



普通高中教科书

英语

必修

第三册

YINGYU

北京师范大学出版社



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主编寄语

亲爱的同学，时间过得很快，你已经完成了必修第二册的学习，开始进入必修第三册的学习了。这一册的内容包括艺术、社会与文化、自然生态、环境保护、社会服务与人际沟通、生活与学习等主题，我们将继续通过精心设计的听、说、读、写、看等学习活动，帮助你学会运用英语获取中外文化知识，探究中外文化内涵，比较中外文化异同，构建跨文化意识；引导你学会得体地运用英语进行沟通和交流，用英语讲好中国故事；促进你学会多元思维，提升分析和解决问题的能力，养成良好的品格修养和正确的人生观、价值观。要完成好必修第三册的学习，实现上述目标，需要重温并主动实践我们给你提出的学习建议，不断反思和总结适合自己的学习方法，养成良好的学习习惯。以下是我们为你提出的几点学习建议。

1. 在高中阶段的英语学习中，你拥有更多的自主权和选择权。我们建议你根据自己的英语水平，制订学期、单元和周的学习目标和计划，并坚持在实践中反思、总结和调整。

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

3. 本教材为你精心选择了丰富的语篇，建议你不要只把它们当作学习词汇和语法知识的载体，而要在探究语篇意义的过程中，整合性地学习语言知识，发展语言技能，分析、推断和评价语篇传递的文化内涵，欣赏语言的美。此外，建议你利用每个单元的 Reading Club 提供的更多语篇，拓展主题阅读，逐步养成良好的阅读习惯。

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

5. 写作恐怕是英语学习中最难的技能了，不过不用担心，本教材为你设计了读写结合、循序渐进提升书面表达能力的活动。你只需在老师的指导下一步一步、扎扎实实地完成这些写作任务，你的英语写作能力就一定能够得到显著提升！

6. 本教材还为你提供了诸多辅助性和拓展性学习资源，等待你去发现和使用！例如，Quote ... Unquote 使你有机会与先哲或名人交流思想。Viewing Workshop 为你提供通过视频学习原汁原味英语的体验！

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

衷心希望你喜欢这套英语教材！

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PUBLIC SPEAKING

ACTIVATE

- 1 What is public speaking? Do you have a phobia (a strong unreasonable fear) about it? Why? Discuss in pairs.

VIEW

- 2 Watch the video. Find out how someone with a phobia about public speaking often reacts. Complete the information.



Your body:

Basically, your body goes into the classic fight-or-flight response. That means:

- your hands _____.
- your mouth _____.
- your heart _____.
- you may start _____.

Your performance:

You may sound strained and the audience will probably notice:

- you are speaking _____.
- your voice _____ with a higher pitch _____.
- you will want to _____.
- you may even _____.

- 3 The speaker mentions three reasons for people's phobia about public speaking. What is the main reason according to the speaker? Do you agree?

- a People feel they will make mistakes and lose their way.
- b They are afraid of looking like a fool in front of other people.
- c They may worry that the audience would not like or really understand what they are trying to say.
- d The speakers may fear that the audience won't like them personally.

- 4 What does the speaker mean by saying the following?

"Nerves will keep you alert and stop you feeling too relaxed. If controlled well, nerves can make the difference between an average speech and one which keeps people listening and wanting to hear more."

EXPRESS

- 5 Group Work Discuss the solutions you have for overcoming a phobia about public speaking.



UNIT

7

ART



In this unit, you will:

- listen, read and talk about art;
- learn to use noun clauses and word building skills to express meaning, and also learn how to express emotions in a conversation;
- write a formal email to ask for information;
- view an episode about two famous paintings and express your opinions about them.

TOPIC TALK

1 **Pair Work** Discuss the different art forms in the photos using the words below. Talk about whether you like them or not. Give your reasons.



▲ Beijing Opera



▲ band performance



▲ exhibition



▲ dance performance

wonderful amazing colourful energetic exciting elegant
talented modern special traditional interesting

Example *I like going to rock concerts, because they are really energetic and exciting.*

7.1 2 Read the Text Builder carefully. Then listen to the dialogue and complete it by underlining the words or expressions you hear.

Text Builder ▶ Art

I really enjoy _____.

▶ **Art Forms**
classical / pop / country / jazz / rock music,
dance / band performances, drama, comedy,
Beijing Opera, ballet, art / calligraphy exhibitions

The _____ are just amazing.

They are all very _____.

▶ **Artists / Performers**
musicians, singers, actors / actresses, dancers,
painters, bands
talented / professional / fantastic / creative

And the best part is the _____.

▶ **Components**
music composition, tune, stage design, costume,
story, painting, shade, atmosphere, performance,
instruments

3 Use the Text Builder to talk about an art form that you like.

7.2 4 Listen to the dialogue. Answer the questions.

- 1 What is Eric going to see on Saturday afternoon? What will Daisy do?
- 2 What are the reasons for their choices?

5 Use the language you have learnt to write a short paragraph about your favourite art form. Then share it in groups.

“

Quote ... Unquote

Art is not what you see, but what you make others see.

– Edgar Degas

All artists must be half-poet, half-craftsman.

– Zhu Guangqian

The purpose of art is washing the dust of daily life off our souls.

– Pablo Picasso

”

The best artists know what to leave out.

– Charles de Lint



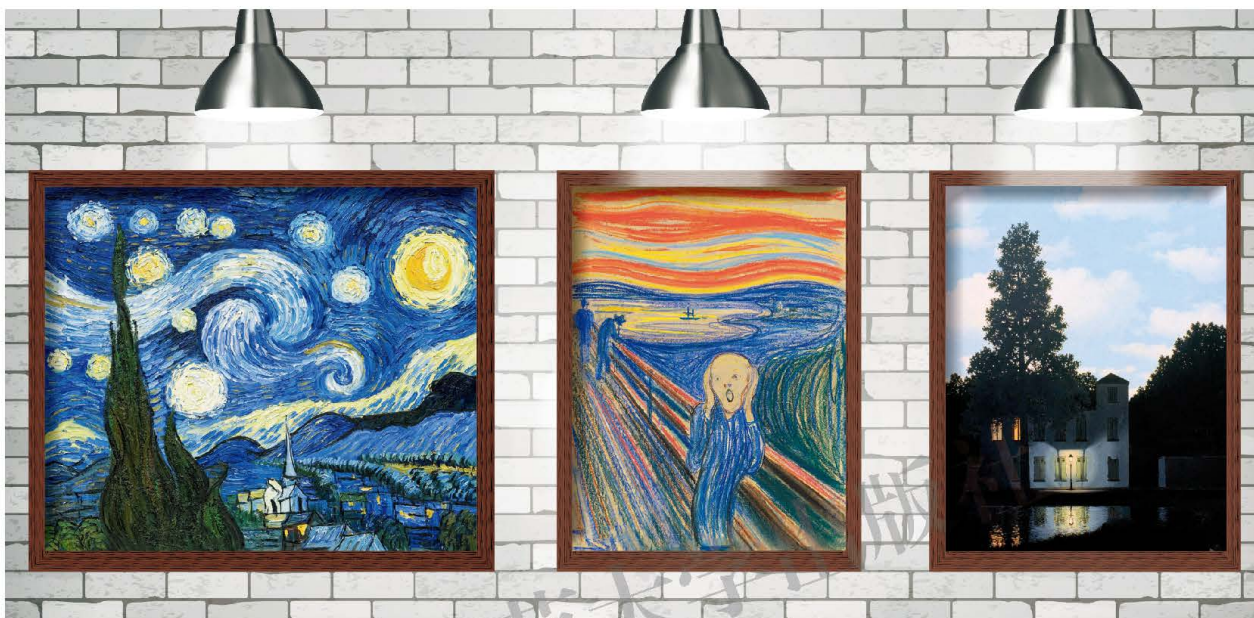
NOTES

- Edgar Degas (1834–1917), a French painter who is famous for his paintings depicting dancers.
- Pablo Picasso (1881–1973), a Spanish painter who is widely considered to be one of the most important artists of the 20th century.
- Charles de Lint (born in 1951), a Canadian author who is known for writing urban fantasy and legend books.
- Zhu Guangqian (1897–1986), one of the founders of the study of aesthetics in 20th-century China.

MASTERPIECES

ACTIVATE AND SHARE

- 1 What do you see in the following paintings? Use the phrases below to help you. Do you like them? What are the names of the three paintings?



- white and yellow circles an amazing sky a thin figure a lonely tree
 a sleeping village a dark stormy sea a house lit by lights from inside

READ AND EXPLORE

- 2 Read the descriptions of the three paintings. Underline the name of each painting and its artist. Find out what each painting is about.

The Starry Night was painted in June 1889 when Vincent van Gogh was staying at a home for the mentally ill. Van Gogh painted what he saw from his window — the night sky with clouds, stars and a moon. However, he didn't just paint the clouds. He also painted the massive circles of white and yellow racing across the sky. The stars and the moon hang bright in the night sky. Beneath this amazing sky, we see a sleeping village and a dark, lonely tree.

His unusual use of colour has led experts to think that Van Gogh's mental illness may have affected his sense of sight. He also took a drug that can make people see yellow spots, just like the stars in *The Starry Night*.

- 10 Unfortunately, Van Gogh's unique paintings weren't very popular and he only sold one painting in his lifetime. He also thought *The Starry Night* was a failure. However, the fact remains that *The Starry Night* is now one of the world's most famous paintings.

The Scream was painted by Edvard Munch in 1893. What makes it striking is that it shows a thin figure with an expression of fear — the figure's mouth is wide open and letting out a powerful scream. The figure covers his or her ears and looks directly at the viewer. This figure is set on a bridge above a dark, stormy sea, and against a burning orange-red sky.

In his diary, Munch talked about what inspired him. "I was walking down the road with two friends when the sun set; suddenly the sky turned as red as blood ... I stood there shaking. Then I heard the scream of nature."

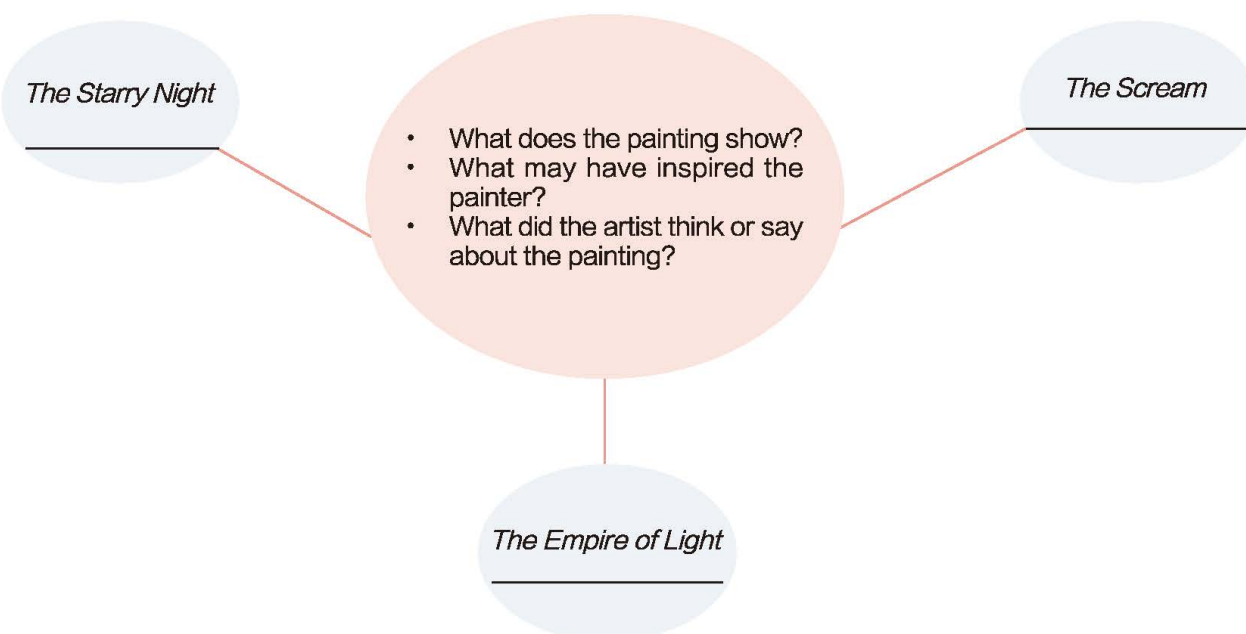
Many experts say that *The Scream* is connected to Munch's mental health problems, which caused him a lot of pain.

The Empire of Light is among a series of paintings by Belgian artist René Magritte between 1953 and 1954. He painted the same scene 27 times. It shows a beautiful house lit by lights from inside, surrounded by the darkness of night. What is strange is that above the house and the tree, we see a daytime sky full of brightness and soft white clouds. It seems like quite a mysterious scene.

Magritte was a painter inspired by his thoughts and ideas. His paintings were visual experiments as he tried to play with reality. His view was that art should shock the viewers and challenge their sense of reality.

The Empire of Light has produced different reactions in viewers. Some feel that the paintings look dark and troubling. Others, however, find them calming. As for Magritte himself, he thought that the change between day and night in the paintings was surprising. "I call this power: poetry," he said.

- 3 Read the three descriptions again. Use the diagram below to help you take notes. Then talk about each painting.



- 4 **Pair Work** Sort the expressions into the correct columns. Use them to practise introducing the paintings.

The Starry Night	The Scream	The Empire of Light

- | | |
|---|---|
| 1 with an expression of fear | 7 a beautiful house lit by lights from inside |
| 2 let out a powerful scream | 8 full of brightness and soft white clouds |
| 3 circles of white and yellow racing across the sky | 9 looks directly at the viewer |
| 4 a burning orange-red sky | 10 a sleeping village and a dark, lonely tree |
| 5 surrounded by the darkness of night | |
| 6 the night sky with clouds, stars and a moon | |

- 5 Look at the three paintings and read the first paragraph of each description. Do they have anything in common? If so, underline the words and phrases in the descriptions that show their common features. Explain your opinions.

Example *dark / darkness ...*

- 6 What's your opinion of the three paintings after reading the descriptions? Do you like or dislike them more? Give your reasons.
- 7 **Group Work** Suppose you are a volunteer at an art exhibition. Introduce one of the three paintings to the visitors.

FOCUS ON LANGUAGE: NOUN CLAUSES

- 8 **Pair Work** Read the sentences. Answer the questions.

- Van Gogh painted what he saw from his window.
- What makes it striking is that it shows a thin figure with an expression of fear.
- What is strange is that above the house and the tree, we see a daytime sky full of brightness and soft white clouds.
- Some feel that the paintings look dark and troubling.

Which sentence is an example of:

- a subject clause, or a noun clause that acts as the subject of the sentence
- an object clause, or a noun clause that acts as the object of the sentence
- a predicative clause, or a noun clause that acts as the predicative of the sentence

- 9 Combine the two expressions using a subject clause, an object clause or a predicative clause. Then write a complete sentence.

Example It is hard to believe
 Van Gogh only sold one painting during his lifetime
It is hard to believe that Van Gogh only sold one painting during his lifetime.

- 1 Magritte painted in this way
 The reason was that he wanted to challenge how people see the world

- 2 Looking at the painting, we don't know
 It is night or day

- 3 The fact remains
 Munch's *The Scream* is one of the best-known paintings ever made

- 4 It is unclear
 Van Gogh wanted to paint yellow spots or that was what he really saw

- 10 Rewrite the underlined sentences in the following paragraph using noun clauses.

1 Xu Beihong was important in modern Chinese art. He developed the tradition of combining poetry with painting. 2 He wanted to promote Chinese art.

He held several exhibitions in Asia and Europe.

In this painting named *Racing Horse*, we can see a horse running at high speed like a missile across the sky. On the left and right side of the painting, Xu cleverly drew in black ink to show the moving hair on the horse's mane and tail. He also used different shades of grey in a creative way to show the sweat along the horse's body. 3 It was painted so skilfully with dark and light colours. It is a favourite of many art lovers.



EXPRESS YOURSELF

- 11 **Group Work** Read the quotes. Discuss the features of good paintings.

A man paints with his brain and not with his hands.

– Michelangelo, an Italian painter

Painting is silent poetry, and poetry is painting that speaks.

– Plutarch, an ancient Greek writer

Good painting is like good cooking; it can be tasted, but not explained.

– Maurice de Vlaminck, a French painter

BEIJING OPERA

ACTIVATE AND SHARE

- 1 How would you introduce Beijing Opera to someone who doesn't know about it? What are the main roles? Look at the photos and choose a description for each role.

female roles

male roles with brightly painted masks

common male roles

clown roles



a _____

b _____

c _____

d _____

LISTEN FOR UNDERSTANDING

-  2 Dr. Liu is talking about Beijing Opera on a radio programme. Listen and tick (✓) the aspects that are mentioned.

- main roles
- instruments
- the unique sound
- costumes

-  3 Listen again. Answer the questions.

- 1 When did Beijing Opera start?
- 2 What forms of performance are combined together in Beijing Opera?
- 3 How many roles can be found in Beijing Opera? What are they?
- 4 What are some of the special features of Beijing Opera?

7.3 **4** Listen again and find the answers to these questions. Take notes.

- 1 Why is Beijing Opera a national treasure of China?
- 2 Why do performers sing in very high voices?
- 3 Why are the costumes in bright colours?

7.3 **5** Listen again. List the key phrases used by Dr. Liu to give reasons. Then, talk about whether you like Beijing Opera. Give your reasons.

6 Introduce Beijing Opera to a group of students from another country.

FOCUS ON FUNCTION: EXPRESSING EMOTIONS (2)

7.4 **7** Listen to a dialogue about Beijing Opera. Answer the questions.

- 1 Who went to see Beijing Opera?
- 2 How did the person feel about it?
- 3 What didn't the person understand?

7.4 **8** Listen and imitate. What emotions do the speakers express? Write *satisfaction*, *worry* or *regret* after the sentences in the Talk Builder.



Skill Builder

Understanding Logical Relationships

Logical relationships usually refer to the inner relationships between / among things, like between causes and effects.

- While you are listening, listen for key words like *why* and *because*.
- Take note of the reasons.

Talk Builder

Expressing Emotions (2)

- 1 ... so colourful and exciting! ()
- 2 I'm so glad you enjoyed it. ()
- 3 I was worried because ... ()
- 4 I loved the dancing and the acrobatics. ()
- 5 The performers were so talented! ()
- 6 But there were quite a few things I didn't understand. ()
- 7 I wish I knew more about them. ()

SPEAK

9 **Pair Work** Act out a dialogue between a Chinese student and a foreign student after watching a local opera.

A MUSICAL GENIUS

ACTIVATE AND SHARE

1 What do you know about Ludwig van Beethoven? Complete the quiz.

- 1 What is Beethoven most famous for?
a His piano performances. **b** Conducting orchestras. **c** Composing music.
- 2 Where was Beethoven born?
a In Germany. **b** In Canada. **c** In France.
- 3 What big challenge did Beethoven face?
a He became deaf. **b** He became blind. **c** He was unable to walk.
- 4 How many pieces of music did Beethoven write?
a More than 100. **b** More than 200. **c** More than 300.

READ AND EXPLORE

2 Scan the story about Beethoven and answer the questions in Activity 1.

Everyone knows that Ludwig van Beethoven is a musical genius but few might know how he created Symphony No. 9 in D minor and how its first show went.

- Ludwig van Beethoven was a German composer. He is regarded as one of the greatest composers in the history of music. In his twenties, he had been very famous for his skills on the piano, but
- 5 then he began to lose his hearing. Beethoven thought about giving up, but in the end he continued to write music. Inspired by his struggles with deafness, the composer produced some amazing pieces, including nine
- 10 symphonies, five piano pieces, and an opera! He proceeded with the composition until his death in 1827, writing more than 130 musical works, including his Symphony No. 9 in D minor.



- One day in February 1824, at his little house in Vienna, Austria, Ludwig van
- 15 Beethoven sat back in his chair and smiled. The famous German composer's ninth symphony was finally completed. Writing the piece had taken several years, and now the final notes had been added to the score. At 54 years of age, he didn't know that this would be his last symphony. As he proudly signed his name at the bottom of the page, Beethoven tried to imagine how people
- 20 would respond when they heard it for the first time.

Before the performance, the backstage atmosphere at a very famous theatre in Vienna was tense. Beethoven was afraid that the performance would be a disaster. After all, what use is a conductor who could not hear his orchestra — even if he is a musical genius?

- 25 The audience did not hesitate to applaud loudly as the famous composer walked out onto the stage for the first time in 12 years. The theatre's musical director, Michael Umlauf, joined him and together the two men took charge of the orchestra. For more than an hour, Beethoven jumped about in front of the orchestra, waving his arms wildly in the air, and
- 30 madly turning the pages of his score. The whole time, Umlauf stood quietly by his side, skilfully guiding the orchestra through the most amazing piece of music the world had ever known.

- As the final, joyous note signalled the end of the symphony, the audience jumped to their feet, clapping, cheering and waving their hats. But Beethoven
- 35 continued conducting, his head buried in the score. It was not until Caroline Unger, one of the singers, took his arm and turned him to face the audience that the great man realised his symphony was a success.

- Later, Caroline remembered that Beethoven was not the only one who got a surprise. "The audience was shocked as well," she said with a broad smile.
- 40 "Most of them had no idea that he was deaf! The one person in the room who didn't hear the symphony — and never would — was the very man who composed it."

- 3 Read the story. What can you find about Beethoven's composing of Symphony No. 9 and its first performance? Use a graphic organiser to organise the information you find.

Beethoven

- General information
- Composing of Symphony No.9
- Performance of Symphony No.9

Skill Builder

Graphic Organisers

Graphic organisers are a pictorial way of organising and illustrating information in a text. These include flow charts, tables and diagrams.

- Determine the type of the text (e.g. narrative, argumentation, description or exposition).
- Analyse the writing technique. Does the text include sequencing, facts and opinion, cause and effect? Does it compare and contrast?
- Determine which type of graphic organiser will illustrate the text in the most effective way.

4 Answer the questions based on your notes. Read the story again if needed.

- 1 When and how was Symphony No. 9 completed? What was Beethoven thinking when he finished the symphony?
- 2 How do you think Beethoven felt while he was conducting the orchestra? Find evidence from the text.

5 Pair Work Choose one of the following topics to introduce to your partner.

- Beethoven as a musician
- The performance of Symphony No. 9

6 Group Work Think and share.

- 1 The description of Beethoven's behaviour in the performance shows that he was deaf. Can you find the hints? Why did most of the audience have no idea that he was deaf?
- 2 How did Caroline feel when she said "The one person in the room who didn't hear the symphony — and never would — was the very man who composed it."?

7 Complete the sentences with the phrases below.

took charge of

jumped about

madly turning the pages

waving their hats

turned him to face

jumped to their feet

waving his arms wildly

backstage atmosphere

with a broad smile

- 1 Before the performance, the _____ was tense.
- 2 Michael Umlauf joined him and together the two men _____ the orchestra.
- 3 Beethoven _____ in front of the orchestra, _____ in the air, and _____ of his score.
- 4 As the final note signalled the end, the audience _____, clapping, cheering, and _____.
- 5 Caroline Unger took Beethoven's arm and _____ the audience.
- 6 In an interview afterwards, Caroline said _____, "The audience was shocked as well."



FOCUS ON LANGUAGE: WORD BUILDING

8 Complete the Word Builder. Use a dictionary to help you.

Noun		Verb	Adjective
music	musician	X	
composition			X
performance			X
		produce	
X		conduct	X
		hesitate	
	joy	enjoy	
		respond	

9 Complete the sentences with the correct form of the words in the Word Builder.

- 1 It has always been my dream to _____ an orchestra.
- 2 The musician _____ with nervousness before he began to play.
- 3 Beethoven is recognised as a _____ genius by people around the world.
- 4 Beethoven is the _____ of Symphony No. 9 in D minor.
- 5 To his mother's _____, he won first prize.
- 6 She told me about the wonderful _____ that she had been to last week.
- 7 The audience's _____ to the performance of the symphony was extraordinary.
- 8 Though Beethoven lost his hearing, he _____ some amazing pieces of music.

EXPRESS YOURSELF

- 10 **Pair Work** Which part of the story about Beethoven impressed you most? Why?
- 11 Find some pieces of Beethoven's music online. Discuss how you feel when listening to his music.





A FORMAL EMAIL

GET READY FOR WRITING

- 1 Look at the advertisement on a school website. Choose one activity that you'd like to know more about and write an email to ask for more information. Decide whether it is going to be formal or informal.

Home [Search Bar] Log In | Sign up

- Youth Short Film Festival! Join the contest! Great prizes!**
Contact us: enquiries@***filmclub.com
- New school film club starting next week! Some great films!**
Room 334, Students' Centre
Contact us: lovefilmclub@***mail.com
- Martial arts classes! Great teacher and small groups!**
Room 106, The Stadium
Contact us: martialarts@***mail.com
- School music competition on 15 June. Some great prizes!**
Contact us: lovemusic@***mail.com

READ FOR WRITING

- 2 Read the email on page 19. Answer the questions.

- 1 Why does Liu Ze write this email?
- 2 How does Liu Ze address the receiver of the email?
- 3 What information does Liu Ze want to know?
- 4 Is the style of the email formal or informal? Can you find some examples?

FOCUS ON STRUCTURE AND LANGUAGE

- 3 Read the email again. Identify its structure and useful language. Complete the table.

	The structure	Useful language
Para. 1	<i>Stating the purpose of your writing and introducing yourself</i>	<i>I am writing to ask for information about ... I am ...</i>
Para. 2		
Para. 3		



Sentence Builder

Polite Requests

I am writing to ask for information ...

I would like to ask about the films for your festival.

Could you tell me if this kind of film would be acceptable?

I wonder if you could also give me more information ...

Would it be possible to tell me about the prizes?

- 4 Write down the purpose of your email and two questions you would like to ask. Use the Sentence Builder to help you.

COMPOSE YOUR WRITING

- 5 **Outlining** Complete the outline of your email.
- 6 **Drafting** Use your outline and the Writing Help to write your first draft.
- 7 **Editing** Edit your email in pairs. Then share what you have written in class.

Peer Editing Sheet for Unit 7, page 93.

Writing Help

Writing a Formal Email

It's important to:

- address the receiver properly;
- use formal language to make polite requests;
- clearly state your reason for writing this email / letter;
- ask necessary questions clearly.

TWO FAMOUS PAINTINGS

Why do you think paintings attract people? These videos reveal some techniques employed by famous painters.

ACTIVATE AND SHARE

1 Pair Work Look at the paintings. Do you remember the name of Painting A? Describe the painting to each other and share your feelings about it.

2 Look at Painting B. What's your first impression? Describe the painting and tell how you feel about it. Then try to give a name to this painting.



VIEW AND LEARN

3 Watch the video that introduces Painting A. Answer the questions.

- 1 What's the first thing many people notice in this painting?
- 2 What's the last thing many people notice in this painting?
- 3 What's the bright star just to the left of the centre called?
- 4 What is the technique "Impasto"?
- 5 How did Van Gogh make the starry night come alive?

4 Pair Work Watch the video that introduces Painting B. Write *T* (true) or *F* (false).

- () 1 Mary Cassatt painted *The Cup of Tea* in 1897.
- () 2 The effect of the painting is achieved by techniques used in French Impressionism.
- () 3 Mary Cassatt portrayed herself in many of her paintings.
- () 4 Impressionism originated with a group of Paris-based artists.
- () 5 Having afternoon tea was a social ritual for many upper-middle-class women in France.

5 Watch the videos again. Answer the questions.

- 1 How does the first speaker start her introduction? What about the second speaker? Do they introduce the two paintings in the same way?
- 2 What other techniques do they use to introduce a painting?

EXPRESS YOURSELF

6 Group Work Choose one of your favourite paintings. Introduce it in groups.

EAST MEETS WEST

A Chinese Master

Zhang Daqian, born in 1899 in Sichuan Province, was one of China's most brilliant and popular artists. Not only was he extremely productive — it is said that he created an average of 500 paintings a year — but he was also able to master a variety of painting styles, ranging from detailed portraits to expressive landscapes.

Born into an artistic family, Zhang Daqian was first taught how to paint by his mother and siblings¹. He also travelled extensively, honing² his craft: from learning colouring techniques in Japan to studying Buddhist mural³ paintings in Dunhuang. However, traditional Chinese painting remained one of the great passions of his life, and he always considered himself part of that tradition.

A Spanish Pioneer

Pablo Picasso was one of the most influential European artists of the first half of the 20th century. He pioneered Cubism⁴ and also influenced Symbolism and Surrealism⁵. He was a painter and a sculptor who moved between many diverse styles.

Picasso was born in 1881, into a creative family in the Spanish city of Malaga. His father was a painter and he encouraged and taught young Pablo. Picasso's mother famously claimed that his first word was "pencil". When he was young, his family would visit Madrid to see works by the old Spanish masters.

East Meets West

In 1956, Zhang Daqian visited Picasso at his home in Nice, France. It is said that the two artists admired each other. At that meeting, they gave each other some artworks. Picasso gave Zhang 600 works in total, all of which were his imitations of Chinese paintings. He asked Zhang to teach him how to draw bamboo. Following this meeting, the two artists became friends and exchanged letters after Zhang's return to China.

The two artists had more in common than mutual⁶ admiration. Both were incredibly diverse in their styles, much admired, influential and very prolific⁷. In 2011, Zhang Daqian pushed his friend Picasso off the top of the list of best-selling artists in the world.

NOTES

1 sibling *n.* 兄弟姐妹

4 Cubism *n.* 立体主义

7 prolific *adj.* 多产的

2 hone (a craft) *v.* 磨练 (工艺, 手艺)

5 Surrealism *n.* 超现实主义

3 mural *adj.* 墙壁的 *n.* 壁画

6 mutual *adj.* 相互的

GENERAL UNDERSTANDING

1 Read the text. Answer the questions.

- How did the two painters learn to paint? Who taught them? What influenced them? What were their painting styles?
- What was their personal and professional relationship?

CRITICAL THINKING

2 Pair Work What is your understanding of the title "East Meets West"? Discuss in pairs.

GRAFFITI: FROM VANDALISM TO STREET ART



Graffiti¹ is writings, drawings or marks made on walls in public places. In most cases, it is created with paint or spray paint. Sometimes it is just a person's name or a rude word. Sometimes it is regarded as a public protest. Today, graffiti is often a mixture of writing and pictures, usually signed with a tag, which is a signature unique to an artist or group. Graffiti is now popular all over the world, and even art museums and galleries are collecting the works of street artists. However, there are many controversies² over graffiti. Some think it is a crime if done without a property owner's permission, while others see this as a rich form of non-traditional cultural expression.

It is believed that graffiti in its modern form first became popular in the United States in the 1960s. Young adults in cities like New York would use paint in special cans to spray their tag on walls around the city. This tag was a name they created to identify themselves and their artwork. Some graffiti murals and paintings were signs marking the territories of city gangs or illegal crime groups.

New Yorkers used to see the graffiti on the walls of poor neighbourhoods and subway trains as something threatening and as an example of urban decay³. The messy names and slogans were seen as ugly and rough, the work of vandals⁴ seeking to express themselves or even to make a political point. Up to the 1970s, most people hated graffiti, considering it disgusting. It was illegal and punishable by fines.

Later, the image of graffiti and graffiti artists changed a lot and graffiti was no longer only found in the subways and the poor areas of cities. In the early 1980s, there was a craze for graffiti art and even the Manhattan art world



had displays of street art in its galleries. The popularity of hip-hop music in the late 1980s helped further spread the culture of graffiti, first in the United States and then internationally.

Nowadays, graffiti has the status of “street art” and has become a separate movement expressing the street culture of young people living in big cities. You can find graffiti in places where you’d least expect it — in advertisements, on clothes, on toys, and even in newspapers and other media. Large international companies now realise the appeal of graffiti in advertising.

Kel Rodriguez, who used to paint New York subway trains, now works as an art director for one of the biggest newspapers in the United States. He also works for a number of other newspapers and magazines. Leonard McGurr, a street artist for 25 years, went from painting subway trains to designing and marketing graffiti-inspired clothes for young people. “Graffiti has been a story of survival,” he says. “There’s a way to benefit from your work without spoiling public property.”

NOTES

1 graffiti *n.* 涂鸦

3 decay *n.* 破坏, 毁坏

2 controversy *n.* 争论; 争议

4 vandal *n.* 故意破坏财物 (尤指公物) 者

GENERAL UNDERSTANDING

1 Pair Work Read the text. Discuss in pairs.

- 1 What is a graffiti “tag” and what is its purpose?
- 2 According to the text, how did most people in New York view graffiti until the 1970s? Why?
- 3 In the 1980s, what particular development does the text suggest helped further spread graffiti culture?

CRITICAL THINKING

2 Group Work Discuss the questions.

- 1 Do you believe that graffiti has a positive or negative effect on society? Why?
- 2 Are there any other forms of expression among young people that you think will become more popular and accepted in the future?

3 Search online and find out how graffiti has developed. Make a diagram to show your organised information.



CHECK YOUR PROGRESS

Use what you have learnt from the unit "Art" to talk about different art forms, introduce art pieces, and express feelings and emotions when seeing or hearing the art forms.



1 Chen Yang has written some comments about the three paintings she learnt about in Lesson 1 on social media. Complete her entry using the correct form of the expressions below.

uneasy

reaction

a failure

dark and troubling

massive circle

inspire

powerful

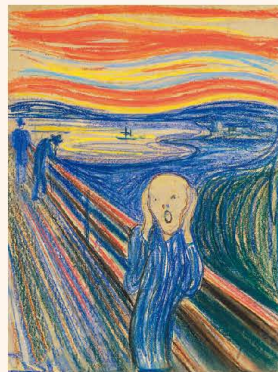
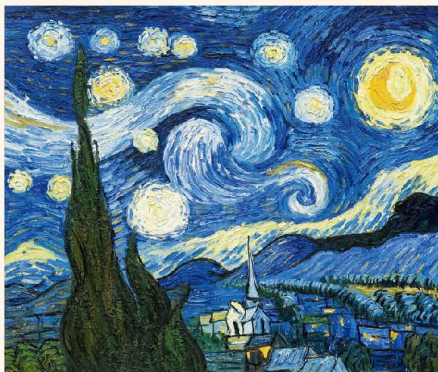
let out

Home Log in | Sign up

I think the three paintings we've just learnt about, *The Starry Night*, *The Scream* and *The Empire of Light*, are all amazing artworks. I wondered about what 1 _____ the painters to make such amazing works of art.

The Starry Night shows the night sky with 2 _____ of white and yellow. I couldn't believe that Van Gogh thought the painting was 3 _____. In the painting *The Scream*, the figure is 4 _____ a loud scream. That made me 5 _____. What a 6 _____ painting! Did Munch know that he had created such an unforgettable painting for so many people? As for the third painting, *The Empire of Light*, some find this painting to be 7 _____, but I found it to be rather calming.

I think different people may have different 8 _____ to paintings, but all in all, I really like all three of these works.





2 Li Zhen has prepared a short class presentation about Qi Baishi and his paintings. Rewrite the underlined sentences with noun clauses to improve her presentation.

Qi Baishi (1864–1957) was one of China's greatest painters. Between 1902 and 1909, he travelled across China and painted many pictures of scenery. His interest later changed to simple pictures of everyday life, such as vegetables, flowers, birds and insects. Chinese cabbages are a well-known subject of his works. **1** In one of his works, there is a tiny insect near the Chinese cabbage. It makes the painting special. It has some red markings on its back. Its black eyes, which are fixed on the Chinese cabbage, show the creature's interest in the vegetable. **2** It is interesting to note Qi Baishi's style of painting. His style of painting often leaves the audience guessing as to the meaning of the work and makes them use their imagination. **3** His paintings are highly valued. His style of painting is the reason for this.

- 1 _____
 2 _____
 3 _____



3 Li Zhen and David, an exchange student from the UK, are discussing a Beijing Opera performance. Complete their dialogue.

I was worried I'm glad it's a pity it was so exciting wonderful

Li Zhen: How did you like the Beijing Opera yesterday?

David: **1** _____! I have read about the Beijing Opera online. **2** _____ to finally see it on the stage.

Li Zhen: **3** _____ you liked it.

David: It was fantastic! The costumes were colourful and the singing was great.

Li Zhen: **4** _____ that you couldn't understand the story because at times the language was very confusing.

David: That's true. **5** _____ that I couldn't understand the whole story. Perhaps I need to read more about the opera to understand it better.

Li Zhen: That sounds like a good idea. Then we can talk more about the story later.





4 Chen Xi's class went to a Beethoven piano concert. Here are some of the students' comments. Complete the comments using the phrases below. Then write your own reflection on a concert you have been to.

hesitate to

be regarded as

be surrounded by

produce such musical works

Student 1: It was my first time going to a concert. It's amazing to **1** _____ music in a theatre.

Student 2: The performance was such a success that the audience did not **2** _____ clap and cheer loudly.

Student 3: The music was so wonderful. After attending the concert I think I now know why Beethoven **3** _____ one of the world's greatest composers.

Student 4: I really can't believe a man could **4** _____ after he lost his hearing.

Myself: I once had a chance to attend a _____ concert. I thought / felt _____

UNIT DIARY

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

★ *Useful words and expressions I learnt to describe music and paintings:*

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

★ *Two expressions I can use to express my emotions:*

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

UNIT

8

GREEN LIVING



In this unit, you will:

- listen, read and talk about green living;
- learn to use verb *-ing* and *-ed* forms, verbs or nouns to express meaning, and also learn how to ask questions after listening to a presentation;
- write a survey report on environmental protection;
- view an episode about solar energy and express your opinions about it.

TOPIC TALK

1 Pair Work What is green living? What can you do to promote green living?

not to leave the tap running
to pick up litter
to plant more trees
to be a volunteer for an environmental organisation

not to leave the house with lights still on
to ride bikes on short journeys
to use less tissue paper

8.1 2 Read the Text Builder carefully. Then listen to the introduction at a Green Living Exhibition and complete it by underlining the words or expressions you hear.

Text Builder Green Living

We all know that there are various types of pollution around us, which may cause different kinds of environmental problems, for instance, _____



Problems

water / ocean / soil / air / noise pollution, smog, sandstorms and deserts, global warming, industrial waste, animal / plant extinction

For example, a good way to reduce pollution is to _____.



Solutions

grow / plant more trees, cycle to work / school
save energy / water / paper / resources
use less electricity / more public transport
increase our awareness of environmental protection, change our living habits
recycle used batteries
live a low-carbon life

To me, green living is about _____.



Personal Understanding

healthy living, living in harmony with nature, respecting nature, maintaining the balance between human and nature, doing my part for the environment



3 Use the Text Builder to talk about your understanding of green living.

8.2 4 Listen to the dialogue. Answer the questions.

- 1 Why doesn't the woman like living in a flat?
- 2 Where does the man live and what does he do to help the environment?
- 3 What do they think is important to fight against global warming?

5 Use the language you have learnt to talk about what you can do to promote green living.

“

Quote ... Unquote

Living things that are nourished will not injure one another; roads that run parallel will not interfere with one another.

— Li Ji

Climate change is a terrible problem, and it absolutely needs to be solved. It deserves to be a huge priority.

— Bill Gates

We are using resources as if we had two planets, not one. There can be no "Plan B" because there is no "Planet B".

— Ban Ki-moon

We won't have a society if we destroy the environment.

— Margaret Mead

”



NOTES

- *Li Ji*, a Confucian classic.
- Bill Gates (born in 1955), the co-founder of Microsoft Corporation.
- Ban Ki-moon (born in 1944), a South Korean diplomat who was the eighth Secretary-General of the United Nations from 2007 to 2016.
- Margaret Mead (1901–1978), an American anthropologist.

ROOTS AND SHOOTS

ACTIVATE AND SHARE

1 Pair Work Look at the pictures. Discuss the following questions.

- What is happening in each picture?
- Have you ever done any of these things?
- What would happen if everybody did the same things?



▲ Leave the tap running while you brush your teeth.



▲ Leave a light on when you go out.



▲ Drop a piece of litter and can't be bothered to pick it up.

READ AND EXPLORE

2 Pair Work Read the first paragraph of the text. Discuss the questions.

- 1 What is "Just-me-ism"?
- 2 Why is "Just-me-ism" a problem?
- 3 Do you have any suggestions on how to solve the problem?

3 Read the rest of the text. Complete the table or use your own graphic organiser to illustrate what you have found about *Roots & Shoots*.

Roots & Shoots	The time of its establishment	
	The founder	
	The purpose	
	The meaning of its name	



ROOTS & SHOOTS

Most people suffer from what is known as “just-me-ism”. What is that? Well, say you leave the tap running while you brush your teeth, leave a light on when you go out or you drop a piece of litter and can’t be bothered to pick it up. You know that all those things are wrong, but so what? “What difference can it possibly make?” you say to yourself. “There are millions of people in the world and I’m just me. How can it matter if I leave one little tap running, one little light on or leave a little piece of litter on the road? And anyway, no one will know.” Of course, it wouldn’t matter if there were just a few people in the world. But just think of all the millions of people saying to themselves: “It doesn’t matter. It’s just me. And, anyway, no one knows.” Millions of gallons of water would be wasted; millions of lights would be left on; millions of pieces of litter would be dropped. And all of this would be very harmful.

To inspire young people to take action for the environment, animals and their community, *Roots & Shoots* was established. This institute was set up in the early 1990s by Dr. Jane Goodall, a scientist who’s the world’s best-known expert on wild chimpanzees. In addition to her research, she has been whole-heartedly committed to environmental protection. The whole purpose of *Roots & Shoots* is to educate young people, from pre-schoolers to university students, so they can help to build a future that is secure and live together in peace with nature.

The organisation is called *Roots & Shoots* because roots move slowly under the ground to make a firm foundation, and shoots seem small and weak, but they can break open brick walls to reach the light. The roots and shoots are you, your friends and young people all around the world. Hundreds and thousands of roots and shoots can solve the problems, change the world and make it a better place to live in.

Do you think you help to make the world a better place when you make a sad person smile, when you make a dog wag its tail, and when you water a thirsty plant? One cheered-up person, one happy dog, one flowering plant, and you. That’s what *Roots & Shoots* is all about: the value and importance of each individual — human, animal or plant. Dr. Jane Goodall believes that the most important thing is that: “Every individual matters. Every individual has a role to play. Every individual makes a difference.” You get to choose: Do you want to use your life to make the world a better place for people, animals and the environment? Do you want to make *Roots & Shoots* rooted in everyone’s heart? Do you want to be a part of a community for a shared future? You cannot be absent.

It is by acting together, in this exciting way, that we can involve thousands — millions — of people, and this is what is going to change the world.

— Jane Goodall

4 Read the text again. Answer the questions.

- 1 What contribution does *Roots & Shoots* make to society?
- 2 What makes Dr. Jane Goodall think *Roots & Shoots* can help solve the problem of "Just-me-ism"?
- 3 What is your explanation for the two quotes from Dr. Jane Goodall?

5 Group Work Prepare a presentation to introduce *Roots & Shoots* with the following information. Then give your presentation in class.

- When and why it was established
- The meaning of its name
- The contribution it makes to society

6 Group Work Think and share.

- 1 From the perspective of a community of a shared future, how do you understand *Roots & Shoots*?
- 2 What techniques does the writer use to make his / her view logical and convincing? Find at least one example for each technique.
- 3 Can you suggest another title for the text? Explain your answer.

7 Group Work The text uses many parallel structures with the same pattern of words and sentences. Underline these structures. Discuss why the writer uses them.

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

harmful individual institute just-me-ism
live in peace involve take action a firm foundation
break open brick walls leave the tap running

Roots & Shoots is a / an **1** _____ established in the early 1990s by Dr. Jane Goodall. It is called *Roots & Shoots* because roots move slowly under the ground making **2** _____ and although shoots seem small and weak, they can **3** _____.

The purpose of *Roots & Shoots* is to educate young people who suffer from **4** _____. Those people don't think their actions such as **5** _____ while brushing their teeth can have negative effects on the environment. In fact, these actions are very **6** _____.

Therefore, *Roots & Shoots* hopes to **7** _____ millions of young people in building a secure future so that we can **8** _____ with nature. Dr. Jane Goodall believes every **9** _____ matters. What we need to do is **10** _____ and act together to make the world a better place.



FOCUS ON LANGUAGE: VERB-ING AND -ED FORMS

9 Match the words in bold (1–4) with their functions (a–c).

- 1 one **flowering** plant
- 2 leave one little tap **running**
- 3 the world's **best-known** expert
- 4 **Inspired** by her example, he began to work harder.

- a attributive
- b adverbial
- c object complement

10 Complete the text with the correct form of the verbs in brackets. What is the function of each verb form?

Last Tuesday, a *Roots & Shoots* project was set up in my community. As I walked down No.1 Street, I saw volunteers 1 _____ (encourage) people to join in. 2 _____ (inspire) by the message of the project, many people felt that we should act now, as we have seen an 3 _____ (increase) number of highly 4 _____ (pollute) days this year.

While recently, many have become more concerned about environmental protection, there are still some who haven't, 5 _____ (think) that someone else will deal with the problem. However, if everybody had that attitude, we would never see any environmental problems 6 _____ (solve) in our society. We should remember – it's not just "me"!

EXPRESS YOURSELF

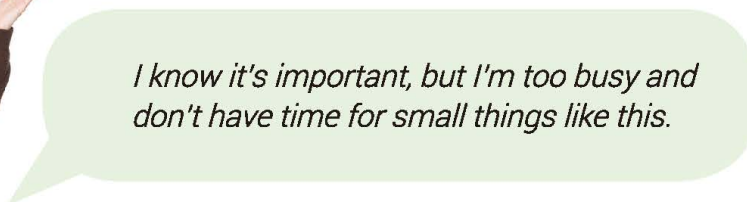
11 Imagine you are a volunteer of *Roots & Shoots*. Use what you have learnt to persuade one of the following people.



I'm just a student. When I become a powerful person I can do more.



I'm doing what I can, but I don't know how to make my friends do the same.



I know it's important, but I'm too busy and don't have time for small things like this.

GREENING THE DESERT

ACTIVATE AND SHARE

1 Look at the poster. Answer the questions.

- What is the event about?
- What do you think the presenter is going to talk about?
- What does *NPO* stand for?



Invited Talk

A Non-Profit Organisation I Admire

Presenter: Dr. Chen Lan
 Time: 2 pm Friday, 10 April
 Place: The Meeting Hall
 Organiser: The Student Union, No. 3 High School

Yi Jiefang, the founder of *NPO-Greenlife*


 Aims:

- turning deserts / dry farmland into forest
- helping to stop droughts

LISTEN FOR UNDERSTANDING

 2 Listen to the first part of the presentation. Answer the questions.

- 1 What was the terrible event that changed Yi Jiefang's life?
- 2 How did Yi Jiefang feel after the accident?
- 3 What made her start *NPO-Greenlife*?

 3 **Pair Work** Listen to the second part of the presentation and take notes. Then ask and answer questions with your partner based on the notes.

The early days of *NPO-Greenlife* 1 _____
 Yi Jiefang went to 2 _____ Inner Mongolia
 and saw 3 _____ with little agriculture. So Yi
 Jiefang 4 _____ to 5 _____ in the
 region over 6 _____ and the government
 agreed. Although the first trees were 7 _____,
 her team continued planting more trees. Now the
 trees have 8 _____.

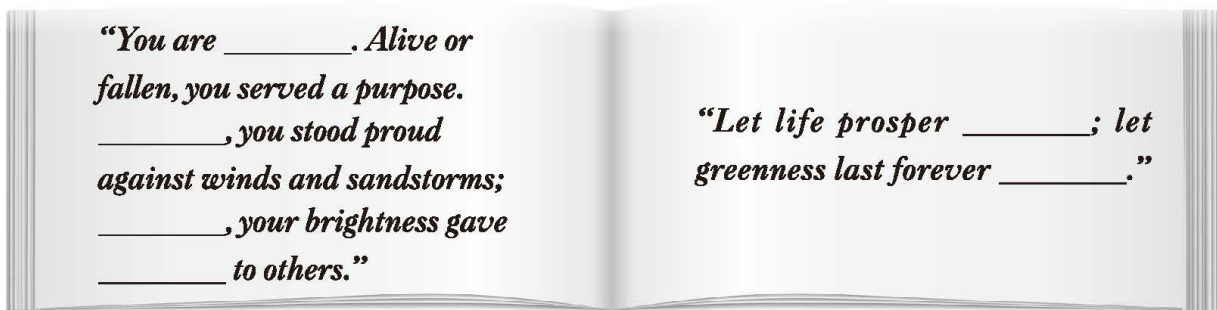
Skill Builder

Taking Notes (1)

Notes are summaries of the most important ideas and details in a presentation. Taking notes can help you understand and remember better.

- Listen for the first time. Focus on the general meaning.
- Listen again and take notes. Do not write down every single word. Only write the main ideas and key words.
- Use diagrams, tables or bullet points.
- Use abbreviations and symbols, e.g. org = *organisation*, yrs = *years*, ↑ = *increase*.

- 8.5** **4** Listen and complete the quotes written on the headstone of Yi Jiefang's son. Then read the quotes aloud. Explain the meaning of the quotes in your own words.



FOCUS ON FUNCTION: ASKING QUESTIONS

- 8.6** **5** Listen to the Q & A session. Answer the questions.

- 1 What helped Yi Jiefang work through her sadness?
- 2 What changes has *NPO-Greenlife* brought to the desert?
- 3 What did Yi Jiefang do in 2013?

- 8.6** **6** Listen and imitate. Complete the Talk Builder.

Talk Builder

Asking Questions

- 1 _____: How did Ms Yi Jiefang work through her sadness after her son's death?
- 2 _____ the former and the current conditions in the desert?
- 3 I'm interested in what she is working on now. _____?

Could you tell us more

My question is

Can you say something about

- 7** Are the questions in Activity 6 formal or informal? Why are the questions asked this way?

SPEAK

- 8** **Pair Work** Imagine you have a chance to meet Ms Yi Jiefang. Prepare some questions that you would like to ask her. Then role-play an interview.



“WHITE BIKES” ON THE ROAD

ACTIVATE AND SHARE

- 1 Are there any shared bikes in your neighbourhood or around your school? What do you think are the advantages and disadvantages of them?

Advantages

convenient	saving energy	reducing pollution
providing public transport	making “the last-mile distance” easy	

Disadvantages

causing parking problems	causing accidents on the road
--------------------------	-------------------------------

READ AND EXPLORE

- 2 Amsterdam is called “the City of Bicycles”. Why is it a good city for cycling? Read the first paragraph and take notes about the reasons.

Why is Amsterdam a good city for cycling?

- 5 People in Amsterdam have been enjoying the benefits of cycling for years. The idea began about 50 years ago, and was first known as “white bikes”. Amsterdam is a good city for cycling because it’s flat and therefore convenient for bikes. There are also plenty of places for bicycle parking and most streets in the city centre have a bicycle path. Because of its convenience for bicycles, Amsterdam has become very popular with cyclists — an amazing 38% of
- 10 all trips are made by bike. Some people even call Amsterdam “the City of Bicycles”.



- 15 Where did the idea of “white bikes” come from? In the 1960s, a group of cycling fans came up with an idea. They believed that it would be better for everybody if cars weren’t allowed in the city centre and only bicycles were. They were hopeful that this would help to save energy, reduce pollution and provide free public transport. The group painted hundreds of bicycles white and placed them in many areas around Amsterdam for people to use. Anyone was allowed to take them and use them for short journeys. People would leave the bike in the



20 place where they finished their journey, so that someone else could then take it and use it from there. Soon after, however, problems came up and the “white bikes” all disappeared — thieves stole them all in a matter of weeks!

In 1999, the “white bikes” returned to Amsterdam — this time with a computer tracking system to record their every move! To take a bicycle, you had to put in a
 25 special card. The new “white bikes” were not actually white but painted in bright colours. The bikes were parked at special parking places. Thus people who wanted to use them had to take them to another special parking place near their destination and leave them there.

Thanks to the ideas and efforts of
 30 many people, like the cycling fans of the 1960s and those who enabled the return of “white bikes”, you can now enjoy clean air and easy transport in central Amsterdam.

35 Nowadays, the idea of “white bikes” has pedalled its way around the world and there has been a global increase in bike-sharing.



In China, more and more cities have their own “white bike” programmes. Both the locals and tourists like to use shared bikes because bike-sharing is a cheap
 40 and easy way to save energy, reduce air and noise pollution, and enjoy the benefits of exercise in cities. However, problems can also develop, like the theft of bikes and parking issues. Fortunately, people are trying different ways of solving those problems. Where will bike-sharing go in China? You decide.

3 Where did the idea of “white bikes” start? What happened to it soon after, and what is the situation now? Read the rest of the text. Make notes in the table.

Development of “White Bikes”

In the 1960s	In 1999	Now

Skill Builder

Understanding Development of Events

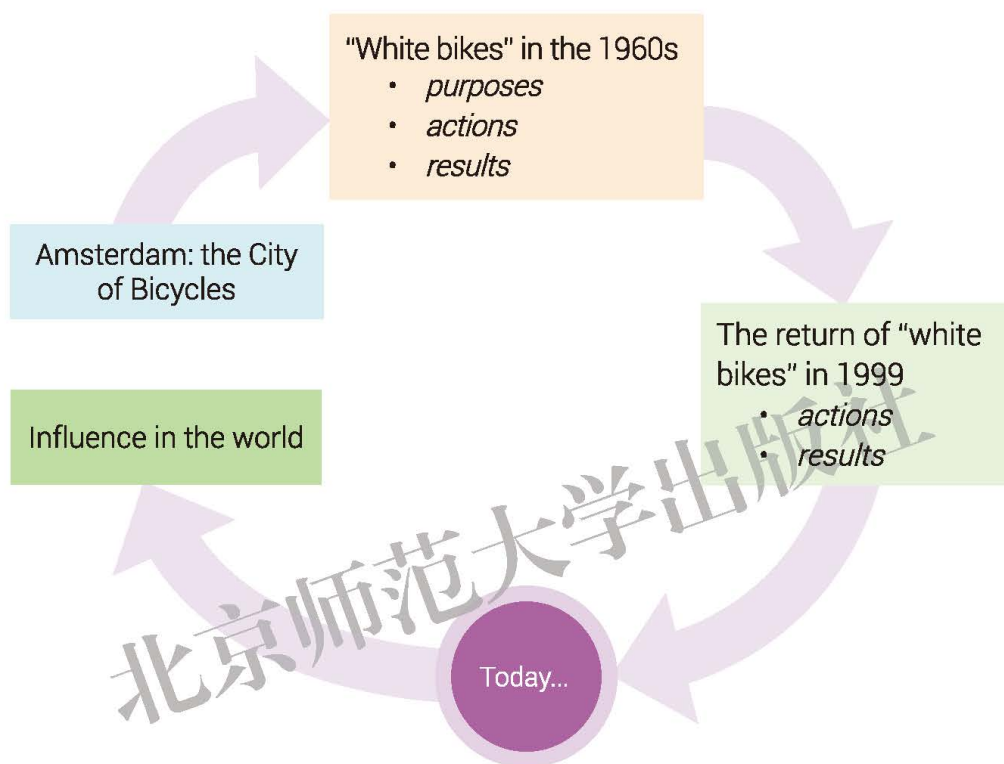
The development of events talks about how one event followed another to create a certain situation.

- Find the starting point of the events.
- Find out when and where the events developed.
- Find out what problems developed and what the consequences of the development were.

4 Answer the following questions based on your notes.

- 1 Why did cycling fans put forward the idea of "white bikes" in the 1960s?
- 2 What is the difference between the "white bikes" of the 1960s and of 1999?
- 3 What effects have "white bikes" had on Amsterdam?
- 4 Why has the idea spread to other parts of the world in recent years?

5 Group Work Introduce "white bikes" in Amsterdam with the help of the flow chart.



6 Group Work Think and share.

- 1 What does the title "'White Bikes' on the Road" mean?
- 2 What does the writer mean by saying "Where will bike-sharing go in China? You decide."?

7 Complete the summary with the information you have learnt.

People in Amsterdam have been **1**_____ cycling for years. They are particularly lucky because the city is very flat and therefore **2**_____ cycling. Back in the 1960s, a group of cycling fans **3**_____ an idea of using free shared bikes. They believed that this would help to **4**_____, **5**_____ and **6**_____. However, shortly after setting up the new system, there was a serious problem as all the bikes **7**_____. In 1999, the bike-sharing idea returned to Amsterdam. This time they were **8**_____ a computer **9**_____. **10**_____ the efforts of many people, the idea of "shared bikes" has now pedalled its way around the world.

FOCUS ON LANGUAGE: VERBS OR NOUNS

- 8 Look at the Word Builder. Compare the two sentences in each pair. Decide what the word in bold expresses.

a the name of an object / a thing

b an action / to do things

Word Builder

Verbs or Nouns

- The group **painted** hundreds of bicycles white ... ()
I need a can of red **paint**. ()
- Make sure you put your schoolbag in a proper **place**. ()
... **placed** them in many areas ... ()
- ... this time with a computer tracking system to **record** their every move! ()
Try to keep a **record** of what you have learnt. ()
- Nowadays, the idea of "white bikes" has **pedalled** its way around the world ... ()
Both **pedals** of my bicycle were broken. ()

Add other pairs of words similar to the words above.

- 9 Complete the sentences with the correct form of the words from Activity 8.

- Jason _____ down the road to his school.
She put her foot down on the _____.
- The house will look bright with white _____.
The old man asked, "Who _____ all these on my wall?"
- You should wash your cup and _____ it on the table.
This is a great _____ for a holiday.
- I try to keep a _____ of everything I spend.
Her mum made her _____ every penny she spent.

EXPRESS YOURSELF

- 10 **Group Work** What are the similarities and differences between "white bikes" in Amsterdam and shared bikes in your city / town?



▲ "white bikes" in Amsterdam



▲ shared bikes in China

A SURVEY REPORT

GET READY FOR WRITING

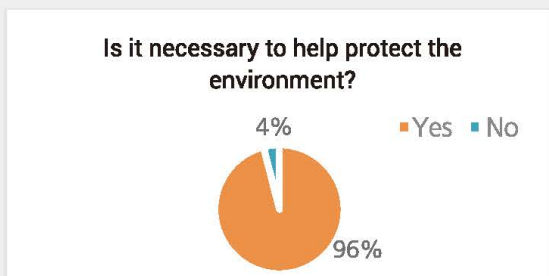
- 1 **Pair Work** You are going to write a survey report on environmental protection for the residents in your city or town. What should be included in a survey report? Discuss your ideas in pairs.

READ FOR WRITING

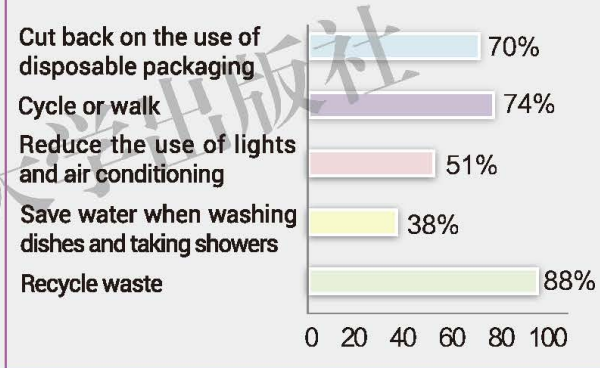
- 2 Read the survey report. What questions are asked? What are the findings?

Actions Taken by City Residents to Help Protect the Environment

- () Last August, city officials interviewed about 500 residents to find out people’s attitudes to protecting the environment and what actions they had taken. Here are the results:
- () As the diagram shows, the percentage of those who felt that they needed to help protect the environment is as high as 96%. Very few (4%) felt it was not necessary. More than half of those who took part in the survey had done four of the five activities in the past month. Around 90% had tried to recycle waste such as glass, metal and paper; and more than two thirds (70%) had tried to cut back on the use of disposable packaging, such as plastic honey bottles, and butter and yoghurt containers. Also, the majority of residents had cycled or walked.



- () Unfortunately, not as many who took part had taken action to save water and energy in their



▲ Survey taken last August at *Summer Fun Festival* by city officials. It involved 496 city residents (15 years of age and older).

homes. Just under 40% (38%) tried to save water when they were washing dishes or taking showers. Just over half (51%) tried to save energy by reducing the use of air conditioning or turning off lights.

- () To sum up, it seems that almost all who took part understood the need to help take care of the environment. Most of them tried to recycle waste, ride bikes or walk, and reduce the use of disposable packaging. However, not as many were saving water and energy. This indicates that the residents needed to pay more attention to these two activities.

FOCUS ON STRUCTURE AND LANGUAGE

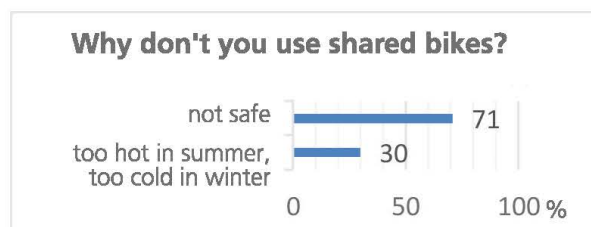
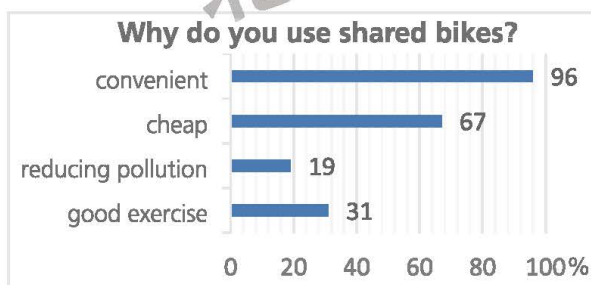
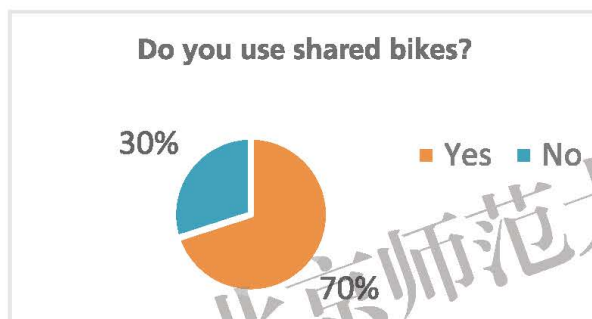
- 3 Label each paragraph of the report with the following headings.

- a Introduction c Negative findings
b Conclusion d Positive findings

- 4 Underline the quantity expressions in the survey report. Use the Sentence Builder to help you.

COMPOSE YOUR WRITING

- 5 **Outlining** Write an outline for your report based on Activities 3 and 4, and the data below. You can also do a survey online and write a report based on the data you got.



Sentence Builder

Quantity Expressions

as high as / almost all

The percentage is ... as high as 96%.

about / around

Around 90% had tried to recycle waste ...

most of / more than / the majority of

More than two thirds (70%) had tried to cut back on the use of disposable packaging ...

just under / just over

Just under 40% (38%) tried to save water ...

not as many / very few

Not as many were saving water and energy.

Writing Help

Writing a Survey Report

It's important to:

- introduce the survey, e.g. its purpose, the number of those taking part, the overall findings;
- describe the major findings and supporting figures in the survey;
- use quantity expressions and proper graphs;
- summarise your findings and give recommendations.

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

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

Peer Editing Sheet for Unit 8, page 93.

SOLAR ENERGY

Where do we use solar energy in daily life? This video presents how solar energy changes into other forms of energy.

ACTIVATE AND SHARE

1 Pair Work What do you know about solar energy? Discuss your ideas in pairs and see if you can answer the questions.

- What is solar energy?
- What do we use solar energy for?
- What forms of energy can solar energy change into?

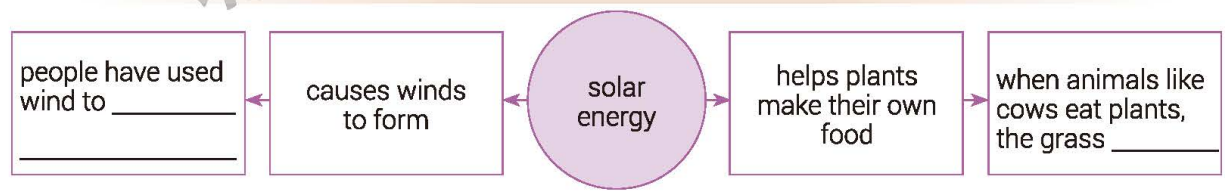
VIEW AND LEARN

2 Watch the video. Complete the information.

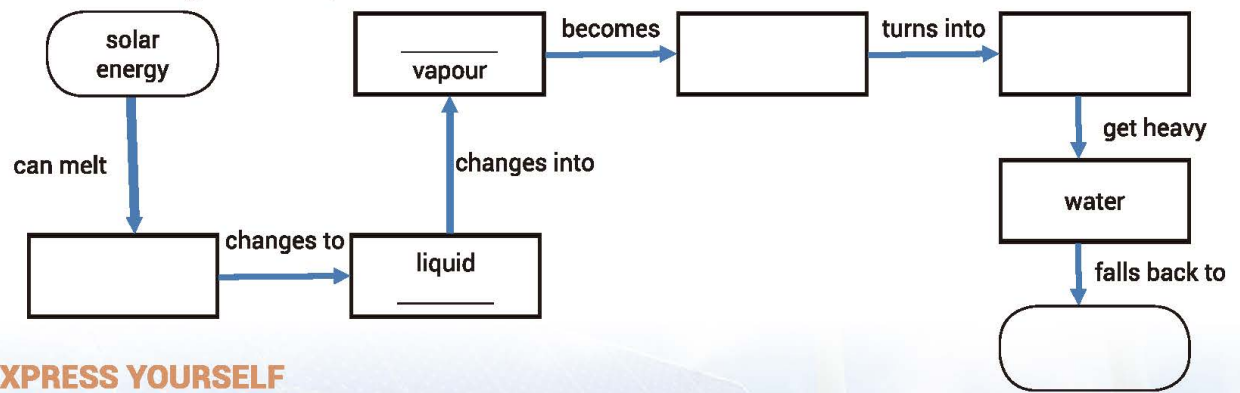
- 1 Solar energy is energy that _____ and it is what makes you feel _____.
- 2 Solar energy is what causes solar panels to turn sunlight into _____.
- 3 Solar energy is what sets a piece of paper _____ under a magnifying glass.
- 4 We see solar energy as _____ and we feel solar energy as _____.

3 What can solar energy do to wind and plants? Watch the video and choose the correct information to complete the diagram.

- | | | |
|---------------------------|------------------|-----------------|
| grind grain | make plants grow | power windmills |
| help generate electricity | pump water | move sailboats |
| give the cow energy | | |



4 How does solar energy cause matter on Earth to change into other forms? Watch the video again. Complete the flow chart.



EXPRESS YOURSELF

5 Search online and find ways we can use solar energy. Discuss your ideas in small groups.

RECYCLING

An Effective Solution

Waste management is a major global issue. In Europe, Sweden is setting a great example when it comes to recycling. Even though the nation produces around four and a half million tonnes of household waste each year, less than 1% of that waste ends up in landfills¹.

So where does it go? Well, a lot of waste is burnt — around half of the country's household and industrial waste is turned into energy. Sweden has 32 clean-burning waste-to-energy plants², which burn waste to produce electricity. According to the Swedish government, three tonnes of waste contains as much energy as one tonne of fuel oil. Waste that can't be burnt — scrap³ metal, plastic, glass and food scraps — is reused or recycled.

Sweden's waste-to-energy plants are able to burn more waste than the country produces. As a result, the Swedish government now imports waste from other European countries, like the UK, Norway, Italy and Ireland. A huge amount of waste — 800,000 tonnes — is imported each year to produce Sweden's electricity. Everybody wins in this situation — it is good business for Sweden and less waste for landfills in the rest of Europe.



Power to the People

According to the World Bank, around 70 million tonnes of waste is produced in Africa each year. If the waste is not disposed of properly, it can lead to disease, pollution and other environmental issues.

Although this is a big problem, many local communities are coming up with solutions to deal with their own waste. Where most people see a problem, a few clever individuals have seen opportunities. All across the African continent, there are businesses tackling⁴ the problem. For example, a South African company makes schoolbags from recycled plastic, and in Ethiopia, old car tyres and clothing are turned into footwear that's sold around the world.

These businesses aren't just reducing the waste. They're producing useful products, creating jobs and making money. They're also setting a great example for others about how to make the best of a bad situation.

NOTES

- 1 landfill *n.* 垃圾填埋场 2 plant *n.* 发电厂 3 scrap *n.* 废料 4 tackle *v.* 处理

GENERAL UNDERSTANDING

- 1 What are the differences between the waste management in Sweden and that of some countries in Africa?

CRITICAL THINKING

- 2 What does the writer mean by saying "Where most people see a problem, a few clever individuals have seen opportunities."?
- 3 What do other countries do on waste management? Do you think Sweden's method can be applied to your city or town?

THE ENVIRONMENT: A LOCAL AND GLOBAL ISSUE

In many ways, life has become far more comfortable and convenient in the past few decades. However, this has come at a huge cost to the environment. Here, we look at three of the most serious environmental problems we are currently facing.

Air Pollution

The main cause of air pollution is the burning of fossil fuels¹ by vehicles and power plants. Other human activities, such as construction and the burning of waste, also contribute to air pollution.

The effects on our health can be very serious. According to the World Health Organisation, 2.4 million people die annually from causes directly related to air pollution. Young children, the elderly and people with heart and lung problems suffer the most as a result of this environmental problem.

You can easily contribute to reducing air pollution by only using a car to make journeys when it's absolutely necessary. If it isn't, try using public transport instead.



Global Warming

Global warming is the increase in the temperature of the Earth's near-surface air and oceans. It's caused by the build-up of carbon dioxide² and other pollutants³ in the atmosphere. These trap the Sun's heat and warm up the planet.

Over the past 100 years, average temperatures around the world have risen by between 0.5°C and 1°C. Scientists predict that temperatures will rise by a further 1°C to 3.5°C during the 21st century.

Global warming has already caused a wide range of problems. Sea levels are rising due to the melting of polar ice sheets. Countries around the world have faced extreme weather conditions, such as hurricanes, floods and heat waves. For example, the south of France and northern Italy experienced extremely heavy rain and 1,000km/h winds in November 2016. Over 200mm of rain fell in just one night. This resulted in the flooding of the River Po near Turin in Italy.



Overflowing Landfills

Landfills are used for waste disposal in many countries around the world. However, due to the amount of waste our lifestyles produce, these landfills are now reaching full capacity⁴. When this happens, the chances of dangerous chemicals in the waste entering our water supply increase.



The amount of waste in landfills in China has risen exponentially⁵ over the last decade. In 2005, for instance, landfills in Shanghai contained a little over 6.2 million tonnes of waste, but they now contain 7.9 million tonnes — an increase of nearly 30%. In Hong Kong, it is predicted that the three existing landfills will be full within the next decade. The government is now trying to find alternative waste disposal methods. Some cities, such as Beijing, Shenzhen and Shanghai, among others, are leading the way and have promised to send “zero waste to landfill” by 2020.

Apart from the three Rs (Reduce, Reuse and Recycle), some experts have begun advocating the fourth R — Responsibility. They believe that, although recycling waste is effective, the most effective way of solving the problem of overflowing landfills is to encourage people to take responsibility for reducing the waste they produce themselves.

NOTES

1 fossil fuel 化石燃料

2 carbon dioxide 二氧化碳

3 pollutant *n.* 污染物

4 capacity *n.* 容量

5 exponentially *adv.* 以指数方式

GENERAL UNDERSTANDING

1 Read the texts. Answer the questions.

- 1 What are the causes and effects of air pollution?
- 2 What is global warming and how does it affect our planet?
- 3 What are landfills and why are they becoming a serious problem?
- 4 What are the possible solutions to these environmental problems?

CRITICAL THINKING

2 What do you think of the fourth R — Responsibility? Do you think it's more important than the other three Rs (Reduce, Reuse and Recycle)? Why?

CHECK YOUR PROGRESS

Use what you have learnt from the unit "Green Living" to talk about a green lifestyle, ways to reduce pollution and how to protect our environment.



1 Li Zhen has written about people who protect the environment. She has chosen to write about Jane Goodall and Yi Jiefang.

(1) Complete the paragraph about Jane Goodall. The first letter of each missing word is provided.

Jane Goodall has worked to protect wildlife for over 50 years and is the world's best-known **1** e_____ on wild chimpanzees. In **2** a_____ to her research, she also contributes greatly to green living. She has said that many people suffer from what is known as "Just-me-ism". In the early 1990s, Jane Goodall **3** e_____ *Roots & Shoots*. It's an **4** o_____ that promotes **5** e_____ protection and empowers young people to take positive **6** a_____ for the environment, animals and their community.



(2) Choose the correct words to complete the paragraph about Yi Jiefang.

Yi Jiefang is a woman of great **1** *force / strength* and people **2** *admire / consider* her work very much. Her life changed after a car **3** *disaster / accident* took the life of her son. Before he died, her son was **4** *concerned / questioned* about the sandstorms and the increasing size of the deserts in Inner Mongolia. To remember her son, she founded a **5** *committee / charity* organisation called *NPO-Greenlife*. Many people were moved by her story and became volunteers for the organisation. The organisation plants trees in the northern **6** *region / city* of China. The survival **7** *rate / number* of the trees is 85% now, which makes the organisation's work very effective.

(3) Write a short introduction about any other person you know who helps to protect the environment.



2 Chen Yang held an interview with an environmentalist, Prof. Liu, for her class project. Complete their dialogue with the options below.

Are there any other advantages
Could you tell me more about

Are there any problems with
What's your personal opinion about this idea

Chen Yang: Thank you, Prof. Liu. You have mentioned many interesting ideas about what we can do to help our environment. **1** _____ bike-sharing?

Prof. Liu: Certainly. Bike-sharing in cities has huge benefits because it helps cut down the number of cars on the road, which reduces pollution and leads to cleaner air.

Chen Yang: **2** _____?

Prof. Liu: Sure. It also saves money as users don't have to pay much for it.

Chen Yang: **3** _____ the bike-sharing system?

Prof. Liu: I have to admit that as it is a new idea, there are some problems.

Chen Yang: Some city planners have said that the bike-sharing system is too expensive and we should focus on things like cheaper buses. **4** _____?

Prof. Liu: I understand what they are saying. For example, in some cities where bike-sharing systems are in place, some people have damaged the bikes on purpose, which increases costs. But I think all the current issues can be solved. We just need to be patient as they are still not perfect at the moment.

Chen Yang: Thank you, Prof. Liu.



3 Chen Xi did a survey for his project among students who are concerned about the use of cars. Complete the students' comments (A–D) with the correct form of the words in brackets.

A: There are too many people **1** _____ (drive) on the road. Most people use cars without thinking about the necessity of using them, and many cars are used by only a driver without any passengers. It's frustrating to see fuel **2** _____ (waste).

B: The increasing use of cars makes air pollution a very serious problem. It is harmful for humans, animals and plants to live with **3** _____ (pollute) air.

C: Cars also cause noise pollution. According to research, cars are the main source of noise pollution in urban environments. I live near a main road and I find some drivers make a noise by beeping their car hooters loudly, even at night. That's really **4** _____ (annoy).

D: We need to reduce the use of cars and make public transport cheap and efficient. When **5** _____ (stop) in a traffic jam, I always feel annoyed. Yesterday morning, it took my dad an hour to drive me to school in his car and therefore he was late for work. Do you know that cars produce more air pollution while stopped in a traffic jam than when they are moving?



4 Chen Xi asked the students for ideas on how to set up a carpool as part of his survey. Help him turn their ideas into a poster for the classroom wall.

- Three to four students per car
- One parent drives the car
- Families take turns to drive students to school
- ...



UNIT DIARY

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

★ *Useful words and expressions I learnt for talking about the environment and its protection:*

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

★ *Things I learnt about writing a survey report:*

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

UNIT

9

LEARNING

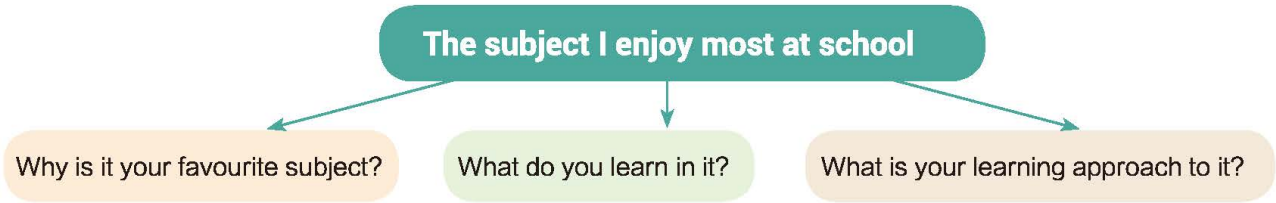


In this unit, you will:

- listen, read and talk about learning;
- learn to use verbs followed by verb *-ing* form or infinitive, to express meaning with correct subject-verb agreement, and also learn how to show interest in something you hear;
- write a learning reflection on what you have learnt from this unit;
- view an episode about the dynamic brain and express your opinions about it.

TOPIC TALK

1 **Pair Work** Which subject do you enjoy most at school? Discuss and explain why. Use the questions to help you.



9.1 2 Read the Text Builder carefully. Then listen to the dialogue and complete it by underlining the words or expressions you hear.

Text Builder Learning


My favourite subject is _____.

I like to _____ after class.

My learning goal is to _____.

Subjects

English, Chinese, physics, chemistry, mathematics, history, geography, music, PE, art, geometry




Things to Do / Learn

- work with a partner
- do group work
- go online / to the library
- learn new skills / about new ideas
- take part in problem-solving activities / musical activities / sports
- write for the school magazine / blogs



Goals

- become more fluent in English / able to concentrate
- get into college / university
- pass an exam / a test
- win a competition / a prize
- establish a good foundation for the next year / my next stage of learning



3 Use the Text Builder to talk about the way you learn.

9.2 4 Listen to the dialogue. Complete the information.

The boy is 1 _____ to revise for an English exam next week. He still needs to 2 _____ some language points. He prefers to 3 _____ in a quiet place so that he can 4 _____ and keep the details straight in his head.

5 Use the language you have learnt to talk about your learning goals.

“

Quote ... Unquote

He who learns but does not think is lost. He who thinks but does not learn is in great danger.

– Confucius

Being ignorant is not so much a shame, as being unwilling to learn.

– Benjamin Franklin

I believe that the most beautiful meaning of life, and the happiest result of our experiences, is learning.

– Honoré de Balzac

There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning.

– Jiddu Krishnamurti

”



Confucius ►

NOTES

- Confucius (551–479 BCE), a philosopher, politician and educationalist at the end of the Spring and Autumn period, the founder of Confucianism.
- Honoré de Balzac (1799–1850), a French writer and the founder of Realism in French literature who wrote the novel *La Comédie Humaine*.
- Jiddu Krishnamurti (1895–1986), an Indian philosopher, speaker and writer.
- Benjamin Franklin (1706–1790), an American politician, thinker and scientist.

ACTIVE LEARNING

ACTIVATE AND SHARE

- 1 What do active learners do? Think about who may be an active learner in your class. Use the phrases below to help you.

to take notes

to focus on

to ask questions

to reflect on

to pay attention to

to be curious

to be open-minded

to listen to a different point of view

READ AND EXPLORE

- 2 Do our brains learn by themselves? How can we become active learners? Read the first paragraph and answer the questions.

- 1 What do most people believe about the human brain? Is it true?
- 2 What is active learning?
- 3 What is Kevin Daum going to talk about in the article?

- 3 Read the text quickly. Write the subheadings before the corresponding paragraphs.

- Ask questions
- Get to the truth
- Listen to the outer voice
- Focus on the message
- Argue with your inner voice

ACTIVE LEARNING

by Kevin Daum

Most people assume that the human brain is set on “automatic” — that means it learns all by itself. But this isn’t always true. We **need** to train ourselves to be better learners — to actively take part in the learning process and to reflect on what we have learnt. These kinds of

5 learning behaviours are called “active learning”. I **suggest** doing five things to take an active role in your learning.

1 _____

There are two kinds of voices: the inner voice and the outer voice. Your inner voice expresses your personal

10 opinions, while the outer voice tells you about opinions from what you hear or read. Although your inner voice can be useful, it can also get in the way of learning. If



you **keep** paying too much attention to it, you **risk** missing important information. Instead, active learners are open-minded and focus on what the speaker / writer is saying, not on what their brain is saying in the background. In this way, they are in a better position to make decisions.

15

2 _____

If you find your inner voice difficult to control, you can argue with it as most active learners do. When your inner voice tells you a speaker / writer is wrong, think about why the speaker / writer may be right. Be flexible in your opinions and you might **end up** agreeing with the speaker / writer after all. If not, at least you have "listened to" another point of view.

20

3 _____

Asking questions is the easiest way to promote active learning. When you get information from someone, from books or the Internet, ask two, three, even five questions about the topic. The answers will lead you to further learning, and the very act of working out questions will help you to achieve a higher level of understanding about the topic. In short: Do not stop being curious.

25

4 _____

30 Active learners do not accept everything they learn. They **attempt** to find the truth at the heart of each idea. Even when an idea sounds entirely unlikely, there may be an aspect of it that is based on truth. So if someone says that dinosaurs still exist today, think about why they believe this. Where does the idea come from? Do they have enough data to support their views? If you **try** to find out the source of an idea, no matter how crazy it seems, you will increase your chance of learning something.

35

40

5 _____

Many people miss out on learning opportunities because they let their feelings get in the way. They **refuse** to learn or ignore what is said because of who the speaker / writer is. It is true that we **cannot help** disliking some people — this is human nature, after all. But do not forget you can still learn from them. Active learners do not judge people based on first impressions or personal feelings. Instead, they separate the message from the messenger. This goes the other way as well — do not just assume that some people are always right because of who they are or just because they are your friends.

45



- 4 Read the first suggestion. Identify the learning actions, reasons and learning effects in the diagram. Then, do the same for the other four suggestions.



- 5 **Group Work** Each student chooses one suggestion and introduces it to others.

- 6 Are the following ways of learning correct according to Kevin Daum? Write *T* (true) or *F* (false). If not, what should we do? Why?

- 1 When in class, focus on the voice expressing your own opinion. ()
- 2 If you think a speaker is wrong, argue with him / her. ()
- 3 Be curious to find more information about the topic. ()
- 4 Believe what is said in books. ()
- 5 Only engage in classes of your favourite teacher's. ()

- 7 Which of the suggestions in the text do you think is the most useful for you? Why? Do you have any questions about those suggestions?

Example *I think "arguing with your inner voice" is the most useful, because it makes me consider the other side of an argument.*

8 Read the summary. Use the phrases below to replace the underlined parts.

In short based on at the heart of attempt to
 argue with achieve a higher level of understanding get in the way of learning

There are many things we can do to become better learners. We all have two voices. Our inner voice tells us personal opinions and our outer voice deals with others' opinions and things we have heard. If we listen to our inner voice too much, it can **1** block us from learning. If your inner voice is difficult to control, you can **2** disagree with it. One of the best ways to promote active learning is to ask questions. This helps you **3** gain more knowledge about a topic. **4** In a word, we should never stop being curious. Active learners also **5** try to question the world around them and understand the truth **6** deep within every idea. Finally, as active learners, we should never form opinions about people **7** on the basis of first impressions.

FOCUS ON LANGUAGE: VERBS FOLLOWED BY VERB -ING FORM OR INFINITIVE

9 Look at the **coloured** verbs in the article. Complete the table.

Verb + verb- <i>ing</i> form	Verb + infinitive
<i>suggest doing</i>	<i>need to do</i>

Add the following verbs to the table above. Use a dictionary to help you.

advise agree avoid can't stand don't mind enjoy start
 help like manage practise regret seem remember

10 Complete the text with the correct form of the verbs in brackets.

Recently, I've managed **1** _____ (become) a more active learner. When I'm reading a book or listening to my teacher, I try **2** _____ (forget) what I've learnt before or what I think about the book or the person giving me the information and practise **3** _____ (concentrate) on the information itself. At the beginning, I found it difficult to do this and I couldn't help **4** _____ (question) the ideas I was reading or hearing. But now I've learnt to avoid **5** _____ (listen) to my inner voice all the time and sometimes I even argue with it. On the other hand, I also attempt **6** _____ (ask) as many questions as I can. I ask my teachers a lot of questions and I've noticed that the answers to the questions have really helped me understand the topic a lot better.

EXPRESS YOURSELF

11 **Group Work** What other ways of active learning do you know? How will you learn actively in the future? Make a list and explain them. Compare and discuss your list with your group members.

LANGUAGE LEARNING TIPS

ACTIVATE AND SHARE

1 What tips do you know about learning English? Give reasons for each of your tips.

- to read simplified classic works
- to check the dictionary while reading
- to guess the meaning of an unfamiliar word
- to memorise grammar rules and do a lot of exercises
- ...



Example My tip for learning English is to read simplified classic works because they can increase my knowledge of English beyond the classroom.

LISTEN FOR UNDERSTANDING

 2 Listen to an interview about effective ways of learning English. Which topics are mentioned?

How to:

- | | |
|--|--|
| <input type="checkbox"/> increase knowledge of English | <input type="checkbox"/> learn new words |
| <input type="checkbox"/> use a dictionary | <input type="checkbox"/> learn grammar |
| <input type="checkbox"/> deal with unfamiliar words | <input type="checkbox"/> be a good learner |

 3 Listen again. Complete the missing information.

1 What is Dr. Smith's advice on effective English learning?

Dr. Smith's advice is to _____ of English beyond the classroom. One way to do that is _____. He recommends that you try _____. The other way is to _____.

2 What is his suggestion on learning words?

Firstly, you should _____. A lot of the time, you'll be able to _____ of an unfamiliar word without _____. Also, you should learn _____. For example, we say "open the book", but "turn on the computer".

3 What advice does he give on learning grammar?

Just memorising the rules is _____. His advice is that when you learn a grammar rule, you should try to use it in _____. By doing so, you'll be learning grammar in a more natural way than from a grammar book.

4 **Pair Work** Discuss the questions.

- 1 Do you find Dr. Smith's advice helpful?
- 2 What are other ways to learn English vocabulary and grammar effectively?

FOCUS ON FUNCTION: SHOWING INTEREST (1)

- 5 Do you know the differences between British and American English (e.g. spelling, pronunciation, vocabulary, etc.)? Give some examples.
- 9.4 6 Listen to the programme. Complete the notes in the table. What differences between British and American English are mentioned? List the examples.

Aspects	Examples
<i>ways of pronouncing words</i>	<i>water, tomato ...</i>

- 9.4 7 Listen and imitate. Complete the sentences in the Talk Builder.

Talk Builder

Showing Interest (1)

- 1 –We have different ways of pronouncing words. For example, ...
–That’s odd! _____! Do they still mean the same thing?
- 2 –I say “example” and “dancing in the classroom”, but Robert ...
– _____! How do people ...?
- 3 –We say “lift”, but Americans say “elevator”.
– _____!
- 4 –The American “subway” is called the “underground” in the UK, or the “tube” in London.
– _____! I never realised ...

Wow

They sound so different

Ah

Interesting

Can you add more expressions for showing interest?

SPEAK

- 8 Search online to find more differences between British and American English.
- 9 **Pair Work** Act out a dialogue between an expert and a learner talking about differences between British and American English. The expert gives examples and the learner responds with interest.

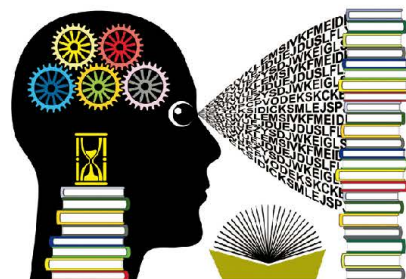


THE SECRETS OF YOUR MEMORY

ACTIVATE AND SHARE

1 Which of the following things do you find easy to remember? Can you explain why?

- names and faces
- numbers: telephone numbers, passwords, etc.
- stories
- facts and arrangements
- things that happened long ago
- things that happened recently



2 If you were going to meet a memory expert, what questions would you ask him / her?

READ AND EXPLORE

3 Read the text quickly. Does the text answer any of your questions in Activity 2?

Memory expert *Jemima Gryaznov* answers some of the most common questions about memory.

1 Why can I remember events in my childhood but not what happened last week?

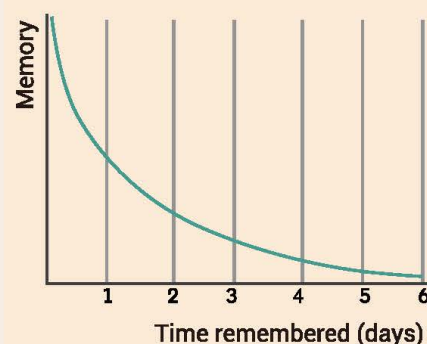
We remember things that have strong connections in our mind, especially emotional connections. Childhood memories are often very emotional. This is because when we experience things for the first time, we often have strong feelings of fear or excitement. Also, interesting or funny stories from our childhood are often told again and again. As a result, we remember them much better, as retelling events helps fix experiences in our memories. _____

2 Do some people really have a photographic memory?

A person with a photographic memory could remember every detail of a picture, a book or an event many years later, but no one has proved that there are people who really have photographic memories. Yet, there are some people who do have amazing memories. For example, Daniel Tammet can remember the first 22,514 digits of pi (π) and Stephen Wiltshire can draw a detailed picture of a city from memory after flying over it in a helicopter. They are both good at remembering particular things for a limited time. _____

3 Why do I forget the new words that I learnt yesterday?

Don't worry. This is natural for many people. In 1885, Hermann Ebbinghaus published a book called *Memory* and presented a famous forgetting curve. According to him, the sharpest loss of memory occurs during the very early period after learning. This means timely review during this period, with a few revisits to what is learnt, can significantly help us to remember the information.



▲ The Forgetting Curve

4 I'm 16, but I sometimes forget things. Is my memory getting worse?

Definitely not. Our memory reaches its full power at the age of 25. At that point, we can remember up to 200 pieces of information in a second. After this age, however, the brain starts to get smaller. By the age of 40, we lose 10,000 brain cells every day. By middle age, our memory is significantly worse than when we were young.

4 Read the text again. Write *T* (true) or *F* (false). Correct the false statements.

- () 1 We remember certain events in our childhood, because we experienced many of them for the first time, and we felt strongly about them at the time.
- () 2 When we tell a story many times, we forget important details.
- () 3 Stephen Wiltshire has a photographic memory because he can draw a detailed picture of a city from memory after flying over it.
- () 4 It has been proved that some people have a photographic memory.
- () 5 The sharpest loss of memory occurs during the first five days.
- () 6 Our memory starts to get worse in middle age.

Your corrections:

5 Pair Work What suggestions would you provide for each of the four questions discussed? Discuss with your partner.

6 Match the following suggestions with the four questions and put them back in the text. Compare your suggestions with the expert's suggestions.

- A What can we learn from all this? When remembering something new, try to connect it to our emotions. It is important to connect it with what we already know. Also, we can try to retell what we have learnt to a few others.
- B Therefore, one of the golden rules to increase how much we remember is to review the material periodically, especially during the first day after learning. This "spaced review" soon after learning helps build stronger memories and it is more effective than waiting to review everything before exams.
- C So take it easy. You are at a good age in terms of your memory. Make good use of it!
- D As most of us do not have amazing memories like them, when memorising detailed learning materials, we simply need to focus on the important ideas and be curious about what we learn. Asking questions about what we learn also helps with memorisation. Another effective technique to remember things is to group similar ideas or information together so that they can be easily connected to things that are already known.

7 What truths about memory does Jemima Gryaznov discuss in the text? What advice does she give to improve one's memory?

Truth and advice 1: _____

Truth and advice 2: _____

Truth and advice 3: _____

Truth and advice 4: _____

8 Group Work Think and Share.

- 1 How has the expert tried to make her statements to each question convincing? What methods has she used and what signal words can you find?
- 2 Are there any answers given by Jemima Gryaznov that are not convincing to you? What are your doubts?

9 Replace the underlined words and phrase with the words from the text.

- 1 Jemima Gryaznov thinks people remember things that have strong sentimental attachment.
- 2 When we do things with enthusiasm, we tend to remember them well.
- 3 When we try to remember detailed materials, we should focus on the important ideas.
- 4 Jemima Gryaznov suggested another effective method to remember things: grouping similar ideas or information together.
- 5 A good strategy to increase memory is to review the material you are trying to remember often.

FOCUS ON LANGUAGE: SUBJECT-VERB AGREEMENT

10 Circle the subjects of the sentences in the Sentence Builder. Then use the correct form of the verbs to complete the sentences.

11 Choose the correct options.

- 1 If anybody *has / have* any tips for memorising information, I would like to hear them.
- 2 Many experts *says / say* that you should review information periodically after you learn it.
- 3 Each of the students *is / are* trying one of these memorising techniques this week.
- 4 Both of my English teachers *tells / tell* me to ask questions to identify the most important information I need to remember.
- 5 Writing information down clearly *makes / make* it easier for you to review it later.

Sentence Builder

Subject-Verb Agreement

- Retelling events _____ (help) fix experiences in our memories.
- There _____ (be) some people who do have amazing memories.
- They _____ (be) both good at remembering particular things for a limited time.
- One of the golden rules to increase how much we remember _____ (be) to review the material periodically.

EXPRESS YOURSELF

12 **Group Work** Read the tips for improving your memory. Which tips seem most / least useful? Which, if any, would be useful for English learning?

Five Tips for Improving Your Memory

- 1 Sleep well: If you don't sleep properly, you "lose" many of your memories.
- 2 Do physical exercise: When you exercise, more oxygen goes to your brain and makes your memory work better.
- 3 Do mental exercise: It is important to exercise your brain just like your body. New activities are more challenging than familiar ones.
- 4 Be interested: Ask yourself questions about what you are learning. We learn better if we are interested.
- 5 Form a mental picture: For example, if you want to remember the name "John Keys", imagine his face with a big key on it. The stranger the picture, the better!



A LEARNING REFLECTION

GET READY FOR WRITING

1 Group Work You are going to write a reflective journal on what you have learnt from this unit. Discuss with your group members.

- What have you learnt from this unit?
- Did you learn anything useful or interesting? Give an example.



READ FOR WRITING

2 Read the learning reflection. List the things the writer has reflected on.

My Reflection on "The Secrets of Your Memory"

- "The Secrets of Your Memory" has helped me better understand how my memory works. Before reading the text, I didn't know that there are so many interesting things about our memory.
- Now I understand why we remember the events in childhood better than those that happened recently. I also learnt that some people have amazing memories. These people can remember things better than most others. For me, it's good to know that no one has a photographic memory. That is to say, most of us will have to make an effort when trying to remember things. What's more, it is amazing to know how a person's memory changes with age. Our memory reaches its full power at the age of 25! Isn't that surprising? This means my memory is at its best state at the moment. I should make the best use of it.
- Getting to know the secrets of our memory means learning not only the facts about it, but also the ways to improve it. I think I will follow the advice provided and try to strengthen my memory. When acquiring new knowledge, I'll try to make connections with what I have already learnt. Moreover, I must also learn to do "spaced review", especially during the first day after learning. For example, this means going over what I've learnt soon after learning and before going to bed. In addition, it is important for me to make plans for the work I need to do. I'm sure these methods will help me improve my learning.

FOCUS ON STRUCTURE AND LANGUAGE

- 3** What does each paragraph talk about? Mark the paragraphs.
- What I can do to improve my memory
 - Reflections on what I've learnt from the lesson
 - Reflections on my past knowledge about memory
- 4** Write three important things that you have learnt in this unit. Use the Sentence Builder to help you.

COMPOSE YOUR WRITING

- 5** **Outlining** Complete the outline of your reflection based on Activities 3 and 4.

My Outline

The topic I am going to reflect on:

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Sentence Builder

Addition Linkers

also

I also learnt that some people have amazing memories.

what's more / moreover

What's more, it is amazing to know how a person's memory changes with age.

not only ... but also ...

Getting to know the secrets of our memory means learning not only the facts about it, but also the ways to improve it.

in addition

In addition, it is important for me to make plans for the work I need to do.

Writing Help

Writing a Learning Reflection

It's important to:

- understand why you should reflect on what you have learnt;
- choose one topic that you want to reflect on;
- list what you knew about the topic before learning it, and what you know about it now;
- include how you will use your new skill / knowledge in the future.

- 6** **Drafting** Use your outline and the Writing Help to write your first draft. Make sure that the sentences and paragraphs are properly linked.
- 7** **Editing** Edit your learning reflection in pairs. Then share what you have written in class.

 Peer Editing Sheet for Unit 9, page 93.

THE DYNAMIC BRAIN

Do we continue to learn and develop our brain throughout life or are we predisposed to learn certain topics only at certain times? This video shows how our brains learn.

ACTIVATE AND SHARE

- 1 There is a saying in English: "You can never teach an old dog new tricks." Do you think we can only learn certain topics at certain times? Why?

VIEW AND LEARN

-  2 Watch the video and find out the answers to the questions in Activity 1 according to Dr. Frederic Dick, a scientist in brain research.

-  3 Watch the video again. Find out what the video is mainly about. Choose the best answer from a, b, c.

- a The latest research finding on brain research.
- b Why people can learn from birth until death.
- c How different stages of brain development affect our learning ability.

- 4 What abilities or actions are best learnt or done in the two sensitive stages? Watch the first part of the video and choose from the options (a–e) for the right boxes.

Experience Expectant Learning	Experience Dependent Development

- a Practising motor skills.
- b Learning a foreign language.
- c Getting enough visual and light input.
- d Having many kinds of sounds around us.
- e Studying various school subjects.

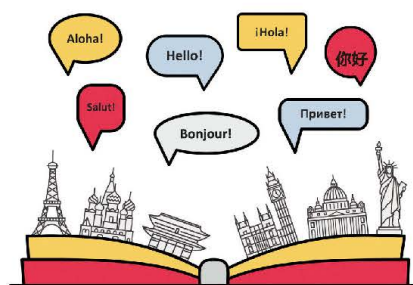
-  5 Watch the final part of the video and answer the questions.

- 1 What is "brain plasticity"? Why is it important for the function of the brain?
- 2 What is the result of the people taking juggling exercises in just three months in the 2004 research?

EXPRESS YOURSELF

- 6 What did you learn from the video? What advice might you give to elderly people and parents of school children?

STUDYING ABROAD



Living in a foreign country sounds exciting, but it's not always easy to fit in¹ with another culture. These Chinese students are studying at universities abroad.

"I've found it difficult to make friends here. The Australian students seem friendly, but they only talk about things which I find boring, like football and surfing. I like to talk about C-pop², but I haven't found anyone local who shares that interest. Actually, I've noticed that a lot of Chinese students seem to only spend time with their Chinese friends."

Liu Bao

"I like many things about American culture, but I don't like American food. At first, I had cornflakes³ for breakfast, a hamburger for lunch, and pizza for dinner. The food tasted good, but after a couple of days, I felt sick. Now I cook at home or have dinner in a local Chinese restaurant."

Li Ni

"The teachers here in the UK are great. My maths teacher says I'm his best student and I'm learning a lot. But some subjects are very difficult because I have to read and write in English. There are also a lot of discussions and debates in class, and our teachers expect us to ask questions about what we're learning. My spoken English is improving, but I still feel quite shy sometimes."

Chen Xin

Foreign students who visit China sometimes struggle with aspects of Chinese culture, too.

"I spent a few months studying at a language college in Beijing. I was surprised by how many people I met in Beijing who could speak English. I really wanted to practise speaking *putonghua* whenever I had a chance, but the people I met were often more interested in practising their English than in helping me practise my Chinese!"

Martin, the UK

"On the first night of my study tour in China, our class went to a big seafood restaurant for dinner. Everyone shared the food, which was nice, but I'm used to ordering my own meal. Also, at the end of the dinner, everyone wanted to pay the bill! In my country, we usually split⁴ the bill and everyone pays their own share."

Tina, New Zealand

"After my visit to a Chinese friend's family, my friend's grandfather walked me to the bus station. I kept telling him that I knew the way myself, but he insisted on taking me there. That was very kind of him. I don't think this would happen in many other cultures."

Tom, the US

NOTES

- 1 fit in 融入
- 2 C-pop *n.* 中文流行音乐
- 3 cornflakes *n.* 玉米片
- 4 split *v.* 分摊

GENERAL UNDERSTANDING

1 What cultural difficulties did the students experience when studying abroad?

CRITICAL THINKING

2 Find and share more stories about exchange students' culture shock. Then give advice to them.

DO BOYS AND GIRLS HAVE DIFFERENT READING HABITS?

The Programme for International Student Assessment (PISA) is a worldwide study of 15-year-old school pupils' scholastic performance in mathematics, science, and reading undertaken by the OECD¹. A closer look at the reading tests, shows the interesting fact that girls are outperforming boys in reading and that this is associated with girls' greater enjoyment of reading.



One key area which has a major impact on reading performance, is reading for enjoyment rather than simply for study or school work purposes. Interestingly, the PISA study found that in all countries assessed (apart from South Korea), girls read for enjoyment more than boys. The study found that in all the countries assessed, just over half of boys (52%), but almost three-quarters of girls (73%) said that they read for enjoyment which may come as a surprise to many.

In countries such as Estonia, Latvia, Lithuania and the Netherlands, the difference between boys and girls was most significant, where they found a 30% gap or more between the genders. Additionally in places such as Austria and Liechtenstein, very low levels of boys expressed interest in reading (40% or less), which are worrying statistics.

However, not all countries had such an obvious trend. In places like Japan, boys and girls read for enjoyment at an almost identical level, with 54% of boys and 58% of girls reporting that they enjoy reading. And there were a few countries and regions that scored very highly in boys' reading enjoyment, for example in Albania, Indonesia, Kazakhstan, Kyrgyzstan, Shanghai in China and Thailand where at least 80% of boys enjoy reading, although these positive numbers are matched and passed by girls who reported an even higher level of reading enjoyment (90% or higher).



An interesting area which the PISA study looked at was the types of literature that both girls and boys generally enjoy. There were clear differences in the choices boys and girls make when deciding on what to read. Boys were found to enjoy reading magazines, newspapers and comic books more than girls. Girls were found to be twice as likely to enjoy works of fiction than boys. Unlike reading enjoyment, this pattern was clearly repeated across all countries, especially in terms of boys' reading of magazines and comic books.

While reading in all forms is certainly beneficial and should be encouraged, the low numbers of boys reading for enjoyment and their limited choices when they do, is evidence of an issue that needs to be addressed.

Countries need to think about ways to inspire interest for boys in reading and ensure that they are exposed to a wide variety of different types of literature from a young age. Given that in OECD countries, two in three boys only read newspapers for pleasure proves that there is work to be done.



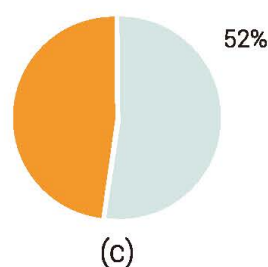
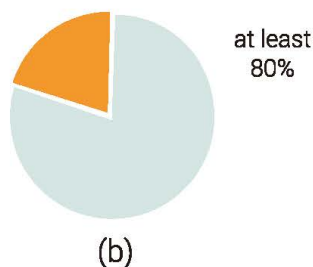
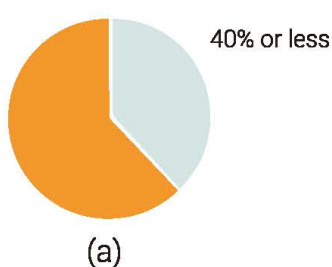
The PISA study has helped show a clear pattern in genders when it comes to reading. Low levels of interest in or enjoyment of reading can have long term effects on future success in life. For this reason, it is important that governments, teachers and parents all work to identify opportunities and strategies to raise reading proficiency² levels. Fortunately, studies such as PISA provide clear evidence that can be acted on to improve outcomes for all young people.

NOTES

- 1 OECD (Organisation for Economic Cooperation and Development) 经济合作与发展组织
2 proficiency *n.* 熟练

GENERAL UNDERSTANDING

- 1 What is the interesting fact found from the PISA reading test in this article? What is the reason?
- 2 Find the correct figure for the percentage of boys who read for enjoyment.
 - in all the countries assessed ()
 - in Austria and Liechtenstein ()
 - in Albania, Indonesia, Kazakhstan, Kyrgyzstan, Shanghai in China and Thailand ()



- 3 What kinds of reading do boys and girls prefer according to the findings from PISA?

CRITICAL THINKING

- 4 Do you think the evidence in the article is strong enough to explain the finding that girls outperform boys in reading? If not, what are other possible reasons?

CHECK YOUR PROGRESS

Use what you have learnt from the unit “Learning” to introduce ways to improve memory, offer suggestions on learning, and talk about learning plans.



1 Li Zhen's teacher has invited three graduates from the school to give talks on learning.

Complete the two talks with the correct form of the words and phrases below.

Speaker 1 (a famous writer):

blog	concentrate	focus	reflection	base	opinion
argue	attempt	aspect	impression	curious	establish

Now that I am an **1** _____ writer, people often ask my **2** _____ about the best age to start writing. Well, when I was in secondary school I started writing an online **3** _____. I posted **4** _____ I had on learning, social issues and school life. Sometimes, my classmates **5** _____ with me about my posts, while others agreed with my ideas. As a result, my blog became so popular that it became the **6** _____ of after-class talks in my school. My teachers were **7** _____ about it and read it. My principal even told me that reading my blog had left a deep **8** _____ on him and helped him understand many **9** _____ of students' lives. However, he also suggested that I **10** _____ more on my studies! When I first **11** _____ to write a novel, I struggled to think of a story, but believe it or not, it ended up being **12** _____ on one of my blog posts.

Speaker 2 (an English teacher):

context	literature	recommend	memorise the rules	tips
acquire	unfamiliar	a big headache	beyond the classroom	

As an English teacher, I'd like to share some of my advice on ways to learn English well. Firstly, you need to practise as often as possible, not just in school but **1** _____, too. For example, try reading more than just the coursebooks. There's lots of English **2** _____ that is written for young people. Secondly, if you are having trouble with **3** _____ words, try thinking about the **4** _____ in which the words are spoken. That might help you figure out the meaning.

Grammar can be **5** _____ for some students. Unfortunately, just **6** _____ is not enough. I would **7** _____ learning the rules and not worrying if you make small mistakes while practising. It will come in time and slowly you will begin to **8** _____ the language without even realising it. I hope you all find my **9** _____ helpful. Good luck in your English language learning!

For the third talk, choose the best option.

Speaker 3 (a memory expert):

Thank you for having me here today! As a memory expert, I try to understand why some people are so much better at **1 memorising / memory** things than others. One thing I often do is: show people an **2 arrange / arrangement** of letters and numbers and then ask them to recall them five minutes later. Most people can remember a **3 limited / limit** number of them, but about 10% of people can remember almost all of them. These amazing people have brains that allow them to remember the smallest **4 detailed / details**. Unfortunately, not all of us are born with **5 amazed / amazing** memories, but with daily practice we can all **6 significant / significantly** improve our brainpower. Another easy activity is regular exercise, which has been found to be an **7 effect / effective** way to improve memory and mental performance.



2 Li Zhen has made a list of questions to ask the three speakers. Choose one of these questions and offer suggestions.

- How can I balance learning and having fun?
- How can I remember more vocabulary?
- How can I improve my writing?
- How can I read if my vocabulary is not large enough?



3 In order to prepare for her study tour of London, Chen Yang has bought a guidebook about the city. Complete the extract from the book using the verb **-ing** form or infinitive.

On the first day, start at Baker Street Station. Sherlock Holmes lived at 221B Baker Street but don't expect **1** _____ (see) him there now. While you are in the area you will want **2** _____ (visit) Madame Tussaud's Waxworks. Next door, you should expect **3** _____ (be) amazed at the Planetarium, where you can see the stars indoors. If you like **4** _____ (watch) plays and musicals, you are not too far from the West End where you'll find the theatre district. If you decide **5** _____ (go) there, you can take the underground although walking is just as easy as it's only ten minutes away.





4 Mike, an American exchange student, is telling Li Zhen about his plans to study in South Africa. Complete their dialogue with the expressions below.

it sounds so different

ah

interesting

wow

Mike: So Li Zhen, I've decided that I'm going to study in South Africa next year!

Li Zhen: **1** _____! Which part of southern Africa?

Mike: No, South Africa, the country.

Li Zhen: **2** _____, I see. Where will you stay?

Mike: I've enrolled in the University of Cape Town and I'm going to stay with a friend of my parents', who lives in the city.

Li Zhen: Have you enrolled in a particular course?

Mike: Yes, they have a research department where I can study African wildlife. I spoke to a university professor on the phone the other day. It was interesting to hear his way of pronouncing words. **3** _____ to Americans! He was very friendly, so I can't wait to get over there.

Li Zhen: How **4** _____! Well, I can't wait to visit you.

UNIT DIARY



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

★ *Five things I can do to become an active learner:*

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

★ *Two things I can do to enhance my memory:*

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

GENERAL UNDERSTANDING

- 1 Read the introduction about William Shakespeare. What kind of play do you think is *King Lear*?
- 2 Read the play. Then order the events (1–7).
 - () The youngest daughter (Cordelia) explains that she will give her love to her father (King Lear) but also to her future husband.
 - () King Lear asks his three daughters to tell him how much they love him.
 - () King Lear gives Cordelia's share of the kingdom to the two older daughters.
 - () The King of France understands Cordelia's feelings and wants to marry her.
 - () King Lear explains that he is going to divide his kingdom among his three daughters.
 - () Cordelia asks her father to explain her honesty to the King of France.
 - () The two older daughters (Goneril and Regan) tell their father that they love only him.
- 3 Read the play again. Answer these questions.
 - 1 What words would you use to describe King Lear?
 - 2 How would you describe the personalities of Goneril, Regan and Cordelia?
 - 3 Look at King Lear's responses to Cordelia in the play. What different feelings does he show towards her? Why?

CRITICAL THINKING

- 4 The King of France tells King Lear, "A natural shyness often leaves a true heart's words unspoken." What does he mean by this?
- 5 *King Lear* is described as "a story of madness, death and suffering". What do you think happens next? Do you think King Lear will try to see Cordelia again? Why or why not?

KING LEAR

William Shakespeare (1564–1616) is one of the most famous play writers in the English language. He was born in Stratford-upon-Avon, in England. By 1592, he had become famous in London as an actor and writer. Over the next 20 years, he wrote 37 plays and many famous poems. Most of Shakespeare's early plays were history plays (plays about real-life kings and wars) and comedies (funny plays often about marriage and love). In his later years, he wrote many of his most famous tragedies, which dealt with darker themes like evil, death and betrayal¹. Many people think that *King Lear* is one of Shakespeare's best plays. It is a story of madness, death and suffering. King Lear is old but not wise. He loves his two daughters who secretly hate him. He hates the only daughter who really loves him. As the story develops, he comes to realise that he has made a terrible mistake ...

Cast²:

Lear, King of Britain
Goneril, Lear's oldest daughter
Regan, Lear's second daughter
Cordelia, Lear's youngest daughter

Duke of Albany, Goneril's husband
Duke of Cornwall, Regan's husband
King of France

Act 1

Scene 1 A large room in King Lear's palace

[King Lear comes in, followed by the Duke of Cornwall, the Duke of Albany, Goneril, Regan, Cordelia and a servant carrying a map.]

[The servant opens the map on a table and Lear, Cornwall and Albany stand around it.]

5

Lear: I have broken my kingdom into three parts because I am getting old. My dear Cornwall and Albany, I will tell you what I plan to give your wives, my daughters. The King of France wants to marry my youngest daughter, and he has waited patiently at court for my answer. *[to his three daughters]* Dear daughters, I plan to leave you all my land and worries. But before that — which of you loves me the most? I will give the largest part of my kingdom to the daughter who can show the greatest love for me. Goneril, my oldest child, you can speak first.

10

15

20

Goneril: *[with great feeling]* Sir, I love you as much as I love my own life, my health and my honour — as much as any child has ever loved a father.

Cordelia: *[quietly to herself, looking worried]* What shall I say? My love is real, but I can't describe it in words like these!

25

Lear: *[showing Goneril a part of the map]* This land will belong to you, your husband and your children forever. Now, what does my second daughter, my dearest Regan, say?

Regan: *[excitedly]* I love you as much as my sister, but she hasn't said enough. Nothing matters except my love for you. That is my only happiness!

Cordelia: *[quietly to herself]* I can't use language like this! But what does that matter? True love is more important than empty words.

30

Lear: *[showing Regan another part of the map]* I am giving you, your husband and future children all this land here. *[to Cordelia]* Now, my beautiful, youngest daughter, what can you say to get more land than your sisters?



Cordelia: *[quietly]* Nothing, my Lord.

35 Lear: *[surprised]* Nothing?

Cordelia: Nothing.

Lear: Nothing will bring you nothing. Speak again.

Cordelia: I am sorry, but I can't put my feelings into words. I love you as a child should love a father — that is all.

40 Lear: *[seriously]* You will be sorry, Cordelia, if you can't make a better speech than that.

Cordelia: You gave me my life, your love and your protection. So, of course, I love you in return. My sisters say that you have all their love. So why do they have husbands? When I marry, I shall give my husband half my love. I will never be like my sisters, giving my father all my love.

45

Lear: *[sadly]* Do you really mean this? For a young woman, you are very unkind.

Cordelia: I am young, my Lord, but honest.

50

Lear: *[angrily]* Honest? Then I will be honest with you! From today, I won't be your father. You will be a stranger to me and my heart! Cornwall and Albany, your wives can have Cordelia's part of the kingdom. People will still call me king, but the government of all my lands will be yours.

[Music. The King of France comes in.]

55

Lear: *[to the King of France]* Great King, I don't want you to love a person that I hate. You should look for a better woman.

King of France: *[confused]* Five minutes ago she was your favourite daughter. Has she done something terrible? Or do you love her less than I thought?

60

Cordelia: *[to Lear]* Tell the King that I have done nothing terrible. I don't have a dishonest tongue like my sisters. That is why I have lost my father's love.

King of France: *[to Lear]* Is that all? A natural shyness often leaves a true heart's words unspoken. *[lovingly to Cordelia]* Fairest Cordelia, I love you more because your father refuses to keep you. I will happily make you the Queen of my heart and Queen of my country. You are leaving this house, but you will find a better home.

65

Lear: *[impatiently]* You can have her. She isn't my daughter, and I never want to see her face again.

NOTES

1 betrayal *n.* 背叛

2 cast *n.* 演员阵容

PRESENTING A MASTER OF ART

1 Brainstorm You are going to do a presentation on a famous artist. Discuss and choose an artist. Then prepare to give a presentation in class.

2 Research Work in groups. Find information on the artist you've chosen. Look for information online, in encyclopaedias and art books.

- Why did you choose this artist?
- Describe the artist (when / where the artist was born, his / her early life, lifestyle, whether the artist was famous during his / her own lifetime, etc.)
- What type of artworks did the artist create (paintings, drawings, murals, sculptures)?
- What are the artist's most famous artworks?
- What are the interesting facts about the artworks?
- Find pictures of the artist's most famous artworks.
- Analyse the features of the artworks and find some reviews about them.

3 Work as a Team Gather your information and decide what to include in your presentation. Discuss and allocate the tasks for the presentation according to each member's interests and strengths.

4 Prepare Decide how to organise and present your information.

- It can be a PowerPoint presentation or a display showing the artworks.
- How can you present your information to inform the class of the artist and his / her artworks and what each of his / her artworks represents?

5 Present Present your master of art to the class.



Reflect

- Did your group work well together?
 Yes No Why? _____
- What was your role in the project? How were the tasks divided? (e.g. based on each member's interests or strengths)
- What resources or strategies did you use for your research? How useful were they?
- Were you satisfied with the final product?
 Yes No Why? _____
- How could your panel discussion be improved?
- What information of the master of art do you want to explore further?
- What did you learn from the other groups?

DESIGNING A GREEN LIVING PROMOTION ADVERTISEMENT

- 1 Brainstorm** You are going to design an advertisement promoting green living and present it to the class. Discuss and choose an aspect of green living.
- 2 Research** Work in groups and find some information about green living. Use the box to help you. Look for information online, or from brochures or magazines on green living.

- What aspect of green living did you choose? (e.g. green power, rainwater harvesting, recycling, living a low-carbon life, waste management, reducing pollution)
- Why is this aspect of green living so important? How serious is the present situation or problem?
- What should we do to promote green living?

- 3 Work as a Team** Gather your research and decide what information to include in your advertisement. Then allocate the tasks in your group. Make sure all group members are involved in the presentation.

- 4 Prepare** Decide how to organise and present your green living advertisement.

- Your advertisement can be a poster, a PowerPoint presentation, or your group could role-play a radio or television advertisement.
- Try to include persuasive techniques, such as alliteration, repetition, catchy phrases or tunes, or emotive pictures.

- 5 Present** Present your advertisement to the class. Remember to try and persuade the class that your point of view is important.



Reflect

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

LEARNING THROUGH TEACHING

1 Brainstorm You are going to present and teach some fun or unusual information to your classmates. Work in groups and think of something unusual, interesting or fun that you would like to teach your classmates.

2 Research Look for more ideas online or from books. Learn them by yourself first.

- What to teach, such as a card game or trick, a kind of folk arts, a mathematics or number puzzle?
- How to do it (idea, procedure, meaning, etc.)?
- How do you feel when learning it?

3 Work as a Team Gather your ideas. Choose one that everyone in the group agrees on. Discuss and allocate the tasks ensuring everyone contributes to the final presentation.

4 Prepare Decide how to organise and present your information.

- How will you demonstrate it?
- How will you teach the class how to do it?
- Do you have enough materials for the class?
- Practise presenting your information.

5 Present Teach what you have prepared in class.



Reflect

- Did your group work well together?
 Yes No Why? _____
- What was your role in the project? How were the tasks divided? (e.g. based on each member's interests or strengths)
- What sources or strategies did you use for your research? How useful were they?
- Were you satisfied with the final demonstration and the way you presented it?
 Yes No Why? _____
- How could your demonstration and teaching methods be improved?
- Which aspect of the demonstration did your classmates enjoy most?
- What did you learn from the other groups?

WORKBOOK

北京师范大学出版社



ART

LANGUAGE IN USE

1 Lesson 1 Complete the paragraph using the words and phrases below.

viewers' reactions

masterpiece

exhibition

inspiring

scene

beneath

talented

mentally calming

powerful figure

more challenging

Last summer, I decided to take extra art classes during the holidays with a well-known artist. She was a **1** _____ painter, although she had not produced any work of **2** _____ yet. I was told some of her paintings had been put on display in art **3** _____. I really loved her work because the **4** _____ in her paintings was mysterious. She was an **5** _____ teacher who challenged us to experiment with different art forms. I found drawing and painting easy but the other forms were **6** _____. I was curious about **7** _____, so I painted a **8** _____ **9** _____ a night sky in a bed of flowers. My teacher said it was a **10** _____ scene.

2 Lesson 2 Complete the paragraph with the correct form of the words below.

complex

pattern

stage

female

performer

movement

carriage

refer

male

perform

Beijing Opera is a national treasure of China. Actors play one of four roles: *sheng*, **1** _____ roles; *dan*, **2** _____ roles; *chou*, clown roles and *jing* roles. In the early days, Beijing Opera was most often **3** _____ on open-air **4** _____ in markets, streets, teahouses or outside temples. The music had to be played loudly and **5** _____ had to sing with sharp voices, in order to be heard over the crowd. They had to wear bright costumes in colourful **6** _____ to attract the audience's attention. Symbols play a very important role in Beijing Opera. Many body **7** _____ can represent **8** _____ actions. For example, when a lady is riding in a **9** _____, the performer actually walks with a flag on each side. Four generals and four soldiers **10** _____ to an army of thousands. In other words, every action and movement in Beijing Opera is important.



3 Lesson 3 Choose the correct options.

- 1 Before a big performance, the performers backstage are usually *anxious / shocked* as it is stressful waiting for the performance to start.
- 2 It was a *challenge / struggle* for the composer to write this opera — she found it very difficult.
- 3 If the audience stands up and applauds at the end of a performance, it is *regarded / charged* as a sign that they love the performance.
- 4 When you *conduct / signal* an orchestra, you keep all of the musicians playing at the same speed.
- 5 I was *joyous / inspired* by the concert I went to see last night. I thought the violin playing was so beautiful that I've decided to learn to play the violin.

4 Noun Clauses Combine the following sentences using noun clauses.

Example Chinese art is one of the oldest surviving arts in the world. We believe so.
We believe that Chinese art is one of the oldest surviving arts in the world.

- 1 Cultures influence art. Experts agree with that.
- 2 What was the number of artists involved in the exhibition? We don't know.
- 3 How will the artists' pieces be displayed? I wonder.
- 4 We may destroy some pieces of historical art. That is our concern.
- 5 Who is the author of this masterpiece? The mystery remains.
- 6 A new factory would be built in this area. The company made the announcement.
- 7 We should buy more computers to save time. I suggested.
- 8 The less you smoke, the better your health will be. This is his idea.

5 Expressing Emotions Write one or two sentences for the following conversation contexts based on the emotion stated for each.

Example praise an interviewer to a film actor
I loved your new film!

- 1 praise a mother to her son on his test result

- 2 satisfaction a film director to an award-winning actor

- 3 worry a teacher to a nervous singer

- 4 regret a life-long friend to an old opera singer

TRANSLATING

9 Translate the sentences into English.

- 1 他认为，艺术应该给观众造成冲击，激发观众思考。

- 2 过去，京剧通常在靠油灯照明的舞台上表演。所以，戏服必须有色彩明亮的图案。

- 3 随着欢快的音符示意交响曲的结束，观众们跳起来欢呼雀跃，热烈鼓掌。

- 4 奇怪的是，在房子和树的上方，我们可以看到亮如白昼的天空。

- 5 京剧是中国的瑰宝之一。京剧中有生、旦、净、丑四大行当。

- 6 他想过放弃，但是最终他还是坚持创作，直到1827年去世。

READING AND WRITING

Styles of Music

Classical music

Classical music was the music of European courts and big concert halls. Specifically, classical music refers to orchestral music of the 18th and early 19th century. Classical music is played with traditional European instruments, often in large orchestras. Beethoven and Mozart are two of the most famous classical composers. Classical music is enjoyed by many for its rich and beautiful melodies.

Blues

Blues started off as the music of the African slaves who were brought to the United States. It is closely related to the music of West Africa. It became well-known throughout the world through musicians such as Muddy Waters and B.B. King. In many ways, blues remains an important element in many of today's popular tunes.

Jazz

Jazz grew out of blues. As with blues, one of the important elements of jazz is improvisation. Improvisation happens when a musician plays unwritten music to fit the mood of the occasion. One of the most famous names in jazz is Miles Davis. He was famous for always finding new ways of playing jazz, and for many people, this represented the spirit of jazz.

Rock 'n' roll and rock

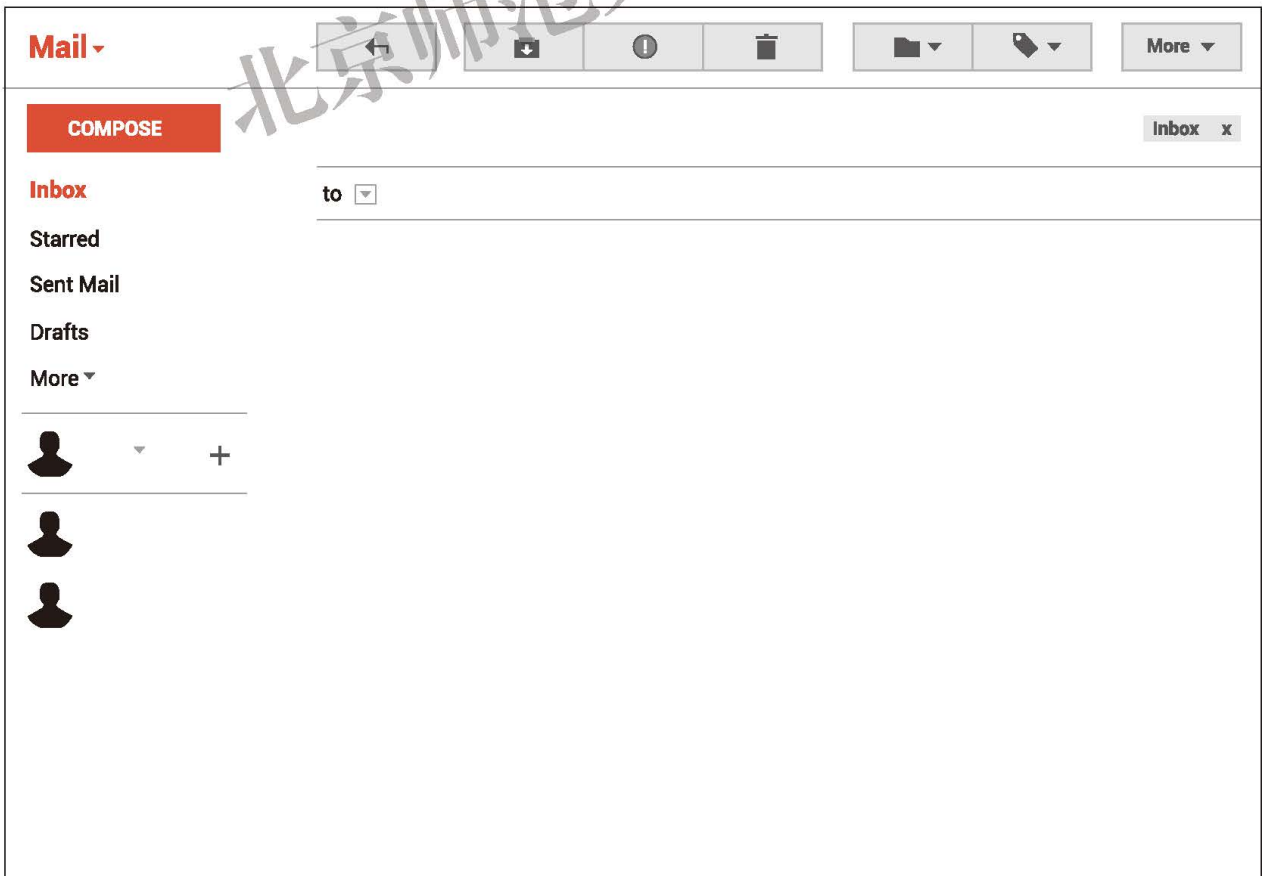
Rock 'n' roll developed from fast blues. Chuck Berry and Elvis Presley were the big names in rock 'n' roll and the Beatles in England took the music and made their own sounds from it. When the guitars got louder and the guitar solos got longer, rock 'n' roll became just rock. Now rock is one of the most popular forms of music in the world and its fans can be found all over the world.

Creating new music

Today, these names of music styles are less important to musicians. Radio, television and the Internet have made it easier for sounds to travel across cultures, and styles have become more mixed. If there is one thing the history of popular music has shown, it is that good musicians will always create new music from the different styles they hear.

10 What are the characteristics of the four styles of music mentioned in the text?

11 Imagine you have recently been to a musical performance. Write a short email to your friend describing the style of music, the musicians, the instruments used, and how the performance made you feel.



The image shows a screenshot of an email client's composition window. At the top, there is a toolbar with icons for undo, redo, info, delete, folder, and attachments, along with a 'More' dropdown menu. Below the toolbar, there is a red 'COMPOSE' button on the left and an 'Inbox x' button on the right. The main area is divided into two sections: a left sidebar with a list of folders (Inbox, Starred, Sent Mail, Drafts, More) and a right section for the email body. The 'to' field is visible in the right section, and there are three recipient icons in the left section.

GREEN LIVING

LANGUAGE IN USE

1 Lesson 1 Complete the paragraph with the expressions below.

an expert

every individual

in addition to this

totally committed

establish her own organisation

Liu Mei has almost completed her degree in Environmental Science. When she graduates she is hoping to **1** _____ called *Young People for the Planet*. **2** _____, she aims to become **3** _____ on environmental care. She also plans to educate **4** _____ who comes to her organisation on how to take better care of the environment. She is **5** _____ to making the world a better place for everyone.



2 Lesson 2 Complete the sentences using the words below.

profit

admire

charity

occurred

despite

proposal

determination

respect

- _____ the good rain this week, the drought has not yet been broken.
- The _____ donated the _____ from the poster sales to the drought-relief efforts.
- The weather experts said that serious droughts like this seldom _____.
- The climate-change organisation has made a _____ about steps we need to take to save water.
- I _____ and _____ people who work with _____ to improve the environment in different ways.



3 Lesson 3 Complete the paragraph using the words and phrases below.

flat	save energy	destination
enable	ride safely	reduce pollution
convenient	bicycle paths	a noticeable increase

There has been **1** _____ in the number of “white bikes” in our city in the past few years. Every day, we see more people use them to ride to work or school. It is **2** _____ to use “white bikes” as they save time. You don’t have to wait for public transport or sit in heavy traffic. In addition to this, the roads in our city are **3** _____, and most of the main roads have **4** _____ on which bike riders can **5** _____. People in our city like to use “white bikes” as they feel they **6** _____ and help the environment by **7** _____. On top of all this, “white bikes” **8** _____ people to reach their **9** _____ quickly and easily.

4 Verb-ing and -ed Forms Choose the correct options.

- 1 The police are examining the evidence *collecting / collected* during the investigation.
- 2 Some kids discovered the stolen money *hiding / hidden* in a garden shed.
- 3 The police are busy working on this motorway, *fining / fined* people for speeding.
- 4 I’ve often met people *collecting / collected* shells on the beach.
- 5 The escaped prisoner *hiding / hidden* in a forest near Nottingham was seen yesterday in a village shop.
- 6 *Fining / Fined* for speeding, some drivers risk losing their licences.

5 Asking Questions Match the questions (1–5) with the situations (A–E).

- 1 Can you say something about the research that is being conducted at present?
- 2 What about electric cars?
- 3 How did you get into this field?
- 4 Could you tell us a little more about how we can get involved in the project?
- 5 Do you have some suggestions for teenagers?

- A You want to know how the speaker started the work on green living.
- B You want to get information about the research on green living.
- C You want to know more about the electric cars that the speaker mentioned in the presentation.
- D You want to know what teenagers can do.
- E You want to get involved in a project on green living.

6 Verbs or Nouns Complete the dialogue with the correct form of the words in brackets. Then identify whether they are nouns or verbs.

Chen Yang: Mum, would you mind if I **1** _____ (paint) your portrait? It's for my art class.

Mum: Sure. Now?

Chen Yang: Yes, let me just get my **2** _____ (paint).

(Chen Yang returned with several colours of **3** _____ (paint) and **4** _____ (place) them on the table next to her easel. She had her mum sit on the **5** _____ (arm) of a chair and started to work.)

Mum: Where did you get them?

Chen Yang: Oh, that **6** _____ (place) in town, Majestic Arts.

Mum: Oh, yes. I love that store. They sell excellent materials.

Chen Yang: (later) Finished! What do you think?

Mum: (approvingly) I think the **7** _____ (result) is quite good! I think you **8** _____ (record) my features very well.

Chen Yang: Thank you. I hope my teacher agrees!

Mum: Before you take the painting to school, let me take a photo. I want to have a **9** _____ (record) of your beautiful work.

LISTENING

7 Listen to the report "Zero Waste". Answer the questions.

- 1 What does "Zero Waste" mean?
- 2 How much waste does an average person create a year?
- 3 What does "Give experiences rather than 'things' as gifts." mean? Give your own example.
- 4 Give two ways we can reduce waste according to Mrs Johnson.
- 5 By what percentage have the Joeng family managed to reduce their waste?

8 Listen to the facts about an endangered animal in China. Write notes to complete the table.



Name:	_____
Habitat:	_____
Body length:	_____
Tail length:	_____
Weight:	_____
Food:	_____, _____ bark
Reasons for being endangered:	deforestation, _____
Plan to stop extinction:	_____ campaign

TRANSLATING

9 Translate the sentences into English.

- 1 为了鼓励年轻人为保护环境、动物和社区而行动起来，“根与芽”成立了。

- 2 除了自己的科研，她还全身心地投入环保事业。

- 3 当地政府同意了易解放的提议。

- 4 一群骑行爱好者把几百辆自行车刷成白色，放置在阿姆斯特丹的许多地方，供人们使用。

- 5 现在，“白色自行车”的理念已经传播到世界各地，“共享单车”在全球增长。

READING AND WRITING

Can We Take the Heat?

For many years now, scientists have reported that we, as human beings, are affecting and changing the Earth's climate. They say that, in particular, the last 50 years has seen a huge increase in the quantity of greenhouse gases being released into our atmosphere from factories and vehicles, and that this increase is speeding up the process known as global warming. Scientists believe global warming to be by far the biggest environmental problem of the 21st century. So what is it, how is it a danger, and why is it relevant to us?

Global warming is the term used to indicate a rise in the Earth's temperature which, in turn, causes changes to the Earth's climate. Scientists have discovered that the accumulation of greenhouse gases in the atmosphere, which trap the heat from the Sun, control the temperature. When the greenhouse gases increase, more heat is trapped and the Earth's temperature rises.

The Earth's temperature has increased by one degree Fahrenheit in the last 100 years. Much of this has been attributed to human activities, such as increased industry, agriculture, the felling of forests, the rise in transport and the burning of fuels.

One degree Fahrenheit may not sound like much, but if we continue to produce greenhouse gases, such as carbon dioxide, we will have to face the repercussions. Scientists warn that global warming will cause catastrophic climate changes, including more frequent flooding, drought and extreme weather. The increase in pollution will also cause serious health impacts and affect industries such as agriculture.

The melting of the polar ice caps will have dire consequences, with sea levels rising, causing flooding in low lying areas, such as islands and coastal cities.

So, how can we stop this from happening? Governments everywhere have a responsibility to reduce the production of greenhouse gases. But we can make small changes too. Every person needs to play his / her part. Suggestions include recycling, using public transport, using less water at home, using more energy efficient appliances and switching off lights. Small personal changes will add up to big changes worldwide.

10 Read the text and the following statements. Write *T* (true) or *F* (false) for each statement. Underline where you find the answer in the text.

- () 1 Global warming refers to the increase in the Earth's temperature.
- () 2 In the past 50 years, global warming has been speeding up because of human activities.
- () 3 Greenhouse gases help to bounce back more of the Sun's rays into space and leave the Earth cold.
- () 4 Global warming will cause serious diseases.

11 What can we do to slow down the process of global warming? Write down three suggestions.



LEARNING

LANGUAGE IN USE

1 Lesson 1 Complete the sentences with the correct form of the words below.

argument attempt assume curious base exist ignore

- 1 It is difficult to _____ people who are having a heated _____.
- 2 I'm just _____ to know why you claim that aliens _____.
- 3 It's better to ask than to _____ what people think.
- 4 The study is an _____ to get a better idea of why people live there.
- 5 The courses are _____ on a weekly two-hour class, extending over a period of 20 weeks.



2 Lesson 2 Look at the paragraph about English learning. Find a word or phrase from Lesson 2 that has the same meaning with the underlined words.

"There are a lot of suggestions to follow for learning English."

Can you understand the sentence above? Yes. It is "There are a lot of suggestions to follow for learning English.". Though the words are **1** a little different from the correct ones, you can still understand them. That is to say, **2** remembering the word letter by letter is not the best way to learn English. What I suggest is to read, read and read. By reading you can guess the meaning of an **3** unknown word **4** from the sentences before and after it. Remember. Don't choose the books **5** out of your understanding.

3 Lesson 3 Complete the discussion on the strategies for learning vocabulary with the words below.

memory significantly effective particular theme
materials focus therefore detailed memorising

Teacher: OK, everyone. Let's discuss something that many of you find difficult — **1** _____ new words. Does anyone have any **2** _____ advice on the best way to do this?

Student 1: I think it's good to try and organise new words by **3** _____. So, for example, if I have words related to "school", I can write a **4** _____ list of all the vocabulary I can think of under that heading.

Student 2: That's a good idea but even if I write lists, I still forget so many words. I think I just have a bad **5** _____.

Student 3: Well, when you learn new words in your coursebook it's also useful to try and find them in other English language **6** _____. Read online articles or English literature

and keep an eye out for the new words.

Student 4: That's good advice but I wouldn't **7** _____ too much on simply reading words. When you learn a new word, use it in spoken English. It **8** _____ improves your ability to remember words if you've already used them in a conversation. **9** _____, you must develop your speaking skills.

Teacher: Good ideas, everyone. I agree that speaking is the most **10** _____ way of remembering new words and phrases but everyone is different, so find the approach that works best for you.

4 Verbs Followed by Verb-ing Form or Infinitive Complete the text using the correct form of the verbs in brackets.

If you are planning **1** _____ (come) to Poland as a tourist, you will have plenty of interesting places to visit. People who enjoy **2** _____ (hike) should consider **3** _____ (go) to the mountains, in the south of Poland. You don't have to book accommodation in advance as you will certainly manage **4** _____ (find) a local person who will offer **5** _____ (put) you up at a very reasonable price.

If you love **6** _____ (sail) and you don't mind **7** _____ (be) bitten by mosquitoes, you can go to the lakes in the northeast! You can either choose **8** _____ (stay) on a boat or go camping and practise **9** _____ (cook) on an open fire next to a lake.

The coast in Poland is cold but it's beautiful. If you can't stand **10** _____ (stay) in a crowded seaside town or can't afford **11** _____ (pay) for a big hotel, arrange **12** _____ (stay) in one of the many small coastal villages. You certainly won't risk **13** _____ (meet) too many people if you decide **14** _____ (go) for a long walk along the beach.

5 Showing Interest Complete the text with the expressions below.

Ah, I didn't know that!

Wow!

Interesting!

They sound so different!

When we have a conversation with someone, we use various expressions to show the other person that we are paying attention to what he / she is saying. For example, if someone tells us about something that we find fascinating or enjoy hearing about, we may remark, **1** "_____". If they tell us about totally different words that mean the same thing in different countries, we may say, **2** "_____". These phrases show that we are listening and encourage the other person to give us more details. After hearing something amazing, we can then reply with, **3** "_____". If the person shares something we didn't know, we may say, **4** "_____". Don't underestimate the importance of an appropriate response to show interest and to be respectful to others. Imagine if you were speaking to someone and they didn't respond in an appropriate way — you would soon stop talking!

6 Subject-Verb Agreement Choose the correct options.

- 1 Every student *has / have* a different favourite place to study.
- 2 Li Zhen and I *was / were* in the library, looking for some books about memory.
- 3 One of my friends really *wants / want* to improve his ability to memorise vocabulary.
- 4 Coffee can help you to concentrate, but too much coffee *is / are* bad for you.
- 5 No one I know *has / have* a photographic memory.

LISTENING

7 Listen to two dialogues. Circle the correct answers.

Dialogue 1

- 1 What type of learning is Dr. Ling an expert in?
 - a Adult learning.
 - b Scientific learning.
 - c Early learning.
- 2 What do babies hear and react to most strongly before they are born?
 - a Their own language.
 - b Foreign languages.
 - c Their mother's voice.



Dialogue 2

- 3 How does Zhang Ming describe 21st century skills?
 - a As skills necessary for modern life.
 - b As important traditional skills.
 - c As useless skills.
- 4 According to Zhang Ming, what activity helps to develop good working relationships?
 - a Independent learning.
 - b Group work.
 - c Competitive exercises.

8 Listen again. Write T (true) or F (false).

- () 1 Babies are more likely to try food that their mothers have eaten before.
- () 2 Babies learn little before they are born.
- () 3 Zhang Ming is based in Asia.
- () 4 Zhang Ming's teachers encourage him to study quietly.
- () 5 Du Mei thinks Zhang Ming has the right personality to succeed.



TRANSLATING

9 Translate the sentences into English.

1 大多数人认为人的大脑是“自动”运行的，即它完全是自动学习的。

2 提出问题是促进积极学习最简单的方法。

3 如果你努力去发现一个想法的缘起，那么无论这个想法看上去有多么疯狂，你都增加了学习的机会。

4 首先，你应该在语境中学习词汇；而且，你应该通过语块学习词汇。

5 他们俩都善于在有限的时间内记住特别的事物。

6 一种记事情的有效技巧是把类似的观点或信息组织在一起，这样它们就容易与你的已知联系起来。

7 我们的记忆在 25 岁时达到顶峰。

READING AND WRITING

The Importance of Life-Long Learning

Nowadays, more and more people of various ages and backgrounds are continuing to study to improve themselves. Here's what some people have to say about their life-long learning experiences.

"It's never too late to learn." That was the advice I got after I failed my college entrance exam. Now I'm about to graduate from university with a bachelor's degree in Computer Engineering by distance learning. I decided to give myself a second chance by studying for a degree in the evenings and on weekends, while keeping a secure full-time job. Frankly speaking, the last four years have been hard, but it's been worth it as I have a new job offer!

Sun Wen, 28 years old

Three months ago, when my manager told me that I would be laid off, my mind went blank and my heart swelled with anger. In the past, if someone had worked for a company for over 20 years, they would have stayed there until retirement! I then decided to focus on improving myself and following my dreams, so I enrolled in a business course which I have nearly finished now. I have learnt so many new skills and have already prepared a business plan for setting up my own export company! I think that getting laid off will prove to be the best thing that ever happened to me.

Ms Tang, 45 years old

I'm sure you all know the saying, "You can't teach an old dog new tricks." Well, it's certainly not true! Last year, my daughter moved to the US with her family, so I decided that it was time I became an Internet user in order to keep in touch with them. I got my grandson to show me how to send an email and search the web, which I now love. It's also wonderful to be able to video chat with my grandchildren. So many people think that after you retire, all you can do is switch off your brain and bury everything you've ever learnt, but that doesn't have to be the case.



Grandpa Chen, 75 years old

10 Read the text and complete the table with the correct information.

	Sun Wen	Ms Tang	Grandpa Chen
What did they study?			
Why did they study?			
How did they study?			
Result of their study			

11 What do you think of Grandpa Chen's idea of learning? Do you want to learn something new when you are 75 years old? Why or why not?

PEER EDITING SHEET

Unit 7	Unit 8	Unit 9
A Formal Email	A Survey Report	A Learning Reflection
<input type="checkbox"/> Does the writer address the receiver properly?	<input type="checkbox"/> Is the purpose of the survey clearly stated in the report?	<input type="checkbox"/> Does the writer tell the reader which topic he / she is reflecting on?
<input type="checkbox"/> Does the writer give a clear reason for writing the email?	<input type="checkbox"/> Are quantity expressions used appropriately?	<input type="checkbox"/> Does the writer explain the changes he / she has made after acquiring the knowledge?
<input type="checkbox"/> Does the writer ask necessary questions about the event?	<input type="checkbox"/> Are proper graphs used to report findings?	<input type="checkbox"/> Does the writer tell his / her plan on how to use the knowledge or skills?
<input type="checkbox"/> Does the writer use formal language to make polite requests?	<input type="checkbox"/> Is a conclusion provided?	<input type="checkbox"/> Is the piece of writing well-linked by addition linkers?
	<input type="checkbox"/> Is the report logically organised?	
<ul style="list-style-type: none"> • Mark any spelling, punctuation or grammar errors. • Mark any unclear expressions. Give suggestions if you can. • <u>Underline</u> the expressions you like. 		
Comments:	Comments:	Comments:
<hr/>	<hr/>	<hr/>
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GRAMMAR SUMMARY

UNIT 7 ART

Noun Clauses 名词从句

A noun clause is a clause that functions as a noun. Every noun clause has at least a subject and a predicate. Noun clauses are dependent clauses that fill noun phrase slots in a sentence, such as subject, object, predicative or appositive.

名词从句是在句中起名词作用的从句。每个名词从句至少有一个主语和谓语。名词从句是从属性句子，在句中作主语、宾语、表语或同位语。

The words that can introduce noun clauses are as follows. 引导名词从句的引导词是：

a *that*;

b *whether, if*;

c *what, who, which, where, when, why, how long / much / many ...* ;

d *as, as if, as though etc.*

Noun clauses as a subject 名词从句作主语

- **What** I feel like doing most now is going out for a drive.
- **Whether** he'll take the job is still unknown.
- **Where** they'll move their office to is not clear.
- **When** he'll leave for New York hasn't been decided.
- It's obvious **that** he enjoys his family life very much.
- It's a shame **that** he doesn't respect his parents.
- It matters greatly **whether** our parents understand and support you.

The word **it** is the grammatical subject of the sentence, taking the place of the noun clause that is the true subject of the sentence. The sentence would be equally grammatical without using **it**. (e.g. *That he doesn't respect his parents is a shame.*)

However, this structure is more formal and less common in spoken English.

在句中它是形式主语，真正的主语是名词从句。即使没有 **it**，句子在语法上也是正确的（如：*That he doesn't respect his parents is a shame*），不过这种结构比较正式，在口语中不太常见。

Noun clauses as an object 名词从句作宾语

- I hope **that** people will spend more money on education.
- Do you know **which** football team Bill supports?
- Would you mind telling me **what** shoe size you take?
- I wonder **whether** I should accept the offer or not.
- He asked **if** I could show him how to operate the air conditioner.
- Choosing the right bike depends on **what** you want to use it for.

Noun clauses as a predicative 名词从句作表语

- His suggestion is **that** we should hire more experienced people.
- That's **what** we should do.
- That is **how** they succeeded.

- That is **why** he was late for school.
- That was **when** my mum was in hospital.
- Things were not **as** we had expected.

UNIT 8 GREEN LIVING

Verb-ing and -ed Forms 动词 -ing 和 -ed 形式

Verb-ing Form 动词 -ing 形式

Verb-ing form acts as an adjective or an adverb in a sentence. We can use verb-ing forms as attributive, adverbial, object complement or predicative of sentences.

动词-ing 形式在句中起形容词或副词的作用，可用作定语、状语、宾语补足语或表语。例如：

- The **crying** child had a cut on his knee. (adjective; attributive)
- The market is filled with people **trading and bargaining**. (adverb; adverbial)
- As I walked past the room, I heard two people **arguing**. (adjective; object complement)
- The football game was **exciting**. (adjective; predicative)

We sometimes use verb-ing forms instead of relative and adverbial clauses. We can also use verb-ing forms instead of two main clauses joined by **and** or **but**.

有时，动词-ing 形式可以代替定语或状语从句，也可以代替由 and 或 but 连接的两个并列句。

- **Arriving** at the school, the children found it was closed. (**When they arrived** at the school, the children ...)
- Have you met the boss **managing the company**? (... the boss **who manages** ...)
- The car drove through the city, **heading** for the mountain area. (... **and headed** for ...)

The subject of verb-ing form must also be the subject of the main verb.

动词-ing 形式作状语时，其逻辑主语必须与句子的主语一致。例如：

- **Carrying** a large and heavy box, **she** tripped on a step and fell.

The following sentence is not correct.

下面这个句子是错误的。

- **Carrying** a large and heavy box, **her foot** tripped on a step and fell.

Verb-ed Form 动词 -ed 形式

We use verb-ed forms as adjectives or adverbs in sentences. When used as adjectives, they can serve as attributive, object complement, adverbial or predicative.

动词-ed 形式在句中可作形容词或副词。作形容词时可以作定语、宾语补足语、状语或表语。例如：

- The **recovered** animals will be released soon. (attributive)
- When he entered the room, he found the window **broken**. (object complement)
- **Built** in 1760, the house is over 200 years old. (adverbial)
- The street is **lined** with small shops. (predicative)

UNIT 9 LEARNING

1 Verbs Followed by Verb-ing Form or Infinitive

接动词 **-ing** 形式或不定式的动词

Verbs followed by verb-ing form:

跟动词 **-ing** 形式的动词有:

admit, advise, avoid, can't help, can't stand, consider, delay, deny, enjoy, fancy, finish, give up, imagine, keep, mind, miss, practise, put off, risk, suggest, ...

Verbs followed by infinitive:

跟动词不定式的动词有:

afford, agree, appear, arrange, ask, attempt, choose, decide, expect, fail, help, intend, learn, manage, offer, plan, persuade, pretend, promise, refuse, seem, tell, wish, would like / love / prefer, ...

Verbs followed by either verb-ing form or infinitive include:

既可跟动词 **-ing** 形式也可跟动词不定式的动词有:

(1) *begin, continue, intend, start*

These verbs have slightly different meanings or the same meanings when they are followed by either verb-ing form or infinitive.

这些动词后跟动词 **-ing** 形式或不定式意思上区别不大，或意思相同。

- He started **to build / building** his own laboratory.

(2) *hate, like, love, prefer*

Many liking or disliking verbs are most commonly followed by verb-ing form, but can also be followed by an infinitive.

大部分表示“喜欢”或“不喜欢”的动词常跟动词 **-ing** 形式，也可以跟动词不定式。

(3) *forget, mean, regret, remember, stop, try*

These verbs carry different meanings when they are followed by verb-ing form or infinitive.

这些动词后用动词 **-ing** 形式和用不定式意思不同。

- **regret to do sth** = You feel sorry before you do sth. 做某事前，感觉遗憾、惋惜。
I **regret to say** that the meeting wasn't successful.
- **regret doing sth** = You do sth and then feel sorry about it. 做了某事后，感到懊悔。
She **regrets mentioning** it to me.
- **remember to do sth** = You remember things that you have to do later. 记着一会儿要做的事。
He didn't **remember to check** it out.
- **remember doing sth** = You remember that you did sth earlier. 记得曾做过某件事。
Do you **remember seeing** him there?
- **stop to do sth** = You interrupt an activity in order to do sth else. 停下正在做的事，开始做另一件事。

They **stopped to have** a snack.

- **stop doing sth** = You are doing sth and then you interrupt this activity. 停止正在做的事。

We **stopped talking** because we heard a strange noise outside.

- **try to do sth** = You make an effort to do sth. 努力、尽力做某事。

I **tried to ring** you but I couldn't get through.

- **try doing sth** = You do sth to find out if it produces a result you want. 试着做某事，看是否可以达到预期的结果。

I'll **try baking** bread tonight.

2 Subject-Verb Agreement

主谓一致

We need to change the form of predicate verbs / auxiliary verbs to make sure the subject and verb agree with each other in numbers. We pay special attention to the simple present tense and the auxiliary verbs: *be, do / does* and *have / has*.

为了确保谓语动词和助动词在人称和数上与主语保持一致，我们需要改变谓语动词或助动词的形式。特别要注意一般现在时和助动词：*be, do / does* 和 *have / has*。

In the simple present tense, the subject determines if we need to add -s to the predicate verb. 在一般现在时的句子中，主语决定谓语动词是否需要加 s。

- He **knows** that some people are smart. (We add -s to show the subject is singular.)
- They **know** that some people are smart. (We do not add -s, because the subject is plural.)

In other tenses, the auxiliary verbs *be, do* and *have* ensure the subject agrees with the verb. 当句子是其他时态时，助动词 *be, do* 和 *have* 使主语与动词在人称和数上保持一致。

- We **have been losing** brain cells every day. (The verb *have* shows the subject is plural.)
- He **has been reading** the book. (The verb *has* shows the subject is singular.)

When the conjunction *or* appears in the subject, the noun closest to the predicate verb takes the agreement.

当主语中出现连词 *or* 的时候，谓语动词的数与其最靠近的名词保持一致。

- The boy or his friends **run** every day. (Since the closest noun *friends* is plural, the verb agrees with the plural noun.)
- His friends or the boy **runs** every day. (Since the closest noun *the boy* is singular, the verb agrees with the singular noun.)

When any of these words appear in the subject, the predicate verb agrees with the subject in the same way as a singular noun: *verb-ing form, each, either, neither, everyone, anyone, nobody* and *no one*.

当句子的主语是动词 -ing 形式，以及 *each, either, neither, everyone, anyone, nobody, no one* 等词时，谓语动词采用单数形式。

- Each of the children **gets** a book to read.
- Writing your notes clearly **helps** you remember the things better.

However, if modal verbs come before the predicate verb or the auxiliary verb, we do not change the verb; we use the bare infinitive.

但是，如果句中的谓语动词或助动词前面有情态动词，谓语动词用原形。

- He **swims** every day. (Since there is no modal verb, we add -s to the verb to show the subject is singular.)
- He can **swim**. (The modal verb *can* does not allow us to add -s to the verb to show the subject is singular.)

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NOTES ON THE TEXTS

UNIT 7 ART

Topic Talk

- 1 **Beijing Opera** 京剧，是中国五大戏曲剧种之一，舞台角色主要为生、旦、净、丑，用胡琴和锣鼓等伴奏，被视为中国国粹。
- 2 **All artists must be half-poet, half-craftsman.**
凡是艺术家都须有一半是诗人，一半是匠人。
本句出自朱光潜《谈美》。

Lesson 1

- 1 **The Starry Night** 《星空》，荷兰后印象派画家文森特·凡·高于1889年在法国圣雷米创作的一幅著名油画，是凡·高的代表作之一。
- 2 **Vincent van Gogh** 文森特·凡·高 (1853-1890)，荷兰后印象派画家。他是后印象主义的先驱，并深深地影响了20世纪的艺术，尤其是野兽派与表现主义。
- 3 **The Scream** 《呐喊》，挪威画家爱德华·蒙克1893年的作品。这幅画是表现主义绘画的代表。有人认为该作品反映了现代人被存在主义的焦虑侵扰的意境。红色的背景源于1883年印度尼西亚喀拉喀托火山爆发，火山灰把天空染红了。画中的地点是从厄克贝里山上俯视的奥斯陆峡湾。
- 4 **Edvard Munch** 爱德华·蒙克 (1863-1944)，挪威表现主义画家、版画复制匠，现代表现主义绘画的先驱。其主要作品有《呐喊》《生命之舞》《卡尔约翰街的夜晚》。
- 5 **In his diary, Munch talked about what inspired him. "I was walking down the road with two friends when the sun set; suddenly the sky turned as red as blood ... I stood there shaking..."**
蒙克在他的日记中谈到了灵感的来源，“太阳落山时，我和两个朋友一起走在路上；天空突然变得像血一样红……我站在那里颤抖……”
as... as... 基本意思为“与……一样”，其中第一个as为副词，其后通常接形容词或副词原形，第二个as可用作介词（后接名词或代词）或连词（后接从句）。如：
You've made as many mistakes as I have. 你和我犯了一样多的错误。
Your room is as large as mine. 你的房间和我的一样大。
- 6 **The Empire of Light** 《灯之王国》，比利时画家勒内·马格利特于1949-1954年间创作的三幅系列油画之一。
- 7 **René Magritte** 勒内·马格利特 (1898-1967)，比利时画家。早期作品包括《会飞的塑像》和《漂亮的俘虏》。成熟期的作品色彩更为鲜明，常以海和天空为题材。代表作有《风云将变》和《比利牛斯山上的城堡》。

Lesson 3

- 1 **Ludwig van Beethoven** 路德维希·凡·贝多芬 (1770–1827), 出生于德国波恩, 维也纳古典乐派代表人物之一, 欧洲古典主义时期作曲家, 世界音乐史上最伟大的作曲家之一。
- 2 **Vienna** 维也纳, 奥地利首都及最大城市, 世界音乐之都, 是欧洲主要的文化中心, 著名的国际大都市。
- 3 **The theatre's musical director, Michael Umlauf, joined him and together the two men took charge of the orchestra.**
剧院音乐指挥迈克尔·奥姆洛夫也走上台和他一起指挥乐队。
take charge of 主管, 负责。如:
To become a successful person, we must be able to take charge of ourselves.
要成为成功人士, 我们必须能够掌控自己。

Writing Workshop

- 1 **For the past few months, we have been interviewing and filming young players about their interest in basketball.**
在过去的几个月里, 我们一直在做关于年轻球员对篮球兴趣的采访, 并拍摄下来。
have been doing 现在完成进行时, 表示从过去一直持续到现在的动作, 这个动作可能刚刚结束, 也可能还要继续下去。如:
I have been learning swimming for a few months. 过去几个月, 我一直在学游泳。
- 2 **I wonder if you could also give me more information about how to apply to be part of this festival.**
我还想知道您能不能给我提供更多关于如何申请参加艺术节的信息。
I wonder if 不知是否可以……; 我想知道是否……。如:
I wonder if I can do the same thing for my students. 不知道我能不能为我的学生做同样的事情。
apply to 申请, 提出请求。如:
We've applied to the committee for approval. 我们已经向委员会提出申请。

UNIT 8 GREEN LIVING

Topic Talk

- 1 **green living** 绿色生活 (低碳生活)
- 2 **Living things that are nourished will not injure one another; roads that run parallel will not interfere with one another.**
万物并育而不相害, 道并行而不相悖。
本句出自《礼记·中庸》。

Lesson 1

- 1 **Well, say you leave the tap running while you brush your teeth, leave a light on when you go out or you drop a piece of litter and can't be bothered to pick it up.**

比方说你刷牙的时候让水哗哗地流，外出的时候不关灯，或者掉了一块垃圾却懒得捡起来。

leave sth (sb) doing 让……处于（某种状态）。如：

Don't leave your children playing with fire. 别让你的孩子们玩儿火。

can't be bothered to do sth 不愿意劳神去做某事，或懒得做某事。如：

I should be revising, but I just can't be bothered.

我本该复习（功课），但我就是不想（做这件事）。

- 2 **Jane Goodall** 珍·古道尔，世界上拥有极高声誉的动物学家，致力于野生动物的研究、教育和保护。

- 3 **In addition to her research, she has been whole-heartedly committed to environmental protection.**

除了自己的科研，她还全身心地投入环保事业。

in addition to 除……以外（还）。如：

In addition to my weekly wage, I got a lot of tips. 除了每周的薪水外，我还得到不少小费。

Lesson 2

- 1 **NPO** non-profit organisation 的缩写，译为“非营利组织”。

- 2 **Why did she set up such an organisation and what is it for?**

她为什么要成立这样一个组织？该组织的目的是什么？

set up 建立，设立。如：

The two sides agreed to set up a commission to investigate claims.

双方同意组建一个委员会来调查那些索赔要求。

Why did he set up such an organisation? 他为什么要建立这样一个组织？

Lesson 3

- 1 **Amsterdam** 阿姆斯特丹，荷兰首都及最大城市，位于该国西部省份北荷兰省，世界著名的国际大都市。

- 2 **In the 1960s, a group of cycling fans came up with an idea.**

20 世纪 60 年代一群骑行爱好者提出了一个想法。

come up with sth 想出；提出（主意、答案等）。如：

He came up with the idea on his way home. 他在回家的路上想出了那个主意。

Several of the members have come up with suggestions of their own.

有几位成员提出了自己的建议。

- 3 **Thanks to the ideas and efforts of many people, like the cycling fans of the 1960s ...**

由于这个提议以及众多人的努力，如 20 世纪 60 年代的骑行爱好者……

thanks to 由于，因为。如：

Thanks to your help, we accomplished the task ahead of schedule.
由于你们帮忙，我们提前完成了任务。

Writing Workshop

Last August, city officials interviewed about 500 residents to find out people's attitudes to protecting the environment and what actions they had taken.

去年8月，城市官员采访了大约500名市民，调查了解人们对环境保护的态度以及他们采取了什么行动。

take action to do sth 采取行动做某事。如：

We should take action to protect the newly developed technology.

我们应该采取措施保护新开发的技术。

UNIT 9 LEARNING

Topic Talk

He who learns but does not think is lost. He who thinks but does not learn is in great danger.

学而不思则罔，思而不学则殆。

本句出自《论语·为政》。

Lesson 1

1 I suggest doing five things to take an active role in your learning.

为了积极主动地学习，我建议做五件事。

suggest doing sth 建议做某事。如：

She is willing to do what you suggest doing. 她乐意做你提议的事情。

2 ... you might end up agreeing with the speaker / writer after all.

……最终，你也许会同意说话人或是作者的观点。

end up doing 最后，最终。如：

Policy makers will probably end up doing this. 政策制定者可能最终会这样做。

3 They attempt to find the truth at the heart of each idea.

他们努力从每个观点最核心的地方寻找真相。

attempt to do sth 努力，尝试做某事。如：

What would you attempt to do if you knew you might fail?

假如你知道自己可能失败，你会如何做？

4 Even when an idea sounds entirely unlikely, there may be an aspect of it that is based on truth.

即使一个想法听起来完全不可能，其中也许有某个方面是基于事实的。

sound 是连系动词，smell, feel 和 taste 这类感官动词是连系动词，后面跟形容词。如：

It sounds interesting to go camping with you. 和你一起去露营听起来挺有意思。

The oranges taste good. 橙子吃起来不错。

- 5 **It is true that we cannot help disliking some people – this is human nature, after all.**
确实，我们难免会讨厌某些人，毕竟这是人的本性。
cannot help doing sth 忍不住做某事。如：
When we listen to the crosstalk, we cannot help laughing.
听相声时，我们会情不自禁地笑出来。

Lesson 2

- 1 **A lot of the time, you'll be able to guess the meaning of an unfamiliar word without looking it up.**
很多时候，不查词典，你也能猜出生词的意思。
look up 查找。如：
I have looked it up in the encyclopaedia. 我已经在百科全书中查过。
- 2 **The more you listen, the easier it is to catch on.**
你听得越多，越能听明白。
the more... the more... 越……越……。如：
The more she learns, the more she wants to learn. 她越学越想学。
- 3 **Apart from pronunciation, we use different words for describing the same things.**
除了发音，我们还用不同的词描述同样的事物。
apart from 除了……之外。如：
Apart from Li Qiang, there is no one in the classroom. 除了李强，教室里没有别人。

Lesson 3

- 1 **Daniel Tammet** 丹尼尔·塔梅，英国人，有超常的运算能力和记忆力。可以背到圆周率小数点后 22,514 位。
- 2 **Stephen Wiltshire** 斯蒂芬·威尔夏，英国人，拥有惊人的记忆和绘画天赋，有“人肉照相机”之称。
- 3 **Hermann Ebbinghaus** 赫尔曼·艾宾浩斯（1850–1909），德国心理学家。艾宾浩斯一生致力于有关记忆的实验心理学研究，在1885年出版了《关于记忆》一书，提出了著名的“艾宾浩斯遗忘曲线”。

Writing Workshop

- 1 **What's more, it is amazing to know how a person's memory changes with age.**
而且，知道人的记忆如何随着年龄而改变，这真的很神奇。
what's more 而且。如：
What's more, he was one of the greatest football players in the world.
而且，他是世界上最伟大的足球运动员之一。
- 2 **Getting to know the secrets of our memory means learning not only the facts about it, but also the ways to improve it.**
了解我们记忆的秘密意味着不仅要了解有关它的事实，还要了解提升它的方法。
not only ... but also ... 不仅……而且……。如：
She not only plays well, but also sings well. 她不仅乐器玩得好，而且歌也唱得好。

Topic Talk

7.1

(W = Woman X = Xiao Wu)

W: Hey, Xiao Wu, you like art, don't you?

X: Yes, I do.

W: What types of art are you into?

X: Well, I'm a fan of most types. I really enjoy dance and band performances and I often watch Beijing Opera. I also paint in my spare time, but my favourite thing is classical music.

W: That's interesting! Do you often go to concerts?

X: Yes. I try to go monthly.

W: What do you enjoy most about them?

X: The musicians are just amazing. They are all very talented and professional. And the best part is the atmosphere at the concert hall and the perfect combination of all the different types of instruments. For a few hours, you can just relax and enjoy the uplifting performances.

W: It sounds great! I really like classical music too, but I've never been to a concert. We could go together next time.

X: Yeah, sure! Great idea.

7.2

(E = Eric D = Daisy)

E: What are you doing on Saturday afternoon, Daisy? I have tickets for Beijing Opera! I think it's going to be a fantastic show!

D: Thank you for inviting me, Eric, but I'm terribly sorry. I can't. I'm going to an exhibition of modern art. I think it's going to be wonderful. I really like the artists in this exhibition.

E: Modern art? I usually don't understand the paintings!

D: Well, each painting tells a story and each person may see a different story in it.

E: Interesting! Next time I should go with you and you can tell me the stories.

D: No problem. Hope you enjoy your Beijing Opera.

E: Oh, yes. I love the costumes, the stage design and the energetic performance. It's really exciting!

Lesson 2

7.3

(P = Presenter L = Dr. Liu)

P: On today's programme, we're going to discuss Beijing Opera with Dr. Liu.

L: Hello, everyone!

- P:** So, Dr. Liu, what is Beijing Opera and when did it start?
- L:** Well, Beijing Opera is a form of Chinese opera which combines acting, talking, singing, music, dancing and acrobatics together and it started in the late eighteenth century.
- P:** OK. It uses acting, talking, singing, music, dancing and acrobatics. All of those are difficult to master!
- L:** Yes. That's why it's one of China's national treasures.
- P:** Indeed! It is said that there are four roles Beijing Opera performers can play. What are they?
- L:** The four roles are: *sheng*, which are common male roles; *dan*, which are female roles; *jing*, which are male roles with brightly painted masks; and *chou*, which are clown roles. Each role has its own singing and acting styles.
- P:** I see. We know Beijing Opera has a very unique sound. Can you tell us more?
- L:** Sure. I think you're referring to the fact that performers often sing with very high voices. This is because in the early days, Beijing Opera was usually performed on open-air stages. In order to be heard over the crowds, the music had to be loud and performers had to sing in very high voices.
- P:** Wow, I'm definitely learning something new here. I'm also interested in the beautiful costumes.
- L:** Oh, do you know why they're always in such bright colours?
- P:** No, why?
- L:** Well, in the past, Beijing Opera was often performed on stages that were lit only by oil lamps. The costumes had to have bright and colourful patterns. Otherwise, it would have been difficult to attract the audience's attention.
- P:** That's absolutely amazing. Thanks for sharing.

7.4

(**B** = Boy **L** = Lucy)

- B:** So, Lucy, how was it? Did you enjoy your first Beijing Opera?
- L:** Yes, I certainly did! It was an excellent show ... so colourful and exciting!
- B:** Great! I'm so glad you enjoyed it. I was worried because Beijing Opera is so different from theatre shows in the US.
- L:** It was very different, but in a good way! I loved the dancing and the acrobatics.
- B:** Me, too. The performers were so talented!
- L:** But there were quite a few things I didn't understand.
- B:** Sure. Maybe I can help.
- L:** Well, you know the part where the main character walks across the stage with a flag on each side of her? I had no idea what she was doing.
- B:** Oh, that means she's riding in a carriage. Simple movements in Beijing Opera often represent more complex actions, like riding a horse or rowing a boat.
- L:** I see! It seems like so many aspects of Beijing Opera come from ancient traditions. I wish I knew more about them.
- B:** Don't worry! If you're interested, we can go and watch more Beijing Opera together. Maybe one day you'll be an expert!

UNIT 8 GREEN LIVING

Topic Talk

8.1

Dear all, welcome to our exhibition on green living. You may wonder what we mean by green living. I'm sure you will understand this concept after the exhibition. There are four sections altogether. The first section introduces different types of pollution. We all know that there are various types of pollution around us, which may cause different kinds of environmental problems, for instance, water pollution, air pollution, ocean pollution, soil pollution and noise pollution. This section will show how pollution affects our environment and our health. The second section explains the reasons that cause different types of pollution. And you will see that our actions as humans are the main sources of pollution. The third section presents the solutions that have been taken to tackle the problems, detailing ways we can help the environment. For example, a good way to reduce pollution is to plant more trees. Finally, the exhibition ends with a summary about what we personally believe we should be doing to lead a green life. To me, green living is about living in harmony with nature.

8.2

(**W** = Woman **M** = Man)

W: I don't really like living in a flat in the city. I prefer to have a garden because I like being close to nature. Here's a photo of my garden.

M: What a beautiful garden! Actually, I live in a flat, but I can help the environment by creating more green spaces. For example, I plant some flowers and vegetables outside my window and I have a great view, too.

W: Indeed. Having more green spaces helps the environment.

M: Yes, absolutely. Green spaces are very important in our fight against problems like global warming.

Lesson 2

8.3

Today, I'm going to talk about *NPO-Greenlife*. Ms Yi Jiefang is the founder of *NPO-Greenlife*, a charity organisation. Why did she set up such an organisation and what is it for? These are the things I'm going to talk about in my presentation.

Ms Yi had a contented life until a terrible event occurred which changed her life. Her 22-year-old son died in a road accident. For Yi Jiefang, life seemed to lose all meaning. But despite her sadness, she remembered how concerned her son had been about the sandstorms and deserts in northern China. He had said that he wanted to plant trees there after he graduated. So Yi Jiefang decided to make her son's dream come true, and *NPO-Greenlife* was born.

8.4

The early days of *NPO-Greenlife* were not easy. Yi Jiefang went to the deserts of Inner Mongolia and saw vast areas of dry lands with little agriculture. The local government

agreed with her proposal to plant one million trees in the region over ten years. However, her team had little experience of tree planting and the first trees were blown away! Although there seemed only a slim chance that the trees could survive, the difficulty did not prevent her from trying. It had always been her policy never to give up. Now the trees have a survival rate of 85%.

8.5

I'd like to share with you a couple of quotes that are written on the headstone of Yi Jiefang's son:

"You are a tree. Alive or fallen, you served a purpose. Alive, you stood proud against winds and sandstorms; fallen, your brightness gave light and warmth to others."

"Let life prosper in greenness; let greenness last forever in life."

I think a lot can be learnt from the story of Yi Jiefang. I have complete respect for her and admire her strength in overcoming such a great personal loss. She has made a huge difference with her determination to make her son's dreams a reality. That brings my presentation to an end. Thank you for listening. Any questions ...

8.6

(**C** = Dr. Chen Lan **S1** = Student 1 **S2** = Student 2 **S3** = Student 3)

S1: Dr. Chen, thanks for your presentation. I learnt a lot about Ms Yi Jiefang. My question is: How did Ms Yi Jiefang work through her sadness after her son's death?

C: Well, as you've heard, this is really a story of the love between mother and son. Her son's wishes gave Yi the strength to rebuild her life. "To make the desert green was my son's dream. To make his dream come true is the meaning of my life," she has said.

S2: What a wonderful mother! Can you say something about the former and the current conditions in the desert?

C: Yes. The desert Yi chose was referred to as "the Sea of Death". But with the efforts made by *NPO-Greenlife*, huge changes have been seen there. Grassland has gradually started to grow from the sandy soil. Villagers can even grow watermelons now. And the local river, which used to be dry, now runs and is full of fish to catch.

S3: Dr. Chen, I'm interested in what she is working on now. Could you tell us more?

C: In 2013, Yi began a new project to plant more trees in Inner Mongolia. This time she chose the county where many of the sandstorms that affect Beijing start.

S3: She's an inspiration to all of us.

C: I agree. Yi has shown that so-called "ordinary people" can do amazing things. Many people now volunteer to work in her organisation. We really can achieve so much together.

UNIT 9 LEARNING

Topic Talk

9.1

(**G** = Girl **B** = Boy)

G: I love science. My favourite subject is physics. I like to learn about new ideas. I'm

always curious about new things.

B: Great. You're working on a physics project with your friends, right?

G: Yes, I am. It's great. I like to work with a partner or do group work after class.

B: What is your learning goal?

G: My learning goal is to get into college. And I'm going to enter the county science competition next month.

B: Good luck! I'm sure you'll do well.

9.2

(**G** = Girl **B** = Boy)

G: Hi, there. Where are you off to?

B: I'm going to the library. I'm revising for an English exam next week.

G: You've been working so hard. There shouldn't be any problem!

B: But I still need to brush up on some language points.

G: Come on, you'll be fine. You often surprise us with your amazing memory.

B: But I've been sleeping badly these past few days, and I just prefer to study alone in a quiet place so that I can concentrate and keep the details straight in my head.

Lesson 2

9.3

(**I** = interviewer **DS** = Dr. Smith **C1** = Caller 1 **Y** = Yang An **S** = Su Qin)

I: Welcome to today's programme. We've invited Dr. Smith to share with us effective strategies for learning English. Hello, Dr. Smith, many of our listeners have questions about learning English. I suppose you're ready to take calls from our listeners. So start phoning in!

C1: Hello, Dr. Smith. I've spent a lot of time reading English coursebooks, but I've made little progress. My question is how to learn English effectively.

DS: Well, my advice is to increase your knowledge of English beyond the classroom. One way to do that is by reading more. I would recommend that you try simplified classic literature, such as short stories and novels rewritten in simple English. The other way is to listen more, for example, listening to English programmes. With sufficient language input, I'm sure you can learn English effectively.

Y: Hello, Dr. Smith. My name is Yang An. I find memorising new words very difficult.

DS: Hi, Yang An. So what do you normally do to memorise new words?

Y: I just try to memorise the word list and it is so difficult and boring.

DS: Well, I don't think memorising the word list is the best way to learn words. First, you should learn words in context. For example, when reading English stories, try to keep reading on even when you come across some new words. A lot of the time, you'll be able to guess the meaning of an unfamiliar word without looking it up. Also, you should learn words in chunks. For example, we say "open the book", but "turn on the computer". Or we say "eat an apple", but "take the medicine".

Y: OK. I see. So I need to learn words in context and in chunks. Thank you very much.

- S:** Hello, Dr. Smith. I'm Su Qin. Learning grammar is a big headache for me. I've put so much time in memorising grammar rules and doing a lot of exercises, but my English is still really bad.
- DS:** Hi, Su Qin. Just memorising the rules is not helpful. My advice is that when you learn a grammar rule, you should try to use it in speaking and writing activities. By doing so, you'll be learning grammar in a more natural way than from a grammar book. Very slowly, you will start to acquire the rules and use them without thinking.
- S:** Ah! I'll try this and see how it goes. Thank you very much.
- I:** Thank you, Dr. Smith, for joining us today. I'm sure our audience has better ideas about how to learn English effectively now.

9.4

(**L** = Liang Wei **P** = Pam **R** = Robert)

- L:** English is spoken in many areas of the world, for example, the US, the UK, Australia and New Zealand. Therefore, the English language may be used slightly differently from one country to another. English speakers in different areas may also have different speaking habits. Today, we're honoured to have two special guests with us to tell us about this.
- P:** Hey there! I'm Pam, from the US.
- R:** Hello, nice to meet you. I'm Robert, from the UK.
- L:** Nice to meet you, Pam and Robert. Can you tell us the differences between American English and British English?
- P:** Well, I'm American and Robert is British, so we have different ways of pronouncing words. For example, British people say "water" and "tomato" but Americans say "water" and "tomato"!
- L:** That's odd! They sound so different! Do they still mean the same thing?
- P:** They do. Let me think of some other examples for you. Ah, I say "example" and "dancing in the classroom", but Robert says ...
- R:** "Example" and "dancing in the classroom".
- L:** Ah! How do people understand each other when words are pronounced so differently?
- P:** The more you listen, the easier it is to catch on.
- R:** Apart from pronunciation, we use different words for describing the same things. For example, we say "lift" but Americans say "elevator". We say "football" and Americans say "soccer"!
- L:** Interesting!
- R:** Let me tell you a joke. In London, if you ask the local people, "Where is the nearest subway?", you may end up in a fast food restaurant! The American "subway" is called the "underground" in the UK, or the "tube" in London.
- L:** Wow! I never realised that British and American English were so different!
- P:** Well, don't worry. Though they are different in one way or another, people have no difficulty in understanding each other. There are other ways to communicate – smiling is a worldwide language!
- R:** That's right!

VOCABULARY IN EACH UNIT

UNIT 7 ART

Topic Talk

opera /'ɒpərə/ <i>n.</i> 歌剧; 歌剧艺术	(6)	drug /drʌg/ <i>n.</i> 药物, 药材	(8)
band /bænd/ <i>n.</i> 乐队; 乐团	(6)	spot /spɒt/ <i>n.</i> (圆)点; 斑点; 污渍	(8)
performance /pə'fɔ:məns/ <i>n.</i> 表演; 演出	(6)	failure /'feɪljə/ <i>n.</i> 失败的事; 失败	(8)
exhibition /,ekʃə'brɪʃən/ <i>n.</i> 展出(会), 展览	(6)	scream /skri:m/ <i>n.</i> 尖叫, 尖叫声; <i>vi. & vt.</i> 高声喊出	(9)
classical /'klæsɪkəl/ <i>adj.</i> (音乐) 古典的; 传统的	(6)	striking /'straɪkɪŋ/ <i>adj.</i> 惊人的; 显著的	(9)
jazz /dʒæz/ <i>n.</i> 爵士乐	(6)	let out a scream 发出尖叫声	(9)
drama /'drɑ:mə/ <i>n.</i> 戏剧	(6)	viewer /'vju:ə/ <i>n.</i> 观看者	(9)
comedy /'kɒmədi/ <i>n.</i> 喜剧片; 喜剧节目	(6)	burning /'bɜ:nɪŋ/ <i>adj.</i> 燃烧着的	(9)
calligraphy /kə'lɪgrəfi/ <i>n.</i> 书法	(6)	cause /kɔ:z/ <i>vt.</i> 导致, 引起; 使发生 <i>n.</i> 原因; 事业	(9)
performer /pə'fɔ:mə/ <i>n.</i> 表演者; 演奏者; 演员	(6)	*empire /'empaɪə/ <i>n.</i> 帝国; 大企业	(9)
talented /'tæləntɪd/ <i>adj.</i> 有才能的; 有天赋的	(6)	scene /si:n/ <i>n.</i> 景色	(9)
professional /prə'feʃənəl/ <i>adj.</i> 专业的; 职业的	(6)	*mysterious /mɪ'stiəriəs/ <i>adj.</i> 神秘的; 难以解释的	(9)
component /kəm'pəʊnənt/ <i>n.</i> 组成部分	(6)	visual /'vɪʒuəl/ <i>adj.</i> 视觉的, 视力的	(9)
stage /steɪdʒ/ <i>n.</i> 舞台; 讲台; 阶段	(6)	reaction /rɪ'ækʃən/ <i>n.</i> 反应	(9)
costume /'kɒstjʊm/ <i>n.</i> 戏装; 化装服	(6)		
shade /ʃeɪd/ <i>n.</i> (画的) 阴影部分	(6)		
atmosphere /'ætməsfiə/ <i>n.</i> 气氛; 氛围	(6)		
monthly /'mʌnθli/ <i>adv.</i> 每月地; 每月一次地	(104)		
uplifting /ʌp'lɪftɪŋ/ <i>adj.</i> 令人振奋的	(104)		

Lesson 1

masterpiece /'mɑ:stəpi:s/ <i>n.</i> 杰作; 代表作	(8)
figure /'fɪgə/ <i>n.</i> 人像, 人形; 数字	(8)
starry /'stɑ:ri/ <i>adj.</i> 布满星星的	(8)
mentally /'mentəli/ <i>adv.</i> 精神上; 心理上	(8)
massive /'mæsɪv/ <i>adj.</i> 巨大的	(8)
beneath /br'ni:θ/ <i>prep. & adv.</i> 在……(正)下方	(8)
affect /ə'fekt/ <i>vt.</i> 影响	(8)

Lesson 2

female /'fi:meɪl/ <i>adj.</i> 女(性)的	(12)
male /meɪl/ <i>adj.</i> 男(性)的	(12)
*mask /mɑ:sk/ <i>n.</i> 面具	(12)
*clown /klaʊn/ <i>n.</i> 小丑	(12)
emotion /ɪ'məʊʃən/ <i>n.</i> 情感	(13)
*acrobatics /,ækro'bætɪks/ <i>n.</i> 杂技	(13)
master /'mɑ:stə/ <i>vt.</i> 掌握, 精通; <i>n.</i> 大师; 主人	(105)
refer /rɪ'fɜ:/ <i>v.</i> 提到; 谈到	(105)
refer to 提到	(105)
perform /pə'fɔ:m/ <i>vi. & vt.</i> 表演; 演出	(105)
pattern /'pætən/ <i>n.</i> 图案; 花样, 式样	(105)
otherwise /'ʌðəwaɪz/ <i>adv.</i> 否则; 要不然	(105)
*carriage /'kærɪdʒ/ <i>n.</i> 马车	(105)
complex /'kɒmpleks/ <i>adj.</i> 复杂的	(105)

带 * 号的词为《普通高中英语课程标准 (2017 年版)》必修和选择性必修以外词汇。

aspect /'æspekt/ *n.* 方面 (105)

Lesson 3

- *orchestra /'ɔ:kəstrə/
n. (大型的) 管弦乐队 (14)
- genius /'dʒi:niəs/ *n.* 天才 (14)
- *symphony /'sɪmfəni/ *n.* 交响乐, 交响曲 (14)
- minor /'maɪnə/ *adj.* (音乐) 小调的;
小的; 不很重要的 (14)
- composer /kəm'pəʊzə/ *n.* 作曲家 (14)
- piano /pi'æneɪ/ *n.* 钢琴 (14)
- struggle /'strʌɡəl/ *n.* 奋斗; *vi.* 奋斗, 拼搏 (14)
- proceed /prə'si:d/ *vi.* 继续进行 (14)
- note /nəʊt/ *n.* 单音, 音调, 音符 (14)
- score /skɔ:/ *n.* 乐谱; 比分; 成绩 (14)
- respond /rɪ'spɒnd/ *vi. & vt.* 回应, 回复 (14)
- backstage /,bæk'steɪdʒ/
adj. 后台的; (在) 幕后 (的) (15)
- tense /tens/ *adj.* 紧张的; 焦虑不安的 (15)
- conductor /kən'dʌktə/ *n.* 指挥 (15)
- hesitate /'hezɪteɪt/ *vi.* 犹豫; 踌躇 (15)
- not hesitate to do sth
毫不犹豫做某事, 尽管做某事 (15)
- charge /tʃɑ:dʒ/ *n.* 主管; 负责 (15)
- take charge of 负责 (15)
- joyous /'dʒɔɪəs/ *adj.* 欢乐的, 令人愉快的 (15)
- signal /'sɪɡnəl/ *vt.* 标志着; 预示; *n.* 标识 (15)
- broad /brɔ:d/ *adj.* 宽阔的; 广博的 (15)
- broad smile 满面的笑容 (15)
- compose /kəm'pəʊz/
vt. 作(曲); 构成; 写作 (15)

Writing Workshop

- advertisement /əd'vɜ:təsmənt/ *n.* 广告 (18)
- youth /ju:θ/ *n.* (青) 少年 (18)
- contest /'kɒntest/ *n.* 比赛, 竞赛 (18)
- *martial /'mɑ:ʃəl/ *adj.* 军事的; 战争的 (18)
- martial arts 武术 (18)
- madam /'mædəm/ *n.* 女士; 夫人 (19)
- documentary /,dɒkjə'mentəri/ *n.* 纪录片 (19)
- currently /'kʌrəntli/ *adv.* 当前; 现时 (19)
- acceptable /ək'septəbəl/ *adj.* 可接受的 (19)
- individual /,ɪndə'vɪdʒuəl/ *n.* 个人, 个体 (19)
- appreciate /ə'pri:ʃieɪt/ *vt.* 感激; 欣赏 (19)
- faithfully /'feɪθfəli/ *adv.* 忠诚地, 忠实地 (19)

Reading Club 1

- expressive /ɪk'spresɪv/
adj. 富于感情的; 明确表露想法的 (21)
- artistic /ɑ:'tɪstɪk/ *adj.* 美术的; 艺术的 (21)
- extensively /ɪk'stensɪvli/
adv. 广泛地; 大规模地; 全面地 (21)
- symbolism /'sɪmbəlɪzəm/ *n.* 象征主义 (21)
- sculptor /'skʌlptə/ *n.* 雕刻家 (21)
- admiration /,ædmə'reɪʃən/ *n.* 敬佩; 羡慕 (21)
- best-selling /,best'selɪŋ/ *adj.* 畅销的 (21)

Reading Club 2

- permission /pə'mɪʃən/ *n.* 允许; 许可 (22)
- threatening /'θreɪt-nɪŋ/ *adj.* (行为) 带有威胁的 (22)
- messy /'mesi/ *adj.* 脏的; 凌乱的 (22)
- punishable /'pʌnɪʃəbəl/ *adj.* 可依法惩处的 (22)

UNIT 8 GREEN LIVING

Topic Talk

- *tap /tæp/ *n.* 龙头; 阀门 (28)
- tissue /'tɪʃu:/ *n.* 纸巾 (28)
- ocean /'əʊʃən/ *n.* 海洋, 大海 (28)
- smog /smɒɡ/ *n.* 雾霾 (28)
- desert /'dezət/ *n.* 沙漠 (28)

- global /'ɡləʊbəl/ *adj.* 全球的, 全世界的 (28)
- industrial /ɪn'dʌstriəl/ *adj.* 工业的 (28)
- extinction /ɪk'stɪŋkʃən/ *n.* 灭绝 (28)
- solution /sə'lu:ʃən/ *n.* 解决办法 (28)
- electricity /ɪ'lek'trɪsəti/ *n.* 电 (28)
- transport /'trænspɔ:t/
n. 交通运输系统, 运输方式 (28)

recycle /ri:'saikəl/ *vi. & vt.* 再利用, 回收利用 (28)
 battery /'bætəri/ *n.* 电池 (28)
 carbon /'kɑ:bən/ *n.* 碳 (28)
 balance /'bæləns/ *n.* 平衡 (28)
 do my part for sth 尽自己所能做某事 (28)
 flat /flæt/ *n.* 一套公寓房, 一套住房
adj. 平坦的 (106)

Lesson 1

root /ru:t/ *n.* 树根 (30)
 shoot /ʃu:t/ *n.* 芽, 苗; 嫩枝
vt. 射中; 射击 (30)
 bother /'bʊðə/ *vi. & vt.* 费心, 麻烦 (30)
 can't be bothered to do sth 懒得做某事 (30)
 *just-me-ism /dʒəst'mi:ɪzəm/
n. 以自我为中心, 自我中心主义 (30)
 *gallon /'gælən/ *n.* 加仑 (31)
 take action 采取行动 (31)
 institute /'ɪnstɪtju:t/ *n.* 机构; 研究院 (31)
 *chimpanzee /tʃɪmpæn'zi:/ *n.* 黑猩猩 (31)
 firm /fɜ:m/ *adj.* 坚实的; 稳固的 (31)
 foundation /faʊn'deɪʃən/ *n.* 基础; 地基 (31)
 brick /brɪk/ *n.* 砖, 砖块 (31)
 all around the world 全世界 (31)
 *wag /wæg/ *vi. & vt.* (狗) 摇 (尾巴) (31)
 involve /ɪn'vɒlv/ *vt.* 参与; 包含 (31)

Lesson 2

poster /'pəʊstə/ *n.* 海报 (34)
 founder /'faʊndə/ *n.* 创办人, 创始者 (34)
 profit /'prɒfɪt/ *n.* 盈利, 利润 (34)
 pm /,pi:'em/ *n.* 下午 (34)
 organiser /'ɔ:gənaɪzə/ *n.* 组织者, 安排者 (34)
 *union /'ju:njən/ *n.* 联合会 (34)
 contented /kən'tentɪd/ *adj.* 满意的; 满足的 (106)
 occur /ə'kɜ:/ *vi.* 发生 (106)
 make sb's dream come true
 (使) 某人梦想成真 (106)
 agriculture /'ægrɪ,kʌltʃə/ *n.* 农业 (106)
 proposal /prə'pəʊzəl/ *n.* 建议, 提议 (107)
 region /'ri:dʒən/ *n.* 地区, 区域 (107)
 slim /slɪm/ *adj.* 微小的; 苗条的; 薄的 (107)

survival /sə'vaɪvəl/ *n.* 继续生存, 幸存 (107)
 rate /reɪt/ *n.* 比率, 率 (107)
 quote /kwəʊt/ *n.* 引文, 引用 (的话) (107)
 headstone /'hedstəʊn/ *n.* 墓碑 (107)
 overcome /,əʊvə'kʌm/
vt. 克服 (困难); 控制 (感情) (107)
 determination /dɪ'tɜ:mə'neɪʃən/
n. 决心; 毅力 (107)
 work through 调整 (情绪) (107)
 former /'fɔ:mə/ *adj.* 以前的, 从前的 (107)
 current /'kʌrənt/ *adj.* 当前的, 现时的 (107)
 county /'kaʊnti/ *n.* 县 (107)
 ordinary /'ɔ:dənəri/ *adj.* 普通的; 平常的 (107)

Lesson 3

parking /'pɑ:kɪŋ/ *n.* (车辆等的) 停放 (36)
 therefore /'ðeəfɔ:/ *adv.* 因此; 由此 (36)
 path /pɑ:θ/ *n.* 小径, 小道 (36)
 come up with 想出, 想到 (36)
 disappear /,dɪsə'piə/ *vi.* 消失, 不见 (37)
 tracking /'trækɪŋ/ *n.* 跟踪 (37)
 destination /,destə'neɪʃən/ *n.* 目的地; 终点 (37)
 *pedal /'pedl/ *vi. & vt.* 骑; *n.* 踏板 (37)

Writing Workshop

resident /'rezɪdənt/ *n.* 居民 (40)
 official /ə'fɪʃəl/ *n.* 官员, 高级职员
adj. 公务的; 官方的 (40)
 attitude /'ætɪtju:d/ *n.* 看法; 态度 (40)
 diagram /'daɪəgræm/ *n.* 图解, 示意图 (40)
 percentage /pə'sentɪdʒ/ *n.* 百分比, 百分率 (40)
 take part (in) 参加 (40)
 cut back on 削减, 缩减 (40)
 *disposable /dɪ'spəʊzəbəl/
adj. 一次性的, 用完即丢弃的 (40)
 packaging /'pækɪdʒɪŋ/
n. 包装盒 (瓶、袋), 包装材料 (40)
 plastic /'plæstɪk/ *adj.* 塑料制的 (40)
 honey /'hʌni/ *n.* 蜂蜜 (40)
 butter /'bʌtə/ *n.* 黄油, 牛油 (40)
 yoghurt /'jʊgət/ *n.* 酸奶 (40)
 container /kən'teɪnə/ *n.* 容器 (40)

majority /mə'dʒɔ:rti/ <i>n.</i> 大多数	(40)
air conditioning /'eə kən,dɪʃənɪŋ/ <i>n.</i> 空调系统	(40)
sum /sʌm/ <i>vt.</i> 概括, 总结	(40)
to sum up 总之	(40)
indicate /'ɪndɪkeɪt/ <i>vt.</i> 表明; 显示	(40)

Reading Club 1

landfill /'lændfɪl/ <i>n.</i> 废弃物填埋场	(43)
clean-burning <i>adj.</i> 清洁焚烧的	(43)
waste-to-energy <i>adj.</i> 以垃圾作为能源的	(43)

footwear /'fʊtweə/ <i>n.</i> 鞋类	(43)
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Reading Club 2

annually /'ænjʊəli/ <i>adv.</i> 每年; 一年一度地	(44)
near-surface /'niə,sɜ:fɪs/ <i>adj.</i> 近地表的	(44)
build-up /'bɪldʌp/ <i>n.</i> 增长; 加强	(44)
pollutant /pə'lju:tənt/ <i>n.</i> 污染物	(44)
flooding /'flʌdɪŋ/ <i>n.</i> 水灾, 洪水泛滥	(44)
overflow /,əʊvə'fləʊ/	
<i>vi. & vt.</i> 满是, 有许多; 泛滥	(45)

UNIT 9 LEARNING

Topic Talk

approach /ə'prəʊtʃ/ <i>n.</i> 方法	(50)
geometry /dʒi'ɒmətri/ <i>n.</i> 几何 (学)	(50)
partner /'pɑ:tnə/ <i>n.</i> 搭档, 同伴	(50)
brush up (on) 温习, 复习	(108)

Lesson 1

reflect /rɪ'flekt/	
<i>vi. & vt.</i> 仔细思考; 表达 (意见); 反映	(52)
reflect on 思考	(52)
argue /'ɑ:gju/ <i>vi.</i> 争论, 争吵	(52)
argue with 争吵	(52)
assume /ə'sju:m/ <i>vt.</i> 认为; 假定, 假设	(52)
automatic /,ɔ:tə'mætɪk/	
<i>adj.</i> 自动的; 无意识的	(52)
inner /'ɪnə/ <i>adj.</i> 内部的	(52)
*outer /'aʊtə/ <i>adj.</i> 外部的, 外面的	(52)
flexible /'fleksəbəl/	
<i>adj.</i> 灵活的, 可变通的	(53)
end up doing 最后; 最终	(53)
promote /prə'məʊt/ <i>vt.</i> 促进, 增进	(53)
work out 弄懂某事物; 计算出	(53)
in short 总而言之; 简单地说	(53)
attempt to 尝试	(53)
at the heart of ... 在……的中心	(53)

unlikely /ʌn'laɪkli/ <i>adj.</i> 不大可能的	(53)
be based on ... 以……为根据	(53)
dinosaur /'daɪnəsɔ:/ <i>n.</i> 恐龙	(53)
exist /ɪg'zɪst/ <i>vi.</i> 存在; 实际上有	(53)
data /'deɪtə/ <i>n.</i> 资料; 数据	(53)
ignore /ɪg'no:/ <i>vt.</i> 忽视; 置之不理	(53)
impression /ɪm'preʃən/ <i>n.</i> 印象; 感想	(53)

Lesson 2

simplified /'sɪmplɪfaɪd/ <i>adj.</i> 简化了的	(56)
classic /'klæsɪk/ <i>adj.</i> 经典的	(56)
unfamiliar /,ʌnfə'mɪliə/	
<i>adj.</i> 不熟悉的, 不了解的	(56)
memorise /'meməraɪz/ <i>vt.</i> 记住; 熟记	(56)
strategy /'strætɪdʒi/ <i>n.</i> 策略; 战略; 规划	(108)
effectively /ɪ'fektɪvli/ <i>adv.</i> 有效地	(108)
beyond /brɪ'jɒnd/ <i>prep.</i> 超出……范围	(108)
recommend /,rekə'mend/ <i>vt.</i> 推荐; 建议	(108)
novel /'nɒvəl/ <i>n.</i> 小说	(108)
sufficient /sə'fɪʃənt/ <i>adj.</i> 充足的	(108)
input /'ɪnpʊt/ <i>n.</i> 输入; 投入	(108)
normally /'nɔ:məli/ <i>adv.</i> 通常, 平常	(108)
context /'kɒntekst/	
<i>n.</i> 上下文; 语境; 背景	(108)
*chunk /tʃʌŋk/ <i>n.</i> 语块	(108)

acquire /ə'kwaɪə/	
vt. 学习, 获得 (知识, 技能)	(109)
be honoured to do sth 很荣幸做某事	(109)
odd /ɒd/ <i>adj.</i> 奇特的	(109)
soccer /'sɒkə/ <i>n.</i> (美) 足球	(109)
subway /'sʌbweɪ/ <i>n.</i> (美) 地铁	(109)
in one way or another 不管怎样	(109)
worldwide /,wɜ:ld'waɪd/	
<i>adj. & adv.</i> 遍及世界的; 在全世界	(109)

Lesson 3

arrangement /ə'reɪndʒmənt/	
<i>n.</i> 计划; 安排	(58)
childhood /'tʃaɪldhʊd/ <i>n.</i> 童年, 儿童时代	(58)
emotional /ɪ'məʊʃənəl/	
<i>adj.</i> 情感上的; 情绪上的	(58)
excitement /ɪk'saɪtmənt/ <i>n.</i> 兴奋, 激动	(58)
as a result 作为结果	(58)
photographic /,fəʊtə'græfɪk/	
<i>adj.</i> 详细准确的; 照片的; 摄影的	(58)
digit /'dɪdʒɪt/ <i>n.</i> (0~9的任何一个) 数字	(58)
*pi (π) /paɪ/ <i>n.</i> 圆周率	(58)
*helicopter /'helɪkɒptə/ <i>n.</i> 直升机	(58)
publish /'pʌblɪʃ/ <i>vt. & vi.</i> 出版; 发表; 刊登	(59)
*curve /kɜ:v/ <i>n.</i> 曲线, 弧线	(59)
sharp /ʃɑ:p/	
<i>adj.</i> 急剧的, 猛烈的; 尖的, 锋利的	(59)
timely /'taɪmlɪ/ <i>adj.</i> 适时的, 及时的	(59)

cell /sel/ <i>n.</i> 细胞	(59)
periodically /,pɪəri'ɒdɪkli/ <i>adv.</i> 定期地	(60)
take it easy 放轻松	(60)
memorisation /,meməraɪ'zeɪʃən/ <i>n.</i> 记忆	(60)
technique /tek'ni:k/ <i>n.</i> 技巧, 手法	(60)

Writing Workshop

reflection /rɪ'flekʃən/ <i>n.</i> 沉思; 想法; 反射	(62)
reflective /rɪ'flektɪv/ <i>adj.</i> 沉思的; 深思的	(62)
journal /'dʒɜ:nl/ <i>n.</i> 日记, 日志	(62)
moreover /mɔ:r'əʊvə/ <i>adv.</i> 此外, 而且	(62)

Reading Club 1

surfing /'sɜ:fɪŋ/ <i>n.</i> 冲浪	(65)
seafood /'si:fu:d/ <i>n.</i> 海鲜	(65)

Reading Club 2

gap /gæp/ <i>n.</i> (大的) 差距, 差额, 差别	(66)
gender /'dʒendə/ <i>n.</i> 性别	(66)
identical /aɪ'dentɪkəl/	
<i>adj.</i> 完全相同的; 非常相似的	(66)
comic /'kɒmɪk/ <i>adj.</i> 滑稽的, 好笑的	(66)
fiction /'fɪkʃən/ <i>n.</i> 小说	(66)
evidence /'evɪdəns/ <i>n.</i> 证据, 证明	(66)
expose /ɪk'spəʊz/ <i>vt.</i> 使接触; 使体验	(67)
outcome /'aʊtkʌm/ <i>n.</i> 结果, 后果	(67)

WORD LIST

A

- acceptable /ək'septəbəl/ *adj.* 可接受的 (19)
 acquire /ə'kwɪərə/
 vt. 学习, 获得 (知识, 技能) (109)
 *acrobatics /,ækroʊ'bætɪks/ *n.* 杂技 (13)
 admiration /,ædmə'reɪʃən/ *n.* 敬佩; 羡慕 (21)
 advertisement /əd've:tɪsmənt/ *n.* 广告 (18)
 affect /ə'fekt/ *vt.* 影响 (8)
 agriculture /'ægrɪ,kʌltʃə/ *n.* 农业 (106)
 air conditioning /'eə kən,dɪʃənɪŋ/
 n. 空调系统 (40)
 all around the world 全世界 (31)
 annually /'ænjʊəli/ *adv.* 每年; 一年一度地 (44)
 appreciate /ə'pri:ʃiət/ *vt.* 感激; 欣赏 (19)
 approach /ə'prəʊtʃ/ *n.* 方法 (50)
 argue /'ɑ:gju/ *vi.* 争论, 争吵 (52)
 argue with 争吵 (52)
 arrangement /ə'reɪndʒmənt/ *n.* 计划; 安排 (58)
 artistic /ɑ:'tɪstɪk/ *adj.* 美术的; 艺术的 (21)
 aspect /'æspekt/ *n.* 方面 (105)
 as a result 作为结果 (58)
 assume /ə'sju:m/ *vt.* 认为; 假定, 假设 (52)
 atmosphere /'ætməsfɪə/ *n.* 气氛; 氛围 (6)
 at the heart of ... 在……的中心 (53)
 attempt to 尝试 (53)
 attitude /'ætɪtju:d/ *n.* 看法; 态度 (40)
 automatic /,ɔ:tə'mætɪk/
 adj. 自动的; 无意识的 (52)
- B**
- backstage /,bæk'steɪdʒ/
 adj. 后台的; (在)幕后(的) (15)
 balance /'bæləns/ *n.* 平衡 (28)
 band /bænd/ *n.* 乐队; 乐团 (6)
 battery /'bætəri/ *n.* 电池 (28)
- be based on... 以……为根据 (53)
 be honoured to do sth 很荣幸做某事 (109)
 beneath /br'i:ni:θ/
 prep. & adv. 在……(正)下方 (8)
 best-selling /,best'selɪŋ/ *adj.* 畅销的 (21)
 beyond /br'i:jəʊnd/ *prep.* 超出……范围 (108)
 bother /'bɒðə/ *vi. & vt.* 费心, 麻烦 (30)
 brick /brɪk/ *n.* 砖, 砖块 (31)
 broad /brɔ:d/ *adj.* 宽阔的; 广博的 (15)
 broad smile 满面的笑容 (15)
 brush up (on) 温习, 复习 (108)
 build-up /'bɪldʌp/ *n.* 增长; 加强 (44)
 burning /'bɜ:nɪŋ/ *adj.* 燃烧着的 (9)
 butter /'bʌtə/ *n.* 黄油, 牛油 (40)
- calligraphy /kə'lɪgrəfi/ *n.* 书法 (6)
 carbon /'kɑ:bən/ *n.* 碳 (28)
 cause /kɔ:z/ *vt.* 导致, 引起; 使发生
 n. 原因; 事业 (9)
 *carriage /'kærɪdʒ/ *n.* 马车 (105)
 cell /sel/ *n.* 细胞 (59)
 charge /tʃɑ:dʒ/ *n.* 主管; 负责 (15)
 childhood /'tʃaɪldhʊd/ *n.* 童年, 儿童时代 (58)
 *chimpanzee /,tʃɪmpæn'zi:/ *n.* 黑猩猩 (31)
 *chunk /tʃʌŋk/ *n.* 语块 (108)
 classic /'klæsɪk/ *adj.* 经典的 (56)
 classical /'klæsɪkəl/
 adj. (音乐) 古典的; 传统的 (6)
 clean-burning *adj.* 清洁焚烧的 (43)
 *clown /klaʊn/ *n.* 小丑 (12)
 comedy /'kɒmədi/ *n.* 喜剧片; 喜剧节目 (6)
 come up with 想出, 想到 (36)
 comic /'kɒmɪk/ *adj.* 滑稽的, 好笑的 (66)
 complex /'kɒmpleks/ *adj.* 复杂的 (105)
 component /kəm'pəʊnənt/ *n.* 组成部分 (6)

带 * 号的词为《普通高中英语课程标准 (2017 年版)》必修和选择性必修以外词汇。

compose /kəm'pəʊz/ *vt.* 作(曲); 构成; 写作(15)
 composer /kəm'pəʊzə/ *n.* 作曲家 (14)
 conductor /kən'dʌktə/ *n.* 指挥 (15)
 container /kən'teɪnə/ *n.* 容器 (40)
 contented /kən'tentɪd/
 adj. 满意的; 满足的 (106)
 contest /'kɒntest/ *n.* 比赛, 竞赛 (18)
 context /'kɒntekst/
 n. 上下文; 语境; 背景 (108)
 costume /'kɒstjʊm/ *n.* 戏装; 化装服 (6)
 county /'kaʊnti/ *n.* 县 (107)
 current /'kʌrənt/ *adj.* 当前的, 现时的 (107)
 currently /'kʌrəntli/ *adv.* 当前; 现时 (19)
 *curve /kɜ:v/ *n.* 曲线, 弧线 (59)
 cut back on 削减, 缩减 (40)

D

data /'deɪtə/ *n.* 资料; 数据 (53)
 desert /'dezət/ *n.* 沙漠 (28)
 destination /,destə'neɪʃən/ *n.* 目的地; 终点 (37)
 determination /dɪ,tɜ:mə'neɪʃən/
 n. 决心; 毅力 (107)
 diagram /'daɪəgræm/ *n.* 图解, 示意图 (40)
 digit /'dɪdʒɪt/ *n.* (0-9的任何一个) 数字 (58)
 dinosaur /'daɪnəsɔ:/ *n.* 恐龙 (53)
 disappear /,dɪsə'piə/ *vi.* 消失, 不见 (37)
 *disposable /dɪ'spəʊzəbəl/
 adj. 一次性的, 用完即丢弃的 (40)
 documentary /,dɒkjə'mentəri/ *n.* 纪录片 (19)
 do my part for sth 尽自己所能做某事 (28)
 drama /'drɑ:mə/ *n.* 戏剧 (6)
 drug /drʌg/ *n.* 药物, 药材 (8)

E

effectively /ɪ'fektɪvli/ *adv.* 有效地 (108)
 electricity /ɪ,lek'trɪsəti/ *n.* 电 (28)
 emotion /ɪ'məʊʃən/ *n.* 情感 (13)
 emotional /ɪ'məʊʃənəl/
 adj. 情感上的; 情绪上的 (58)
 *empire /'empaɪə/ *n.* 帝国; 大企业 (9)
 end up doing 最后; 最终 (53)
 evidence /'eɪdɪns/ *n.* 证据, 证明 (66)

excitement /ɪk'saɪtmənt/ *n.* 兴奋, 激动 (58)
 exhibition /,eksə'bɪʃən/
 n. 展出(会), 展览 (6)
 exist /ɪg'zɪst/ *vi.* 存在; 实际上有 (53)
 expose /ɪk'spəʊz/ *vt.* 使接触; 使体验 (67)
 expressive /ɪk'spresɪv/
 adj. 富于感情的; 明确表露想法的 (21)
 extensively /ɪk'stensɪvli/
 adv. 广泛地; 大规模地; 全面地 (21)
 extinction /ɪk'stɪŋkʃən/ *n.* 灭绝 (28)

F

failure /'feɪljə/ *n.* 失败的事; 失败 (8)
 faithfully /'feɪθfəli/ *adv.* 忠诚地, 忠实地 (19)
 female /'fi:meɪl/ *adj.* 女(性)的 (12)
 fiction /'fɪkʃən/ *n.* 小说 (66)
 figure /'fɪgə/ *n.* 人像, 人形; 数字 (8)
 firm /fɜ:m/ *adj.* 坚实的; 稳固的 (31)
 flat /flæt/ *n.* 一套公寓房, 一套住房
 adj. 平坦的 (106)
 flexible /'fleksəbəl/ *adj.* 灵活的, 可变通的 (53)
 flooding /'flʌdɪŋ/ *n.* 水灾, 洪水泛滥 (44)
 footwear /'fʊtweə/ *n.* 鞋类 (43)
 former /'fɔ:mə/ *adj.* 以前的, 从前的 (107)
 foundation /faʊn'deɪʃən/ *n.* 基础; 地基 (31)
 founder /'faʊndə/
 n. 创办人, 创始者 (34)

G

*gallon /'gælən/ *n.* 加仑 (31)
 gap /gæp/ *n.* (大的) 差距, 差额, 差别 (66)
 gender /'dʒendə/ *n.* 性别 (66)
 genius /'dʒi:niəs/ *n.* 天才 (14)
 geometry /dʒi'ɒmətri/ *n.* 几何(学) (50)
 global /'gləʊbəl/ *adj.* 全球的, 全世界的 (28)

H

headstone /'hedstəʊn/ *n.* 墓碑 (107)
 *helicopter /'heləkɒptə/ *n.* 直升机 (58)
 hesitate /'hezɪteɪt/ *vt.* 犹豫; 踌躇 (15)
 honey /'hʌni/ *n.* 蜂蜜 (40)

I

identical /aɪ'dentɪkəl/	
<i>adj.</i> 完全相同的; 非常相似的	(66)
ignore /ɪg'nɔː/ <i>vt.</i> 忽视; 置之不理	(53)
impression /ɪm'preʃən/ <i>n.</i> 印象; 感想	(53)
individual /,ɪndə'vɪdʒuəl/ <i>n.</i> 个人, 个体	(19)
in one way or another 不管怎样	(109)
in short 总而言之; 简单地说	(53)
indicate /'ɪndɪkeɪt/ <i>vt.</i> 表明; 显示	(40)
industrial /m'ɪndʌstriəl/ <i>adj.</i> 工业的	(28)
inner /'ɪnə/ <i>adj.</i> 内部的	(52)
input /'ɪnpʊt/ <i>n.</i> 输入; 投入	(108)
institute /'ɪnstɪtju:t/ <i>n.</i> 机构; 研究院	(31)
involve /ɪn'vɒlv/ <i>vt.</i> 参与; 包含	(31)

J

jazz /dʒæz/ <i>n.</i> 爵士乐	(6)
journal /'dʒɜːnl/ <i>n.</i> 日记, 日志	(62)
joyous /'dʒɔɪəs/ <i>adj.</i> 欢乐的, 令人愉快的	(15)
*just-me-ism /dʒʌst'mi:ɪzəm/	
<i>n.</i> 以自我为中心, 自我中心主义	(30)

L

landfill /'lændfɪl/ <i>n.</i> 废弃物填埋场	(43)
let out a scream 发出尖叫声	(9)

M

madam /'mædəm/ <i>n.</i> 女士; 夫人	(19)
majority /mə'dʒɔːrɪti/ <i>n.</i> 大多数	(40)
make sb's dream come true (使)某人梦想成真	(106)
male /meɪl/ <i>adj.</i> 男(性)的	(12)
*martial /'mɑːʃəl/ <i>adj.</i> 军事的; 战争的	(18)
martial arts 武术	(18)
*mask /mɑːsk/ <i>n.</i> 面具	(12)
massive /'mæsɪv/ <i>adj.</i> 巨大的	(8)
master /'mɑːstə/	
<i>vt.</i> 掌握, 精通; <i>n.</i> 大师; 主人	(105)
masterpiece /'mɑːstəpiːs/ <i>n.</i> 杰作; 代表作	(8)
memorisation /,memə'reɪ'zeɪʃən/ <i>n.</i> 记忆	(60)
memorise /'meməraɪz/ <i>vt.</i> 记住; 熟记	(56)

mentally /'mentəli/ <i>adv.</i> 精神上; 心理上	(8)
messy /'mesi/ <i>adj.</i> 脏的; 凌乱的	(22)
minor /'maɪnə/	

adj. (音乐)小调的; 小的, 不很重要的 (14)

monthly /'mʌnθli/ <i>adv.</i> 每月地; 每月一次地	(104)
moreover /mɔːr'əʊvə/ <i>adv.</i> 此外, 而且	(62)

*mysterious /mɪ'stɪəriəs/

adj. 神秘的; 难以解释的 (9)

N

near-surface /'niə,sɜːfɪs/ <i>adj.</i> 近地表的	(44)
normally /'nɔːməli/ <i>adv.</i> 通常, 平常	(108)
can't be bothered to do sth 懒得做某事	(30)
not hesitate to do sth 毫不犹豫做某事, 尽管做某事	(15)
note /nəʊt/ <i>n.</i> 单音, 音调, 音符	(14)
novel /'nɒvəl/ <i>n.</i> 小说	(108)

O

occur /ə'kɜː/ <i>vi.</i> 发生	(106)
ocean /'əʊʃən/ <i>n.</i> 海洋, 大海	(28)
odd /ɒd/ <i>adj.</i> 奇特的	(109)
official /ə'fɪʃəl/ <i>n.</i> 官员, 高级职员	
<i>adj.</i> 公务的; 官方的	(40)
opera /'ɒpərə/ <i>n.</i> 歌剧; 歌剧艺术	(6)
*orchestra /'ɔːkəstrə/	
<i>n.</i> (大型的)管弦乐队	(14)
ordinary /'ɔːdənəri/ <i>adj.</i> 普通的; 平常的	(107)
organiser /'ɔːgənəɪzə/ <i>n.</i> 组织者, 安排者	(34)
otherwise /'ʌðəwaɪz/ <i>adv.</i> 否则; 要不然	(105)
outcome /'aʊtkʌm/ <i>n.</i> 结果, 后果	(67)
*outer /'aʊtə/ <i>adj.</i> 外部的, 外面的	(52)
overcome /,əʊvə'kʌm/	
<i>vt.</i> 克服(困难); 控制(感情)	(107)
overflow /,əʊvə'fləʊ/	
<i>vi. & vt.</i> 满是, 有许多; 泛滥	(45)

P

packaging /'pækɪdʒɪŋ/	
<i>n.</i> 包装盒(瓶、袋), 包装材料	(40)
parking /'pɑːkɪŋ/ <i>n.</i> (车辆等的)停放	(36)
partner /'pɑːtnə/ <i>n.</i> 搭档, 同伴	(50)

path /pɑ:θ/ *n.* 小径, 小道 (36)
 pattern /'pætən/ *n.* 图案; 花样, 式样 (105)
 *pedal /'pedl/ *vi. & vt.* 骑; *n.* 踏板 (37)
 percentage /pə'sentɪdʒ/ *n.* 百分比, 百分率 (40)
 perform /pə'fɔ:m/ *vi. & vt.* 表演; 演出 (105)
 performance /pə'fɔ:məns/ *n.* 表演; 演出 (6)
 performer /pə'fɔ:mə/

n. 表演者; 演奏者; 演员 (6)

periodically /,piəri'ɒdɪkli/ *adv.* 定期地 (60)

permission /pə'mɪʃən/ *n.* 允许; 许可 (22)

photographic /,fəʊtə'græfɪk/

adj. 详细准确的; 照片的; 摄影的 (58)

*pi (π) /paɪ/ *n.* 圆周率 (58)

piano /pi'æniəʊ/ *n.* 钢琴 (14)

plastic /'plæstɪk/ *adj.* 塑料制的 (40)

pm /,pi:'em/ *n.* 下午 (34)

pollutant /pə'lju:tənt/ *n.* 污染物 (44)

poster /'pəʊstə/ *n.* 海报 (34)

proceed /prə'si:d/ *vi.* 继续进行 (14)

professional /prə'feʃənəl/

adj. 专业的; 职业的 (6)

profit /'prɒfɪt/ *n.* 盈利, 利润 (34)

promote /prə'məʊt/ *vt.* 促进, 增进 (53)

proposal /prə'pəʊzəl/ *n.* 建议, 提议 (107)

publish /'pʌblɪʃ/

vt. & vi. 出版; 发表; 刊登 (59)

punishable /'pʌnɪʃəbl/ *adj.* 可依法惩处的 (22)

Q

quote /kwəʊt/ *n.* 引文, 引用 (的话) (107)

R

rate /reɪt/ *n.* 比率, 率 (107)

reaction /ri'ækʃən/ *n.* 反应 (9)

recommend /,rekə'mend/ *vt.* 推荐; 建议 (108)

recycle /,ri:'saɪkəl/

vi. & vt. 再利用, 回收利用 (28)

refer /rɪ'fɜ:/ *v.* 提到; 谈到 (105)

refer to 提到 (105)

reflect /rɪ'flekt/ *vi. & vt.* 仔细思考; 表达

(意见); 反映 (52)

reflect on 思考 (52)

reflection /rɪ'flekʃən/ *n.* 沉思; 想法; 反射 (62)

reflective /rɪ'flektɪv/ *adj.* 沉思的; 深思的 (62)

region /'ri:dzən/ *n.* 地区, 区域 (107)

resident /'rezɪdənt/ *n.* 居民 (40)

respond /rɪ'spɒnd/ *vi. & vt.* 回应, 回复 (14)

root /ru:t/ *n.* 树根 (30)

S

scene /si:n/ *n.* 景色 (9)

score /sko:/ *n.* 乐谱; 比分; 成绩 (14)

scream /skri:m/

n. 尖叫, 尖叫声; *vi. & vt.* 高声喊出 (9)

sculptor /'skʌlptə/ *n.* 雕刻家 (21)

seafood /'si:fu:d/ *n.* 海鲜 (65)

shade /ʃeɪd/ *n.* (画的) 阴影部分 (6)

sharp /ʃɑ:p/

adj. 急剧的, 猛烈的; 尖的, 锋利的 (59)

shoot /ʃu:t/ *n.* 芽, 苗; 嫩枝; *vt.* 射中; 射击 (30)

signal /'sɪgnəl/ *vt.* 标志着; 预示; *n.* 标识 (15)

simplified /'sɪmplɪfaɪd/ *adj.* 简化了的 (56)

slim /slɪm/ *adj.* 微小的; 苗条的; 薄的 (107)

smog /smɒg/ *n.* 雾霾 (28)

soccer /'sɒkə/ *n.* (美) 足球 (109)

solution /sə'lu:ʃən/ *n.* 解决办法 (28)

spot /spɒt/ *n.* (圆) 点; 斑点; 污渍 (8)

stage /steɪdʒ/ *n.* 舞台; 讲台; 阶段 (6)

starry /'stɑ:ri/ *adj.* 布满星星的 (8)

strategy /'strætɪdʒi/ *n.* 策略; 战略; 规划 (108)

striking /'straɪkɪŋ/ *adj.* 惊人的; 显著的 (9)

struggle /'strʌgl/ *n.* 奋斗; *vi.* 奋斗, 拼搏 (14)

subway /'sʌbweɪ/ *n.* (美) 地铁 (109)

sufficient /sə'fɪʃənt/ *adj.* 充足的 (108)

sum /sʌm/ *vt.* 概括, 总结 (40)

surfing /'sɜ:fɪŋ/ *n.* 冲浪 (65)

survival /sə'vaɪvəl/ *n.* 继续生存, 幸存 (107)

symbolism /'sɪmbəlɪzəm/ *n.* 象征主义 (21)

*symphony /'sɪmfəni/ *n.* 交响乐, 交响曲 (14)

T

take action 采取行动 (31)

take charge of 负责 (15)

take it easy 放轻松 (60)

take part (in) 参加 (40)
 talented /'tæləntɪd/ *adj.* 有才能的; 有天资的 (6)
 *tap /tæp/ *n.* 龙头; 阀门 (28)
 technique /tek'ni:k/ *n.* 技巧, 手法 (60)
 tense /tens/ *adj.* 紧张的; 焦虑不安的 (15)
 therefore /'ðeəfɔ:/ *adv.* 因此; 由此 (36)
 threatening /'θretn-ɪŋ/
 adj. (行为) 带有威胁的 (22)
 timely /'taɪmlɪ/ *adj.* 适时的, 及时的 (59)
 tissue /'tɪʃu:/ *n.* 纸巾 (28)
 to sum up 总之 (40)
 tracking /'trækm/ *n.* 跟踪 (37)
 transport /'trænspɔ:t/
 n. 交通运输系统, 运输方式 (28)

U

unfamiliar /,ʌnfə'mɪliə/
 adj. 不熟悉的, 不了解的 (56)
 *union /'ju:njən/ *n.* 联合会 (34)

unlikely /ʌn'lɪkli/ *adj.* 不大可能的 (53)
 uplifting /ʌp'lɪftɪŋ/ *adj.* 令人振奋的 (104)

V

viewer /'vjʊ:ə/ *n.* 观看者 (9)
 visual /'vɪʒuəl/ *adj.* 视觉的, 视力的 (9)

W

*wag /wæg/ *vi. & vt.* (狗) 摇 (尾巴) (31)
 waste-to-energy *adj.* 以垃圾作为能源的 (43)
 work out 弄懂某事物; 计算出 (53)
 work through 调整 (情绪) (107)
 worldwide /,wɜ:ld'wɜ:d/
 adj. & adv. 遍及世界的; 在全世界 (109)

Y

yoghurt /'jɒgət/ *n.* 酸奶 (40)
 youth /ju:θ/ *n.* (青) 少年 (18)

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NAMES AND PLACES

Names

Vincent van Gogh /'vɪnsənt væn 'gɒ/		Kevin Daum /'keɪvɪn dɔ:m/ 凯文·道姆	(52)
文森特·凡·高	(8)	Jemima Gryaznov /dʒə'mæmə 'grɪjɪznəʊv/	
Edvard Munch /'edvɑ:d mʊŋk/		杰迈玛·格里耶兹诺夫	(58)
爱德华·蒙克	(9)	Daniel Tammet /'dænjəl 'tæmet/	
René Magritte /'reɪnɛ mə'grɪt/		丹尼尔·塔梅	(58)
勒内·马格利特	(9)	Stephen Wiltshire /'sti:fən wɪlt-ʃaɪə/	
Ludwig van Beethoven /'lʊdvɪg væn 'beɪtəʊvən/		斯蒂芬·威尔夏	(58)
路德维希·凡·贝多芬	(14)	Hermann Ebbinghaus /'hɒməɪn 'ebɪnhɔ:ls/	
Michael Umlauf /'maɪkəl ʌmlɔ:f/		赫尔曼·艾宾浩斯	(59)
迈克尔·奥姆洛夫	(15)		
Caroline Unger /'kærəlin 'ʌŋgə/		Places	
卡罗琳·昂格尔	(15)	Germany /'dʒɜ:məni/ 德国	(14)
Jane Goodall /'dʒeɪn ˌɡʊdɔ:l/		Vienna /vi'eniə/ 维也纳	(14)
珍·古道尔	(31)	Austria /'ɒstriə/ 奥地利	(14)

IRREGULAR VERBS

Base form	Simple past	Past participle	Base form	Simple past	Past participle
be	was/were	been	hear	heard	heard
bear	bore	borne	hide	hid	hidden
become	became	become	hit	hit	hit
begin	began	begun	hold	held	held
blow	blew	blown	hurt	hurt	hurt
break	broke	broken	keep	kept	kept
bring	brought	brought	know	knew	known
build	built	built	lead	led	led
burn	burnt/burned	burnt/burned	learn	learnt/learned	learnt/learned
burst	burst	burst	leave	left	left
buy	bought	bought	lend	lent	lent
catch	caught	caught	let	let	let
choose	chose	chosen	lie	lay	lain
come	came	come	light	lit/lighted	lit/lighted
cost	cost	cost	lose	lost	lost
cut	cut	cut	make	made	made
deal	dealt	dealt	mean	meant	meant
do	did	done	meet	met	met
draw	drew	drawn	pay	paid	paid
dream	dreamt/dreamed	dreamt/dreamed	put	put	put
drink	drank	drunk	read	read	read
drive	drove	driven	ride	rode	ridden
eat	ate	eaten	run	ran	run
fall	fell	fallen	say	said	said
feed	fed	fed	see	saw	seen
feel	felt	felt	sell	sold	sold
fight	fought	fought	send	sent	sent
find	found	found	set	set	set
fly	flew	flown	shine	shone/shined	shone/shined
forget	forgot	forgotten	show	showed	shown/showed
freeze	froze	frozen	sing	sang	sung
get	got	got/gotten	sink	sank	sunk
give	gave	given	sit	sat	sat
go	went	gone	sleep	slept	slept
grow	grew	grown	smell	smelt/smelled	smelt/smelled
hang	hung/hanged	hung/hanged	speak	spoke	spoken
have	had	had	spend	spent	spent

stand	stood	stood	tell	told	told
steal	stole	stolen	think	thought	thought
stick	stuck	stuck	understand	understood	understood
strike	struck	struck	wake	woke	woken
swim	swam	swum	wear	wore	worn
take	took	taken	win	won	won
teach	taught	taught	write	wrote	written

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后 记

北师大版普通高中教科书《英语》修订组在《普通高中课程方案（2017年版）》和《普通高中英语课程标准（2017年版）》的指导下，立足当前英语教育的现状和未来发展的新要求，以“立德树人”根本任务为宗旨，以培养学生的英语学科核心素养为目标，吸收国际外语教学的先进理念，秉承学科育人的原则，在继承与发展实验教材原有优势的基础上，有针对性地修改和完善实验教材的不足，为全面落实“立德树人”根本任务，实现学科育人的目标，培养具有中国情怀、国际视野和跨文化沟通能力的社会主义建设者贡献一份力量。

为了实现这一目标，修订组以崇高的使命感和高度的责任心，精心选取教学材料、用心设计教学活动、倾心培育核心素养。修订组经过反复研讨，在保留实验教材优势的基础上，对教材的整体结构进行了全面优化，补充了围绕人与自我、人与社会、人与自然三大主题的多种类型的新语篇，融入了精心设计的英语学习活动，调整了版式设计，使教材更好地满足学生学习和教师教学的需要。经过无数日日夜夜的修改和完善，形成初稿。在此基础上，我们面向广大一线教师、教研员、专家、研究工作者征求意见，并组织了多次的试教和试讲活动。这套最终成型的教材吸收了来自各方的意见与建议，整体质量得到明显提升。

本套教材由中方主导修订。除修订组核心成员外，参与教材修订工作的还有（按姓氏音序排列）陈思雨、关媛、刘桂章、王京华、杨立宪、姚瑞兰、禹海军、赵杰、赵月宁、周亚等。修订过程中，得到了来自英国和中国香港等地的资深英语教育专家和作者的支持，很多一线教师、教研员和专家学者也为本次教材修订提供了宝贵的意见。借本套教材出版之际，我们谨向以不同形式给予教材帮助的各位老师、教研员和专家学者表示崇高的敬意和诚挚的感谢！最后，我们要感谢所有给过我们支持和帮助的广大一线英语教师，特别是北师大版高中英语实验区的老师们、教研员们和使用北师大版高中英语教材的同学们！

如果对教材有任何疑问或建议，欢迎来电来函与我们联系：北京师范大学出版社基础教育一分社，邮编 100088，电子邮箱 gzyy@bnupg.com，电话（010）58804236。

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