the story of China's lunar exploration programme
- Understand how robot cars work and people's concerns about new technologies



# The next big thing

## Pre-reading activity

- 1 Make a list of technologies that you currently use and talk about their functions in pairs.

.....

.....

.....

.....

- 2 Out of all the technologies you listed above, which do you find it most difficult to live without? Why?

.....

.....

.....

.....

In 2007, my mother's new favourite phrase was "mobile social networking". It was a big thing in Asia and Africa, she told me.

"What is it supposed to be?" I asked.

- 5 She said you joined a social network on your phone, and then you could express opinions about things. You could send something to your friends, and they would say if they liked it or they didn't like it—on their phones.

- 10 "That sounds really stupid," I said.

But, as I don't think I need to stress, the idea turned out to have legs. In my defence, the first landmark smartphone was still six months away. And though I was one of the first few million users of a popular social networking site, the "Like" button wouldn't come along for years.

- 20 The future arrived much earlier in our house than anywhere else because my mother is an emerging technologies consultant. She has lived by her unusual ability to see beyond the primitive early versions of new tech to the faint outlines of another reality, just over the horizon. She takes these newborn ideas in her arms and runs as fast as she can into the unknown.

- 25 In the mid-1990s, video conferencing was my mother's thing. I grew up in a house full of webcams displaying pictures of strangers in Hong Kong, New York and other cities, to whom I'd have to wave when I got home from school. My mother worked with companies who wanted to develop software and hardware for video conferencing, and she wrote reports about the state of the market, which, at that point, was a slender<sup>①</sup> stream of early adopters.

① slender /'slendə(r)/ adj. 微薄的; 不足的



Internet connections were so slight,  
35 and the hardware so large, heavy and expensive, that it was slow going. New tech start-ups received lots of media attention, only to close down a few months later.

But my mother is a futurist, belonging  
40 to that unusual group of optimists who believe they can see the day after tomorrow coming. In the 1990s, she ordered pens with her consultancy name and the slogan<sup>①</sup>: "Remember when we  
45 could only hear each other?" Years later, when an unopened box of them surfaced in her office, she laughed and laughed. It would be another several years before the first popular video chat app brought  
50 the rest of the world up to speed with her pens.

In 2004, the year I went to college, I took a video phone with me. It was a silvery block of plastic with a handset<sup>②</sup> on a cord  
55 and a four-inch screen on which I could see my family every week or so. The next year, when my sister went away to college, she did not take one. That fateful video chat app release had occurred in the  
60 intervening 12 months, and the days of dedicated hardware were through.

Strangely enough, after the video revolution came, it no longer seemed to interest my mother. I had not fully grasped  
65 it until that point, but her interest was in premature things—full of potential, unready to take their place in the world, in need of her talents. Unlike almost every consumer of technology, for her, and for a  
70 few others like her, the final product held much less interest, except as a sign that

their instincts had been correct.

These days, the devices lying around in my parents' apartment are AR<sup>③</sup> glasses and  
75 headsets<sup>④</sup>. Mother's latest projects include turning a city's publicly available data into an app that lets people see the subway system or sewer pipes projected over the reality before them. And years before smart glasses were  
80 even on the horizon, my mother had me try out a pair of glasses that were to provide an amazing movie theatre experience. But while there have been some industry successes—mainly in the form of games—AR is going  
85 through an awkward adolescent phase. It's good for advertising campaigns, like the billboard that went up in Stockholm a couple of years ago and let passers-by win a prize by playing ping-pong with their smartphones.  
90 But will there ever be, as my mother thinks, a secret virtual world underlying the real one, visible through your phone, and soon, she hopes, through glasses? Several months ago I went to a release party for a phone loaded  
95 with AR features, and the demo<sup>⑤</sup> was a poorly made animation. We're not there yet.

Sometimes I think I could sell my services to these people with the slogan: "I come from the future." I don't have all the hallmarks<sup>⑥</sup>  
100 of a standard techie: my cell phone lives peacefully unconnected to the Internet, and I belong to relatively few social networks, but I am from a bubble in time, a place where these things have always existed. I can tell  
105 you what users are going to want, because I have seen, over the course of my short life, so many things fail, and so many unlikely things succeed.

① slogan /'sləʊɡən/ *n.* 标语; 口号 ② handset /'hændset/ *n.* 电话听筒 ③ AR (augmented /ɔ:g'mentɪd/ reality) 增强现实

④ headset /'hedset/ *n.* (尤指带麦克风的)头戴式受话器, 耳机 ⑤ demo /'deməʊ/ *n.* = demonstration 示范; 示范表演; 演示

⑥ hallmark /'hɔ:lma:k/ *n.* 特征; 特点

### Comprehension work

#### 1 Read the passage and answer the questions.

- (1) What was the big thing that the writer's mother mentioned in 2007, and what did she say that people could do with it?  
.....
- (2) What did the writer think of that technology? Why?  
.....
- (3) What did the writer's mother use video conferencing tools for? Did it go smoothly? Why or why not?  
.....
- (4) What was written on the writer's mother's pens? Why did she laugh about it years later?  
.....
- (5) Why didn't the writer's sister have to bring a video phone with her when she went to college?  
.....
- (6) Why did the writer's mother no longer show interest in the video revolution after it had become a reality?  
.....

#### 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 writer's mother is a(n) <sup>1</sup> ..... technologies <sup>2</sup> .....  
With her unusual ability, she can see the new tech reality that is coming next.  
For example, in 2007, she was in favour of the phrase "mobile social networking".  
The writer thought it sounded <sup>3</sup> ..... at that time. But she was  
wrong and the ideas turned out to have <sup>4</sup> ..... In the mid-1990s,  
the writer's mother was interested in video <sup>5</sup> ..... in spite of the  
fact that there were only a small number of <sup>6</sup> ..... Though the  
Internet connections were <sup>7</sup> ..... and the hardware was large,  
heavy and expensive, her mother, a futurist, was <sup>8</sup> ..... about its  
future. She even expressed her confidence with a(n) <sup>9</sup> ..... on the  
pens she ordered that one day we would not only hear each other, but also see  
each other. However, her mother's interest was in <sup>10</sup> ..... things  
rather than the final product. That's why when the video revolution arrived, it no  
longer interested her.

## Deep reading

- 1 Writers don't always state their ideas explicitly. Study the sentences in pairs and work out their implied meanings. Then complete the table. Pay attention to the words in bold.

Sentences in the passage	My understanding
(1) But, as I don't think I need to stress, the idea <b>turned out</b> to have legs.	I think there are two things that can be inferred from it. 1) It is a plain fact ( <i>I don't think I need to stress</i> ) that "mobile social networking" has become a reality and developed successfully ( <i>have legs</i> ). 2) The success was beyond the writer's expectation as suggested by "turned out".
(2) She has lived by her unusual ability to see beyond the primitive early versions of new tech to the <b>faint outlines</b> of another reality, just <b>over the horizon</b> .	
(3) ... she wrote reports about the state of the market, which, at that point, was a <b>slender stream</b> of early adopters.	
(4) ... she ordered pens with her consultancy name and the slogan: " <b>Remember when we could only hear each other?</b> " Years later, when an unopened box of them surfaced in her office, she <b>laughed and laughed</b> .	
(5) I <b>don't</b> have all the hallmarks of a <b>standard</b> techie ...	

## A Reading and interaction

### 2 Work in pairs and discuss the questions.

(1) What is the meaning of the title "The next big thing"? Can you name one "next big thing"?

.....

.....

(2) What attitudes towards technology do your family members have?

.....

.....

### Mini-project

#### Imagining life in 2035

**Imagine your life in the year of 2035. New technologies have brought great changes to your life.**

- Discuss the questions in groups.

In what ways do you think life would be different from now?

What new technologies will you use? You may talk about the aspects below.

- home
- transport
- travel
- clothing
- food
- fuel
- work
- education
- entertainment
- others: .....

- Share ideas within your group.

- Select one person to report on behalf of your group.

..... **Home** ..... in 2035

As you enter the living room, sensors will detect your presence and the walls will start to light up. When you talk to the walls and activate them with your voice, they will change the colour to your choice: pink, green or blue, or whatever that suits your mood. Another technological breakthrough might be in the domain of fuel. In 2035, most cars may run on hydrogen, which is one of the cleanest sources of energy. I'm sure there will be new modes of transport too: perhaps we'll be able to fly to work.

..... in 2035

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## Focus on language

### 1 Read the passage again. Find all the nouns related to technology and list them in the blanks.

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.....

.....

### 2 Translate the Chinese into English by using the expressions given in brackets.

(1) 这家高科技公司聘用了一位法律顾问来解决新产品的专利问题。

..... (hire a legal consultant)

(2) 你只需勾画出亚洲的略图，我来填充细节。

..... (sketch a rough outline map)

(3) 我几乎认不出这个地方了。这些年来，发生了太多变化。

..... (in the intervening years)

(4) 因为腿伤，这个著名足球运动员的职业生涯提早结束了。

..... (be brought to a premature end)

(5) 嫦娥四号发射成功标志着我国的航天计划进入一个新阶段。

..... (mark the beginning of a new phase)

(6) 在这所大学的网站上，你可以进行一次虚拟的校园之旅。

..... (take a virtual tour)

(7) 我从他拒绝见我推断，他还没有做出决定。

..... (infer from his refusal to see me)

(8) 机组人员在飞机燃料耗尽之前紧急着陆。

..... (run out of fuel)

(9) 计算机科学有几个不同的领域，每一个领域都有各自的专业技术知识。

..... (different domains of)

(10) 高铁已经成为长途旅行最受欢迎的交通方式。

..... (mode of transport)



### The appositive clause

An appositive clause provides additional information about a noun phrase. The noun phrase and the clause are often connected by a linking word such as *that* or a *wh*-word.

The news that the thief had been caught came as a relief.

⇒ Grammar reference 3 (p. 105)

- 1 Read the interview. Study sentences or clauses 1–4 and complete the grammar rules on page 81.



A television presenter is talking with Damien Sutton about his documentary *Bright Minds, Bright Future*.

**Presenter:** Joining us now in the studio is TV presenter Damien Sutton. Damien, your documentary *Bright Minds, Bright Future* is being broadcast tonight. Can you tell us a little about the programme?

**Damien:** Yes, of course. It looks at the work of young scientists and inventors who are trying to solve a number of concrete problems in their local area. They've hatched a number of great ideas that will definitely improve people's lives. However,<sup>1</sup>we first need to address the problem that too few people study science and technology. The aim of this documentary is to inspire a passion for these subjects in young people.

**Presenter:** What can you tell us about the people you talked to? I heard that you interviewed Kelvin Doe.

**Damien:** That's right! <sup>2</sup>It is my opinion that Kelvin Doe is a boy with all the hallmarks of a great inventor. He's from Sierra Leone, and he built some fantastic electronic gadgets as a teenager. <sup>3</sup>The fact that Kelvin grew up in one of the poorest countries in the world didn't stop him from achieving that!

**Presenter:** Wow, how did he manage to do that?

**Damien:** It all started when he was ten. He used old broken devices out of rubbish bins and took them apart in his living room to see what they looked like on the inside. <sup>4</sup>Kelvin kept doing this with the hope that he would one day be able to build similar devices himself. After a lot of hard work and trial and error, he eventually succeeded. Among other things, he developed a way of producing home-made batteries, using acid, soda, a piece of metal and a tin cup. He was 13 at the time.

**Presenter:** That's brilliant.

**Damien:** Next, he built a generator out of old DVD players to charge the battery. And he built enough equipment to have his own radio station. He would like to build solar panels, and perhaps telescopes and microscopes in the future.

**Presenter:** He sounds like a great kid ...

Appositive clauses describe abstract nouns, such as ..... They are usually preceded by the linking word .....

## 2 Complete the passage with clauses a–c.

- a participants could ask experienced scientists for help whenever they wanted
- b 17-year-old Sara Volz had won a \$100,000 science prize
- c students must conduct a significant amount of original research

The announcement that <sup>1</sup> ..... was met with great enthusiasm. She was awarded the prize for her work on a science project. This is great news for Sara, and also for the Research Science Institute (RSI) which has supported her in her research.

RSI is a six-week summer programme based in Boston, USA, for young people with a passion for technology, engineering and mathematics. Before this year's programme ended, I met one of the students and asked her what RSI was all about.

Sixteen-year-old Kim Coraccio explained that the programme includes lectures from Nobel Prize winners and other distinguished scientists. "It's not an easy programme: the requirement that <sup>2</sup> ..... means that we won't have much time to relax," she said. Kim is currently doing research into new drugs for breast cancer treatment in a state-of-the-art university laboratory. The fact that <sup>3</sup> ..... was one of the reasons why she signed up. She would never have had access to that kind of expertise without RSI.

## 3 Think about recent events in your school and write appositive clauses to complete the sentences. You may use the example below to help you.

- (1) The **news** that we would have a new science lab in our school delighted both students and teachers.
- (2) Yesterday the school made an **announcement** that .....
- (3) My class teacher expressed the **hope** that .....
- (4) I applaud my friend's **opinion** that .....
- (5) Now, we are facing the **problem** that .....
- (6) The **discovery** that ..... surprised everyone in my class.

**Now ask three of your classmates about their ideas. Select the most interesting one to report to the class.**

### ■ You may ask and respond like this:

**A:** What did you write about?

**B:** I wrote a sentence using the noun "fact". I wrote, "Parents often forget the fact that children are very inventive in creating leisure activities."

### ■ You may report like this: The most interesting sentence is Mingming's. He said, "The suggestion that we clean up our school prior to the premier's visit is something that we can all support."

## C Listening and speaking

### 1 Listen to a presentation about Internet cookies. Take notes and answer the question.

What is the main idea of the presentation?

.....

.....

.....

### 2 Listen again and decide whether the following statements are true (T) or false (F).

- (1) The speaker's attitude towards the use of Internet cookies is positive. ☐
- (2) Cookies have both advantages and disadvantages. ☐
- (3) Cookies can help companies distribute advertisements. ☐
- (4) With cookies, you can find the lowest price when you make your purchase. ☐
- (5) The speaker mentioned three problems caused by the use of Internet cookies in his presentation. ☐

### 3 Listen again and complete the table.

Definition of cookies	(1) .....
Function of cookies	They help to (2) .....
Problems caused by the inappropriate use of cookies	Problem 1: (3) ..... ..... Problem 2: (4) ..... ..... Examples: collection of personal data; hacking; cybercrime; identity theft Problem 3: The unfair pricing caused by cookies Explanations: • (5) ..... ..... • Price may vary when accessing a site from different computers.

**4 Work in groups. Plan a presentation about a technology that you think should be universally adopted, or that you think should be banned. You may follow the steps below.**

- Choose one technology from the list.
  - taxi apps
  - smart homes
  - facial recognition
  - green energy
  - GMOs<sup>①</sup>
  - cloning
  - others: .....
- Discuss its advantages and disadvantages, and take notes.
- Think of reasons to support your argument.
- Organize your ideas and plan your presentation.
- Select one person to present on behalf of your group.

**Language guide**

**You may state the purpose at the beginning of the presentation like this:**

- In today's presentation, I'm going to talk about ...
- The aim of my presentation is to ...
- I'm here today to tell you about ...

**You may move between points during the presentation like this:**

- Finishing the topic of (the Earth's gravity), let me take you to the next topic of (the rocket speed) ...
- Now, I'm going to talk about / move on to ...
- OK, that's all about ... I'd now like to look at ...
- I've got one final point to make with regard to ...
- I'd like to take you through these pictures ...

**You may conclude your presentation and encourage the audience to ask follow-up questions like this:**

- To conclude / To sum up, ...
- I hope my presentation has convinced you that ...
- Please feel free to ask any questions. I'll do my best to answer them.
- If anyone has any questions, I'd be happy to answer them.

<sup>①</sup> GMO (genetically modified organism) 转基因有机体

### ICT use in school

Nowadays, information and communication technology (ICT) is widely used in schools to promote teaching and learning. Research how ICT is used in your school and write a report based on your findings.

#### 1 When you are preparing your writing, you may refer to the suggestions below.

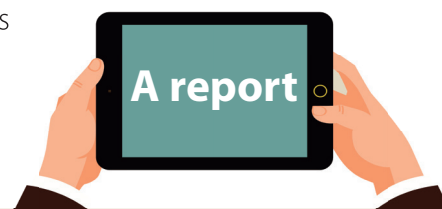
(1) Follow these steps:

- prepare your survey, focus group discussion and / or interview questions;
- conduct your research;
- analyse your data;
- write a report.

(2) Choose one or more ways below to conduct your research.

- interviews
- focus group discussion
- surveys
- school documents
- your daily observation journals

#### 2 Read the sample report. Then complete the table on page 85 before you write.



The purpose of this report is to examine closely the current usage of tablet computers in our school, assess their benefits and drawbacks as a learning tool using data from teacher focus groups and a survey sent to all students and staff in the campus directory, and make conclusions and recommendations about their future role in the school.

According to the school's ICT Manager, Graham Davies, there are just three class sets of tablet computers in the school, which teachers have to book in advance. Records show that the tablet computers have been used for an average of 5.6 hours in every six-hour school day this year, most frequently for music composition, art and maths (108, 81 and 52 lessons respectively) and less often for modern languages, science and PE (34, 20 and 18 lessons). The other subjects make hardly any use of tablet computers (just 5 lessons between them).

Seventy-nine per cent of student respondents said that they were more motivated to work hard when using tablets in class. When discussing the issue, nine out of ten teachers with experience of whole-class tablet use agreed, and many also appreciated getting real-time feedback on students' understanding through interactive exercises.

Unfortunately, the cost of tablets is high and their portability<sup>①</sup> makes them more likely to be broken than desktop computers. According to the ICT accounts, about 12% of the tablets need to be replaced each year. Teachers also testified to the unreliable Wi-Fi in the school, which has occasionally forced them to abandon plans for tablet lessons at the last minute.

In conclusion, the highly positive response to tablets from both teachers and students demonstrates that their use should be encouraged in all subject areas. Since research has proved that they improve student motivation, the school should invest in more sets of tablets and a Wi-Fi upgrade. Teachers and students need to work together to agree on measures that will reduce damage to tablets—newspaper reports about other schools suggest that 6% is a realistic annual wastage rate.

① portability /ˌpɔːtəˈbɪləti/ n. 可携带; 轻便



Aspects of writing	Guiding questions	My exploration
Content	What is the purpose of the report?	
	What are the research findings?	
	How are the writer's findings supported by evidence?	
	What is the conclusion?	
Language	What language does the writer use to make the report sound reliable?	
	Which phrases are used to refer to specific sources?	
	Which words are used to provide evidence? Find some examples.	

**3 Now write the report based on your research. Edit your writing properly.**

.....

.....

.....

.....

.....

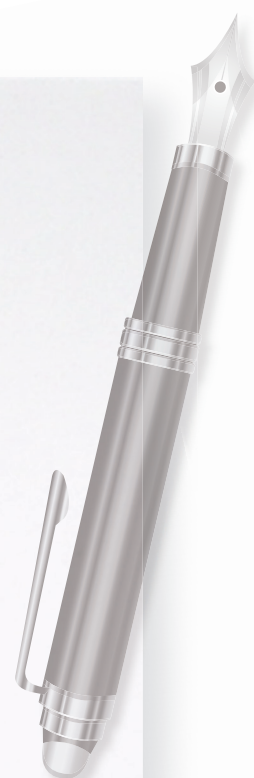
.....

.....

.....

.....

.....





*The fields of science and technology are developing faster than ever before. This rapid rate of change is affecting people's lives everywhere, and is closely tied with the fate of nations and economies around the world.*

*In this section, you will first read a passage about China's rapid progress in space exploration, thanks to the Chang'e Programme, led by Ye Peijian. You will then watch a video about the development of self-driving cars at Oxford University.*

### 1 Discuss the questions in groups.

(1) What do you know about the Chang'e Programme and Ye Peijian?

.....

(2) What other examples of space exploration have you heard of?

.....

### 2 Read the passage. Then decide whether the following statements are true (T) or false (F). Correct the false ones.

(1) Chang'e-1 entered a lunar orbit in early November 2007.

☐

.....

(2) The Chang'e-1 spacecraft's final destination was a point 1.5 million km away from the Earth.

☐

.....

(3) Ye Peijian couldn't persuade the engineering team to send Chang'e-4 to the far side of the moon.

☐

.....

(4) The relay satellite Queqiao was used to establish a link between the Earth and the far side of the moon.

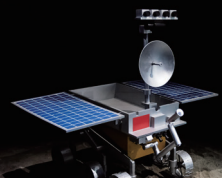
☐

.....

(5) The next phase of the Chang'e Programme is a manned mission to Mars.

☐

.....



## The story of China's lunar missions

On 3 January 2019, China became the first country in the world to land an unmanned spacecraft Chang'e-4 to the far side of the moon. This is a big milestone in the history of the Chinese space programme, and also an important step in the exploration of the universe.

It should come as no surprise that the Chinese lunar exploration programme is named after

<sup>5</sup> Chang'e, the legendary princess<sup>①</sup> who flew to the moon. In little more than a decade, China

<sup>①</sup> princess /,prɪn'ses/ n. 公主; 王妃

has launched several Chang'e missions, and more are yet to come. The mastermind behind all this is Ye Peijian, known as “the father of Chang'e”. He is the chief designer of the Chinese lunar programme, and he has tirelessly worked to make these missions a reality.

- 10 The first mission began on 24 October 2007. After a 12-day journey, Chang'e-1 successfully entered a lunar orbit. It began circling the moon at an altitude<sup>①</sup> of 200 km, and mapped the surface in 3-D. This was followed by a second lunar orbiter in 2010. Chang'e-2, carried with it even more advanced equipment and went into an orbit that was, at its lowest, only 15 km above the moon's surface. The mission ended  
15 in a dramatic fashion when the spacecraft travelled to a point 1.5 million kilometres away from the Earth.

- This was not an accident: it was part of an experiment that was crucial for development of the Chinese space exploration programme. At this vast distance from the Earth, the spacecraft was able to test its deep space communication system,  
20 which laid the groundwork for the next logical step: a lunar landing. On 14 December 2013, Chang'e-3 safely touched down on the surface of the moon and sent out a rover<sup>②</sup> named Yutu, or “Jade Rabbit”, which took amazing photos of its surroundings.

- Ye Peijian wanted the next mission to be even more ambitious: since they had already put a lander on the near side of the moon, why not aim for the far side? However,  
25 landing a spacecraft on the far side of the moon posed particular difficulties, and there was a heated debate among the engineers. The biggest challenge was how to maintain a link between the lander and the Earth, as all radio waves would be blocked by the moon, preventing any direct communication.

- In the end, Ye's argument won the day, and the engineering team proceeded to find  
30 a solution. A relay satellite named Queqiao was launched in May 2018, followed by the fourth lunar mission seven months later. Thanks to the satellite link, Chang'e-4 was able to send images of its safe landing back to Earth. The spacecraft brought with it a number of small organisms, such as cotton seeds and fly eggs, as well as Yutu-2, which was the second Chinese lunar rover.

- 35 These groundbreaking achievements did not go unnoticed: in 2019, Ye was awarded the national honour of People's Scientist for his contributions to the Chinese space programme. He did not rest on his laurels<sup>③</sup>, though: plans for the next steps were already in motion. On 24 November 2020, China launched Chang'e-5, its first lunar sample-return mission. The spacecraft landed on the moon and successfully brought  
40 back about 1.7 kg of samples to the Earth. New Chang'e missions are in the works, which will pave the way for the next phase of the Chinese lunar programme: a manned mission to the moon.

① altitude /'æltɪtju:d/ *n.* 海拔高度 ② rover /'rəʊvə(r)/ *n.* 月球车 ③ laurels /'lɒrəls/ *n. (pl.)* 荣誉; 赞誉; 荣耀

## E Cultural focus

The coming decades will probably see more achievements in terms of space exploration. In the long term, the Chang'e Programme will lay the foundation for the manned exploration of Mars and the asteroid<sup>①</sup> belt, and Ye Peijian believes that China has acquired enough experience for this next stage. We are seeing the start of a new adventure, which will unfold over the next few decades. Will a Chinese astronaut one day end up becoming the first human on Mars?



### 3 Read the passage again. Complete the table with the names of the missions and their accomplishments.

Year	Name	Accomplishments
2007	.....	<ul style="list-style-type: none"> <li>• first Chinese lunar orbit</li> <li>• ..... of the moon</li> </ul>
2010	.....	<ul style="list-style-type: none"> <li>• ..... orbit</li> <li>• test of .....</li> </ul>
2013	.....	<ul style="list-style-type: none"> <li>• first .....</li> <li>• ..... (lunar rover)</li> </ul>
2019	.....	<ul style="list-style-type: none"> <li>• first ever landing on .....</li> <li>• .....</li> <li>• used the ..... Queqiao</li> </ul>
2020	.....	<ul style="list-style-type: none"> <li>• first lunar sample-return mission</li> <li>• bring back ..... to the Earth</li> </ul>

### 4 Discuss the questions with a partner.

(1) Would you like to be part of a manned mission to the moon or Mars? Why or why not?

.....

.....

(2) Imagine you could conduct an experiment on the moon. What kind of experiment would you choose to do? Describe it and give your reasons.

.....

.....

① asteroid /'æstərɔɪd/ n. 小行星

## Video Robot cars

### Start thinking

#### 1 Answer the questions.

- (1) How often do you experience traffic jams where you live?
- (2) Would you like to learn to drive? Why or why not?

### Comprehension check

#### 2 Watch the video. Answer the questions.

- (1) How many cars were there in the UK at the end of 2012?  
.....
- (2) Where do the scientists who have developed the car work?  
.....
- (3) What kind of stories did Asimov write?  
.....
- (4) What kind of navigation does the car use?  
.....
- (5) Which machine does Caroline think is in control of her life?  
.....
- (6) What problems does Aileen foresee with giving control to machines?  
.....
- (7) Who flies a plane for the majority of the flight?  
.....

### Vocabulary

#### 3 Complete the text with the correct form of the words in brackets.

Satellite navigation is the perfect <sup>1</sup> ..... (solve) for drivers lacking <sup>2</sup> ..... (confident) in their <sup>3</sup> ..... (navigate) skills. Its <sup>4</sup> ..... (popular) has grown dramatically in recent years, but the actual satnav machine is losing ground. In fact, it could soon become one of the <sup>5</sup> ..... (technology) gadgets with the shortest lifespan, as phone apps are taking over. Basically, it is a question of <sup>6</sup> ..... (afford); most phone apps are free, while dedicated satnav devices can be quite pricey. Both kinds of satnav have the same degree of <sup>7</sup> ..... (precise), but the <sup>8</sup> ..... (operate) of the dedicated device is easier because of its proper mounting system.

### Extension

#### 4 Work in groups. You are going to have a debate on the following motion: "Technology does more harm than good to society". One group will be for the motion and the other will be against it.

- (1) Choose one person in your group to take notes. In your group, think of as many arguments as possible and write them down.
- (2) Now choose the five best arguments. Give examples where possible.
- (3) Your teacher or chairperson will start the debate. One person in your group will give a speech, presenting your arguments. He / She should talk for one to two minutes.
- (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.

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

Checklist	1 Me	2 My teacher / classmate	3 Action
<b>A Reading and interaction</b>			
• I can distinguish between the writer's and her mother's attitudes towards technology.			
• I can interpret the implied meaning of some words or phrases based on the context.			
• I can describe my vision of new technologies in 2035 in the group project.			
<b>B Grammar activity</b>			
• I can recognize appositive clauses in the passage.			
• I can use appositive clauses correctly if the context is clear.			
<b>C Listening and speaking</b>			
• I can summarize the reasons the speaker gives for banning the use of Internet cookies to collect data.			
• I can give a presentation about adopting or banning a technology and provide convincing arguments in a group.			
<b>D Writing</b>			
• I can understand the necessary elements and the features of language in the sample research report.			
• I can write a report about ICT use in my school using appropriate language and format.			
<b>E Cultural focus</b>			
• I can retell the story of China's lunar missions and achievements in my own words.			
• I can explain how robot cars work and their influence on our lives in future.			

### Reflective questions

Did you notice that the implied meanings of some of the words and expressions in the reading passage, such as "the next big thing", are hard to work out? Why? How can you improve your ability to detect a writer's hidden message while you are reading?



# Appendices

## Vocabulary

### 词汇等级说明:

1. 不标星的词汇为高中英语选择性必修课程要求。
2. 标一颗星的词汇为课标外高频词汇。

### Words and phrases by unit

#### Unit 1

**minor** /'maɪnə(r)/ *adj.* not very large, important or serious 较小的; 次要的; 轻微的

**\*testimony** /'testɪməni/ *n.* a thing that shows something else exists or is true 证明; 证据

**sweep** /swi:p/ *v.* (swept, swept) to move suddenly and / or with force over an area 猛烈吹过; 席卷

**\*footage** /'fʊtɪdʒ/ *n.* part of a film showing a particular event (影片中的)连续镜头, 片段

**\*compelling** /kəm'pelɪŋ/ *adj.* that makes you pay attention to it because it is so interesting and exciting  
扣人心弦的

**zone** /zəʊn/ *n.* an area or a region with a particular feature or use (有某特色或作用的)地区, 地带

**\*agenda** /ə'dʒendə/ *n.* a list of items to be discussed at a meeting (会议的)议程表, 议事日程

**cite** /saɪt/ *v.* to mention something as a reason or an example, or in order to support what you are saying 提及(原因); 举出(示例); 列举

**reliable** /rɪ'laɪəbl/ *adj.* that is likely to be correct or true 真实可信的

**examine** /ɪg'zæmɪn/ *v.* to consider or study an idea, a subject, etc. very carefully 审查; 调查; 考查; 考察

**coverage** /'kʌvərɪdʒ/ *n.* the reporting of news and sport in newspapers and on the radio and television 新闻报道

**\*unregulated** /,ʌn'regjuleɪtɪd/ *adj.* not controlled by laws or regulations 不受法规约束的; 不受管制的

**\*trace** /treɪs/ *v.* to find or discover somebody / something by looking carefully for them / it 查出; 找到; 发现; 追踪

**network** /'netwɜ:k/ *n.* a closely connected group of people, companies, etc. that exchange information, etc. 人际网  
a complicated system of roads, lines, etc. that are connected to each other and operate together 网络; 网状系统

**\*kidnap** /'kɪdnæp/ *v.* to take away somebody illegally, especially in order to get money 劫持; 绑架

**alongside** /ə,lɒŋ'saɪd/ *prep.* next to or at the side of something 在……旁边; 沿着……的边

**\*highway** /'haɪweɪ/ *n.* a main road for travelling long distances (城镇间的)公路

**\*prosecute** /'prɒsɪkjʊ:t/ *v.* to officially charge somebody with a crime in court 起诉; 控告; 检举

**blame** /bleɪm/ *v.* to think or say that somebody / something is responsible for something bad 把……归咎于;  
责怪; 指责

**\*bruise** /bru:z/ *n.* a blue, brown or purple mark that appears on the skin after somebody has fallen or been hit  
青肿; 瘀伤

**clinic** /'klɪnɪk/ *n.* a building or part of a hospital where people can go for special medical treatment or advice 诊所;  
(医院的)门诊部

**witness** /'wɪtnəs/ *v.* to see something happen 当场看到, 目击(尤指罪行或事故)

*n.* a person who sees something happen 目击者; 见证人

**cheat** /tʃi:t/ *v.* to trick somebody or make them believe something which is not true 欺骗

**aboard** /ə'bo:d/ *adv. / prep.* on or onto a ship, plane, bus or train 在(船、飞机、公共汽车、火车等)上; 上(船、飞机、公共汽车、火车等)

**shave** /ʃeɪv/ *v.* to cut hair from the skin, especially the face 剃(须发)

**lower** /'ləʊə(r)/ *v.* to let or make somebody / something go down 使……降下; 把……放低

**arch** /ɑ:tʃ/ *n.* a curved structure that supports the weight of something above it, such as a bridge or the upper part of a building 拱(支撑如桥梁或房屋上部的弧形结构)

**drag** /dræg/ *v.* to pull somebody / something along with effort and difficulty (使劲而吃力地)拖, 拉, 拽, 扯

**prejudice** /'predʒudɪs/ *n.* an unreasonable dislike of or preference for a person, group, custom, etc. 偏见; 成见

**expectation** /,ekspek'teɪʃn/ *n.* a belief that something will happen because it is likely 预料; 预期; 期待

**typhoon** /taɪ'fu:n/ *n.* a violent tropical storm with very strong winds 台风

**lamb** /læm/ *n.* a young sheep 羔羊; 小羊

**suspect** /sə'spekt/ *v.* to have an idea that somebody is guilty of something, without having definite proof 怀疑(某人 有罪)

**\*instinct** /'ɪnstɪŋkt/ *n.* a natural tendency for people and animals to behave in a particular way using the knowledge and abilities that they were born with rather than thought or training 本能; 天性

**reality** /rɪ'æləti/ *n.* a thing that is actually experienced or seen, in contrast to what people might imagine 事实 the true situation and the problems that actually exist in life, in contrast to how you would like life to be 现实; 实际情况

**envy** /'envi/ *v.* to wish you had the same qualities, possessions, opportunities, etc. as somebody else 羡慕; 忌妒

**\*outlook** /'aʊtlʊk/ *n.* the attitude to life and the world 人生观; 见解

**comprehension** /,kəmprɪ'hensjən/ *n.* the ability to understand 理解力; 领悟能力

**\*transition** /træn'zɪʃn/ *n.* the process or a period of changing from one state or condition to another 过渡; 转变; 变革; 变迁

**\*dock** /dɒk/ *v.* if a ship docks or you dock a ship, it sails into a harbour and stays there (使船)进港, 停靠码头, 进入船坞

**dramatic** /drə'mætɪk/ *adj.* exciting and impressive 引人注目的; 给人印象深刻的 sudden, very great and often surprising 突然的; 巨大的; 令人吃惊的

**\*spontaneous** /spɒn'teɪniəs/ *adj.* done naturally, without being forced or practised 自然的; 无雕饰的 not planned but done because you suddenly want to do it 自发的; 非筹划安排的

**socialist** /'səʊʃəlɪst/ *n.* a person who believes in or supports socialism; a member of a political party that believes in socialism 社会主义者; 社会党党员

**\*unscripted** /ʌn'skrɪptɪd/ *adj.* not written or prepared in detail in advance (演讲、广播等)无底稿的; 未详细准备的

**contemporary** /kən'tempərəri/ *adj.* belonging to the present time 当代的; 现代的 belonging to the same time 属同时期的; 同一时代的

**\*rhythm** /'rɪðəm/ *n.* a strong regular repeated pattern of sounds or movements 节奏; 韵律; 律动

**emerge** /i'mɜ:dʒ/ *v.* to start to exist 显现; 显露; 露头

**\*capture** /'kæptʃə(r)/ *v.* to succeed in accurately expressing a feeling, an atmosphere, etc. in a picture, piece of writing, film, etc. (用图画、文章、电影等准确地)表达, 刻画, 描述 to catch a person or an animal and keep them as a prisoner or in a confined space 俘虏; 俘获; 捕获

## Phrases

**fall for the scam** to be cheated 上当, 受骗

**be bound to** to be certain or likely to happen, or to do something 一定会; 很可能会

## Unit 2

**corporation** /ˌkɔːpə'reɪʃn/ *n.* a large business company (大)公司

\***script** /skript/ *n.* a written text of a play, film, broadcast, talk, etc. 剧本; 电影剧本; 广播(或讲话等)稿

**frontier** /'frʌntɪə(r)/ *n.* the limit of something, especially the limit of what is known about a particular subject or activity (学科或活动的)尖端, 边缘

a line that separates two countries, etc.; the land near this line 国界; 边界; 边境

\***entrepreneur** /ˌɒntrəprə'nɜː(r)/ *n.* a person who makes money by starting or running businesses 创业者; 企业家

\***immortality** /ˌɪmɔː'tæləti/ *n.* the state of being immortal 永生; 不朽; 不灭

\***transplant** /træns'plɑːnt/ *v.* to take an organ, skin, etc. from one person, animal, part of the body, etc., and put it into or onto another 移植(器官、皮肤等)

**fundamentally** /ˌfʌndə'mentəli/ *adv.* in every way that is important; completely 根本上; 完全地

**mere** /mɪə(r)/ *adj.* used when you want to say how small or unimportant something / somebody is 仅仅的; 只不过

**purely** /'pjʊəli/ *adv.* only; completely 仅仅; 完全

**pose** /pəʊz/ *v.* to create a threat or problem 造成(威胁、问题等); 引起; 产生

\***criminal** /'krɪmɪnəl/ *n.* a person who commits a crime 罪犯

**severe** /sɪ'vɪə(r)/ *adj.* extremely bad or serious 极为恶劣的; 十分严重的

**career** /kə'riə(r)/ *n.* the series of jobs that a person has in a particular area of work 职业; 生涯

**resistance** /rɪ'zɪstəns/ *n.* dislike of or opposition to a plan, an idea, etc. 反对; 抵制; 抗拒

**dynamic** /daɪ'næmɪk/ *adj.* (of a process) always changing and making progress 动态的; 发展变化的  
(of a person) having a lot of energy and a strong personality 充满活力且个性鲜明的

**gender** /'dʒendə(r)/ *n.* the fact of being male or female 性别

**opponent** /ə'pəʊnənt/ *n.* a person who is against something / somebody 反对者

**mechanics** /mə'kæniks/ *n.* the science of movement and force 力学

\***condemn** /kən'dem/ *v.* to say what somebody's punishment will be 宣判; 判处  
to force somebody to accept a difficult or unpleasant situation 迫使……接受(困境)

**client** /'klaɪənt/ *n.* a person who uses the services or advice of a professional person or organization 委托人; 当事人; 客户

\***shrug** /ʃrʌg/ *v.* to raise your shoulders and then drop them to show you do not care about something 耸肩(表示不在乎或不知道)

**sustain** /sə'steɪn/ *v.* to provide enough of what somebody / something needs in order to live or exist 维持(生命、生存)

**propose** /prə'pəʊz/ *v.* to suggest a plan or an idea 提议; 建议

**drill** /drɪl/ *n.* a way of learning something by means of repeated exercises 练习; 训练

**dismiss** /dɪs'mɪs/ *v.* to decide that something is not important and not worth thinking or talking about 不予考虑; 摒弃; 对……不屑一提

**urgent** /'ɜːdʒənt/ *adj.* that needs to be dealt with or happen immediately 紧急的; 紧迫的

**resign** /rɪ'zaɪn/ *v.* to officially tell somebody that you are leaving your job, an organization, etc. 辞职; 辞去(某职务)

**sneeze** /sniːz/ *v.* to have air come suddenly and noisily out through your nose and mouth in a way that you cannot control, for example because you have a cold 打喷嚏

**sink** /sɪŋk/ *v.* (sank, sunk) to go down below the surface or towards the bottom of a liquid or soft substance 下沉; 下陷; 沉没

\***smash** /smæʃ/ *v.* to break something or to be broken into many pieces 打碎; 破碎

**owe** /əʊ/ *v.* to exist or be successful because of the help or influence of somebody / something 归因于; 归功于; 起源于

to have to pay somebody for something that you have already received or return money that you have borrowed 欠(债); 欠(账)

\***drown** /draʊn/ *v.* to die because you have been underwater too long and you cannot breathe 淹死; 溺死

\***miraculously** /mɪ'rækjələsli/ *adv.* like a miracle; completely unexpectedly and very luckily 奇迹般地; 不可思议地

**explode** /ɪk'spləʊd/ *v.* to burst or make something burst loudly and violently, causing damage 爆炸; 爆破; 爆裂

**choke** /tʃəʊk/ *v.* to be unable to speak normally especially because of strong emotion; to make somebody feel too emotional to speak normally (尤指感情激动而)说不出话来; 使哽咽

to be unable to breathe because the passage to your lungs is blocked or you cannot get enough air; to make somebody unable to breathe (使)窒息, 哽噎

**debt** /det/ *n.* a sum of money that somebody owes 借款; 欠款; 债务

**architect** /'ɑ:kitekt/ *n.* a person whose job is designing buildings, etc. 建筑师

**forgive** /fə'gɪv/ *v.* (forgave, forgiven) to stop feeling angry with somebody who has done something to harm, annoy or upset you; to stop feeling angry with yourself 原谅; 宽恕

**tension** /'tenʃn/ *n.* a situation in which people do not trust each other, or feel unfriendly towards each other, and which may cause them to attack each other 紧张局势(或关系、状况)

\***deterioration** /dɪ,tɪəriə'reɪʃn/ *n.* the state of becoming worse 变坏; 恶化; 退化

**harmony** /'hɑ:məni/ *n.* a state of peaceful existence and agreement 融洽; 和睦

\***glow** /gləʊ/ *n.* a dull steady light 暗淡的光

\***magnificent** /mæg'nɪfɪsnt/ *adj.* extremely attractive and impressive 壮丽的; 宏伟的

\***vulnerable** /'vʌlnərəbl/ *adj.* weak and easily hurt physically or emotionally (身体上或感情上)脆弱的, 易受……伤害的

**infection** /ɪn'fekʃn/ *n.* an illness that is caused by bacteria or a virus and that affects one part of the body (身体某部位的)感染; 传染病

the act or process of causing or getting a disease 传染; 感染

\***alert** /ə'leɪt/ *adj.* able to think quickly; quick to notice things 警觉的; 警惕的; 戒备的

**bearded** /'biədɪd/ *adj.* having hair on the cheeks and chin 留胡子的; 有胡须的

**bend** /bend/ *v.* (bent, bent) to change direction to form a curve or an angle 拐弯; 弯曲

to lean, or make something lean, in a particular direction (使)倾斜, 偏向

\***sigh** /saɪ/ *n.* an act or the sound of sighing 叹气; 叹息

**hence** /hens/ *adv.* for this reason 因此; 由此

**occupy** /'ɒkjupaɪ/ *v.* to fill or use a space, an area or an amount of time 使用, 占用(空间、面积、时间等)

**legend** /'ledʒənd/ *n.* a very famous person, especially in a particular field, who is admired by other people (尤指某领域中的)传奇人物

a story from ancient times about people and events, that may or may not be true; this type of story 传说; 传奇故事

\***frustrate** /frʌ'streɪt/ *v.* to make somebody feel annoyed or impatient because they cannot do or achieve what they want 使沮丧; 使懊恼

## Phrases

**a new lease of life** the chance to live or last longer, or with a better quality of life 延年益寿; 生活质量更好

**shelf life** the length of time that food, etc. can be kept before it is too old to be sold (食品等的)货架期, 保存期

**gender discrimination** the practice of treating somebody or a particular group less fairly than others because of their gender 性别歧视

**bucket list** a list of things that you want to do before you die 人生愿望清单

**give something away** to give something as a gift 赠送; 捐赠

**the elderly** people who are old 老人; 上了年纪的人

## Unit 3

**frog** /frɒg/ *n.* a small animal with smooth skin, that lives both on land and in water 蛙; 青蛙

**strait** /streɪt/ *n.* a narrow passage of water that connects two seas or large areas of water 海峡

**\*meanwhile** /'mi:nwaɪl/ *adv.* while something else is happening 同时; 与此同时

**\*float** /fləʊt/ *v.* to move slowly on water or in the air 浮动; 漂流; 飘动; 飘移

**butcher** /'bʊtʃə(r)/ *v.* to kill animals and cut them up for use as meat 屠宰; 宰杀

**\*distressing** /dɪ'stresɪŋ/ *adj.* making you feel extremely upset, especially because of somebody's suffering 使人痛苦的; 令人苦恼的

**statistic** /stə'tɪstɪk/ *n. (pl. statistics)* a collection of information shown in numbers 统计数字; 统计资料

**\*predator** /'predəʔə(r)/ *n.* an animal that kills and eats other animals 捕食者; 捕食性动物

**collapse** /kə'læps/ *n.* a sudden failure of something, such as an institution, a business or a course of action (机构、生意、行动等的)突然失败, 倒闭, 崩溃

*v.* to fall down or fall in suddenly, often after breaking apart (突然)倒塌, 坍塌

**recreation** /,rekri'eɪʃn/ *n.* the fact of people doing things for enjoyment 娱乐; 消遣; 娱乐活动; 游戏

**association** /ə,səʊʃi'eɪʃn/ *n.* an idea or a memory that is suggested by somebody / something; a mental connection between ideas 联想; 联系

a connection or relationship between people or organizations 联合; 合伙; 关联; 交往

**species** /'spi:ʃi:z/ *n. (pl. species)* a group into which animals, plants, etc. that are able to breed with each other and produce healthy young are divided 种; 物种

**prohibit** /prə'hɪbɪt/ *v.* to stop something from being done or used especially by law (尤指以法令)禁止

**\*monstrous** /'mɒnstrəs/ *adj.* considered to be shocking and unacceptable because it is morally wrong or unfair 丑恶的; 道德败坏的; 骇人的

**monitor** /'mɒnɪtə(r)/ *v.* to watch and check something over a period of time in order to see how it develops, so that you can make any necessary changes 监视; 检查; 跟踪调查

*n.* a student in a school who performs special duties, such as helping the teacher 班长

**sympathy** /'sɪmpəθi/ *n.* the feeling of being sorry for somebody 同情

**\*numerous** /'nju:mərəs/ *adj.* existing in large numbers 众多的; 许多的

**cruel** /'kru:əl/ *adj.* causing pain or suffering 引起痛苦的

having a desire to cause pain and suffering 残酷的; 冷酷的; 残忍的

**nest** /nest/ *n.* a hollow place or structure that a bird makes or chooses for laying its eggs in and sheltering its young 鸟巢; 鸟窝

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

**\*destruction** /dɪ'strʌkʃn/ *n.* the act of destroying something; the process of being destroyed 摧毁; 毁灭; 破坏

**\*arouse** /ə'raʊz/ *v.* to make somebody have a particular feeling or attitude 激起, 引起(感情、态度)

**mineral** /'mɪnərəl/ *n.* a substance that is naturally present in the earth and is not formed from animal or vegetable matter, for example gold and salt 矿物; 矿物质

**shortage** /'ʃɔ:tɪdʒ/ *n.* a situation when there is not enough of the people or things that are needed 不足; 缺少; 短缺

**\*extract** /ɪk'strækt/ *v.* to remove or obtain a substance from something 提取; 提炼

**fetch** /fetʃ/ *v.* to be sold for a particular price 售得, 卖得(某价)

to go to where somebody / something is and bring them / it back (去)拿来; (去)请来



**expansion** /ɪk'spænjən/ *n.* an act of increasing or making something increase in size, amount or importance 扩张; 扩展; 扩大

**garlic** /'gɑ:lik/ *n.* a vegetable of the onion family with a very strong taste and smell, used in cooking to give flavour to food 蒜; 大蒜

**legal** /'li:gl/ *adj.* allowed or required by law 法律允许的; 合法的; 法律要求的

**boundary** /'baʊndri/ *n.* a real or imagined line that marks the limits or edges of something and separates it from other things or places; a dividing line 边界; 界限; 分界线

**label** /'leɪbl/ *n.* a piece of paper, etc. that is attached to something and that gives information about it 标签; 签条; 标记

**administration** /əd,mɪnɪ'streɪʃn/ *n.* the activities that are done in order to plan, organize and run a business, school or other institution (企业、学校等) 管理, 行政

**handle** /'hændl/ *v.* to deal with a situation, a person, an area of work or a strong emotion 处理, 应付(局势、人、工作或情感)

**input** /'ɪnpʊt/ *n.* time, knowledge, ideas, etc. that you put into work, a project, etc. in order to make it succeed; the act of putting something in 投入资源(指时间、知识、思想等); 投入; 输入  
a place or means for electricity, data, etc. to enter a machine or system (电、数据等的) 输入端

**distract** /dɪ'strækt/ *v.* to take somebody's attention away from what they are trying to do 转移(注意力); 分散(思想); 使分心

**bat** /bæt/ *n.* an animal like a mouse with wings, that flies and feeds at night 蝙蝠

**\*install** /ɪn'stɔ:l/ *v.* to fix equipment or furniture into position so that it can be used 安装; 设置

**circuit** /'sɜ:kɪt/ *n.* the complete path of wires and equipment along which an electric current flows 电路; 线路  
a line, route, or journey around a place 环行; 环行路线

**automatically** /ˌɔ:tə'mætɪkli/ *adv.* working without needing a person to operate 自动地

**mud** /mʌd/ *n.* wet earth that is soft and sticky 泥; 淤泥; 泥浆

**pretend** /prɪ'tend/ *v.* to imagine that something is true as part of a game (在游戏中) 装扮, 扮作, 模拟  
to behave on a particular way, in order to make other people believe something that is not true 假装; 佯装

**teapot** /'ti:pɒt/ *n.* a container with a spout, a handle and a lid, used for making and serving tea 茶壶

**chart** /tʃɑ:t/ *n.* a page or sheet of information in the form of diagrams, lists of figures, etc. 图表

**\*breeder** /'bri:də(r)/ *n.* a person who keeps animals or plants in order to produce young ones in a controlled way 培育者; 饲养者

**protein** /'prəʊti:n/ *n.* a natural substance found in meat, eggs, fish, some vegetables, etc. 蛋白质

**\*hostile** /'hɒstail/ *adj.* making it difficult for something to happen or to be achieved 有阻碍的; 不利的  
very unfriendly and ready to argue or fight 敌意的; 敌对的

**\*fertilizer** /'fɜ:təlaɪzə(r)/ *n.* a substance added to soil to make plants grow more successfully 肥料

**basin** /'beɪsn/ *n.* a place where the Earth's surface is lower than in other areas of the world 盆地; 凹地; 海盆

**domestically** /də'mestɪkli/ *adv.* happening or existing within one particular country 本国地; 国内地

**\*stock** /stɒk/ *v.* to keep a supply of a particular type of goods to sell 存货

**tolerance** /'tɒlərəns/ *n.* the willingness to accept or tolerate somebody / something, especially opinions or behaviour that you may not agree with 忍受; 容忍

**diversity** /daɪ'vɜ:səti/ *n.* a range of many people or things that are very different from each other 差异(性); 不同(点)

**dominance** /'dɒmɪnəns/ *n.* the fact that a particular person or thing is more powerful, successful, or important than other people or things 占优势; 占支配地位



**cuisine** /kwi'zi:n/ *n.* a style of cooking 烹饪; 风味

the food served in a restaurant 饭菜; 菜肴

**bakery** /'beikəri/ *n.* a place where bread and cakes are made and / or sold 面包(糕饼)店; 面包(糕饼)烘房

**damp** /dæmp/ *adj.* slightly wet, often in a way that is unpleasant 潮湿的; 湿气重的

**stream** /stri:m/ *v.* (of people or things) to move somewhere in large numbers, one after another (人或东西)鱼贯而行; 一个接一个地移动

*n.* a small narrow river 小河; 溪

**\*fare** /feə(r)/ *n.* food that is offered as a meal 饭菜

**ancestral** /æn'sestrəl/ *adj.* of or belonging to or inherited from an ancestor 祖先的

**\*ritual** /'ritʃuəl/ *n.* a series of actions that are always performed in the same way 程序; 仪规; 礼节

**\*marvel** /'mɑ:vəl/ *n.* a wonderful and surprising person or thing 令人惊异的人(或事); 奇迹

**apparently** /ə'pærəntli/ *adv.* according to what you have heard or read; according to the way something appears 可见; 看来; 显然

**pork** /pɔ:k/ *n.* meat from a pig 猪肉

**\*outlet** /'aʊtlet/ *n.* a shop or an organization that sells goods made by a particular company or of a particular type 专营店; 经销店

**bacon** /'beikən/ *n.* meat from the back or sides of a pig that has been preserved using salt or smoke, usually served in thin slice 咸猪肉; 熏猪肉

## Phrases

**wipe out** to destroy or remove somebody / something completely 彻底消灭; 全部摧毁

**marine ecosystem** system of living organisms in the ocean environment 海洋生态系统

**for the sake of** in order to get or keep something 为获得(或保持)某物

## Unit 4

**consultant** /kən'sʌltənt/ *n.* an advisor 顾问

**\*faint** /feɪnt/ *adj.* that cannot be clearly seen, heard or smelt (光、声、味)微弱的, 不清楚的

**outline** /'aʊtlaɪn/ *n.* the line that goes around the edge of something, showing its main shape but not the details 轮廓线; 略图

**\*hardware** /'hɑ:dweə(r)/ *n.* the machinery and electronic parts of a computer system (计算机)硬件

**\*slight** /slaɪt/ *adj.* very small in degree 轻微的; 略微的

**\*cord** /kɔ:d/ *n.* a piece of wire that is covered with plastic, used for carrying electricity to a piece of equipment 软线; 花线; 皮线

**inch** /ɪntʃ/ *n.* a unit for measuring length, equal to 2.54 centimetres 英寸(长度单位, 等于 2.54 厘米)

**intervening** /,ɪntə'vi:nɪŋ/ *adj.* coming or existing between two events, dates, objects, etc. 发生于其间的; 介于中间的

**premature** /'premətʃə(r)/ *adj.* happening before the normal or expected time 未成熟的; 过早的; 提前的

**pipe** /paɪp/ *n.* a tube through which liquids and gases can flow 管子; 管道

**\*adolescent** /,ædə'lesnt/ *adj.* be developing from a child into an adult 青春期的

*n.* a young person who is developing from a child into an adult 青少年

**phase** /feɪz/ *n.* a stage; a period 阶段; 时期

**virtual** /'vɜ:tʃuəl/ *adj.* made to appear to exist by the use of computer software, for example on the Internet

(通过计算机软件, 如在互联网上)模拟的, 虚拟的

almost or very nearly the thing described, so that any slight difference is not important 几乎……的; 事实上的

\***underlie** /ˌʌndəˈlaɪ/ *v.* (underlay, underlain) to be the basis or cause of something 构成……的基础; 作为……的原因

\***bubble** /ˈbʌbl/ *n.* a ball of air or gas in a liquid, or a ball of air inside a solid substance such as glass 泡; 气泡

**infer** /ɪnˈfɜː(r)/ *v.* to reach an opinion or decide that something is true on the basis of information that is available 推断; 推论; 推理

**fuel** /ˈfjuːəl/ *n.* any material that produces heat or power, usually when it is burnt 燃料

**domain** /dəˈmeɪn/ *n.* an area of knowledge or activity, especially ones that somebody is responsible for (知识、活动的) 领域, 范围, 范畴

**hydrogen** /ˈhaɪdrədʒən/ *n.* a gas that is the lightest of all the elements 氢气

**mode** /məʊd/ *n.* a particular way of doing something 方式; 风格

**broadcast** /ˈbrɔːdkɑːst/ *v.* (broadcast, broadcast) to send out programmes on television or radio 播送 (电视或无线电节目)

*n.* a radio or television programme 广播节目; 电视节目

**concrete** /ˈkɒŋkri:t/ *adj.* based on facts, not on ideas or guesses 确实的; 具体的

**hatch** /hætʃ/ *v.* to create a plan or an idea 策划

(of a young bird, fish, insect, etc.) to come out of an egg 孵出; 出壳

**acid** /ˈæsɪd/ *n.* a chemical, usually a liquid, that contains hydrogen and has a pH of less than seven 酸

**generator** /ˈdʒenəreɪtə(r)/ *n.* a machine for producing electricity 发电机

**telescope** /ˈtelɪskəʊp/ *n.* a piece of equipment shaped like a tube, containing lenses, that you look through to make objects that are far away appear larger and nearer 望远镜

\***precede** /priːˈsiːd/ *v.* to happen before something or come before something / somebody in order 在……之前发生 (或出现); 先于

**drug** /drʌg/ *n.* a substance used as a medicine or used in a medicine 药; 药物

**breast** /breɪst/ *n.* either of the two round soft parts at the front of a woman's body that produce milk when she has had a baby (女子的) 乳房

\***expertise** /ˌekspɜːˈtiːz/ *n.* expert knowledge or skill in a particular subject, activity or job 专门知识; 专门技能

**leisure** /ˈleɪʒə(r)/ *n.* time that is spent doing what you enjoy when you are not working or studying 闲暇; 休闲

**premier** /ˈpremiə(r)/ *n.* used especially in newspapers, etc. to mean “prime minister” (尤用于报章等) 总理, 首相  
*adj.* most important, famous or successful 首要的; 最著名的; 最成功的; 第一的

\***distribute** /dɪˈstrɪbjʊːt/ *v.* to give things to a large number of people; to share something between a number of people 分发; 分配

**inappropriate** /ˌɪnəˈprəʊpriət/ *adj.* not suitable or proper in a particular situation 不适当的; 不合适的

**recognition** /ˌrekəgˈnɪʃn/ *n.* the act of remembering who somebody is when you see them, or of identifying what something is 认出; 认识; 识别

the act of accepting that something exists, is true or is official 承认; 认可

**clone** /kləʊn/ *v.* to produce an exact copy of an animal or a plant from its cells 克隆

**gravity** /ˈɡrævəti/ *n.* the force that attracts objects in space towards each other, and that on the Earth pulls them towards the centre of the planet, so that things fall to the ground when they are dropped 重力; 地球引力

**assess** /əˈses/ *v.* to make a judgement about the nature or quality of somebody / something 评估, 评定 (性质、质量)

**directory** /dəˈrektəri/ *n.* a book containing lists of information, usually in alphabetical order, for example people's telephone numbers or the names and addresses of businesses in a particular area 名录; 电话号码簿; 公司名录

**demonstrate** /ˈdemənstreɪt/ *v.* to show something clearly by giving proof or evidence 证明; 证实; 论证; 说明  
to show and explain how something works or how to do something 示范; 演示

**invest** /ɪnˈvest/ *v.* to spend money on something in order to make it better or more successful (把资金) 投入

to buy property, shares in a company, etc. in the hope of making a profit 投资

**\*upgrade** /'ʌpgreɪd/ *n.* the act of making a piece of machinery, computer system, etc. more powerful and efficient ( 机器、计算机系统等 ) 升级; 提高; 改进

**orbit** /'ɔ:bɪt/ *n.* a curved path followed by a planet or an object as it moves around another planet, star, moon, etc. ( 天体等运行的 ) 轨道

*v.* to move in a path around a much larger object, especially a planet, star, etc. 沿轨道运行; 围绕……运动

**universe** /'ju:nɪvɜ:s/ *n.* the whole of space and everything in it, including the Earth, the planets and the stars 宇宙; 天地万物

**vast** /vɑ:st/ *adj.* extremely large in area, size, amount, etc. 辽阔的; 巨大的; 庞大的; 大量的

**proceed** /prə'si:d/ *v.* to do something next, after having done something else first 接着做; 继而做

**seed** /si:d/ *n.* the small hard part produced by a plant, from which a new plant can grow 种子; 籽

**groundbreaking** /'graʊndbreɪkɪŋ/ *adj.* making new discoveries; using new methods 开创性的; 创新的; 革新的

**astronaut** /'æstrənɔ:t/ *n.* a person whose job involves travelling and working in a spacecraft 宇航员; 航天员

**\*accomplishment** /ə'kʌmplɪʃmənt/ *n.* an impressive thing that is done or achieved after a lot of work 成就; 成绩

## Phrases

**tin cup** a cup made of tin 锡杯

**pave the way** to create a situation in which it is easier for someone to do something or something to happen 铺路, 铺平道路

## 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

Tokyo 东京

the Lumière Brothers 卢米埃尔兄弟

Ken Loach 肯·洛奇

Hollywood 好莱坞

John Grierson 约翰·格里尔森

Night Mail 《夜邮》

Edinburgh 爱丁堡

Robert Flaherty 罗伯特·弗拉哈迪

Nanook of the North 《北方的纳努克》

Koyaanisqatsi: Life Out of Balance 《失衡生活》

Godfrey Reggio 高弗雷·雷吉奥

Ron Fricke 罗恩·福瑞克

### Unit 2

Tyler Jamieson 泰勒·贾米森

Dmitry Itskov 德米特里·伊茨科夫

Jiroemon Kimura 木村次郎右卫门

Max Planck 马克斯·普朗克

Frank Selak 弗兰克·塞拉克

Croatia 克罗地亚

Jacqueline King 杰奎琳·金

"The Road Not Taken" 《未选择的路》

Robert Frost 罗伯特·弗罗斯特

Massachusetts 马萨诸塞州

Elinor White 埃莉诺·怀特

Dartmouth College 达特茅斯学院

Elliot 埃利奥特

Harvard University 哈佛大学

New Hampshire 新罕布什尔州

### Unit 3

the Strait of Hormuz 霍尔木兹海峡

Aamir Mohammed 阿米尔·穆罕默德

the National Museum of China 中国国家博物馆

the Sichuan Basin 四川盆地

the Changjiang River Delta 长江三角洲

Bryan White 布赖恩·怀特

### Unit 4

Hong Kong 香港 (中国特别行政区)

Stockholm 斯德哥尔摩

Damien Sutton 达米安·萨顿

Kelvin Doe 开尔文·杜

Sierra Leone 塞拉利昂

Sara Volz 萨拉·沃尔兹

the Research Science Institute (麻省理工) 科学研究所项目

Kim Coraccio 金·科拉西奥

Graham Davies 格雷厄姆·戴维斯

the Chang'e Programme 嫦娥工程 (中国月球探测工程)

the relay satellite Queqiao (嫦娥四号) 中继星“鹊桥”

Yutu 玉兔号月球车

the national honour of People's Scientist “人民科学家” 国家荣誉称号

## Glossary

### 说明:

专业术语表按书中出现顺序排列, 不分单元。

unreal conditional 非真实条件句

first conditional 第一条件句

second conditional 第二条件句

third conditional 第三条件句

mixed conditional 混合条件句

appositive clause 同位语从句

subjunctive mood 虚拟语气

adjective phrase 形容词短语

verb phrase 动词短语

prepositional phrase 介词短语

determiner 限定词

quantifier 量词

# Grammar reference

## 说明:

“语法参考”板块中，不标星的语法点为高中英语选择性必修课程要求，标一颗星的语法点为高中英语选修课程要求。

## 1 The modal verb providing extra meaning

### Use of modal verbs

The modal verb can add extra meaning to the basic meaning of the sentence.

- 1 The modal verb can add the speaker's personal opinion or attitude.

*He **might** be in the office.* (The speaker thinks that he is in the office. Perhaps he is there. Perhaps not.)

*I **won't** go there with Linda.* (I am not willing to go with Linda.)

*I **can't** go there with Linda.* (There is a reason for my not going there with Linda.)

- 2 The modal verb can mean obligation. *Must* is usually used for this function.

*You **must** finish the task in time.* (You are required to finish the task in time.)

Note that *need not*, instead of *mustn't*, is used to mean absence of obligation.

*You **needn't** finish the task in time.* (You are not required to finish the task in time.)

- 3 The modal verb can add politeness. *Could* and *might* can be used instead of *can* or *may* to add politeness.

***Could** I ask you one more question?*

*It **might** be a good idea to stop and have a rest.*

- 4 The modal verb can add hypothetical meanings.

*I **would** fly to you immediately if I were a bird.* (I am not able to fly to you.)

*I **might have made** a big mistake!* (I almost made a big mistake, but I didn't.)

## 2 \*The unreal conditional and subjunctive

Conditional clauses refer to the clauses used to talk about a possible situation or a consequence when the condition is met. There are three types of conditional sentences. The first conditional is used when we talk about a real or possible situation, while the second and the third conditionals are used when we talk about unreal situations. This section will discuss the second, the third and the mixed conditionals.

*If you do that, I will be very happy.* (Real condition and possible consequence)

*If I were you, I wouldn't do that.* (Unreal condition because it is impossible for me to become you.)

### 1 Second conditionals

Second conditionals are used to talk about unreal (not true or not possible) situations at present or in the future.

*If I **ate** the cake, I'd **get** fat.* (It is impossible that I will get fat because I won't eat the cake.)

*I **would buy** a bigger flat if I **had** more money.* (It is impossible that I will buy a bigger flat because I don't have enough money.)



The structure of second conditionals:

If-clause	Main clause
If + simple past	would + bare infinitive

After *I / he / she / it*, we often use the subjunctive form *were*, not *was*.

*If I **were** you, I'd **take** the job.*

Past continuous can be used in the *if*-clause.

*If the children **were playing** football on the playground, you **would hear** them.*

Modal verbs such as *could* and *might* can also be used in the main clause.

*We **could go** to the park if it **stopped** raining.*

*If I **told** him the truth, I **might be** able to convince him.*

## 2 Third conditionals

Third conditionals are used to talk about unreal situations in the past.

*If I **had studied** harder, I **would have passed** the exam.* (I failed the exam, because I didn't study hard enough. It is an imaginary situation that didn't happen.)

The structure of third conditionals:

If-clause	Main clause
If + <i>had</i> + past participle	would have + past participle

The contracted form *you'd* can be *you had* in the *if*-clause or *you would* in the main clause.

*If you'd **seen** the film, you'd **have liked** it.* (= If you **had seen** the film, you **would have liked** it.)

Modal verbs such as *could* and *might* can also be used in the main clause.

*If I **had seen** him at the meeting, I **might have asked** him.*

A third conditional can be used for criticism.

*If you **had driven** more carefully, you **would not have had** an accident.*

A third conditional can be used to express regret about the past.

*If he **hadn't overslept** and **missed** the contest, he **might have won** the prize.*

## 3 Mixed conditionals

Mixed conditionals are a mixture of the second and third conditionals.

*If I **were** you, I **wouldn't have bought** the expensive coat.*

*If we **hadn't missed** our bus, we'd **be** at home now.*

*If I **had** enough money, I **would have gone** abroad with you.*

The structure of mixed conditionals:

<b>If-clause (Past condition)</b>	<b>Main clause (Present result)</b>
<i>If + had + past participle</i>	<i>would + bare infinitive</i>
<b>If-clause (Present condition)</b>	<b>Main clause (Past result)</b>
<i>If + simple past</i>	<i>would have + past participle</i>

Modal verbs such as *could* and *might* can also be used in the main clause.

*If we **had caught** the bus, we **could be** at home right now.*

## Subjunctive mood

The subjunctive mood is the verb form used to express a wish, a suggestion, a command, or a condition that is contrary to fact.

### 1 *Wish and If only*

(1) *Wish*

The subjunctive mood is used when we want to describe a wish for something to be different from it is or was. We use the word *wish*, followed by the verb of the desired action.

#### Present tense wishes

We use the past tense verb to talk about a wish about the present.

*The little boy wishes he **were** a pilot. He wishes he **could fly** a plane.* (He is not a pilot. He can't fly a plane.)

*I can't speak French, but I wish I **could**.*

#### Past tense wishes

We use the past perfect to talk about a wish about the past.

*I missed the bus to work this morning. I wish I **hadn't**.* (I wish I hadn't missed the bus.)

*I wish I **hadn't been working** when my colleagues were on holiday.*

#### Wishes about others' behaviour

We either use *would + the desired verb*, or *the past tense verb* to talk about someone's continuous behaviour that we wish would be different.

*Your son is always playing the piano at night. I wish he **would play** the piano in the afternoon.*

*(Or I wish he **played** the piano in the afternoon.)*

(2) *If only ...*

We can use *if only* instead of *wish* to talk about a stronger and more unrealistic wish.

***If only** I weren't so short. I would be able to join the basketball team.*

### 2 *It's time somebody did ...*

*It's time somebody did ...* can be used to mean somebody should already have done something. The past tense is used but the meaning is present or future. We usually use this pattern to criticize somebody or to complain about something.

*It's already 10 o'clock. **It's time** he **got** up.*

*The carpet is dirty. **It's time** we **cleaned** it.*

We can also say: *It's about time ... / It's high time ...* This makes the criticism or complaint stronger.

*Don't just be a talker. **It's about time** you really did something instead of only talking.*

***It's high time** you realized your mistakes.*

### 3 The subjunctive or *should* in nominal clauses

The present subjunctive or *should* can be used in *that*-clause after verbs such as *insist, suggest, recommend*, etc.

*My English teacher suggested that I **(should)** **read** more classical novels.*

*The waiter recommended that we **(should)** **try** the new dish.*

Other verbs used like this include *advise, ask, demand, order, propose, require*, etc.

The subjunctive or *should* in *that*-clause can also be used after certain nouns such as *order, rule, instruction* or *suggestion*.

*The teacher gave **the instruction** that all the students **(should)** **wait** in the classroom.*

Other nouns used like this include *advice, decision, demand, proposal, recommendation, requirement*, etc.

The structure *It is / was* + adjective can be followed by a present subjunctive or *should* in *that*-clause if the adjective expresses importance or necessity.

***It is important** that everyone **(should)** **get** there on time.*

Other adjectives used like this include *crucial, essential, imperative, vital, necessary*, etc.

### 4 *If + should*

*If + should* can be used to talk about events which might happen by chance or by accident.

***If you should come across** my sister, can you tell her to go home immediately? (if by chance you come across my sister)*

## 3 \*The appositive clause

An appositive clause is a nominal clause used to provide additional information to a noun phrase in a sentence.

- 1 The nominal *that*-clause is used in appositive to nouns such as these in the box below. *That* in the clause cannot be omitted.

announcement	belief	chance	conclusion	decision	doubt
evidence	fact	feeling	hope	idea	news
opinion	possibility	problem	rumour	warning	wish

***The news that** they had won the game made us very excited.*

*The old man was surprised at **the fact that** a film can be downloaded from the Internet in seconds.*

If an appositive clause follows nouns such as *demand, wish, suggestion, resolution*, etc., the subjunctive mood or *should* is used in the clause. (See **Subjunctive mood 3**)

*There was **a suggestion** that the injured boy **(should)** **be operated** on at once.*

- 2 Appositive clauses can be introduced by a question word such as *what, who, where, when, why* and *how*. These clauses follow nouns such as *idea, clue, question, decision, impression* and *information*.

*I have no **idea why** he is so upset recently.*

*My grandfather asked me **the question how** I managed my time at school.*

- 3 Appositive clauses can be introduced by *whether*. *If* cannot be used in this case.

*Please answer the question **whether** you like the city or not. (*if* cannot be used)*

### Appositive clauses and relative clauses

- 1 In appositive clauses introduced by *that*, *that* does not serve as any sentence element in the clause, and cannot be omitted.

In relative clauses introduced by *that / which*, *that / which* serves either as subject or object in the clause, and can be omitted when serving as object.

*We are glad at the news **that** he will get married soon. (appositive clause: **that** cannot be omitted)*

*We are glad at the news **that / which** was broadcast on TV just now. (relative clause: **that / which** serves as a subject and cannot be omitted)*

*We are glad at the news (**that**) / (**which**) he told us. (relative clause: **that / which** serves as an object and can be omitted)*

- 2 *When*, *where*, and *why* can be used to introduce both an appositive clause and a relative clause.

When introducing a relative clause, *when*, *where*, and *why* can be replaced by preposition + relative pronoun, but they cannot be replaced by other forms in appositive clauses.

*I have no idea **when** she came here. (appositive clause)*

*I will never forget the day **when** I met you for the first time. (relative clause = I will never forget the day on which I met you for the first time.)*

*He put forward the question **where** they would go for the summer vacation. (appositive clause)*

*This is the place **where** I stayed two years ago. (relative clause = This is the place in which I stayed two years ago.)*

*The man had no idea **why** his son was not at home. (appositive clause)*

*This is the reason **why** I will not accept this job offer. (relative clause = This is the reason for which I will not accept this job offer.)*

- 3 *What*, *how*, *whatever* and *whether* can be used to introduce an appositive clause, but they cannot be used to introduce a relative clause.

*I have no clue **what** he wants. (appositive clause)*

*The question **how** he killed the man is still not answered. (appositive clause)*

*Have you made the decision **whether** you will go there? (appositive clause)*

*Remember the fact **whatever** he says is important. (appositive clause)*

## 4 Phrases

Phrases are multiword structures which can be used independently in a sentence such as the noun phrase, adjective phrase, verb phrase and prepositional phrase.

### 1 Noun phrase

A noun phrase is formed by a noun (or pronoun) as the head word and all its modifiers and determiners.

A noun phrase can be built up in the following ways:

Single noun / Pronoun *money, I*

Compound noun *car park, history teacher*

Possessive noun *John's wife*

The + adjective *the poor*

Determiner + noun *the boy, a flower, our parents, these people*

Quantifier + noun *some water, many problems*

Quantifier + determiner + noun *all these people*

Adjective + noun *an old coat*

Noun + prepositional phrase *a woman with a hat*

Noun + verb-ing form *the man sitting in a sofa*

Noun + verb-ed form *the girl dressed in red*

Noun / Pronoun + to-infinitive *water to drink, something to do*

Noun + who / whom / that / which-clause *the boy who is playing basketball*

## 2 Adjective phrase

An adjective phrase is a group of words including an adjective as the head word and its complement or modifier.

An adjective phrase can be built up in the following ways:

Single adjective *a happy boy*

Compound adjective *a good-looking man*

Adjective + prepositional phrase *I'm sorry about that.*

Adjective + to-infinitive *I am happy to see you.*

Adjective + that-clause *I am sure that you have told me that.*

## 3 Verb phrase

A verb phrase consists of at least one verb as the head word and its dependents—objects, complements and other modifiers.

A verb phrase can be built up in the following ways:

Single verb *Stop!*

Verb + object *She likes me.*

Verb + two objects *John gave me a book.*

Verb + object complement *Your story made me sad.*

Verb + prepositional phrase *Don't fight against him.*

Verb + adverb *He ran fast.*

Phrasal verb *He finally gave in.*

*Look at me.*

*My mother woke me up in the morning.*

Compound verb *He hitchhiked around America.*

*Please double-check your answer.*

Verb + (object) + verb-ing form

*Have you finished writing your paper?*

*I found him looking at me.*

Verb + (object) + to-infinitive / bare infinitive

*I **want to see** the movie in the evening.*

*Linda **taught me to sing** the song.*

*My sister **helped me do** my homework.*

Verb + object + verb-ed form    *I **need my hair cut**.*

Linking verb + noun / adjective / pronoun phrase

*It **is a small house**.*

*It **is small**.*

*She **seems happy**.*

*The book **is yours**.*

Linking verb + prepositional phrase    *I **am in New York**.*

Linking verb + adjective / noun phrase + to-infinitive

*He **is capable to do** it.*

*It **is a silly thing to do** that.*

#### 4 Prepositional phrase

A prepositional phrase consists of a preposition as the head word and its object.

A prepositional phrase can be built up in the following ways:

Preposition + noun phrase    *He killed the wolf **with a knife**.*

Preposition + pronoun    *The gift is **for you**.*

Preposition + adverb    ***From here** you can see my house.*

Preposition + verb-ing form    ***Besides singing**, I also like dancing.*

Preposition + wh-clause    *I am surprised **at what you told me**.*

Complex prepositions + object    *You can sit **next to me**.*

Preposition + preposition + object    *I waited for my boss **until after the meeting**.*





## 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。

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华东师范大学高中《英语》编写组  
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# 致 谢

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壹图网（第 5 页一张图，第 7 页一张图，第 12 页一张图，第 16 页两张图，第 23 页一张图，第 25 页一张图，第 31 页一张图，第 42 页两张图，第 44 页一张图，第 45 页一张图，第 49 页一张图，第 56 页一张图，第 73 页四张图，第 74 页一张图）；

图虫网（第 28 页一张图，第 29 页一张图，第 30 页一张图，第 49 页三张图，第 67 页一张图，第 86 页一张图，第 87 页一张图，第 88 页一张图）；

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ITNEdu（第 21 页视频 Pepper the Robot）；

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