



普通高中教科书

英语

选择性必修

第四册



 译林出版社

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前 言

同学们：

欢迎使用《普通高中教科书·英语》！本册教材围绕“人与自我”“人与社会”的主题语境，依托话题丰富、文体多样的语篇，引领你通过一系列英语学习活动，发展英语学科核心素养。现在，让我们走进教材，开启一段有趣的英语学习之旅。

每个单元首页的 **Welcome to the unit** 板块是你单元学习的起点，借助视频、图示、文字等形式多样的语篇激发你的学习兴趣，帮助你初步了解单元主题，为单元学习作好热身准备。随后，你将进入一个非常重要的学习环节——**Reading** 板块。在这里，你将有机会阅读关于诚信和责任、有效沟通、工作的意义、终身学习等话题的语篇，感受真实、地道、优美的英语，为未来的学习和生活作准备。你可以通过一系列多维度、分层次的阅读活动，深入探究主题意义，提升语言能力、文化意识和思维品质。来到 **Grammar and usage** 板块，你将在语篇中观察、探究语法现象，自主归纳语法规则，并在新的语境和活动中正确使用语法。接下来，在 **Integrated skills** 板块，你将综合运用听、说、读、看、写的技能，完成语言技能融合的活动。随后，在 **Extended reading** 板块，你将进行拓展阅读，通过观点表达等活动，进一步探究主题意义，培养优秀品行，实现个人发展。在 **Project** 板块，你将和同学一起开展合作学习、探究学习，完成一项综合性、实践性活动。**Assessment** 板块以开放性问题的形式提供自评、互评等多种评价方式，促使你及时反思并调整学习行为，提升学习能力，使学习更有成效。在 **Further study** 板块，你可以根据自身的学习情况来选择教材推荐的资源在课后进行自主学习、拓展学习，继续体验英语学习的快乐。

祝你在这段英语学习之旅中，带着梦想，快乐而自信地前行！

《普通高中教科书·英语》编写组

2021年12月

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UNIT 1

Honesty and responsibility

To live a life of honesty and integrity is a responsibility of every decent person.

—Noam Chomsky



In this unit, you are going to:

- read a short story about honesty and responsibility;
- write an article about white lies;
- read a speech transcript about taking responsibility;
- make a scrapbook about honesty and responsibility.

Welcome to the unit

Honesty and responsibility are at the core of our moral values. Read the lists below about honesty and responsibility and discuss the following questions in pairs.

You are practising honesty when you:

- tell the truth and say what you really think;
- play by the rules and do not try to take unfair advantage of others;
- keep promises and do not make promises you cannot keep;
- are prepared to admit mistakes.

TRUTH

You are practising responsibility when you:

- take agreements seriously;
- correct mistakes rather than blaming others;
- think about how your actions will affect others;
- do everything to the best of your ability.

- 1 What do you think is the relationship between honesty and responsibility according to the descriptions?
- 2 What other descriptions of honesty and responsibility can you add to the lists?

Reading



From time to time, people find themselves in situations where they have to make a difficult choice concerning their moral values. The short story below is about someone who has to make such a choice. Before you read the story, think about the following questions:

- What is the most difficult choice you have made in your life so far?
- Do you think time can change a person? Why or why not?



After Twenty Years



The policeman on the beat walked along the street as he always did. It was barely ten o'clock at night. When he had walked about halfway around a certain block, the policeman suddenly slowed down. In the doorway of a store stood a man, with an unlit cigar in his mouth. As the policeman walked up to him the man spoke up quickly.

"It's all right, officer," he said. "I'm just waiting for a friend. It's an appointment made twenty years ago. There used to be a restaurant where this store stands—'Big Joe' Brady's restaurant."

"It was here until five years ago," said the policeman. "It was torn down then."

10 The man in the doorway struck a match and lit his cigar. The light showed a pale face, with keen eyes, a square jaw and a little white scar near his right eyebrow. His scarfpin was a large diamond, oddly set.

"Twenty years ago tonight," said the man, "I dined here with Jimmy Wells, my best friend. He and I were just like two brothers. I was eighteen and Jimmy was twenty. The next morning I was to leave New York and travel to the West to make my fortune. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have built a life and made our fortunes."

20 "It sounds pretty interesting," said the policeman. "Rather a long time between meetings, though. Haven't you heard from your friend since you left?"

"Well, we kept in touch for a year or two, and then we lost contact. But I know Jimmy will meet me here if he's alive, for he always was the truest and most reliable fellow in the world. He'll never forget. I came a thousand miles to stand in this doorway tonight, and it's worthwhile if my old partner turns up."

The waiting man pulled out a handsome watch, set with small diamonds. It was three minutes to ten.

"I'll be on my way," said the policeman. "Hope your friend turns up."

"I'll give him half an hour at least. Bye, officer."

30 The man who had come a thousand miles to keep an appointment with the friend of his youth smoked his cigar and waited. About twenty minutes later, a tall man in a long overcoat, with collar turned up to his ears, hurried toward him.

"Is that you, Bob?" he asked, doubtfully.

"Is that you, Jimmy Wells?" shouted the man in the doorway.

35 "Bless my heart!" cried the new arrival. "Well, well, well! Twenty years is a long time! How has the West treated you, old man?"

"It has given me everything I asked it for. You've changed lots, Jimmy. I never thought you were tall by two or three inches."

40 "Oh, I grew a bit after I was twenty. Come on, Bob; we'll go to a place I know and have a good long talk about old times."

The two men walked up the street, arm in arm. The man from the West was beginning to outline the history of his career. At the corner stood a drugstore, brilliant with electric lights. Each of them turned to stare at the other's face. The man from the West stopped suddenly and released his arm.

45 "As I suspected, you're not Jimmy Wells," he said, impatiently with anger. "Twenty years is a long time, but not long enough to change the shape of a man's nose."

50 "It sometimes changes a good man into a bad one," said the tall man, taking charge of the situation. "You've been under arrest for ten minutes, 'Silky' Bob. Chicago police thought you might have dropped over our way and wired us. They want to have a chat with you. Before we go to the station, here's a note for you. It's from Patrolman Wells."

55 The man from the West unfolded the paper. The note was rather short.

"Bob: I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the criminal wanted in Chicago. Anyhow I couldn't arrest you myself, so I got a plain-clothes man to do the job. JIMMY."

(Adapted from O. Henry's short story of the same title)



A Understanding the text

A1 Read the short story and complete the plot diagram below.

Climax:
(2) _____

Rising action:
(1) _____

Falling action:
(3) _____

Introduction:
Jimmy went to see his friend Bob at the agreed location.

Resolution:
(4) _____

Tip
Analysing the plot
Plot refers to a series of events within a story, which are put in sequence according to the principle of cause and effect. To analyse the plot, we try to grasp its five main elements—introduction, rising action, climax, falling action and resolution.

A2 Read the short story again carefully and answer the following questions.

1 Why did Bob stand in the doorway of a store to wait for his friend?

2 Why had Bob left New York twenty years before?

3 What time did the man in the long overcoat meet Bob?

4 How did Bob realize that the man in the long overcoat was not Jimmy?

5 When did Jimmy know Bob was the criminal wanted in Chicago?

A3 In pairs, discuss the following questions.

1 How do you like the ending of this short story?

2 What do you think is the message of this short story?

3 Supposing the story did not end here, what would happen next?

B Building your language

B1 Jimmy Wells wrote a diary entry after his old friend, Bob, was arrested. Complete the diary entry with the correct forms of the words and phrases in the box below.

arrest	jaw	barely	make one's fortune
appointment	anyhow	reliable	lose contact

I walked down the street shortly before ten o'clock and arrived where "Big Joe" Brady's used to be. There was a man standing there in the doorway. I walked up to him, and he started talking about a(n) (1) _____ he had made twenty years earlier. When he lit his cigar, I could see his keen eyes and that square (2) _____. He was Bob, my old friend.

But then I noticed the scar—he was the criminal wanted in Chicago. I felt shocked and could (3) _____ think clearly. We had (4) _____ after he left. Why had he turned into a criminal? How I wish he were innocent!

Hesitating over what to do, I continued listening to him, and I gradually became convinced that he had (5) _____ in ways that were not legal.

I stared at his smiling face one final time—what a (6) _____ person he had been. Memories flooded back, but I knew what I had to do. I walked away without revealing who I was, and then I asked a plain-clothes man to (7) _____ my friend.

It was a difficult decision, but I stuck to my principles (8) _____. The old, decent Bob went away two decades ago. But I hope he'll come back one day.

B2 The short story uses different phrases with "down" and "under". Fill in the blanks using the correct forms of the phrases in the left box below and try to think of more phrases formed this way. There are two phrases you do NOT need to use.

break down
cut down
slow down
tear down
under arrest
under attack
under pressure

- 1 Twelve people were _____ in connection with the attack.
- 2 This report is too long and needs _____.
- 3 Some of the old buildings _____, and more affordable housing would be put up.
- 4 Working _____ for long periods may lead to health problems.
- 5 The project can _____ into several steps.

B3 The short story contains many detailed descriptions about Bob. Find these details in the story and try to describe a person using details.

Learn this Detailed descriptions help build up a picture of the person being described. Be a careful observer first and then try to write down what you have observed to give a detailed and vivid description.

Grammar and usage

Overview of adverbial clauses

A Exploring the rules

Below is a news story about a Chinese scientist. Find the sentences with adverbial clauses and fill in the table below. The first one has been done for you.

Among every generation there are those who are willing to bear the heavy burden of responsibility and devote themselves to working for the good of their country and people. The geophysicist Huang Danian, who practised core socialist values, is a good example.

Huang was born in Guangxi in 1958. He went to the UK in 1992 to work on his PhD. Afterwards he took a job there and became a respected expert. Although he spent many years in the UK, Huang's heart never left his homeland. He knew that if he came back, he could help advance science in China. He felt not just a desire but also a responsibility to do so. Eventually he resigned his post in the UK and returned to China to work at Jilin University in Changchun.

Huang was made chief scientist of a branch of China's largest deep-Earth exploration programme. Wasting no time, Huang worked in his office day and night. When he had to go away on business, he always chose the midnight flight so that he did not miss any work in the daytime. Since he spent so much time on work, he was unable to see his family very often. In fact, he worked so hard that he did not pay enough attention to his own health. Sadly, he fell ill with cancer, but he continued to work even in the hospital ward until he died in 2017 at the age of just 58.

Huang excelled where he was working and made substantial contributions to his country. His missions to map the world under the Earth's surface helped discover valuable mineral resources and brought China's knowledge and technology in this area alongside the world's finest.

Adverbial clause of condition	
Adverbial clause of time	
Adverbial clause of place	
Adverbial clause of reason	
Adverbial clause of purpose	
Adverbial clause of result	
Adverbial clause of concession	Although he spent many years in the UK, ...

Working out the rules

Adverbial clauses can be introduced by: *if, unless, as long as*, etc. to express (1) _____; *until, when, while*, etc. to express time; *where* to express place; *because, as, since, in that*, etc. to express (2) _____; *so that, in order that*, etc. to express (3) _____; *that* with *so* or *such* in the main clause to express result; and *although, though, even if*, etc. to express concession.

Grammar notes → pages 97–98

B Applying the rules

B1 Put the words in the correct order to make sentences with adverbial clauses.

1 Jake/so that/he/got up early/to exercise/would have time/before class

2 although/they still/edited the photos/looked/she had not/very good

3 he/went to work/nothing had happened/as if

4 she was/liked her/her teacher/because/so hard-working

5 I/do not tell me/when/people/get very upset/the truth

6 if/you are/be/they will/nice to other people/nice to you

B2 The news story below is about a social media influencer. Complete it with the correct adverbial clauses in the box below. There are two clauses you do NOT need to use. Write the letters in the blanks.

Lily used to be a fitness coach and a social media influencer. The number of her followers reached a million just last month. Every day, she would post photos of herself working out, or just posing in workout clothes. She looked superb in these photos.

(1) _____, they were not one hundred per cent real. Actually, they were taken by a professional photographer. Besides, they were also carefully edited (2) _____. We know that social media influencers sometimes post their photos for fun, but companies pay them to do so (3) _____. Lily was no exception. The clothes she was wearing in those photos were sponsored by companies. She was paid to wear them.

Lily was not happy about the photos, though. "I was feeling guilty (4) _____," she said. "I was so ashamed of myself. I couldn't bear living a lie any more. I hope my fans can forgive me." (5) _____, she closed her online account.

- a After she had deleted over 2,000 photos
- b in order that they can promote their products
- c While these photos won her many fans
- d because many other people do the same thing
- e so that she looked more attractive in the photos
- f because I was cheating my fans
- g Although she still posted her photos online

B3 Describe a person practising honesty and responsibility using adverbial clauses.

Integrated skills

Understanding white lies

A Tim has found two accounts of the same event. Read the accounts below and answer the following questions.

The ugly truth

"Happy birthday, Anne," said my grandma, handing me a brightly wrapped parcel with a big red bow. It was my birthday dinner, a special treat, and the whole family were there—my parents, grandma, grandad, aunt, uncle and nephew.

"Thanks, Granny!" I said, smiling. I tore the parcel open. Inside was something very bright, very pink. I held it up. It was the ugliest dress I had ever seen.

"I hope you like it," said Grandma. "You look so pretty in pink. I think this dress is perfect for you."

Frankly speaking, I was disappointed but I smiled as broadly as I could.

"That's so kind of you, Granny," I said, trying to sound convincing. "It's beautiful. Thank you so much."

Grandma smiled back happily at me, with deep wrinkles around her eyes.

Well, I couldn't tell her the truth, could I?

A white lie that hurt me

When I gave the dress to Anne for her birthday, I saw the excitement in her eyes as she tore off the wrapping paper. She paused briefly when she first saw the dress. Then her beautiful face smiled lovingly at me. She told me it was a beautiful dress. I know that the old and the young do not always share the same tastes and I was happy that she liked it. All the hours of sewing were worth it when I saw the look of joy on her face.

It was a few days later that I learnt the truth. I was passing Anne's bedroom when I heard her talking on the phone. "My grandma gave me this very pink dress," she said. "I really appreciate it but I don't think I'll ever be wearing it. I mean, who wears pink these days?" I stood there in awkward silence. Then I walked away, pretending not to have heard anything. However, I felt cheated and it really depressed me.

1 What was the white lie Anne told and why did she tell the lie?

2 How did Grandma find out the truth and how did she feel?

B Tim is listening to an interview on white lies. Listen and finish the exercises below.



B1 Listen to the interview and decide whether the following statements are true (T) or false (F). Circle the incorrect information in the false statements and correct it in the blanks.

1 John is a university professor with a special interest in the truth and lies. T / F

2 According to John, only some people tell white lies from time to time. T / F

3 When people find out that they have been told a white lie, they may start to wonder what other lies they have been told. T / F

4 The interviewer tries to sound humorous when she says that she is being honest. T / F



B2 Listen to the interview again and complete the notes below.

White lies

What are white lies?

(1) _____ lies you tell to protect other people

What are the benefits of white lies?

- Avoiding hurting people's feelings
- Helping (2) _____

What are the (3) _____ of white lies?

- Causing unexpected embarrassment or (4) _____ for the people being lied to
- Leading to a crisis of (5) _____

C In pairs, have a discussion about white lies. Use the following questions and expressions to help you.

- What are white lies?
- Do white lies always bring about good results? Why or why not?
- Would you tell white lies or not? Why?

Expressions

Making concessions

Although/Though/Even though/Even if ..., ...

Despite ..., ...

Regardless of ..., ...

It is true that ..., but ...

I admit ...; however, ...

While ..., I can see that ...

D Write an article explaining your understanding of white lies. Use your ideas from part C and the information in parts A and B to help you.

Planning your writing

• Learning about the structure

When you explain your understanding of white lies, you can follow the structure below:

- Define white lies and illustrate the definition with examples.
- Explain why people tell white lies.
- Raise doubts about the idea that white lies always bring about good results, and give reasons.
- State whether you will tell white lies and explain why.

• Learning about writing techniques

You should use diverse language in your writing. Firstly, you can try to vary the vocabulary you choose. For example, when you mean lying, you can use *tell a lie*, *make up a story*, *withhold the truth*, etc. Secondly, you can use different sentence structures. *She told a lie to him* and *The truth was withheld from him by her* convey nearly the same meaning but use different structures with varying degrees of formality.

Checking your writing

Remember to check your writing after you finish and exchange drafts between you and your partner. Pay attention to the following aspects:

Punctuation

Spelling

Grammar

Choice of words

Style (formal/informal)

Structure

Self-review

- How do you define white lies? Can you give any examples?
- How well can you use diverse language in your writing?

Peer review

- What does your partner think of your understanding of white lies?
- What suggestions does your partner give to improve your writing?

Extended reading



Read the transcript of a speech given at the students' coming-of-age ceremony by their principal.



Taking responsibility

Honoured guests, teachers and students, it is my pleasure and privilege to welcome you here today and present my thoughts on this special occasion.

Students, the time has arrived for you to fully accept your passage into adulthood. I have seen you grow from nervous Senior 1 students into confident young adults,
5 who sit before me today, ready to embrace the next phase of your lives. You must be both excited and anxious about the new experiences that are in store for you. Don't worry, for you are all responsible young people, well prepared and well equipped to successfully manage the challenges of the years ahead.

At school, you have gradually understood the importance of a well-developed
10 sense of responsibility. You accept that you are responsible for your successes and your failures. Hopefully, you have learnt to treat responsibility not as a weight that burdens you, but rather as a foundation which will support your future development. A ship without an anchor is at the mercy of the waves and winds; likewise, a person who has no sense of responsibility is at the mercy of their own
15 careless and thoughtless behaviour.

As students, you must take your studies seriously and accept responsibility for your own learning. This means meeting deadlines for your schoolwork, following your teachers' guidance, and of course, always aiming for academic excellence. However, your responsibilities go far beyond your studies. As you go through your daily life,
20 you will encounter many difficult situations where things may go wrong. Instead of being quick to blame others, analyse the problem, and if it is indeed your own fault, be ready to admit your mistake and then correct it. This way, you practise the virtue of courage. Always give your best in whatever you set out to do, however difficult that might be. This way, you practise the virtue of determination. Be

25 honest by saying what you mean and by meaning what you say. This way, you
practise the virtue of integrity. Taking responsibility in all aspects of your everyday
life, therefore, will help build a strong character.

Apart from personal development, assuming responsibility for your actions is also
important for the betterment of society. Society is an organic whole, and as social
30 beings, we have a responsibility to make a contribution. You may have heard the
story of a small boy who tried to save starfish left on the beach after a storm, by
throwing them back into the sea. Passers-by told him that he was wasting his time,
for he could not possibly save them all. However, the boy was not discouraged,
believing that he could make a difference to the ones that he saved. As a result,
35 the passers-by felt inspired and joined him in saving the starfish. Similarly, the
little things you do can make a difference! For example, picking up garbage around
your neighbourhood contributes to a cleaner environment. Reporting a speeding
car helps ensure road safety. Being energy-efficient leads to savings of our precious
natural resources. Doing volunteer work at a local nursing home brings love and
40 warmth to the elderly. Just like the “starfish boy”, you may even inspire people
around you to do the same, which is an added bonus. Working together, we have
the power to gradually but continuously advance our society.

So, dear students, take your first step into the adult world by accepting your
responsibilities, so that adulthood will be an enjoyable and rewarding experience
45 for both you and those around you. Sometimes, responsibilities may weigh heavily
on you. However, just as the Chinese saying goes, “Jade is good-for-nothing if not
carved.” A man cannot be perfected without trials. Sow the seeds of success today
and your harvest will be great tomorrow. I wish you every success in your adult life!

A Write a summary of the speech transcript. Use the following ideas to help you.

- The importance of taking responsibility
- Taking responsibility for yourself and its rewards
- Taking responsibility for society and its rewards

B What is the relationship between taking responsibility for yourself and taking
responsibility for society?

C What are the consequences of not taking responsibility? Support your ideas with
examples.

Project

Making a scrapbook about honesty and responsibility

A As a class, discuss what aspects can be included in a scrapbook about honesty and responsibility. You can use the ideas below or think of other ideas. Then in groups, choose one aspect to research.

idioms quotes proverbs songs stories poems films ...

B As a group, research your chosen aspect. You should also explain what you think of the idioms, stories, etc.

C As a group, put together your information to make your part of the scrapbook. Use the example below to help you. Present your part to the rest of the class. Then as a class, put all the parts together to make the scrapbook.

Worry before all others worry; rejoice after all others have rejoiced.

—Fan Zhongyan

This quote tells us that a person should act for the benefit of society at large. The ancient Chinese believed that the greatest moral conduct was fundamentally linked with social responsibility. We often need to set aside our personal feelings and interests in order to pursue the interests of the majority, such as the safety of the country and the survival of the nation. Obviously, there will be little room for individual happiness if one's homeland is threatened or even lost.

Assessment

Answer the following questions to assess your performance. Then work in groups and exchange your answers with your partners.

- 1 What impresses you the most in the short story about honesty and responsibility? Why?
- 2 What do you think of your writing on white lies? List 2 or 3 sentences that you are the most satisfied with.
- 3 What does responsibility mean to you?
- 4 How do you like your experience of making a scrapbook about honesty and responsibility?
- 5 What new words have you learnt from this unit? List some of them. *
- 6 What grammar have you learnt from this unit? Make a sentence with the grammar. *
- 7 Do you think the tip provided in this unit is helpful? Why or why not?
- 8 How are you going to improve your overall performance? Make an action plan.

* Assess your learning of vocabulary and grammar by doing language practice on pages 57–58.

Further study



Honesty and the ability to accept responsibility are among the most important qualities that a person can possess. Being honest and taking responsibility mean that you are trustworthy, consistent and reliable. Read stories that highlight the importance of honesty and responsibility, and act honestly and responsibly in real life.



Responsibility is an important character trait to have if one wants to be seen as a reliable and trustworthy person. The moral value of responsibility is reflected in many films. Watch a film with responsibility as the theme, and learn more about responsibility and what it means to be a responsible person.



UNIT 2

Understanding each other

We have two ears and one mouth so that we can listen twice as much as we speak.

—Epictetus



In this unit, you are going to:

- read a lecture transcript on effective communication;
- write about the popularity of learning Chinese;
- read a magazine article about borrowed words;
- create a short play about communication.

Welcome to the unit



Communication problems occur from time to time. Watch the video and finish the following exercises.



David's problem:

Jack's problem:

- 1 What would you do if you were David or Jack?
- 2 What kinds of communication problems have you encountered?

Reading



Every time we send an email, leave a message or have a conversation with somebody, we are communicating. However, are we doing it effectively? The lecture transcript below is about effective communication. Before you read the transcript, think about the following questions:

- Do you think you are an effective communicator? Why or why not?
- How do you think you could sharpen your communication skills?



Effective communication

If you heard someone shout “Hey you!” from across the room, how would you react? Just these two words can carry a lot of information. They could be interpreted as a welcoming greeting from a close friend, especially if accompanied by a gentle smile. When spoken by a stranger, they can function as a means of attracting your attention. Much of what we communicate is dependent not only on the words we use, but also on how we use them. So, let’s look a little deeper into the topic of communication.

Communication is the process of exchanging information between a sender and a receiver. The sender encodes a message and sends it face to face, or through video, telephone, mail or social media. This message is then received and decoded by the receiver. In response, the receiver sends an encoded message back, which is referred to as feedback. This feedback is decoded by the original sender and the entire cycle repeats itself until they have finished communicating.

This communication process can be challenging but, with practice and patience, you can become a highly competent communicator. To accomplish this, you need to know with whom you are communicating. What is their age or position? What is their relationship with you? What expectations and cultural backgrounds do they have? Once you have obtained this information, you can use it to determine how best to communicate with them. Depending on whether you are communicating with a stranger, friend, family member or co-worker, you will need to decide which communication channel best suits the situation. Furthermore, you

will need to determine the appropriate style to use and how complex your choice of words should be. For example, if you are a business person negotiating with a large enterprise about a deal, you should do it face to face, using formal language in a straightforward manner.

Your body language is equally important, since it reveals a lot about your thoughts and attitudes. Make sure it clearly supports the message you want to deliver. A smile shows you are attentive to the issues being discussed, while looking away with your arms folded can indicate disinterest and create distrust or friction.

Additionally, you should not ignore the other person's body language, which will give you clues as to whether the conversation is going well or not. When you notice a change in the other person's body language, you should adjust how you are communicating accordingly. If someone looks at you with a confused expression, this could indicate that they have not completely understood your point. Then you will need to clarify your message before moving on.

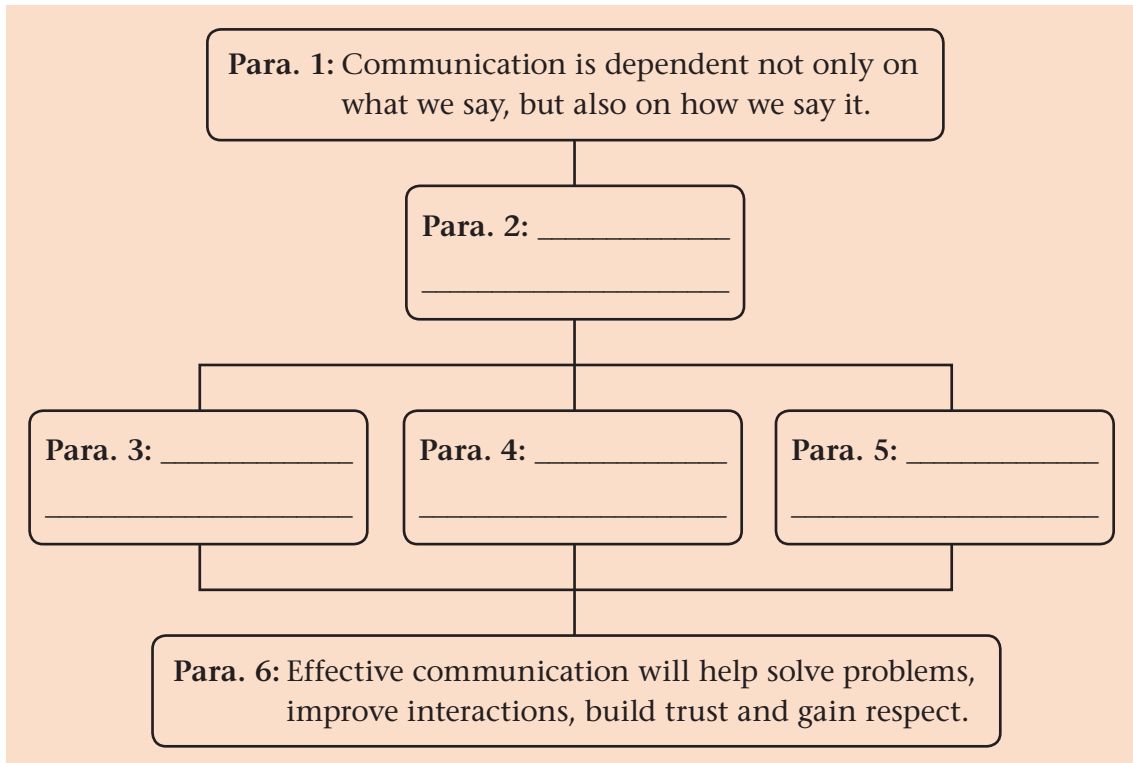
While being knowledgeable about body language is vital, the value of empathy should not be understated. Seek to understand the other person's emotions, by putting yourself in their shoes and looking at the situation from their perspective. Suppose you are discussing a project with your partner, who has just lost an important basketball game and is inactive. To engage him or her in the discussion and make your communication more effective, you may express your sympathy by, for instance, saying, "I understand how you feel ..." However, some issues may be complicated and you may be confused about why others feel the way they do. Only when you give serious consideration to their points of view will you be able to see what accounts for their emotions and empathize with them. You may not approve of their ideas but at least you will see where they are coming from, which means you can make adjustments to your own tone and choice of words accordingly.

Effective communication will enable you to settle differences and disagreements appropriately and improve your interactions with others. Good communication skills will also help you build trust and gain respect, allowing relationships to become more positive and productive. So, get practising and good luck!



A Understanding the text

A1 Read the lecture transcript and complete the chart below with the main idea of each paragraph.



A2 Read the lecture transcript again carefully and answer the following questions.

1 What is communication?

2 What information can help you determine how best to communicate with others?

3 Why should you pay attention to the other person's body language?

4 How can you seek to understand the other person's emotions?

A3 In pairs, discuss the following questions.

1 How can we apply the ideas mentioned in the lecture transcript to cross-cultural communication? Give some examples.

2 What other suggestions can you give on how to become an effective communicator?

B Building your language

B1 The passage below is about the art of listening. Complete the passage with the correct forms of the words and phrases in the box below.

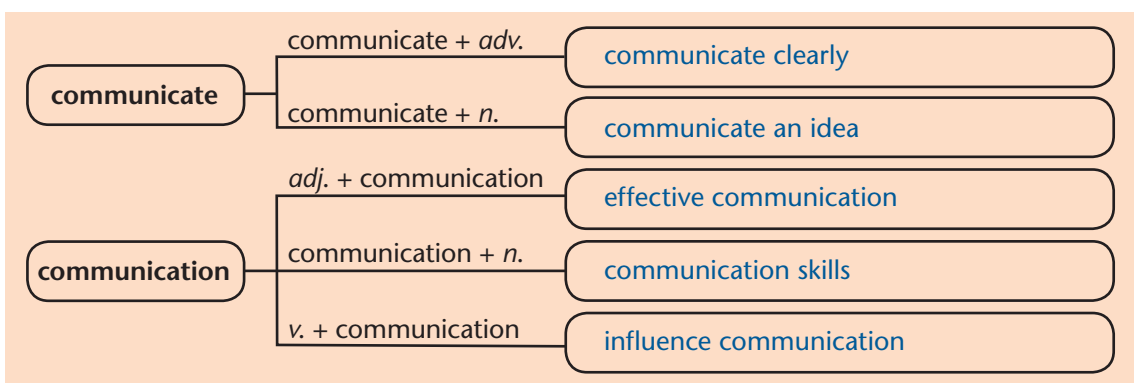
tone	feedback	obtain	approve of
clarify	react	gentle	account for

Active listening is an important skill for good communication. To master it, you can make efforts in two aspects: observing and (1) _____. In communication, a message is sent out not only through the speaker's words and (2) _____, but also through his or her facial expressions and gestures. Keep in mind that body language plays a huge role in communication because it (3) _____ over 50 per cent of communication. Looking at the speaker and recognizing his or her facial expressions and gestures allow you to (4) _____ a more accurate understanding of what the speaker is trying to say.

To understand what the speaker communicates, you should do some reflecting or provide (5) _____. The physical signs that you have observed in the speaker should be reflected in your own body. Positive body language can help give the speaker a good impression, for example, a (6) _____ smile, a slight nod and eye contact. You can also repeat what has been said. This lets the speaker know that you understand precisely what he or she has said and it allows the speaker to (7) _____ a point if there is any confusion. More importantly, whether you (8) _____ the speaker's words or not, you need to be honest in your response.

When you listen actively, you develop a connection between yourself and the speaker. It thus makes your communication more effective.

B2 "Communicate" and "communication" appear in the lecture transcript as part of different collocations. Read the examples below and add more collocations.



B3 The lecturer uses an example to introduce the topic of effective communication. Find the example in the lecture transcript and try to introduce a topic about communication by giving examples.

Learn this Giving examples is a commonly used technique to introduce a topic in a lecture. It attracts the attention of the audience and allows them to think more actively.

Grammar and usage

Overview of relative clauses

A Exploring the rules

Below is a personal account by a Chinese student who studied in the UK and the USA. Find the sentences with relative clauses and fill in the table below. The first one has been done for you.

Some people say that the UK and the USA are two countries that are separated by a common language. However, after studying in each of them, I found it is more than that. Apart from the differences in language such as pronunciation and vocabulary, there is a significant gap in terms of communication styles.

I spent one term in the UK, where the greatest challenge was the indirect manner of speaking. British people are known to be polite. So polite, in fact, that they will sometimes say the complete opposite of what they really mean: a common opinion is “It’s not bad”, which usually translates as “It’s awful”. No sooner had I begun to understand how British people communicate than it was time to head back home. But it surely left an impression on me. Later, I had the opportunity to study as an exchange student in the USA for one year. Now, when speaking to Americans, who have a preference for the direct style, I found that I often failed to get straight to the point. There were times when questions like “Would you mind passing me the jam, please?” would be met with the reply “Why would I mind?” I had to learn a whole new way of communicating.

By the end of the exchange year, I had a somewhat better understanding of how to communicate in both countries, but I still have a lot to master. As my experiences clearly show, learning a language is just the beginning!

Restrictive relative clause	... two countries that are separated by a common language.
Non-restrictive relative clause	

Working out the rules

- A restrictive relative clause is used to modify a noun, pronoun or noun phrase and gives ⁽¹⁾ _____ (necessary/additional) information about it. For the clause, there is no comma before it.
- A non-restrictive relative clause gives ⁽²⁾ _____ (necessary/additional) information about a noun, pronoun or noun phrase in the sentence, or the main clause. We cannot use ⁽³⁾ _____ (*that/which*) to introduce it.

Grammar notes → pages 99–100

B Applying the rules

B1 Fill in the blanks with proper relative pronouns, relative adverbs or “preposition + relative pronoun” structures.

- 1 In the UK, _____ punctuality is very important, you should try not to arrive late.
- 2 In Thailand, the foot, _____ is considered an unclean part of the body, should not be pointed towards another person.
- 3 In Europe, there are many different types of greetings, _____ cheek kissing is just one example, and it is important to know which one to use.
- 4 When we travel, we should pay attention to situations _____ there might be unwritten rules, such as gift giving.
- 5 My sister, _____ works in Japan, finds it odd that she has to do exercise at the start of her working day.

B2 The passage below is about taboos. Complete it with the correct relative clauses in the box below. There are two clauses you do NOT need to use. Write the letters in the blanks.

A taboo is social behaviour that is not allowed. There are many different taboos around the world, ⁽¹⁾ _____ . They often vary from society to society.

Taboos are usually related to certain items or people. Those ⁽²⁾ _____ are likely to feel upset or embarrassed even if they have no intention of hurting others, and the situation will also be awkward for the people around them.

When you meet people from different cultures, it is important to understand what you cannot do. If you are not aware of the differences, ⁽³⁾ _____ , some strange things might happen. For example, in China, giving an umbrella as a gift to your friend or a married couple, except when it is actually raining, should be avoided. This is because the word that corresponds to “umbrella” in Chinese sounds like another Chinese word ⁽⁴⁾ _____ .

Before you travel to a new country, it is a good idea to find out about the local taboos. If you know what to avoid and how to behave, you will spare yourself embarrassment. Mind that taboos change with the times. Some behaviour ⁽⁵⁾ _____ might be accepted now.

- a few of which are universal
- b that was not tolerated before
- c who see someone breaking a taboo
- d which may seem unimportant to us
- e who break taboos
- f which means “to separate”
- g that make up part of a country’s cultural identity

B3 What other taboos do you know about? Give examples using relative clauses. Use the examples below to help you.

Examples

In China, people usually avoid the number 4, because its pronunciation is similar to that of a Chinese word which means “to die”.

Aunt Mary, who lives in India, told me that shaking hands or giving someone something with the left hand is a taboo there.

Integrated skills

Discussing the popularity of learning Chinese

A Daniel is listening to three talks about learning Chinese. Listen and finish the exercises below.



A1 Listen to the talks and decide whether the following statements are true (T) or false (F). Circle the incorrect information in the false statements and correct it in the blanks.

1 Thomas studied Chinese literature, history, politics and economics, as well as the Chinese language. T / F

2 Thomas lived in Shanghai for six months in his fourth year at university. T / F

3 Speaking Chinese was harder than Jenny had expected. T / F

4 Jenny plans to continue learning Chinese. T / F

5 Pedro is not very confident about his Chinese. T / F



A2 Listen to the talks again and complete the table below.

	The reason for learning Chinese	The place to learn Chinese	The most difficult aspect of learning Chinese
Thomas	(1) _____	At high school and university	(2) _____
Jenny	Enjoying learning new things	At the local community centre	(3) _____
Pedro	(4) _____	(5) _____	Pronunciation

B Daniel has found a feature article about the popularity of learning Chinese across the world. Read the article below and answer the following questions.

Popularity of learning Chinese

Mary-Jo Saunders goes to kindergarten every morning, just like many other five-year-olds in New York. Today, she is learning a poem. What is special is that it is a Chinese poem and that she is able to recite it without an accent. Soon she is going to learn Chinese handwriting too. "Learning the world's most spoken language might give Mary-Jo a head start in her future career," says her mother Alison. "I think it's good for her to stretch herself by listening to and pronouncing new sounds, as well as learning to read and write Chinese characters."

More and more ambitious parents in the world are signing their children up for Chinese classes. Keen for their sons and daughters to succeed in life, they see being fluent in a second or third language as an advantage. Learning Chinese is becoming so popular that the language has been included in the education systems of more than 75 countries. Over 4,000 overseas universities offer Chinese language courses and about 25 million people are learning Chinese outside China.

It is easy to understand why Chinese is becoming so popular. Learning Chinese may help people get more job opportunities. China is already a global economic power, and its influence is growing. For example, there is China's Belt and Road Initiative, which motivates many countries along the Silk Road to cooperate more closely. It has created thousands of local jobs, many of which need people with a knowledge of Chinese. Another reason is that studying Chinese provides access to wonderful Chinese history and culture. Adam Turner, a school head teacher in the UK, cites this as one of the most appealing aspects of the recently added Chinese course. "Students love the mystery of China," he explains. "They want to know all about its traditions, dynasties and art forms. Learning Chinese helps them see life from a new perspective and broaden their minds to the outside world."

1 What evidence can prove the popularity of learning Chinese across the world?

2 Why is learning Chinese becoming so popular?

C In pairs, discuss the popularity of learning Chinese. Use the following questions to help you.

- What examples of foreigners learning Chinese do you know about?
- Why are more and more people starting to learn Chinese across the world?
- Do you think learning Chinese will continue to be popular in the future? Why or why not?

Tip

Using fillers

Fillers are words or sounds that you use to give you some time to think about what you are going to say and to let your partner know that you have not finished talking. Fillers that are commonly used include: *basically, right, so, well, yeah, you know, like, kind of, um, uh, er*, etc.

D Write an article about the popularity of learning Chinese. Use your ideas from part C and the information in parts A and B to help you.

Planning your writing

• Learning about the structure

When writing an article about the popularity of learning Chinese, you can follow the structure below:

- Introduce the phenomenon. You can give one or two typical examples of foreigners learning Chinese.
- Analyse the reasons behind the phenomenon.
- Predict the future.

• Learning about the language

When introducing a phenomenon, we often use a formal and objective tone. The passive voice is a useful device to make your introduction sound objective and convincing. You can use the structure “*it + be + verb-ed form + that-clause*”, e.g. *It is claimed/estimated/found that ...*

Checking your writing

Remember to check your writing after you finish and exchange drafts between you and your partner. Pay attention to the following aspects:

- | | | |
|--|--|------------------------------------|
| <input type="checkbox"/> Punctuation | <input type="checkbox"/> Spelling | <input type="checkbox"/> Grammar |
| <input type="checkbox"/> Choice of words | <input type="checkbox"/> Style (formal/informal) | <input type="checkbox"/> Structure |

Self-review

- What reasons do you give? Are they convincing?
- What sentence structures do you use? Do they make your writing formal?

Peer review

- What does your partner think of your analysis?
- How can you improve your writing?

Extended reading



Read the magazine article about borrowed words.



“The restaurant’s fried tofu is delicious.” Is there anything special about this sentence? Well, all the words except “the” and “is” are borrowed from other languages! This comes as no surprise, given that English has borrowed words from more than 300 different languages, including Latin, Greek, French and Chinese.

- 5 However, English is not alone in borrowing words from other languages—borrowed words can be found in almost all languages. For example, English words that are borrowed into the Chinese language include “bacon”, “tank” and “golf”.

Word borrowing comes about when two cultures with different languages interact. This tends to happen when there is no suitable word for an object or idea in the native tongue. This phenomenon has been occurring for thousands of years. In the current age of globalization, when communications technology brings different cultures closer together, words are even more likely to be borrowed straight from the source language at a faster pace than ever before, especially those related to technological developments, such as “email” and “Internet”.

- 15 Though borrowing words has become faster, the process is still complex, and it takes time before new words are integrated into everyday speech. At first, the borrowed word is only used by bilingual speakers. It then spreads to people who do not know the original language, and they will change the pronunciation to fit the way they speak, almost unknowingly. An example of this is the word “kung fu”, which refers to Chinese martial arts. This word comes from Chinese *gongfu*. Over time, the sounds that are difficult to pronounce have been replaced with more familiar ones. The longer a borrowed word has been in use, the more it sounds and even looks like the native language.

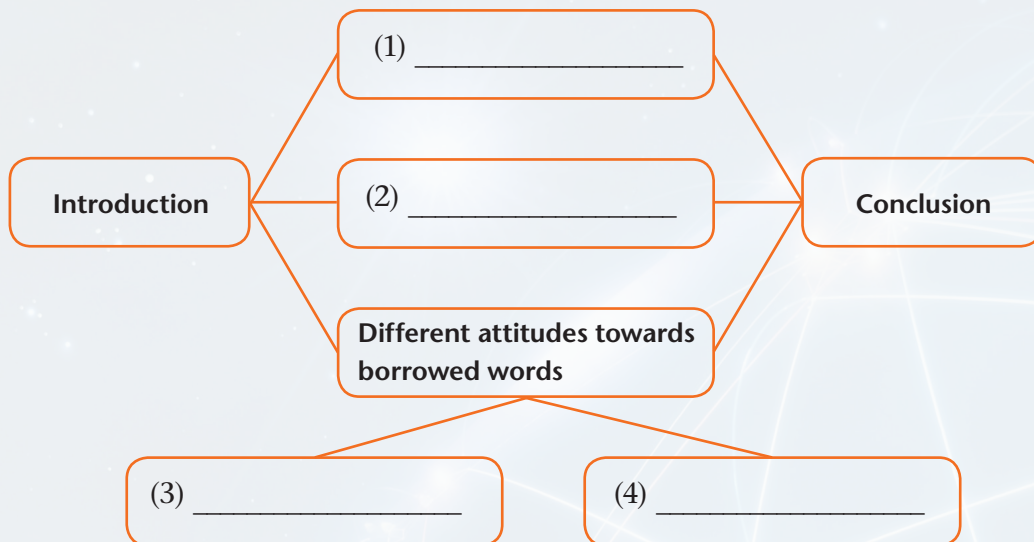
- 25 Borrowed words are an outcome of language development that can hardly be avoided, but some language communities oppose adopting words from other cultures. There are countries that make interventions to keep their native language pure in order to defend their identity. The French specifically have an official

organization that creates new words in order to avoid borrowed words. Some languages have an extremely small number of speakers, such as the Native American Navajo language, used only by the members of the tribe. Under this circumstance, it becomes a matter of survival for the native language to reject outside influences.

While some communities are pessimistic about the exchange between languages, there are also other communities that readily welcome borrowed words. English, especially, is based on a mix of Latin, Greek and Germanic languages. The English-speaking community does not hesitate about absorbing foreign words into its daily vocabulary. In fact, there have never been any formal academic restrictions on new borrowed words. Borrowing words allows the language to continue to develop, enabling the community to have a more efficient language which makes it possible for them to share their experiences with new-found ease. It is also through those words that novel ideas are spread and different beliefs are exchanged more conveniently and quickly.

According to the linguist Edward Sapir, "It would be difficult to point to a completely isolated language ..." For better or for worse, the tendency to borrow words has never gone out of style. The more international and globalized the world becomes, the more language characteristics will be shared between nations and cultures.

A Complete the chart below with the information from the magazine article.



B What is your attitude towards borrowed words? Give your reasons.

C Do you think it is important to learn and continue using local dialects in today's increasingly connected society? Why or why not?

Project

Creating a short play about communication

A As a class, discuss situations where you need to communicate a message. You can use the ideas below or think of other ideas. Then in groups, choose one situation to create a short play about it.

making a complaint
asking for help

giving a warning
making an apology

making an invitation
...

B As a group, prepare a short play based on your chosen situation. Use the ideas below to help you.

Challenges	What is challenging about this situation?
Solutions	How can you deal with these challenges?
Communication skills	<ul style="list-style-type: none">• What communication skills can you use?• What forms of non-verbal communication can be used?

C As a group, create your short play. Use the example below to help you. Then perform your play in front of the class.

Act 1, Scene 1

Jake borrowed Amanda's skateboard. Unfortunately, he broke it. He is with Melissa in the canteen, asking her for advice.

Jake: I don't know how to apologize to Amanda—she's going to be so angry!

Melissa: Well, you should talk to her directly. The longer you wait, the more difficult it will be.

Act 1, Scene 2

The next day, Jake walks over to Amanda to apologize.

Jake: *(Sounding nervous)* Hi, Amanda ... something bad has happened.

Amanda: Hi, Jake. What happened?

Jake: *(Making eye contact and speaking slowly and sincerely)* When I was trying out your skateboard, I slipped. When I got up, I found one of the wheels had fallen off—I'm so sorry! I feel really bad about it.

Amanda: *(Annoyed)* How did that happen?

Jake: *(Embarrassed, looking down at the floor)* It happened when I made a jump over a low fence—it was my fault. I should have taken better care of it.

Amanda: *(Hesitating a bit)* Well, it's actually my brother's skateboard. I think he'll be very angry when he finds out—he has a contest this weekend!

Jake: *(Surprised)* I see. In that case, maybe we could ...

Assessment

Answer the following questions to assess your performance. Then work in groups and exchange your answers with your partners.

- 1 How can you use the information in the lecture transcript to improve your communication in everyday life?
- 2 What do you think of your article on the popularity of learning Chinese? List 2 or 3 sentences that you are the most satisfied with.
- 3 Did you have any difficulty when reading the magazine article about borrowed words? If so, what was it?
- 4 What is the most interesting part of creating a short play about communication? Why?
- 5 What new words have you learnt from this unit? List some of them. *
- 6 What grammar have you learnt from this unit? Make a sentence with the grammar. *
- 7 What tip have you learnt from this unit? Explain it briefly.
- 8 How are you going to improve your overall performance? Make an action plan.

* Assess your learning of vocabulary and grammar by doing language practice on pages 63–64.

Further study



Becoming an effective communicator can open the door to success. Anyone who wishes to improve their communication skills can read books which offer useful and practical tips. Read a book about this topic and try to employ strategies for communication in your life.



Our world would certainly be boring without all its amazing cultures and languages. However, diversity sometimes creates communication barriers, which can lead to misunderstandings. Watch a film that focuses on cross-cultural communication to see how people work towards understanding each other better.

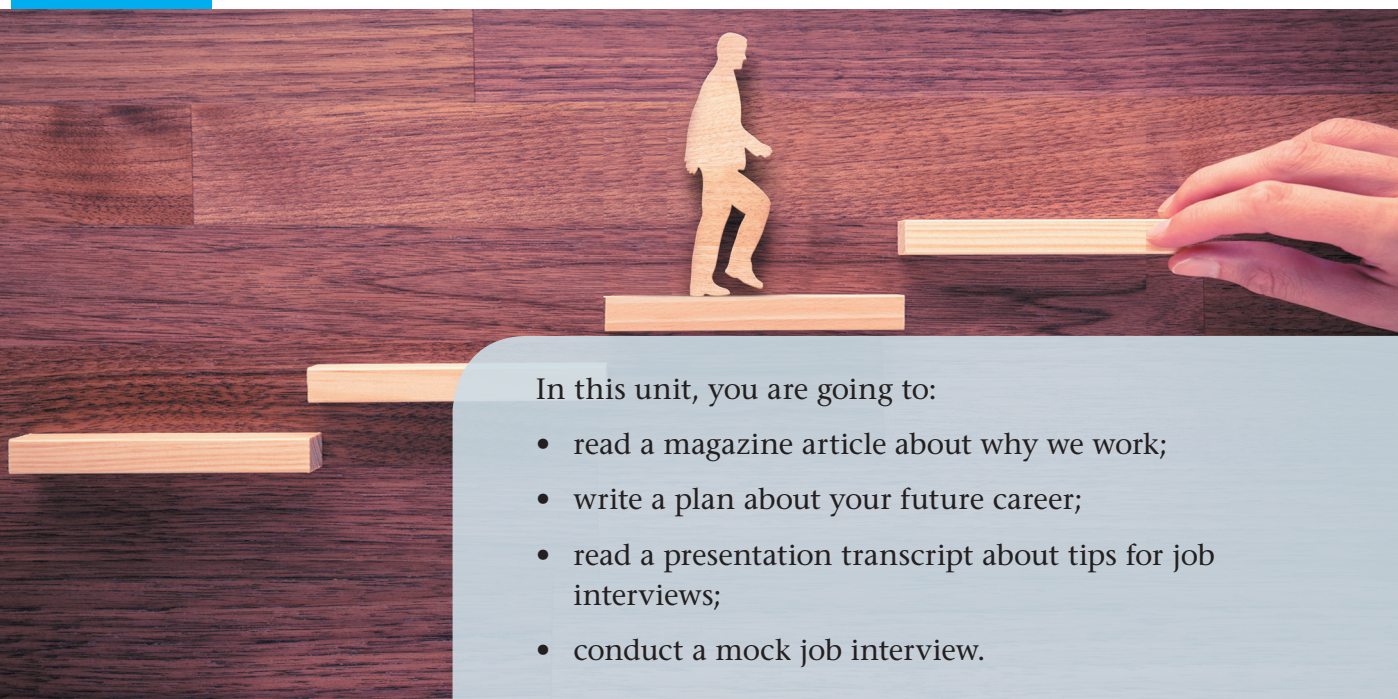


UNIT 3

Careers and skills

All occupations are equal, with no difference in status or worth. Any one that is beneficial to the public is praiseworthy.

—Huang Yanpei



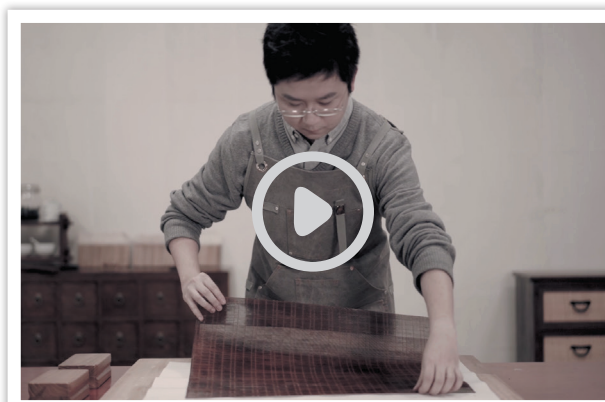
In this unit, you are going to:

- read a magazine article about why we work;
- write a plan about your future career;
- read a presentation transcript about tips for job interviews;
- conduct a mock job interview.

Welcome to the unit



Every profession has its own distinctive character. Watch the video and finish the following exercises.



- The process of restoring artworks is _____.
- Restoring an artwork sometimes takes _____. Some may even take years.
- _____ is an important quality for restorers.
- Artworks that need to be restored represent our _____.

- 1 What is your understanding of the spirit of craftsmanship?
- 2 What other professions demonstrate the spirit of craftsmanship? How is it shown?

Reading



Whether we work to live or live to work is one of the most frequently asked questions. The magazine article below discusses some of the important reasons why we work. Before you read the article, think about the following questions:

- What do you think are some of the reasons why we work?
- What do you expect from your future career?



If you were asked the question, “Do you work to live or live to work?”, what would your answer be? Some might say that we work because we have to, not least because we need the salary that enables us to be financially independent. It is certainly true that most of us do join the labour force once our studies are completed. Indeed, it could be argued that our education is geared towards preparing us for a life of work. However, earning a living is by no means the only reason why we work—there are other important reasons that motivate us to enter the world of work.

Through the work we do, our goals can be attained and our dreams achieved. All of us have had dreams of one kind or another and work often enables us to pursue those dreams. Henry David Thoreau said, “... if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours.” Yang Liwei, for example, driven by his passion for flying, became a pilot and then China’s first astronaut in space. Wherever our interests may lie and whatever our career choices might be, work allows us the opportunity to be engaged in something we are fond of, and consequently, it can give us a great sense of achievement and satisfaction.

Work can also help develop our skills, thus providing room for personal growth. When we work, we must practise our skills constantly and continuously until we excel in what we do. Our rapidly changing workplace makes it necessary for us to

20 keep up and develop new skills. Twenty years ago, positions in social technologies or energy efficiency did not even exist, and it is difficult to anticipate the new positions which will emerge twenty years from now. However, it is certain that no one can afford to be satisfied with the status quo. In order to better adapt ourselves to new circumstances, we must be ready and willing to acquire new skills. This

25 can add to our sense of achievement and our knowledge that we are developing as individuals while we move along our chosen career path.

Not only does work benefit us personally, it also contributes to the health of society. At the most basic level, different types of jobs are like gears in a machine. They work to ensure that the machine we call “society” functions properly. In a

30 successful, stable and productive society, all jobs are equally important and no one is superior to another, so we should not have prejudice against any of them. Whether we are scientists, lawyers, doctors, public servants, consultants, clerks, receptionists or butchers, we all make our respective contributions. Moreover, there are people who choose to step out of their comfort zone and commit themselves

35 to working for the benefit of others. For example, teachers in remote rural areas are devoted to changing the lives of the people with less access to the advantages enjoyed by many others. In this way, we work to advance our communities and bring success to our nation.

Wherever life takes us and whatever choices are laid out before us, something

40 worth remembering is that our work, when done well, will not only help us make a living but also help make a life for ourselves and for others. We can take pride in the knowledge that hard work is essential for our individual well-being as well as for the benefit of our society as a whole.

A Understanding the text

A1 Read the magazine article and complete the chart below with the main idea of each paragraph.

Introduction	Para. 1: _____
Main body	Para. 2: _____
	Para. 3: _____
	Para. 4: _____
Conclusion	Para. 5: _____

A2 Read the magazine article again carefully and answer the following questions.

1 According to the first paragraph, why do we have to work?

2 What helped Yang Liwei become a pilot and later an astronaut?

3 What should we do to adapt to a rapidly changing workplace?

4 What can we take pride in according to the last paragraph?

A3 In pairs, discuss the following questions.

1 How does the author explain the contributions of various jobs to the health of society? What is the advantage of this writing technique?

2 What is your answer to the question of whether to work to live or live to work? Give your reasons.

3 What qualities do you think model workers should have?

B Building your language

B1 The passage below is about some changes that are likely to occur in the future workplace. Complete the passage with the correct forms of the words and phrases in the box below.

labour	passion	superior	be fond of
attain	anticipate	prejudice	comfort zone

According to recent studies, it seems that the workplace is about to witness massive changes. It (1) _____ that such changes are likely to include a more automated workplace. This will result in the loss of certain jobs, especially those involving intense physical (2) _____. Additionally, to keep up with new technologies, greater emphasis will need to be placed on continuous training, which will get employees out of their (3) _____. Therefore, progress in the workplace will not necessarily mean being promoted to (4) _____ positions, but rather being moved sideways so that employees' individual skills can be best used to meet a company's changing needs.

Besides, more importance will be attached to "soft skills". Currently, a heavy focus is put on training in "hard skills", such as machine operating and software programming. However, in the future, employers will look to hire people who are ready and able to learn. As a result, employees will need to (5) _____ excellent soft skills such as communication, cooperation and leadership. Despite that, any (6) _____ against either of the two skills will not be allowed.

Whether or not we (7) _____ these changes, we will need to face them. We can survive and even succeed in the workplace of the future if we keep our (8) _____ for work, effectively interact with co-workers and sharpen our ability to adapt.

B2 The magazine article uses some job-related vocabulary. Find these words in the article and think of as many fields and jobs as you can.

Fields	Jobs
Health care	doctor
Entertainment	actor
Education	teacher
Science	physicist

B3 The magazine article uses some discourse markers to express ideas logically. Find them in the article and revise the following sentences using discourse markers.

Learn this Discourse markers are words or phrases which help express ideas logically. They show how different ideas are connected: *on the whole* and *in general* are used to generalize ideas, *moreover* and *furthermore* to add more information, and *for example* and *for instance* to give examples.

You show great interest in designing furniture. You do not meet the requirements for the post. We are unable to offer you a job.

Grammar and usage

Overview of noun clauses

A Exploring the rules

Max is reading an article on the pros and cons of starting one's own business. Find the sentences with noun clauses and fill in the table below. The first one has been done for you.

As you start to make plans for what you want to do with your future, you might ask a question whether you should start your own business. You may have a brilliant idea, but before you decide to put it into action, it is wise to weigh up the advantages and disadvantages of this option.

There are many advantages of running your own business. It can be a source of personal growth, since you need to learn a lot of skills in order to become a successful business owner. For example, you should learn to sharpen your leadership skills and motivate your employees, or to develop your financial management skills and keep track of all your receipts and payments. Another advantage is that you will be able to better provide for yourself and your family, or even the economy will benefit if you achieve commercial success. It is no surprise that being one's own boss is appealing to many people.

However, there are disadvantages too. For one thing, running your own business means dealing with demanding work schedules. You may have to work long hours, or even work around the clock. For another, being a business owner comes with great responsibilities. For instance, you will have to work out weekly, monthly and yearly budgets, and a wrong decision might cost the company a great deal and put other people's jobs on the line. Also, you will need to make sure any loans you have are repaid on time. Therefore, when it comes to starting a business on your own, think twice before you act!

Subject clause	
Object clause	As you start to make plans for what you want to do with your future, ...
Predicative clause	
Appositive clause	

Working out the rules

- A noun clause acts like a (1) _____ and can function as the subject, object, predicative or appositive in the sentence.
- We often use linking words like (2) _____, *whether/if* or a question word to introduce a noun clause.

[Grammar notes](#) → pages 100–101

B Applying the rules

B1 Rewrite the following sentences using noun clauses according to the requirements in the brackets.

1 How do young people decide on a career? I want to know. (object clause)

2 Does she have enough time to complete so many tasks? This is her doubt. (predicative clause)

3 The careers adviser suggests that people should think carefully before choosing a job. The suggestion is useful. (appositive clause)

4 Where will my uncle open his new restaurant? It remains to be seen. (subject clause)

B2 The passage below gives tips on how to start a business. Complete it with proper linking words to form noun clauses.

Our first tip for starting a business is to choose a product or service that you find suitable. The fact ⁽¹⁾ _____ you have a passion for your idea will make it much easier to motivate yourself. It is also important ⁽²⁾ _____ it should fit your skills.

A second tip is to analyse your target market carefully to see ⁽³⁾ _____ it is worth entering, and if so, how you should run your business. The size of the market and its rate of growth are important factors to consider. ⁽⁴⁾ _____ you can satisfy the needs of potential clients most effectively should be the focus of your business. To achieve that, you need to do some detective work. Do not rely on your subjective judgement. You should also look through the business directory to see who your main competitors will be and find out how their businesses work.

Our final tip is ⁽⁵⁾ _____ you should consider whether you want to make your business a solo one or find one or two partners. Doing it alone can give you greater autonomy. On the other hand, partners can help plug the knowledge or skill gaps.

All this groundwork might seem boring when you just cannot wait to get started. However, if you are well prepared, the business you want to open will have a greater chance of success.

B3 Max is talking to his friend Kate about starting his own business. In pairs, complete the conversation below using noun clauses.

Max: I want to start my own business one day.

Kate: That's great! But it's a lot of hard work. Do you have any ideas ⁽¹⁾ _____?

Max: Yes! I want to open a fashion design studio—I have some great design ideas.

Kate: Make sure you do a lot of research before you start.

Max: I definitely will. I want to talk to some people in the fashion industry. I'm interested in ⁽²⁾ _____.

Kate: It's good to talk to experts in the field. ⁽³⁾ _____ will definitely help you when you start your business!

Integrated skills

Making a career plan

A Connie is listening to Miss Wang's talk about making a career plan. Listen and finish the exercises below.



A1 Listen to the talk and answer the following questions.

1 Why is it incredibly important to make a career plan at an early stage?

2 Why did John find a job writing about basketball for a local newspaper?

3 How can we know about what jobs are available?

4 Who should we seek advice from about managing a business?



A2 Listen to the talk again and complete the notes below.

How to make a career plan

Step 1: getting to know yourself

- Find out your (1) _____.
- Match your interests and (2) _____.

Step 2: finding out about (3) _____

- Know about the available jobs.
- If there is a job you are (4) _____, try to find out as much as you can about it.
- Think about what skills you need to develop and what (5) _____ is required.

Step 3: starting to (6) _____

- Take some courses.
- Seek advice.

B After listening to Miss Wang's talk, Connie wrote a career plan. Read the plan below and pay attention to how she planned her career.

Planning my career in fashion design

At the school Art Festival, I was asked to design the costumes for three school plays, which many of my classmates and teachers thought were nice and novel. Everyone was amazed to see the actors wear my costumes onstage. This experience has made me realize that I am really good at drawing and have great talent for fashion design, and has inspired me to pursue fashion design as my career. That way, I can combine work with my interests and strengths.

To find out how to get into the field of fashion design, I did some research about what kind of education and skills I might need. I found out that many premier fashion designers studied at art institutes in London, Paris or Milan. I also looked up job ads for the fashion industry to see what abilities or qualities designers should have. For example, they must have a good sense of colour and proportion, be familiar with various fabrics such as cotton, wool and man-made fibres, be able to recognize styles and trends, and be creative.

After much thought, I decided to develop these skills and get the right qualifications by studying art at university. While I am there, I would like to work part-time for a fashion design company in order to learn from professional designers—more is better when it comes to work experience. I am also thinking about trying my hand at CAD, which is becoming more and more popular in the fashion industry. Actually, I do not have to wait until I go to university to swing into action as there will be a workshop in my city next month, which I am hoping to attend.

After graduation, I will seek a job as a fashion designer. One day, I hope to start my own clothing company. Clothes with designer labels in shops are generally thought to be too expensive. I want to design fashionable clothes that ordinary people can afford. Hopefully, all of my planning and preparation will lead to a great career in fashion design.

	How Connie planned her career
1	
2	
3	

C In pairs, discuss your career plans. Use the following questions and expressions to help you.

- What are your interests and talents?
- What kind of career would you like? Why do you think it is a good fit for you?
- How can you learn more about your chosen career?
- What steps can you take to achieve your goals?

Expressions

Inviting someone to engage

Perhaps you can tell me more about ...

Maybe you can explain ...

Would you mind telling me ...?

I'd like to know more about ...

What do you think of ...?

Can you give an example of ...?

D Write your career plan. Use your ideas from part C and the information in parts A and B to help you.

Planning your writing

• Learning about the structure

To write a career plan, you can follow the structure below:

- Express your idea about your career goal.
- Explain your step-by-step plan. Identify the barriers that you might face and state how you can overcome them.
- Conclude with your hopes for the future.

• Learning about the language

Your plan should be easy to understand and follow. You can use expressions like *to start with*, *then*, *next*, *last but not least*. Pay attention to the tense and remember to be objective and positive.

Checking your writing

Remember to check your writing after you finish and exchange drafts between you and your partner. Pay attention to the following aspects:

Punctuation

Spelling

Grammar

Choice of words

Style (formal/informal)

Structure

Self-review

- Is your plan clear and easy to follow?
- What mistakes are there in your writing?
How do you correct them?

Peer review

- Does your partner think your plan is practical?
- What suggestions does your partner give on improving your career plan?

Extended reading



Read the transcript of an online presentation about how to succeed in job interviews.

Tips for job interviews

Good morning, everyone. Today I'll be talking about what to do if you're asked to go for a job interview. The odds are that you've never been a candidate for a particular job before, but my advice will help you gain the upper hand as you set off and step into the world of employment.

- 5 Before we go any further, it's important to understand the purpose of an interview. An interview is a conversation between an employer and a potential employee, which allows the interviewer to assess the job applicant to see if he or she is suitable for the position. Meanwhile, it provides an opportunity for the applicant to learn more about the job and the company, and to discover whether this job is right for
10 him or her.

- Prior to the interview, ensure you make good preparations. Find out about the company and the post you are interviewing for through the company profile. This information will give you a good basis for what criteria are used for selecting candidates. List your strengths and skill set that will help the company achieve its
15 goals. It's equally important to analyse your weaknesses and have a plan in mind to show how you intend to overcome them.

- Once you've done your homework about the company and the position, make a list of questions that could be asked during the interview and think about how to best answer them. Better yet, do practice interviews with a friend. You can film
20 the interviews to review your performance. Pay attention to your voice and body language. Practice makes perfect. Keep at it until you can concisely and confidently present your best self.

- Prepare to make a good first impression. Dress appropriately for your interview and gentlemen, be sure to have a good shave. Get a good night's rest so that you
25 feel and look refreshed. Check the address of the interview, decide what mode of transport to use and allow extra time for traffic delays. Remember, be an early bird and arrive at least half an hour before your confirmed interview time.

For the duration of the interview, listen carefully to the questions, and if you need clarification, it is not rude to say so. When answering, try to find the right conversational balance by giving all the information an interviewer needs to get a complete picture of you without talking too much. Justify yourself with relevant examples from your personal experience and be specific about your achievements. However, you'll also need to pay attention to the interviewer's responses to determine whether to provide more details or not.

The interviewer can infer a lot from your body language. Positive body language conveys the impression that you are confident and relaxed. So start with a firm handshake and a genuine smile when greeting the interviewer. While speaking, make constant eye contact but do not stare fixedly at the interviewer. Keep your back straight throughout the interview. Negative body language, such as yawning, looking around and crossing your arms, is to be avoided because it implies that you are bored, anxious or defensive.

Towards the end of the interview, don't forget to seize the moment and ask questions. An interview is a two-way street. Asking questions not only gives you a better picture of the company, but also allows you to address any strengths you weren't able to bring up naturally. For example, "Japanese was a minor subject I took and I know that expanding into Japan is part of your corporate plan. Will this position provide opportunities to work in emerging markets there?"

After the interview, you should follow it up by writing to thank the interviewer for giving you the opportunity and again express your interest in working for the company. This is not only a polite thing to do, but also a final chance to recommend yourself. It's also vital to look back on the process to see what you did well and where improvements are still needed.

If you follow these steps and put your best foot forward in your interview, you will be one step closer to reaching the end of the rainbow and obtaining your dream job. I wish you the best of luck!

A Fill in the table below with the information from the presentation transcript.

Before the interview	
During the interview	
After the interview	

B What do you think makes a job applicant successful in an interview? Make a list of the qualities that you think are the most important and explain why.

Project

Conducting a mock job interview

A As a class, discuss what jobs you are interested in. Then in groups, choose one job to research.

B As a group, research your chosen job. Make a list of interview questions and try to think about answers to these questions. You can think of general questions as well as those that are specific to your chosen job. Use the ideas below to help you.

- What work experience the applicant has
- What skills the applicant has
- Why the applicant applies for the job
- How the applicant handles the specific challenges of the job

C As a group, conduct the mock job interview in front of the class. Use the example below to help you.

Interviewer 1: Hello, Ms Smith. Thank you for coming in today. So tell me, why do you want to work as a photographer on our newspaper?

Applicant: I've been living here since I was born, so I am familiar with both your newspaper and the local area. I have a real passion for photography. It is the art of capturing moments in life.

Interviewer 1: I see you've just graduated. Do you have any experience?

Applicant: Yes, madam, I do. While I was studying, I had the opportunity to work as a photographer for the student newspaper. I also did some temporary work for several local sporting events, like the bowling tournament.

Interviewer 2: Sounds good! Now, what do you know about our newspaper's mission?

Applicant: I'm personally drawn to your mission—to strengthen the local community and keep the public informed of current events in the area. Your newspaper clearly plays an important role in the lives of local people, and I would really like to be part of this.

Interviewer 2: Good. Do you have some of your work that we can look at?

Applicant: Sure! My work allowed me to build up a collection of interesting photos from the local area. I am very proud of it.

Interviewer 3: Thanks. Well, you know it can be very stressful to work in the newspaper industry. How do you deal with pressure?

Applicant: I understand how stressful that can be. I was put in charge of a special edition of the student newspaper. Working on it while keeping up with my schoolwork put me under great pressure, but I found that good planning and a positive attitude kept me calm and productive.

Interviewer 3: I see. Do you have any questions for us?

Applicant: ...

Assessment

Answer the following questions to assess your performance. Then work in groups and exchange your answers with your partners.

- 1 How can the information in the magazine article help you get a better understanding of work?
- 2 Did you have any difficulty writing your career plan? If so, what was it?
- 3 How did the tips for job interviews help you perform better in the mock job interview?
- 4 What contribution did you make to your group in the mock job interview?
- 5 What new words have you learnt from this unit? List some of them. *
- 6 What grammar have you learnt from this unit? Make a sentence with the grammar. *
- 7 What tips have you used when studying this unit?
- 8 How are you going to improve your overall performance? Make an action plan.

* Assess your learning of vocabulary and grammar by doing language practice on pages 69–70.

Further study



As society changes, so do jobs. Keeping up to date with job trends is a great way to prepare for a career. Watch a documentary about possible future employment trends such as the creation of new jobs, the loss of current ones or changes in job requirements.



In today's workplace, various skills such as problem-solving and teamwork are required to get one's dream job or to excel in the career one already has. To help you successfully pursue your career in the future, read a book about skills necessary for career development.



UNIT 4

Never too old to learn

Intellectual growth should commence at birth and cease only at death.

—Albert Einstein



In this unit, you are going to:

- read a magazine article about lifelong learning;
- write an article calling for people to read more;
- read a journal entry about a student's university life;
- make a booklet about lifelong learning.

Welcome to the unit

Different people learn in different ways. Read the leaflet below on learning styles and discuss the following questions in pairs.

Different learning styles



Auditory

Auditory learners learn best when information is presented in a verbal manner such as when the teacher talks to the class. They often use listening and speaking skills to sort information.



Visual

Visual learners absorb more when information is presented in a written format or in other visual ways such as pictures or diagrams. They can easily visualize objects.



Physical

Physical learners learn effectively when information is presented through physical activity. They can interact with actual objects. They like doing experiments and making things.

- 1 What is your learning style?
- 2 Do you think your learning style will change as you continue your education? Why or why not?

Reading



One of the best things about life is that we never have to stop learning. There is always new knowledge to acquire and new skills to develop. The magazine article below is about lifelong learning. Before you read the article, think about the following questions:

- Why do you think learning is important?
- What would you do when learning is tough and frustrating?



The more I learn, the better I know how much there is still left to learn. As I journey through my life, I have become aware that acquiring knowledge is not only a means by which you can better understand the world, but also a way of appreciating how much, as an individual, you do not know. The ability to admit
5 this should not be perceived as a weakness, but as a strength. I once had an art teacher, pointing out that it is not only what you can see that is important, but also what you cannot see. When I drew a still life, it was impressed upon me that the blank spaces between the objects were just as vital to the success of the composition as the actual objects themselves. Also, as the great educator Confucius
10 stated, “When you know a thing, to recognize that you know it; and when you do not know a thing, to recognize that you do not know it—that is wisdom.”

It is vital to remain lifelong learners in a rapidly changing world. As you progress through life, you may study and work in new environments. Consequently, you will be exposed to many new ideas, beliefs, practices and learning experiences.
15 Furthermore, the production of knowledge is bound to grow rapidly. New knowledge is constantly being generated and what you already know is being

revised all the time, to the extent that it can be difficult to keep pace with the latest developments. Indeed, you may one day do jobs that do not yet exist, use technologies that are not yet developed and resolve problems that are not yet
20 problems! This is not to suggest that there is no need for you to study in school but to acknowledge that refreshing your knowledge through lifelong learning is both essential and beneficial.

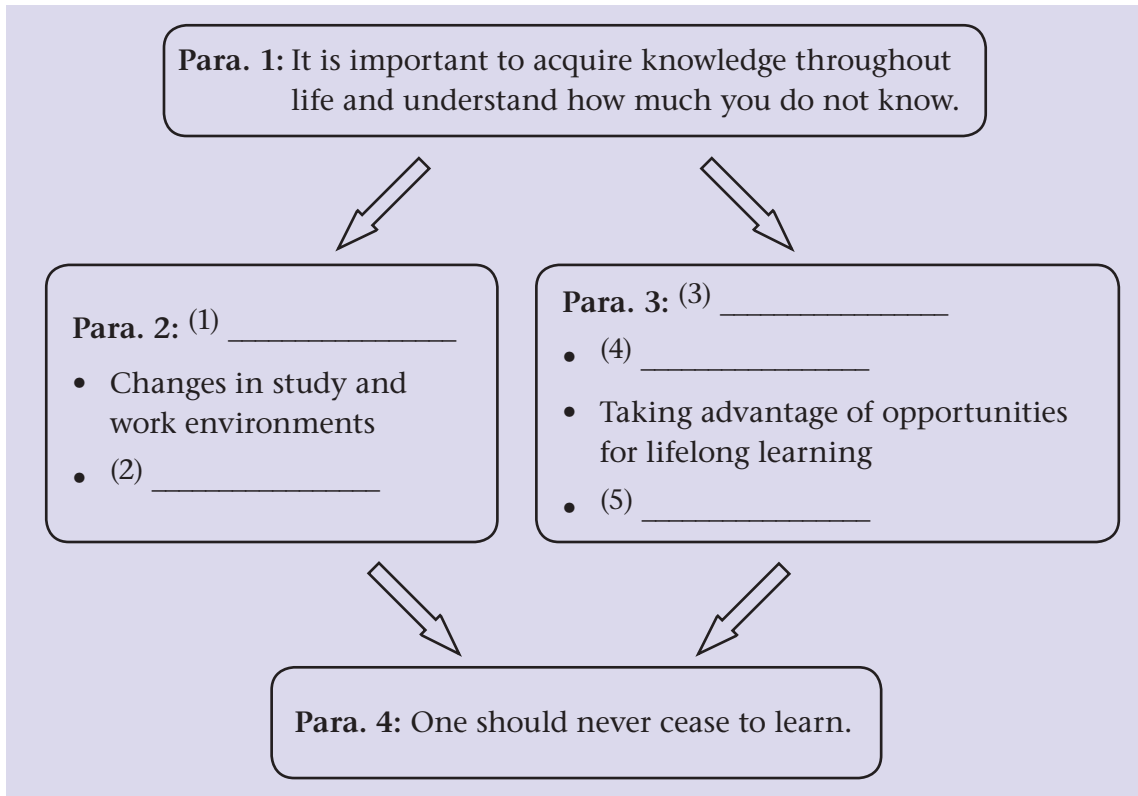
So, how can you proceed? Firstly, lifelong learning is an attitude. Lifelong learners are those who have an open mind. Be objective and make yourself open to new
25 knowledge and ideas. Do not criticize them or reject them simply because they differ from what you know or believe. At the same time, you need to develop critical thinking skills so that you do not blindly accept new ideas. Instead, you should inquire further to assess the truth of what you are being told. Secondly, take advantage of opportunities for lifelong learning—for example, you could register
30 online and subscribe to e-learning courses, which have become increasingly popular in recent years. You could also visit the local library, where resources are rich and diverse. Finally, understand that it is not sufficient to simply know something or to understand what you know, because for knowledge to have concrete value, it must be applied. Importantly, after its application, there must
35 then follow a review process of analysis, evaluation and improvement so that your comprehension of the world becomes a continuous process.

In summary, in a world of constant change, one should never cease to learn. Lifelong learning will help you develop your skills and further your career, and will boost your sense of self-worth and keep your mind active. Therefore, know what
40 you know and use it; know what you do not know and embrace it; know that you will never know all there is to know and wonder at it.



A Understanding the text

A1 Read the magazine article and complete the chart below.



A2 Read the magazine article again carefully and answer the following questions.

1 What does “this” in line 5 refer to?

2 What will you be exposed to as you progress through life?

3 Why are critical thinking skills important according to the author?

4 How can we take advantage of opportunities for lifelong learning?

A3 In pairs, discuss the following questions.

1 The author mentions an example of drawing a still life and a quote from Confucius in the opening paragraph of the magazine article. Why do you think the author uses the example and the quote? How do you understand them?

2 It is said that people usually experience four stages of learning: not knowing that they do not know, knowing that they do not know, knowing that they know, and not knowing that they know. How do you understand this?

3 What else can we do to become a lifelong learner?

B Building your language

B1 The passage below is about the production of knowledge. Complete the passage with the correct forms of the words and phrases in the box below.

inquire	objective	concrete	keep pace with
comprehension	criticize	cease	be bound to

Many of our beliefs about the universe are based on inductive reasoning, also known as the scientific model. This means of arriving at the truth requires the observation of (1) _____ events followed by the development of a theory to explain what has been observed. In other words, it is a way to proceed from the particular to the general, from the specific to the abstract. However, it is in the nature of scientists to (2) _____ into every possibility, and this means they often discover things no one has ever seen or noticed before. Our generalized theories therefore never (3) _____ to change.

In fact, most of our new knowledge is gained by the observation of things we have never seen before. Before the first black swan was seen, the assumption was that all swans were white. This is known as the “black swan theory”. How could we have known otherwise? There will always be “unknown unknowns” such as black swans, but some people (4) _____ those who dare to suggest their existence. We should always be (5) _____ and question what we think we know.

The world in the future (6) _____ be different from now. However much we understand, there will always be a remote possibility of discovering “a black swan”. Accordingly, our (7) _____ of the world will change. Therefore, we should (8) _____ new developments in all domains of knowledge—“black swans” can change history.

B2 The magazine article uses several pairs of synonyms and antonyms. Find more pairs of synonyms and antonyms in the article and think of more on your own.

Synonyms	important—vital
Antonyms	weakness—strength

B3 The magazine article uses two sub-points to explain “an attitude” and goes on to support each sub-point from two sides with what to do and what not to do. Find these points in the article, try to come up with an idea about learning and explain it from both sides.

Learn this When you explain an idea, you need to develop your argument. Explaining an idea from both sides is a good way to make it convincing to the reader.

Grammar and usage

Analysis of complicated sentences

A Exploring the rules

Below is a brief introduction to vocational education. Match each sentence with the correct type in the table below. Write down the numbers. The first one has been done for you.

- (1) Vocational education is not a new idea. (2) It generally prepares people to work in a specific occupation by teaching theory in the classroom and offering hands-on training in the workplace. (3) Vocational education is no less important than academic education because it can qualify applicants to work in a particular field. (4) In today's rapidly developing society, vocational education is becoming more and more valuable and it gives applicants an advantage in the job market. (5) Once a job has been secured, those with vocational qualifications often have better prospects of promotion within the company. (6) For example, motor repair is one field that allows for such career development. (7) Most motor repair companies have their own training programmes for specific jobs and workers can start off in training positions. (8) People who have been trained in schools often learn and adapt faster and are more likely to work their way up to senior management positions. (9) It is certain that educational institutions and companies will continue to advocate vocational education and training. (10) According to one vocational school student, they are now encouraged to "learn by doing" and "learn through trial and error", and they focus more on how to complete an assignment rather than just memorizing what teachers say in class.

Simple sentence	1
Compound sentence	
Complex sentence	
Compound-complex sentence	

Working out the rules

- A sentence in which both coordination and subordination occur is called a _____ sentence.
- Identifying linking words and determining the functions of clauses are helpful in analysing complicated sentences.

➡ Grammar notes → pages 101–102

B Applying the rules

B1 Rewrite the following sentences using proper linking words.

1 I was asked to write a 2,000-word essay. I decided to finish in two days. I would have time to read it before I handed it in.

2 Patrick was a college student. He worked part-time in a company. He wanted to pay for his college education.

3 The vocational education system often combines classroom learning with training in the workplace. Most students graduate not only with a clear understanding of their trade but also with work experience.

B2 The passage below is about Leon's experience of vocational education in Germany. Complete it with proper linking words.

Leon wanted to become an electrician, (1) _____ like many young German students, he decided not to go to university but to choose a vocational training course instead. In Germany, (2) _____ someone wants to become an electrician, a photographer or a hotel manager, they will probably go through the vocational education system which combines theory in the classroom with practice in the workplace. Leon chose to work at an electrical company (3) _____ he had to spend three days a week. He also had to attend school for 12 hours a week. At work, Leon learnt about his trade, which involved much drilling, and he kept a detailed journal of the new skills he acquired. At school, he attended classes relevant to his chosen occupation. These included lessons (4) _____ focused on topics like electrical circuits. The company and the school operated independently of each other (5) _____ Leon had to show his grades to his manager at work. Over the course of his studies, Leon had to pass two exams. One was to highlight any gaps in his knowledge. The other was the final exam Leon sat to gain the necessary qualifications to become an electrician. Leon graduated after demonstrating the appropriate level of understanding and technical competence, (6) _____ he now anticipates a long and happy career as an electrician.

B3 In groups of three, one student starts a story on the topic of learning with a simple sentence. The second student adds a clause to make a compound or complex sentence. The third student adds another clause to make a compound-complex sentence. Take turns to continue the story. Use the example below to help you.

Example

A: I often visit the library.

B: Because I love reading, I often visit the library.

C: Because I love reading, I often visit the library, and I enjoy going to bookshops too.

A: One day, I met an old lady.

B: One day, when I went to a bookshop, I met an old lady.

C: ...

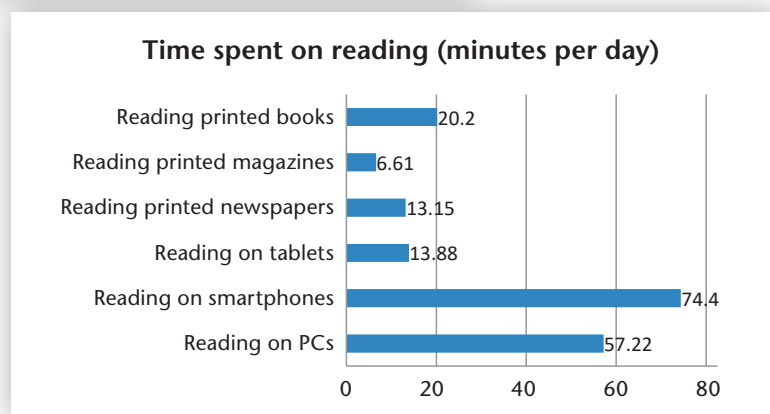
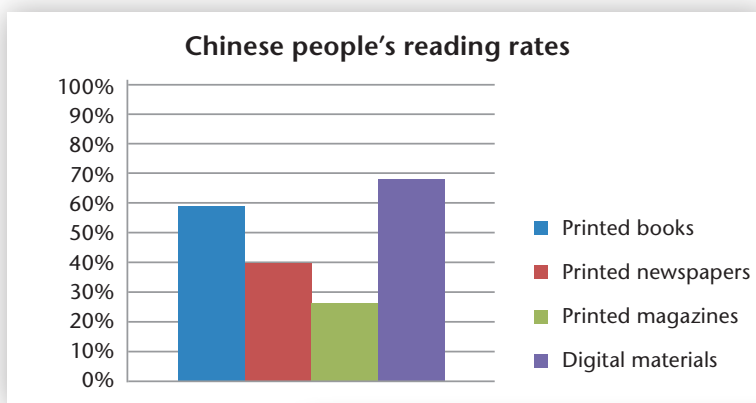
Integrated skills

Calling for people to read more

A Amy has found a report on Chinese people's reading habits. Read the report below and answer the following questions.

Chinese people's reading habits

The value of reading cannot be overestimated. Not only is it recreation, but it also lights a lamp in the mind, bettering our understanding of the world around us. A recent survey on Chinese people's reading habits, based on a random sample of more than 10,000 people from 30 cities across China, revealed that the Chinese spend a lot of time reading. According to the statistics, reading on digital platforms is on the rise. View the charts below for more information on Chinese people's reading habits.



- 1 What is the importance of reading?

- 2 What information can you get from the two charts?

- 3 Do you think digital reading will completely replace print reading? Why or why not?

B Amy is listening to an interview between Mr Zhou, a director from a public library, and a reporter. Listen and finish the exercises below.



B1 Listen to the interview and match each figure below to the description it is related to. Write the letters in the blanks.

- | | | | | |
|---|--------|-------|----------|--|
| 1 | 50,000 | _____ | a | Number of people who attended last weekend's event |
| 2 | 1,000 | _____ | b | Number of book exchanges organized |
| 3 | 30,000 | _____ | c | Total number of books exchanged |
| 4 | 40 | _____ | d | Number of books on the online learning platform |
| 5 | 500 | _____ | e | Number of books exchanged at last weekend's event |

Tip

Matching information

Before listening, underline keywords in the exercise to quickly identify them in the text. Focus on relationships between the information provided in the exercise and the information given in the text.



B2 Listen to the interview again and complete the notes below.



Encouraging people to read more

Measures taken

- Organizing book exchanges at weekends to encourage traditional reading, starting from (1) _____
- Organizing reading events to get people to read and (2) _____ with others
- Launching an online learning platform sharing books about literature, art, (3) _____ and (4) _____

Future plan

Organizing book exchanges and reading events in (5) _____

C In pairs, discuss Chinese people's reading habits and different ways to encourage reading. Use the following ideas and expressions to help you.

- The importance of reading
- Chinese people's reading habits (how often and how long they read, what media they use to read, etc.)
- Measures to encourage people to read more

Expressions

Talking about habits

Is it common for ... to ...?

once/twice/... times a day/month

Normally/In general/Generally speaking, ...

... minutes per day/... hours per week

... more frequently than ...

... never/seldom/rarely ...

D Write an article for the school newspaper calling for people to read more. Use your ideas from part C and the information in parts A and B to help you.

Planning your writing

• Learning about the structure

To write an article calling for people to read more, you can follow the structure below:

- Introduce the topic by stating the importance of reading.
- Analyse Chinese people's reading habits, providing data on their reading frequency and duration, preferred media, etc.
- Suggest measures to encourage people to read more.

• Learning about the language

When you describe graphs and charts, the following expressions might be helpful:

The graph/chart shows/indicates/illustrates a higher/lower/greater/smaller percentage.

As is shown in the graph/chart, larger/smaller/longer/shorter than ...

As can be seen from the graph/chart, the same as/similar to ... in time/rate.

Checking your writing

Remember to check your writing after you finish and exchange drafts between you and your partner. Pay attention to the following aspects:

Punctuation

Spelling

Grammar

Choice of words

Style (formal/informal)

Structure

Self-review

- What data do you offer when analysing Chinese people's reading habits?
- How do you present the measures?

Peer review

- Does your partner think your writing is encouraging?
- In which aspect does your partner think you do well?

Extended reading



Read the journal entry written by a university student who has recently graduated.



My university life

I had been waiting with my fellow graduating students for the moment when I would walk out onto the stage to receive my degree certificate. I was happy and relieved, yet worried and anxious about the future. What was my first job going to be like? This short walk was going to launch me into a whole new world. How would I manage? Would I be able to carve out a career for myself? My name was called and I moved into the lights. I heard the applause. I knew my parents would be watching and smiling at each other and I tried to relax. I held my certificate against my breast and smiled at the camera. Before I knew it, the ceremony was over and the curtain had come down on my university life. Where had the time gone? Four years had disappeared in a flash. I stood with my certificate in hand and reflected on those four years.

I remembered arriving at university on my very first day, pausing at the gate to look down the long drive. I could feel my hands sweating slightly and I had to hold on tight to my suitcase. Would I be able to fit in? Did this new phase of my life mean that I was now mature enough to be entirely responsible for my own successes and failures? I took a few seconds to compose myself and to take in the scene that was laid out before me. The campus was alive with people. Anxious parents and excited students were talking in small groups, carrying suitcases or walking in and out of dormitory buildings. I wondered if the first day of school was always such a circus. I took a deep breath and carried on into the heart of the campus. Little did I know that I was about to experience the best four years of my life.

I remembered working on my first assignment. It was a 3,000-word essay on geometry and I wasn't even sure how to begin the first paragraph. Instead of

seeking good advice, I kept putting it off. Rather unwisely, I left it to the last
25 minute. As the deadline approached, I had to stay up all night working on my
laptop to complete it. The next day I felt dizzy and started coughing and sneezing.
Unsurprisingly, it wasn't a very good essay. However, this taught me a valuable
lesson. As soon as I received the next assignment, I headed straight for the library
to find the reference books I needed for my research, and then created an outline
30 followed by a draft. After careful editing and polishing, the result was a much
better essay than the last, and it was ready in my desk drawer days before the
deadline. I would stick to this approach for the duration of my studies.

I remembered cooperating with my classmates on group projects. Everyone would
be assigned a specific task, and my role was usually to produce the presentation.
35 We would meet in the school cafeteria to bounce ideas off each other, and would
laugh and argue and laugh some more as we learnt to work together as a team. I
realized that learning didn't have to be a solo effort and that working with other
people could be much more stimulating and productive than working alone.

I remembered visiting my favourite professor, a tall gentleman with his beard and
40 hair going grey, during his office hours for the first time. Initially, I found his
strictness intimidating, but quickly came to admire him for his vast knowledge and
deep understanding of his subject. It soon dawned on me that many university
professors are quite willing to share what they know, and they do take a genuine
interest in their students' intellectual development.

45 I heard my parents' voices calling me and I returned to the moment. After the
graduation ceremony we headed home by train. I looked out of the carriage
window at the world speeding by. The journey home gave me time to think about
what the future might hold for me. University has changed me. Not only am I now
more intellectually prepared for the world of work, but I am also more confident
50 about my own abilities. I have grown as an adult and I have also discovered more
about myself. Yes, I am ready for a new phase in my life.

A Write a summary of the journal entry. You can describe the memorable experiences the student had during his four years of university life.

B What do you expect to learn from university life?

Project

Making a booklet about lifelong learning

A As a class, discuss what aspects can be included in a booklet about lifelong learning. You can use the ideas below or think of other ideas. Then in groups, choose one aspect to research.

quotes

stories

books

campaigns

...

B As a group, research your chosen aspect.

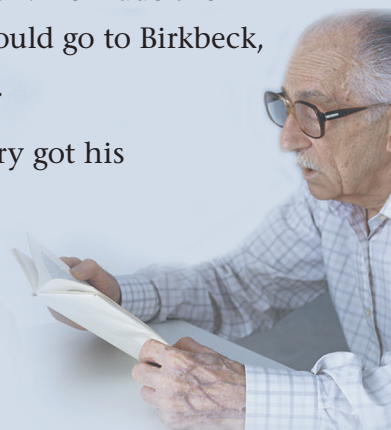
C As a group, put together your information to make your part of the booklet. Use the example below to help you. Present your part to the rest of the class. Then as a class, put all the parts together to make the booklet.

Never too old to learn

Henry remembers the day well. It was a day that would change his life. He was sitting at the kitchen table, watching his ten-year-old granddaughter, Sophia, do her homework. She had asked him a question about history and was now staring at him with big brown eyes, waiting for an answer. Henry stared at the kettle and then out of the kitchen window at the heavy grey sky. Henry can still hear himself say, "I'm sorry, my dear. I don't know."

Henry had spent forty years working as a librarian in a school. He was now retired and spent his days looking after Sophia together with her parents. He loved the time he spent with Sophia. However, he felt that he should be doing more with his life, though he was in his seventies with grey hair and deep wrinkles in his forehead. As Sophia continued with her homework, he read an article in the local newspaper about the health benefits of older people going back to university. The article said that it kept the brain active and helped prevent loneliness and depression. He made the decision there and then. The next morning, he would go to Birkbeck, University of London and take a course in history.

After taking extension courses for four years, Henry got his degree in history. "Completing the course has given me such a sense of achievement," he says. "It has also given me the confidence to do all the other things that I've never had the courage to try before."



Assessment

Answer the following questions to assess your performance. Then work in groups and exchange your answers with your partners.

- 1 What difficulty did you have when reading the article about learning for life? What are you going to do when reviewing the article?
- 2 What do you think of your article on calling for people to read more?
- 3 What similarities and differences do you find between the university life described in the journal entry and your senior high school life?
- 4 How was your experience of making a booklet about lifelong learning? Do you want to try it again?
- 5 What new words have you learnt from this unit? List some of them. *
- 6 What grammar have you learnt from this unit? Make a sentence with the grammar. *
- 7 Do you think the tip provided in this unit is helpful? Why or why not?
- 8 How are you going to improve your overall performance? Make an action plan.

* Assess your learning of vocabulary and grammar by doing language practice on pages 75–76.

Further study



The website UNESCO Institute for Lifelong Learning (UIL) informs us of programmes and resources available that promote lifelong learning. Go online and check it out to see the amazing impact of UIL around the world.



Most people will agree that a good all-round education lays the foundation for a good life. To succeed in one's education, it is wise to explore topics related to learning. Read a book written by an expert in the field of education to discover more about how to become a better learner.



Workbook

Unit 1 Honesty and responsibility

Exploring language

A Fill in the blanks with the correct forms of the words in the box below.

virtue	arrest	cheat	appointment
quote	disappointed	bless	bonus

- I heard that club members can have two free tickets for the film.
—Yes, there is an added _____: ice cream and popcorn.
- Why was the man under _____?
—For drink-driving.
- Is someone who travels a thousand miles to keep a(n) _____ a responsible person?
- Besides “To be, or not to be, that is the question”, do you know any other _____ from Shakespeare?
- What can you say when someone sneezes?
—_____ you!
- Can you give an example of dishonesty?
—_____ in a test is an act of dishonesty.
- He emphasized the _____ of honesty and responsibility at the meeting yesterday.
- Why was he so _____?
—Well, he was given a B, but he was hoping for an A.

B Fill in the blanks with the correct forms of the phrases in the box below.

weigh on	make one’s fortune	set aside	in store for
lose contact	for the good of	tear down	turn up

- The opportunity _____ at just the right time for Jack. He took it and succeeded in the end.
- We had no idea what life held _____ us.
- We have to cut back on spending _____ the company.
- As Emma got older, the pressures of motherhood continued to _____ her.
- After he graduated in architecture, he _____ in real estate.
- A new bridge will be built after the old one _____.
- Tonight they seem to _____ their differences. They are working on this project together.
- I’m afraid that we _____ with the others. What can we do?

C Fill in the blanks with proper linking words.

- 1 We got out of bed at midnight and started our climb up the hill _____ we could see the sunrise.
- 2 _____ there was still 30 minutes before the train started, we decided to have a cup of coffee.
- 3 Some people depend so much on computers _____ they do not pay attention to their handwriting.
- 4 _____ we take immediate action to stop pollution, things might get worse and worse.
- 5 Weak _____ I am in Physics for the moment, I am confident that I can catch up.
- 6 _____ we cannot find our guide, who else can we turn to for help?
- 7 _____ you come to our school, you will see green grass, beautiful flowers and tall trees.
- 8 Mike put on his best suit and newly bought tie, _____ he was going to a dinner party.
- 9 _____ our teacher entered the classroom, everyone went to their seats and waited for the class to begin.
- 10 Reading is good for the mind, just _____ exercise strengthens the body.

D Translate the following sentences into English. Use the words and phrases in the brackets.

- 1 他上大学时才十五岁。(barely)
- 2 我怀疑他是那个罪犯。(suspect)
- 3 她假装不介意，但我知道她是介意的。(pretend)
- 4 他正和那些年轻人做真正有意义的工作。(worthwhile)
- 5 昨天晚上有人看见他们臂挽臂在湖边散步。(arm in arm)
- 6 没有播种，就没有收获。(sow; harvest)
- 7 他常常受情绪的摆布。(at the mercy of)
- 8 我只是想知道谁会对这起事故负责。(take responsibility for)

Building skills

A Listening and speaking



A1 The host is introducing the concept of corporate social responsibility (CSR). Listen to the podcast and decide whether the following statements are true (T) or false (F). If the information is not mentioned in the podcast, circle **NG** (not given).

- 1 More business leaders have gradually realized that their companies have social responsibilities. T / F / NG
- 2 Common CSR activities involve the government, community and environment. T / F / NG
- 3 CSR companies should do charity work and contribute to business programmes. T / F / NG
- 4 A socially responsible company should make safe and high-quality products. T / F / NG
- 5 CSR can help companies make more profit. T / F / NG
- 6 CSR can improve work efficiency. T / F / NG



A2 In the second half of the podcast, the host is interviewing the CEO of Toncoco Chocolate Company. Listen to the interview and complete the notes below.

CSR—a case study of a chocolate company

How Toncoco started

- Tony Cortez worked at a big chocolate company for ⁽¹⁾ _____, and then decided to start a chocolate company because the old company did not do enough ⁽²⁾ _____.
- Though it was ⁽³⁾ _____ in the beginning, enough people believed in Toncoco's products.

What Toncoco does

- Toncoco gets the ⁽⁴⁾ _____ cocoa beans from organic cocoa farms in Latin America. Cocoa farmers working with Toncoco are ⁽⁵⁾ _____.
- ⁽⁶⁾ _____ of the price of each Toncoco bar goes to children's education programmes and thousands of children have benefited from this.

A3 In pairs, discuss whether CSR programmes are worthwhile, and what kinds of programmes will have the greatest impact. Use the example below to help you and pay attention to the expressions in bold.

A: How can we know whether companies are really serious about their CSR programmes? Surely **some of them are just window dressing**: some companies only spend a small amount of money on CSR, for the sake of advertising.

B: Well, I think that there are plenty of companies who do take it seriously. Of course, they won't **engage in the CSR programmes** that will put them out of business. For example, junk food companies probably won't support campaigns for healthy eating. I think that there's a lot companies can do, which will **be both profitable and beneficial for society at large**.

A: So what kinds of CSR programmes **do you think are worthwhile**?

B: Companies need to do something that's **in line with their overall goals**. For instance, it would be suitable for a software company to provide free coding courses for students in poor areas.

A: I think the CSR programmes with the greatest impact are the ones that **get the public involved**. For example, there was a brand of sports clothing that **sponsored** a marathon. For each person who signed up for this event, the company donated five dollars to a local charity.

B: Yeah, I like that kind of initiative. Actually, there's a lot of potential **for companies to do good**, and they just need to figure out how.

B Reading and writing

B1 Academic integrity is an important part of being a good student. Read the school leaflet below and answer the following questions.

Fair play is important not only in sports, but in all aspects of life, including education. Demonstrating honest and responsible behaviour in the process of study is known as academic integrity. When discussing this, we also need to talk about its opposite, which in the educational context is known as academic dishonesty.

(1) _____

One commonly seen practice is cheating. This includes copying someone's homework or cheating in a test. Sabotage is another form of academic dishonesty where something is done to worsen other students' results. One example of this would be deleting another student's essay from his or her computer. A particularly serious form of academic dishonesty is plagiarism: it is when someone passes somebody else's work off as their own.

(2) _____

One common misconception is that sharing homework answers with

classmates is acceptable. It is actually helping someone cheat, which also counts as cheating. Another major misconception is that it is OK to paraphrase someone else's ideas without crediting the source. This is still considered plagiarism.

Academic dishonesty like cheating and plagiarism destroys mutual trust, and undermines the efforts that you and your peers invest in learning. In the meanwhile, your reputation and even that of your school may be damaged or ruined. All these can lead to a negative learning environment.

(3) _____

You should first of all keep in mind that honesty is the best policy: always strive to complete your work in a way that you can be proud of. To this end, it is crucial to have an unambiguous understanding of what counts as academic dishonesty in order to avoid it. Secondly, good time management skills make it easier to maintain academic integrity: students who delay writing their assignments and leave them until the last minute may put themselves under unnecessary pressure, and may risk giving in to the temptation of cheating. Thirdly, whenever you are quoting, paraphrasing or summarizing, remember to cite all sources properly. If you are unsure about this, you may use anti-plagiarism software to check and revise your work before you submit it.

- 1 Fill in the blanks with proper topic sentences.
- 2 Summarize at least two ways of maintaining academic integrity.

B2 Suppose your friend Mike claimed a school paper was too challenging for him, and asked you to write it for him. He would fail the course without it. Would you help him? Why or why not? Write an article about it.

Title: _____	
_____	Choice

_____	Reasons

_____	Conclusion

Appreciating language



Honesty is the best policy. Read aloud the excerpt below about telling the truth.

On telling the truth

Truth is abstract; but, whenever a truth has been absolutely comprehended, it must be reduced to concrete terms before it can be understood by the ordinary mind. I frankly call the teller of the truth an artist, since no one who is not in effect an artist can successfully overcome this obstacle in the path of the ultimate endeavor. Either he may express the truth in imagined facts quite similar to those from which the truth initially originated; however, he may also express it in imagined facts which are suitable to represent it, but which bear no near resemblance to the actual facts.

All children are romantics; and under ordinary circumstances it is not until after thirty that anybody ever transforms himself into a realist. Children generally are by no means liars, as is commonly supposed: they are merely accustomed to telling the truth in the easiest and most economical way—that is to say, in the most romantic way.

When William Blake, perhaps the greatest of all English graphic artists, was a very little boy, he wandered forth one sunny, dewy morning. He sat for a long time deep in thought, looking at a shimmering tree. His father, finding him apparently in idleness, asked him what he was looking at; and then the child replied that he was looking at a tree full of angels. His father beat him violently for telling a lie; and yet any one who has ever seen the pictures that Blake drew in later life must know that the child was telling the absolute and utter truth. What that boy was looking at was really and truly a tree full of angels; there is no other way of expressing concretely what he saw: and to say that he was looking at the morning sun shining on the early dew covering the leaves of the tree would give a false idea about the vision of the child.

And this brings up to the consideration of the point that a romantic deduction from the truth is frequently more effective than a realistic re-embodiment of it in terms of the original facts. It is often necessary to change the facts in order to show a reliable impression of the truth. This is an instinct with every child; but many grown-up people never understand the principle until it has been battered into them time and time again.

Unit 2 Understanding each other

Exploring language

A Fill in the blanks with the correct forms of the words in the box below.

cooperate	integrate	clarify	approve
reject	gentle	embarrassed	fluent

- Did your teacher believe your excuse?
—No. In a(n) _____ but firm voice, she said, “Tell me the truth.”
- He _____ the idea, thinking it won’t change the situation.
- Did the motion have enough supporters?
—Yes, it _____ by 6 votes to 3.
- Why do you think parents should _____ closely with schools?
- Have you ever learnt a second language?
—Yes, I can speak _____ French.
- Can you _____ your first point, please?
—OK. Let me give you a simple explanation.
- My teacher suggested that I _____ the survey results into my report.
- I feel _____ at being the centre of attention.
—You are just too shy. Have more confidence in yourself.

B Fill in the blanks with the correct forms of the phrases in the box below.

refer to	function as	account for	as to
come about	out of style	be met with	in terms of

- His decision to become a director _____ fierce opposition.
- Steve was required to offer an explanation _____ why he had left early.
- You will have to _____ your decision to start your own business.
- The roadside café _____ a popular meeting place for many business people.
- You can find a list of the books that Professor Zhang _____ during the lecture.
- I did not know how the problem _____ in the first place.
- The difficulty of a task can be defined _____ how long it will take to complete it.
- The hotel is decorated in the 18th-century style, which seems to be _____.

C Fill in the blanks with proper relative pronouns, relative adverbs or "preposition + relative pronoun" structures where necessary.

- 1 I see these young people as role models _____ are actually doing their part in making a difference.
- 2 What really puzzled me was not the problem itself, but the way _____ it was put forward.
- 3 The reason _____ some students failed the test is that they were not well prepared.
- 4 New students need to learn about the school rules, _____ is common practice in many places.
- 5 It looks as if it is going to rain. I need to rush to the classrooms _____ windows are open.
- 6 If you are not sure how to write an argumentative essay, you can refer to the third chapter of the writing book, _____ this issue is addressed.
- 7 John is my best friend and he is one of the people _____ I have complete confidence in.
- 8 We arrived home three hours later, _____ the snow had come to a stop.
- 9 _____ you can see, we can look at a problem from different angles.
- 10 The book discusses the extent _____ people's lives have changed over the past 20 years.

D Translate the following sentences into English. Use the words and phrases in the brackets.

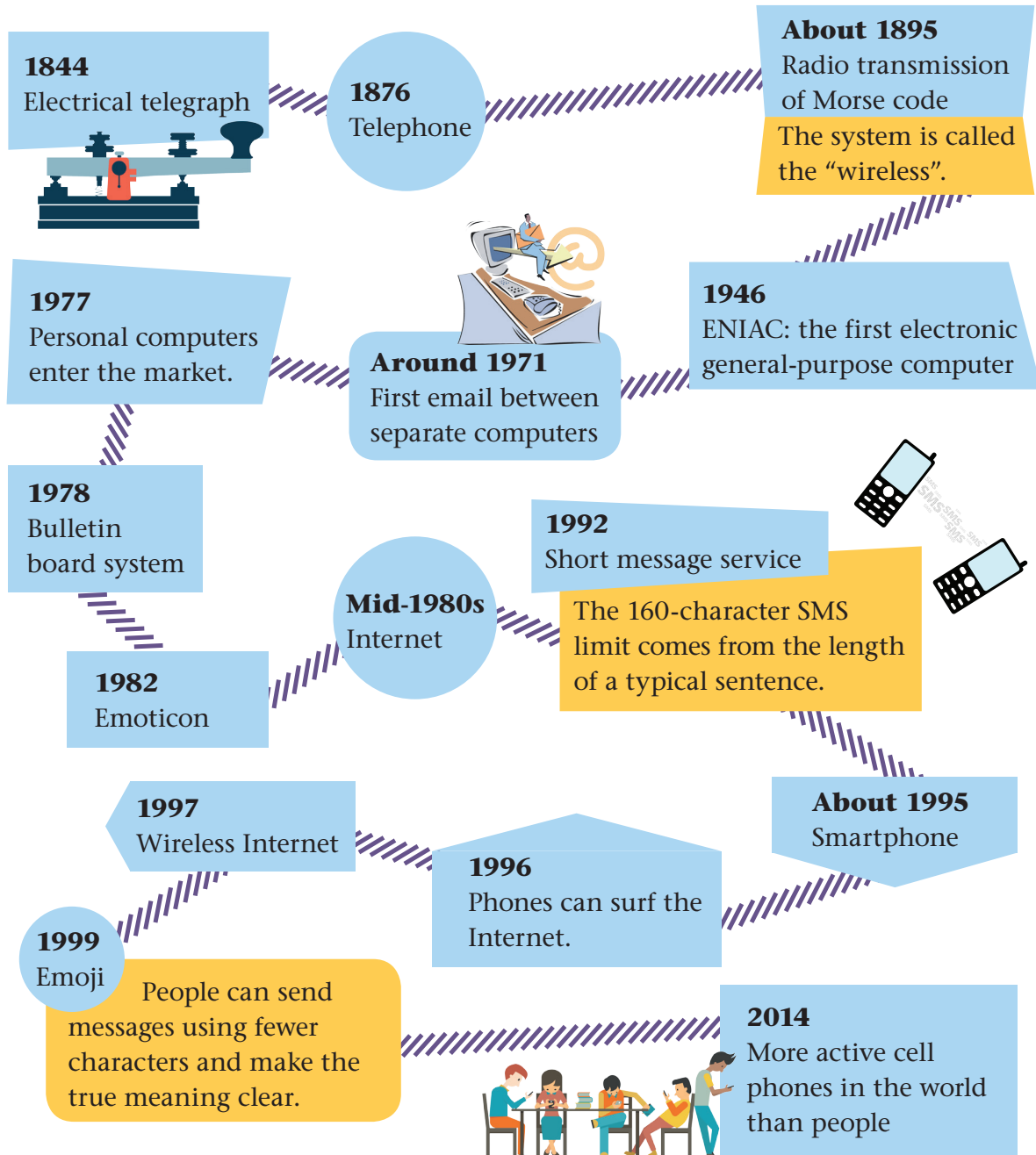
- 1 出国旅行的人有增多的趋势。(tendency)
- 2 我不打算改变自己原先的计划。(intention)
- 3 双方协商，最终达成一致。(negotiate)
- 4 他似乎反对我想做的任何事。(oppose)
- 5 你应该设身处地为你父母想想。(put yourself in sb's shoes)
- 6 关于昨天晚上发生的事情他的陈述与其他人的不相符。(correspond)
- 7 旅行可以开阔人们的眼界。(broaden one's mind)
- 8 我赞成这项任命。(approve of)

Building skills

A Viewing, reading and speaking

A1 Today, we love texting and social media. But the idea of sending someone information without having to carry a paper message is very old. Look at the timeline below and answer the following questions.

Texting through the ages



- 1 What information can you get from the above timeline?
- 2 Do you think the timeline above is a good way of presenting the information? Give reasons.

A2 In pairs, discuss the future means of communication. Use the example below to help you and pay attention to the expressions in bold.

A: I wonder what the future of communication will be. Will we still be using smartphones ten years from now?

B: Smartphones have only been around for a decade or two. However, technology is developing so fast that we have reason to believe they will be replaced some day. The question is, what will replace them?

A: Personally, I think smartglasses will take their place: they could be voice-activated, and they would display information on top of what we normally see. For instance, we would be able to see text messages passing across our field of vision. That might become a reality in a couple of years.

B: I think so too. Also, smartglasses could become easily affordable within the next ten years.

A: Yeah, that sounds reasonable. What about the future further ahead?

B: I think that a major breakthrough in hologram technology is just around the corner, that is, three-D images. With holograms, video chats can be much more realistic. Just imagine that almost everyone could see a three-D image of the person they are talking to online in front of them. I'm sure we'll see something like that a decade from now.

A: Yeah, that would be amazing. Here's another of those science fiction dreams that might come true one day: what if we could somehow connect our brains directly to the Internet? No more typing or voice controlling—we would instead communicate through thinking!

B: That's definitely not going to happen in my lifetime. But it's a really cool idea.

B Listening and writing



B1 Mr Zhang is giving a lecture about body language in different cultures. Listen to the lecture and decide whether the following statements are true (T) or false (F). If the information is not mentioned in the lecture, circle NG (not given).

- 1 Americans tend to give firm handshakes. T / F / NG
- 2 Chinese people consider an overly firm handshake rude. T / F / NG
- 3 Americans usually avoid direct eye contact while talking to others. T / F / NG
- 4 Some Africans may be annoyed if you look them straight in the eye. T / F / NG
- 5 People shake their head for "yes" in some parts of Eastern Europe. T / F / NG
- 6 People in Southern Europe generally stand further away from strangers in public. T / F / NG



B2 Two students are talking about body language after the lecture. Listen to the talk and complete the notes below.

Aspects of body language

Kissing

- People in Spain, Italy and France tend to greet others by kissing (1) _____.
- Though people in Europe prefer having more personal space, there is more (2) _____ and kissing.

Shaking hands

- In Britain, people mostly shake hands when (3) _____.
- Instead of shaking hands, friends will hug each other while (4) _____.

Counting

- People in Europe tend to use (5) _____ to count to ten.
- Compared with how people count in Spain, the counting system the girl uses is (6) _____.

B3 Write an article introducing body language. You may use the information in B1 and B2 to help you.

Title: _____

What body language is

What its types are

How it affects communication

Appreciating language



When making a speech, we should deliver our ideas to the audience in a suitable way. Read aloud the essay below about the art of public speaking.

Our next subject will be the style of expression. For it is not enough to know what we ought to say; we must also say it as we ought; much help is thus afforded towards producing the right impression of a speech.

It is plain that delivery has just as much to do with oratory as with poetry. It is, essentially, a matter of the right management of the voice to express the various emotions—of speaking loudly, softly or between the two; of high, low or intermediate pitch; of the various rhythms that suit various subjects. These are the three things—volume of sound, changes in pitch, and rhythm—that a speaker bears in mind. It is those who do bear them in mind who usually win prizes in the dramatic contests.

No systematic study of the rules of delivery has yet been made; indeed, even the study of language made no progress till late in the day. Besides, delivery is not regarded as an important subject of inquiry. Still, the whole business of rhetoric being concerned with appearances, we must pay attention to the subject of delivery, unworthy though it is, because we cannot do without it. The right thing in speaking really is that we should be satisfied not to annoy our hearers, without trying to delight them. We ought to fight our case with no help beyond the bare facts: nothing, therefore, should matter except the proof of those facts. Still, as has been already said, other things affect the result considerably, owing to the defects of our hearers. The arts of language cannot help having a small but real importance, whatever it is we have to expound to others: the way in which a thing is said does affect how easy it is for the hearer to understand it. Not, however, so much importance as people think. All such arts are meant to charm the hearer. Nobody uses fine language when teaching geometry.

When the principles of delivery have been worked out, they will produce the same effect as on the stage. But only very slight attempts to deal with them have been made and by a few people. Dramatic ability is a natural gift, and can hardly be systematically taught. The principles of good diction can be so taught. Therefore, we have men of ability in this direction too as well as those speakers who excel in delivery—speeches of the written or literary kind owe more of their effect to their direction than to their thought.

Unit 3 Careers and skills

Exploring language

A Fill in the blanks with the correct forms of the words in the box below.

budget	loan	anticipate	commercial
criterion	attain	consultant	prejudice

- 1 He failed to recognize the _____ value of the technology.
- 2 What is the main _____ for assessing the candidates?
- 3 —What's your New Year's resolution?
—I want to _____ all my learning goals.
- 4 What do you want to be in the future, a _____ or an interpreter?
- 5 —What is the company's _____ for the project?
—Five million dollars.
- 6 —What do you _____ he will say to you?
—I don't know, Jake.
- 7 —How did Jane pay her tuition fees?
—She applied for a student _____.
- 8 We should not have _____ against women in the workplace.

B Fill in the blanks with the correct forms of the phrases in the box below.

be fond of	put ... under pressure	weigh up	keep up with
by no means	earn a living	lay out	follow up

- 1 If you really want to _____ the whole event, we will present it to you in a very thorough way.
- 2 You should _____ the pros and cons of the two options.
- 3 Companies should not _____ to put profit ahead of safety.
- 4 _____ the latest trends, she has to travel to Europe monthly.
- 5 Elizabeth tells me you and your mother _____ novels.
- 6 When we got home from work, we found that all the food _____ on the table.
- 7 After she graduated, she _____ as a part-time news reporter.
- 8 It is _____ certain that an agreement will be reached between the two companies.

C Fill in the blanks with proper linking words.

- 1 We made a survey among the new customers to find out _____ they think of our product.
- 2 Flowers in a glasshouse may grow fast, but that's not _____ the flowers belong.
- 3 Online shopping brings us convenience, but there also exists a risk _____ we might fall victim to fraud.
- 4 What makes the book a bestseller is _____ the plot is complicated and pulls at the heartstrings of the reader.
- 5 Parents can feel at ease in the knowledge _____ their children are safe and taken good care of.
- 6 When we go travelling, especially to foreign countries, we should keep in mind _____ we should behave.
- 7 It is said that the number of people who read physical books is now double _____ it was last year.
- 8 We have several types of notebooks to choose from, but _____ one suits you depends on your taste.
- 9 As a matter of fact, _____ the sun rises in the morning varies from place to place.
- 10 It is not clear _____ the plan is practical, but we can give it a go.

D Fill in the blanks with proper words or the correct forms of the words in the brackets.

Human beings differ greatly in regard to the ⁽¹⁾ _____ (tend) to regard their lives as a whole. To some men it is natural to do so and essential to happiness to be able to do so with some ⁽²⁾ _____ (satisfy). To others, life is a series of incidents without directed movement and without unity. I think the former are more likely to achieve happiness than the latter, since they will gradually build up those circumstances from ⁽³⁾ _____ they can derive contentment and self-respect. The others ⁽⁴⁾ _____ (blow) about by the winds of circumstances, now this way, now that, without ever arriving at any shelter. The habit of ⁽⁵⁾ _____ (view) life as a whole is an essential part both of wisdom and of true morality, and is one of the things which ought to be encouraged in education. ⁽⁶⁾ _____ (consistently) purpose is not enough to make life happy. ⁽⁷⁾ _____, it is an almost indispensable condition of a happy life. And it represents ⁽⁸⁾ _____ (it) mainly in work.

Building skills

A Reading and speaking

A1 *If you had the chance to take a gap year, would you do it? Read the magazine article below and answer the following questions.*

By tradition, many students leaving school at 18 would go straight to university and study for three or four years before joining the world of work and beginning the slow climb up the career ladder. However, nowadays, more and more young people travel to every point of the compass and work on projects for up to a year before returning to the UK to enter university.

A year between leaving school and starting university is known as a gap year. It is more than just a long holiday. Universities encourage students to take a year off, and more and more companies say they prefer to hire graduates who have taken a gap year rather than those who go straight from school to university. The reason for this preference is simple. A gap year gives young people an opportunity to learn skills and gain life experience that schools cannot provide. It helps young people grow.

Last year, Carol Smith went from the UK to Brazil, where she worked on a project to help save the Amazon rainforest. She said, "Living away from home in such a remote place taught me to be more independent. Of course, I missed home, but I'd certainly recommend it. I feel like I've really made a difference and helped protect the rainforest."

Martin Johnson helped build a school in a poor part of India. He said he wanted to learn how to deal with difficult situations. He said he had learnt a lot by working with the local people. "I also helped people harvest their crops, which was something I had never done before. It was very special, being part of another culture," he said proudly.

For many students, a gap year teaches them how to work with a group of strangers and how to look after themselves. These are exactly the sort of skills employers are looking for. Mr Biggins, the manager of a major finance company, welcomes the extra experience that a gap year can bring to new workers. "We usually find that students who have taken a gap year are better able to work without needing direction, and they tend to work better with colleagues from different backgrounds."

It is now accepted that a gap year is more than just a year away from studying. It is a time for personal development, learning new skills and seeing life in a different way. As well as having a good time and making new friends, taking a gap year may give students an edge in the job market.

- 1 What does the underlined phrase "give students an edge" in the last paragraph mean?
- 2 According to the article, what skills and qualities might students gain during a gap year?

A2 In pairs, discuss the potential advantages and disadvantages of taking a gap year. Use the example below to help you and pay attention to the expressions in bold.

- A:** I read this article about students taking a gap year after graduating from high school. **Is it really such a good idea?** Isn't it better to go to university straightaway?
- B:** **It really depends on their reasons for taking a gap year.** It might not be right for everyone. **One strong argument for taking a gap year is that** it gives us a chance to learn skills that we normally don't learn in school.
- A:** Yes, **I agree with you.** Companies sometimes do prefer graduates with real-world experience. **One argument against taking a gap year would be that** some companies aren't necessarily looking for people who've taken a gap year. Instead, they are looking for applicants who can demonstrate independent thinking and a positive attitude. You can get these from school education as well.
- B:** **I agree up to a point; however,** just think about how exciting a gap year would be—new places, new people and perhaps a whole new culture! **Wouldn't this be worthwhile?** When you adapt to a new environment, you get to step outside your comfort zone and develop your problem-solving skills.
- A:** Yeah, that does sound really exciting. But usually one needs to plan carefully to make the most of a gap year. Besides, taking a gap year can be very expensive, and you would also end up a year behind your peers.
- B:** Well, **you certainly have a point there.** It could be costly and time-consuming.

B Listening and writing



B1 The teacher is giving a lecture about internships. Listen to the lecture and tick what an internship can give to students.

- | | |
|--|---|
| 1 <input type="checkbox"/> Practical experience | 7 <input type="checkbox"/> A generous salary |
| 2 <input type="checkbox"/> Holidays | 8 <input type="checkbox"/> A permanent job after graduation |
| 3 <input type="checkbox"/> New skills | 9 <input type="checkbox"/> New knowledge |
| 4 <input type="checkbox"/> A better understanding of the job | 10 <input type="checkbox"/> A good impression |
| 5 <input type="checkbox"/> Training | 11 <input type="checkbox"/> Some useful information |
| 6 <input type="checkbox"/> Career advice | 12 <input type="checkbox"/> Some job opportunities |



B2 Two students are talking about their internships after the lecture. Listen to the conversation and complete the notes below.

Greg's & Shelly's internships	
Greg	Shelly
<p>Location: At (1) _____</p> <p>Job responsibilities:</p> <ul style="list-style-type: none"> • Help check (2) _____. • Learn to direct a (3) _____. ➤ Decide what news stories to show. ➤ Direct the (4) _____. 	<p>Location: In a local government office</p> <p>Job responsibilities:</p> <ul style="list-style-type: none"> • Answer (5) _____ calls and try to help solve their problems. • Research problems such as (6) _____, (7) _____ research reports, and give the reports to (8) _____.

B3 Write a letter applying for one of the following internships. Include information about yourself and why you would be suitable for the position.

<p style="text-align: center;">Publishing house (Two-month internship)</p> <ul style="list-style-type: none"> • Read scripts and write script summaries • Select video clips • Write blog posts • Conduct interviews 	<p style="text-align: center;">Travel agency (One-month internship)</p> <ul style="list-style-type: none"> • Help make recommendations to travellers • Review, submit and process travel documents for approval and payment • Maintain the customer database 	<p style="text-align: center;">Animal hospital (Two-week internship)</p> <ul style="list-style-type: none"> • Work at the reception desk, answer phone calls and make appointments with clients • Help look after animals
---	--	--

Dear Sir/Madam,

I am writing to apply for _____

Appreciating language



Think twice before choosing a career. Read aloud the excerpt below about the advice Robert Louis Stevenson gave to a young man who wanted to become an artist.

A Letter to a Young Gentleman Who Proposes to Embrace the Career of Art

Should you or should you not become an artist? It is one which you must decide entirely for yourself; all that I can do is to bring under your notice some of the materials of that decision; and I will begin, as I shall probably conclude also, by assuring you that all depends on the vocation.

To know what you like is the beginning of wisdom and of old age. Youth is wholly experimental. The essence and charm of those anxious and delightful years is ignorance of self as well as ignorance of life. These two unknowns the young man brings together again and again, now in the airiest touch, now with a bitter hug; now with exquisite pleasure, now with cutting pain; but never with indifference, to which he is a total stranger. If he is a sensitive young man that easily gets carried away by emotion, the interest of this series of experiments grows upon him out of all proportion to the pleasure he receives. It is not beauty that he loves, nor pleasure that he seeks, though he may think so; his sufficient reward is to confirm his own existence and taste the variety of human fate.

If you recognize in yourself some such decisive taste, there is no room for hesitation: follow your calling. And observe that the disposition does not usually burn so brightly at first, or rather not so constantly. Habit and practice sharpen gifts; the necessity of toil grows less disgusting, grows even welcome, in the course of years; a small taste waxes into an exclusive passion. Enough, just now, if you can look back over a period of time and see that your chosen art has a little more than held its own among the interests of youth. Time will do the rest, if devotion helps it; and soon your every thought will be absorbed in that beloved occupation.

(Adapted from *Across the Plains with Other Memories and Essays*, by Robert Louis Stevenson)

Unit 4 Never too old to learn

Exploring language

A Fill in the blanks with the correct forms of the words in the box below.

criticize	qualify	inquire	presentation
essay	concrete	resolve	certificate

- 1 Don't worry. These problems will _____ in the end.
- 2 If you successfully finish the training course, you will _____ as an editor.
- 3 For your homework, please write a(n) _____ of 3,000 words on lifelong learning.
- 4 The _____ was a collaborative effort by all the students in the class.
- 5 Students can call the school _____ about how to apply online.
- 6 Setting specific and _____ learning goals is one way to make lifelong learning a habit.
- 7 Yesterday, he _____ for failing to hand in his report on time.
- 8 Can you show your postgraduate _____ to me?

B Fill in the blanks with the correct forms of the phrases in the box below.

be bound to	compose oneself	subscribe to	fit in
in a flash	keep pace with	put off	through trial and error

- 1 If you are a lifelong learner, you _____ achieve success sooner or later.
- 2 The company finds it difficult _____ changes in the market.
- 3 I learnt how to use the dictionary app _____.
- 4 She felt very angry, but she took a minute or two _____.
- 5 The holiday seemed to be over _____.
- 6 He is exactly the person we need. I think that he will _____ perfectly.
- 7 The final decision is not to call off the meeting but to _____ the meeting for a week.
- 8 Does the library _____ the journals which are recommended by our teacher?

C Rewrite the following sentences using proper linking words. Make all the necessary changes.

1 Many students love to go to libraries. Libraries can create a quiet atmosphere. In this atmosphere, students are more able to concentrate on reading and studying.

2 The students experience a gap year. They have a broader view of life. They have better personal resources to draw on. They tend to be more independent. Being independent is an important factor in academic research.

3 We volunteer in our school or in our community. We help people. The people can't find their way. The people need a little extra support. Volunteering makes a difference to these people.

4 Community service helps students become better aware of the world around them. It helps them realize how they can make their community a better place. They live in the community. It helps them gain real-life experience.

D Translate the following sentences into English. Use the words and phrases in the brackets.

1 生命不息，奋斗不止。(cease)

2 目前许多人对这一行业的发展前景持乐观的态度。(prospect)

3 记者就职业观采访了随机抽样的中学生。(random)

4 我突然开始意识到我把钱包落在家里了。(it dawns on sb that ...)

5 成本大幅上涨，我们将不得不关闭几家店。(to the extent that ...)

6 关于经济形势所作的种种假设证明是不正确的。(assumption)

7 阅读能力对终身学习非常重要。(competence)

8 这篇报道是经仔细润色后才发表的。(polish)

Building skills

A Listening and speaking



A1 The professor is introducing the University of Cologne to a group of students. Listen to the presentation and answer the following questions.

1 How many students attend the University of Cologne?

2 What do you have to do first in order to apply to the university?

3 How long will it take to graduate from university?

4 What can you do after class?

5 How many German cities have a larger population than Cologne?

6 What is the percentage of the city's non-German population?



A2 After the professor's presentation, two students are talking about applying to the University of Cologne. Listen to the conversation and complete the table below.

	Bradley	Isla
How they will improve their language skills	His German is not very good. He needs to take a (1) _____ to improve his German.	Her German is all right, but she still needs to (2) _____.
What majors they choose	(3) _____	(4) _____
Why they choose the majors	It would allow him to help run the family business: a factory that makes (5) _____.	She thinks (6) _____ are amazing.
What their future jobs might be	(7) _____	(8) _____

A3 *In pairs, discuss the university major that you want to study and give the reasons. Use the example below to help you and pay attention to the expressions in bold.*

A: I'm trying to **decide what major to choose**.

B: Well, **choosing a major depends on what your goal is, and also what you're interested in**. What is on your mind?

A: So far, I'm thinking about studying Economics.

B: You have to do a lot of calculations if you study Economics. Your Maths grades are really good, right?

A: That's true. I'm good at Maths. Also, I have been interested in numbers since I was very young. How about you?

B: Well, I prefer French. French is believed to be the most romantic language. I've been taking French classes. I now enjoy reading simple French stories in my spare time.

A: OK. **Where do you see yourself ten years from now?**

B: Oh, that's a tough question. Language is a tool for communication. I would like to be a French interpreter. I might have more opportunities to go to France. So what's your goal?

A: Well, people don't always **work in the field related to their major**. People who study French or Economics do all kinds of jobs. But **perhaps I will become an analyst**.

B: Great idea!

B Reading and writing

B1 *Mindsets are beliefs about yourself and your most basic qualities. Mindsets directly influence the ways you handle situations. Read the magazine article below and answer the following questions.*

Joe has a fixed mindset, the belief that your intelligence is "fixed", or permanent. You're either smart or dumb. And if you're smart, everything is easy for you. Mag has a growth mindset, the belief that your intelligence can grow. Not everyone can become a genius or a star athlete, but they can improve the skills they have and develop new ones.

So which type of mindset is better? It's Mag's. Believe it or not, research shows that you really can get smarter by working hard, practising and challenging yourself.

Your mindset can affect your performance at school, in sports and in the arts, and even how you act and feel. Dr Carol Dweck, a psychology professor at Stanford University, has discovered that people with a fixed mindset tackle problems in a much different way from those with a growth mindset.

People with a fixed mindset are very concerned with grades and how smart they look compared to other people. They tend to give up on difficult problems. When they make mistakes, they think it means they're not smart. They're afraid of challenges, because if they don't do well, they might look dumb.

People with a growth mindset, on the other hand, are concerned with learning, not grades. They jump right in and work hard on difficult problems. They learn from mistakes by trying different problem-solving strategies or asking for help. They like challenges, because they want to stretch and improve their abilities.

Dweck and her team discovered that middle school students with a growth mindset do better in Maths; those with a fixed mindset do worse. Why? Kids with both mindsets do fine in elementary school, but middle school Maths is much harder. So while the growth-mindset kids embrace the challenge and work harder, the fixed-mindset kids may just give up. And their grades suffer.

But Dweck's team discovered something even more important than that. The team taught those middle schoolers about mindsets and how the brain works. They talked about the dangers of labelling people "dumb" or "smart". And they discovered that with some work, kids can choose to have a growth mindset and do better in school.

Everyone has some of each type of mindset: they are like voices in your head. The trick is to recognize your fixed mindset voice and your growth mindset voice. When you hear your fixed mindset voice telling you you're dumb, or that you'll look stupid if you ask for help, or that learning a new skill is hard, talk back to it! You're not dumb—you just haven't learnt how to do it yet. Asking for help isn't stupid—it's smart. And learning a new skill is hard, but won't it be worth it?

- 1 What does the underlined word "trick" in the last paragraph mean?
- 2 Summarize the differences between a fixed mindset and a growth mindset.

B2 Write an article about your own mindset. You can refer to the information in B1 and then make a study plan accordingly.

Title: _____	
_____	Your mindset

_____	Your study plan

Appreciating language



Do you think study is important? Do you need to keep learning throughout your life? Read aloud the essay below about Francis Bacon's arguments for study.

Of Studies

Studies serve for delight, for ornament, and for ability. Their chief use for delight, is in privateness and retiring; for ornament, is in discourse; and for ability, is in the judgement and disposition of business.

To spend too much time in studies, is sloth; to use them too much for ornament, is affectation; to make judgement wholly by their rules, is the humour of a scholar.

They perfect nature, and are perfected by experience; for natural abilities are like natural plants that need pruning.

Crafty men dislike studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them and above them, won by observation.

Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention.

Reading makes a full man; discussion a ready man; and writing an exact man. And therefore, if a man writes little, he needs to have a great memory; if he discusses little, he needs to have a present wit; and if he reads little, he needs to be very clever to know that he does not know.

Histories make men wise; poets, witty; the mathematics, subtle; natural philosophy, deep; moral, grave; logic and rhetoric, able to contend. No, there is no obstacle to the mind that cannot be improved by suitable studies, just like the disease of the body which can be treated by appropriate exercise.

So if a man's wit is wandering, let him study the mathematics; for in demonstrations, if his wit is called away never so little, he must begin again. If he is not apt to beat over matters, and to call up one thing to prove and illustrate another, let him study the lawyers' cases. So every defect of the mind may have a special receipt.

(Adapted from "Of Studies", by Francis Bacon)

Appendices

Text notes

Unit 1

- 1 To live a life of honesty and integrity is a responsibility of every decent person.

—Noam Chomsky (page 1)

过诚实正直的生活是每一个正派人的责任。——诺姆·乔姆斯基

该句出自美国语言学家、哲学家诺姆·乔姆斯基在2001年5月27日接受人类学教授罗伯特·博罗夫斯基 (Robert Borofsky) 采访时的谈话。这句话表明了诚实正直对一个人品行的重要性。

- 2 In the doorway of a store stood a man, with an unlit cigar in his mouth. (page 2, lines 3–4)

一个男人站在一家店门口,嘴里叼着一支未点燃的雪茄。

该句为倒装结构,句中主语是 **a man**。地点状语置于句首时,常用倒装句型。如:

Around a table sat a group of boys and girls, talking and laughing happily.

一群男孩和女孩围桌而坐,开心地说笑。

- 3 It's an appointment made twenty years ago. (page 2, lines 6–7)

这是二十年前定下的一个约定。

句中 **appointment** 意为“约定,约会”,后面常接介词 **with**; **appointment** 还可表示“任命,委任”的意思,后面常接介词 **as** 或 **to**。**appointment** 的动词形式为 **appoint**,意为“任命,委任;安排,确定(时间、地点)”。如:

His appointment as general manager of the company was announced at the meeting.

会上宣布了他的任命,担任公司总经理。

A date for the meeting is yet to be appointed.

会议的日期尚待确定。

- 4 “It sounds pretty interesting,” said the policeman. “Rather a long time between meetings, though. Haven’t you heard from your friend since you left?” (page 2, lines 20–21)

“听起来很不错,”警察说,“不过两次会面间隔了相当长的时间。自从你离开后,你难道没有收到过你朋友的信息?”

句中 *though* 为副词,意为“不过,可是,然而”,常用于句末进行补充说明,使语气减弱。如:

Jim came to the appointment. He arrived late, though.

吉姆来赴约了,但是他迟到了。

5 The two men walked up the street, arm in arm. (page 3, line 41)

两个人臂挽着臂沿街走着。

句中 *arm in arm* 意为“臂挽着臂”。类似结构的短语还有 *hand in hand* (手牵手)、*shoulder to shoulder* (肩并肩)、*face to face* (面对面) 等。如:

The elderly couple walk along the Seine either arm in arm or hand in hand after dinner every day.

每天晚饭后那对老年夫妇都会沿着塞纳河散步,要么臂挽着臂,要么手牵着手。

6 When you struck the match to light your cigar I saw it was the face of the criminal wanted in Chicago. (page 3, lines 56–57)

你划火柴点雪茄时,我发现这就是芝加哥被警方通缉的那个罪犯的脸。

句中 *wanted* 意为“受通缉的”。如:

He was involved in a legal case. Now he is wanted by the police.

他牵涉到一宗法律案件中。现在他受到警方通缉。

7 The geophysicist Huang Danian, who practised core socialist values, is a good example. (page 6)

地球物理学家黄大年就是这样一位楷模,他践行了社会主义核心价值观。

黄大年(1958—2017),广西南宁人,是国际知名战略科学家、地球物理学家。1996年,他获得英国利兹大学地球物理学博士学位,2009年回国并就职于吉林大学地球探测科学与技术学院。黄大年在我国地球探测科学方面取得了很多重大科技成果,填补了多项技术空白。

8 Huang was made chief scientist of a branch of China's largest deep-Earth exploration programme. (page 6)

黄大年被任命为中国最大的地球深部探测项目分项的首席科学家。

“深部探测技术与实验研究专项”是我国一项地球深部探测计划,主要目标是对地球深层结构进行立体探测,发展地球科学,探查深部能源和矿产资源。

- 9 Huang excelled where he was working and made substantial contributions to his country. (page 6)

黄大年在工作中表现出色并为国家作出了重大贡献。

句中 **substantial** 意为“大量的,价值巨大的”。如:

A substantial sum of money has been invested in environmental protection.

大笔资金已被投入到环境保护中。

- 10 I couldn't bear living a lie any more. (page 7)

我再也无法忍受过骗人的生活了。

句中 **live a lie** 意为“过骗人的生活,为人虚伪”。如:

He had to live a lie, which brought him pain.

他不得不过骗人的生活,这让他感到痛苦。

- 11 Frankly speaking, I was disappointed but I smiled as broadly as I could. (page 8)

说实话,我是失望的,但我还是尽量让自己笑容满面。

- (1) 句中 **frankly speaking** 是固定短语,意为“坦率地说”。类似结构的短语还有 **generally speaking** (一般来说) 等。如:

Frankly speaking, I don't quite agree with what he said.

坦白说,我不太同意他的话。

Generally speaking, public transport saves time.

一般来说,搭乘公共交通节省时间。

- (2) 句中 **disappointed** 意为“失望的,沮丧的”,后面常接介词 **at, by, in, with** 等。如:

I'm a little disappointed in myself. I should have done better.

我自己有点失望,我本该做得更好。

- 12 “A white lie that hurt me” (page 8)

标题中 **white lie** 意为“(尤指为避免伤害他人感情的)善意的谎言,小谎”。类似包含颜色的短语还有 **black market** (黑市)、**green hand** (新手) 等。如:

During the war, some foods were only available on the black market.

战争期间,有些食物只能在黑市上买到。

He is a green hand in his job and needs guidance.

他在工作上是个新手,需要指导。

- 13 Hopefully, you have learnt to treat responsibility not as a weight that burdens you, but rather as a foundation which will support your future development. (page 11, lines 11-13)

希望你们已经学会不把责任当作困扰你们的重担,而是把它当作支持你们未来发展的基础。

该句结构较复杂, *treat responsibility* 后面接了两个由介词 *as* 引出的短语, 由并列结构 *not ... but rather ...* 连接。每个 *as* 短语里又含有一个定语从句, *that burdens you* 修饰 *a weight*, 而 *which will support your future development* 修饰 *a foundation*。

- 14 A ship without an anchor is at the mercy of the waves and winds; likewise, a person who has no sense of responsibility is at the mercy of their own careless and thoughtless behaviour. (page 11, lines 13–15)

没有锚的船任凭风浪摆布; 同样, 没有责任感的人被自己粗心草率的行为所左右。

- (1) 该句运用了类比的修辞手法。类比是通过比较两个事物之间的相似特征来论证其中较复杂的事物, 这样可以把抽象的事物变得具体, 把深奥的道理变得浅显。句中
将没有锚的船的遭遇与没有责任感的人的处境进行了类比, 使人懂得担负责任的重要性。

- (2) 句中 *at the mercy of* 意为“任……处置, 任由……摆布”。如:

The ancient building was left at the mercy of the weather.

那座古建筑只能任凭天气摆布。

- (3) 句中 *likewise* 意为“同样地, 类似地”。如:

We cleared the snow, and our neighbours did likewise.

我们清扫了雪, 邻居也这样做了。

- 15 Apart from personal development, assuming responsibility for your actions is also important for the betterment of society. (page 12, lines 28–29)

除了个人发展, 为自己的行为承担责任对社会进步也很重要。

- (1) 句中 *assume* 意为“承担, 取得”, 后面常接 *responsibility*、*control* 等名词; *assume* 还有“假设, 认为”的意思。如:

The mass media should assume responsibility for social education.

大众传媒应该承担起社会教育的责任。

I assume that you need to make an apology to her.

我认为你需要向她道歉。

- (2) 句中 *betterment* 意为“改良, 改善, 改进”, 相当于 *improvement*。 *betterment* 的动词形式是 *better*, 意为“改善, 超过”。如:

Education is seen as a means of human betterment.

教育被看作人类进步的一种手段。

His achievements in sculpture have never been bettered.

他在雕刻艺术上的成就从未被超越。

- 16 However, the boy was not discouraged, believing that he could make a difference to the ones that he saved. (page 12, lines 33–34)

然而,小男孩并没有气馁,相信自己能影响那些被他救起的海星。

句中 *discouraged* 意为“泄气的,灰心的”。*discouraged* 的动词形式是 *discourage*, 意为“使泄气,使丧失信心;阻拦,阻止”,常用于 *discourage sb from doing sth* 的结构中。如:

All the members felt discouraged because of the slow progress in work.

因为工作进展缓慢,所有成员都感到灰心丧气。

No one can discourage me from pursuing my dream.

没有人可以阻止我追逐梦想。

Unit 2

- 1 We have two ears and one mouth so that we can listen twice as much as we speak.

— Epictetus (page 15)

我们有两只耳朵和一张嘴巴,所以我们可以听到的是我们所说的两倍。——爱比克泰德
该句出自古罗马著名哲学家爱比克泰德。这句话意在强调沟通时要注意倾听。

- 2 They could be interpreted as a welcoming greeting from a close friend, especially if accompanied by a gentle smile. (page 16, lines 2–4)

它们(这两个词)可以解读成来自亲密朋友的热情问候,特别是如果伴随着亲切的笑容。

该句为主从复合句,主句中的主语 *they* 指代前文提及的 *these two words*,从句是 *if* 引导的条件状语从句,省略了 *they are*。

- 3 For example, if you are a business person negotiating with a large enterprise about a deal, you should do it face to face, using formal language in a straightforward manner. (page 17, lines 23–25)

例如,如果你是一个商人,正在与一家大企业洽谈一笔交易,你应该面对面地,用正式的语言,以直截了当的方式进行沟通。

- (1) 句中 *negotiate* 为不及物动词,意为“谈判,磋商”,后面常接介词 *with*、*for*、*about* 等;*negotiate* 还有“达成(协议)”的意思,为及物动词。如:

I'll negotiate directly with them about the issue.

我会就这个问题直接和他们谈判。

The French football star failed to negotiate a new deal with the club.

这位法国足球明星未能与俱乐部达成新的协议。

- (2) 句中 **straightforward** 意为“坦诚的,坦率的”,用来形容人或行为;
straightforward 还有“简单的,不复杂的”的意思。如:

She is a straightforward person and she communicates in a very straightforward way.

她性格直率,说话也直来直去。

Installing this application is a straightforward process.

安装这个应用程序是个简单的过程。

- 4 A smile shows you are attentive to the issues being discussed, while looking away with your arms folded can indicate disinterest and create distrust or friction.

(page 17, lines 27–29)

微笑表明你对正在讨论的问题很关注,而双臂交叉、目光移开可能表明你不感兴趣,这样会造成不信任或导致摩擦。

- (1) 句中 **fold** 意为“折叠,对折”,常用结构 **with one's arms folded** 意为“双臂交叉”;
fold 还有“包,裹”的意思。如:

He folded the piece of paper in two and then unfolded it.

他把这张纸对折了一下,然后展开。

The farmer carefully folded the seeds in a piece of cloth.

那个农民小心翼翼地把种子包在一块布里。

- (2) 句中 **friction** 意为“争执,不和”,后面常接介宾结构 **between A and B**; **friction**
还有“摩擦;摩擦力”的意思。如:

Misunderstandings caused constant friction between the young couple.

误解使这对年轻夫妇之间摩擦不断。

Friction between two sticks can start a fire.

两根棍子相互摩擦能生火。

- 5 Seek to understand the other person's emotions, by putting yourself in their shoes and looking at the situation from their perspective. (page 17, lines 37–38)

通过设身处地从对方的角度看问题来试着理解对方的情绪。

句中 **put yourself in sb's shoes** 意为“处于某人的境地,设身处地”,**be in sb's shoes** 也有类似的意思。如:

You need to put yourself in their shoes and try to understand why they did it.

你需要站在他们的立场上, 试图理解他们为什么那样做。

- 6 You may not approve of their ideas but at least you will see where they are coming from, which means you can make adjustments to your own tone and choice of words accordingly. (page 17, lines 45–47)

你可能不赞成他们的想法, 但至少你会明白这些想法从何而来, 这意味着你可以相应地调整自己的语气和措辞。

- (1) 句中 approve 为不及物动词, 意为“赞成, 同意”, 常用于 approve of sb/sth、approve of sb doing sth 等结构中; approve 还可以用作及物动词, 意为“批准, 通过”。如:

My parents don't approve of my plan to travel alone.

我父母不赞成我独自旅行的计划。

Her appointment has not been formally approved yet.

她的任命还未被正式批准。

- (2) 句中 tone 意为“语气, 口吻”; tone 还可以表示“音质; 色调; 风格”的意思。如:

He spoke in a friendly tone.

他以一种友好的语气说话。

That Italian violin has a beautiful tone.

那把意大利小提琴音色很美。

The tone of the meeting was pleasant.

这次会议的氛围令人愉快。

- 7 No sooner had I begun to understand how British people communicate than it was time to head back home. (page 20)

我刚开始了解英国人的沟通方式就到要回家的时候了。

句中 no sooner ... than ... 意为“一……就, 刚……就”。该结构中, 主句一般用过去完成时, 从句用一般过去时。no sooner 位于句首时, 主句须用倒装形式。如:

No sooner had they entered the classroom than the bell rang.

他们刚进教室, 上课铃就响了。

- 8 Learning Chinese helps them see life from a new perspective and broaden their minds to the outside world. (page 23)

学习中文帮助他们从一个新的视角看待生活, 并且拓宽他们的视野, 让他们看到外面的世界。

句中 *broaden one's mind* 意为“拓展视野,开阔眼界”,也可以表述成 *broaden one's horizons*。如:

Travel can broaden our minds, as everyone knows.

众所周知,旅行能开阔我们的眼界。

One year of studying in a foreign country helped broaden his horizons.

在国外学习一年让他开阔了眼界。

- 9** *Though borrowing words has become faster, the process is still complex, and it takes time before new words are integrated into everyday speech. (page 25, lines 15–16)*

虽然借词已变得更快,但是过程仍然复杂,新词需要一段时间才能融入日常用语中。

句中 *integrate* 意为“(使)合并,成为一体”,常用于 *integrate A into/with B*、*integrate A and B* 等结构中;*integrate* 还可表示“(使)加入,融入群体”的意思,常用于 *integrate sb into sth* 的结构中。如:

The house integrates Chinese and Western architectural styles.

这栋房子融合了中西方的建筑风格。

The teacher tried to integrate the newcomer into the class.

老师试图让新来的那名同学融入这个班级。

- 10** *Borrowed words are an outcome of language development that can hardly be avoided, but some language communities oppose adopting words from other cultures. (page 25, lines 24–26)*

虽然外来词是语言发展几乎难以避免的结果,但是一些语言群体反对从其他文化中吸收词汇。

句中 *oppose* 为及物动词,意为“反对,抵制”,后面常接名词或者动词 *-ing* 形式。如:

Many people oppose the policy because it harms the environment.

许多人反对这项政策,因为它对环境有害。

- 11** *The French specifically have an official organization that creates new words in order to avoid borrowed words. (pages 25–26, lines 27–28)*

法国人专门有一个创造新词的官方组织,以避免外来词。

句中 *specifically* 意为“特意,专门地”;*specifically* 还可表示“明确地”的意思。如:

Some TV programmes are specifically designed for children.

有些电视节目是专门为儿童设计的。

Our teacher specifically told us not to be late for school.

老师明确告诉我们上学不要迟到。

- 12 While some communities are pessimistic about the exchange between languages, there are also other communities that readily welcome borrowed words. (page 26, lines 33–34)

尽管有些群体对语言之间的互借感到悲观,但是也有其他群体对外来词持欣然欢迎的态度。

句中 *pessimistic* 意为“悲观的”,后面常接介词 *about*,其反义词为 *optimistic*。如:

He was pessimistic about his future, but since he got his new job, he has become very optimistic.

他曾对未来感到悲观,但是自从找到新工作后,他变得很乐观。

- 13 It is also through those words that novel ideas are spread and different beliefs are exchanged more conveniently and quickly. (page 26, lines 40–42)

也正是通过那些词,新思想的传播、不同观点的交流得以更加便捷。

(1) 该句为强调句,句式为 *it is ... that ...*,用来强调 *through those words*。强调句的结构通常为 *it is/was ... that/who ...*,可以对句中除谓语外的成分进行强调。

(2) 句中 *novel* 为形容词,意为“新的,新颖的,新奇的”。如:

John can always come up with novel ideas.

约翰总能蹦出奇思妙想。

Unit 3

- 1 All occupations are equal, with no difference in status or worth. Any one that is beneficial to the public is praiseworthy. —Huang Yanpei (page 29)

职业平等,无高下,无贵贱。苟有益于人群,皆是无上上品。——黄炎培

该句出自中国近现代教育家黄炎培的《黄炎培教育文选》。这句话表明职业不分高低贵贱,重要的是对社会有价值。

- 2 Some might say that we work because we have to, not least because we need the salary that enables us to be financially independent. (page 30, lines 2–3)

有人可能会说,我们工作是因为我们必须工作,尤其是因为我们需要薪水来实现经济独立。

句中 *not least* 意为“尤其,特别”。*not least* 常用于短语 *last but not least*, 意为“最后但同样重要的”。如:

We're going to put off the meeting, not least due to the absence of the chairman.

我们打算推迟会议,尤其是因为主席不在。

Last but not least, you should keep working hard for your dream.

最后但同样重要的是,你应该为你的梦想不断努力。

3 Through the work we do, our goals can be attained and our dreams achieved.

(page 30, line 8)

通过我们所做的工作,我们的目标可以达成,我们的梦想也可以实现。

(1) 该句是并列句,由 *and* 连接两个被动句,后一个分句的谓语部分为避免重复,省略了 *can be*,完整形式是 *our dreams can be achieved*。

(2) 句中 *attain* 意为“获得,得到”,通常指经过努力而获得,后面常接 *goal*、*aim*、*position* 等名词;*attain* 还有“达到(某年龄、水平、状况)”的意思。如:

Only effort and patience can help you attain victory.

只有努力和耐心才能帮你获得胜利。

The professor is still sharp in thought though he has attained the ripe old age of 93.

这位教授虽然已达九十三岁高龄,但思维仍然敏捷。

4 Henry David Thoreau said, "... if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours." (page 30, lines 10-12)

亨利·戴维·梭罗曾说过:“……一个人若自信地朝他梦想的方向行进,努力过他设想的那种生活,那么他就会在平常的时刻与成功不期而遇。”

亨利·戴维·梭罗(1817—1862),美国作家、哲学家,曾在瓦尔登湖畔隐居两年多,亲近自然,过着简朴的生活,并以此为题材写成散文集《瓦尔登湖》(*Walden*)。这句引文就出自这部经典文学作品。

5 Twenty years ago, positions in social technologies or energy efficiency did not even exist, and it is difficult to anticipate the new positions which will emerge twenty years from now. (page 31, lines 20-22)

二十年前,社交技术或能源效率方面的职位甚至还不存在,而且也难以预料二十年后将会出现的新职位。

句中 *anticipate* 意为“预料,预期”。如:

The family didn't anticipate the crowds in the amusement park.

这一家人没有料到游乐场会有那么多人。

- 6 In a successful, stable and productive society, all jobs are equally important and no one is superior to another, so we should not have prejudice against any of them. (page 31, lines 29–31)

在一个成功、稳定而有成效的社会里,所有的工作都同等重要,没有哪一份工作优于别的工作,因此我们对任何工作都不应该抱有偏见。

- (1) 句中 *superior* 为形容词,意为“更好的,占优势的”,后面常接介词 *to*。如:

Do you think artificial intelligence will be superior to human intelligence?

你认为人工智能会优于人类智能吗?

- (2) 句中 *have prejudice against* 意为“对……有偏见”。如:

No companies are allowed to have prejudice against female employees.

任何公司都不允许歧视女性雇员。

- 7 Wherever life takes us and whatever choices are laid out before us, something worth remembering is that our work, when done well, will not only help us make a living but also help make a life for ourselves and for others. (page 31, lines 39–41)

无论生活把我们带到哪里,无论摆在我们面前的选择是什么,值得记住的是,当我们的工作做得好时,它不仅会帮助我们谋生,还会帮助自己和他人创造生活。

该句结构较复杂, *wherever ... and whatever ...* 是两个让步状语从句,主句的主语是 *something, worth remembering* 充当其后置定语,系动词 *is* 后面是由 *that* 引导的表语从句。在表语从句中,主干结构是 *our work will not only ... but also ...*, 其中插入 *when done well* 这一状语从句,而 *when* 后省略 *our work is*。

- 8 You may have a brilliant idea, but before you decide to put it into action, it is wise to weigh up the advantages and disadvantages of this option. (page 34)

也许你有一个很棒的想法,但在你决定付诸行动之前,权衡一下这个选择的利弊是明智之举。

句中 *weigh up* 意为“权衡,斟酌”。如:

You must weigh up the benefits of the project against the risks involved.

你必须权衡这个项目的益处以及相关的风险。

- 9** For instance, you will have to work out weekly, monthly and yearly budgets, and a wrong decision might cost the company a great deal and put other people's jobs on the line. (page 34)

例如,你将必须制订每周、每月和每年的预算,一个错误的决定可能使公司蒙受巨大损失,而且可能让他人工作不保。

- (1) 句中 *cost* 意为“使丧失,使损失”,后常接双宾语。如:

The mistake cost him his job.

这个过失让他丢了工作。

- (2) 句中 *put sth on the line* 意为“让……处于危险之中”,也可以用 *be on the line* 表示“处于危险之中”。如:

They knew if they didn't make a profit, their jobs would be on the line.

他们知道,如果不赢利,他们就有失业的危险。

- 10** Clothes with designer labels in shops are generally thought to be too expensive. (page 37)

人们普遍认为商店里的名牌服装太贵。

句中 *label* 为名词,意为“标签,标记”;*label* 还可表示“(不恰当的)称谓,绰号”的意思。

label 用作动词时,意为“贴标签于;(尤指不公正地)把……称为”。如:

Jodie is judgemental and likes labelling other people.

乔迪动辄评头论足,喜欢给别人乱贴标签。

- 11** Once you've done your homework about the company and the position, make a list of questions that could be asked during the interview and think about how to best answer them. (page 39, lines 17-19)

针对公司和职位做足功课之后,列出在面试中可能会被问到的问题,并想想如何给出最佳答案。

句中 *homework* 意为“准备工作”。如:

His excellent speech showed that he had done his homework well.

他出色的演讲表明他做了充分的准备工作。

- 12** Justify yourself with relevant examples from your personal experience and be specific about your achievements. (page 40, lines 31-32)

从自己的个人经历中找出相关事例来解释,并且具体说说自己取得的成绩。

句中 *justify* 意为“对……作出解释”;*justify* 还可以表示“证明……正确”的意思。如:

The success of the students justified the faith that their teachers had put in them.

学生们的成功证明老师对他们的信心是有道理的。

- 13** After the interview, you should follow it up by writing to thank the interviewer for giving you the opportunity and again express your interest in working for the company. (page 40, lines 48–50)

面试后,你应该紧接着写信感谢面试官给你这次机会,并再次表达你为公司工作的兴趣。

句中 *follow sth up* 表示“对……采取进一步行动,……后接着”。如:

If you receive no response after you send your application, you can follow it up with a phone call.

如果发送申请后没有收到答复,你可以再打个电话跟进一下。

- 14** I'm personally drawn to your mission—to strengthen the local community and keep the public informed of current events in the area. (page 41)

你们的使命——促进当地社区发展,告知公众本地时事——吸引着我本人。

句中 *be drawn to sth* 意为“被……吸引”。如:

Many passers-by were drawn to the scene by the screams.

许多路人被尖叫声吸引至现场。

Unit 4

- 1** Intellectual growth should commence at birth and cease only at death.

—Albert Einstein (page 43)

智力发展应始于出生,终于死亡。——阿尔伯特·爱因斯坦

该句出自世界著名物理学家阿尔伯特·爱因斯坦。这句话说明学习应该贯穿人的一生。

- 2** When I drew a still life, it was impressed upon me that the blank spaces between the objects were just as vital to the success of the composition as the actual objects themselves. (page 44, lines 7–9)

当我在画静物时,我意识到,成功的构图中,物体之间的留白和实际的物体本身一样关键。

句中 *be impressed upon sb* 意为“某人意识到”,也可以表述成 *be impressed on sb*。如:

The importance of honesty is impressed on us.

我们认识到诚实的重要性。

- 3 Also, as the great educator Confucius stated, “When you know a thing, to recognize that you know it; and when you do not know a thing, to recognize that you do not know it—that is wisdom.” (page 44, lines 9–11)

而且,正如伟大教育家孔子所言:“知之为知之,不知为不知,是知也。”

“知之为知之,不知为不知,是知也”出自《论语·为政》。这句话意在强调对待学问的态度,要实事求是,不要不懂装懂。

- 4 Indeed, you may one day do jobs that do not yet exist, use technologies that are not yet developed and resolve problems that are not yet problems! (page 45, lines 18–20)

的确,可能有一天你会从事目前还不存在的职业,使用现在还未开发的技术,解决当下还不是问题的问题!

句中 *resolve* 意为“解决”,常接 *problem*、*conflict*、*crisis* 等名词。如:

Both sides met in order to try to resolve conflicts between them.

双方会晤以设法解决他们之间的冲突。

- 5 Secondly, take advantage of opportunities for lifelong learning—for example, you could register online and subscribe to e-learning courses, which have become increasingly popular in recent years. (page 45, lines 28–31)

其次,利用终身学习的机会——例如,你可以在线注册,订阅在线学习课程,近年来这类课程越来越受欢迎。

句中 *subscribe* 意为“订阅”,后面常接介词 *to*; *subscribe* 还可表示“定期订购”的意思。如:

With online news media becoming popular, it is less common for families to subscribe to printed newspapers.

由于在线新闻媒体变得流行起来,现在家庭订印刷报纸的情况没有那么普遍了。

- 6 This is known as the “black swan theory”. (page 47)

这被称为“黑天鹅理论”。

人们往往用黑天鹅理论来比喻一个本以为不可能发生的重大事件。在到达大洋洲之前,欧洲人一直认为天鹅都是白色的。但在第一只黑天鹅被发现之后,他们的信念便土崩瓦解了。走出思维定式,客观地认识外部世界,可以避免“黑天鹅”带来的影响。

- 7 Vocational education is no less important than academic education because it can qualify applicants to work in a particular field. (page 48)

职业教育和学术教育同等重要,因为它能使求职者有资格在某一特定领域工作。
句中 *qualify* 为及物动词,意为“使具备资格,使合格”; *qualify* 也可用作不及物动词,
表示“取得资格(或学历),合格”。其名词形式为 *qualification*。如:

She qualified as a teacher last year and started teaching this September.
她去年获得教师资格,今年九月份开始教书。

8 The value of reading cannot be overestimated. (page 50)

阅读的价值是无法充分估量的。

句中 *overestimate* 意为“高估”。前缀 *over-* 意为“太,过于”。类似结构的词有
overdevelop (使过于发达)、*overpriced* (价格太高的) 等。如:

We overestimated the cost of the journey.
我们高估了这次旅行的费用。
These houses are overpriced and many people cannot afford them.
这些房子价格过高,许多人买不起。

9 I remembered arriving at university on my very first day, pausing at the gate to look down the long drive. (page 53, lines 12–13)

我记得来上大学的第一天,我在校门口停下,望着长长的车道。

句中 *drive* 为名词,意为“车道”。如:

I saw a car parked on the drive.
我看见一辆车停在车道上。

10 Would I be able to fit in? (page 53, line 14)

我能适应吗?

句中 *fit in* 意为“适应”,后面常接介词 *with*。如:

Bill is a newcomer; he is not sure if he can fit in with the new surroundings.
比尔是个新人,他不确定自己能否适应新环境。

11 I took a few seconds to compose myself and to take in the scene that was laid out before me. (page 53, lines 16–17)

我花了几秒钟时间让自己镇定下来,并观察了一番眼前的情形。

句中 *compose oneself* 意为“使自己镇静下来,使自己平静下来”,通常不用于被动语态。如:

Lily took several deep breaths to compose herself.
莉莉深吸了几口气,让自己平静下来。

12 Little did I know that I was about to experience the best four years of my life.

(page 53, lines 20–21)

我几乎没想到我就要经历我一生中最美好的四年时光。

该句是倒装句, little 置于句首时, 句子要部分倒装。其他具有否定意义的词还有 never、hardly、seldom 等。如:

Seldom did she see such beautiful scenery.

她以前很少见到这么美丽的风光。

13 After careful editing and polishing, the result was a much better essay than the last, and it was ready in my desk drawer days before the deadline. (page 54, lines 30–32)

经过仔细校订和润色之后, 结果是比较上一稿好很多的文章, 并且在截止日期前几天它就在书桌抽屉里, 随时可交。

句中 polish 意为“修改, 润饰, 润色”。如:

The writer usually polishes and perfects his writing again and again before the final draft.

这位作家在定稿之前通常一遍又一遍地修改、完善他的作品。

14 It soon dawned on me that many university professors are quite willing to share what they know, and they do take a genuine interest in their students' intellectual development. (page 54, lines 42–44)

很快我就开始明白, 许多大学教授非常愿意分享他们所知道的, 并且他们的确真心实意地关注学生的智力发展。

句中 dawn on sb 意为“使开始明白, 使渐渐领悟, 使开始理解”。如:

It dawned on me that my parents loved me more than themselves.

我渐渐明白, 我的父母爱我胜过爱他们自己。

Grammar notes

Unit 1

状语从句复习

1 时间状语从句

(1) 时间状语从句常由 **when**、**while**、**as**、**before**、**after**、**until/till**、**by the time** 等引导。

如：

When we look at the flag, we think of the country's history and culture.

(2) 有些名词短语 (如 **the moment**、**the minute**、**every time**) 或副词 (如

immediately、**directly**) 也可以引导时间状语从句。如：

The moment I heard the news, I hurried to the spot.

The minute I entered the wrong classroom, I felt embarrassed.

Every time the girl sees me, she greets me with a sweet smile.

Tom came up immediately he saw me.

2 地点状语从句

地点状语从句常由 **where**、**wherever** 等引导。如：

Stand where you are, and I will come to help you.

I will go wherever I am needed.

3 原因状语从句

原因状语从句常由 **because**、**as**、**since**、**now (that)** 等引导。如：

Since you are tired, you can have a rest.

Now that we are all here, let's begin our work.

4 目的状语从句

目的状语从句常由 **so that** 或 **in order that** 引导,从句中常含有 **may**、**might**、**can**、**could** 等情态动词。如：

My mother turned off the TV so that I could better concentrate on my studies.

5 结果状语从句

结果状语从句常由 **so that** 引导。在 **so/such ... that ...** 结构中, **that** 也可引导结果状

语从句。如：

He spoke at the top of his voice, so that those at the back of the hall heard him.

Light travels so fast that it is hard for us to imagine its speed.

It was such a cold day that we stayed home.

6 条件状语从句

(1) 条件状语从句常由 **if**、**unless**、**so/as long as** 等引导。如：

They'll have respect for you as long as you play fair.

(2) 有时 **supposing (that)**、**providing/provided (that)** 也可引导条件状语从句。如：

Supposing you had more money that you could use, how would you spend it?

We may go to the party provided that it does not rain.

7 让步状语从句

(1) 让步状语从句常由 **although**、**though**、**while**、**even if**、**even though**、**whether ... or ...**、**no matter who/what/where** 等引导。如：

We lost the game although we tried our best.

No matter what you do, do it well.

(2) **as** 也可以引导让步状语从句,常用于倒装句型。如：

Young as he is, he knows a lot.

8 方式状语从句

方式状语从句常由 **as**、**as if**、**as though** 等引导。如：

When in Rome, do as the Romans do.

He behaved as if he had known nothing about it.

9 比较状语从句

比较状语从句常由 **as** 或 **than** 引导。如：

He works as hard as his brother does.

Don't take on more work than you can handle.

Unit 2

定语从句复习

定语从句有两种,即限制性定语从句和非限制性定语从句。

- 1 限制性定语从句对先行项进行限定或修饰,由关系代词或关系副词引导。主句和从句不用逗号隔开。

- (1) 关系代词在从句中通常用作主语、宾语、表语或定语,关系副词在从句中通常用作状语。如:

Mike is one of those who love nature.

Can you think of a situation where this word can be used?

- (2) 当先行项是 **way** 且在从句中表示“以……的方式”时,常由 **in which** 或 **that** 引导定语从句,引导词也可以省略。如:

I like the way (in which/that) you smile.

- (3) 由关系代词 **whose** 引导的定语从句,其先行项可以指人,也可以指物, **whose** 在从句中充当定语。如:

I have a good friend whose mother is a nurse.

I'd like to live in a room whose window faces south.

- (4) 关系副词 **when**、**where**、**why** 有时可以用“介词 + 关系代词”替换。如:

They fixed a date when/on which they would meet again.

I will visit the museum where/in which new robots are exhibited.

Can you tell me the reason why/for which you were late for school yesterday?

- 2 非限制性定语从句对先行项进行补充说明,由关系代词或关系副词引导。主句和从句用逗号隔开。

- (1) 非限制性定语从句通常由 **which**、**who** 等关系代词或 **when**、**where** 等关系副词引导,一般不用 **that** 引导。如:

This is my favourite song, which I first heard ten years ago.

Let's put off our appointment until next Monday, when we will be available.

- (2) **which** 引导非限制性定语从句,对整个主句或部分内容进行补充说明。**which** 可充当抽象名词的限定词。如:

Jenny said she could finish the project within two weeks, which I doubt very much.

Betty spent one year in Beijing, during which time she picked up some Chinese.

- (3) 非限制性定语从句有时也可以由 *as* 引导,意为“正如”。由 *as* 引导的定语从句可以置于句首、句中或句尾。如:

As anybody can see, Nanjing is a beautiful city.

Unit 3

名词性从句复习

名词性从句具有名词的句法功能,在句子中可以充当主语、宾语、表语或同位语。

1 主语从句

- (1) 主语从句可以由 *that* 引导, *that* 在从句中不充当任何成分。如:

That teaching is an important job is known to all.

- (2) 主语从句也可以由 *whether* 或 *what*、*when*、*where* 等疑问词引导, *what* 在从句中用作主语或宾语。如:

Whether it will rain or not does not matter much.

What needs to be done must be done right away.

When the job interview will be held has not been decided yet.

Where the meeting will be held is still under discussion.

- (3) *it* 用作形式主语时,主语从句置于句末。如:

It surprises everyone that he can sing so well.

2 宾语从句

- (1) 宾语从句可由 *that* 引导, *that* 在从句中不充当任何成分,常可以省略。如果有两个或多个并列的宾语从句,则只能省略第一个宾语从句中的 *that*。如:

Tell him (that) he needn't worry and that I will help him out.

- (2) 从句含有宾语补足语时,常用形式宾语 *it* 代替宾语从句,宾语从句则置于宾语补足语之后。如:

They want to make it clear that language is an important tool.

3 表语从句

表语从句可由 **that** 引导,也可由 **whether** 或 **what**、**when**、**where** 等疑问词引导。如:

The truth is that teenagers work harder than you might imagine.

Mr White thinks the proposal is useless, and that's where I don't agree.

4 同位语从句

同位语从句可由 **that**、**whether** 或 **what**、**when**、**where** 等疑问词引导。常接同位语从句的名词有 **belief**、**conclusion**、**decision**、**doubt**、**evidence**、**fact**、**feeling**、**hope**、**idea**、**impression**、**message**、**news**、**order**、**possibility**、**promise**、**question**、**truth** 等。如:

He hasn't made the decision whether he will go abroad.

They had no idea what was to become of them.

Unit 4

复杂句分析

1 简单句

含有一个主谓结构的句子称为简单句。有时,简单句包含很多修饰语,这使句子变得很长。要准确理解句子,需要厘清句子的结构,找到主语和谓语。如:

Mary, normally a shy girl, talked excitedly about her trip to China during the holidays.

2 并列句

并列句是指由并列连词连接的两个或更多的分句构成的句子,常见的并列连词有 **and**、**or**、**but** 等。要准确理解并列句,需要找到并列连词,弄清楚各分句之间的关系。如:

Learning a foreign language can help you understand a foreign culture, and understanding a foreign culture can help you better communicate with people from a different background.

The Internet is considered by many to be a source of information, and it is also thought of as a means of entertainment, but some people regard it as a monster.

3 主从复合句

主从复合句是指含有从句的复合句。要准确理解主从复合句,需要分析句子结构,找到主句和从句,并识别从句的种类。如:

Unless you let me know you're not coming, I'll see you at the cinema.

I still remember one afternoon two years ago, when we met for the first time at the school gate.

This means that what you do is more important than what you say.

4 并列主从复合句

有些句子既包括并列分句,又含有从句,我们称之为并列主从复合句。要准确理解这种复杂的句子,需要分析句子结构,弄清楚各分句以及主从句之间的逻辑关系。如:

I am interested in robots and I believe we can invent better robots for the benefit of people, so long as we continue to make efforts.



Wordlist 1

(by unit)

说明:本表收录各单元阅读文章和语篇练习中所包含的生词和短语,不收录指示语和讲解文字中所包含的生词和短语。带*的词条为《普通高中英语课程标准(2017年版2020年修订)》规定之外的词汇。

Unit 1

- barely** /'beəli/ *adv.* 刚好;仅仅,勉强可能;
几乎不;刚才 (2)
- ***cigar** /sɪ'gɑ:(r)/ *n.* 雪茄烟 (2)
- appointment** /ə'pɔɪntmənt/ *n.* 约定,约会;
任命,委任;职务 (2)
- tear down** 拆毁,拆除 (2)
- ***keen** /ki:n/ *adj.* 灵敏的,敏锐的;渴望,热切,
热衷于 (2)
- jaw** /dʒɔ:/ *n.* 下巴;颌 (2)
- ***scar** /skɑ:(r)/ *n.* 伤疤;(精神上的)创伤;
污点 (2)
- ***eyebrow** /'aɪbrəʊ/ *n.* 眉毛 (2)
- ***scarfpin** /'skɑ:fpi:n/ *n.* 围巾夹,领带别针 (2)
- diamond** /'daɪəmənd/ *n.* 钻石 (2)
- make one's fortune** 发财 (2)
- lose contact** 失去联系 (2)
- reliable** /rɪ'laɪəbl/ *adj.* 可信赖的,可依靠的;
真实可信的,可靠的 (2)
- worthwhile** /ˌwɜ:θ'waɪl/ *adj.* 值得花时间(或
花钱、努力等),重要的,令人愉快的 (2)
- collar** /'kɒlə(r)/ *n.* 衣领;颈圈;圈,箍 (3)
- bless** /bles/ *vt.* (表示惊奇);祝福 (3)
- inch** /ɪntʃ/ *n.* 英寸;少量,短距离 (3)
- arm in arm** 臂挽着臂 (3)
- outline** /'aʊtlain/ *vt.* 概述,略述
n. 概述;轮廓线,略图 (3)
- suspect** /sə'spekt/ *vt. & vi.* 疑有,觉得
/'sʌspekt/ *n.* 嫌疑犯,可疑对象 (3)
- arrest** /ə'rest/ *n. & vt.* 逮捕,拘捕 (3)
- under arrest** 被逮捕 (3)
- wire** /'waɪə(r)/ *vt.* 给(某人)打电报;接通(电源)
n. 金属丝;电线;铁丝网 (3)
- criminal** /'krɪmɪnl/ *n.* 罪犯
adj. 犯法的,犯罪的,刑事的;不道德的 (3)
- anyhow** /'enihaʊ/ *adv.* 不过,总之;尽管;而
且;随便地 (3)
- innocent** /'ɪnəsnt/ *adj.* 无辜的,清白的,无罪
的;天真无邪的,纯真的
n. 无辜者,单纯的人 (5)
- legal** /'li:gl/ *adj.* 合法的;法律的 (5)
- principle** /'prɪnsəpl/ *n.* 道德原则;法则;
信条 (5)
- decent** /'di:snt/ *adj.* 正派的,合乎礼节的;得
体的,适当的 (5)
- ***burden** /'bɜ:dn/ *n.* (义务、责任等的)重担,
负担 (6)
- geophysicist** /dʒi:əʊ'fɪzɪsɪst/ *n.* 地球物理学家(6)
- core** /kɔ:(r)/ *adj.* 核心的;最重要的
n. 核心,最重要的部分 (6)
- socialist** /'səʊʃəlɪst/ *adj.* 社会主义的
n. 社会主义者 (6)
- resign** /rɪ'zain/ *vt. & vi.* 辞职,辞去 (6)
- ward** /wɔ:d/ *n.* 病房 (6)
- substantial** /səb'stænʃl/ *adj.* 大量的,价值巨
大的;结实的,牢固的 (6)
- mineral** /'mɪnərəl/ *n.* 矿物,矿物质 (6)
- superb** /su:'pɜ:b/ *adj.* 极佳的,卓越的,质量
极高的 (7)
- photographer** /fə'tɒgrəfə(r)/ *n.* 摄影师,
拍照者 (7)
- guilty** /'gɪlti/ *adj.* 感到内疚的,感到惭愧的;
有罪的,有过失的 (7)

ashamed /ə'ʃeɪmd/ *adj.* 惭愧, 羞愧, 尴尬 (7)
forgive /fə'ɡɪv/ *vt. & vi.* (**forgave, forgiven**)
 原谅, 宽恕; 免除 (债务) (7)
cheat /tʃi:t/ *vt.* 欺骗, 蒙骗
vi. 作弊, 舞弊 (7)
wrap /ræp/ *vt.* 包, 裹; 用...缠绕
n. 披肩, 围巾; 包裹材料 (8)
parcel /'pɑ:sl/ *n.* 包裹, 小包; 一块地
vt. 裹好, 打包 (8)
bow /bəʊ/ *n.* 蝴蝶结; 弓
/baʊ/ *vi.* 鞠躬; 低 (头) (8)
nephew /'nefju:; 'nevju:/ *n.* 侄子, 外甥 (8)
disappointed /,dɪsə'pɔɪntɪd/ *adj.* 失望的,
 沮丧的 (8)
wrinkle /'rɪŋkl/ *n.* 皱纹; 褶皱, 皱痕
vt. & vi. (使脸上) 起皱纹, 皱起 (8)
***pause** /pɔ:z/ *vi.* 停顿, 暂停
n. 停顿, 停顿的时间 (8)
sew /səʊ/ *vi. & vt.* (**sewed, sewn**) 缝,
 做针线活; 缝上 (8)
pretend /prɪ'tend/ *vi. & vt.* 假装; 装扮, 扮作;
 自诩, 自认为 (8)
***privilege** /'prɪvəlɪdʒ/ *n.* 荣幸; 特殊利益
vt. 给予特权, 特别优待 (11)
***embrace** /ɪm'breɪs/ *vt. & vi.* 欣然接受; 包含;
 拥抱 (11)
phase /feɪz/ *n.* 阶段, 时期 (11)
***anchor** /'æŋkə(r)/ *n.* 锚; 给以安全感的人 (或物)
vi. & vt. 抛锚; 使固定 (11)
mercy /'mɜ:si/ *n.* 仁慈, 宽恕 (11)
at the mercy of sb/sth 任...处置, 对...
 无能为力 (11)
likewise /'laɪkwɑɪz/ *adv.* 同样地; 也, 而且 (11)
deadline /'dedlaɪn/ *n.* 最后期限, 截止日期 (11)
guidance /'ɡaɪdnz/ *n.* 指导; 导航 (11)
fault /fɔ:lt/ *n.* 过错, 责任; 弱点, 缺点 (11)
virtue /'vɜ:tʃu:/ *n.* 美德; 正直的品性; 优点 (11)
integrity /ɪn'tegrəti/ *n.* 诚实正直; 完整,
 完好 (12)
organic /ɔ:'ɡæɪnɪk/ *adj.* 有机的, 统一的; 绿色
 的, 不使用化肥的; 生物的 (12)
starfish /'stɑ:fɪʃ/ *n.* 海星, 星鱼 (12)

discouraged /dɪs'kʌrɪdʒd/ *adj.* 灰心的 (12)
garbage /'gɑ:bɪdʒ/ *n.* 垃圾; 废话 (12)
saving /'seɪvɪŋ/ *n.* 节省物, 节省; 储蓄金 (12)
bonus /'bəʊnəs/ *n.* 意外收获; 奖金, 红利 (12)
weigh on sb/sth 使焦虑不安, 加重...的思想
 负担 (12)
***jade** /dʒeɪd/ *n.* 玉, 碧玉 (12)
sow /səʊ/ *vt. & vi.* (**sowed, sown**) 播种, 种 (12)
harvest /'hɑ:vɪst/ *n.* 收成, 收获量; 收获季节,
 收割
vt. & vi. 收割, 捕猎 (12)
***rejoice** /rɪ'dʒɔɪs/ *vi. & vt.* 非常高兴, 深感
 欣喜 (13)
quote /kwəʊt/ *n.* 引语
vt. & vi. 引用, 引述; 举例说明 (13)

Unit 2

react /rɪ'ækt/ *vi.* (对...) 作出反应; 有不良反
 应, 过敏; 起化学反应 (16)
gentle /'dʒentl/ *adj.* 温柔的; 温和的; 柔和的 (16)
***encode** /ɪn'kəʊd/ *vt.* 把...编码; 把...译成电
 码 (或密码) (16)
mail /meɪl/ *n.* 电子邮件; 邮政; 邮件 (16)
***decode** /di:'kəʊd/ *vt.* 解 (码), 破译 (尤指密
 码) (16)
feedback /'fi:dbæk/ *n.* 反馈的意见 (或信息)
 (16)
competent /'kɒmpɪtənt/ *adj.* 足以胜任的, 有
 能力的, 称职的 (16)
obtain /əb'teɪn/ *vt.* 获得, 赢得 (16)
suit /su:t/ *vt.* 满足需要; 相配, 合身
n. 套装, 西装, 西服 (16)
negotiate /nɪ'ɡəʊʃieɪt/ *vi. & vt.* 谈判; 商定,
 达成 (协议) (17)
enterprise /'entəpraɪz/ *n.* 公司, 企业; 规划,
 事业 (17)
straightforward /,streɪt'fɔ:wəd/ *adj.* 坦诚
 的; 简单的 (17)
fold /fəʊld/ *vt.* 折叠, 对折; 包, 裹
n. 褶, 褶皱, 折叠部分 (17)
friction /'frɪkʃn/ *n.* 争执; 摩擦; 摩擦力 (17)

- clarify** /'klærəfaɪ/ *vt.* 使更清晰易懂, 阐明(17)
- knowledgeable** /'nɒlɪdʒəbl/ *adj.* 博学的, 有见识的 (17)
- ***empathy** /'empəθi/ *n.* 同感, 共鸣, 同情 (17)
- put yourself in sb's shoes** 处于某人的境地, 设身处地 (17)
- sympathy** /'sɪmpəθi/ *n.* 同情; 赞同 (17)
- account for sth** 是…的说明 (或原因); (数量上、比例上) 占 (17)
- ***empathize** /'empəθaɪz/ *vi.* 有同感, 产生共鸣(17)
- approve** /ə'pru:v/ *vi. & vt.* 赞成; 批准, 通过 (计划、要求等) (17)
- approve of** 赞成, 赞同 (17)
- tone** /təʊn/ *n.* 语气, 腔调; 风格, 特色 (17)
- gain** /geɪn/ *vt. & vi.* 获得; 增进, 增长; (从…中) 受益
- n.* 好处, 利益 (17)
- ***gesture** /'dʒestʃə(r)/ *n.* 手势, 姿势; 姿态, 表示 *vi. & vt.* 做手势, 用手势表示 (19)
- precisely** /prɪ'saɪsli/ *adv.* 准确地, 恰好地; 细心地; 正是, 确实 (19)
- vocabulary** /və'kæbjələri/ *n.* 词汇, 词汇量 (20)
- preference** /'prefrəns/ *n.* 偏爱; 偏爱的事物 (20)
- jam** /dʒæm/ *n.* 果酱; 拥挤, 堵塞 (20)
- somewhat** /'sʌmwɒt/ *adv.* 有点, 有几分, 稍微 (20)
- ***taboo** /tə'bu:/ *n.* 禁忌, 忌讳; 禁止, 避讳 (21)
- embarrassed** /ɪm'bærəst/ *adj.* 窘迫的, 尴尬的; 拮据的 (21)
- intention** /ɪn'tenʃn/ *n.* 意图, 计划 (21)
- correspond** /,kɒrə'spɒnd/ *vi.* 类似于; 相一致, 符合; 通信 (21)
- behave** /bɪ'heɪv/ *vi. & vt.* 表现得体, 有礼貌; 表现 (21)
- tolerate** /'tɒləreɪt/ *vt.* 容许, 允许; 忍受, 容忍; 能经受 (21)
- kindergarten** /'kɪndəɡɑ:tɪn/ *n.* 学前班; 幼儿园 (23)
- recite** /rɪ'saɪt/ *vt.* 吟诵; 列举 (23)
- accent** /'æksent; 'æksənt/ *n.* 口音, 腔调; 重音; 着重点, 强调 (23)
- handwriting** /'hændraɪtɪŋ/ *n.* 手写, 书写; 笔迹, 书法 (23)
- fluent** /'flu:ənt/ *adj.* (尤指外语) 流利的, 熟练的 (23)
- cooperate** /kəʊ'ɒpəreɪt/ *vi.* 合作, 协作; 协助, 配合 (23)
- cite** /saɪt/ *vt.* 提及, 列举; 引用, 引述 (23)
- broaden one's mind** 拓展视野, 开阔眼界 (23)
- tofu** /'təʊfu:/ *n.* 豆腐 (25)
- bacon** /'beɪkən/ *n.* 咸猪肉, 熏猪肉 (25)
- tank** /tæŋk/ *n.* 坦克; (贮放液体或气体的) 罐 (25)
- golf** /ɡɒlf/ *n.* 高尔夫球运动 (25)
- integrate** /'ɪntɪɡreɪt/ *vt. & vi.* (使) 合并; (使) 加入 (25)
- ***bilingual** /,bɪ'lɪŋɡwəl/ *adj.* 会说两种语言的; 用两种语言 (写) 的 (25)
- ***kung fu** /,kʌŋ 'fu:/ *n.* 功夫 (25)
- oppose** /ə'pəʊz/ *vt.* 反对, 抵制; 与…对垒(25)
- intervention** /,ɪntə'venʃn/ *n.* 干涉行为, 干预 (25)
- pure** /pjʊə(r)/ *adj.* 纯净的; 完全的 (25)
- ***tribe** /traɪb/ *n.* 部落 (26)
- reject** /rɪ'dʒekt/ *vt.* 拒绝接受, 不予考虑; 不录用; 排斥, 排异 (26)
- pessimistic** /,pesɪ'mɪstɪk/ *adj.* 悲观的, 悲观主义的 (26)
- ***Germanic** /dʒɜ:'mæɪnɪk/ *adj.* 日耳曼语的; 德国的 (26)
- linguist** /'lɪŋɡwɪst/ *n.* 语言学家; 通晓数国语言的人 (26)
- tendency** /'tendənsi/ *n.* 趋势, 趋向; 倾向, 偏好 (26)
- skateboard** /'skeɪtbɔ:d/ *n.* 滑板 (27)
- canteen** /kæn'ti:n/ *n.* 食堂, 餐厅 (27)
- sincerely** /sɪn'siəli/ *adv.* 真诚地, 诚实地 (27)
- slip** /slɪp/ *vi.* 滑倒; 滑落; 溜; 陷入 *n.* 差错; 纸条; 滑跤 (27)
- fence** /fens/ *n.* 栅栏, 篱笆 (27)
- contest** /'kɒntest/ *n.* 比赛, 竞赛; 争夺, 竞争 /kən'test/ *vt.* 争取赢得; 争辩, 就…提出异议 (27)

Unit 3

- salary** /'sæləri/ *n.* 薪金,薪水 (30)
- labour** /'leɪbə(r)/ (*AmE labor*) *n.* 劳工;劳动, (尤指) 体力劳动;分娩期,分娩
vi. 努力做;干苦力活 (30)
- labour force** (全公司或全国的) 劳动力(30)
- *gear** /gɪə(r)/ *vt.* 使适合于
n. 排挡, 齿轮, 传动装置 (30)
- earn a living** 谋生 (30)
- attain** /ə'teɪn/ *vt.* 获得;达到 (30)
- *endeavour** /ɪn'devə(r)/ (*AmE endeavor*)
vi. 努力, 尽力
n. 努力, 尝试 (30)
- passion** /'pæʃn/ *n.* 酷爱;强烈情感 (30)
- fond** /fɒnd/ *adj.* 喜爱 (30)
- be fond of** 喜爱 (30)
- anticipate** /æn'tɪsɪpeɪt/ *vt.* 预料;预计 (31)
- *status quo** /,steɪtəs 'kwəʊ/ 现状, 原来的状况 (31)
- superior** /su:'pɪəriə(r)/ *adj.* 更好的, 占优势的
n. 级别 (或地位、职位) 更高的人 (31)
- prejudice** /'predʒədɪs/ *n.* 偏见, 成见 (31)
- lawyer** /'lɔ:ljə(r)/ *n.* 律师 (31)
- servant** /'sɜ:vənt/ *n.* 雇员, 职员; 仆人 (31)
- public servant** 公务员, 公仆 (31)
- consultant** /kən'sʌltənt/ *n.* 顾问; 会诊医师 (31)
- clerk** /klɑ:k/ *n.* 职员, 簿记员, 文书 (31)
- receptionist** /rɪ'sepʃənɪst/ *n.* 接待员 (31)
- respective** /rɪ'spektɪv/ *adj.* 分别的, 各自的 (31)
- zone** /zəʊn/ *n.* 地区; 区域 (31)
- comfort zone** 舒适区, 放松区 (31)
- operate** /'ɒpəreɪt/ *vt.* 操作, 使运行
vi. 运转, 工作; 经营, 营业 (33)
- hire** /'haɪə(r)/ *vt. & vi.* 聘用, 雇用; 租用
n. 新雇员; 租借 (33)
- leadership** /'li:dəʃɪp/ *n.* 领导应有的品质; 领导地位 (33)
- weigh up** 权衡, 斟酌 (34)
- receipt** /rɪ'si:t/ *n.* 收到的款项, 收入; 收据 (34)
- commercial** /kə'mɜ:ʃl/ *adj.* 商业的, 贸易的; 盈利的; 商业性的 (34)
- weekly** /'wi:kli/ *adj.* 每周的
adv. 每周地
n. 周报, 周刊 (34)
- monthly** /'mʌnθli/ *adj.* 每月的
adv. 每个月
n. 月刊 (34)
- budget** /'bʌdʒɪt/ *n.* 预算 (34)
- put sth on the line** 让...处于危险之中 (34)
- loan** /ləʊn/ *n.* 贷款, 借款; 借出
vt. 借出, 贷与 (尤指钱) (34)
- client** /'klaɪənt/ *n.* 客户, 委托人 (35)
- detective** /dɪ'tektɪv/ *n.* 侦探, 警探 (35)
- detective work** 调查工作, 研究工作 (35)
- subjective** /səb'dʒektɪv/ *adj.* 主观的 (35)
- directory** /də'rektəri; daɪ'rektəri/ *n.* 名录, 电话号码簿, 公司名录 (35)
- plug** /plʌg/ *vt.* 补足, 供给; 堵塞, 封堵
n. 插头; 插座 (35)
- groundwork** /'graʊndwɜ:k/ *n.* 基础工作, 准备工作 (35)
- premier** /'premiə(r)/ *adj.* 最著名的, 最成功的, 第一的
n. 首相, 总理 (37)
- institute** /'ɪnstɪtju:t/ *n.* 机构, 机构建筑
vt. 建立, 制定 (体系、政策等) (37)
- *proportion** /prə'pɔ:ʃn/ *n.* 正确的比例; 部分, 份额; 比例; 体积, 面积 (37)
- fabric** /'fæbrɪk/ *n.* 织物, 布料 (37)
- fibre** /'faɪbə(r)/ (*AmE fiber*) *n.* 纤维制品; 纤维素; 纤维 (37)
- qualification** /,kwɒlɪfɪ'keɪʃn/ *n.* 资格, 资历; 学历; 合格, 达到标准 (37)
- swing** /swɪŋ/ *vi. & vt. (swung, swung)* (使) 改变; (使) 摆动, 摇摆
n. 改变; 摆动; 秋千 (37)
- swing into action** 立即行动起来, 马上大干起来 (37)
- label** /'leɪbl/ *n.* 标签; (不恰当的) 称谓
vt. 贴标签于; (尤指不公正地) 把...称为 (37)
- candidate** /'kændɪdət; 'kændɪdeɪt/ *n.* 候选人; 应试者; 被认定适合者 (39)

gain the upper hand 处于有利地位, 有优势 (39)

applicant /'æplɪkənt/ *n.* 申请人 (39)

prior /'praɪə(r)/ *adj.* 在前的; 优先的, 占先的 (39)

prior to 在...之前 (39)

profile /'prəʊfaɪl/ *n.* 概述; 形象; 侧面轮廓
vt. 概述, 写简介 (39)

criterion /kraɪ'tɪəriən/ *n.* (*pl.* **criteria**) 标准, 准则 (39)

***concisely** /kən'saɪsli/ *adv.* 简明地, 简练地, 简洁地 (39)

shave /ʃeɪv/ *n.* 刮脸, 剃须
vi. & vt. 剃 (须发), 刮脸 (39)

refreshed /rɪ'freʃt/ *adj.* 恢复了精力的, 精神振作的 (39)

mode /məʊd/ *n.* 方式, 风格, 样式 (39)

delay /dɪ'leɪ/ *n.* 延迟的时间; 延期, 耽搁
vi. & vt. 延迟, 延期; 使迟到, 使拖延 (39)

duration /dju'reɪʃn/ *n.* 持续时间, 期间 (40)

for the duration 直到...结束, 在整个...期间 (40)

rude /ru:d/ *adj.* 粗鲁的, 无礼的, 粗野的 (40)

justify /'dʒʌstɪfaɪ/ *vt.* 对...作出解释, 为...辩解; 证明...正确 (40)

relevant /'reləvənt/ *adj.* 紧密相关的, 切题的; 有价值的, 有意义的 (40)

infer /ɪn'fɜ:(r)/ *vt.* 推断, 推论, 推理 (40)

***convey** /kən'veɪ/ *vt.* 表达, 传递; 传送, 运送 (40)

firm /fɜ:m/ *adj.* 强有力的, 坚决的; 坚固的; 坚定的; 牢固的 (40)
n. 商行, 公司 (40)

genuine /'dʒenjuːn/ *adj.* 真诚的, 可信赖的; 真的, 名副其实的 (40)

***yawn** /jɔ:n/ *vi.* 打哈欠 (40)

seize /si:z/ *vt.* 抓住, 把握; 捉住, 夺; 攻占; 没收 (40)

corporate /'kɔ:pəreɪt/ *adj.* 公司的; 全体的, 共同的 (40)

put one's best foot forward 全力以赴 (40)

rainbow /'reɪnbəʊ/ *n.* 虹, 彩虹 (40)

madam /'mædəm/ *n.* 女士, 夫人 (41)

temporary /'tempərəri/ *adj.* 临时的, 短暂的 (41)

bowling /'bəʊlɪŋ/ *n.* 保龄球运动 (41)

tournament /'tuənəmənt; 'tɔ:nəmənt/ *n.* 锦标赛 (41)

Unit 4

***auditory** /'ɔ:dətəri/ *adj.* 听的, 听觉的 (43)

***verbal** /'vɜ:bl/ *adj.* 口头的; 言语的, 文字的 (43)

blank /blæŋk/ *adj.* 空白的
n. 空白处, 空格 (44)

composition /,kɒmpə'zɪʃn/ *n.* 构图; 构成, 成分; 作品; 作曲艺术 (44)

educator /'edʒukətə(r)/ *n.* 教育家; 教育工作者 (44)

Confucius /kən'fju:ʃəs/ *n.* 孔子 (44)

bound /baʊnd/ *adj.* 一定会, 很可能会; 有义务 (做某事) (44)

be bound to 一定会, 很可能会 (44)

keep pace with sb/sth 与...步调一致, 与...并驾齐驱 (45)

resolve /rɪ'zɒlv/ *vt. & vi.* 解决; 表决; 决心, 决定
n. 决心, 坚定的信念 (45)

refresh /rɪ'freʃ/ *vt.* 使变新; 使恢复精力; 使想起 (45)

objective /əb'dʒektɪv/ *adj.* 客观的; 客观存在的; 宾格的
n. 目标, 目的 (45)

criticize /'krɪtɪsaɪz/ (*also* **criticise**)
vt. & vi. 批评, 批判, 挑剔, 指责; 评价 (45)

inquire /ɪn'kwaɪə(r)/ *vi. & vt.* 询问, 打听 (45)

register /'redʒɪstə(r)/ *vi. & vt.* 登记, 注册
n. 语体风格, 语域; 登记表 (45)

subscribe /səb'skraɪb/ *vi.* 订阅; 定期订购 (或订阅等) (45)

subscribe to 订阅; 定期订购 (或订阅等); 同意, 赞成 (45)

concrete /'kɒŋkri:t/ *adj.* 确实的, 具体的; 有形的, 实在的
n. 混凝土 (45)

comprehension /,kɒmpri'henʃn/ *n.* 理解力, 领悟能力; 理解练习 (45)

- cease** /si:s/ *vi. & vt.* (使) 停止, 终止, 结束 (45)
- self-worth** /ˌself 'wɜ:θ/ *n.* 自我价值感 (45)
- ***inductive** /m'dʌktɪv/ *adj.* 归纳的, 归纳法的 (47)
- reasoning** /'ri:zənɪŋ/ *n.* 推理, 理性的观点, 论证 (47)
- abstract** /'æbstrækt/ *adj.* 抽象的, 纯理论的
/æb'strækt/ *vt.* 把...抽象出, 提取 (47)
- ***swan** /swɒn/ *n.* 天鹅 (47)
- assumption** /ə'sʌmpʃn/ *n.* 假定, 假设 (47)
- domain** /də'meɪn; dəu'meɪn/ *n.* 领域, 范围; 领土; 域 (47)
- ***vocational** /vəu'keɪʃənl/ *adj.* 职业的, 业务知识的 (48)
- occupation** /ˌɒkjʊ'peɪʃn/ *n.* 工作, 职业; 消遣; 侵占, 占领期; 使用 (48)
- qualify** /'kwɒlɪfaɪ/ *vt.* 使合格, 使具备资格
vi. 取得资格 (或学历), 合格 (48)
- prospect** /'prɒspekt/ *n.* 成功的机会, 前景; 可能性 (48)
- motor** /'məʊtə(r)/ *adj.* 机动车的, 汽车的
n. 发动机, 马达 (48)
- institution** /ˌɪnstɪ'tju:ʃn/ *n.* 机构; 风俗习惯, 制度 (48)
- drill** /drɪl/ *vt. & vi.* 培训, 训练; 钻 (孔)
n. 练习, 训练; 钻, 钻头 (49)
- circuit** /'sɜ:kɪt/ *n.* 电路, 线路; 环行; 赛道 (49)
- competence** /'kɒmpɪtəns/ *n.* 能力, 胜任 (49)
- recreation** /ˌrekri'eɪʃn/ *n.* 娱乐, 消遣 (50)
- lamp** /læmp/ *n.* 灯 (50)
- random** /'rændəm/ *adj.* 随机的; 辨认不出
的; 不合常理的 (50)
- statistic** /stə'tɪstɪk/ *n.* 统计数字, 统计资料 (50)
- tablet** /'tæblət/ *n.* 平板电脑; 药片 (50)
- certificate** /sə'tɪfɪkət/ *n.* 文凭, 结业证书;
证明, 证明书 (53)
- breast** /brest/ *n.* 胸部, 胸脯 (53)
- curtain** /'kɜ:tn/ *n.* 幕, 帷幕; 窗帘; 帘, 幔;
覆盖物 (53)
- in a flash** 转瞬间, 立即 (53)
- tight** /taɪt/ *adv.* 紧紧地, 牢固地
adj. 牢固的; 严格的; 密集的; 亲密的 (53)
- mature** /mə'tʃʊə(r)/ *adj.* 明白事理的, 成熟的
vi. 成熟, 长成; 有判断力 (53)
- compose oneself** 使自己镇定下来 (53)
- dormitory** /'dɔ:mətɪri/ *n.* 学生宿舍, 集体宿舍 (53)
- circus** /'sɜ:kəs/ *n.* 热闹场面; 马戏团 (53)
- essay** /'eseɪ/ *n.* 文章, 短文 (53)
- geometry** /dʒi'ɒmətri/ *n.* 几何 (学); 几何
形状 (53)
- paragraph** /'pærəgrɑ:f/ *n.* 段, 段落 (53)
- laptop** /'læptɒp/ *n.* 笔记本电脑, 便携式电脑 (54)
- dizzy** /'dɪzi/ *adj.* 头晕目眩的; 使人眩晕的 (54)
- sneeze** /sni:z/ *vi.* 打喷嚏
n. 喷嚏, 喷嚏声 (54)
- reference** /'refrəns/ *n.* 参考; 提到; 推荐信
vt. 查阅, 参考 (54)
- draft** /dra:ft/ *n.* 草稿, 草案, 草图
vt. 起草, 草拟 (54)
- polish** /'pɒlɪʃ/ *vt. & vi.* 修改, 润饰; 擦光, 磨光
n. 抛光, 上光; 完美, 娴熟, 精湛 (54)
- drawer** /drə:(r)/ *n.* 抽屉 (54)
- presentation** /ˌprezn'teɪʃn/ *n.* 幻灯片演示;
提交, 授予; 展示会; 演出 (54)
- cafeteria** /ˌkæfə'tɪəriə/ *n.* 自助餐厅, 自助
食堂 (54)
- bounce** /baʊns/ *vt.* (向某人) 试探地透露 (主意)
vi. 跳动
n. 弹跳; 活力 (54)
- bounce ideas off sb** 向某人试探地透露
主意 (54)
- professor** /prə'fesə(r)/ *n.* 教授; 讲师, 教员 (54)
- beard** /bɪəd/ *n.* 胡须, 络腮胡子 (54)
- ***intimidating** /ɪn'tɪmɪdeɪtɪŋ/ *adj.* 吓人的, 令
人胆怯的 (54)
- carriage** /'kærɪdʒ/ *n.* (火车的) 客车厢; (旧
时载客的) 四轮马车 (54)
- kettle** /'ketl/ *n.* 壶, 水壶 (55)
- librarian** /laɪ'breəriən/ *n.* 图书管理员, 图书
馆馆长 (55)
- forehead** /'fɔ:hed; 'fɒrɪd/ *n.* 额, 前额 (55)
- extension** /ɪk'stenʃn/ *n.* (为非全日制学生开
设的) 进修部, 进修课; 扩大, 延伸 (55)

Wordlist 2

(in alphabetical order)

说明:本表收录各单元阅读文章和语篇练习中所包含的生词和短语,不收录指示语和讲解文字中所包含的生词和短语。带*的词条为《普通高中英语课程标准(2017年版2020年修订)》规定之外的词汇。

A

- abstract** /'æbstrækt/ *adj.* 抽象的,纯理论的
/æb'strækt/ *vt.* 把...抽象出,提取 (47)
- accent** /'æksent; 'æksənt/ *n.* 口音,腔调;重音;着重点,强调 (23)
- account for sth** 是...的说明(或原因);(数量上、比例上)占 (17)
- ***anchor** /'æŋkə(r)/ *n.* 锚;给以安全感的人(或物)
vi. & vt. 抛锚;使固定 (11)
- anticipate** /æn'tɪsɪpeɪt/ *vt.* 预料;预计 (31)
- anyhow** /'enihaʊ/ *adv.* 不过,总之;尽管;而且;随便地 (3)
- applicant** /'æplɪkənt/ *n.* 申请人 (39)
- appointment** /ə'pɔɪntmənt/ *n.* 约定,约会;任命,委任;职务 (2)
- approve** /ə'pru:v/ *vi. & vt.* 赞成;批准,通过(计划、要求等) (17)
- approve of** 赞成,赞同 (17)
- arm in arm** 臂挽着臂 (3)
- arrest** /ə'rest/ *n. & vt.* 逮捕,拘捕 (3)
- under arrest** 被逮捕 (3)
- ashamed** /ə'ʃeɪmd/ *adj.* 惭愧,羞愧,尴尬 (7)
- assumption** /ə'sʌmpʃn/ *n.* 假定,假设 (47)
- attain** /ə'teɪn/ *vt.* 获得;达到 (30)
- ***auditory** /'ɔ:dətəri/ *adj.* 听的,听觉的 (43)
- 几乎不;刚才 (2)
- beard** /biəd/ *n.* 胡须,络腮胡子 (54)
- behave** /bi'heɪv/ *vi. & vt.* 表现得体,有礼貌;表现 (21)
- ***bilingual** /,bi:ˈlɪŋgwəl/ *adj.* 会说两种语言的;用两种语言(写)的 (25)
- blank** /blæŋk/ *adj.* 空白的
n. 空白处,空格 (44)
- bless** /bles/ *vt.* (表示惊奇);祝福 (3)
- bonus** /'bəʊnəs/ *n.* 意外收获;奖金,红利 (12)
- bounce** /baʊns/ *vt.* (向某人)试探地透露(主意)
vi. 跳动
n. 弹跳;活力 (54)
- bounce ideas off sb** 向某人试探地透露主意 (54)
- bound** /baʊnd/ *adj.* 一定会,很可能会;有义务(做某事) (44)
- be bound to** 一定会,很可能会 (44)
- bow** /bəʊ/ *n.* 蝴蝶结;弓
/baʊ/ *vi.* 鞠躬;低(头) (8)
- bowling** /'bəʊlɪŋ/ *n.* 保龄球运动 (41)
- breast** /brest/ *n.* 胸部,胸脯 (53)
- broaden one's mind** 拓展视野,开阔眼界 (23)
- budget** /'bʌdʒɪt/ *n.* 预算 (34)
- ***burden** /'bɜ:dn/ *n.* (义务、责任等的)重担,负担 (6)

B

- bacon** /'beɪkən/ *n.* 咸猪肉,熏猪肉 (25)
- barely** /'beəli/ *adv.* 刚好;仅仅,勉强可能;

C

- cafeteria** /,kæfə'tɪəriə/ *n.* 自助餐厅,自助餐堂 (54)

- candidate** /'kændidət; 'kændideɪt/ *n.* 候选人; 应试者; 被认定适合者 (39)
- canteen** /kæn'ti:n/ *n.* 食堂, 餐厅 (27)
- carriage** /'kærɪdʒ/ *n.* (火车的) 客车厢; (旧时载客的) 四轮马车 (54)
- cease** /si:s/ *vi. & vt.* (使) 停止, 终止, 结束 (45)
- certificate** /sə'tɪfɪkət/ *n.* 文凭, 结业证书; 证明, 证明书 (53)
- cheat** /tʃi:t/ *vt.* 欺骗, 蒙骗
vi. 作弊, 舞弊 (7)
- ***cigar** /sɪ'gɑ:(r)/ *n.* 雪茄烟 (2)
- circuit** /'sɜ:kɪt/ *n.* 电路, 线路; 环行; 赛车道 (49)
- circus** /'sɜ:kəs/ *n.* 热闹场面; 马戏团 (53)
- cite** /saɪt/ *vt.* 提及, 列举; 引用, 引述 (23)
- clarify** /'klærəfaɪ/ *vt.* 使更清晰易懂, 阐明 (17)
- clerk** /klə:k/ *n.* 职员, 簿记员, 文书 (31)
- client** /'klaɪənt/ *n.* 客户, 委托人 (35)
- collar** /'kɒlə(r)/ *n.* 衣领; 颈圈; 圈, 箍 (3)
- commercial** /kə'mɜ:ʃl/ *adj.* 商业的, 贸易的; 盈利的; 商业性的 (34)
- competence** /'kɒmpɪtəns/ *n.* 能力, 胜任 (49)
- competent** /'kɒmpɪtənt/ *adj.* 足以胜任的, 有能力的, 称职的 (16)
- compose oneself** 使自己镇定下来 (53)
- composition** /'kɒmpə'zɪʃn/ *n.* 构图; 构成, 成分; 作品; 作曲艺术 (44)
- comprehension** /'kɒmprɪ'hensjən/ *n.* 理解力, 领悟能力; 理解练习 (45)
- ***concisely** /kən'saɪsli/ *adv.* 简明地, 简练地, 简洁地 (39)
- concrete** /'kɒŋkri:t/ *adj.* 确实的, 具体的; 有形的, 实在的
n. 混凝土 (45)
- Confucius** /kən'fju:ʃəs/ *n.* 孔子 (44)
- consultant** /kən'sʌltənt/ *n.* 顾问; 会诊医师 (31)
- contest** /'kɒntest/ *n.* 比赛, 竞赛; 争夺, 竞争
vt. 争取赢得; 争辩, 就...提出异议 (27)
- ***convey** /kən'veɪ/ *vt.* 表达, 传递; 传送, 运送 (40)
- cooperate** /kəʊ'pɒərəɪt/ *vi.* 合作, 协作; 协助, 配合 (23)
- core** /kɔ:(r)/ *adj.* 核心的; 最重要的
n. 核心, 最重要的部分 (6)
- corporate** /'kɔ:pərət/ *adj.* 公司的; 全体的, 共同的 (40)
- correspond** /'kɒrə'spɒnd/ *vi.* 类似于; 相一致, 符合; 通信 (21)
- criminal** /'krɪmɪnl/ *n.* 罪犯
adj. 犯法的, 犯罪的; 刑事的; 不道德的 (3)
- criterion** /kraɪ'tɪəriən/ *n.* (*pl.* **criteria**) 标准, 准则 (39)
- criticize** /'krɪtɪsaɪz/ (*also* **criticise**)
vt. & vi. 批评, 批判, 挑剔, 指责; 评价 (45)
- curtain** /'kɜ:tn/ *n.* 幕, 帷幕; 窗帘; 帘, 幔; 覆盖物 (53)

D

- deadline** /'dedlaɪn/ *n.* 最后期限, 截止日期 (11)
- decent** /'di:snt/ *adj.* 正派的, 合乎礼节的; 得体的, 适当的 (5)
- ***decode** /di:'kəʊd/ *vt.* 解(码), 破译 (尤指密码) (16)
- delay** /dɪ'leɪ/ *n.* 延迟的时间; 延期, 耽搁
vi. & vt. 延迟, 延期; 使迟到, 使拖延 (39)
- detective** /dɪ'tektɪv/ *n.* 侦探, 警探 (35)
detective work 调查工作, 研究工作 (35)
- diamond** /'daɪəmənd/ *n.* 钻石 (2)
- directory** /də'rektəri; daɪ'rektəri/ *n.* 名录, 电话号码簿, 公司名录 (35)
- disappointed** /'dɪsə'pɔɪntɪd/ *adj.* 失望的, 沮丧的 (8)
- discouraged** /dɪs'kʌrɪdʒd/ *adj.* 灰心的 (12)
- dizzy** /'dɪzi/ *adj.* 头晕目眩的; 使人眩晕的 (54)
- domain** /də'meɪn; dəʊ'meɪn/ *n.* 领域, 范围; 领土; 域 (47)
- dormitory** /'dɔ:mətəri/ *n.* 学生宿舍, 集体宿舍 (53)
- draft** /dra:ft/ *n.* 草稿, 草案, 草图
vt. 起草, 草拟 (54)
- drawer** /drə:(r)/ *n.* 抽屉 (54)
- drill** /drɪl/ *vt. & vi.* 培训, 训练; 钻(孔)
n. 练习, 训练; 钻, 钻头 (49)

duration /dju'reɪʃn/ *n.* 持续时间, 期间 (40)
for the duration 直到…结束, 在整个…
期间 (40)

E

earn a living 谋生 (30)
educator /'edʒukeɪtə(r)/ *n.* 教育家; 教育
工作者 (44)
embarrassed /ɪm'bærəst/ *adj.* 窘迫的,
尴尬的; 拮据的 (21)
***embrace** /ɪm'breɪs/ *vt. & vi.* 欣然接受; 包含;
拥抱 (11)
***empathize** /ɪmpəθaɪz/ *vi.* 有同感, 产生共鸣 (17)
***empathy** /ɪmpəθi/ *n.* 同感, 共鸣, 同情 (17)
***encode** /ɪn'kəʊd/ *vt.* 把…编码; 把…译成电
码 (或密码) (16)
***endeavour** /ɪn'devə(r)/ (*AmE* **endeavor**)
vi. 努力, 尽力
n. 努力, 尝试 (30)
enterprise /'entəpraɪz/ *n.* 公司, 企业; 规划,
事业 (17)
essay /'eseɪ/ *n.* 文章, 短文 (53)
extension /ɪk'stenʃn/ *n.* (为非全日制学生开
设的) 进修部, 进修课; 扩大, 延伸 (55)
***eyebrow** /'aɪbraʊ/ *n.* 眉毛 (2)

F

fabric /'fæbrɪk/ *n.* 织物, 布料 (37)
fault /fɔ:lt/ *n.* 过错, 责任; 弱点, 缺点 (11)
feedback /'fi:dbæk/ *n.* 反馈的意见 (或信息)
(16)
fence /fens/ *n.* 栅栏, 篱笆 (27)
fibre /'faɪbə(r)/ (*AmE* **fiber**) *n.* 纤维制品; 纤
维素; 纤维 (37)
firm /fɜ:m/ *adj.* 强有力的, 坚决的; 坚固的; 坚
定的; 牢固的
n. 商行, 公司 (40)
fluent /'flu:ənt/ *adj.* (尤指外语) 流利的, 熟
练的 (23)

fold /fəʊld/ *vt.* 折叠, 对折; 包, 裹
n. 褶, 褶皱, 折叠部分 (17)

fond /fɒnd/ *adj.* 喜爱 (30)
be fond of 喜爱 (30)

forehead /'fɔ:hed; 'fɒrɪd/ *n.* 额, 前额 (55)

forgive /fə'gɪv/ *vt. & vi.* (**forgave, forgiven**)
原谅, 宽恕; 免除 (债务) (7)

friction /'frɪkʃn/ *n.* 争执; 摩擦; 摩擦力 (17)

G

gain /geɪn/ *vt. & vi.* 获得; 增进, 增长; (从…
中) 受益
n. 好处, 利益 (17)

gain the upper hand 处于有利地位,
有优势 (39)

garbage /'gɑ:brɪdʒ/ *n.* 垃圾; 废话 (12)

***gear** /gɪə(r)/ *vt.* 使适合于
n. 排挡, 齿轮, 传动装置 (30)

gentle /'dʒentl/ *adj.* 温柔的; 温和的; 柔和的 (16)

genuine /'dʒenju:n/ *adj.* 真诚的, 可信赖的;
真的, 名副其实的 (40)

geometry /dʒi'ɒmətri/ *n.* 几何 (学); 几何
形状 (53)

geophysicist /,dʒi:əʊ'fɪzɪsɪst/ *n.* 地球物理学家 (6)

***Germanic** /dʒɜ:'mænik/ *adj.* 日耳曼语的;
德国的 (26)

***gesture** /'dʒestʃə(r)/ *n.* 手势, 姿势; 姿态, 表示
vi. & vt. 做手势, 用手势表示 (19)

golf /gɒlf/ *n.* 高尔夫球运动 (25)

groundwork /'graʊndwɜ:k/ *n.* 基础工作,
准备工作 (35)

guidance /'gaɪdnz/ *n.* 指导; 导航 (11)

guilty /'gɪlti/ *adj.* 感到内疚的, 感到惭愧的;
有罪的, 有过失的 (7)

H

handwriting /'hændraɪtɪŋ/ *n.* 手写, 书写; 笔
迹, 书法 (23)

harvest /'hɑ:vɪst/ *n.* 收成, 收获量; 收获季节,

收割

vt. & vi. 收割, 捕猎 (12)

hire /'haɪə(r)/ *vt. & vi.* 聘用, 雇用; 租用

n. 新雇员; 租借 (33)

I

in a flash 转瞬间, 立即 (53)

inch /ɪntʃ/ *n.* 英寸; 少量, 短距离 (3)

***inductive** /ɪn'dʌktɪv/ *adj.* 归纳的, 归纳法的 (47)

infer /ɪn'fɜ:(r)/ *vt.* 推断, 推论, 推理 (40)

innocent /'ɪnəsnt/ *adj.* 无辜的, 清白的, 无罪的; 天真无邪的, 纯真的
n. 无辜者, 单纯的人 (5)

inquire /ɪn'kwaɪə(r)/ *vi. & vt.* 询问, 打听 (45)

institute /'ɪnstɪtju:t/ *n.* 机构, 机构建筑
vt. 建立, 制定 (体系、政策等) (37)

institution /,ɪnstɪ'tju:ʃn/ *n.* 机构; 风俗习惯, 制度 (48)

integrate /'ɪntɪgreɪt/ *vt. & vi.* (使) 合并; (使) 加入 (25)

integrity /ɪn'tegreɪti/ *n.* 诚实正直; 完整, 完好 (12)

intention /ɪn'tenʃn/ *n.* 意图, 计划 (21)

intervention /,ɪntə'venʃn/ *n.* 干涉行为, 干预 (25)

***intimidating** /ɪn'tɪmɪdeɪtɪŋ/ *adj.* 吓人的, 令人胆怯的 (54)

J

***jade** /dʒeɪd/ *n.* 玉, 碧玉 (12)

jam /dʒæm/ *n.* 果酱; 拥挤, 堵塞 (20)

jaw /dʒɔ:/ *n.* 下巴; 颌 (2)

justify /'dʒʌstɪfaɪ/ *vt.* 对...作出解释, 为...辩解; 证明...正确 (40)

K

***keen** /ki:m/ *adj.* 灵敏的, 敏锐的; 渴望, 热切, 热衷于 (2)

keep pace with sb/sth 与...步调一致, 与...并驾齐驱 (45)

kettle /'ketl/ *n.* 壶, 水壶 (55)

kindergarten /'kɪndəgɑ:tn/ *n.* 学前班; 幼儿园 (23)

knowledgeable /'nɒlɪdʒəbl/ *adj.* 博学的, 有见识的 (17)

***kung fu** /,kʌŋ 'fu:/ *n.* 功夫 (25)

L

label /'leɪbl/ *n.* 标签; (不恰当的) 称谓
vt. 贴标签于; (尤指不公正地) 把...称为 (37)

labour /'leɪbə(r)/ (*AmE labor*) *n.* 劳工; 劳动, (尤指) 体力劳动; 分娩期, 分娩
vi. 努力做; 干苦力活 (30)

labour force (全公司或全国的) 劳动力 (30)

lamp /læmp/ *n.* 灯 (50)

laptop /'læptɒp/ *n.* 笔记本电脑, 便携式电脑 (54)

lawyer /'lɔ:jə(r)/ *n.* 律师 (31)

leadership /'li:dəʃɪp/ *n.* 领导应有的品质; 领导地位 (33)

legal /'li:gl/ *adj.* 合法的; 法律的 (5)

librarian /laɪ'breəriən/ *n.* 图书管理员, 图书馆馆长 (55)

linguist /'lɪŋgwɪst/ *n.* 语言学家; 通晓数国语言的人 (26)

likewise /'laɪkwaɪz/ *adv.* 同样地; 也, 而且 (11)

loan /ləʊn/ *n.* 贷款, 借款; 借出
vt. 借出, 贷与 (尤指钱) (34)

lose contact 失去联系 (2)

M

madam /'mædəm/ *n.* 女士, 夫人 (41)

mail /meɪl/ *n.* 电子邮件; 邮政; 邮件 (16)

make one's fortune 发财 (2)

mature /mə'tʃʊə(r)/ *adj.* 明白事理的, 成熟的
vi. 成熟, 长成; 有判断力 (53)

mercy /'mɜ:si/ *n.* 仁慈, 宽恕 (11)

- at the mercy of sb/sth** 任…处置,对…无能为力 (11)
- mineral** /'mɪnərəl/ *n.* 矿物,矿物质 (6)
- mode** /məʊd/ *n.* 方式,风格,样式 (39)
- monthly** /'mʌnθli/ *adj.* 每月的
adv. 每个月
n. 月刊 (34)
- motor** /'məʊtə(r)/ *adj.* 机动车的,汽车的
n. 发动机,马达 (48)
- N**
- negotiate** /ni'gəʊʃieɪt/ *vi. & vt.* 谈判;商定,达成(协议) (17)
- nephew** /'nefjuː; 'nevjuː/ *n.* 侄子,外甥 (8)
- O**
- objective** /əb'dʒektɪv/ *adj.* 客观的;客观存在的;宾格的
n. 目标,目的 (45)
- obtain** /əb'teɪn/ *vt.* 获得,赢得 (16)
- occupation** /ˌɒkjʊ'peɪʃn/ *n.* 工作,职业;消遣;侵占,占领期;使用 (48)
- operate** /'ɒpəreɪt/ *vt.* 操作,使运行
vi. 运转,工作;经营,营业 (33)
- oppose** /ə'pəʊz/ *vt.* 反对,抵制;与…对垒(25)
- organic** /ɔ:'gænɪk/ *adj.* 有机的,统一的;绿色的,不使用化肥的;生物的 (12)
- outline** /'aʊtlaɪn/ *vt.* 概述,略述
n. 概述;轮廓线,略图 (3)
- P**
- paragraph** /'pærəgrɑ:f/ *n.* 段,段落 (53)
- parcel** /'pɑːsl/ *n.* 包裹,小包;一块地
vt. 裹好,打包 (8)
- passion** /'pæʃn/ *n.* 酷爱;强烈情感 (30)
- *pause** /pɔːz/ *vi.* 停顿,暂停
n. 停顿,停顿的时间 (8)
- pessimistic** /ˌpesɪ'mɪstɪk/ *adj.* 悲观的,悲观主义的 (26)
- phase** /feɪz/ *n.* 阶段,时期 (11)
- photographer** /fə'tɒgrəfə(r)/ *n.* 摄影师,拍照者 (7)
- plug** /plʌg/ *vt.* 补足,供给;堵塞,封堵
n. 插头;插座 (35)
- polish** /'pɒlɪʃ/ *vt. & vi.* 修改,润饰;擦亮,磨光
n. 抛光,上光;完美,娴熟,精湛(54)
- precisely** /prɪ'saɪsli/ *adv.* 准确地,恰好地;细心地;正是,确实 (19)
- preference** /'prefrəns/ *n.* 偏爱;偏爱的事物(20)
- prejudice** /'predʒədɪs/ *n.* 偏见,成见 (31)
- premier** /'premiə(r)/ *adj.* 最著名的,最成功的,第一的
n. 首相,总理 (37)
- presentation** /ˌprezn'teɪʃn/ *n.* 幻灯片演示;提交,授予;展示会;演出 (54)
- pretend** /prɪ'tend/ *vi. & vt.* 假装;装扮,扮作;自诩,自认为 (8)
- principle** /'prɪnsəpl/ *n.* 道德原则;法则;信条 (5)
- prior** /'praɪə(r)/ *adj.* 在前的;优先的,占先的 (39)
- prior to** 在…之前 (39)
- *privilege** /'prɪvəlɪdʒ/ *n.* 荣幸;特殊利益
vt. 给予特权,特别优待 (11)
- professor** /prə'fesə(r)/ *n.* 教授;讲师,教员 (54)
- profile** /'prəʊfaɪl/ *n.* 概述;形象;侧面轮廓
vt. 概述,写简介 (39)
- *proportion** /prə'pɔːʃn/ *n.* 正确的比例;部分;份额;比例;体积,面积 (37)
- prospect** /'prɒspekt/ *n.* 成功的机会,前景;可能性 (48)
- pure** /pjʊə(r)/ *adj.* 纯净的;完全的 (25)
- put sth on the line** 让…处于危险之中 (34)
- put one's best foot forward** 全力以赴 (40)
- put yourself in sb's shoes** 处于某人的境地,设身处地 (17)

Q

- qualification** /ˌkwɒlɪfɪˈkeɪʃn/ *n.* 资格, 资历; 学历; 合格, 达到标准 (37)
- qualify** /ˌkwɒlɪfaɪ/ *vt.* 使合格, 使具备资格
vi. 取得资格 (或学历), 合格 (48)
- quote** /kwəʊt/ *n.* 引语
vt. & vi. 引用, 引述; 举例说明 (13)

R

- rainbow** /ˈreɪnbəʊ/ *n.* 虹, 彩虹 (40)
- random** /ˈrændəm/ *adj.* 随机的; 辨认不出的; 不合常理的 (50)
- react** /riˈækt/ *vi.* (对…) 作出反应; 有不良反应, 过敏; 起化学反应 (16)
- reasoning** /ˈriːzənɪŋ/ *n.* 推理, 理性的观点, 论证 (47)
- receipt** /riˈsiːt/ *n.* 收到的款项, 收入; 收据 (34)
- receptionist** /riˈsepʃənɪst/ *n.* 接待员 (31)
- recite** /riˈsaɪt/ *vt.* 吟诵; 列举 (23)
- recreation** /ˌrekriˈeɪʃn/ *n.* 娱乐, 消遣 (50)
- reference** /ˈrefrəns/ *n.* 参考; 提到; 推荐信
vt. 查阅, 参考 (54)
- refresh** /riˈfreʃ/ *vt.* 使变新; 使恢复精力; 使想起 (45)
- refreshed** /riˈfreʃt/ *adj.* 恢复了精力的, 精神振作的 (39)
- register** /ˈredʒɪstə(r)/ *vi. & vt.* 登记, 注册
n. 语体风格, 语域; 登记表 (45)
- reject** /riˈdʒekt/ *vt.* 拒绝接受, 不予考虑; 不录用; 排斥, 排异 (26)
- *rejoice** /riˈdʒɔɪs/ *vi. & vt.* 非常高兴, 深感欣喜 (13)
- relevant** /ˈreləvənt/ *adj.* 紧密相关的, 切题的; 有价值的, 有意义的 (40)
- reliable** /riˈlaɪəbl/ *adj.* 可信赖的, 可依靠的; 真实可信的, 可靠的 (2)
- resign** /riˈzam/ *vt. & vi.* 辞职, 辞去 (6)
- resolve** /riˈzɒlv/ *vt. & vi.* 解决; 表决; 决心, 决定
n. 决心, 坚定的信念 (45)

- respective** /rɪˈspektɪv/ *adj.* 分别的, 各自的 (31)
- rude** /ruːd/ *adj.* 粗鲁的, 无礼的, 粗野的 (40)

S

- salary** /ˈsæləri/ *n.* 薪金, 薪水 (30)
- saving** /ˈseɪvɪŋ/ *n.* 节省物, 节省; 储蓄金 (12)
- *scar** /skɑː(r)/ *n.* 伤疤; (精神上的) 创伤; 污点 (2)
- *scarfpin** /ˈskɑːfpiːn/ *n.* 围巾夹, 领带别针 (2)
- seize** /siːz/ *vt.* 抓住, 把握; 捉住, 夺; 攻占; 没收 (40)
- self-worth** /ˌself ˈwɜːθ/ *n.* 自我价值感 (45)
- servant** /ˈsɜːvənt/ *n.* 雇员, 职员; 仆人 (31)
- public servant** 公务员, 公仆 (31)
- sew** /səʊ/ *vi. & vt.* (**sewed, sewn**) 缝, 做针线活; 缝上 (8)
- shave** /ʃeɪv/ *n.* 刮脸, 剃须
vi. & vt. 剃 (须发), 刮脸 (39)
- sincerely** /sɪnˈsɪəli/ *adv.* 真诚地, 诚实地 (27)
- skateboard** /ˈskeɪtbɔːd/ *n.* 滑板 (27)
- slip** /slɪp/ *vi.* 滑倒; 滑落; 溜; 陷入
n. 差错; 纸条; 滑跤 (27)
- sneeze** /sniːz/ *vi.* 打喷嚏
n. 喷嚏, 喷嚏声 (54)
- socialist** /ˈsəʊʃəlɪst/ *adj.* 社会主义的
n. 社会主义者 (6)
- somewhat** /ˈsʌmwɒt/ *adv.* 有点, 有几分, 稍微 (20)
- sow** /səʊ/ *vt. & vi.* (**sowed, sown**) 播种, 种 (12)
- starfish** /ˈstɑːfɪʃ/ *n.* 海星, 星鱼 (12)
- statistic** /stəˈtɪstɪk/ *n.* 统计数字, 统计资料 (50)
- *status quo** /ˌsteɪtəs ˈkwəʊ/ 现状, 原来的状况 (31)
- straightforward** /ˌstreɪtˈfɔːwəd/ *adj.* 坦诚的; 简单的 (17)
- subjective** /səbˈdʒektɪv/ *adj.* 主观的 (35)
- subscribe** /səbˈskraɪb/ *vi.* 订阅; 定期订购 (或订阅等) (45)
- subscribe to** 订阅; 定期订购 (或订阅等); 同意, 赞成 (45)

substantial /səb'stænʃl/ *adj.* 大量的, 价值巨大的; 结实的, 牢固的 (6)

suit /su:t/ *vt.* 满足需要; 相配, 合身
n. 套装, 西装, 西服 (16)

superb /su:'pɜ:b/ *adj.* 极佳的, 卓越的, 质量极高的 (7)

superior /su:'piəriə(r)/ *adj.* 更好的, 占优势的
n. 级别 (或地位、职位) 更高的人 (31)

suspect /sə'spekt/ *vt. & vi.* 疑有, 觉得
/'sʌspekt/ *n.* 嫌疑犯, 可疑对象 (3)

***swan** /swɒn/ *n.* 天鹅 (47)

swing /swɪŋ/ *vi. & vt.* (**swung, swung**) (使) 改变; (使) 摆动, 摇摆
n. 改变; 摆动; 秋千 (37)

swing into action 立即行动起来, 马上大干起来 (37)

sympathy /'sɪmpəθi/ *n.* 同情; 赞同 (17)

T

tablet /'tæblət/ *n.* 平板电脑; 药片 (50)

***taboo** /tə'bu:/ *n.* 禁忌, 忌讳; 禁止, 避讳 (21)

tank /tæŋk/ *n.* 坦克; (贮存液体或气体的) 罐 (25)

tear down 拆毁, 拆除 (2)

temporary /'tempərəri/ *adj.* 临时的, 短暂的 (41)

tendency /'tendənsi/ *n.* 趋势, 趋向; 倾向, 偏好 (26)

tight /taɪt/ *adv.* 紧紧地, 牢固地
adj. 牢固的; 严格的; 密集的; 亲密的 (53)

tofu /'təʊfu:/ *n.* 豆腐 (25)

tolerate /'tɒləreɪt/ *vt.* 容许, 允许; 忍受, 容忍; 能经受 (21)

tone /təʊn/ *n.* 语气, 腔调; 风格, 特色 (17)

tournament /'tʊənəmənt; 'tɔ:nəmənt/ *n.* 锦标赛 (41)

***tribe** /traɪb/ *n.* 部落 (26)

V

***verbal** /'vɜ:bl/ *adj.* 口头的; 言语的, 文字的 (43)

virtue /'vɜ:tʃu:/ *n.* 美德; 正直的品性; 优点 (11)

vocabulary /və'kæbjələri/ *n.* 词汇, 词汇量 (20)

***vocational** /vəʊ'keɪʃənl/ *adj.* 职业的, 业务知识的 (48)

W

ward /wɔ:d/ *n.* 病房 (6)

weekly /'wi:kli/ *adj.* 每周的
adv. 每周地
n. 周报, 周刊 (34)

weigh on sb/sth 使焦虑不安, 加重…的思想负担 (12)

weigh up 权衡, 斟酌 (34)

wire /'waɪə(r)/ *vt.* 给(某人)打电报; 接通(电源)
n. 金属丝; 电线; 铁丝网 (3)

worthwhile /,wɜ:θ'waɪl/ *adj.* 值得花时间(或花钱、努力等), 重要的, 令人愉快的 (2)

wrap /ræp/ *vt.* 包, 裹; 用…缠绕
n. 披肩, 围巾; 包裹材料 (8)

wrinkle /'rɪŋkl/ *n.* 皱纹; 褶皱, 皱痕
vt. & vi. (使脸上) 起皱纹, 皱起 (8)

Y

***yawn** /jɔ:n/ *vi.* 打哈欠 (40)

Z

zone /zəʊn/ *n.* 地区; 区域 (31)

comfort zone 舒适区, 放松区 (31)

Wordlist 3

(proper nouns)

说明:本表收录教科书中出现的人名、国名、地名、节日名称等专有名词。本表按页码排序。

Noam Chomsky /ˌnəʊəm ˈtʃɒmski/	诺姆·乔姆斯基(美国语言学家)	(1)
“Big Joe /dʒəʊ/”	“大乔”	(2)
Brady /ˈbreɪdi/	布雷迪(姓)	(2)
Jimmy Wells /ˌdʒɪmi ˈwelz/	吉米·韦尔斯(男子名)	(2)
New York /ˌnjuː ˈjɔːk/	纽约(美国城市)	(2)
Bob /bɒb/	鲍勃(男子名)	(3)
Chicago /ʃɪˈkɑːgəʊ/	芝加哥(美国城市)	(3)
Patrolman /pəˈtrəʊlmən/ Wells	韦尔斯巡警	(3)
O. Henry /ˌəʊ ˈhenri/	欧·亨利(美国作家)	(3)
Huang Danian	黄大年(中国地球物理学家)	(6)
the UK	英国(the United Kingdom 的缩写)	(6)
Jake /dʒeɪk/	杰克(男子名)	(7)
Lily /ˈlɪli/	莉莉(女子名)	(7)
Tim /tɪm/	蒂姆(男子名)	(8)
Anne /æn/	安妮(女子名)	(8)
John /dʒɒn/	约翰(男子名)	(9)
Fan Zhongyan	范仲淹(中国北宋政治家、文学家)	(13)
Epictetus /ˌepɪkˈtɪtəs/	爱比克泰德(古罗马哲学家)	(15)
David /ˈdeɪvɪd/	戴维(男子名)	(15)
Jack /dʒæk/	杰克(男子名)	(15)
the USA	美国(the United States of America 的缩写)	(20)
Thailand /ˈtaɪlənd/	泰国	(21)
Europe /ˈjʊərəp/	欧洲	(21)
Japan /dʒəˈpæn/	日本	(21)
Mary /ˈmeəri/	玛丽(女子名)	(21)

India /'ɪndiə/	印度	(21)
Daniel /'dænjəl/	丹尼尔 (男子名)	(22)
Thomas /'tɒməs/	托马斯 (男子名)	(22)
Jenny /'dʒeni/	珍妮 (女子名)	(22)
Pedro /'pedrəʊ/	佩德罗 (男子名)	(22)
Mary-Jo Saunders /,meəri dʒəʊ 'sɔ:ndəz/	玛丽-乔·桑德斯 (女子名)	(23)
Alison /'ælisən/	艾利森 (女子名)	(23)
(the) Belt and Road Initiative	“一带一路”倡议	(23)
the Silk Road	丝绸之路	(23)
Adam Turner /,ædəm 'tɜ:nə(r)/	亚当·特纳 (男子名)	(23)
Latin /'lætn/	拉丁语	(25)
Greek /gri:k/	希腊语	(25)
French /frentʃ/	法语	(25)
Native American Navajo /'nævəhəʊ/	美洲土著纳瓦霍语	(26)
Language		
Edward Sapir /,edwəd sə'piə/	爱德华·萨丕尔 (美国语言学家、人类学家)	(26)
Amanda /ə'mændə/	阿曼达 (女子名)	(27)
Melissa /mɛ'lɪsə/	梅利莎 (女子名)	(27)
Huang Yanpei	黄炎培 (中国教育家)	(29)
Henry David Thoreau /,henri ,deɪvɪd θə'rəʊ/	亨利·戴维·梭罗 (美国作家)	(30)
Yang Liwei	杨利伟 (中国宇航员)	(30)
Max /mæks/	马克斯 (男子名)	(34)
Kate /keɪt/	凯特 (女子名)	(35)
Connie /'kɒni/	康妮 (女子名)	(36)
London /'lʌndən/	伦敦 (英国首都)	(37)
Paris /'pærɪs/	巴黎 (法国首都)	(37)
Milan /mɪ'læn/	米兰 (意大利城市)	(37)
CAD /kæd; ,si: eɪ 'di:/	计算机辅助设计 (computer-aided design 的缩写)	(37)
Smith /smɪθ/	史密斯 (姓)	(41)

Albert Einstein /ˌælbət ˈaɪnstain/	阿尔伯特·爱因斯坦 (著名物理学家)	(43)
Patrick /ˈpætɪk/	帕特里克 (男子名)	(49)
Leon /ˈliːən/	利昂 (男子名)	(49)
Germany /ˈdʒɜːməni/	德国	(49)
Amy /ˈeɪmi/	艾米 (女子名)	(50)
Sophia /səˈfiːə; səˈfaɪə/	索菲娅 (女子名)	(55)
Birkbeck /ˌbɜːkˈbek/, University of London	(英国) 伦敦大学伯贝克学院	(55)
UNESCO Institute for Lifelong Learning (UIL)	联合国教科文组织终身学习研究所	(56)

Irregular verbs

Base form	Simple past	Past participle	Base form	Simple past	Past participle
arise	arose	arisen	eat	ate	eaten
awake	awoke	awoken	fall	fell	fallen
be	was/were	been	feed	fed	fed
bear	bore	borne	feel	felt	felt
beat	beat	beaten	fight	fought	fought
become	became	become	find	found	found
begin	began	begun	fly	flew	flown
bend	bent	bent	forecast	forecast/ forecasted	forecast/ forecasted
bet	bet	bet	forget	forgot	forgotten
bite	bit	bitten	forgive	forgave	forgiven
bleed	bled	bled	freeze	froze	frozen
blow	blew	blown	get	got	got
break	broke	broken	give	gave	given
bring	brought	brought	go	went	gone
broadcast	broadcast	broadcast	grow	grew	grown
build	built	built	hang	hung/hanged	hung/hanged
burn	burnt/burned	burnt/burned	have	had	had
buy	bought	bought	hear	heard	heard
cast	cast	cast	hide	hid	hidden
catch	caught	caught	hit	hit	hit
choose	chose	chosen	hold	held	held
come	came	come	hurt	hurt	hurt
cost	cost	cost	keep	kept	kept
cut	cut	cut	know	knew	known
deal	dealt	dealt	lay	laid	laid
dig	dug	dug	lead	led	led
do	did	done	learn	learnt/learned	learnt/learned
draw	drew	drawn	leave	left	left
dream	dreamt/dreamed	dreamt/dreamed	lend	lent	lent
drink	drank	drunk	let	let	let
drive	drove	driven			

Base form	Simple past	Past participle	Base form	Simple past	Past participle
lie	lied/lay	lied/lain	sleep	slept	slept
light	lit/lighted	lit/lighted	slide	slid	slid
lose	lost	lost	smell	smelt/smelled	smelt/smelled
make	made	made	sow	sowed	sown/sowed
mean	meant	meant	speak	spoke	spoken
meet	met	met	speed	sped/speeded	sped/speeded
mistake	mistook	mistaken	spell	spelt/spelled	spelt/spelled
misunderstand	misunderstood	misunderstood	spend	spent	spent
overcome	overcame	overcome	spread	spread	spread
panic	panicked	panicked	spring	sprang	sprung
pay	paid	paid	stand	stood	stood
prove	proved	proved/proven	steal	stole	stolen
put	put	put	stick	stuck	stuck
quit	quit/quitted	quit/quitted	strike	struck	struck/stricken
read	read	read	string	strung	strung
ride	rode	ridden	sweep	swept	swept
ring	rang	rung	swim	swam	swum
rise	rose	risen	swing	swung	swung
run	ran	run	take	took	taken
say	said	said	teach	taught	taught
see	saw	seen	tell	told	told
seek	sought	sought	think	thought	thought
sell	sold	sold	throw	threw	thrown
send	sent	sent	understand	understood	understood
set	set	set	upset	upset	upset
sew	sewed	sewn/sewed	wake	woke	woken
shake	shook	shaken	wear	wore	worn
shine	shone	shone	weep	wept	wept
shoot	shot	shot	wet	wet/wetted	wet/wetted
show	showed	shown	win	won	won
shut	shut	shut	wind	wound	wound
sing	sang	sung	withdraw	withdrew	withdrawn
sink	sank	sunk	write	wrote	written
sit	sat	sat			

后 记

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