



普通高中教科书

# 英语

选择性必修

第四册

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## 主编寄语

亲爱的同学，祝贺你完成了必修阶段的英语学习，进入选择性必修课程的学习。这一阶段的课程与必修课程相衔接，包含了更丰富的主题内容和更多类型的语篇材料。选择性必修第四册的内容包括人际沟通、做人与做事、文学、社会与文化、历史、科学与技术等主题。我们将一如既往，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。要完成好第四册的学习内容，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. 在选择性必修课程的英语学习中，你拥有更多的自主权和选择权。建议你根据自己的英语水平和发展需求，制订好学期、单元和每周的学习目标和计划，并坚持不断在实践中反思、总结和调整。

2. 请你认真完成教材开篇的 Learning to Learn 板块和单元后面 Unit Diary 的内容，进一步用好嵌入教材的 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. 建议你不要把教材中内容丰富的语篇只当作学习词汇和语法知识的载体，而要在探究语篇主题意义的过程中，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。同时，建议你利用每个单元的 Reading Club 所提供的更多语篇，拓展主题阅读，逐步养成良好的阅读习惯。

4. 关于语法学习，本教材将继续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. 写作是英语学习中最难提升的技能，建议你继续在老师的指导下一步一步、扎扎实实地完成选择性必修阶段的写作任务，你的英语写作能力一定能够取得更大的进步、提升！

6. 建议你继续去发现和使用好教材所提供的诸多辅助性和拓展性学习资源，例如，Quote ... Unquote, Viewing Workshop, 还有 Project, Literature Spot, Notes on the Texts 等，都能从不同角度为你提供学习的资源。

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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# PLAGIARISM

## ACTIVATE

**1 Pair Work** What is "plagiarism"? Look up the word in a dictionary. Then discuss with your partner if the following actions are plagiarising. Explain your reasons.

- Hand in someone else's work as your own.
- Copy from a source but don't use quotation marks or make a reference.
- Extract from different essays and organise them into a new one.
- Copy and paste from the Internet without clear acknowledgements.
- Paraphrase the ideas of others without pointing out the source.
- Present others' ideas in your essay as if they are your own.



## VIEW

**2 Watch Part 1 of the video.** What is plagiarism according to George? Tick (✓) all the correct answers. Correct the wrong ones.

- Plagiarism is taking ideas from a source without acknowledging the author.
- It's a kind of an intellectual theft.
- If someone uses another author's research or their ideas but with different language, it's not plagiarism.
- Using others' ideas without providing any references unintentionally is not plagiarism.
- If you don't provide any references for your source, you're plagiarising.

**3 Why is it wrong to plagiarise according to the video? Can you add other reasons?**

**4 Watch Part 2 of the video.** Which actions in Activity 1 are plagiarising according to the video?

**5 Watch Part 3 of the video.** What do they think are the reasons for plagiarising? Do you agree with them? What other reasons can you think of?

## EXPRESS

**6 Group Work** Discuss possible ways to prevent plagiarism. Write down as many as you can. Share them with the class.



UNIT

10

# CONNECTIONS

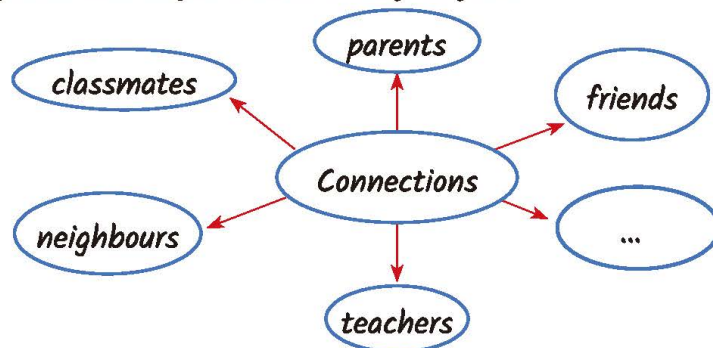


## In this unit, you will:

- listen, read and talk about connections among people;
- learn to use passive forms in the past, vague language, and American and British expressions to convey meaning;
- write a news report;
- view an episode about whether you should trust your first impression and express your opinions about it.

# TOPIC TALK

- 1 **Pair Work** Use the diagram to talk about your connections or people who are related to you. How important are they to you?



**Example** *My parents are very important to me. They always believe in me and support me in everything I do.*

- 10.1 2 Read the Text Builder carefully. Then listen to the dialogue and complete it by underlining the words or expressions you hear.

## Text Builder ▶ Connections

The last person I took a photo of was \_\_\_\_\_ when \_\_\_\_\_ last weekend \_\_\_\_\_.

### ▶ People, Activities and Places

my sister Daisy, my mother, my classmate, my best friend

we were hanging out, we celebrated my birthday, I took him for a walk, we were chatting / exercising / doing shopping

in the gym / clinic / gallery / grocery store / stadium / bakery, at the park / cafeteria / canteen / suburb, in an online forum, on social media / a video call

Well, sometimes \_\_\_\_\_ will come up, but never for very long.

### ▶ Problems with Connections

conflicts, arguments, interventions, issues, disagreements, envy, friction

The most important thing is that we are always there for each other whenever one needs some \_\_\_\_\_ or just a bit of \_\_\_\_\_.

### ▶ What People Get from Each Other

support, help, love, encouragement, company, care, concern, sympathy



3 Use the Text Builder to talk about a person that you have a close connection with, including the problems you had with him / her, and also what you have learnt from each other.

10.2 4 Listen to the dialogue. Answer the questions.

- 1 What problem did Max have?
- 2 How did he deal with the problem?

5 Use the language you have learnt to write a short paragraph about any problem you had with other people and how you managed to resolve the problem.

“

## Quote ... Unquote

*Differences between brothers cannot sever their blood ties.*

– Zuo Qiuming

*We are like islands in the sea, separate on the surface but connected in the deep.*

– William James

*In every conceivable manner, the family is link to our past, bridge to our future.*

– Alex Haley

*We call on the people of all countries to work together to build a community with a shared future for mankind, to build an open, inclusive, clean, and beautiful world that enjoys lasting peace, universal security, and common prosperity.*

– the report delivered at the 19<sup>th</sup> National Congress of the Communist Party of China

”



### NOTES

- Zuo Qiuming, a Chinese historian of the State of Lu during the Spring and Autumn period (770–476 BCE) to whom the influential *Zuo Zhuan (Commentary of Zuo)* is traditionally attributed.
- William James (1842–1910), an American philosopher and psychologist.
- Alex Haley (1921–1992), an American writer and the author of *Roots: The Saga of an American Family*.

# HOW CLOSELY CONNECTED ARE WE?

## ACTIVATE AND SHARE

- 1 How many contacts do you have on social media? How many people do you regularly communicate with?

## READ AND EXPLORE

- 2 Read the first two paragraphs of the article on the theory "Six Degrees of Separation". What does it mean and who invented this theory?
- 3 Read the rest of the article. Find out about the development of the "Six Degrees of Separation" theory. Take notes in the table below. Then talk about how the theory developed based on your notes.


	1967	Mid-1990s	2003	2011
Who				
How				
Findings/results				

← → ↻
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— □ ×

Research shows the average person only has regular communication with between seven and fifteen people, and that most of our communication is in fact with five to ten people who are closest to us. However, perhaps we are closer to the rest of the world than we think. "Six Degrees of Separation" refers to the theory that any person on Earth can be connected to any other person through a chain of no more than five other people.

The concept was first talked about as long ago as in the 1920s. The Hungarian author Frigyes Karinthy published a book called *Everything Is Different* in 1929, in which he introduced the idea of friendship networks and his ideas influenced many of our early impressions of social networks.

In the 1950s, an attempt was made by two scientists to prove the theory mathematically; but after twenty years, they still had not had any success. In 1967, an American sociologist called Stanley Milgram tried using a new



20 method to test the theory, which he called the  
"small-world problem". He chose a random sample  
of people in the middle of America and asked  
them to send packages to a stranger in the state of  
Massachusetts. The people sending the packages  
25 only knew the name, job and general location of the  
stranger. Milgram told them to send the package to  
a person they knew personally who they thought  
might know the target stranger. Once the parcel  
had been received by this person, he / she would  
30 send the parcel onto a contact of theirs until the  
parcel could be personally delivered to the correct  
person. Amazingly, it only took between five and seven people to get the  
parcels delivered, and once released, the results were published in the  
bimonthly magazine *Psychology Today*. It was this research that inspired  
35 the phrase "Six Degrees of Separation".



▲ Stanley Milgram

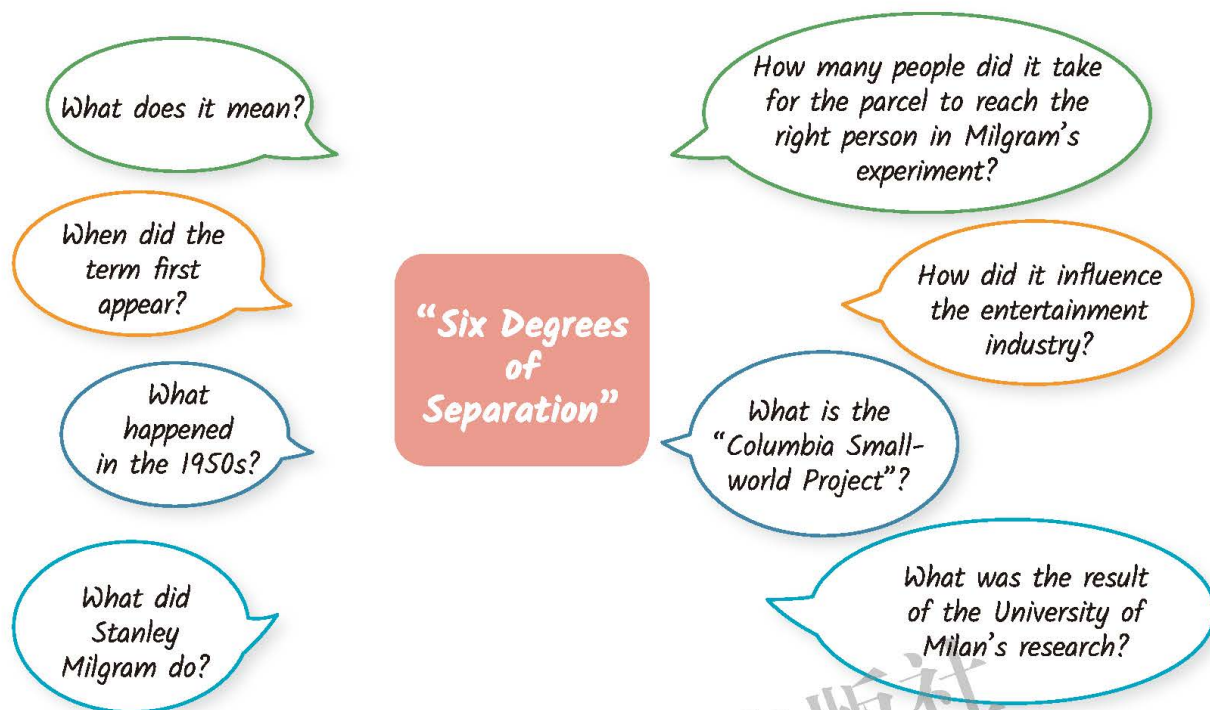
In the last few decades, the theory and the phrase have appeared again.  
Its name was used as the title of a play and then a film. Then, more films  
and TV programmes based on the concept were made and broadcast.  
For example, the Oscar-winning film *Babel* is based on the concept of "Six  
40 Degrees of Separation". The lives of all the characters were closely  
connected, although they did not know each other and lived thousands  
of miles apart. The television series *Lost* also explored the idea of "Six  
Degrees of Separation", as almost all the characters had randomly met  
each other, or had met someone the other characters knew, before they  
45 were all in the same plane crash. In the mid-1990s, two college students  
in the United States invented a game. The idea of the game was to link  
any actor to Kevin Bacon, a famous American actor and musician,  
through no more than six links. Soon the game was being played in  
universities across the United States.

50 In 2003, Columbia University tried to recreate Milgram's experiment on the  
Internet. This became known as the "Columbia Small-world Project". The  
experiment involved 24,163 email chains with 18 target people in 13  
different countries. The results confirmed that the average number of links  
in the chain was six.

55 Most recently, an experiment in 2011 at the University of Milan analysed  
the relationship between 721 million social media users and found that 92  
percent were connected by only four stages, or five degrees of separation.

So, think about it for a minute: How might you be connected to the driver  
of the bus you regularly take or the person who delivers your parcels?

**4 Group Work** Read the article again. Take turns to explain the "Six Degrees of Separation" theory. Use the diagram to help you.



**5 Group Work** Think and share.

- 1 Why did Milgram and Columbia University both label their experiments "Small-world"?
- 2 Why do you think people study how people are connected?

**6 Complete the sentences with the correct form of the words.**

random      sociologist      network      publish      package      chain

- 1 In 1967, a \_\_\_\_\_ Stanley Milgram did an experiment to find out how many degrees of separation there were between strangers in different parts of America.
- 2 All of the \_\_\_\_\_ in Milgram's experiment were delivered to the right people after passing through the hands of between five and seven people.
- 3 The results of Milgram's experiment \_\_\_\_\_ in the magazine *Psychology Today*.
- 4 The results of the "Columbia Small-world Project" confirmed that the average number of links in the \_\_\_\_\_ was six.
- 5 People doing experiments into "Six Degrees of Separation" usually choose a \_\_\_\_\_ sample of people to take part to make the results more reliable.
- 6 Recently, creating and growing your social \_\_\_\_\_ has become more important than ever before due to the growth of social media.

### FOCUS ON LANGUAGE: PASSIVE FORMS IN THE PAST

#### 7 Read the sentences. Underline the passive forms. What tense is used in each sentence?

- 1 The concept was first talked about as long ago as in the 1920s.
- 2 In the 1950s, an attempt was made by two scientists to prove the theory mathematically.
- 3 Once the parcel had been received by this person, he / she would send the parcel onto a contact of theirs until the parcel could be personally delivered to the correct person.
- 4 Its name was used as the title of a play and then a film.
- 5 Soon the game was being played in universities across the United States.

#### 8 Read the description of a "Six Degrees of Separation" experiment. Use the correct form of the verbs in brackets to complete the passage.

We **1**\_\_\_\_\_ (give) the task of finding out whether the "Six Degrees of Separation" theory worked at our school. We **2**\_\_\_\_\_ (tell) about the "Small-world" experiment in the United States, where packages **3**\_\_\_\_\_ (send) from one person to another with the aim of getting it to a stranger in the end. While the idea behind this experiment **4**\_\_\_\_\_ (discuss) in our group, it **5**\_\_\_\_\_ (suggest) to us by our teacher that we try something similar. So we did. We couldn't send parcels, but we could send letters. Ten volunteers **6**\_\_\_\_\_ (choose) to take part and they **7**\_\_\_\_\_ (ask) to write a letter of introduction to another person in the school that they didn't know and then to choose someone who they thought **8**\_\_\_\_\_ (connect) to that person to give it to. After all the letters **9**\_\_\_\_\_ (exchange) several times, seven out of the ten target people did receive their letters with chains of five or six people in each case! We think this means that our experiment was a success and it supports the theory.

### EXPRESS YOURSELF

#### 9 Search online and find details about the "small-world problem", "Columbia Small-world Project" or other experiments related to the theory. Write a short report on your findings.

#### 10 Group Work Discuss and decide what experiment you can carry out to find out how many degrees of separation there are between people who don't know each other. Consider:

- how many people will participate in the experiment?
- what will the participants do?
- how will you find out the results of the experiment?



# COMMUNITY SPIRIT

## ACTIVATE AND SHARE

**1** What is a community? What do people do in a community?

- look after each other
- visit each other
- organise community celebrations
- respect elderly people
- live in single-family houses
- \_\_\_\_\_



**2** In what way do you think community spirit affects people's health?

## LISTEN FOR UNDERSTANDING

**10.3** **3** Dr. Smith is talking about how the community spirit of a small town called Roseto impacted on the residents' health in a radio programme. Listen and answer the questions.

- 1 What surprising facts did doctors discover about Rosetans in the 1950s?
- 2 What was the reason for the facts?

**10.3** **4** **Pair Work** Listen again. Complete the table about the Roseto community in the 1950s and 1960s. Then talk about what happened to Rosetans in those years.

	In the 1950s	In the 1960s
Community life	<ul style="list-style-type: none"> <li>• was a very closely-knit community</li> <li>• looked after each other</li> <li>• _____ each other</li> <li>• frequently organised _____</li> <li>• households consisted of _____</li> <li>• old people _____</li> </ul>	<ul style="list-style-type: none"> <li>• younger Rosetans _____</li> <li>• moved to _____</li> <li>• rejected _____</li> </ul>
Consequences	<ul style="list-style-type: none"> <li>• hardly a Rosetan below 65 _____</li> <li>• people were dying _____ rather than _____</li> <li>• very little _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____ in 1971</li> <li>• the rate of heart attacks _____</li> </ul>

**5 What have you learnt about community spirit from the small town of Roseto? Answer the questions.**

- 1 How did Rosetans live in the 1950s? Why did they have a low rate of heart attacks at that time?
- 2 How did the community change in the 1960s? What was the result?
- 3 What do you think the findings of the research imply? Or what can we learn from the findings?



**FOCUS ON FUNCTION: VAGUE LANGUAGE**

**6 Linda is talking with her grandpa, trying to find out more about her mother's hometown. Listen and complete the information.**

<p><b>Hometown and living conditions in the past</b></p>	<ul style="list-style-type: none"> <li>• Mum's hometown _____.</li> <li>• There weren't _____.</li> <li>• They didn't live in flats but in _____.</li> <li>• The kitchen and toilet were _____.</li> </ul>
<p><b>Relationships with neighbours</b></p>	<ul style="list-style-type: none"> <li>• They were close to _____.</li> <li>• They were _____.</li> <li>• They were just like _____.</li> <li>• Children _____.</li> <li>• Neighbours _____.</li> </ul>



**7 Listen and imitate. Complete the Talk Builder. What kind of language features can you identify?**

Talk Builder

**Vague Language**

**Similar to something**  
Mum always tells me her hometown is small, but this is \_\_\_\_\_ a big city.

**Part of a category**  
We lived in \_\_\_\_\_ house ...  
We were friendly to each other, just like \_\_\_\_\_ big family.

**Less in quality**  
It was \_\_\_\_\_ inconvenient.

like

a bit

a kind of

a sort of

**8 For what purposes would you use vague language?**

**SPEAK**

**9 Pair Work** Introduce the community where you live with as much factual information as possible, using vague language where appropriate.

# ANNE OF GREEN GABLES

## ACTIVATE AND SHARE

- 1 ***Anne of Green Gables*** is a novel by Canadian writer Lucy Maud Montgomery, and was published in 1908. Read the short introduction and find out the setting and characters of the story.

## READ AND EXPLORE

- 2 Read the story extract quickly. Answer the questions.
  - 1 Did Marilla like Anne? Why?
  - 2 How did Anne feel after hearing Marilla's words?
  - 3 What did Marilla intend to do with Anne?

### Anne of Green Gables

The story is set on Canada's Prince Edward Island early in the 20<sup>th</sup> century. A brother and sister, Matthew and Marilla live on a farm called "Green Gables". They apply to adopt a boy from an orphanage as they need help on their farm. Due to a mix-up, they are sent a red-haired 11-year-old girl named Anne. On the day she is due to arrive, Matthew picks her up at the train station ...

Marilla saw Matthew in the front yard and immediately rushed to the door. But when her eyes fell on the odd little figure in the stiff, ugly dress, with the long red hair and the eager, bright eyes, she froze in amazement.

"Matthew Cuthbert, who's that?" she asked. "Where is the boy?"

- 5 "There wasn't any boy," said Matthew. "There was only her."

He nodded at the child, remembering that he had never even asked her name.

"No boy! But there must have been a boy," insisted Marilla. "We sent word to Mrs Spencer to bring a boy."

- 10 "Well, she didn't. She brought her. She arrived at the train station and couldn't be left there alone."

During this dialogue the child had remained silent. Suddenly she seemed to grasp the full meaning of what had been said. She sprang forward a step and clasped her hands.

- 15 "You don't want me!" the girl cried. "You don't want me because I'm not a boy! I might have expected it. I might have known it was all too beautiful to last. I might have known nobody really did want me. Oh, what am I going to do? I'm going to burst into tears!"

- 20 Burst into tears she did. Sitting down on a chair by the table, throwing her arms on it, and burying her face in them, she proceeded to cry stormily. Marilla and Matthew looked at each other. Neither of them knew what to say or do. Finally Marilla stepped in to try to comfort the child.

"Well, well, there's no need to cry so about it."

- 25 "Yes, there is need!" The child raised her head, revealing a tear-stained face. "You would cry, too, if you were an orphan and had come to a place you thought was going to be home and found that they didn't want you because you weren't a boy."



"Well, don't cry anymore. We're not going to send you off tonight. You'll have to stay here until we investigate this affair. What's your name?"

"Anne," said the child sadly.

"Well, come along, Anne. It's dinner time."

30 They all sat down for dinner but Anne could not eat. She tried to enjoy the bread and butter and the apple jam out of the little glass dish by her plate but she had no appetite.

"You're not eating anything," said Marilla sharply, eyeing her as if it were a serious problem. Anne sighed.

35 "I can't. I'm in the depths of despair. Can you eat when you are in the depths of despair?"

"I've never been in the depths of despair, so I can't say," responded Marilla.

"Weren't you? Well, did you ever try to imagine you were in the depths of despair?"

40 "No, I didn't."

"I guess she's tired," said Matthew. "Best put her to bed, Marilla."

Marilla had been wondering where Anne should be put to bed. She decided on the small bedroom on the first floor. She lit a candle and told Anne to follow her, which Anne did, taking her hat and bag from the hall table as she passed. The hall was  
45 perfectly clean; the little room in which she found herself seemed still cleaner.

Marilla set the candle on a three-legged table and turned down the bedclothes.

"Well, undress as quick as you can and go to bed. I'll come back in a few minutes for the candle. I daren't trust you to put it out yourself. You'd likely set the place on fire."

50 When Marilla had gone, Anne looked around her sadly. The whitewashed walls were so painfully bare. The floor was bare, too. In one corner was the bed, a high, old-fashioned one of dark wood. Midway between table and bed was the window, with an icy white curtain over it. There was no restroom, but there was a wash stand with a faucet in the other corner. The whole room felt cold and unwelcoming, which sent a shiver through Anne's bones. With a sob she quickly  
55 undressed, put on her nightclothes and jumped into bed where she pressed her face down into the pillow and pulled the clothes over her head.

When Marilla came up for the light, she saw the untidy way the clothing had been thrown on the floor. She carefully picked up Anne's clothes, placed them neatly on a yellow chair, and then, taking up the candle, went over to the bed.

60 "Good night," she said, a little awkwardly, but not unkindly.

Anne's white face and big eyes appeared over the bedclothes. "How can you call it a good night when you know it must be the very worst night I've ever had?" she said disapprovingly. Then she dived down into the bedclothes again.

To bed went Matthew. And to bed, when she had put her dishes away, went

65 Marilla, frowning most resolutely. And up-stairs, in the east gable, a lonely, heart-hungry, friendless child cried herself to sleep.

- 3** Read the story again. Complete the development of the story. Then work in pairs. Tell it from the perspectives of Marilla and Anne.

Development of the story	Marilla	Anne
Upon arrival	She immediately rushed to the door when she saw Matthew in the front yard. Then _____ when she saw Anne. She insisted that _____.	_____.
	Marilla and Matthew _____.	She burst into tears, crying: "You don't want me because _____. I might have known it was too beautiful to last. I might have known _____."
Dinner time	Marilla could not understand Anne's despair. She spoke to Anne sharply when she saw _____.	_____.
	Marilla decided to put Anne _____.	_____.
Bed time	She went to bed, frowning most resolutely.	_____.

- 4** Read lines 49–56 about the bedroom Anne slept in. Underline the words the writer used to describe the room. Why does the writer use a paragraph to describe the room? What effect does she want to achieve?

- 5** Read the story again. Underline the sentences that reflect the writer's tone towards Anne. What kind of tone can you identify?

- 6** **Pair Work** Think and share.

- Do you think Marilla and Matthew are used to being around children? Find examples from the story.
- What are Marilla and Anne's personalities? Find evidence from the story to support your opinion.

### Skill Builder

#### Identifying the Tone

- The tone of a story is the attitude the writer takes towards their subjects or characters.
- Unlike the mood of a text, which is related to how the reader feels, the tone tells us more about the writer's attitude.
- Find words and expressions the writer uses to describe their characters' behaviour and actions.

**7 Complete the summary of the story, using the words and phrases from the text.**

When Matthew arrived with the little girl, Marilla **1** \_\_\_\_\_ in amazement because Mrs Spencer promised she was going to send a boy. When Anne **2** \_\_\_\_\_ the meaning of their conversation, she **3** \_\_\_\_\_ into tears and **4** \_\_\_\_\_ to cry loudly. Marilla had no idea how to **5** \_\_\_\_\_ her. When she tried, the girl **6** \_\_\_\_\_ a tear-stained face and told her she was in the **7** \_\_\_\_\_ of despair. Marilla asked Anne to stay for the night and she would **8** \_\_\_\_\_ the affair. Later she brought Anne to a little bedroom. Anne undressed and **9** \_\_\_\_\_ into the bedclothes. Marilla said she would return for the candle as she **10** \_\_\_\_\_ not leave it for the child to put out. When she returned, she said "Good night" awkwardly but not unkindly. Anne was still upset and crying.

**FOCUS ON LANGUAGE: AMERICAN ENGLISH AND BRITISH ENGLISH**

**8 Find words in American English in the story which mean the same as these:**  
garden (line 1), toilet (line 52), tap (line 53)

**9 Replace the British expressions in the text with the American expressions below.**

garbage	first floor
apartment	subway
truck	downtown area

My family and I went on a holiday last year to visit some distant relatives I had never met before. They lived in a flat in New York in the city centre. It was exciting to visit them and they were very friendly and welcoming! They took us sightseeing and we went on the underground as it is the fastest way to get around.

The one problem I had was sleeping at night. They live on the ground floor of their building so I could hear all the sounds of the city.

During the night, lorries came to collect rubbish and they kept me awake. They are going to visit us in London next year and I can't wait to show them around.

**American and British English**

People use different expressions for the same things in American English and British English. For example, the space around the outside of a house is called a "garden" in British English but a "yard" in American English. In British English they talk about the "front" or "back" of a house, while in American English they say "out back" or "out front". Finally, sometimes the same words can be used differently, for example, the "ground floor" in British English is called the "first floor" in American English.

**EXPRESS YOURSELF**

**10 Imagine what happened next in the story "Anne of Green Gables". Write a continuation of the story.**

# A NEWS REPORT

## GET READY FOR WRITING

**1 Pair Work** You are going to write a news report on a school or community event. Discuss with your partner.

- 1 What event would you like to write about?
- 2 What aspects are you going to include?
- 3 How is a news report normally organised?

## READ FOR WRITING

**2 Read the news report. Answer the questions.**

- 1 What event is the report about?
- 2 When and where did the event happen?
- 3 Who attended the event and what did they do?
- 4 What did the event bring to the community?

## Street Festival Builds Community Spirit

On 21 September, the first Community Street Festival in our city was held on Redwood Street. The festival was highly successful, attracting over 10,000 people from over 20 communities. The weather was good, although it rained heavily in the morning. The performers were rather good and well received by the public.

People attending the event were mainly families. There were people of all ages. Most of them came from seven nearby communities. There were a wide variety of acts, most of which were singing and dancing. The acts appealing to children were particularly popular. The highlight of the festival was the music and dance by a group of children.

The festival was well organised. Almost all of the performers started and finished



their acts on time. The audience enjoyed the performances. There were also many outlets serving food and drink.

The festival gave great pleasure to a large number of people and it brought together the different communities within our city. Some people said, “We are eager to participate in next year’s festival.”

**FOCUS ON STRUCTURE AND LANGUAGE**

**3** The news report has four paragraphs. Label each paragraph with a function.

Lead	Body	Round-up
------	------	----------

Para. 1 \_\_\_\_\_ Para. 2 \_\_\_\_\_ Para. 3 \_\_\_\_\_ Para. 4 \_\_\_\_\_

**4** Underline all the expressions that convey the fact that the event was a success.

**5** Write 2–3 sentences about the event you are going to report. Use the Sentence Builder to help you.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Sentence Builder*

**Adverbs of Degree**

highly

The festival was highly successful ...

rather

The performers were rather good ...

mainly

People attending the event were mainly families.

particularly

The acts appealing to children were particularly popular.

**COMPOSE YOUR WRITING**

**6** **Outlining** Complete the outline of your news report based on Activity 3.

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

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

 Peer Editing Sheet for Unit 10, page 93.

*Writing Help*

**Writing a News Report**

**It's important to:**

- have an attractive title and a brief lead;
- include the *who*, *when*, *where*, *what*, *why* and *how* of the event;
- use formal and clear language.

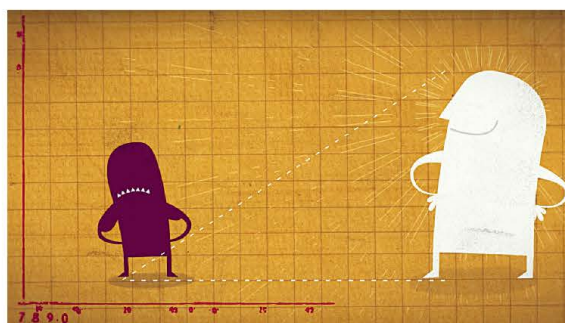


# SHOULD YOU TRUST YOUR FIRST IMPRESSIONS?

Do you judge others by their behaviour? This video presents an analysis of forming and updating impressions based on people's behaviour.


## ACTIVATE AND SHARE

- 1 Imagine you went to see a football game. The man sitting next to you was loud, spilt his drink on you, and made fun of your team. Days later, you're walking in the park when it starts to rain. The same man from the football game shows up at your side to offer you an umbrella.



- 1 What might be your first impression of this man?
- 2 Do you change your impression of him after the second encounter?

## VIEW AND LEARN

-  2 Watch Part 1 of the video. Write *T* (true) or *F* (false) according to the speaker.

- 1 We're quick to form lasting first impressions of others based on their behaviours. ( )
- 2 We form impressions of others with little effort and from a single behaviour. ( )
- 3 We cannot change our impressions in light of new information. ( )

-  3 Watch Part 2 of the video. Complete the information.

- 1 Very negative, highly immoral information has a \_\_\_\_\_ than very positive, highly moral information.
- 2 When learning about another person's abilities and competences, the \_\_\_\_\_ gets weighed more heavily.
- 3 Highly immoral actions and highly competent actions are \_\_\_\_\_ behaviours that people tend to weigh \_\_\_\_\_.
- 4 The brain decides whether the behaviour is typical or \_\_\_\_\_ in order to make complex decisions.
- 5 Caring more about the very negative, immoral things is \_\_\_\_\_ of the comparative rarity of those bad behaviour. "Bad" might be stronger than "good", only because "good" is \_\_\_\_\_.

## EXPRESS YOURSELF

- 4 According to the speaker, in forming or updating impressions of a person, people often make their decisions not simply by judging whether he / she has done something negative or immoral, but by whether that behaviour is comparatively less frequent. Do you agree? Why?

# HUTONG

Every year thousands of tourists flock to China. They come to see the grand sights of the Great Wall and the Forbidden City, but often it is the hutongs that leave the strongest impression, as they offer travellers a rare view into Beijing's past. Hutongs — the many little alleys that connect the rectangular courtyards<sup>1</sup> of traditional houses — are a feature of ancient Chinese architecture<sup>2</sup>. Beijing's hutongs are particularly famous, however, as there are thousands of them. Nowadays, the word "hutong" has come to mean more than just the alleys that connect the courtyards. It also refers to the courtyards themselves and even to the communities that live there.

The majority of Beijing's hutongs were built between the 13<sup>th</sup> and 19<sup>th</sup> centuries during the Yuan, Ming and Qing Dynasties. To help them keep control over the city, the Emperors during these periods arranged different areas of Beijing in neat blocks of houses built around courtyards. They were then able to place guards at the entrances of the various hutongs, which made it easier to keep an eye on people's movements. The Emperor's home, the Forbidden City, was in the centre of Beijing and the homes of the nobles and wealthy citizens were in the hutongs closest to the royal palace. Ordinary citizens lived in the hutongs further away from the palace.

By connecting people's homes, the hutongs in fact connected people's lives, whether the lives of the rich or the lives of the ordinary citizens. Because the houses were built facing each other around courtyards, the families who lived there were an important part of each other's lives. They supported each other when help was needed and shared the joy and sorrow of everyday life, no doubt sharing recipes, borrowing mops, and burning fragrant incense<sup>3</sup> together. Because of the hutongs, courtyards were joined together for miles around creating a network of people working, playing and living together — a real community.

Towards the end of the Qing Dynasty, the conditions in Beijing's hutongs went down as the political situation cast a dark cloud on China's economy. Many new hutongs were quickly built to house the increasing population but these were poorly made. The turning point came when the People's Republic of China was set up. Conditions were improved a great deal and the government undertook the preservation of many of the oldest hutongs.

Hutongs are still an important part of Beijing's life and it is not surprising that tourists love the hutongs. They can walk up Sanmiao Street, which dates back 900 years, wander down Dongjiaominxiang — the longest hutong at 3km, or squeeze through Qianshi — the narrowest at only 40cm wide! The hutongs not only link Beijing's streets and communities, but also its past and present, showing that Beijing is truly an ancient yet modern city.

## NOTES

1 courtyard *n.* 庭院

2 architecture *n.* 建筑

3 incense *n.* 香

## GENERAL UNDERSTANDING

- 1 When and why were hutongs built? How are hutongs arranged?
- 2 What features of hutong living can you find in the text?

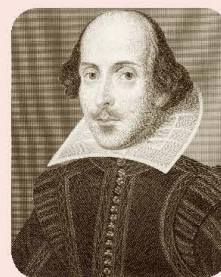
## CRITICAL THINKING

- 3 Why does the writer say hutongs link the past and present?



# THE MERCHANT OF VENICE

The Merchant of Venice is a 16<sup>th</sup>-century play written by the world-famous English playwright William Shakespeare. In the play, Bassanio is a young nobleman who borrows money from Shylock, a Jewish moneylender, so he can travel to Belmont in the hope of winning the hand of Portia, a rich heiress. In return for the loan, Bassanio's close friend Antonio agrees to give up a "pound of flesh" if Bassanio can't repay the loan. Bassanio is successful in wooing Portia and they agree to marry, but then Antonio receives news that his ships have been lost at sea and it will be impossible for him to give Shylock a pound of his flesh. When Shylock finds out about this, he sets out to get his revenge on Antonio.



- SHYLOCK: To hell with forgiveness! I want justice. The agreement must be completely honoured.
- PORTIA: [*to the court*] Is Antonio not able to repay the money?
- BASSANIO: Yes, I can offer the court twice the amount of Antonio's debt. If that is not enough, I can pay ten times the amount. If even this is not enough, it would seem that revenge is more important than justice.
- PORTIA: Shylock, you have been offered three times the amount of the loan.
- SHYLOCK: A promise has already been made by me to heaven! Shall I break such a promise? No, not for Venice!
- PORTIA: It is true that the debt has not been paid, and lawfully you can ask for a pound of flesh from near Antonio's heart. Show kindness. Accept three times your money.
- SHYLOCK: You seem to be a wise judge. Make your judgment according to the law. No power in the tongues of men will make me change my mind. The agreement must be honoured.
- PORTIA: [*to Antonio*] Justice must be done. Prepare your chest for his knife, Antonio.
- SHYLOCK: Oh, wise judge! Oh, excellent young man!
- PORTIA: [*to Antonio*] Open the front of your shirt.
- SHYLOCK: Yes, show me your chest. It is in the agreement, is it not, good judge? "Nearest his heart"— those are the exact words.
- PORTIA: That is true. Do you have scales to weigh the flesh?
- SHYLOCK: [*producing them from under his seat*] I have them ready.
- PORTIA: A pound of Antonio's flesh is yours. The court has decided it, and it is the law.
- SHYLOCK: [*smiling*] Most honest judge!
- PORTIA: [*holding up her hand to interrupt*] One minute, there is something else. This agreement allows you flesh, but not a single drop of blood. The exact words are "a pound of flesh". So, take your payment, take your pound of flesh. But when you cut it, you must not take one drop of blood. If you do, your land and money will become the property of Venice, by law.
- SHYLOCK: [*confused*] Is that the law?



- PORTIA: [showing him a legal document] You can read the law yourself.
- SHYLOCK: [unhappily] All right. I accept the first offer. Pay me three times the amount of the debt.
- BASSANIO: [holding up the bag of money] Here is the money.
- PORTIA: [to Bassanio] Wait! The money-lender must have total justice. He is only allowed justice according to the words of the guarantee.
- SHYLOCK: [with disbelief] Can I not even have the loan returned to me?
- PORTIA: You will only have what is owed you according to the guarantee. Take it, and accept the responsibility.
- SHYLOCK: [angrily] Then let the Devil take him! I have nothing more to say. [He starts to leave.]
- PORTIA: Wait! You have another law to obey. According to the law, if a foreigner tries to take the life of a citizen of Venice, half of the foreigner's property belongs to that citizen. The other half belongs to the state and the offender's life can only be saved by the Duke. You have planned to take the life of this citizen [pointing to Antonio]. You have broken the law. Fall to your knees, therefore, and ask the Duke for forgiveness.
- DUKE: [to Shylock] I want you to see the difference between our attitudes. Therefore, I am offering you your life before you ask for it. Half of your property goes to Antonio, the other half comes to the state.
- SHYLOCK: [tearfully] No, take my life! Do not leave me with that!
- ANTONIO: [to the Duke] With your permission, my lord, let him keep one half of his property. After his death, I will give the other half to the gentleman who recently stole his daughter. He must sign an agreement to leave everything to his daughter and Lorenzo after his death.
- DUKE: He will do this, or he will be punished with death.
- PORTIA: [to Shylock] Are you satisfied, Shylock? What do you say?
- SHYLOCK: [quietly] I am satisfied. Let me go now, please. Send the document to me and I will sign it.
- DUKE: Go, but be sure to do it.

### GENERAL UNDERSTANDING

- 1 Read the text. What does each character want? What do they finally get?
- 2 Group Work In groups of 5, act out the drama.

### CRITICAL THINKING

- 3 Read the expressions from *The Merchant of Venice* that are still used today. What do they mean?
  - 1 Everyone wants their "pound of flesh" from me.
  - 2 "All that glitters is not gold."
  - 3 All the world is "a stage where every man must play a part".

# CHECK YOUR PROGRESS

Use what you have learnt from the unit "Connections" to introduce the theory of "Six Degrees of Separation", explain what community spirit is, tell the story of *Anne of Green Gables*, and discuss your experience of online connections with people around you.



1 Chen Yang is to give a presentation about the theory "Six Degrees of Separation". Complete her presentation with the correct form of the words and phrases below.

network  
package

a random sample  
idea

deliver the parcel  
phrase

release

Many of you may be familiar with the 1\_\_\_\_\_ that all of us are connected to everyone else by an average of about six people. It was first mentioned in the 1920s by a Hungarian author Frigyes Karinthy who discussed social 2\_\_\_\_\_.

In 1967, an American sociologist called Stanley Milgram tried using a new method to test the theory, which he called the "small-world problem". The experiment involved

3\_\_\_\_\_ of people who lived in America and giving them a parcel as well as the name, job and location of a stranger somewhere else in the country. The aim of the experiment was for the person to try to 4\_\_\_\_\_ to this stranger by sending it to someone they thought might know them. That person in turn did the same until the parcel reached the person it was supposed to.

Although hard to believe, it only took about five to seven people for the 5\_\_\_\_\_ to reach the person! The results were 6\_\_\_\_\_ and published by a magazine called *Psychology Today* and inspired the 7\_\_\_\_\_, "Six Degrees of Separation".



2 Li Zhen next explains what community spirit is through a story of a community called Roseto. Complete her story with the correct form of the words and phrase below.

household  
frequently

crime  
consequence

epidemic  
closely-knit

social bonds

Recently, I listened to a radio show which highlighted an interesting story about the power of community spirit. It was about a small town in America called Roseto. In the 1950s, heart attacks were an 1\_\_\_\_\_ in the USA, but researchers found Roseto had much lower rates of heart attacks than other places in the country. The town was very safe and had a very low 2\_\_\_\_\_ rate.

When they looked deeper into the reasons for this, they found that Roseto was a very **3**\_\_\_\_\_ community. **4**\_\_\_\_\_ typically consisted of three generations living together and the people visited each other **5**\_\_\_\_\_, respected elderly people and organised lots of community events.

Unfortunately, over the years the community changed as the younger generation rejected traditional **6**\_\_\_\_\_ and moved to outskirts of the town. As a **7**\_\_\_\_\_, health problems and crime increased. The link between health, happiness and community is really clear through this story.

### What lessons can you learn from Roseto's story? What would you do for your community?

Lessons I learnt: \_\_\_\_\_

Things I would like to do: \_\_\_\_\_



### 3 Read Chen Xi's summary of *Anne of Green Gables*. Complete his summary with the correct form of the words below.

amazement	bare	comfort	orphan	reveal
proceed	investigate	sob	dive	

In the story *Anne of Green Gables*, the main character Anne was an 11-year-old **1**\_\_\_\_\_. She was sent to a house belonging to Marilla and Matthew. When she arrived at the door, Marilla was frozen in **2**\_\_\_\_\_ as she expected to be sent a boy. Marilla told Anne that she could stay with them until the matter was **3**\_\_\_\_\_.

Anne was very emotional when she heard she might be sent back and **4**\_\_\_\_\_ to throw herself on a chair and cry. Marilla and Matthew were unsure how to **5**\_\_\_\_\_ her but try their best. They told her there was no need to cry but Anne continued to be upset. Marilla made dinner for Anne, although she refused to eat as she had no appetite.

After dinner, Marilla took Anne to a bedroom to sleep. Anne found the room cold and **6**\_\_\_\_\_. She even described the white curtains as "icy". Anne began to **7**\_\_\_\_\_ again as she got ready for bed. She then **8**\_\_\_\_\_ under the blankets and pulled them over her head. Marilla came back to check on Anne and tidied her clothes. When she said "Good night", Anne **9**\_\_\_\_\_ herself from under the blankets and told her it was the worst night she ever had.



**4** Li Zhen now talks to her friends about an interesting experience. Complete the dialogue with the correct form of the verbs in brackets.

**Li Zhen:** Something strange happened to me the other day. When I looked at my email inbox, I saw an email that **1**\_\_\_\_\_ (send) to me from a woman whose name **2**\_\_\_\_\_ (not know) to me. I had no idea who she was!

**Chen Yang:** That doesn't sound very strange! I **3**\_\_\_\_\_ (email) by lots of people I didn't know last year when I was working on the school newspaper.

**Li Zhen:** I know, but the strange thing was that this email **4**\_\_\_\_\_ (intend) to be read by someone else with the same name as me!

**Chen Yang:** Oh no! How could you tell?

**Li Zhen:** Because in the email I **5**\_\_\_\_\_ (invite) to go to a school reunion for people who **6**\_\_\_\_\_ (leave) school twenty years ago! Before I **7**\_\_\_\_\_ (be born)!

**Chen Yang:** Oh my! That's funny. Did you reply to the email? I'm sure the person who wrote the email would have been surprised that, at that moment, her email **8**\_\_\_\_\_ (read) by a school girl!

**Li Zhen:** Yes, I wrote back to her and explained that her email **9**\_\_\_\_\_ (receive) by the wrong person. She wrote back to say that she was really sorry about the mistake and the email would now **10**\_\_\_\_\_ (resend) to the right person.

## UNIT DIARY

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

★ *Useful words and expressions for me to talk about communities and people around me:*

---

---

---

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

---

---

---

★ *Three things I learnt about writing a news report:*

---

---

---

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

---

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UNIT

# 11

## CONFLICT AND COMPROMISE



### In this unit, you will:

- listen, read and talk about conflict and compromise;
- learn to use modal verbs and verbs with similar meanings to describe behaviours and feelings, and also learn how to give suggestions;
- write an opinion essay about something that you are interested in;
- view an episode about conflict resolution between a girl and her mother, and express your opinions about it.

# TOPIC TALK

**1 Pair Work** Do you sometimes come into conflict with your friends or family members? How do you resolve conflicts? Use the phrases to help you.

to keep silent

to talk to my friends

to make a phone call to apologise

to say sorry

to respond with more anger

to ask someone else for advice

to negotiate with him / her

to explain my idea again



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

## Text Builder

## Conflict and Compromise

Agent: Good afternoon,  
\_\_\_\_\_?

...

Agent: Would you please tell  
me \_\_\_\_\_?



### Finding the Cause

how may I help you

how can I help you

what the problem is

what I can do to help

what is wrong



Agent: Yes, sir, \_\_\_\_\_.

...

Agent: Please give me your account  
number, sir, and I'll inquire  
and make sure \_\_\_\_\_ as  
soon as possible.

...

Agent: Right. Would you please wait a  
few minutes? I will  
\_\_\_\_\_ and \_\_\_\_\_.

...

Agent: Sorry for keeping you waiting ...  
I have reset your account. It'll  
\_\_\_\_\_.



### Compromising

I can understand

I do understand why you are upset

I know how you feel

I know how annoying it is

a response is provided

the issue is resolved

a solution is given

see what I can do

check the problem

ask someone for help

be fine by this time tomorrow

be okay in an hour



Agent: I quite understand how you  
feel, sir. I apologise  
for \_\_\_\_\_.



### Apologising

our part in it

the inconvenience

wasting your time



**3** Use the Text Builder to make a short dialogue with a partner about resolving an issue between an unhappy customer and a service agent.

**11.2** **4** Listen to the dialogue. Answer the questions.

- 1 What is Tim's problem?
- 2 What does Mr Smith think of Tim's problem? Is it a common one?
- 3 What behaviour does Mr Smith consider as "a sign of maturity"?
- 4 Why does Mr Smith recommend studying in a library?
- 5 What does Mr Smith suggest Tim do when his parents aren't at home?

**5** Use the language you have learnt to write a short paragraph about useful ways to resolve conflicts between friends. Then share it in groups.

“

## Quote ... Unquote

*An eye for an eye will only make the whole world blind.*

– Mahatma Gandhi

*The softest things in the world overcome the hardest things in the world.*

– Laozi

*Peace cannot be kept by force; it can only be achieved through understanding.*

– Albert Einstein

”

*People like to say that the conflict is between good and evil. The real conflict is between truth and lies.*

– Don Miguel Ruiz



### NOTES

- Mahatma Gandhi (1869-1948), the leader of the Indian independence movement against British rule.
- Albert Einstein (1879–1955), a German-born physicist who developed the theory of relativity and received the 1921 Nobel Prize for Physics.
- Don Miguel Ruiz (born in 1952), a Mexican author.
- Laozi, a Chinese philosopher of the Spring and Autumn period, the founder of Taoism and the author of the *Daode Jing*.

# LIVING IN A COMMUNITY

## ACTIVATE AND SHARE

- 1 Have you ever experienced a neighbourhood conflict? What do you think might cause conflicts between neighbours?

loud noise made by neighbours  
can't read without plugging your ears  
to be driven mad by neighbours

bad smells from neighbour's fish tank  
can rarely get a full night's sleep

## READ AND EXPLORE

- 2 Here are two newspaper reports on neighbourhood conflicts. Read the two reports and find out what caused each conflict.

### Drummer Hits the Road

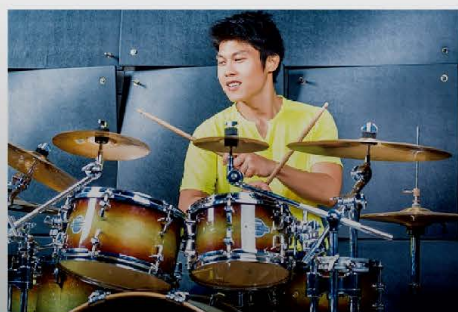
Ma Ming, drummer for the rock band "Storm", had to pack his bags. He moved out of his rented flat after complaints from his neighbours about disturbing the peace.

- 5 Being single, Ma Ming often held parties at night, but the biggest problem was his tendency to drum late at night. Ma Ming's neighbours said they were being driven mad being exposed to such noise. The flat-owner said if he had known that Ma Ming was a drummer, he wouldn't have rented the flat to him. The neighbours quickly realised they were in trouble when he moved in. And from then on, they rarely got a full night's sleep. They couldn't relax or read a book without plugging their ears. One neighbour also claimed that Ma Ming had a bad  
10 influence on his teenage son.

In the end, the community council took action. "We took a vote, and came to a resolution. We gave Ma Ming a warning. We told him that he ought to cease drumming or leave the property," a council member said. "Getting enough sleep is important for people's health and, after such a chorus of complaints, we had to take action."

- 15 Ma Ming's departure has pleased his neighbours. "Life will go back to normal now," they said.

- For Ma Ming's version of the story, we found him in a hotel in Shanghai. Ma Ming felt that they were prejudiced against him. He's bitter over the  
20 fact that people thought of his music as "noise". Otherwise he didn't really mind having to leave the flat. "Living in a hotel means the hotel staff makes the bed every day and I don't have to do my own washing! Anyhow, I'm now looking for a  
25 remote house on the edge of the city."





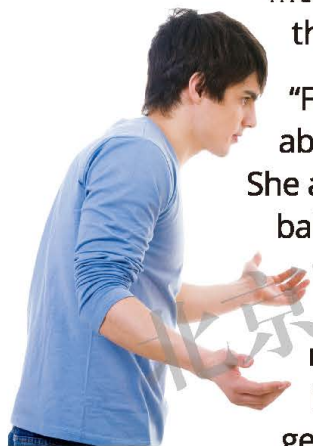
**3 Read "Drummer Hits the Road". Answer the questions.**

- 1 Why did the neighbours complain about Ma Ming?
- 2 What did the community council do? Why did they take action?
- 3 Where is Ma Ming now? What is his attitude towards the conflict?
- 4 What do you understand by the title "Drummer Hits the Road"?

## Grandpa Arrested After One Shower Too Many

Eighty-year-old retired tailor, James McKay, spent Saturday night in a cell after hitting 30-year-old Keith Smith over the head with his walking stick. McKay's wife, Laurene said that, while McKay is usually a peaceful and pleasant person, he had been driven to this act of violence by literally getting wet just once too often. He could no longer tolerate it.

Smith lives above the McKays. He is a keen gardener, and also a fish collector. Unfortunately, the water he sent over his balcony every day ended up on the McKays' floor, or too often, on the unsuspecting McKays themselves.



10

"For the last two weeks, since Smith moved into the flat above us, we dared not go onto our balcony," said Laurene. She added that it wasn't only the water falling onto their balcony from Smith watering his plants that bothered them, but also the way he cleaned his fish tanks. "We'd be sitting there happily reading our newspapers, when suddenly so much water would come from above that we'd be as wet as if we had showered with our clothes on! We could hardly get rid of the smell of fish!"

15

And on Saturday evening it was just too much. "It was James' birthday,"

- 20 Laurene recalled, "and it was such a beautiful night to enjoy the starry night outside. I made him a birthday cake. The candles were a great sight as you can imagine, but James didn't get to blow them out." Instead, Smith emptied one of his larger tanks over his balcony and both the McKays and the cake were wet through. "I have never seen him move so fast and I
- 25 couldn't stop him. He was up there in a flash."

Smith is not going to take things further with the police. He has also promised to change his ways from now on. And what of James McKay?

- 30 As he left the police station, a large crowd of supporters sang him "Happy Birthday". "Definitely the most exciting birthday ever!" said the cheerful old man. "The best since my youth, I'd say!"



- 4 Read "Grandpa Arrested After One Shower Too Many". Complete the table. Then present a self-talk on what happened based on your notes.

People involved		
Time		
The event	Background	
	Conflict	
	Result	

- 5 Choose a role from either report, e.g. Ma Ming, one of Ma Ming's neighbours, James, Laurene or Smith. Tell the story from that person's perspective.
- 6 Find the people who did the following. Write sentences accordingly.

<p style="text-align: center; background-color: #6aa84f; color: white; border-radius: 10px; padding: 5px;"><b>Causes &amp; Conflicts</b></p> <ul style="list-style-type: none"> <li>to hold parties at night</li> <li>to hit someone over the head</li> <li>to drum late at night</li> <li>to throw water over the balcony</li> <li>to be wet through</li> </ul>	<p style="text-align: center; background-color: #c85135; color: white; border-radius: 10px; padding: 5px;"><b>Results</b></p> <ul style="list-style-type: none"> <li>to spend Saturday night in a cell</li> <li>to be driven mad</li> <li>to be in trouble</li> <li>to take action</li> <li>to give a warning</li> <li>to be driven to an act of violence</li> </ul>
--	--

**Example** *Ma Ming often held parties at night and his neighbours were being driven mad being exposed to such noise.*

---



---



---

- 7 Do you think the conflicts were well-resolved in the two reports? What other ways can you think of to deal with the conflicts?
- 8 How serious were the two conflicts? Find and underline the expressions that describe the intensity of the conflicts in the two reports.

**Example** ... they were being driven mad being exposed to such noise.  
 ... we'd be as wet as if we had showered with our clothes on!

- 9 Pair Work** Find the noun form of the words below from the reports. Write them down below each word. Then complete the questions with the nouns.

complain

depart

warn

act

violent

- 1 What \_\_\_\_\_ did the community council take to solve the problem between the neighbours and Ma Ming?
- 2 What did Ma Ming do after his neighbours made \_\_\_\_\_ about his late night drumming?
- 3 How did the neighbours feel after Ma Ming's \_\_\_\_\_?
- 4 What was Laurene's explanation for McKay's act of \_\_\_\_\_ against Keith Smith?
- 5 Did McKay give Smith a \_\_\_\_\_ before he hit him over the head?

**Ask and answer the questions in pairs.**

### FOCUS ON LANGUAGE: MODAL VERBS

- 10** Find out what the modal verb in each sentence means.

1 Ma Ming ... **had to** pack his bags. ( )

2 They **couldn't** relax or read a book without plugging their ears. ( )

3 We told him that he **ought to** cease drumming or leave the property ... ( )

4 ... and I **don't have to** do my own washing! ( )

5 ... we **dared not** go onto our balcony ... ( )

**a** It is necessary to do this (there is no choice).

**b** It is not necessary to do this (there is some choice).

**c** It is impossible to do this.

**d** It is risky or dangerous to do this.

**e** It is sensible to do this.

- 11** Complete the text with the correct form of **could, have to, ought to or dare not (to)**.

My good friend, Kathy, is a hard-working person. She shared a flat with me ten months ago. At that time, she was preparing for an important exam. During the day, she **1** \_\_\_\_\_ go to work. So she **2** \_\_\_\_\_ only study in the evening. To help her get focused, I **3** \_\_\_\_\_ turn on the TV loud as she always studied late. I think she **4** \_\_\_\_\_ have enough sleep.

Now Kathy has passed the exam and moved out to live near her new company.

Surprisingly, I sometimes feel afraid to be alone in the flat at night and **5** \_\_\_\_\_ sleep without the light on now.

### EXPRESS YOURSELF

- 12** If you were one of the people in the reports, what would you do to avoid conflict? Would you resolve it differently?

# DEALING WITH CONFLICT

## ACTIVATE AND SHARE

1 Look at the different ways of dealing with conflict. Discuss with your partner which ways you would use to resolve conflict (✓), and which you wouldn't use (×).

- |   |  |
|---|--|
| <input type="checkbox"/> to respond to anger with more anger        | <input type="checkbox"/> to negotiate with the other person                  |
| <input type="checkbox"/> to do nothing or try to escape             | <input type="checkbox"/> to solve the problem yourself                       |
| <input type="checkbox"/> to repeat what you said in a different way | <input type="checkbox"/> to ask for help from somebody outside the situation |
| <input type="checkbox"/> to explain clearly what you want           | <input type="checkbox"/> to put forward solutions                            |

## LISTEN FOR UNDERSTANDING

 2 Listen to a radio programme about dealing with conflict. What are the three common ways to deal with conflict? Complete the first column of the table.

What are the three common ways?	What does each way mean?	Why isn't it helpful?
	This means you _____ more negatively and _____ to a situation of _____.	The situation can _____ or even lead to _____.
	The person says nothing and tries to _____ the situation.	This does not _____. The person who withdraws feels _____. Holding your feelings inside can be _____.
	You _____ somebody outside the situation, and they _____.	However, people outside the situation _____. They are usually not in _____ to make the right judgment.

 3 Listen again. Complete the rest of the information in Activity 2. Then, share with your partner what you have learnt about the three common ways to deal with conflict.

 4 Listen again. Answer the questions.

- 1 What are the two conflicts the interviewer mentions?
- 2 What is the worst way of dealing with conflict according to Dr. Maguire?
- 3 What is the best way recommended?



**5 Read each situation and how the conflicts are resolved. Analyse their possible consequences. Give comments or recommendations on how to deal with each situation.**

- a** Amy did not do well in her maths exam, and her mother was very angry with her as a result. Amy argued that one exam would not mean total failure, but her mother did not agree. Amy's way to deal with the problem was refusing to talk to her mother for three days.
- b** Bob accidentally stamped on a man's foot on the bus. The man was very angry and swore at Bob. Bob was angry, too. He yelled and swore back at the man.
- c** Daisy thought Cathy had reported her to the teacher, even though Cathy had not. Daisy was so angry that she wouldn't allow Cathy to tell her side of the story. Therefore, Cathy asked her friend Fiona to talk to Daisy on her behalf.

**FOCUS ON FUNCTION: GIVING SUGGESTIONS**

**11.4 6 Listen to Dr. Maguire talking about what we should do to deal with conflict. Complete his suggestions.**

- First, \_\_\_\_\_
- Next, \_\_\_\_\_
- Then, \_\_\_\_\_
- You should \_\_\_\_\_
- Also, \_\_\_\_\_

**11.4 7 Listen and imitate. Complete the Talk Builder.**

<b>Talk Builder</b>	<b>Giving Suggestions</b>	
	1 You _____ not act as if you're 100% right and they are 100% wrong.	it's always better should not should the best thing should never try to
	2 You _____ try to explain clearly what you want.	
	3 You _____ respond in the same way.	
	4 _____ is to repeat what you said in a different way.	
	5 You _____ speak clearly and firmly, but you _____ shout.	
	6 _____ relax, and _____ never to stand too close to the other person.	

**SPEAK**

**8 Pair Work Think about a conflict you have experienced. Share your experience in pairs and give each other suggestions.**

# WAR MEMORIES

## ACTIVATE AND SHARE

- 1 What comes to your mind when talking about wars? What can wars lead to? Use the words and phrases to help you.

army	soldier	bomb	mass murder	losing family members
officer	general	trench	destroyed cities and villages	changing borders
enemy	bleeding	frontier	being wounded	fleeing homeland
shooting	firing	dead body	weeping / sobbing / crying	peace

## READ AND EXPLORE

- 2 Skim through the three stories about wars. Choose a title for each story.

Brave Patient

A Happy Ending

Death of a Village

No More Fighting

### Story A \_\_\_\_\_

- Do Chuc is a 48-year-old Vietnamese farmer whose two daughters and an aunt were killed by American soldiers in My Lai that day. He and his family were eating breakfast when the American soldiers entered the village and ordered all civilians out of their homes. Together with other villagers, they
- 5 were marched a few hundred metres into the village square where they were told to sit. "Still we had no reason to be afraid," Chuc remembered. "Everyone was calm. We'd seen it all before." Then he watched in surprise as the soldiers set up a machine gun. The calm ended and panic set in. The people began weeping and praying. One man
- 10 showed his identification papers to a soldier, but the American simply said, "Sorry." Then the shooting started. Chuc was wounded in the leg and almost unconscious, but he was
- 15 covered by a pile of dead bodies and thus, his life was saved. After waiting an hour, he fled the village. (Adapted from *My Lai 4* by Seymour Hersh)



### Story B \_\_\_\_\_

- We were on the frontier and on Christmas morning we stuck up a board
- 20 displaying "A Merry Christmas" on it. The enemy had stuck up a similar one. Two of our men then threw their equipment off and climbed out of the trench with their hands above their heads as our representatives. Two of the

Germans did the same. They greeted each other and shook hands. Then we all got out of the trench. Bill (our officer) tried to prevent it but it was too late, so he and the other officers climbed out, too. We, and the Germans, walked through the mud and met in the middle of no-man's land.

We spent all day with one another. Some of them could speak English. By the look of them, their trenches were in as bad a state as our own. One of their men, speaking in English, said that he had worked in England for some years and that he was fed up to the neck with this war and would be glad when it was over. We told him he wasn't the only one who was fed up with it. The German officer asked Bill if we would like some beer and they brought them over to us. Bill distributed the beer among us and we consumed a lot. The officers came to an understanding that we would celebrate Christmas in temporary peace until midnight.

Just before midnight, we all decided not to start firing before they did. We'd formed a bond and during the whole of Boxing Day, we never fired a shot and they the same; each side seemed to be waiting for the other to set the ball rolling. One of their men shouted across in English and asked how we had enjoyed the beer. We replied that we were very grateful and spent the whole day chatting with them. That evening we were replaced by other soldiers. (Adapted from *Old Soldiers Never Die* by Frank Richards)

### Story C

I got a phone call from the chief nurse, saying, "You've got a patient there who is going to get an award. Make sure that the ward looks good." This really turned me off to begin with, "Let's clean up the ward because we've got VIPs coming in." Well, the VIPs happened to be a general and a group of about a dozen people. It was this patient's second visit to us and this time he'd had both his legs blown off — he was all-of-about 20 years old. When he was waking up after the surgeon had finished, he whispered, "Don't you remember me, ma'am?" I said, "Oh yeah!" But really I didn't because there were so many of them. The general was coming to give him the award because he happened to be number 20,000 to come through this hospital. They had this little ceremony, where they presented him with a Purple Heart and a watch. As the general handed him the watch, "from the army, to show our appreciation," the kid more or less threw the watch back at him. He said something like, "I can't accept this, sir; it's not going to help me walk." After this little incident, I went over and took him in my arms. If I remember correctly, I started sobbing and I think he was crying, too. I really admired him for that. That was the only time I let somebody see what I felt. It took a lot for him to do that, and it sort of said what this war was all about to me. (Adapted from *A Piece of My Heart* by Keith Walker)





**6 Read the stories again. Complete the summary for each story.**

<b>Story A</b>	Do Chuc's family _____ into the village square, watched the soldiers _____ a machine gun, and then _____ started.
<b>Story B</b>	On Christmas Day, the soldiers on the frontier celebrated Christmas together. They _____ and _____. They were all _____ with the war.
<b>Story C</b>	The young soldier had both his legs _____. He _____ a Purple Heart and a watch for being number 20,000 to _____ the hospital.

**7 Group Work** Choose the most touching part of a story. Read it aloud. Then tell your group members what touches you. Support your opinion with quotes from the story.

**8 Group Work** Think and share.

- 1 What is the turning point of each story?
- 2 For each story, what war memories did each person have?
- 3 What does the author of each story try to convey?

**FOCUS ON LANGUAGE: VERBS WITH SIMILAR MEANINGS**

**9 Put the words in the Word Builder into two groups and explain their difference in usage.**

Word Builder

Verbs with Similar Meanings

sob   chat   reply   swear   greet   tell  
weep   speak   shout   whisper   mention

Cry has a similar meaning to: sob;

Say has a similar meaning to: chat;

**10 Complete the text by choosing the correct options.**

A soldier from World War I tells one of his war memories ...

During the war, I had to work on an air base in South Africa. I remember once we had 24 hours off-duty, my friends and I had a night out in the town. We were walking slowly back to the base at about midnight, talking about the evening, when someone **1 mentioned / chatted** South Africa's famous wild animals. We were **2 chatting / swearing** about stories we'd heard when suddenly my friend, Bob, begged us to be quiet. "Be quiet yourself!" somebody **3 greeted / replied**. Then I heard them. "No, everyone be quiet," I **4 whispered / swore**. And then we all could hear the lions. "Quick, run!" someone **5 mentioned / shouted**. We all ran towards our base. Everyone made it back except me — I fell into a trench! I stayed there till morning when I climbed out and walked back to the base. My friends **6 whispered / greeted** me like a hero. They thought I'd been eaten! I **7 swore / chatted** that I'd never go drinking and then walking in the wild at night again.

**EXPRESS YOURSELF**

**11 Search online for statistics about the death and destruction caused by World War II. Discuss the ways in which war causes suffering. What is your opinion on war?**

# AN OPINION ESSAY

## GET READY FOR WRITING

**1 Group Work** You are going to write an opinion essay on a topic of your interest.

- Discuss in groups and choose a topic.
- Find out every group member's opinion about the topic. Then brainstorm possible reasons for or against the topic.

## READ FOR WRITING

**2** "PubNet" has put forward the topic, "Should TV Advertisements for Unhealthy Products Be Banned?" They invite the public to offer their opinions. Read one of the essays and find out the writer's opinion and the supporting reasons provided.



## Should TV Advertisements for Unhealthy Products Be Banned?

In many countries, there are already laws which do not allow advertising for tobacco products like cigarettes. In my opinion, we should go further and ban advertisements for any unhealthy products such as alcohol and fried food.

- 5** Undoubtedly, unhealthy products harm our health. It is clearly desirable to limit TV advertisements for fast food. The rate of obesity has increased greatly. In some countries, it is second only to smoking as a cause of death. In addition, drinking alcohol results in a wide range of diseases. If children see fewer advertisements on TV of people doing these activities, they are much less likely to try to copy their behaviour.

A reason why people are against the idea is that making the products creates jobs and brings in large amounts of tax. However, surely this is a false argument. The money invested in making these unhealthy products could be used for more worthwhile businesses, such as those that improve our environment. Furthermore, it is not right to make money from activities which harm human health.

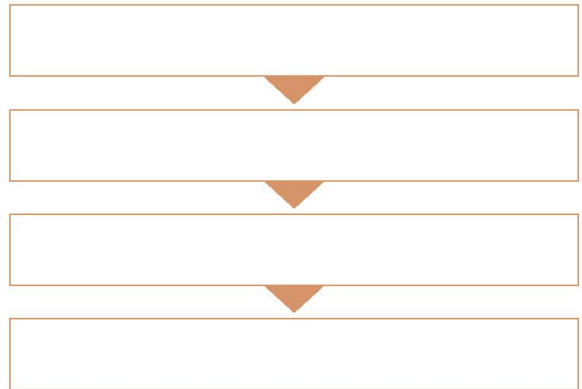
- 20** To conclude, laws to ban TV advertisements of unhealthy products are beneficial to society. They help to save lives and improve the health of a nation.



**FOCUS ON STRUCTURE AND LANGUAGE**

**3** Complete the structure of the text by putting the different parts in the correct order.

- a** Supporting reasons for the opinion
- b** Disapproving of the opposite opinion
- c** Restating the opinion
- d** Presenting the opinion



**4** Write 2–3 sentences for your opinion essay. Use similar expressions in the Sentence Builder that help to support your opinion and make it more convincing.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Sentence Builder*

**Persuasive Language**

Undoubtedly, unhealthy products harm our health.

It is clearly desirable to limit TV advertisements for fast food.

However, surely this is a false argument.

Furthermore, it is not right to make money from activities which harm human health.

**COMPOSE YOUR WRITING**

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

**My Outline**

Topic: \_\_\_\_\_

The opinion: \_\_\_\_\_

Supporting reasons: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Writing Help*

**Writing an Opinion Essay**

*It's important to:*

- *state a clear opinion;*
- *support your opinion with facts. Make your reasons and details stronger with facts and data;*
- *make your essay reasonable, and include relevant details;*
- *use persuasive language.*

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


**7** **Editing** Edit your essay in pairs. Then share what you have written to the class.

Peer Editing Sheet for Unit 11, page 93.

# GIVING OPINIONS



This is a video about how conflict is resolved within a family.

## ACTIVATE AND SHARE

-  **1** Watch the first five seconds of the video without sound. Can you guess the relationship between the girl and the woman? What might they be talking about?



## VIEW AND LEARN

-  **2** Watch Part 1 of the video. What are they arguing about? How did Emma feel?
-  **3** Watch Part 2 of the video. Complete Emma's opinions and her mum's responses.

Emma's Opinions	Mum's Responses
_____ from the centre to here _____.	I agree with you _____.
Before, Kate came home with me but now, _____. Personally, I think 11.30 _____.	I'm sorry, _____ 11.30 _____. And you're only 15.
(I'm) nearly 16. _____.	In my opinion, 11.30 is very late.
I don't think it's late, Mum. _____. When you were young, maybe 11 o'clock _____.	Your dad or I can _____ in the car.
But you can't _____.	Yeah, you're right. There's _____.

-  **4** Watch Part 3 of the video. Write *T* (true), *F* (false) or *NI* (no information).

- ( ) 1 Emma offers to do more around the house to get what she asks for.  
 ( ) 2 Mum agrees that next month Emma can come home by 11.30.  
 ( ) 3 Emma's father will not allow her to come home by 11.30.

-  **5** Watch the whole video. Answer the questions.

- How does Emma make her request? How does she negotiate with her mother?
- What do you think of Emma's request? If you were Emma's mother, how would you respond?
- What do you think of Emma's attitude throughout the video?

## EXPRESS YOURSELF

- 6** Do you have similar situations at home? How do you resolve conflicts in your family?

- 7** Pair Work Choose a situation and role-play it.

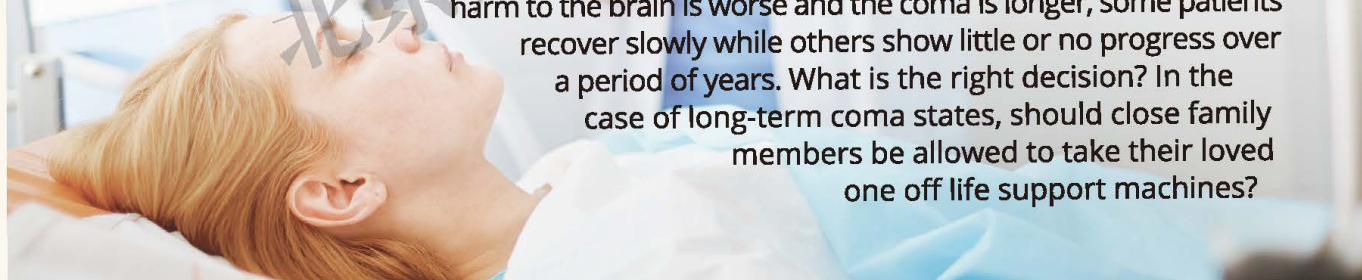
- A mother is talking with her son / daughter about a unique hairstyle he / she would like to have. He / She wants to cut it really short and dye it purple.
- A father is talking with his son / daughter regarding the choice of a future job. The son / daughter wants to be a chef.

# SHOULD PEOPLE IN COMAS BE KEPT ON LIFE SUPPORT MACHINES?

The recent case of an American woman, Terri Schiavo, whose husband won a legal battle to have her taken off life support machines after she spent 15 years in a coma<sup>1</sup>-like state, has exposed the many sensitive legal and medical issues that surround the care of coma patients. Even though 15 years had passed, Terri's parents still believed that her coma was only temporary. Her husband disagreed and said that Terri would not have wanted to live on in this state. The court gave their approval for the life support machines to be turned off. This ruling left Terri's parents feeling numb<sup>2</sup>. Others claimed that life is sacred, which no one has the right to end, but many would say it was the right thing to do for Terri.

Terri had fallen into a coma when a heart attack robbed her brain of oxygen causing permanent harm. People can also fall into comas due to terminal illnesses like cancer and head injuries. Coma patients may seem to be asleep all the time or they may sleep, wake up, move and make sounds. Even though the patient may seem to be "awake" at times, their brain remains unconscious and cannot be woken up. Although doctors don't fully understand comas and the process of recovery, it is generally agreed that a patient's chances of recovery decline the longer they stay in a coma. Therefore, after 15 years it was very unlikely that Terri would ever recover.

Even in less severe cases, doctors admit that they don't know if or how well patients will progress. When there is a minimum of harm to the brain and the coma is brief, patients often return to normal but with some loss of memory or other brain functions. When the harm to the brain is worse and the coma is longer, some patients recover slowly while others show little or no progress over a period of years. What is the right decision? In the case of long-term coma states, should close family members be allowed to take their loved one off life support machines?



## NOTES

1 coma *n.* 昏迷

2 numb *adj.* 发愣的, 麻木的

## GENERAL UNDERSTANDING

- 1 What was the legal case mentioned in the text? What were the controversies raised in the case?

## CRITICAL THINKING

- 2 Should people in comas be kept on life support machines? What's your opinion? Give your reasons.

# TO SUE OR NOT TO SUE?

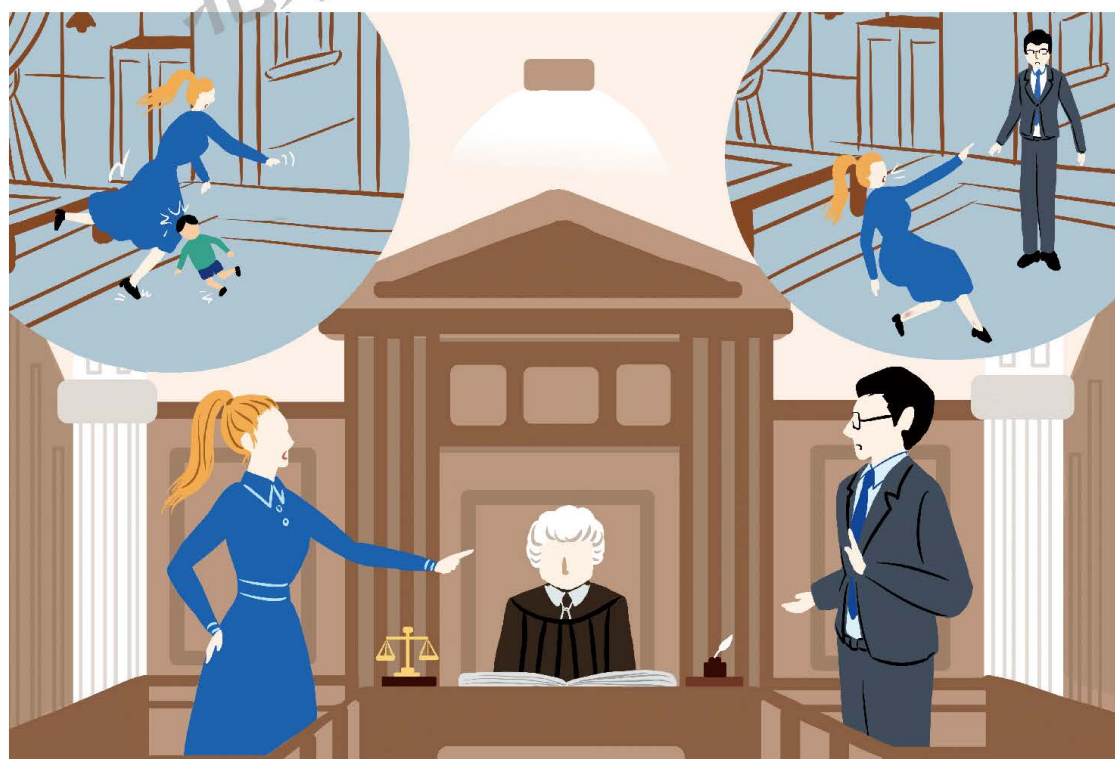
## THE RISE OF THE COMPENSATION CULTURE

Imagine you are on your way out of class today. You trip on a loose piece of carpet and twist your ankle. As a result of the injury, you lose your place in the local sports team, and have to miss an important job interview. Bad luck? Just one of those things? Or an opportunity to get rich quickly?

Perhaps it's not surprising that Roslyn Darch of Houston felt annoyed when she tripped over a little kid running around a furniture store, and broke her ankle. But a few months later, she was \$780,000 richer, after successfully suing<sup>1</sup> the shop. The owners were clearly surprised at the size of Roslyn's payout, particularly since the child she tripped over was her own son.

Some argue that this is just greed — that the amount of money is far too much for the injury suffered — and besides, it's not the shop's fault that a mother can't control her child anyway. Others would say that it's good to see the law taking the side of the individual against the big corporations, for a change. Take the example of the hundreds of smokers who have received millions of dollars from the tobacco companies, after saying they were responsible for the terminal illnesses they had developed because of smoking. Whatever you think, the compensation<sup>2</sup> culture which has emerged in recent years is spreading, and it will affect all of us.

And it's not only claims for physical injuries that are keeping the lawyers busy. A





group of overweight New York teenagers sued giant<sup>3</sup> fast-food company, claiming that they had not had enough warning that a diet of burgers, fries and milkshakes would make them fat. The parents of a 19-year-old English school girl successfully sued her school for £42,000 compensation when she failed to get a top grade in a university entrance exam; and, in perhaps the most weird case of all, Sandra York received \$113,000 from a restaurant after slipping on a spilt soft drink. However, the drink was on the floor because York had thrown it over her boyfriend 30 seconds earlier, during an argument.



a

If you think that going on holiday is a good way to get away from all this trouble, think again — millions of people complain to the British Tourist Authority every year, and many receive some form of compensation. Staff at a famous company is used to dealing with requests for compensation following poor weather, cancelled flights and lost luggage, but one spokesman said, “we recently had a claim from someone who said their holiday was ruined because they didn’t get on with their travelling companion. And we regularly get complaints from holidaymakers travelling abroad who say the locals don’t speak English.”

Who knows where it will end? Some say there should be penalties<sup>4</sup> for excessive<sup>5</sup> claims, or that there should be a limit on payouts. But one thing’s for sure — in the end, the only certain winner is the lawyer!

## NOTES

1 sue *v.* 控告, 起诉

2 compensation *n.* 补偿, 赔偿金

3 giant *adj.* 巨大的

4 penalty *n.* 处罚

5 excessive *adj.* 过多的, 过分的

## GENERAL UNDERSTANDING

### 1 Read the text. Answer the questions.

- 1 What lawsuits are mentioned in the text? What are the reasons for the lawsuits?
- 2 Why do some people think the Roslyn Darch case was unfair?
- 3 What is the author’s attitude towards compensation culture?

## CRITICAL THINKING

- 2 What are the good and bad effects of the compensation culture in a society?
- 3 If you were involved in the cases mentioned in the text, would you sue or not? Give your reasons.

# CHECK YOUR PROGRESS

Use what you have learnt from the unit "Conflict and Compromise" to talk about examples of conflict, big or small. Share with others your personal experience in resolving conflicts, including giving suggestions for dealing with conflict.



1 Chen Xi talks about a documentary he watched on World War I. Complete his speech with the correct form of the words or phrase below.

mud                  weep                  bomb                  panic                  soldier                  frontier  
civilian              incident              general              appreciation              machine gun

There have been so many conflicts in modern history that have led to loss of life. I recently watched a documentary online that showed the horror of war. It was about World War I, where millions of young men spent years in 1\_\_\_\_\_ trenches fighting each other. There was a British 2\_\_\_\_\_ who was leading a group of 3\_\_\_\_\_. They were based near the 4\_\_\_\_\_ of the war in Eastern France. They were trying to protect 5\_\_\_\_\_ in a village. One night, many German 6\_\_\_\_\_ were dropped around the area. The villagers 7\_\_\_\_\_ and ran into the night. They were all killed by 8\_\_\_\_\_ fire. The 9\_\_\_\_\_ caused the general so much suffering. He was interviewed as an elderly man and was 10\_\_\_\_\_ as he spoke about it. Although it was a tough documentary to watch, I feel it gave me an 11\_\_\_\_\_ for the value of peace. The world would be a better place without any war or conflict.



2 Chen Xi shares another documentary of a personal account by an Italian woman who lived through World War II. Complete the personal account with the correct form of the verbs below.

tell                  shout                  reply                  greet                  weep                  speak

We were in Rome when World War II ended. The first we knew of it was when we heard bells ringing and people running into the streets. Everyone was 1\_\_\_\_\_ with joy and excitement. "What's going on?" I asked. "It seems like the war is over," 2\_\_\_\_\_ one of the soldiers. Everyone started 3\_\_\_\_\_ at once. Some people began 4\_\_\_\_\_ with joy and relief. Others were 5\_\_\_\_\_ each other that it was a day that they would go down in history. Later that day we 6\_\_\_\_\_ the allied tanks as they rolled into the square. It was a day of great joy and one I will never forget!





**3** Li Zhen talks about a conflict situation she had with her brother. Complete her story with the correct form of the words below.

dare	react	recall	handle	worse
pleasant	quarrel	withdraw	anyhow	literally

A while ago my brother and I were **1**\_\_\_\_\_ a lot. At first we would argue at least once a week but then it **2**\_\_\_\_\_ became a daily occurrence. He was always teasing me and although I tried not **3**\_\_\_\_\_ to him, it was usually difficult not to.

I can't **4**\_\_\_\_\_ the reason for all our arguments, but I remember once he took my mobile phone without asking and used it to make calls to his friends. I was so angry. I couldn't believe he would **5**\_\_\_\_\_ do something like that! Instead of fighting with him, I decided then to **6**\_\_\_\_\_ from him completely and just pretend he didn't exist. I thought this would help but the situation became **7**\_\_\_\_\_.

In the end, I decided to **8**\_\_\_\_\_ the conflict by telling him how I was feeling. He was surprised as he didn't realise he had hurt me so much. **9**\_\_\_\_\_, we made peace with each other and since then he has always been friendly and **10**\_\_\_\_\_ to me.

Communication is always the best thing when you have a problem with someone.



**4** Chen Yang speaks to Fang Lan during the break about a problem he is having with some bullies. He asks Fang Lan for advice. Complete their conversation using the correct sentences.

- a The first thing you should remember is that people who bully have low self-esteem
- b next time, when they try to bully you, tell them you are not going to put up with it anymore.
- c In fact, I think you should stand up to them.
- d What do you think I should do?
- e how am I going to do that when they are so much bigger than I am?

Chen Yang: I'm having a hard time at school. There is a group that keeps bullying me. **1**\_\_\_\_\_

Fang Lan: **2**\_\_\_\_\_ and they only do it because they don't feel good about themselves. If you realise that it's not about you, you are halfway to solving the problem.

Chen Yang: Hmm, that makes sense when you say it, but it isn't easy to just ignore them.

Fang Lan: Right, I understand that. I'm not telling you to ignore them. **3**\_\_\_\_\_

Chen Yang: Yeah, **4**\_\_\_\_\_

Fang Lan: Size has nothing to do with it. It's how you feel about yourself that matters. Realise what an amazing person you are and then **5**\_\_\_\_\_

Chen Yang: And if that doesn't work ...

Fang Lan: Then it is probably time to tell an adult about it.





5 What are some ways to resolve a conflict with a friend? Write down your suggestions.

### Conflict Resolution

My suggestions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## UNIT DIARY

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

★ *Three suggestions I have found useful for resolving conflicts:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

★ *Useful expressions I learnt about giving suggestions:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

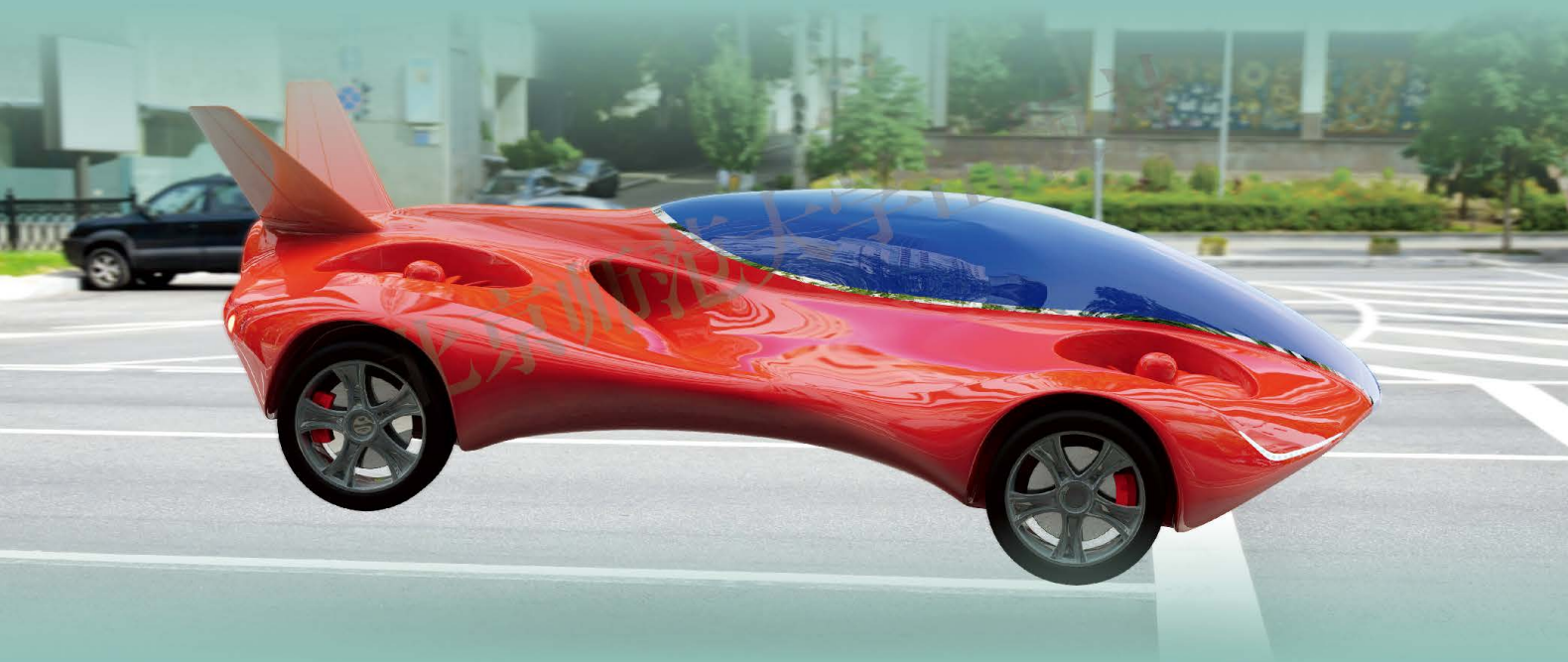
★ *The parts I like / dislike about this unit:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

UNIT

# 12

# INNOVATION

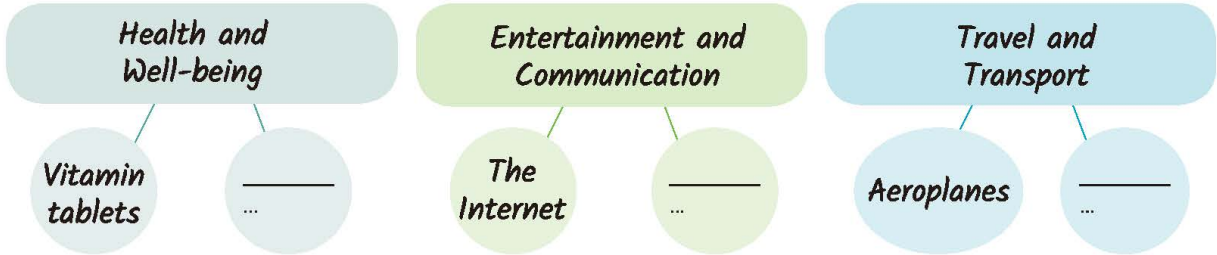


### **In this unit, you will:**

- listen, read and talk about innovation;
- learn to use adjectives and prepositional phrases to express meaning, and also learn how to make polite requests;
- write an introduction to an inventor and his / her invention;
- view an episode about how technology helps blind people explore the world and express your opinions about it.

# TOPIC TALK

1 **Pair Work** What inventions or discoveries are significant in improving the quality of human life? What are the inventions you cannot live without? Why?



**Example** *The Internet is an invention that I cannot live without as I use it every day for study, fun and communication.*

12.1 2 Read the Text Builder carefully. Then listen to the dialogue and complete it by underlining the words or expressions you hear.

## Text Builder


## Innovation

Inventors are interested in \_\_\_\_\_ and \_\_\_\_\_.  
 They are \_\_\_\_\_ and \_\_\_\_\_.

My invention is a type of \_\_\_\_\_.

The biggest advantage is that it is \_\_\_\_\_.

**Inventor's Interests and Qualities**  
 solving problems, improving the well-being of human life, discovering the mysteries of the universe, understanding the world how our lives can be improved  
 creative, curious, smart, persistent, hardworking, gifted



**Types of Inventions**  
 plastic and garbage gathering device, labour-saving machine, energy-saving equipment, environmental protection device, health-care tool



**Advantages of Inventions**  
 cheap to produce  
 easy to use  
 light, small, useful, helpful, convenient, productive, environment-friendly, fast



**3 Use the Text Builder to talk about an inventor and one particular invention that he / she has made.**

**12.2** **4 Listen to the dialogue. Answer the questions.**

- 1 Before the invention of the Internet, who mainly used computers?
- 2 Where did people get information before the invention of the Internet?
- 3 When did the Internet become widely used?

**5 Use the language you have learnt to write a short paragraph about inventors' interests and qualities in general. Support your opinion with some examples.**

“

## Quote ... Unquote

*Every once in a while, a new technology, an old problem, and a big idea turn into an innovation.*

– Dean Kamen

*Intelligence is the ability to adapt to change.*

– Stephen Hawking

”

*I am one of those who think like Nobel, that humanity will draw more good than evil from new discoveries.*

– Marie Curie

*Innovation distinguishes between a leader and a follower.*

– Steve Jobs



Marie Curie ►

### NOTES

- Dean Kamen (born in 1951), an American engineer and inventor.
- Marie Curie (1867–1934), a Polish-French physicist and chemist who won the 1903 Nobel Prize for Physics and the 1911 Nobel Prize for Chemistry.
- Steve Jobs (1955–2011), an American entrepreneur, inventor and industrial designer.
- Stephen Hawking (1942–2018), an English theoretical physicist and mathematician who was a researcher at the University of Cambridge.

# SCIENTIFIC BREAKTHROUGHS

## ACTIVATE AND SHARE

- 1 What do you think are the most important inventions or discoveries of the 20<sup>th</sup> century? Can you name a few inventors? What makes them great?

premier scientist  
to be inspired by

pioneers of the 20<sup>th</sup> century  
to be proposed by

to be committed to  
to improve the quality of human life

## READ AND EXPLORE

- 2 Read the text about some of the pioneers in science during the 20<sup>th</sup> century. What discoveries are mentioned? Who made them?

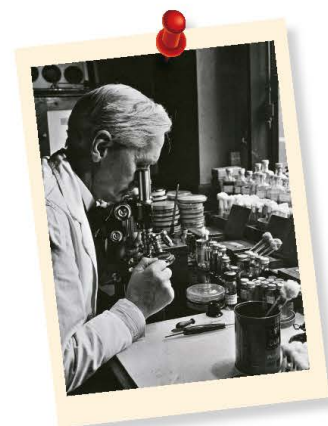
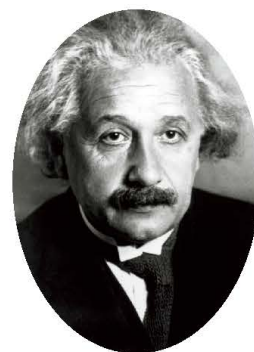
If you had to choose the single most important discovery of the 20<sup>th</sup> century, you would have a real problem on your hands. In just 100 years, the world has changed completely. Amazing discoveries were made in medicine, communications and transport, not to mention our knowledge of the world and

- 5 space. Medical advances ranged from discovering the causes of diseases under microscopes to staging operations to replace diseased organs with donated ones. Communications changed with the introduction of mobile phones, and the way we correspond went from writing letters to emailing and sending instant messages. We started flying around the world, launching satellites into
- 10 orbit and, at the same time, scientists figured out how to split the atom, previously thought to be the smallest particle of matter in the universe.

Although it is impossible to choose the most important discovery, it is possible to single out a few pioneers of the 20<sup>th</sup> century. Here are some of them.

- 15 One of the 20<sup>th</sup> century's premier scientists was Albert Einstein. In the summer of 1905, this outspoken young man was rocking his one-year-old baby when he was suddenly inspired. Subsequently, " $E=mc^2$ " was born. It showed how a small piece of mass could produce an unbelievable
- 20 amount of energy. Einstein then showed in his "theory of relativity" that not even time, mass or length are constant — they change according to our experience of them.

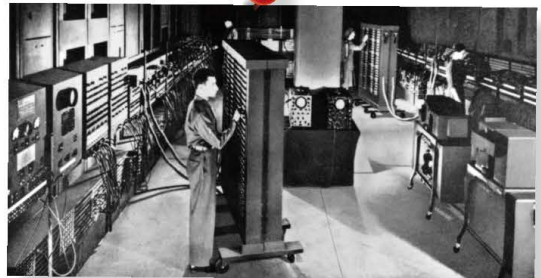
- In 1929, another important finding was made by
- 25 biologist Alexander Fleming. Before he went on holiday, Fleming left a dish of bacteria in his laboratory. When he came back, he noticed something strange. He double-checked and saw a blue mould in the dish around which



the bacteria had been destroyed. This blue mould was in fact the natural form  
 30 of penicillin, which Fleming perceived could be used to kill bacteria. A few years  
 later, penicillin was being mass-produced and helping to save the lives of  
 millions. Fleming remained humble about the amazing outcome of his  
 discovery. "Nature made penicillin," he said, "I just found it."

During World War II, when Fleming's discovery was

35 first helping to cure people, the US Navy  
 was looking for ways of improving the  
 accuracy of their missiles. The navy  
 turned to Eckert, an engineer, and  
 Mauchly, a physicist, to deal with the  
 40 problem and produce a machine to do the  
 job in a joint effort. Although they only  
 finished after the war in 1946, it did not  
 matter. This huge machine was the world's  
 first computer, but it was nothing like our



45 computers today. It measured 100 feet long by over 10 feet high and weighed over  
 30,000 kilograms. With 18,000 tubes, thousands of circuits and 6,000 switches, it  
 used so much energy that when it was turned on, the lights in the local town went  
 out!

With the development of computers, people expected to get more things done  
 50 efficiently. During the Cold War, a "huge network" of computers was proposed by  
 two American scientists. With computers talking to one another, it would enable  
 government leaders to communicate with each other. By the end of the 1960s,  
 some mini-networks were established, but only a few computers could connect to  
 them. In 1990, Tim Berners-Lee invented the World Wide Web, which enabled  
 55 computers all over the world to communicate with each other. Nowadays, life  
 without the Internet for most people is unimaginable.

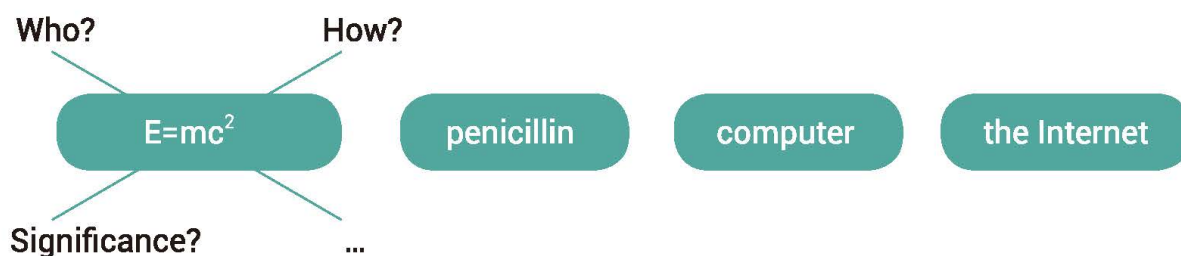
These pioneers of the 20<sup>th</sup> century were all dedicated to improving the quality of  
 human life on Earth. Human life on this planet has been transformed into a  
 "global village", with all the different countries linked in the chain of common  
 60 interests. There is no doubt about it. Without the breakthroughs of these  
 pioneers in science and technology, whether lucky or planned, the world as we  
 know it today would be a completely different place.

**3 Match the discoveries or inventions (1–4) with how they came about (a–d).**

- 1  $E=mc^2$
- 2 penicillin
- 3 the first computer
- 4 the Internet

- a scientists worked together as a team
- b there was a lucky accident
- c different scientists worked on it for many years
- d a scientist was inspired

- 4 **Group Work** Find information about how the following things were invented / discovered. Organise the information in your own way. Then describe the process in groups.



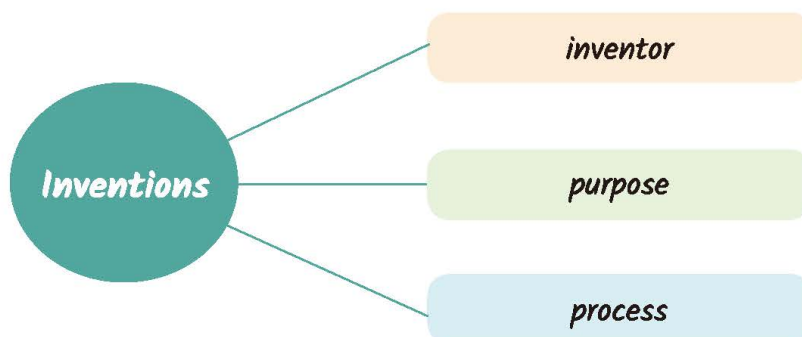
- 5 Write *T* (true), *F* (false) or *NI* (no information) in brackets.

- ( ) 1 It is not easy to choose the single most important discoveries of the 20<sup>th</sup> century.
- ( ) 2 An atom is the smallest particle of matter.
- ( ) 3 Einstein was at work when he thought of the equation "E=mc<sup>2</sup>".
- ( ) 4 Einstein participated in the programme that developed the nuclear bomb.
- ( ) 5 Einstein observed changes in time, size and mass.
- ( ) 6 Fleming had been studying bacteria in his laboratory when the discovery happened.
- ( ) 7 Fleming developed the process of making penicillin.
- ( ) 8 The first computer project failed to meet its original goal.
- ( ) 9 The first computer was extremely difficult to programme.
- ( ) 10 Computers could not connect to each other before 1990.

- 6 **Group Work** Think and share.

- 1 Which discovery or invention mentioned in the text has been the most important so far? Why?
- 2 Which discovery or invention will most influence the future? Why?
- 3 How did the writer connect the paragraphs? Circle the signal words or phrases.

- 7 **Group Work** Each member writes a short summary about one of the discoveries or inventions from the following aspects. Then share with other members. The whole group works together to edit the summaries before putting them together to make a poster.





**8 Complete the passage with the correct form of the words below.**

orbit	missile	enable	launch	accuracy
scientific	microscope	inventor	biologist	

I really don't know what I want to do when I leave school. My dad is a computer engineer working on the improvement of the **1**\_\_\_\_\_ of the Navy's **2**\_\_\_\_\_. I would like to follow in his footsteps, but then I'd have to sit in front of a computer all day. My mum is a **3**\_\_\_\_\_, but it seems to me that all she does is looking at bacteria through a **4**\_\_\_\_\_. All that stuff about **5**\_\_\_\_\_ findings that save people's lives is pretty interesting, but I think I might be more interested in studying medicine. But then again, my uncle is a scientist and he is always talking about **6**\_\_\_\_\_ satellites into **7**\_\_\_\_\_. I find this very exciting. I know what I want to be! I could be an **8**\_\_\_\_\_! I could come up with hundreds of inventions that will **9**\_\_\_\_\_ people to live better lives. But ... I don't think there's a university course for inventors. Maybe I should just find out what I really like first.

**FOCUS ON LANGUAGE: ADJECTIVES**

**9 Complete the sentences with adjectives from the text.**

**Word Builder**

**Adjectives**

- 1 If you had to choose the \_\_\_\_\_ most important discovery of the 20<sup>th</sup> century ...
- 2 ... the way we correspond went from writing letters to emailing and sending \_\_\_\_\_ messages.
- 3 ... it is \_\_\_\_\_ to single out a few pioneers of the 20<sup>th</sup> century.
- 4 ... this \_\_\_\_\_ young man was rocking his \_\_\_\_\_ baby when he was suddenly inspired.
- 5 In 1929, another \_\_\_\_\_ finding was made by ...
- 6 ... the world as we know it today would be a completely \_\_\_\_\_ place.

**10 Study the sentences in Activity 9. Answer the questions.**

- 1 If there is more than one adjective before a noun, what is the order of the adjectives?
- 2 What words can be used to modify adjectives?
- 3 Find some compound adjectives. How are they formed?
- 4 Which of the adjectives are comparable adjectives? Which are non-comparable adjectives?

**EXPRESS YOURSELF**

- 11 Search online to find the major discoveries and inventions of the 21<sup>st</sup> century. Which do you think is the most important? Why?**

# AHA MOMENT

## ACTIVATE AND SHARE

- 1 Pair Work** Have you had the experience of arriving at a sudden exciting idea for a difficult problem? Talk about your experience with a partner.

to fly / come into my mind	to come all at once
to occur to me	to emerge
to have a flash of insights	to happen by coincidence



**Example** *I once had such an experience. I was clueless about a maths problem for a whole week. All of a sudden, an idea flew into my mind. And I was very excited about it.*

## LISTEN FOR UNDERSTANDING

- 2** You are going to listen to a radio interview about “aha moment”. What do you think an “aha moment” is?

- 12.3** **3** Listen to what the host says at the beginning of the interview. Answer the questions.

- 1 What is an “aha moment”?
- 2 What is going to be discussed in the interview?

- 12.3** **4** Listen to Part 1 of the interview. What is the misunderstanding about an “aha moment”? What is Dr. Bond's opinion about the relationship between an “aha moment” and hard work?

**Misunderstanding:** Some think an “aha moment” happens \_\_\_\_\_.

**Dr. Bond's opinion:**

- Behind a brilliant idea, there's often \_\_\_\_\_ involved in it.
- He / She has to \_\_\_\_\_ before making a discovery. (In other words: Inspiration doesn't appear \_\_\_\_\_.)

- 5** What example does Dr. Bond use? What indicator does he use to show his opinion in talking about the example?

### Skill Builder

#### Understanding Expressions Indicating the Opposite

Some speakers draw listeners' attention to important messages by the opposite of the idea they just said.

- Pay attention to transition words such as *instead, in fact* and *however*.
- Pay attention to the stressed words or phrases.

- 12.4** **6** Listen to Part 2 of the interview. Write down the four stages of the creative process. What does each one possibly mean?

Stage 1 p \_\_\_\_\_ Stage 2 incubation Stage 3 e \_\_\_\_\_ Stage 4 e \_\_\_\_\_

- 7** **Underline** and correct the wrong information in the following statements.

- 1 "Aha moments" happen by coincidence.
- 2 The discovery of the "theory of relativity" came easily when Albert Einstein was rocking his baby.
- 3 According to the radio interview, only a few people have experienced "aha moments".
- 4 Dr. Bond's opinion is that all hard work will lead to "aha moments".



### FOCUS ON FUNCTION: POLITE REQUESTS

- 8** **Pair Work** What is Dr. Bond going to talk about in Part 3 of the interview?

- 12.5** **9** Listen to the interview. Answer the questions.

- 1 How does Dr. Bond explain what he means by "incubation"?
- 2 Why is incubation important?
- 3 What are the two example questions to ask at the stage of evaluation?
- 4 What do you do in the elaboration phase of the creative process?

- 12.5** **10** Listen and imitate. Complete the Talk Builder.

Talk Builder	<b>Polite Requests</b>	
	1 _____ more about the stages?	I'm afraid Would you please tell us Does that mean Could you explain
	2 _____ what "incubation" means?	
	3 _____ "doing nothing"?	
	4 _____ I don't understand what "elaboration" means.	

- 11** In what situation or to whom would you use polite requests?

### SPEAK

- 12** **Group Work** Do you agree with Dr. Bond's theory of "aha moment"? Why or why not?

# STEPHEN HAWKING

## ACTIVATE AND SHARE

**1** Have you heard about Stephen Hawking? What did he discover or do? What was special about him?

- one of the world's most famous scientists in theoretical physics
- to have a rare disease      to lose speech      to overcome the challenge of ...
- his physical abilities decline      to discover the secrets of the universe

## READ AND EXPLORE

**2** Look at the webpage about Stephen Hawking. Complete the information on the left. Then go back to Activity 1, and answer the questions in more detail.

← → ↻

— □ ×

*Birth*

---

*Education*

- ▶ St Albans School
- ▶ The University of \_\_\_\_\_ (1959–1962), studied \_\_\_\_\_
- ▶ PhD, the University of Cambridge (1966)

*Career*

- ▶ Institute of Astronomy, \_\_\_\_\_ (1968–1973)
- ▶ Professor of Mathematics, Cambridge (1979–2009)
- ▶ Director of Research, Centre for Theoretical Cosmology, Cambridge (2009–2018)

*Family*


Married to Jane Wilde (1965–1991, three children) and Elaine Mason (1995–2006)

On 14 March, 2018, one of the world's most influential scientists, Stephen Hawking, died at his home in England, aged 76. Hawking was famous, not just for his brilliant work in theoretical physics and cosmology, but also for overcoming the challenges of ALS (a disease that affects muscle control).

Stephen Hawking was born on 8 January, 1942, in Oxford. He went to the University of Oxford to study physics in 1959. At the age of 21, when Hawking spent his first year at the University of Cambridge, physicians discovered he had a rare, slow-

progressing form of ALS. He was only expected to live for a few years.

Hawking later found a job at the Institute of Astronomy in Cambridge. In the early stages of his





- 25 career, his illness got worse, but he was allowed to do research only rather than teach, which was easier for him. In 1985, he had to have an operation. As a result, he lost his speech. Soon his doctors developed a piece of speech-generating equipment that allowed him to speak. However, as his illness became worse, he lost the use of his hands.
- 30 Although Hawking's physical abilities declined over decades, he never ceased his studies and he developed a number of new ideas about black holes. Hawking believed that the birth of the universe (the "Big Bang") created many small black holes. His theory was that there was a sort of hole in the centre of a black hole. This hole led to another
- 35 universe, completely separate from our own.

Hawking also wrote books. His 1988 book, *A Brief History of Time: From the Big Bang to Black Holes*, sold one copy for every 750 people on Earth. However, many people could not really understand what he had written. Therefore, Hawking decided to write a simpler version, *A Briefer History of Time* (2005).

In *The Grand Design* (2010, with Leonard Mlodinow), Hawking argued that we should look for a different way to discover the deepest secrets of the universe. Instead of trying to find one big new explanation, scientists should put together all the ideas that they already have.

45 At the opening of the London 2012 Olympics, Hawking said to a TV audience of 900 million people: "Look up at the stars and not down at your feet ... be curious."

In spite of his disease, Hawking didn't consider himself an unlucky man. He said it had not prevented him from having a family, and being

50 successful in his work. "My expectations were reduced to zero when I was 21. Everything since then has been a bonus." And he believed

55 this was because of the help he received from his family and a large number of people

60 and organisations.

#### WHAT IS A BLACK HOLE?

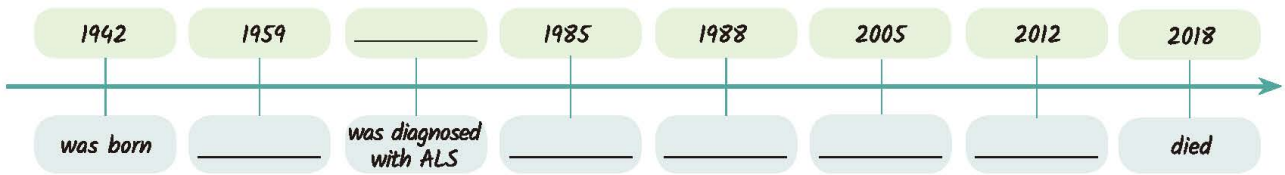
A black hole is a place in space where gravity is very strong. Anything that falls into it never comes out. Nothing can escape from it, not even light. As a result, it is impossible to see a black hole.

EHT Collaboration



Fact File

**3 Pair Work** Read the webpage again. Complete the timeline about Stephen Hawking's life and work. Then tell each other about him in pairs based on the timeline.



**4 Pair Work** Read the webpage again. Ask and answer the questions about Stephen Hawking in pairs.

- 1 When did he become ill? What was the result of his illness?
- 2 What did he study? What did he find?
- 3 What books did he write? What did he argue in the books?
- 4 What is a black hole?

**5 Introduce Stephen Hawking based on the diagram.**



**6 Group Work** Think and share.

- 1 What was Stephen Hawking's attitude towards life? Find evidence from the webpage.
- 2 What do you think this saying by Stephen Hawking means: "Look up at the stars and not down at your feet ... be curious."?
- 3 How are the paragraphs on the webpage connected to each other? Find and circle the indicators.

**7 Complete the summary of Stephen Hawking's life based on what you have learnt.**

Stephen Hawking was born in 1942. He studied at Universities of Oxford and Cambridge, but at the age of 21, he was diagnosed with a serious disease. However, he finished his **1**\_\_\_\_\_ and got a job at the University of Cambridge and continued his work in **2**\_\_\_\_\_ physics and **3**\_\_\_\_\_. While his reputation for his work spread, his physical ability **4**\_\_\_\_\_. In 1985, after an operation, he started to use **5**\_\_\_\_\_ to help him talk. However, Hawking never ceased his studies and he continued to develop his theories on **6**\_\_\_\_\_. Hawking believed that he was not an unlucky person. From his diagnosis at 21 he regarded everything since then as a **7**\_\_\_\_\_. He was proud of his family and his work, and he appreciated the help that many people had given him.

**FOCUS ON LANGUAGE: PHRASAL PREPOSITIONS**

- 8 Complete the Word Builder with phrasal prepositions. What other phrasal prepositions do you know?
- 9 Use the phrasal prepositions below to complete the webpage below on Stephen Hawking.

instead of    with the help of  
 in spite of    as a result of

Word Builder


**Phrasal Prepositions**

- 1 \_\_\_\_\_ 21, when Hawking spent his first year at the University of Cambridge ...
- 2 His theory was that there was a sort of hole \_\_\_\_\_ a black hole.
- 3 \_\_\_\_\_ trying to find one big new explanation, scientists should ...
- 4 \_\_\_\_\_ his disease, Hawking didn't consider himself an unlucky man.

← → ↻
 
⊞ ⊠ ⊗

## After the Operation

In 1985, Hawking had to have an operation on his throat. 1 \_\_\_\_\_ the operation, he couldn't speak at all. However, 2 \_\_\_\_\_ not being able to talk, he was still able to communicate by raising his eyebrows when someone pointed to the right letter on a spelling card. A computer expert heard of Hawking's problem and sent him a computer programme. 3 \_\_\_\_\_ this programme, Hawking could choose words from a menu on a screen. 4 \_\_\_\_\_ pressing a switch in his hand, he could control the programme by making a head or eye movement. At first, he could run the programme on a desktop computer, but then a man called David Mason fitted a small portable computer to his wheelchair.



**10 Complete the questions with a preposition.**

- 1 What are you interested \_\_\_\_\_?
- 2 In your family, who do you have a good relationship \_\_\_\_\_?
- 3 What are you afraid \_\_\_\_\_?
- 4 What are you proud \_\_\_\_\_?
- 5 What's the most serious problem that's ever happened \_\_\_\_\_ you?
- 6 How did you deal \_\_\_\_\_ your problem?

**EXPRESS YOURSELF**

- 11 Find more information about Stephen Hawking online. Do you feel inspired by him? Give reasons along with your comments.

# AN INTRODUCTION OF AN INVENTOR AND HIS / HER INVENTION

## GET READY FOR WRITING

**1 Group Work** You are going to write about an inventor and his / her invention that you find amazing. Discuss the questions.

- 1 Which inventor are you going to write about? Which of his / her inventions do you find amazing?
- 2 How was the invention made?
- 3 What influence has this invention had on society?

## READ FOR WRITING

**2 Read the essay "James Watt and the Steam Engine". Answer the questions.**

- 1 Who was James Watt?
- 2 What did he improve?
- 3 How did he make the improvement?
- 4 What contribution did he make to human history?

### James Watt and the Steam Engine

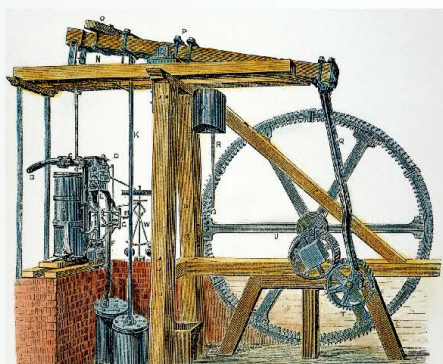


James Watt was an engineer, scientist and inventor, who was born in Scotland in 1736. As a child, he was gifted in the areas of maths and science.

One day when he was 12 years old, he was sitting in his family kitchen watching a kettle boiling water. As the water boiled, the steam made the top of the kettle bounce up and down. He thought deeply about what was happening, as steam was only water but seemed to be powerful enough to lift a kettle top. He reflected further on the process, estimating how much more power could be created by a larger amount of water. Later he began to

experiment with steam and eventually developed the steam engine. This was a great improvement on the Newcomen steam engine, which was commonly used at the time.

Watt's invention changed the course of human history. Steam engines helped to power factories that started the Industrial Revolution. With this came new types of jobs and the availability of new products at lower costs. In the area of transportation, steam engines were used to power trains and boats, helping people to travel greater distances in much shorter times.





### FOCUS ON STRUCTURE AND LANGUAGE

- 3 Mark the following parts in the essay.
- The inventor and the invention
  - The inspiration of the invention and the inventor's research
  - The influence of the invention

- 4 Write 2–3 sentences for your essay introducing an inventor and his / her invention. Use the Sentence Builder to help you.

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### COMPOSE YOUR WRITING

- 5 Search online for more information about the inventor and the invention you are going to write about.
- 6 **Outlining** Complete the outline of your essay based on Activity 4.

#### My Outline

Inventor: \_\_\_\_\_

Invention: \_\_\_\_\_

Inspiration and research: \_\_\_\_\_

Influence of the invention: \_\_\_\_\_

### Sentence Builder

#### Time Expressions (2)

James Watt was an engineer, scientist and inventor, who was born in Scotland in 1736.

One day when he was 12 years old, he was sitting in his family kitchen watching a kettle boiling water.

As the water boiled, the steam made the top of the kettle bounce up and down.

Later, he began to experiment with steam, and eventually developed a steam engine.

### Writing Help

#### Writing an Introduction of an Inventor and His / Her Invention

##### It's important to:

- make your essay well-structured and include the inventor, the inventing process (inspiration), and the influence of the invention;
- use a variety of time expressions to introduce how the invention came about;
- use the past tense to describe the inventor's actions in creating the invention.

- 7 **Drafting** Use your outline and the Writing Help to write your first draft.
- 8 **Editing** Edit your essay in pairs. Then share what you have written in class.

 Peer Editing Sheet for Unit 12, page 93.

# HOW NEW TECHNOLOGY HELPS BLIND PEOPLE EXPLORE THE WORLD

In this video, an inventor shows some new technologies that help blind people explore the world independently.



## ACTIVATE AND SHARE

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

- 1 How do blind people find directions? What is the hardest thing for them?
- 2 How can technology help to improve the quality of life for blind people?

## VIEW AND LEARN

### 2 Watch Part 1 of Chieko Asakawa's talk. Complete the information. What have you found out about her?

I lost my sight at the age of 14 in **1** \_\_\_\_\_ and suddenly I became **2** \_\_\_\_\_. The hardest thing for me was losing my **3** \_\_\_\_\_. Things that until then **4** \_\_\_\_\_ became almost **5** \_\_\_\_\_ now. Back then, there were no **6** \_\_\_\_\_, no Internet and no smart phones. So I had to ask one of my brothers to **7** \_\_\_\_\_. Of course, my brothers were **8** \_\_\_\_\_ about it. And later I noticed they were not there whenever **9** \_\_\_\_\_. I don't **10** \_\_\_\_\_ them. I really wanted to be freed from **11** \_\_\_\_\_ someone. That became my **12** \_\_\_\_\_ to ignite innovation.

### 3 Watch Part 2. Write *T* (true) or *F* (false).

- ( ) 1 Chieko helped the blind gain access to the Internet through digital Braille books, dictionaries, and a library network.
- ( ) 2 Cognitive Assistance helps the blind understand their surrounding world and responds to them in voice or sends vibration to their fingers.
- ( ) 3 The technology of Cognitive Assistance could help Chieko come up on the stage all by herself at the time of the talk.

### 4 Watch the whole video again. Answer the questions.

- 1 What do you understand by the statement "History shows us accessibility ignites innovation."?
- 2 Why does Chieko believe that recognising facial expressions is very important for her to be social?
- 3 What is Chieko's goal eventually? What does she hope that the technology will do for her?

## EXPRESS YOURSELF

### 5 Group Work What can technology do for the blind now and what might they be able to do in the future? Share your ideas in groups.

# ANCIENT CHINESE INVENTIONS

The ancient Chinese are associated with many important inventions, some of which have changed the world, and many of which we still use today.

## Paper-making

The ancient Chinese invented and were using paper about 2,000 years ago. Early paper in China was made from bamboo fibre. The plant was put in water and then beaten to a pulp<sup>1</sup>. This pulp was then dried into fine sheets. Because of the invention of paper, China was one of the first nations to start producing historical records, maps and literature.



## Gunpowder

Gunpowder was invented by the Chinese in the eighth century AD. Early Chinese scientists discovered how they could make something explode. Gunpowder was used in wars and led to the development of many different kinds of weapons. For example, rockets carrying gunpowder could be launched at enemy soldiers from a bamboo tube.



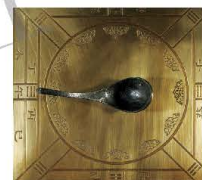
## Printing

A Chinese craftsman called Bi Sheng invented the movable-type printing in 1045 AD. Early printing presses were made by carving wooden blocks with characters. The blocks were then arranged to form the words on a page. This invention made it much quicker and easier to reproduce written work and led to the first ever mass-production of books and literature. Because books became more widely available to the public, general literacy<sup>2</sup> in China was a lot better than anywhere else in the world.



## The Compass<sup>3</sup>

The ancient Chinese noticed that certain kinds of metals usually lined up in a north to south position. By the third century, they had started making the first, simple compasses by floating small pins of magnetic<sup>4</sup> metal in bowls of water. By the 11<sup>th</sup> century, the Chinese were using highly developed compasses to navigate<sup>5</sup> their ships at sea. In the West, magnetism was not discovered until the 15<sup>th</sup> century. Until this time, European sailors were still navigating by the stars.



## NOTES

1 pulp *n.* 纸浆

4 magnetic *adj.* 有磁力的

2 literacy *n.* 读写能力, 有文化

5 navigate *v.* 导航, 航行

3 compass *n.* 指南针, 罗盘

## GENERAL UNDERSTANDING

1 When did these Chinese inventions first appear in history? How were they used?

## CRITICAL THINKING

2 How have the four inventions enhanced the quality of life for humans?

# SIMPLE INVENTIONS THAT CHANGED THE WORLD

There are many inventions in the world that have changed people's lives. To illustrate this, let's have a look at three simple inventions: the clock, the refrigerator and the elevator. One regulates almost everything we do, another affects the way we eat, and the last has changed the very look of our cities.



Over the centuries, people have designed clocks that measure time in many different ways. The ancient Egyptians, for example, made a clock that was simply a stone, bowl-shaped container with a hole at the bottom. The container would be filled with water which would drip from the bottom at a constant rate. Markings on the inside of the bowl showed how much time had passed.

Mechanical clocks are a relatively new invention. European inventors developed the first accurate mechanical clocks in the 16<sup>th</sup> and 17<sup>th</sup> centuries. These clocks and watches were designed to measure time in seconds.

In today's busy and modern world, almost every part of our day-to-day lives is governed by time and our ability to measure it accurately. Without watches or clocks, even simple tasks like catching a train, meeting a friend or even boiling an egg would be very difficult indeed.



Time may govern our lives, but food keeps us alive. Therefore, preserving food has always been an important consideration for people.

Thousands of years ago, people realised that they could preserve meat by burying it in snow. The Chinese were among the first people to begin collecting and storing ice specifically for the purpose of preserving food.

Early refrigerators were actually ice-boxes — containers filled with ice. This method required fresh ice to be delivered to homes daily. Refrigerators as we know them today work very differently: they use gases to cool the inside of the container. Oliver Evans invented the first refrigeration machine in 1805. Modern refrigerators work much the same way as Evans'

original. Compressed gases in a metal coil<sup>1</sup> inside the refrigerator suck the heat out of the surrounding air as the gases expand.

In China, 20 years ago, refrigerators were on the list of “Three New Big Things” for people to buy to improve their lives. Now it is a common object in most homes and people would find it difficult to imagine living without it.

Unlike refrigerators, elevators are generally not found in people’s homes, but they have helped change the environment that millions of people live in.

Scientists and engineers from ancient civilisations used ropes to lift heavy objects, but it wasn’t until 1857 that a man called Elisha Otis designed and built a machine that used hydraulics<sup>2</sup> to carry people between the floors of a building. In 1880, German inventor, Werner von Siemens, introduced the first electric powered elevator — and the lift, as we know it today, was born.

Elevators have changed not only our lives by making it possible to live in bigger and taller buildings, but also the city skylines. Modern Chinese cities like Beijing, Shanghai and Hong Kong would look very different indeed if the elevator hadn’t been invented.

Next time you rely on any of these inventions, be grateful and think about the science and imagination that have gone into them and how much they have changed our everyday life.



## NOTES

1 coil *n.* 线圈

2 hydraulics *n.* 液压系统

## GENERAL UNDERSTANDING

- 1 When and where were the clock, the refrigerator and the elevator invented?
- 2 How have these inventions changed our lives?

## CRITICAL THINKING

- 3 Which one of the three inventions do you think has changed people’s lives the most? Why?
- 4 What is the writer inferring in the last paragraph?

# CHECK YOUR PROGRESS

Use what you have learnt from the unit "Innovation" to talk about the wonders of science and innovation, the most important discoveries of recent times, and the need for new scientific breakthroughs.



**1** Chen Yang prepares a speech on the topic of "Innovation" for her school's Science Week. Complete her speech with the correct form of the words below.

orbit	theory	launch	accuracy
outcome	biologist	physicist	labour-saving

Every great idea needs someone who has an incredible vision and is willing to be a pioneer. This type of person will go where no one has gone before, and try things no one has tried before. They have **1**\_\_\_\_\_ that they are determined to prove and will work tirelessly to do so. Many of the best inventors have been inspired by a desire to improve the quality of human life, both for now and for future generations.

Some scientists have dedicated their careers to finding cures for illnesses such as cancer. Others like **2**\_\_\_\_\_, help us understand the natural world, both seen and unseen.

**3**\_\_\_\_\_ help us understand matter, energy and the basic principles of our universe. Engineers work on developing **4**\_\_\_\_\_ inventions and **5**\_\_\_\_\_ satellites and people into space with great **6**\_\_\_\_\_.

100 years ago, could people have imagined that there would be an International Space Station **7**\_\_\_\_\_ the Earth? We have really come so far! For that reason, we need to continue to invest in training young people in science to ensure more positive **8**\_\_\_\_\_ for future generations, our environment and the world.



**2** Chen Xi speaks next about some of the most important inventions and discoveries of the 20<sup>th</sup> century. Complete his speech with the correct form of the words below.

mould	emerge	humble	premier	relativity
scientific	penicillin	propose	subsequent	efficient

There are so many amazing scientists and **1**\_\_\_\_\_ discoveries that it is hard to choose the most important one. One of the **2**\_\_\_\_\_ scientists to **3**\_\_\_\_\_ in the 20<sup>th</sup> century was Albert Einstein. He showed us that mass, energy and time are not constant, which changed our entire understanding of the universe. This was known as the "theory of **4**\_\_\_\_\_".

Einstein changed our understanding of ourselves and the universe around us, but it was Alexander Fleming who, I think, changed the quality of our lives. His discovery that blue **5**\_\_\_\_\_, a form of **6**\_\_\_\_\_, could kill bacteria and save millions of people around the world. Illnesses that used to be fatal are now minor thanks to the use of this amazing

natural drug. His 7 \_\_\_\_\_ nature meant that he never took much credit for this discovery, praising nature instead.

Finally, the invention of the first computer and 8 \_\_\_\_\_, the Internet has had far-reaching effects and changed the world entirely. Originally, the idea of networked computers communicating with each other was 9 \_\_\_\_\_ by American scientists during the Cold War. It wasn't until 1990 that Tim Berners-Lee invented the World Wide Web. Since then, connectivity has become so commonplace that even a one-year-old child is able to tap and slide a screen on a smartphone and open up a world of content. We can now work, live and communicate instantly and 10 \_\_\_\_\_.

Let's see what will be rated as the single most important discovery of the 21<sup>st</sup> century.



**3** Chen Xi interviewed a man who talked about his disability and hoped for a scientific breakthrough. Complete what the man said by putting back the missing parts below.

- a I was diagnosed with a neurological condition
- b my physical abilities declined
- c I gradually lost the use of my legs
- d Maybe one day they will discover a cure for me
- e as it was such a rare illness
- f I am prevented from doing a lot of things I would like to do

When I was young, I was fit, healthy and never ill. When I became a teenager, 1 \_\_\_\_\_. The doctors were not sure at first what was wrong 2 \_\_\_\_\_. Eventually, 3 \_\_\_\_\_ that affected my ability to walk. Obviously, because of this, 4 \_\_\_\_\_. I had hoped to run a marathon, play basketball ... I love sports so much.

Although 5 \_\_\_\_\_, I discovered that I really enjoy maths, science and astronomy. It's been wonderful to find a passion in life. 6 \_\_\_\_\_, but to be honest, I am a very happy person overall. I'm more concerned with finding a way so that young people now and in the future, who experience similar issues to me, or worse, will live long and healthy lives.



**4** A group discusses how to inspire "aha moments". Li Zhen plays a podcast about how to help children develop their creativity. Complete the interview with appropriate polite requests.

am I right  
I'm afraid

Could you explain  
Would you please tell

I wonder if

**Presenter:** Dr. Bond, I understand you think boredom is a good thing, especially for children.

**Dr. Bond:** Yes, that's right.

**Presenter:** 1 \_\_\_\_\_ what you mean? 2 \_\_\_\_\_ I don't quite understand.

**Dr. Bond:** What I mean is that it's good to have time to do nothing, to just sit and feel bored. Children don't need to be busy all the time. For example, think about your son. 3 \_\_\_\_\_ you would describe his life as busy.

**Presenter:** Umm, yes. I suppose so. He goes to school, and then he has homework, private lessons, sport, and music.

**Dr. Bond:** Exactly. The list goes on and on.

**Presenter:** And having a very busy life like this is not necessarily a good thing, **4**\_\_\_\_\_?

**Dr. Bond:** No, it's not! If you have no time to stop, think and daydream, you'll never have an "aha moment".

**Presenter:** **5**\_\_\_\_\_ a bit more about that? How can we encourage innovation and creativity?

**Dr. Bond:** It's simple. Go for a walk and listen to some music. Switch your brain off for a while. That's when great ideas will come to you.



**5** Then, the group decides that they need to hear from other classmates about innovation. Read the following and offer some suggestions.

Have you ever had innovative thoughts?

If so, what are they?

We'll put together a poster to share everyone's innovative ideas!

## UNIT DIARY

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

★ *The most unexpected idea or information I learnt from this unit:*

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

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★ *Ways I learnt to make polite requests:*

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

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## GENERAL UNDERSTANDING

- 1 What is the difference between science fiction and other fiction?
- 2 Read the story on the next page. Write *T* (true), *F* (false) or *NI* (no information).
  - ( ) 1 Mr and Mrs K lived on Mars in a house near a red sea.
  - ( ) 2 Mr K liked listening to old songs about Mars.
  - ( ) 3 Martians were small with narrow yellow eyes.
  - ( ) 4 Mr K enjoyed playing Martian chess.
  - ( ) 5 Mrs K dreamt about a very large alien with blue eyes and brown skin.
  - ( ) 6 The alien's spaceship looked quite strange to Mrs K.
  - ( ) 7 Mrs K used telepathy to understand the alien.
  - ( ) 8 Martian scientists said that life on Earth was possible.
- 3 Find what is being described in the story by the following paired adjectives.
 

1 warm, motionless	2 soft, ancient
3 yellow, coin	4 soft, musical
5 giant, misshapen	6 round, alien
- 4 Answer these questions.
  - 1 Why were Mr and Mrs K not very happy?
  - 2 Why did Mrs K look into the sky?
  - 3 Why was Mr K irritated when his wife cried out in her dream?
  - 4 Why did Mr K think his wife had made up the man?
  - 5 Why did Mrs K enjoy the dream?
  - 6 How were Mr and Mrs K's reactions to the idea of alien life different?
  - 7 What are the main differences in life on Earth and life on Mars, according to the story?

## CRITICAL THINKING

- 5 Do you think it was a dream or did Mrs K really meet the man? What do you think happens next in the story?
- 6 If you could imagine a perfect planet, what would it be like in terms of landscape, beings / people, food, hobbies / activities, etc.?

## THE MARTIAN CHRONICLES

Science fiction is a genre in which scientific knowledge is used as a basis for imaginative fiction. The 19<sup>th</sup> century French writer, Jules Verne, is often seen as the father of science fiction. He used his knowledge of engineering to write stories about trips to the moon or under the sea (*20,000 Leagues Under the Sea*). From the beginning of the 20<sup>th</sup> century, science fiction started to become popular. Serious authors also began to be interested in the genre, such as Aldous Huxley with his perceptive account of life in the future (*Brave New World*). In the middle of the century, a golden age for science fiction began with outstanding writers such as the scientist Isaac Asimov, Arthur C. Clarke and Ray Bradbury. Their stories not only looked at life in the future, but also examined the possible destiny of the human race.

Ray Bradbury was born in the USA in 1920. His most famous novels are *The Martian Chronicles*<sup>1</sup>, which describes the colonisation<sup>2</sup> of Mars by Earth people, and *Fahrenheit 451*, set in a future where the written word is forbidden.

They had a house of crystal pillars on the planet Mars by the edge of an empty sea, and every morning you could see Mrs K eating the golden fruits that grew from the crystal walls, or cleaning the house with handfuls of magnetic dust which, taking all dirt with it, blew away on the hot wind. Afternoons, when the fossil sea was warm and motionless, and the wine trees stood stiff in the yard, and the little Martian bone town was all enclosed, and no one drifted out their doors, you could see Mr K himself in his room, reading from a metal book with raised hieroglyphs<sup>3</sup> over which he brushed his hand, as one might play a harp<sup>4</sup>. And from the book, as his fingers stroked, a voice sang, a soft ancient voice, which told tales of when the sea was red steam on the shore and ancient men had carried clouds of metal insects and electric spiders into battle.

Mr and Mrs K had lived by the dead sea for 20 years and their ancestors had lived in the same house, which turned and followed the sun, flower-like, for ten centuries.

Mr and Mrs K were not old. They had the fair, brownish skin of the true Martian, the yellow coin eyes, the soft musical voices. Once they had liked painting pictures with chemical fire, swimming in the canals in the seasons when the wine trees filled them with green liquors, and talking into the dawn together by the blue phosphorous<sup>5</sup> portraits in the speaking-room.

They were not happy now.

This morning Mrs K stood between the pillars, listening to the desert sands heat, melt into yellow wax, and seemingly run on the horizon.

Something great was going to happen.

She waited.

She watched the blue sky of Mars as if it might at any moment grip in on itself,

contract, and expel a shining miracle down upon the sand.

Nothing happened.

Tired of waiting, she walked through the misting pillars. A gentle rain sprang from the fluted pillar-tops, cooling the scorching air, falling gently on her. On hot days, it was like walking in a creek. The floors of the house glittered with cool streams. In the distance she heard her husband playing his book steadily, his fingers never tired of the old songs. Quietly she wished he might one day again spend as much time holding and touching her like a little harp as he did to his incredible books.

But no. She shook her head, an imperceptible, forgiving shrug. Her eyelids closed softly down upon her golden eyes. Marriage made people old and familiar, while still young. She lay back in a chair that moved to take her shape even as she moved. She closed her eyes tightly and nervously.

The dream occurred.

Her brown fingers trembled, came up, grasped at the air. A moment later she sat up, startled, gasping.

She glanced about swiftly, as if expecting someone there before her. She seemed disappointed; the space between the pillars was empty.

Her husband appeared in a triangular door. "Did you call?" he asked irritably<sup>6</sup>.

"No!" she cried.

"I thought I heard you cry out."

"Did I? I was almost asleep and had a dream!"

"In the daytime? You don't often do that."

She sat as if struck in the face by the dream. "How strange, how very strange," she murmured. "The dream."

"Oh?" He evidently wished to return to his book.

"I dreamt about a man."

"A man?"

"A tall man, six-foot one-inch tall."

"How absurd; a giant, a misshapen giant."

"Somehow" — she tried the words — "he looked all right. In spite of being tall. And he had — oh, I know you'll think it silly — he had blue eyes!"

"Blue eyes! Gods!" cried Mr K. "What'll you dream next? I suppose he had black hair?"

"How did you guess?" She was excited.

"I picked the most unlikely colour," he replied coldly.

"Well black it was!" she cried. "And he had a very white skin; oh, he was most unusual! He was dressed in a strange uniform and he came down out of the sky and spoke pleasantly to me." She smiled.

"Out of the sky; what nonsense!"

"He came in a bright metal thing that glittered in the sun," she remembered. She closed her eyes to shape it again. "I dreamt there was the sky and something sparkled like a coin thrown into the air, and suddenly it grew large and fell down softly to land, a long silver craft, round and alien. And a door opened in the side of the silver object and this tall man stepped out."

"If you worked harder, you wouldn't have these silly dreams."

"I rather enjoyed it," she replied, lying back. "I never suspected myself of such imagination. Black hair, blue eyes, and white

skin! What a strange man, and yet — quite handsome."

"Wishful thinking."

"You're unkind. I didn't think him up on purpose; he just came in my mind while I drowsed<sup>7</sup>. It wasn't like a dream. It was so unexpected and different. He looked at me and said, 'I've come from the third planet in my ship. My name is Nathaniel York.'"

"A stupid name; it's no name at all," objected the husband.

"Of course it's stupid, because it's a dream," she explained softly. "And he said, 'This is the first trip across space. There are only two of us in our ship, myself and my friend Bert.'"

"Another stupid name."

"And he said, 'We're from the Earth; that's the name of our planet,'" continued Mrs K. "That's what he said. 'Earth' was the name he spoke. And he used another language. Somehow I understood him. With my mind. Telepathy, I suppose."

Mr K turned away. She stopped him with a word. "Yll?" she called quietly. "Do you ever wonder if — well, if there are people living on the third planet?"

"The third planet is incapable of supporting life," stated the husband patiently. "Our scientists have said there's far too much oxygen in the atmosphere."

"But wouldn't it be fascinating if there were people? And they travelled through space in some sort of ship?"

"Really, Ylla, you know how I hate this emotional wailing<sup>8</sup>. Let's get on with our work."

## NOTES

1 chronicle *n.* 编年史

4 harp *n.* 竖琴

7 drowse *v.* 打瞌睡

2 colonisation *n.* 殖民

5 phosphorous *adj.* 磷的

8 wail *v.* 哀诉

3 hieroglyph *n.* 象形文字

6 irritably *adv.* 急躁地

# HOLDING A COMMUNITY EVENT

**1 Brainstorm** You are going to plan an event in your community or at your school, and you need to discuss and present your plan to the class. Decide on the event you will plan and hold.

**2 Research** Plan your event. Look for information online or think of your own ideas.

- If the event is held in the community, can the whole community be involved?
- If the event is held at school, will the whole school be able to participate?
- What type of event will you hold? (e.g. a fête, a concert, a sports festival, a talent show)
- When will you hold the event?
- What activities will you plan for the event?

**3 Work as a Team** Gather your ideas and decide what you will do at your event.

- Will there be rules and if so, what will they be?
- How will you advertise the event?
- Will there be an entrance fee and, if so, how much will it be?
- What will you do with the money raised?
- Will there be prizes? If so, what will they be?

**4 Prepare** Plan your event in detail.

- The advertising can be a poster, flyer or brochure.
- How will you organise and write the information to attract people to the event?

**5 Present** Present your plan in class.



## Reflect

- Did your group work well in planning the event?  
 Yes                       No                      Why? \_\_\_\_\_
- What was your role in the event? How were the tasks divided? (e.g. based on everyone's interests or strengths)
- What strategies did you use to advertise your event? How successful were they?
- Do you think that the event or the presentation was a success?  
 Yes                       No                      Why? \_\_\_\_\_
- How could your event or plan be improved?
- Which new ideas would you like to include for the event next time?
- What did you learn from the other groups?

# MAKING A WARTIME MEMENTO

- 1 **Brainstorm** You are going to make a wartime memento and present it to the class. Discuss and choose a war in history that your group would like to present.
- 2 **Research** Find out what you need to include in your wartime memento. Look for information online or use books and encyclopaedias from the library.
 

- What was the war?
  - When and where did it happen?
  - What happened and why did it happen?
  - What was the outcome and its influence?
  - What inspired you to choose this war?
- 3 **Work as a Team** Discuss and allocate tasks for your group presentation according to personal interests and strengths. All group members should be involved.
- 4 **Prepare** Decide how to present your memento in a way that suits the war event. It can be a cartoon strip, a timeline, a role play or even a recording.
- 5 **Present** Present your wartime memento to the class.



## Reflect

- 1 Did your group work well together?  
 Yes                       No                      Why? \_\_\_\_\_
- 2 What was your role in the project? How were the tasks divided? (e.g. based on everyone's interests or strengths)
- 3 What resources or strategies did you use for your research? How useful were they?
- 4 Were you satisfied with the final product?  
 Yes                       No                      Why? \_\_\_\_\_
- 5 How could your wartime memento be improved?
- 6 Which areas of the topic do you want to explore further?
- 7 What did you learn from the other groups?

# CREATING AN INVENTION PORTFOLIO

**1 Brainstorm** You are going to create and develop a new invention and present it to the class. Discuss and think of an interesting invention you would like to create and develop.

**2 Research** Look for information online for inventions that have already been created (e.g. a folding bicycle helmet).

- Are you going to modernise and improve a product that is already available?
- Are you going to invent an entirely new product?
- What are you going to invent?
- Why are you going to invent this?

**Think outside the box. Try to come up with things that have never been thought of before.**

- What will the product do?
- Who will use your product?
- How will your product work?
- Can you make a sample of your invention?

**3 Work as a Team** Decide how to present and promote your invention.

**4 Prepare** Use your notes to put together your invention portfolio.

**5 Present** Present your invention portfolio 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 everyone'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 invention and portfolio be improved?
- Which areas of the topic do you want to explore further?
- What did you learn from the other groups?

# WORKBOOK

北京师范大学出版社



# CONNECTIONS

## LANGUAGE IN USE

### 1 Lesson 1 Choose the correct options.

Have you heard the **1** *phrase / phase* "Six Degrees of Separation"? It is the idea that we all know everyone else in the world through about six people. I recently signed up to a **2** *bimonthly / biweekly* newsletter that is emailed on the first and last Friday of every month. It has lots of interesting articles on famous experiments.



In the latest newsletter, they decided to try to recreate the experiment that originally proved the theory of how we all have this large **3** *network / netting* of people. They emailed a **4** *random / ransom* group of people and asked them to participate. This small **5** *simple / sample* of people were then sent a **6** *protective / package* to pass on to a stranger by sending it to someone they knew. They sent it along to someone who then sent it to a person he or she knew, starting a **7** *chain / chase*.

In the next issue, the newsletter will **8** *release / return* the results. I can't wait to see if the theory is proved!

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

crime	additional	community spirit	frequently
consequence	household	bond	suburb
conflict	envy		

We used to live in the city centre and were happy there for many years. Most of the **1** \_\_\_\_\_ were made up of young families like ours. There was a strong **2** \_\_\_\_\_ between people; everyone cared for each other and felt safe. I would say we had amazing **3** \_\_\_\_\_. I often heard from other people that they **4** \_\_\_\_\_ us and wished they lived in our neighbourhood. However, that all changed in the past five years or so. The city cut back on the number of police officers in our area so unfortunately, the **5** \_\_\_\_\_ rate increased. As a **6** \_\_\_\_\_ of this, many people who could afford to, left for other areas. We asked the local council to provide **7** \_\_\_\_\_ police but they said they could not. There were break-ins and car thefts **8** \_\_\_\_\_ and it just got worse every month. Sadly, things got so bad that we had to sell our house and move to the **9** \_\_\_\_\_. Everyone is nice here and there is no **10** \_\_\_\_\_ between people. Still, I miss the old days.

### 3 Lesson 3 Choose a word below in its correct form to replace the words or phrases highlighted in *italics*.

sob	amaze	investigate	dive	orphan
reveal	curtain	freeze	bare	



When I was a young boy, I lost my mother and father. As **1 a person without a father or mother** life was difficult for me and I was often lonely. I lived in a home with other children and my bedroom was **2 empty** with few toys or things to enjoy.

Although I married eventually and had my own children, I always felt sad thinking about my parents. One day I got a letter in the post. It said it was from my sister! I was **3 shocked** to read this and as it had never been **4 told** to me that I had other family members. The letter said my sister would like to meet me and told me the time and place to go.

On the day I met her, I arrived at her home. It was a beautiful old house with blue walls and white **5 window coverings**. As I went up the garden path, the door was flung open by a woman who looked just like my mother! At first I was **6 stuck in one place** with shock but she **7 jumped** into my arms and we hugged. It was such a special moment that I found myself **8 crying** with joy.

My sister said she too was unaware that she had a brother but that she had **9 looked into** our family history in the past year and found my name. Knowing that I have a sister gives me so much comfort as I have a connection to the past.

**4 Passive Forms in the Past Complete the sentences with the correct form of the verbs or verb phrase in brackets.**

- 1 When the results of our research \_\_\_\_\_ (analyse), we noticed something very surprising.
- 2 Because this experiment \_\_\_\_\_ (attempt) before, we were able to use some of the work those researchers did to help us with our experiment.
- 3 We were shocked to see how many things in the flat \_\_\_\_\_ (break) or damaged by the people who lived there before us.
- 4 The positive effects of this community on its people \_\_\_\_\_ (confirm) by the results of the research we did last year.
- 5 My parents \_\_\_\_\_ (look after) in a care home in the community where they had always lived.

**5 Vague Language Complete the dialogue with the word and phrases below. You can use each one more than once.**

like	a bit	a kind of
------	-------	-----------

**Henry:** Have you ever tried Indian food? It's **1** \_\_\_\_\_ spicy, but I think it's delicious.

**Susanne:** No, I haven't. Is it **2** \_\_\_\_\_ Chinese food?

**Henry:** No, it's completely different. One of my favourite dishes is Biryani. It's **3** \_\_\_\_\_ rice dish with chicken or lamb that you eat with a vegetable curry.

**Susanne:** Hmm, that sounds tasty, but isn't Indian food **4** \_\_\_\_\_ boring? It's all rice and curries, isn't it?

**Henry:** Not at all, there are a lot of vegetable dishes and Indians like eating fried chicken too. It's just **5** \_\_\_\_\_ the fried chicken you can get here.

**Susanne:** Well, I like fried chicken, so I guess I would definitely like that. But don't Indians also eat **6** \_\_\_\_\_ cabbage and ginger thing?

**Henry:** Cabbage and ginger thing? Do you mean kimchi?

**Susanne:** Yes, it's **7** \_\_\_\_\_ hot, isn't it?

**Henry:** Yes, you're right, but kimchi isn't an Indian dish. It's Korean!



**6 American and British Expressions** Complete the paragraph with the British English words for the American English words in *italics*.

Last year, we went on **1 *vacation*** \_\_\_\_\_ to Britain. We decided to stay in London and we thought it would be great to stay **2 *downtown*** \_\_\_\_\_ so we could easily walk everywhere and we wouldn't have to pay for expensive **3 *subway*** \_\_\_\_\_ tickets. After looking at few different **4 *apartments*** \_\_\_\_\_ that were free in the area, we found a really nice one on the **5 *first floor*** \_\_\_\_\_ of a beautiful, old building. On the evening we arrived in London we were really happy with the place, but the next morning we were woken up at 5 am by **6 *trucks*** \_\_\_\_\_ collecting **7 *garbage*** \_\_\_\_\_ outside. We couldn't get back to sleep, so we had to come back in the afternoon to have a nap — we were so tired! Fortunately, after that first morning, the road we were staying on was quieter.



**LISTENING**

**7 Listen to two excerpts from a lecture about changes in communities over the last fifty years. Place a tick (✓) next to the statements which are TRUE according to the lecturer.**

- 1 When older generations talk about the "good old days", they really are referring to the positive connection that communities used to have. ( )
- 2 Our quality of life has increased dramatically over the past half century or so. ( )
- 3 The place you live is more important now than it's ever been. ( )
- 4 The trend towards suburban living has meant communities are once again developing their closely-knit identity. ( )
- 5 The term "community" has broadened in terms of its meaning but is still used to describe people with similar needs and interests who join together. ( )



**8 Listen again. Complete the interview notes based on the two excerpts.**

"I miss the 'good old days'. Back then we **1** \_\_\_\_\_ and we relied on the fact that they would help us out when we needed some help. Of course we had bathrooms and **2** \_\_\_\_\_ nights in winter but we were bound together by living near each other which is real '**3** \_\_\_\_\_'."

— Gerald, 80-year-old widower

"Like many people we moved out of the city centre and into the suburbs where houses are usually **4** \_\_\_\_\_. There aren't as many women staying at **5** \_\_\_\_\_ as most work. I wish more children played on the streets here but many parents **6** \_\_\_\_\_."

— Karen, 35-year-old mother

**TRANSLATING**

**9 Translate the sentences into English.**

1 “六度分隔”指的是通过不超过另五个人的联结，世界上任何一个人都可以与另外一个人建立联系的理论。

\_\_\_\_\_

2 后来，基于这个理论拍摄并上映了更多的电影和电视节目。

\_\_\_\_\_

3 很快，美国各地的大学都在玩这个游戏。

\_\_\_\_\_

4 在罗塞托镇，几乎所有家庭都是三代同堂。

\_\_\_\_\_

5 但是，当她的目光落在那个穿着破旧、红色长发、眼睛热切明亮，模样古怪的小女孩身上时，她惊呆了。

\_\_\_\_\_

**READING AND WRITING**

*The case for and against social media*

Is social media harmful to teenagers? This is the question we are going to examine. Social media sites have been blamed for most of the world's social problems from feeling disconnected and lonely to having difficulty forming meaningful relationships. Yet, many of us feel a need to use social media because it offers something we cannot find elsewhere, despite knowing the



downsides. We will look at the arguments for and against using social media before answering the questions.

An argument for social media claims it can strengthen social bonds by facilitating relationships with people in different geographical areas. For example, social media has helped old school friends to get back in touch after many years without contact. People secure jobs now through social media or research information for their studies. These are real benefits of using social media.

In my opinion, the disadvantages of social media outweigh the benefits. The argument used by many people is that interactions on social media are no substitute for face-to-face communication. When you are out with friends how many times do they check their phones, for example. It is all too easy to become absorbed in this online life rather than communicate in real life. Research highlights it is far more satisfying to physically laugh out loud in real life rather than to replace the act with a typed representation of laughter such as "haha" or "LOL".

Ideally we should have enough self-control to be able to limit our use of social media, enjoying the benefits it can bring. I think we should aim to do this, although it is not an easy job in today's connected world where so many people live their lives online.

**10 Complete the statements for and against social media using words from the text.**

- 1 "I think there are many advantages to social media. It allows us to \_\_\_\_\_ people in different parts of the world and helps us \_\_\_\_\_ friends from school after many years."
- 2 "I hate social media. I get so annoyed when people \_\_\_\_\_ for \_\_\_\_\_ while we are spending time together. I feel like it just makes people neglect \_\_\_\_\_."

**11 Complete the advice on how to use social media responsibly.**

- 1 Don't become too \_\_\_\_\_ in the online social life you've created for yourself.
- 2 Social media can help strengthen \_\_\_\_\_ but it's important to spend time \_\_\_\_\_ with friends, not just online.
- 3 It's important to have \_\_\_\_\_ when using social media. Limit your use to once a day or less.

**12 Write a comment giving your reaction to what you have read in the text about the effect of social media on people's lives.**

# CONFLICT AND COMPROMISE

## LANGUAGE IN USE

### 1 Lesson 1 Complete the text with the correct form of the words below.

dare	cease	bother	expose	arrest
remote	council	pleasant	literally	tolerate

I live near the biggest park in the city and last year I just could not believe the amount of litter left there. Every day I walked my dog, I saw bags full of empty bottles, paper, plastic and other waste thrown everywhere. It didn't seem to **1** \_\_\_\_\_ some people but I couldn't **2** \_\_\_\_\_ it. I tried to clean it up, which is not a **3** \_\_\_\_\_ job, but **4** \_\_\_\_\_ the very next day it would be back.

One night, I heard some noise and when I looked out the window, I saw that it was a van. A man got out of the vehicle and started throwing bags into the park. "How **5** \_\_\_\_\_ he?" I thought to myself. I just couldn't believe what I was seeing.

I noticed the name of his company on the van, so I took note of it and called both the local **6** \_\_\_\_\_ and the police the next morning. It turned out he had been charging people to remove waste and then just throwing it all over the city and in **7** \_\_\_\_\_ parts of the countryside. He was **8** \_\_\_\_\_, fined a large amount of money and his company **9** \_\_\_\_\_ operating. We need to **10** \_\_\_\_\_ people like this who are breaking the law and making money from it.



### 2 Lesson 2 Use the correct form of the words below to replace words or phrases with the same meaning in the text.

assign	detect	monitor	resolve	inquire
maturity	withdraw	self-control	negotiation	inconvenience

I work in the area of conflict resolution for businesses and individuals which means I help **1** *fix* disagreements that arise. I'm **2** *put in charge of* different types of cases all the time which can be interesting but also challenging.

In business, disagreements can occur when someone **3** *removes themselves* from a **4** *discussion to reach agreement*. Other **5** *small annoyances* are also common. Sometimes, however, things become more serious. I try to help before they take legal action and go to court. In family situations, people can be in conflict about many things, some personal and some financial.

When asked to help resolve a conflict, the first thing I do is to **6** *ask* about what has led to the problem. I ask both sides privately to hear their views. Then I can see clearly where they disagree

and **7 identify** who might be wrong.

Both in business and in personal lives, I always encourage people to have **8 a calm and controlled nature** and not get into big arguments or shout at each other. Instead, I encourage them to use their **9 experience and wisdom** and communicate their feelings and expectations clearly.

When both sides do this, we can develop a plan to overcome their conflict. I **10 observe** both sides closely to make sure they are following through with their actions and, usually I find that even things that seem complicated can be overcome.

### **3 Lesson 3 Choose the correct options.**

As the battle raged around him, the **1 general / generation** shouted to his soldiers to move closer to the frontier of the battle. When they reached a clearing in the trees they were shocked at what they found. There were approximately 50 **2 civics / civilians** of all ages, from young children to old men and women. They had a look of **3 panic / preparedness** in their eyes and many of the younger ones were **4 wearing / weeping**. Many of the older people seemed to be **5 pouring / praying**.

One woman stood to speak to them, acting as a **6 respective / representative** of the group. She said **7 tombs / bombs** had been dropped on their village and many people had died. Those who survived had taken shelter here.

She warned the general that the enemy was near. In fact, they could hear the noise of the **8 mechanical / machine** guns nearby. The general expressed his **9 acceptances / appreciation** to the woman for the information. Suddenly there was a terrible sound nearby and the ground shook. The general ordered his soldiers to get the people to safety as quickly as possible.

### **4 Modal Verbs Match one word or phrase from each column to form a sentence.**

A	B	C
The woman	couldn't	lock her doors at night because there have been many break-ins in her neighbourhood.
The man	ought to	introduce a ban on smoking in all public places, including parks, to protect the public's health.
You	dared not	confront them about it, but I wished I had been braver.
The government	has to	believe how often his neighbours played music loudly at night.
When I saw someone throwing an old TV away on the street, I ....	don't have to	agree with my point of view if you feel strongly against it.

**5 Giving Suggestions** Offer suggestions to deal with the following problems, using the word or phrase provided.

**Example** My parents won't let me stay overnight with my friends. (should)  
*You should try to understand that your parents are worried about your safety.*

- 1 I always argue with my brother. (shouldn't)  
\_\_\_\_\_
- 2 My neighbours always park their cars in front of my house. (put forward)  
\_\_\_\_\_
- 3 My aunt has a dog but she never takes it for a walk. (best thing)  
\_\_\_\_\_
- 4 The passenger got on the bus without paying the fare. (should)  
\_\_\_\_\_


**6 Verbs with Similar Meanings** Replace the underlined part of each sentence with the correct form of the verb below.

sob                      chat                      answer                      greet                      tell

- 1 We spoke on the phone most days.
- 2 He said to me that he was planning on taking a long holiday this year.
- 3 The poor woman wept when she heard the bad news.
- 4 I replied to that email last week.
- 5 They were at the door to welcome us.

**LISTENING**

**7 Listen to the interview. Complete the notes.**



**Interview with Amanda Wallis**

Occupation: **1** \_\_\_\_\_ consultant


Describes colleagues as like **2** \_\_\_\_\_ because **3** \_\_\_\_\_.

Two things companies must do to manage conflict:

- **4** \_\_\_\_\_
- **5** \_\_\_\_\_

If a worker is experiencing problems, he / she should:

- **6** \_\_\_\_\_
- **7** \_\_\_\_\_



8 Listen and complete the interview notes.

Judge Martin Tomlinson

Years as a judge: 1 \_\_\_\_\_

Describes his role as: 2 \_\_\_\_\_

In many cases, he says there is no 3 \_\_\_\_\_.

Two things he must do in his job: • 4 \_\_\_\_\_ • 5 \_\_\_\_\_

He personally does not 6 \_\_\_\_\_.

People who disagree with him in the past have 7 \_\_\_\_\_.

TRANSLATING

9 Translate the sentences into English.

1 马明的邻居们说他们快被这些噪音逼疯了。

\_\_\_\_\_

2 另一种可能性是向局外人求助。

\_\_\_\_\_

3 毫无疑问，最好的方法是与对方协商。

\_\_\_\_\_

4 杜沙是一位48岁的越南农民，他的两个女儿和姑姑在“美莱大屠杀”那天被美国士兵杀害了。

\_\_\_\_\_

5 将军来给他颁奖，因为他恰好是进入这个医院的第两万名伤员。

\_\_\_\_\_

READING AND WRITING

Life as a UN Peacekeeper

My name is Nasilele and I am from Zambia. I've been working as a UN Peacekeeper in the Central African Republic for the past two years. Before this, I was a pilot in my country's army and I enjoyed my work a lot. However, Zambia is a very peaceful country and I was aware that there are other countries in Africa, where there has been a lot of violent conflict. I felt it was my duty to help innocent people who are caught in the middle of these conflicts, so I signed up with the United Nations.

The Central African Republic is a relatively small country of five million people. Since it got independence from France in the 1950s, there have been many violent conflicts between the government and rebels who do not want the leaders in power. Often the army has been in conflict with leaders, which has led to many



problems. In 2012, a civil war began. Clashes between different religions and ethnic groups were the main causes. Due to this civil war, over one million people were forced to flee their homes and there were many deaths and injuries. In response to this, in 2014, the United Nations established a peacekeeping mission in the country.



My fellow peacekeepers are from many different countries including Pakistan, Bangladesh, Egypt, Rwanda and others. This is a good thing as it ensures that there are many different cultures and backgrounds all working towards the same goals. Our roles vary with many different tasks from one day to the next. We monitor cities and villages to ensure that no conflict is occurring, help bring supplies of food and medicine to those who need it and write reports on everything we do and see. Our role never involves violence against others. We are a barrier that can keep people in conflict apart.

As a woman, I am particularly valued by the United Nations Peacekeepers as I can act as a role model for many women and girls in the country. When they see my role and how others respect me, I hope they feel that they also deserve to be respected and treated equally to men.

My life is not glamorous in any way! It's long hours in a very tough environment. I have basic accommodation with just a bed in a shared room and a small kitchen and bathroom. Of course, being away from my family and friends is also very hard at times. However, I know that the Central African Republic is safer because of the UN Peacekeepers, and that makes it all worthwhile.

### 10 Read the text. Answer the questions.

#### 1 According to the writer, what made her decide to take on her current role?

- a Her country encourages people in the army to take up a role as a peacekeeper for a certain amount of time.
- b She realised that other countries in the region were suffering more than her own country.
- c The working conditions as a UN Peacekeeper are better than those in her previous job.

#### 2 According to the writer, what is the benefit of having a wide range of nationalities in the peacekeeping force?

- a The variety ensures that there is a balance of ideas, cultures and beliefs.
- b Peacekeepers can learn languages and cultural practices from each other.
- c Locals can choose which nationality they would prefer to deal with from the UN Peacekeepers.

#### 3 Do you think Nasilele is a good role model? If yes, what evidence can you find from the article?

### 11 Imagine you are considering joining the UN Peacekeepers in the future. Write a short email to a friend outlining the reasons why you want to join. Include things you would be doing, the places you might work and what you hope to achieve.

# INNOVATION

## LANGUAGE IN USE

**1 Lesson 1** Use the correct form of the words below to replace the words or phrases with the same meaning in the text.

orbit	joint	theory	launch	propose
accuracy	satellite	physicist	scientific	efficiently

A **1 collective** statement has been issued by a number of countries regarding plans to explore the planet Mars. Previously, a **2 machine that can transmit pictures and signals** had been **3 sent off** to explore the landscape and the chemical makeup of the planet, a number of which are now **4 in the state of circling** around the planet. The evidence gathered so far, has led to many experts **5 suggesting** that a human mission to Mars should be attempted.

In order for this to happen **6 skillfully and expertly**, they have recommended that countries work together to provide investment and expertise. Work will need to be undertaken to improve the **7 exactness** of the space shuttle's direction and speed. **8 People who work in the area of physics** also recommended that alternative fuel and energy sources would need to be researched.

If humans can reach Mars and the **9 proposed idea** that water is hidden deep in the planet proves true, then it would be the greatest **10 science related** achievement in history.

**2 Lesson 2** Use the correct form of the words below to replace the words or phrases with the same meaning in the text.

bonus	gifted	emerge	humble	biologist
findings	evaluation	well-being	subsequently	

Dr. Mark Waitrose is a **1 modest** and **2 especially talented** man. He has been working as a **3 person who studies biology** for the past 10 years. He was **4 in due course** appointed as the team leader of a very large scale cancer treatment programme. Along with a team of experts, he had been trying to identify a way to adjust cells in DNA to cure a wide range of cancers.

Thanks to an "aha moment" five years ago, he is responsible for one of the most exciting developments to **5 come out** in recent years. "I was struggling for so long and then I decided to go on holiday for a week. While I was sitting on the beach, it just came to me!" His new idea succeeded in adapting DNA and genes to "turn off" certain bad ones while keeping the healthy parts active.

According to Dr. Waitrose, "The **6 discoveries** of our research have been extremely positive and initial **7 assessments** have shown that many patients with illnesses such as cancer, react very well to treatment. We can see definite improvements to **8 the feeling of being well** of most patients and in certain cases, even complete recovery. As a(n) **9 additional benefit**, we find that people who have diabetes, another chronic illness, could also benefit from the treatment."

### 3 Lesson 3 Complete the conversation with the correct form of the words below.

navy	switch	circuit	gravity
perceived	theoretical	microscope	entertainment

**Li Zhen:** I would love to be a famous inventor or scientist some day! Ever since my parents bought me a **1** \_\_\_\_\_ for my birthday, I've just been hooked on science!

**Chen Xi:** I thought you were planning on joining the **2** \_\_\_\_\_ and sailing around the world! But yes, science does seem to be your main form of **3** \_\_\_\_\_ these days.

**Li Zhen:** I've been reading a lot about the most significant scientists and discoveries in history. It's amazing that many scientists seem to have had an incredible "aha moment".

**Chen Xi:** Well, it's not always just about one moment. They may have had that first great idea but they put in so much hard work. It took them many years creating thousands of **4** \_\_\_\_\_ and tubes and turning on thousands of **5** \_\_\_\_\_ to achieve their goal! A good idea needs dedication to be a success.

**Li Zhen:** Yes, I agree. What else do you think the most amazing inventors and scientists have in common?

**Chen Xi:** I think sharing the findings of your research is extremely important. A good example is Stephen Hawking. He wanted everyone to understand more about the universe. Even if **6** \_\_\_\_\_ physics is so complex!

**Li Zhen:** Hawking was incredible! He **7** \_\_\_\_\_ the universe in a way that I think only Einstein had before. I hope we can build on his work. There's so much more to learn about space, **8** \_\_\_\_\_, black holes and time ...

**Chen Xi:** Well then, let's get started!

### 4 Adjectives Join one word in box A with one word in box B to form a compound adjective. Then complete the sentences with the compound adjectives.

**A** hand      well      early      old      all      hard      high

**B** known      made      night      morning      fashioned      hitting      fat

- Go for an early-morning run in our fantastic trainers. Only £105!
- We only sell \_\_\_\_\_ jewellery in our shop. Nothing is made by machine.
- You can get *TALKHEAD*, the \_\_\_\_\_ computer game here. Everybody's playing it!
- Don't eat \_\_\_\_\_ snacks any more. Try our wonderful fruit basket and feel fit and healthy.
- Get your *DAILY NEWS* here. Britain's most \_\_\_\_\_ newspaper. A shock a page!
- Food all the time at cheap prices. Try JOE'S \_\_\_\_\_ Café.
- Try our \_\_\_\_\_ sweets. Sweets like your parents used to eat!

**5 Polite Requests** Match one expression from each column to form a sentence. Some expressions in the left column can be used more than once.

1 Am I right

2 I'm afraid

3 Would you please tell us

4 I wonder if

5 Could you explain

a what inspired your invention?

b there is intelligent life on another planet.

c the basics of physics to me?

d in understanding that you are a scientist?

e I don't understand much about science.

f I'm not creative enough to be an inventor.

g why you chose to become an engineer?

**6 Phrasal Prepositions** Complete the text using the phrases below.

instead of    with the help of    in spite of    as a result of    in addition to

**1** \_\_\_\_\_ fierce competition, local teenager Marie Miller has won top prize at an International Innovation Fair. She designed a mobile phone app that allows people with learning difficulties to improve their reading skills. **2** \_\_\_\_\_ this, the app also allows users to connect with each other, building a community of learners supporting one other. **3** \_\_\_\_\_ the app, learners have reported their confidence and reading ability has improved greatly. Many users of the app have said that they prefer using it **4** \_\_\_\_\_ other more traditional methods. **5** \_\_\_\_\_ this win, Marie says she plans to use the prize money to invest in more app designs.



**LISTENING**

**7 Listen to the recording. Complete the notes about Susan Lee.**



**Susan Lee**

Occupation: **1** \_\_\_\_\_

Two activities in her daily work: **2** \_\_\_\_\_ **3** \_\_\_\_\_

"Aha moments" happen when she is **4** \_\_\_\_\_

Science is an **5** \_\_\_\_\_ but highly **6** \_\_\_\_\_ field.

Currently working on an international project with scientists from: **7** \_\_\_\_\_ **8** \_\_\_\_\_

She enjoys international projects because she: **9** \_\_\_\_\_ **10** \_\_\_\_\_

According to her, science improves our: **11** \_\_\_\_\_ **12** \_\_\_\_\_ **13** \_\_\_\_\_

 **8 Listen to the interview. Complete the notes.**



**Dr. Grant's Book**

Topic: **1** \_\_\_\_\_

Examples of an innovation: **2** \_\_\_\_\_

What determines success of an innovation according to Dr. Grant:

- **3** \_\_\_\_\_
- **4** \_\_\_\_\_
- **5** \_\_\_\_\_

**TRANSLATING**

**9 Translate the sentences into English.**

- 1 尽管不太可能选出哪项发明是最重要的，但是挑选出20世纪的几位先驱还是有可能的。  
\_\_\_\_\_
- 2 无论是借助运气还是按照计划，如果没有这些先驱者在科学技术领域取得的重大突破，我们今天所了解的这个世界将是完全不同的。  
\_\_\_\_\_
- 3 一个成功的想法背后经常投入了极大的艰辛努力。  
\_\_\_\_\_
- 4 灵感的产生并非偶然。  
\_\_\_\_\_
- 5 几十年间尽管身体状况不断下降，霍金从未停止自己的研究，他发展了一些有关黑洞的新思想。  
\_\_\_\_\_
- 6 科学家们应该整合已有的全部思想，而不是试图找到一个全新的、轰动世界的说法。  
\_\_\_\_\_

**READING AND WRITING**

***A Profile of Elon Musk***

Elon Musk is a businessman, inventor and engineer and is undoubtedly, one of the leading figures in the world of technology. Musk was born in Pretoria, South Africa in 1971. A gifted child, he taught himself how to programme computers at the age of 12. He was accepted to university in the United States where he completed a degree in Arts. After this, he started a PhD in physics at Stanford University, California. However, he dropped out to pursue his interest in startups and technology.

He continued working in the field of technology, in particular founding an online payment site that eventually would become a global company. In 2001 Musk, who had an interest in space exploration, began meeting with scientists to discuss the possibility of human habitation on Mars. He believed that space travel could be both affordable and available for the masses. Using his own fortune, Musk founded his

company that designs rockets and space vehicles. It was the first privately owned company to do so, as prior to this, almost all space technology was designed by governments. In 2012, the rockets made by the company docked with the International Space Station. Musk also received contracts from NASA and the US space agency, thus making history by proving that the concept of commercial space exploration was both possible and affordable.



Another one of Musk's innovations is the electric car. To create electric cars, Musk started a company and became the CEO in 2008. The company is named after Nicolai Tesla, the Serbian-American inventor and physicist, who is best known for designing the AC electrical system. The cars made by Musk's company are designed to end the dependence on fossil fuels and so reduce the negative effects of climate change and air pollution from cars.

Musk's motivation for his innovations are to expand human reach in the universe and protect the resources of our planet. By creating opportunities to explore new planets, Musk believes that in the event of a major catastrophe on Earth, there would be the potential for the human race to continue elsewhere. On Earth, Musk's inventions are designed to find renewable, environment-friendly solutions to meet the challenge of an ever-growing global population that demands energy and transport. According to Musk, "I came to the conclusion that we should aspire to increase the scope and scale of human consciousness in order to better understand what questions to ask. Really, the only thing that makes sense is to strive for greater collective enlightenment."

## 10 Read the profile. Answer the questions.

- 1 According to the author, what event in particular was historic in Musk's career?
  - a selling his financial startup for a record breaking figure
  - b his company's technology being contracted by NASA
  - c receiving government support for electric vehicles in the United States
  - d becoming CEO of two separate companies despite dropping out of Stanford University
- 2 Could Elon Musk be described as a pioneer of the 21<sup>st</sup> century? Find evidence from the profile.
- 3 What characteristics and backgrounds do inventors like Elon Musk have that make their ideas successful?

- 11 Imagine you are trying to convince an audience to invest in space travel. Write a short speech outlining the importance of the idea and the impact for human life in the future. Use words from the profile to help you.

# PEER EDITING SHEET

Unit 10	Unit 11	Unit 12
<b>A News Report</b>	<b>An Opinion Essay</b>	<b>An Introduction of an Inventor and His / Her Invention</b>
<input type="checkbox"/> Does the report have a clear title and a brief lead?	<input type="checkbox"/> Does the writer clearly state his / her opinion?	<input type="checkbox"/> Does the writer clearly introduce the inventor and his / her invention?
<input type="checkbox"/> Does the report clearly introduce the events? (Including the <i>who</i> , <i>when</i> , <i>where</i> , <i>what</i> , <i>why</i> and <i>how</i> of the events)	<input type="checkbox"/> Does the essay include supporting reasons with facts and data for the opinion stated?	<input type="checkbox"/> Is the essay well-structured, including the inventing process or inspiration, and the influence of the invention?
<input type="checkbox"/> Does the writer use formal and clear language?	<input type="checkbox"/> Is the essay organised in a clear and structured way?	<input type="checkbox"/> Does the writer use time expressions to introduce how the invention came about?
	<input type="checkbox"/> Does the writer use persuasive language?	<input type="checkbox"/> Does the writer use the past tense to describe the inventor's actions?
<ul style="list-style-type: none"> <li>• Mark any spelling, punctuation or grammar errors.</li> <li>• Mark any unclear expressions. Give suggestions if you can.</li> <li>• <u>Underline</u> the expressions you like.</li> </ul>		
<b>Comments:</b>	<b>Comments:</b>	<b>Comments:</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____

# GRAMMAR SUMMARY

## UNIT 10 CONNECTIONS

### Passive Forms in the Past 过去时中的被动语态

The structure of Passive Forms in the Past is as follows

过去时中的被动语态结构:

Tense	Form	Verb-ed
Past simple	<i>was / were</i>	Verb-ed
Past continuous	<i>was / were being</i>	Verb-ed
Past perfect	<i>had been</i>	Verb-ed

## UNIT 11 CONFLICT AND COMPROMISE

### Modal Verbs 情态动词

Modal verbs can be used with another verb to express likelihood, ability, permission and obligation.

情态动词和动词原形连用，表达可能性、能力、许可和责任等。

#### ought to

We use *ought to*:

*ought to* 用于:

- 1 to show duty or moral obligation 表示职责或道义上的责任
  - You really **ought to** visit your grandmother. You know she hasn't been well.
  - We **ought to** give more assistance to charities in need of funding.
- 2 to show necessity 表示必要性
  - You **ought to** go to bed early as you have to be up at six.
- 3 to make a suggestion 提出某种建议
  - You really **ought to** try this diet. I have lost five kilograms.

#### could

We use *could*:

*could* 用于:

- 1 to express possibility 表示可能性
  - If our defence is good in the next game, we **could** even win.
- 2 as the past tense of can 作为can的过去式
  - I **could** swim for hours when I was younger.



- 3 to show that something is possible in the future, but not certain  
表示某事将来有可能要发生, 但不确定
  - *If we get good rains then we **could** have a bumper crop.*
- 4 as a polite or formal way of asking someone to do something or to ask for permission to do something  
礼貌地或正式地请求他人做某事或请求允许做某事
  - ***Could** you pass me the salt, please?*
  - ***Could** I ask you a question?*
  - ***Could** you run up to the office and deliver this message, please?*
- 5 to show that something is / was possible now or at some time in the past  
表示某事在现在或过去的某个时间里可能发生
  - *It is so relaxing that I **could** just sit in the sun and read all day.*
  - *I was so hungry that I **could have** eaten the whole cake!*
- 6 as a suggestion when asked what to do  
在被问起要做某事时, 表示建议
  - *We **could** go to Chen Xi's house first and then go on to the game.*

### **dare to**

We use *dare to* to say we are brave enough to do something.

*dare to* 表示敢于做某事。

- *Only the fittest long-distance runners **dare to** tackle the Comrades Marathon.*
- *I was so worried about my exam results that I didn't **dare to** ask if I had passed.*
- *Only a few journalists **dared to** cover the story.*

### **have to**

We use *have to*:

*have to* 用于:

- 1 to show obligation (which someone else expects of us)  
表示 (他人期望我们履行的) 责任、义务
  - *Do you **have to** go to bed at nine every night?*
  - *Do you **have to** go to school tomorrow?*
  - *I **have to** go to the dentist tomorrow.*
- 2 to give advice  
提建议
  - *You **have to** see the film version of the book; you'll love it!*
- 3 to say it is important that something happens  
表示某事的重要性
  - *We **have to** use cold water for the pastry, otherwise it will become tough.*

### **don't have to**

We use *don't have to* to express a lack of obligation.

用 *don't have to* 表示不必履行职责、义务。

- *We **don't have to** wear a uniform at our school.*

## may, might, can, could

In affirmative sentences, *may*, *could*, *might* can be used to say there is a possibility of something happening or being true, but not *can*. *Might* can suggest that there is less possibility.

在肯定句中，*may*, *could*, *might* 用于表示某事可能发生或可能存在，但*can*不能用于此目的。*might*表示可能性很小。

- *It **may / might / could** snow later in the day.*
- *According to the weather report, it **may** rain today. It **might** even snow.*

*Can* is used to talk about a more general possibility of something happening.

*can*用来表示更宽泛的某事发生的可能性。

- *Too much snow **can** cause trouble.*

In negative sentences, we use *cannot* or *couldn't* to say that something is not the case.

在否定句中，用*cannot* 或者 *couldn't*表示“不可能”。

- *It **can't / couldn't** be Jack. He said he wouldn't talk to me any more.*

*Can* is used in questions.

*can*用于问句。

- *There is a knock at the door. Who **can** it be at this time of the night?*

In affirmative sentences, *may / could / might + have done* is used to say it is possible that something happened in the past.

在肯定句中*may / could / might + have done*用于表示过去某事可能发生了。

- *I thought Jenny was angry at me, but I **may / might / could have been** wrong.*
- *Nobody knew where Tom was. He **may / might / could have gone** abroad.*

We can use *might / could + have done* to say that something was possible in the past, but we know that it did not in fact happen. In this case we can't use *may* or *can*.

*might / could + have done*用于表示某事可能在过去发生，但事实上并没有发生。*may*和*can*不能用于此种情况。

- *If you went to school on foot this morning, you **could / might have avoided** the accident.*

## UNIT 12 INNOVATION

### Adjectives 形容词

An adjective modifies (gives us more information about) a noun or a pronoun.

形容词修饰名词或代词，提供更多的信息。

1 There are two classes of adjectives:

形容词有两类：性质形容词和类别形容词：

- **qualitative:** e.g. *blue, cheerful, short, hot ...*
- **classifying:** e.g. *Chinese, Italian, oval, female ...*

Qualitative adjectives always come before classifying adjectives.

性质形容词总是置于类别形容词前。

- *a fragile Venetian vase*

Use the following methods to decide if an adjective is qualitative or classifying:

用以下方法确定某个形容词是性质形容词还是类别形容词：

- You can use qualitative adjectives (but not classifying adjectives) in the comparative and superlative form, e.g. **hotter, hottest**. 性质形容词有比较级和最高级，如hotter, hottest，而类别形容词没有这种变化。
- Qualitative adjectives can also be modified by a word such as *extremely, very, etc.*, while classifying adjectives cannot. 性质形容词可以用*extremely, very*等词修饰，而类别形容词不能用这些词修饰。

## 2 The most common order of adjectives:

形容词的一般排序规则：

Order of adjectives	Examples
Quantity or number 数量或数字	sixteen, two, twenty-five, one hundred and ten
Quality or opinion 性质或个人感觉	attractive, amazing, striking, beautiful, handsome, brilliant, delicious
Size 大小	enormous, tiny, tall, short
Age 年龄	nineteen-year-old, twenty-year-old
Shape 形状	round, oval
Colour 颜色	red, blue, violet, magenta
Proper adjective (nationality or place of origin) 来源 (国籍或发源地)	French, Chinese, Italian, British, American
Material 材料	platinum, diamond

- The **attractive young** girl wore a **beautiful blue** dress.
- The **tiny silver** balls looked attractive on the birthday cake.
- The **short elderly** lady walked proudly into the room.
- The **handsome Italian** man was wearing expensive clothes.

## 3 Adverbs can modify adjectives:

副词可以修饰形容词：

- We both came to **completely different** conclusions.
- That **terribly depressed** clown was named Grock.
- The painting was **incredibly beautiful**.
- The **truly happy** bride and groom went on honeymoon.
- The twins had **very different** characteristics.

## 4 Compound adjectives are formed when two or more adjectives are joined together by a hyphen to create a new word.

合成形容词是由两个或多个形容词或名词通过连字符连接构成的新词。

- The **man-eating** lion was tracked down.
- He read the **three-hundred-page** book.
- She is a **world-renowned** author.
- The **thirty-one-year-old** lady celebrated her birthday.

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# NOTES ON THE TEXTS

## UNIT 10 CONNECTIONS

### Topic Talk

- The last person I took a photo of was my sister Daisy when we were hanging out last weekend at the park.**  
我最近一次给人拍照是给我妹妹黛西，上周末我们逛公园的时候。  
hang out 闲逛，逗留；泡在某处。如：  
*The local kids hang out at the mall.* 当地的孩子在商场闲荡。  
*We can just hang out and have a good time.* 我们可以只是闲逛一下，开开心。
- We always agree to disagree if we need to.**  
如有必要，我们总是求同存异。  
agree to disagree 保留各自意见，求同存异，和而不同。如：  
*You and I are going to have to agree to disagree then.* 那你我只能各自保留不同意见了。  
*You don't have to win every argument. Why not agree to disagree?* 你没有必要每次争论都要赢。为何不求同存异呢？
- We've sorted out our problems now.**  
我们现在已经解决了我们的问题。  
sort out 解决（问题）；理清（细节）。如：  
*He would sort out his own problems, in time.* 他早晚会解决自己的问题。  
*I wanted to sort out this problem with him, but it was in vain.* 我想跟他把这个问题给解决了，但却是徒劳。
- Differences between brothers cannot sever their blood ties.**  
兄弟虽有小忿，不废懿亲。  
本句出自左丘明《左传》。

### Lesson 1

- Six Degrees of Separation** 六度分隔，又称为“小世界现象”。大意是说，任何两个素不相识的人中间最多只隔着六层关联，即只需要不超过五个人就可以将两个陌生人联系在一起。
- ... through a chain of no more than five other people.**  
……通过不超过另外五个人的联结。  
a chain of 一系列，一连串（人或事）。如：  
*Now he has a chain of 11 restaurants.* 如今他拥有11家连锁餐厅。  
*A chain of events spoiled my plan.* 一连串的事件打乱了我的计划。
- Frigyes Karithy** 匈牙利作家弗里吉斯·考林蒂（1887—1938）。他的短篇故事《链条》（Chains）中的角色认为至多需要五个人（在认识其中一人的情况下），仅通过人际关系，他就可以联系到自己想找的人。因此，一些学者认为考林蒂是最早发现六度分隔现象的人。他的观点对早期社交网络的构想产生了一定影响。
- Stanley Milgram** 斯坦利·米尔格兰姆（1933—1984），美国社会心理学家。1967年，他根据“六度分隔”进行了一次名为“小世界”的连锁信实验，该实验发现一封信函平均经手五位陌生人即可到达目标收件人手中。该实验结果于1967年发表。

- 5 **Massachusetts** 马萨诸塞州，位于美国东北，是新英格兰地区的一部分，通常简称为“麻州”或“麻省”。
- 6 **Once the parcel had been received by this person, he or she would send the parcel onto a contact of theirs until the parcel could be personally delivered to the correct person.**  
一旦此人收到包裹，他或她就会将包裹再发给认识的人，直到该包裹被送到目标收件人手中。  
本句中once用作连词时，意为“一旦……就……”，用于连接时间状语从句，相当于as soon as。如：  
*They didn't know how they would cope once the money had gone.* 一旦钱花光了，他们就不知道该怎么办了。  
deliver sth to ... 递送；传送；交付。如：  
*Leaflets have been delivered to every household.* 传单已经送到每家每户。
- 7 **the Oscar-winning film *Babel*** 奥斯卡获奖影片《通天塔》。该影片讲述的是四个不同国家、不同种族、不同语言的家庭，在短短11天内历经各种不幸，而所有的不幸几乎都源于沟通不畅。《通天塔》体现了六度分隔理论。
- 8 **Kevin Bacon** 凯文·贝肯(1958—)，美国著名影星，曾获得第67届金球奖最佳男主角和第16届美国演员工会奖最佳男主角。
- 9 **Columbia Small-world Project** 哥伦比亚小世界项目。2001年秋，在美国哥伦比亚大学社会学系任教的沃茨博士组建了一个研究小组，采用转发邮件的方式在更大范围内验证六度分隔现象。实验对邮件的转发次数进行统计，发现每封邮件平均转发5~7次，即可到达目标。
- 10 **University of Milan** 米兰大学，创办于1924年，坐落于意大利米兰市。

## Lesson 2

- 1 **Roseto** 罗塞托镇，位于美国宾西法尼亚州北安普敦县。
- 2 **We know that you are involved in a research project there.**  
我们知道你参与了那里的一个研究项目。  
involve sb (in sth / in doing sth) (使) 参加，参与。如：  
*Parents should involve themselves in their child's education.* 父母应当参与孩子的教育。
- 3 **In Roseto, almost all households consisted of three generations.**  
在罗塞托镇，几乎所有的家庭都是三代同堂。  
consist of 由……组成（或构成）。如：  
*The committee consists of ten members.* 委员会由十人组成。  
*Their diet consisted largely of vegetables.* 他们的日常饮食以蔬菜为主。
- 4 **In the 1960s, younger Rosetans would not keep up the traditional lifestyle.**  
20世纪60年代，年青一代的罗塞托人不愿意保持传统的生活方式。  
keep up sth 继续保持（维持）某事物。如：  
*The enemy kept up the attack all through the night.* 敌人整夜持续地进攻。

## Lesson 3

- 1 **Lucy Maud Montgomery** 露西·莫德·蒙格玛利 (1874—1942)，加拿大女作家，著有《绿山墙的安妮》等系列作品。在《绿山墙的安妮》中，主人公小女孩安妮纯真善良、热爱生活，被美国著名作家马克·吐温认为“是继不朽的爱丽丝之后最令人感动和喜爱的形象”。

2 **I'm going to burst into tears!**

我马上就要哭出来了!

burst into 突然……起来(尤指唱歌、哭、笑等)。如:

*Suddenly, the group burst into laughter.* 突然,这组人笑了起来。

3 **I'm in the depths of despair. Can you eat when you are in the depths of despair?**

我彻底绝望了。你彻底绝望的时候还能吃得下东西吗?

the depths of sth (坏情绪或坏情况) 最强烈的时刻,最糟糕的时刻。如:

*The country was falling into the depths of economic crisis.* 这个国家正在陷入最严重的经济危机。

4 **And to bed, when she had put her dishes away, went Marilla, frowning most resolutely.**

玛丽拉收拾完盘子,紧紧地皱着眉头,也回到房间休息了。

本句为倒装句。在英语中,由于语法结构或修辞需要,通常需要变更句子的自然语序。当句子中的谓语置于主语之前,则句子语序为倒装语序。倒装语序多用于强调。在本句中,谓语went前置,强调了玛丽拉的面部表情和心理活动。

## Writing Workshop

**The acts appealing to children were particularly popular.**

吸引儿童的表演特别受欢迎。

appeal to 对……有吸引力;使……感兴趣。如:

*The story has long appealed to all tastes.* 该故事长期受到各类人士的欢迎。

*The design has to appeal to all ages and social groups.* 设计必须要雅俗共赏,老幼皆宜。

## UNIT 11 CONFLICT AND COMPROMISE

### Topic Talk

1 **reset your account** 重置您的账户

2 **I apologise for our part in it.**

我为我们的行为道歉。

apologise for 为……道歉。如:

*They do not have the courage to apologise for their actions.* 他们没有勇气为自己的行为道歉。

3 **The softest things in the world overcome the hardest things in the world.**

天下之至柔,驰骋天下之至坚。

本句出自老子《道德经》。

### Lesson 1

1 **Ma Ming, drummer for the rock band "Storm", had to pack his bags.**

摇滚乐队“暴风雨”的鼓手马明不得不收拾行李。

have to do sth 不得不做某事。如:

*I have to finish my homework before dinner.* 我必须在晚饭前完成作业。

2 **The flat-owner said if he had known that Ma Ming was a drummer, he wouldn't have rented the flat to him.**

房东说他如果知道马明是个鼓手，就不会把房子租给他。

该句为虚拟语气，主句用would have done，从句用过去完成时，表示对过去情况的假设。如：

*I would have told you the story about him, if you had been at home.* 要是你在家的话，我本来可以告诉你关于他的故事。

3 **"We told him that he ought to cease drumming or leave the property," a council member said.**

一位委员会成员说：“我们告诉他应该停止打鼓，否则就搬走。”

ought to do sth 应该做某事。如：

*She is your mother, so you ought to support her.* 她是你妈妈，你应该支持她。

leave the property 离开这所房子。property的意思是“房产”。如：

*Property prices have shot up recently.* 最近房价暴涨。

4 **Living in a hotel means the hotel staff makes the bed every day and I don't have to do my own washing!**

住在旅馆里就意味着每天有服务员整理床铺，我也不必自己洗衣服！

make one's bed 整理床铺。如：

*Get up quickly and make your beds as soon as possible.* 快起床，然后尽快整理好床铺。

5 **We could hardly get rid of the smell of fish!**

我们很难去掉（身上的）鱼腥味！

get rid of 去掉，摆脱。如：

*I would be glad to get rid of that bad habit.* 能摆脱掉这个坏习惯的话，我会很高兴。

6 **Instead, Smith emptied one of his larger tanks over his balcony and both the McKays and the cake were wet through.**

然而，史密斯从阳台上倒掉他的一个大鱼缸中的水，将迈奇夫妇和蛋糕都淋了个通透。empty 动词，表示“使……变空”。如：

*Would you please empty the garbage for me?* 请帮我把垃圾倒了，好吗？

7 **He has also promised to change his ways from now on.**

他还承诺从现在开始改变他的方式。

promise to do sth 承诺做某事。如：

*I promised to finish my homework before lunch but I didn't do it.* 我承诺在午饭前完成作业，但我没做到。

## Lesson 2

1 **They just hope that if they hold out for long enough, things will get better by and by.**

他们只是希望如果坚持的时间足够长，情况能够慢慢地好起来。

hold out 坚持。如：

*They held out for another hour, and then their friends came.* 他们又坚持了一个小时，然后他们的朋友来了。

2 **Then, you put forward solutions.**

然后，你提出解决方案。

put forward 提出。如：

*The students have put forward a series of questions.* 学生们提出了一系列的问题。



## Lesson 3

- 1 My Lai** 美莱村是越南南部广义省的一个村庄。1968年3月16日，侵越美军在这里残杀了数百名手无寸铁的村民，制造了血腥恐怖的美莱村大屠杀。
- Chuc was wounded in the leg and almost unconscious, but he was covered by a pile of dead bodies and thus, his life was saved.**  
杜沙的腿受了伤，几乎不省人事，但他被一堆尸体覆盖，幸存下来。  
表示某个部位受伤，用介词*in*。如：  
*I was wounded in the arm.* 我胳膊受伤了。
- One of their men, speaking in English, said that he had worked in England for some years and that he was fed up to the neck with this war and would be glad when it was over.**  
他们中的一个人用英语说，他在英国工作过几年，受够了这场战争，如果战争结束，他会很高兴。  
*be fed up with* 饱受，厌烦。如：  
*Little by little, I began to be fed up with examinations.* 渐渐地，我开始厌烦起考试来。
- We'd formed a bond and during the whole of Boxing Day, we never fired a shot and they the same; each side seemed to be waiting for the other to set the ball rolling.**  
我们建立了一种默契，整个节礼日，我们都没有开过一枪，他们也一样；双方似乎在等对方先开火。  
Boxing Day 节礼日，每年的12月26日在英联邦部分地区庆祝的节日。传统上这一天要向服务业工人赠送圣诞节礼物。  
*set the ball rolling* 使某种活动开始。如：  
*As no one spoke, the teacher asked a few questions to set the ball rolling.* 没有人发言，老师便提几个问题来启发大家。
- Old Soldiers Never Die** 《老兵永生》。这是一部描写第一次世界大战的小说，被评论家称为最优秀的论述战争的作品。作者弗兰克·理查兹是孤儿，曾做过矿工，1901年入伍。在小说中他以亲历的方式记述了参战的过程。
- It was this patient's second visit to us and this time he'd had both his legs blown off – he was all-of-about 20 years old.**  
这是这个病人第二次来到我们这里，而这次他的双腿都被炸没了——他也就才二十几岁。
- A Piece of My Heart** 《心之彼方》。它被认为是一部震撼人心的有关越南战争的历史作品。作者凯斯·沃克是一位作家和电影制片人，他历时三年采访了26位参加过越南战争的女护士。当年参战女兵约有15,000人，而这26位护士作为女兵代表，打破沉默，向沃克讲述了那些噩梦般的经历。沃克将采访整理成不同体裁的章节，构成一部回忆录故事。

## Writing Workshop

- In many countries, there are already laws which do not allow advertising for tobacco products like cigarettes.**  
很多国家已经立法禁止烟草产品广告，如香烟。  
*allow doing sth* 允许做某事。如：  
*Schools don't allow smoking.* 学校不允许抽烟。

- 2 **If children see fewer advertisements on TV of people doing these activities, they are much less likely to try to copy their behaviour.**

如果孩子看电视上看不到做这些事的广告，他们很可能就不会去模仿他们的行为。

be likely to do sth 很可能做某事……。如：

*In the meantime, the war is likely to continue.* 与此同时，这场战争可能还会继续。

*I am likely to finish my homework after dinner.* 我很可能在晚饭后完成作业。

- 3 **The money invested in making these unhealthy products could be used for more worthwhile businesses, such as those that improve our environment.**

投资在不健康产品上的钱可以拿来更值得的事，例如改善环境。

invest in doing sth 在……方面投资。如：

*They had the foresight to invest in developing new technology.* 他们有远见，投资开发了新技术。

## UNIT 12 INNOVATION

### Lesson 1

- 1 **Medical advances ranged from discovering the causes of diseases under microscopes to staging operations to replace diseased organs with donated ones.**

医学上的进步范围很广，从利用显微镜揭示病因，到施行手术，用捐赠的器官做器官移植。

range from 范围从……到……。如：

*The jobs range from advertising sales to engineering.* 工作范围从广告销售到工程设计。

- 2 **We started flying around the world, launching satellites into orbit and, at the same time, scientists figured out how to split the atom, previously thought to be the smallest particle of matter in the universe.**

我们开始坐飞机周游世界，把人造卫星发射至轨道。同时，科学家们发现了如何分裂原子。在此之前，原子被认为是宇宙中最小的物质微粒。

figure out 算出，想出。如：

*It can be difficult to figure out creative ways to finish the task.* 要找到创造性的方法完成任务很难。

- 3 **Although it is impossible to choose the most important discovery, it is possible to single out a few pioneers of the 20<sup>th</sup> century.**

尽管不太可能选出哪项发现是最重要的，但是挑选出20世纪的几位先驱还是可能的。

single out 挑出；挑选。如：

*To single out such women, she came up with a clever test.* 为了挑出这样的女性，她想出了一个聪明的测试方法。

- 4 **theory of relativity** 相对论，关于时空和引力的基本理论。主要由阿尔伯特·爱因斯坦创立，依据研究的对象分为狭义相对论和广义相对论。相对论的基本假设是相对性原理。

- 5 **Alexander Fleming** 亚历山大·弗莱明（1881—1955），英国细菌学家、生物化学家、微生物学家。1923年，弗莱明发现溶菌酶。1928年，他最先发现青霉素，后经英国病理

学家弗劳雷、德国生物化学家钱恩进一步研究改进，成功地用于临床，三人共获诺贝尔生理学或医学奖。青霉素的发现，使人类找到了一种具有强大杀菌作用的药物，结束了传染病几乎无法治疗的年代。

- 6 **With 18,000 tubes, thousands of circuits and 6,000 switches, it used so much energy that when it was turned on, the lights in the local town went out!**  
它有18,000个显像管，数千条电路和6,000个开关，耗电量异常巨大，以致于当它启动的时候，当地所有的灯都熄灭了！  
so much ... that ... 如此多……以至于……。如：  
*He has so much energy that he can run for two hours without stopping.* 他精力充沛，跑两小时都不用休息。
- 7 **Tim Berners-Lee** 蒂姆·伯纳·李，1955年生于伦敦，英国计算机科学家，万维网的发明者。1990年12月25日，他与比利时计算机科学家罗伯特·卡里奥一起第一次成功通过互联网实现了超文本传输协议（HTTP）代理与服务器的通信。
- 8 **World Wide Web** 万维网
- 9 **These pioneers of the 20<sup>th</sup> century were all dedicated to improving the quality of human life on Earth.**  
这些20世纪的先驱都致力于改善地球上人类的生活质量。  
be dedicated to doing 致力于；献身于。如：  
*How much time should I dedicate to preparing for the exam?* 我要花多少时间准备考试？

### Lesson 3

- 1 **Stephen Hawking** 斯蒂芬·霍金（1942—2018），出生于英国牛津，著名物理学家、宇宙学家、数学家。霍金毕业于牛津大学、剑桥大学。1979年至2009年任卢卡斯数学教授，后为卢卡斯荣誉数学教授（牛顿曾任此职）。他的主要研究领域是宇宙论和黑洞，证明了广义相对论的奇性定理和黑洞面积定理，在统一20世纪物理学的两大基础理论——爱因斯坦创立的相对论和普朗克创立的量子力学方面走出了重要一步。
- 2 **ALS** 肌萎缩侧索硬化症，也叫运动神经元病。它是上运动神经元和下运动神经元损伤之后，导致包括四肢、躯干、胸部、腹部的肌肉逐渐无力和萎缩。
- 3 **the "Big Bang"** “宇宙大爆炸”，是现代宇宙学中最有影响的一种学说。它的主要观点是宇宙曾有一段从热到冷的演化史。在这个时期里，宇宙体系在不断地膨胀，使物质密度从密到稀地演化，如同一次规模巨大的爆炸。
- 4 **the London 2012 Olympics** 第30届夏季奥林匹克运动会，2012年7月27日到2012年8月12日在英国首都伦敦举办。
- 5 **In spite of his disease, Hawking didn't consider himself an unlucky man.**  
尽管霍金患有疾病，但他并不认为自己是个不幸的人。  
in spite of ... 尽管……。如：  
*In spite of these insults, I managed not to get angry.* 尽管遭到了侮辱，我还是控制住了自己，没有发怒。

6 **He said it had not prevented him from having a family, and being successful in his work.**

他说，这并没有阻碍他拥有家庭，也没有阻碍他在工作中取得成功。

prevent sb from doing 阻止某人做某事。如：

*Doing so does nothing to prevent me from hating you.* 这么做并不能阻止我恨你。

## Writing Workshop

1 **James Watt** 詹姆斯·瓦特 (1736—1819)，英国发明家。1776年，他对当时的原始蒸汽机进行了改进，提高了蒸汽机的热效率和工作的可靠性，使蒸汽机在工业上得到广泛的应用。为了纪念这位伟大的发明家，人们把功率的单位定为“瓦特”。

2 **He reflected further on the process, estimating how much more power could be created by a larger amount of water.**

他进一步思考了这个过程，评估了加大水量将产生多少能量。

reflect on 仔细考虑，反省。如：

*Please reflect on what I have told you.* 请你仔细想想我对你讲的话。

3 **Later he began to experiment with steam, and eventually developed the steam engine.**

后来他开始用蒸汽做实验，最后改进了蒸汽机。

experiment with ... 用……进行实验；试用。如：

*Scientists experimented with some new chemicals for the new drug.* 科学家使用一些新的化学制品来试制新药。

4 **the Industrial Revolution** 工业革命，18世纪60年代始于英国。在第一次工业革命中，蒸汽机的改良和广泛使用标志着人类社会由此进入“蒸汽时代”。随后，机器生产逐渐替代手工劳动，由传统手工技术为基础的资本主义工场手工业逐渐过渡到了采用机器的资本主义工厂制度。

## UNIT 10 CONNECTIONS

### Topic Talk

#### 10.1

(**M** = Max **W** = Willa)

**M:** OK, we're going to do a little experiment to find out about the connections you have.

**W:** All right.

**M:** Take your mobile phone and look at your photos. Who was the last person you took a photo of?

**W:** Well, let me see. The last person I took a photo of was my sister Daisy when we were hanging out last weekend at the park.

**M:** Do you get on well with your sister then?

**W:** Yes. We get on very well with each other. We're very close in age so we used to play with each other when we were children. We have some of the same friends.

**M:** Didn't you argue or fight with each other when you were children?

**W:** Well, sometimes conflicts will come up, but never for very long. We always agree to disagree if we need to. The most important thing is that we are always there for each other whenever one needs some help or just a bit of encouragement.

#### 10.2

(**A** = Ann **M** = Max)

**A:** Max, are you still having problems with your neighbours in Flat 304?

**M:** No, not anymore, fortunately. We've sorted out our problems now.

**A:** Oh good. What was the problem you were having with them, actually?

**M:** Basically, they were making too much noise in their flat in the evenings and it was really disturbing us.

**A:** Yes, I can imagine.

**M:** We didn't want any conflict with them at all. We want to have friendly relationships with our neighbours, so we all have a good community spirit.

**A:** I know. So, how did you deal with the noise problem in the end?

**M:** It was quite simple. Instead of staying in our flat, feeling angry about the noise, we went over to their flat, told them how unhappy the noise was making us and they apologised and said they would make less noise from then on.

**A:** And they did?

**M:** Yes, that's right. Now we get on really well with each other.

## Lesson 2

### 10.3

(**I** = Interviewer **S** = Dr. Smith)

**I:** Good morning, Dr. Smith. Welcome to our programme. We noticed that you have paid quite a few visits to a small town called Roseto. We know that you are involved in a research project there. Would you please tell us more about it?

**S:** Of course. Actually, my research was based on an earlier study of the lifestyle in Roseto. In the 1950s, heart attacks were an epidemic in the USA, but doctors found there was hardly a Rosetan below 65 who'd experienced one. People were dying of old age rather than from illness. Additionally, there was very little crime. This was a very safe small town.

**I:** That's amazing. What were the reasons?

**S:** According to an earlier study about Roseto, researchers found that the reason for the low rate of Rosetans' heart attacks was the community itself. Roseto was a very closely-knit community. People there looked after each other. They visited each other and frequently organised community celebrations. In Roseto, almost all households consisted of three generations. Old people were respected. The social network they enjoyed protected them from the pressure of the modern world.

**I:** Then what was the situation in later years?

**S:** In the 1960s, younger Rosetans would not keep up the traditional lifestyle. They moved to typical single-family houses on the outskirts of the town. They rejected traditional social bonds.

**I:** What has happened since then?

**S:** Well, the consequences of the change followed quickly. The first heart attack of a Rosetan under 45 happened in 1971. Today the rate of heart attacks in Roseto is the same as the average.

**I:** Wow, that's surprising...

### 10.4

(**L** = Linda **G** = Grandpa)

**L:** Mum always tells me her hometown is small, but this is like a big city.

**G:** Well, it wasn't like this when your mum was here. Our town was small then. There weren't many tall buildings. Back then, we didn't live in flats. We lived in a sort of house, with two small rooms, not like the big houses today. The kitchen and toilet were outside the house. We shared them with our neighbours.

**L:** That was not convenient, was it?

**G:** No. It was a bit inconvenient, but we didn't feel that at that time. Actually, we were close to our neighbours. We were friendly to each other, just like a kind of big family.

**L:** That's cool. It's great to live in a closely-knit community.

**G:** Yes. Children played together after school, and neighbours often visited each

other. You know, some old neighbours are still my best friends, although we live far away now.

**L:** You mean the friends who are coming this afternoon? Are they all your old neighbours?

**G:** Yes. You can ask them to tell you your mum's childhood stories.

**L:** Great!

## UNIT 11 CONFLICT AND COMPROMISE

### Topic Talk

#### 11.1

(**A** = Call Centre Agent    **C** = Customer)

**A:** Good afternoon, how may I help you?

**C:** I certainly hope somebody can! That accounts department of yours doesn't know what they are doing!

**A:** Would you please tell me what is wrong?

**C:** This is the third time I am calling about the same thing. It's just a waste of my time.

**A:** Yes, sir, I do understand why you are upset. Tell me what the problem is.

**C:** It's my account. I have paid it in full but you keep sending messages to say that I need to pay immediately, otherwise my account will be closed.

**A:** Please give me your account number, sir, and I'll inquire and make sure the issue is resolved as soon as possible.

**C:** The name's Jones and my account number is J28760.

**A:** Right. Would you please wait a few minutes? I will check the problem and see what I can do.

...

**A:** Sorry for keeping you waiting. We detected an error with your account. I have reset your account. It'll be okay in an hour. Everything will be fine.

**C:** Thank you very much. I'm sorry I was so angry. I know it is not your fault.

**A:** I quite understand how you feel, sir. I apologise for our part in it.

**C:** Thank you. You have been most helpful.

**A:** It's a pleasure, sir. Have a good day.

**C:** And you, too.

#### 11.2

(**T** = Tim    **S** = Mr Smith)

**T:** Hello, Mr Smith. I'm somewhat annoyed with myself recently. I think I need some help.

**S:** Hi, Tim! Come and sit down. I'd like to listen to your problem and see what I can do.

**T:** I'm ashamed to admit that I really struggle with myself about playing mobile games. When I sit down to study, I often intend to start by playing mobile games for a few minutes and once I do so, I cannot stop. After a while, I notice the time passing quickly and this makes me feel guilty. But the next day, everything goes

the same. It's awful.

- S:** That's completely normal among teenagers, even among adults, and it's perfectly understandable. So, don't feel down. To have the courage to acknowledge this is already a sign of maturity.
- T:** Thank you, but what can I do to stop it?
- S:** Firstly, I would like to recommend studying in a library. This is because the library usually has good studying atmosphere, which will help you concentrate on your work.
- T:** That's a really good idea. Seeing other students working hard will encourage me to work hard, too. But I won't always be able to study in the library, so what should I do when I'm at home?
- S:** When you're at home, you can ask your mum or dad to help monitor you and make sure that you are working for two hours after school every day. And I'm sure your parents would be happy to help you.
- T:** Yes, I agree. But what should I do when they aren't at home though?
- S:** Good question! This is where you need to adopt self-control and goal setting. Set a clear goal for every studying period. By assigning yourself a goal, you will know what you have to finish by the end of the time. And when you want to pick up your phone, keep telling yourself to hold on for another ten minutes until finally you reach your goal.
- T:** Thanks, Mr Smith. I think your advice is helpful. I'll have a try.

## Lesson 2

### 11.3

(I = Interviewer D = Dr. Maguire)

- I:** Good afternoon. Today we're going to talk about conflict, and how to deal with it. We have Dr. Maguire, from City University with us today. Good afternoon, Dr. Maguire.
- D:** Good afternoon.
- I:** Dr. Maguire, in our daily life, we may come across various conflicts. For example, neighbours complain of extremely loud music until very late at night and parents become really angry with their children for spending too much time online. In your opinion, what is the best way to deal with conflict?
- D:** Well, there are three common ways. The first way is to respond to anger with more anger. This means you react more negatively and violently to a situation of conflict. This is the worst way of handling conflict, because the situation can get worse or even lead to violence. Unfortunately, it is one of the most common ways of reacting to conflict.
- I:** Mm, that's true.
- D:** Another way, which doesn't work very well, is doing nothing.
- I:** What do you mean?
- D:** This is when the person says nothing and tries to escape or ignore the situation. They just hope that if they hold out for long enough, things will get better by and by. This does not solve any problem and the person who withdraws feels more and more angry with the other person. Holding your feelings inside can be very unhealthy.



- I:** Indeed. That's very true.
- D:** Another possibility is to ask for help from somebody outside the situation.
- I:** What do you mean exactly?
- D:** Well, this is when you call on somebody outside the situation, and they decide what should happen. This can be useful, especially if the conflict is serious. However, people outside the situation may not know the whole story. They are usually not in the position to make the right judgment. Without doubt, the best thing to do is to try to negotiate with the other person.
- I:** Right. Thank you very much, Dr. Maguire. Let's have a break and we'll be back soon.

## 11.4

(**I** = Interviewer **D** = Dr. Maguire)

- I:** Welcome back. Thank you for staying with us. Just now, Dr. Maguire suggested several things we should not do when dealing with conflict. So what should we do then, Dr. Maguire?
- D:** To negotiate, first, you should not act as if you're 100% right and they are 100% wrong. Next, you should try to explain clearly what you want. If the other person replies angrily, you shouldn't respond in the same way. The best thing is to repeat what you said in a different way, and then try to find out what the other person wants, and why.
- I:** Mm, right. When I find out what the other person wants, what should I do?
- D:** Then, you put forward solutions. It's very important to make sure that everybody agrees. And if you agree to do something, then make sure it comes about.
- I:** OK. Is there anything else we ought to do?
- D:** Well, you should speak clearly and firmly, but you should never shout. Also, be careful of your body language. Try to relax, and it's always better never to stand too close to the other person.
- I:** Thank you, Dr. Maguire, for your very useful advice.

## UNIT 12 INNOVATION

### Topic Talk

#### 12.1

(**I** = Interviewer **S** = Susan Li)

- I:** Good morning, everyone! Today I'm reporting from the Young Inventors of the Year Awards. One of the young inventors, Susan Li, is here with me now. Susan, what characteristics do you think inventors have?
- S:** Well, I think inventors are interested in understanding the world and how our lives can be improved. They are creative and curious. I would also say inventors think outside the box. They see the world differently.
- I:** I totally agree. So would you please tell us something about your invention?
- S:** My invention is a type of plastic and garbage gathering device that can be placed into the ocean. It can help solve water pollution. The biggest advantage is that it is

easy to use.

**I:** That sounds incredible! Are there any problems you are still trying to solve?

**S:** Yes, it is expensive to produce at the moment.

**I:** I hope it will be put into operation soon. You are a great inventor! Thank you for speaking to us!

## 12.2

(**CY** = Chen Yang **CX** = Chen Xi **L** = Li Zhen)

**CY:** OK, Chen Xi and Li Zhen, let's get this project started! Ms Ding asked us to think of the most useful invention in our everyday life. What do you both think?

**CX:** Right. Well, for me, it would have to be computers. I spend so much time on my computer studying, playing games, chatting with friends ...

**L:** Computers are a good choice, but it really was the invention of the Internet that made them useful. Before that, only scientists and other technical people used them. Now, because of the Internet, there is a reason for us all to have one.

**CY:** Yes, I agree. The Internet is an amazing invention. Before that, people had only TV, newspapers and books to get information.

**CX:** And of course before the Internet, you couldn't chat with friends online or send and receive emails. Only telephone calls and letters.

**L:** Wow, so when was the Internet invented? Oh wait. Let's check online!

**CY:** Hmmmm. OK ... It was invented in the 1960s, but it wasn't widely used until the 1990s.

**CX:** How life has been transformed in such a short time! Imagine what's coming in the next 50 years!

## Lesson 2

### 12.3

(**H** = Host **D** = Dr. Bond)

**H:** Good morning, everyone! Have you ever had such an experience: you are working on some creative jobs for several days but little progress was made; suddenly an idea flies into your mind? Then you can't help shouting out: "Aha! That's it!" Such flash of insight is quite wonderful, isn't it? How does the inspiration come? Why do some people work so hard but achieve very little, while some others seem to do nothing but good ideas emerge? Today, we invite Dr. Bond to talk about the creative process.

**D:** Hello! Everyone may have experienced some kinds of "aha moments". But there's much misunderstanding about it. Some think it happens by coincidence. In fact, it actually comes from the efforts you have been constantly making.

**H:** Do you mean that sudden ideas come from the efforts we have been making before?

**D:** Yes. Behind a brilliant idea, there's often incredible hard work involved in it. For example, great success of a scientist did not come all at once. Instead, he / she has to invest many years of study before making a discovery. The great scientist Albert Einstein seemed to be inspired in discovering the "theory of relativity" when he was rocking his baby. But actually, he had buried himself a great deal in the study of it for years.

**H:** I see. Inspiration doesn't appear incidentally.

## 12.4

**H:** But does it mean hard work will lead to an "aha moment"?

**D:** Of course not. There are four stages in the creative process. The first stage is preparation. And the next three stages are incubation, evaluation and elaboration. I will explain them further in the second period.

**H:** OK, thank you very much, Dr. Bond. We'll be back soon. Please stay with us.

## 12.5

(**H** = Host **D** = Dr. Bond)

**H:** Hello, everyone. Welcome back. So Dr. Bond, just now you talked about the four stages before an "aha moment" may occur. Would you please tell us more about the stages?

**D:** Sure. As I said, the first stage is "preparation". You need to become deeply involved in the field or area.

**H:** Could you explain what "incubation" means?

**D:** After you deeply become involved in an area, you do nothing. You just bury yourself in it. For example, Mozart used to spend hours a day, just walking around. Then suddenly, he had the "aha experience".

**H:** Does that mean "doing nothing"?

**D:** Well, most of us think it's a waste of time if we do nothing meaningful or creative. In fact, this is not often the case. All we need to understand is that creative insights take time to grow or emerge.

**H:** OK. I see. We shouldn't worry but keep calm and wait for ideas to grow, right?

**D:** Exactly. The third stage is called "evaluation". Once some ideas come up, don't accept or act immediately, but think carefully first. Ask yourself questions like: Does it really work? How does it work? Then if the idea is reasonable, the last stage is "elaboration".

**H:** I'm afraid I don't understand what "elaboration" means. Can you explain more?

**D:** This means that you spend hours and hours to write out your articles or make your business plans. That is the whole creative process.

**H:** Thanks for sharing those interesting views about "aha moments"!

# VOCABULARY IN EACH UNIT

## UNIT 10 CONNECTIONS

### Topic Talk

- clinic /'klɪnɪk/ *n.* 诊所, (医院) 门诊部 (6)
- gallery /'gæləri/ *n.* 美术馆, 画廊 (6)
- grocery /'grəʊsəri/ *n.* 食品杂货; 超级市场 (6)
- stadium /'steɪdiəm/ *n.* 体育场, 运动场 (6)
- bakery /'beɪkəri/ *n.* 面包烘房, 糕饼店 (6)
- cafeteria /,kæfə'trɪəriə/  
*n.* (工厂、学校等的) 自助餐厅, 食堂 (6)
- canteen /kæn'ti:n/  
*n.* (工厂、学校等的) 食堂, 餐厅 (6)
- suburb /'sʌbɜ:b/ *n.* 郊区, 近郊, 城郊 (6)
- \*forum /'fɔ:rəm/ *n.* (互联网上的) 论坛, 讨论区; 讨论会, 电视专题讨论节目 (6)
- conflict /'kɒnflɪkt/ *n.* 抵触, 冲突, 矛盾 (6)
- intervention /,ɪntə'veɪʃən/ *n.* 干涉, 干预 (6)
- disagreement /,dɪsə'grɪ:mənt/  
*n.* 意见不合, 分歧, 争论 (6)
- envy /'envi/ *vt.* 羡慕, 妒忌 (6)
- friction /'frɪkʃən/ *n.* 不和, 冲突, 摩擦 (6)
- encouragement /ɪn'kʌrɪdʒmənt/  
*n.* 鼓励, 鼓舞; 起激励作用的事物 (6)
- hang out 闲待, 厮混 (107)
- disturb /dɪ'stɜ:b/ *vt.* 干扰, 打扰, 使中断 (107)
- apologise /ə'pɒlədʒaɪz/ *vi.* 道歉, 谢罪 (107)

### Lesson 1

- theory /'θɪəri/ *n.* 学说, 理论 (8)
- chain /tʃeɪn/ *n.* 一连串, 一系列;  
 链子, 链条 (8)
- impression /ɪm'preʃən/ *n.* 印象, 感想 (8)
- network /'netwɜ:k/ *n.* 人际关系网, 联络网;  
 网络, 网状系统 (8)

- \*sociologist /,səʊsi'ɒlədʒɪst/ *n.* 社会学家 (8)
- random /'rændəm/ *adj.* 随机的, 随意的 (9)
- parcel /'pɑ:səl/ *n.* 包裹; 邮包 (9)
- release /rɪ'li:s/ *vt. & n.* 发表, 发布; 释放 (9)
- bimonthly /baɪ'mʌnθli/ *adj.* 两月一次的;  
 一月两次的 (9)
- phrase /freɪz/ *n.* 成语, 习语; 警句 (9)

### Lesson 2

- additionally /ə'dɪʃənəli/  
*adv.* 除此之外, 此外 (108)
- \*closely-knit /,kləʊsli 'nɪt/  
*adj.* 紧密连结在一起的 (108)
- frequently /'fri:kwəntli/  
*adv.* 经常地, 频繁地 (108)
- household /'haʊshəʊld/  
*n.* 一家人, 同住一栋房子的人 (108)
- \*outskirts /'aʊtskɜ:ts/ *n.* 市郊, 郊区,  
 远离城市中心的地区 (108)
- bond /bɒnd/ *n.* 纽带, 联系 (108)
- consequence /'kɒnsəkwəns/ *n.* 后果 (108)

### Lesson 3

- \*gable /'geɪbəl/ *n.* 山墙, 三角墙 (14)
- adopt /ə'dɒpt/ *vi. & vt.* 收养, 领养; 采取  
 某种方法、政策、态度 (14)
- \*stiff /stɪf/ *adj.* 挺的, 硬的, 不易弯曲的 (14)
- freeze /fri:z/ *vi. & vt.* 呆住; 突然停止;  
 (使) 结冰, (使) 冻结 (14)
- \*amazement /ə'meɪzəmənt/ *n.* 吃惊, 惊奇 (14)
- \*clasp /kla:sp/ *vt.* 握紧, 抱紧  
*n.* 紧握, 紧抱 (14)

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。

*burst into 突然……起来 (尤指唱歌、哭、笑等)	(14)
proceed /prə'si:d/ <i>vi.</i> 继续进行, 继续做	(14)
reveal /ri'vi:l/ <i>vt.</i> 揭示, 揭露; 展现, 显露	(14)
tear-stained /'trəsteɪnd/ <i>adj.</i> 有泪痕的	(14)
*orphan /'ɔ:fən/ <i>n.</i> 孤儿	(14)
investigate /ɪn'vestɪgeɪt/ <i>vi. &amp; vt.</i> 查明, 调查, 侦查	(15)
*sigh /saɪ/ <i>n. &amp; vi.</i> 叹息, 叹气	(15)
*despair /dɪ'speɪə/ <i>n.</i> 绝望	(15)
dare /deə/ <i>n. &amp; vi.</i> 胆敢, 敢于	(15)
*bare /beə/ <i>adj.</i> 空的, 无装饰的; 赤裸的, 裸露的	(15)
*faucet /'fɔ:sɪt/ <i>n.</i> 水龙头	(15)
*shiver /'ʃɪvə/ <i>n. &amp; vi.</i> 颤抖, 哆嗦, 发抖	(15)
bone /bəʊn/ <i>n.</i> 骨头; 骨质物	(15)
*sob /sɒb/ <i>n. &amp; vi. &amp; vt.</i> 抽噎, 啜泣; 哭诉	(15)
*pillow /'pɪləʊ/ <i>n.</i> 枕头	(15)
dive /daɪv/ <i>vi.</i> 扑向, 急冲进; 跳水, 潜水	(15)
*frown /fraʊn/ <i>vi.</i> 皱眉	(15)
*resolutely /'rezəlu:tli/ <i>adv.</i> 坚决地, 坚定地	(15)

## Writing Workshop

appeal /ə'pi:l/ <i>vi.</i> 有吸引力 <i>vi. &amp; vt.</i> 呼吁, 恳请; 上诉	(18)
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## Reading Club 1

emperor /'empərə/ <i>n.</i> 皇帝	(21)
sorrow /'sɒrəʊ/ <i>n.</i> 悲伤, 悲痛; 不幸	(21)
republic /rɪ'pʌblɪk/ <i>n.</i> 共和国	(21)

## Reading Club 2

loan /ləʊn/ <i>n.</i> 贷款	(22)
forgiveness /fɔ'gɪvnəs/ <i>n.</i> 原谅, 宽恕	(22)
debt /det/ <i>n.</i> 债务, 欠款	(22)
interrupt /,ɪntə'rʌpt/ <i>vi. &amp; vt.</i> 打断 (某人的) 讲话, 中断 (某人的) 行动, 打扰	(22)
legal /'li:gəl/ <i>adj.</i> 法律的; 法律允许的, 合法的	(23)
document /'dɒkjəmənt/ <i>n.</i> 公文, 文件	(23)

## UNIT 11 CONFLICT AND COMPROMISE

### Topic Talk

negotiate /nɪ'gəʊʃieɪt/ <i>vi. &amp; vt.</i> 谈判, 协商	(28)
*compromise /'kɒmprəmaɪz/ <i>n.</i> 折中, 妥协	(28)
inquire /ɪn'kwaɪə/ <i>vi. &amp; vt.</i> 询问, 打听	(28)
resolve /rɪ'zɒlv/ <i>vt.</i> 解决 (问题、困难)	(28)
annoying /ə'nɔɪ-ɪŋ/ <i>adj.</i> 讨厌的, 令人气恼的	(28)
inconvenience /,ɪnkən'vi:niəns/ <i>n.</i> 不便, 麻烦	(28)
detect /dɪ'tekt/ <i>vt.</i> 发现, 察觉 (尤指不易觉察到的事物)	(109)
somewhat /'sʌmwɒt/ <i>adv.</i> 有点, 有几分	(109)
annoy /ə'nɔɪ/ <i>vt.</i> 使恼怒, 使生气	(109)
ashamed /ə'ʃeɪmd/ <i>adj.</i> 内疚的, 惭愧的	(109)
maturity /mə'tʃʊərəti/ <i>n.</i> 成熟	(110)
monitor /'mɒnɪtə/ <i>vt.</i> 监督; 监视; 监测, 检测; <i>n.</i> 显示器, 监视器	(110)

self-control <i>n.</i> 自制力; 自我控制	(110)
assign /ə'saɪn/ <i>vt.</i> 分配, 分派, 指派 (任务)	(110)

### Lesson 1

pack /pæk/ <i>vi. &amp; vt.</i> 打包 <i>n.</i> 包, 包裹	(30)
tank /tæŋk/ <i>n.</i> (储存液体或气体的) 箱, 罐	(30)
plug /plʌg/ <i>vt.</i> 把……塞住, 堵塞; 填塞	(30)
*drummer /'drʌmə/ <i>n.</i> 鼓手	(30)
complaint /kəm'pleɪnt/ <i>n.</i> 投诉	(30)
*drum /drʌm/ <i>vi.</i> 击鼓, 打鼓	(30)
vote /vəʊt/ <i>n.</i> 投票 (指行为); 票数	(30)
resolution /,rezə'lu:ʃn/ <i>n.</i> 决定; 解决	(30)
warning /'wɔ:nɪŋ/ <i>n.</i> 警告, 警示; 告诫	(30)
cease /si:s/ <i>vt. &amp; vi.</i> 停止, 终止, 结束	(30)

property /'prɒpəti/ <i>n.</i> 房产; 所有物; 财产 (30)	border /'bɔ:də/ <i>n.</i> 国界, 边界; 边境地区 (36)
chorus /'kɔ:rəs/ <i>n.</i> 齐声; 副歌; 合唱团 (30)	*flee /fli:/ <i>vi. &amp; vt.</i> 逃离, 逃走 (36)
departure /dɪ'pɑ:tʃə/ <i>n.</i> 离开, 起程 (30)	weep /wi:p/ <i>vi. &amp; vt.</i> 哭泣, 流(泪) (36)
prejudiced /'predʒədɪst/	civilian /sə'vɪljən/ <i>n.</i> 平民, 老百姓 (36)
<i>adj.</i> 有偏见的, 有成见的, 歧视的 (30)	machine gun 机关枪 (36)
bitter /'bɪtə/ <i>adj.</i> 愤愤不平的; 带来痛苦的, 令人难过的; 苦的 (30)	panic /'pænik/ <i>n.</i> 惊恐, 惶恐, 惊慌 (36)
anyhow /'enihaʊ/	pray /preɪ/ <i>vi. &amp; vt.</i> 祈求; 祈祷 (36)
<i>adv.</i> (非正式) 尽管如此; 至少 (30)	identification /aɪ,dentɪfɪ'keɪʃən/
remote /rɪ'məʊt/ <i>adj.</i> 偏僻的, 偏远的 (30)	<i>n.</i> 身份证明(文件) (36)
edge /edʒ/ <i>n.</i> 边缘, 外围 (30)	*pile /paɪl/ <i>n.</i> 一大堆 (36)
arrest /ə'rest/	display /dɪ'spleɪ/ <i>vt.</i> 展示, 陈列 (36)
<i>vt.</i> 逮捕, 拘捕; 抑制; 阻止 (31)	representative /,reprɪ'zentətɪv/
tailor /'teɪlə/ <i>n.</i> (男装) 裁缝 (31)	<i>n.</i> 代表, 代理人 (36)
pleasant /'plezənt/	greet /gri:t/ <i>vt.</i> 问候, 迎接, 招呼 (37)
<i>adj.</i> 礼貌而友善的, 和蔼可亲的 (31)	mud /mʌd/ <i>n.</i> 泥, 烂泥 (37)
violence /'vaɪələns/ <i>n.</i> 暴力行为, 暴力 (31)	distribute /dɪ'strɪbjʊ:t/ <i>vt.</i> 分发, 分配, 分送 (37)
literally /'lɪtərəli/ <i>adv.</i> 确实地 (31)	temporary /'tempərəri/ <i>adj.</i> 暂时的, 临时的; 短期的 (37)
tolerate /'tɒləreɪt/	midnight /'mɪdnɑ:t/ <i>n.</i> 子夜, 午夜 (37)
<i>vt.</i> 忍受; 忍耐; 容忍, 容许; 宽容 (31)	ward /wɔ:d/ <i>n.</i> 病房 (37)
*keen /ki:n/ <i>adj.</i> 着迷的, 有强烈兴趣的 (31)	dozen /'dʌzən/ <i>num.</i> 一打 (37)
*balcony /'bælkəni/ <i>n.</i> 阳台 (31)	surgeon /'sɜ:dʒən/ <i>n.</i> 外科医生 (37)
unsuspecting /,ʌnsə'spektɪŋ/	*ceremony /'serəməni/ <i>n.</i> 仪式, 典礼 (37)
<i>adj.</i> 无提防之心的, 无疑心的 (31)	appreciation /ə,pri:'fi:ʃən/ <i>n.</i> 感激 (37)
bother /'bʌðə/ <i>vt. &amp; vi.</i> (使) 担心, (使) 生气, (使) 苦恼 (31)	incident /'ɪnsɪdənt/ <i>n.</i> (尤指不平常的、重要的或暴力的) 事件 (37)
recall /rɪ'kɔ:l/ <i>vi. &amp; vt.</i> 回想, 回忆起 (31)	

## Lesson 2

violently /'vaɪələntli/ <i>adv.</i> 激烈地, 剧烈地; 凶猛地, 暴力地 (110)
withdraw /wɪð'drɔ:/ <i>vi. &amp; vt.</i> (使) 退出 (活动、组织等) (110)
firmly /fɜ:mli/ <i>adv.</i> 坚定地, 坚决地 (111)

## Lesson 3

soldier /'səʊldʒə/ <i>n.</i> 士兵, 军人 (36)
bomb /bɒm/ <i>n.</i> 炸弹 (36)
general /'dʒenərəl/ <i>n.</i> 将军, 上将 (36)
*trench /trentʃ/ <i>n.</i> 战壕, 堑壕 (36)
frontier /'frʌntɪə/ <i>n.</i> 国界, 边境 (36)
murder /'mɜ:də/ <i>n.</i> 谋杀, 凶杀; 谋杀罪 (36)

## Writing Workshop

ban /bæn/ <i>vt.</i> 禁止, 取缔; <i>n.</i> 禁令, 禁止 (40)
tobacco /tə'bækəʊ/ <i>n.</i> 烟叶, 烟草 (40)
cigarette /,sɪgə'ret/ <i>n.</i> 香烟 (40)
alcohol /'ælkəhɒl/ <i>n.</i> 含酒精饮品; 酒 (40)
fried /fraɪd/ <i>adj.</i> 油炸的, 油煎的 (40)
harm /hɑ:m/ <i>vt.</i> 伤害; <i>n.</i> 损害, 危害 (40)
desirable /dɪ'zʌərəbəl/
<i>adj.</i> 理想的, 值得拥有的; 值得做的 (40)
*obesity /əʊ'bi:səti/ <i>n.</i> 肥胖(症) (40)
tax /tæks/ <i>n.</i> 税, 税款 (40)
false /fɔ:ls/ <i>adj.</i> 不正确的, 错的; 假的, 不真实的 (40)
invest /ɪn'vest/ <i>vi. &amp; vt.</i> 投资 (40)
conclude /kən'klu:d/ <i>vt.</i> 作出结论, 推断出 (40)

beneficial /ˌbenɪˈfɪʃəl/  
*adj.* 有利的, 有帮助的, 有用的 (40)

## Reading Club 1

sacred /ˈseɪkrɪd/ *adj.* 神圣的 (43)

permanent /ˈpɜːmənənt/  
*adj.* 永久的, 长久的 (43)

recovery /rɪˈkʌv(ə)rɪ/ *n.* 康复, 痊愈 (43)

## Reading Club 2

loose /luːs/ *adj.* 松的; 宽大的 (44)

carpet /ˈkɑːpɪt/ *n.* 地毯 (44)

ankle /ˈæŋkəl/ *n.* 脚踝 (44)

greed /ɡriːd/ *n.* 贪欲, 贪婪 (44)

fry /fraɪ/ *n.* 炸薯条 (45)

request /rɪˈkwest/ *n. & vt.* 请求, 要求 (45)

## UNIT 12 INNOVATION

### Topic Talk

well-being /ˌwelˈbiːɪŋ/ *n.* 健康, 幸福, 舒适 (50)

\*vitamin /ˈvɪtəmɪn/ *n.* 维生素 (50)

entertainment /ˌentəˈteɪnmənt/ *n.* 娱乐节目 (50)

innovation /ˌɪnəˈveɪʃən/ *n.* 新发明, 新方法,  
 新观念; 革新, 创新 (50)

gifted /ˈɡɪftɪd/ *adj.* 有天赋的, 有才华的 (50)

labour-saving /ˈleɪbəˈseɪvɪŋ/ *adj.* 节省劳力的  
 (50)

productive /prəˈdʌktɪv/  
*adj.* 多产的; 丰饶的; 富有成效的 (50)

garbage /ˈɡɑːbrɪdʒ/ *n.* 垃圾 (112)

device /dɪˈvaɪs/ *n.* 设备, 装置; 修辞手段 (112)

### Lesson 1

scientific /ˌsaɪənˈtɪfɪk/ *adj.* 科学(上)的 (52)

microscope /ˈmaɪkrəskəʊp/ *n.* 显微镜 (52)

donate /dəʊˈneɪt/ *vi. & vt.* 捐献(器官),  
 献(血); 捐赠, 捐献 (52)

correspond /ˌkɒrəˈspɒnd/ *vi.* 通信 (52)

instant /ˈɪnstənt/ *adj.* 立刻的, 马上的 (52)

launch /lɔːntʃ/  
*vt.* 发射; 发动, 发起, 开始从事 (52)

satellite /ˈsætələɪt/ *n.* 人造卫星; 卫星 (52)

orbit /ˈɔːbɪt/ *n.* 轨道; *vi. & vt.* 沿轨道运行 (52)

\*split /splɪt/ *vi. & vt.* 分割, 把……分开;  
 分成(不同部分) (52)

\*particle /ˈpɑːtɪkəl/ *n.* 粒子, 质点 (52)

premier /ˈpremiə/ *adj.* 最好的; 最重要的 (52)

\*outspoken /aʊtˈspəʊkən/  
*adj.* 坦率的, 直言不讳的 (52)

subsequently /ˌsʌbsəkwəntli/  
*adv.* 后来, 随后 (52)

\*relativity /ˌreləˈtɪvəti/ *n.* 相对性 (52)

constant /ˈkɒnstənt/ *adj.* 恒久不变的;  
 持续不断的, 经常发生的  
*n.* 常量, 恒量 (52)

finding /ˈfaɪndɪŋ/ *n.* 研究的结果; 发现 (52)

biologist /baɪˈɒlədʒɪst/ *n.* 生物学家 (52)

\*mould /məʊld/ *n.* 霉, 霉菌 (52)

\*penicillin /ˌpenɪˈsɪlɪn/  
*n.* 青霉素, 盘尼西林 (53)

perceive /pəˈsiːv/ *vt.* 察觉, 注意到, 发觉 (53)

million /ˈmɪljən/ *num.* 百万 (53)

humble /ˈhʌmbəl/ *adj.* 谦虚的, 谦卑的 (53)

outcome /ˈaʊtkʌm/ *n.* 结果, 后果 (53)

navy /ˈneɪvi/ *n.* 海军 (53)

accuracy /ˈækjərəsi/  
*n.* 准确性; 精准度; 正确, 准确 (53)

missile /ˈmɪsaɪl/ *n.* 导弹, 飞弹 (53)

physicist /ˈfɪzɪsɪst/ *n.* 物理学家 (53)

joint /dʒɔɪnt/  
*adj.* 联合的, 共同的, 共有的 (53)

tube /tjuːb/ *n.* 圆管, 管子; 电视显像管,  
 阴极射线管 (53)

circuit /ˈsɜːkɪt/ *n.* 电路, 线路; 环形道路 (53)

efficiently /ɪˈfɪʃəntli/  
*adv.* 有效率地, 高效能地 (53)

propose /prəˈpəʊz/  
*vt.* 提出(某观点、方法等) (53)

## Lesson 2

- emerge /ɪ'mɜ:dʒ/ *vi.* 出现, 浮现 (56)  
\*coincidence /kəʊ'ɪnsɪdəns/ *n.* 运气; 巧合 (56)  
clueless /'klu:ləs/ *adj.* 一无所知的,  
一窍不通的 (56)  
\*incubation /,ɪŋkjə'beɪʃən/ *n.* 孵化 (113)  
evaluation /ɪ,vælju'eɪʃən/ *n.* 评估, 评价 (113)

## Lesson 3

- theoretical /θɪə'retɪkəl/ *adj.* 理论的 (58)  
overcome /,əʊvə'kʌm/ *vt.* 克服 (困难),  
控制 (感情); 征服, 战胜 (58)  
PhD (Doctor of Philosophy) *n.* 博士学位 (58)  
\*cosmology /kɒz'mɒlədʒi/  
*n.* 宇宙论, 宇宙学 (58)  
grand /grænd/  
*adj.* 宏伟的, 壮丽的, 隆重的 (59)  
decline /drɪ'klaɪn/ *vi.* 减少, 降低 (58)  
in spite of 虽然; 不顾; 尽管…… (仍……) (59)  
bonus /'bɒnəs/ *n.* 意外收获, 额外的好处;  
奖金; 红利 (59)  
gravity /'grævəti/ *n.* 重力, 引力 (59)

## Writing Workshop

- steam /sti:m/ *n.* 水蒸气; 蒸汽动力 (62)  
kettle /'ketl/ *n.* 水壶, 壶 (62)

- boil /bɔɪl/ *vi. & vt.* (使) 沸腾, 煮沸;  
(用开水) 煮; *n.* 沸腾 (62)  
improvement /ɪm'pru:vmənt/  
*n.* 改善, 改进; 改进之处 (62)  
\*revolution /,revə'lʊ:ʃən/ *n.* 彻底变革, 革命 (62)  
availability /ə'veɪlə'bɪləti/ *n.* 可能性 (62)

## Reading Club 1

- fibre /'faɪbə/ *n.* (木材、碳等天然材料的)  
纤维 (65)  
explode /ɪk'spləʊd/ *vi. & vt.* (使) 爆炸;  
急剧增长 (65)  
mass /mæs/ *n.* 大量, 大宗; *adj.* 大量的 (65)  
sailor /'seɪlə/ *n.* 水手, 海员 (65)

## Reading Club 2

- regulate /'regjələt/ *vt.* 控制, 管理 (66)  
illustrate /'ɪləstreɪt/ *vt.* 说明, 阐明;  
给 (书籍、文章等) 加插图 (66)  
mechanical /mɪ'kæɪnɪkl/ *adj.* 机械的 (66)  
preserve /prɪ'zɜ:v/ *vt.* 保存 (食物), 腌制;  
维护, 保护; *n.* 腌菜, 果酱 (66)  
specifically /spɪ'sɪfɪkəli/  
*adv.* 特定地, 专门地 (66)  
accurate /'ækjərət/ *adj.* 正确的, 准确的 (66)  
electric /ɪ'lektrɪk/  
*adj.* 用电的, 带电的, 电动的 (67)



# WORD LIST

## A

- accuracy /'ækjərəsi/ *n.* 准确性; 精准度; 正确, 准确 (53)
- accurate /'ækjərət/ *adj.* 正确的, 准确的 (66)
- additionally /ə'dɪʃənəli/ *adv.* 除此之外, 此外 (108)
- adopt /ə'dɒpt/ *vi. & vt.* 收养, 领养; 采取某种方法、政策、态度 (14)
- alcohol /'ælkəhɒl/ *n.* 含酒精饮品; 酒 (40)
- \*amazement /ə'meɪzmənt/ *n.* 吃惊, 惊奇 (14)
- ankle /'æŋkəl/ *n.* 脚踝 (44)
- annoy /ə'nɔɪ/ *vt.* 使恼怒, 使生气 (109)
- annoying /ə'nɔɪ-ɪŋ/ *adj.* 讨厌的, 令人气恼的 (28)
- anyhow /'enihaʊ/ *adv.* (非正式) 尽管如此; 至少 (30)
- apologise /ə'pɒlədʒaɪz/ *vi.* 道歉, 谢罪 (107)
- appeal /ə'pi:l/ *vi.* 有吸引力  
*vi. & vt.* 呼吁, 恳请; 上诉 (18)
- appreciation /ə.pri:'ʃi:əʃən/ *n.* 感激 (37)
- arrest /ə'rest/ *vt.* 逮捕, 拘捕; 抑制; 阻止 (31)
- ashamed /ə'ʃeɪmd/ *adj.* 内疚的, 惭愧的 (109)
- assign /ə'sam/ *vt.* 分配, 分派, 指派 (任务) (110)
- availability /ə'veɪlə'bɪləti/ *n.* 可能性 (62)
- ## B
- ban /bæn/ *vt.* 禁止, 取缔; *n.* 禁令, 禁止 (40)
- bakery /'beɪkəri/ *n.* 面包烘房, 糕饼店 (6)
- \*balcony /'bælkəni/ *n.* 阳台 (31)
- \*bare /beə/ *adj.* 空的, 无装饰的; 赤裸的, 裸露的 (15)
- beneficial /,benɪ'fɪʃəl/ *adj.* 有利的, 有帮助的, 有用的 (40)
- bimonthly /baɪ'mʌnθli/  
*adj.* 两月一次的; 一月两次的 (9)
- biologist /baɪ'ɒlədʒɪst/ *n.* 生物学家 (52)
- bitter /'bɪtə/ *adj.* 愤愤不平的; 带来痛苦的, 令人难过的; 苦的 (30)
- boil /bɔɪl/ *vi. & vt.* (使) 沸腾, 煮沸; (用开水) 煮; *n.* 沸腾 (62)
- bomb /bɒm/ *n.* 炸弹 (36)
- bond /bɒnd/ *n.* 纽带, 联系 (108)
- bone /bəʊn/ *n.* 骨头; 骨质物 (15)
- bonus /'bəʊnəs/ *n.* 意外收获, 额外的好处; 奖金; 红利 (59)
- border /'bɔ:də/ *n.* 国界, 边界; 边境地区 (36)
- bother /'bɒðə/ *vt. & vi.* (使) 担心, (使) 生气, (使) 苦恼 (31)
- \*burst into 突然……起来 (尤指唱歌、哭、笑等) (14)
- cafeteria /,kæfə'tɛəriə/  
*n.* (工厂、学校等的) 自助餐厅, 食堂 (6)
- canteen /kæn'ti:n/  
*n.* (工厂、学校等的) 食堂, 餐厅 (6)
- carpet /'kɑ:pɪt/ *n.* 地毯 (44)
- cease /si:s/ *vt. & vi.* 停止, 终止, 结束 (30)
- \*ceremony /'serəməni/ *n.* 仪式, 典礼 (37)
- chain /tʃeɪn/ *n.* 一连串, 一系列; 链子, 链条 (8)
- chorus /'kɔ:rəs/ *n.* 齐声; 副歌; 合唱团 (30)
- cigarette /,sɪgə'ret/ *n.* 香烟 (40)
- circuit /'sɜ:kɪt/ *n.* 电路, 线路; 环形道路 (53)
- civilian /sə'vɪljən/ *n.* 平民, 老百姓 (36)
- \*clasp /kla:sp/ *vt.* 握紧, 抱紧  
*n.* 紧握, 紧抱 (14)
- clinic /'klɪnɪk/ *n.* 诊所, (医院) 门诊部 (6)
- \*closely-knit /,kləʊsli 'nɪt/  
*adj.* 紧密连结在一起的 (108)

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。

clueless /'klu:ləs/ *adj.* 一无所知的, 一窍不通的 (56)  
 \*coincidence /kəu'msɪdəns/ *n.* 运气; 巧合 (56)  
 complaint /kəm'pleɪnt/ *n.* 投诉 (30)  
 \*compromise /'kɒmprəmaɪz/ *n.* 折中, 妥协 (28)  
 conclude /kən'klu:d/ *vt.* 作出结论, 推断出 (40)  
 conflict /'kɒnflɪkt/ *n.* 抵触, 冲突, 矛盾 (6)  
 consequence /'kɒnsəkwəns/ *n.* 后果 (108)  
 constant /'kɒnstənt/ *adj.* 恒久不变的; 持续不断的, 经常发生的; *n.* 常量, 恒量 (52)  
 correspond /,kɒrə'spɒnd/ *vi.* 通信 (52)  
 \*cosmology /kɒz'mɒlədʒi/ *n.* 宇宙论, 宇宙学 (58)

## D

dare /deə/ *n. & vi.* 胆敢, 敢于 (15)  
 debt /det/ *n.* 债务, 欠款 (22)  
 decline /drɪ'klaɪn/ *vi.* 减少, 降低 (58)  
 departure /drɪ'pɑ:tʃə/ *n.* 离开, 起程 (30)  
 desirable /drɪ'zairəbəl/ *adj.* 理想的, 值得拥有的; 值得做的 (40)  
 \*despair /drɪ'speɪə/ *n.* 绝望 (15)  
 detect /drɪ'tekt/ *vt.* 发现, 察觉 (尤指不易觉察到的事物) (109)  
 device /drɪ'vaɪs/ *n.* 设备, 装置; 修辞手段 (112)  
 disagreement /,dɪsə'grɪ:mənt/ *n.* 意见不合, 分歧, 争论 (6)  
 display /drɪ'spleɪ/ *vt.* 展示, 陈列 (36)  
 distribute /drɪ'strɪbjʊ:t/ *vt.* 分发, 分配, 分送 (37)  
 disturb /drɪ'stɜ:b/ *vt.* 干扰, 打扰, 使中断 (107)  
 dive /daɪv/ *vi.* 扑向, 急冲进; 跳水, 潜水 (15)  
 document /'dɒkjəmənt/ *n.* 公文, 文件 (23)  
 donate /dəu'neɪt/ *vi. & vt.* 捐献 (器官), 献 (血); 捐赠, 捐献 (52)  
 dozen /'dɒzən/ *num.* 一打 (37)  
 \*drum /drʌm/ *vi.* 击鼓, 打鼓 (30)  
 \*drummer /'drʌmə/ *n.* 鼓手 (30)

## E

edge /edʒ/ *n.* 边缘, 外围 (30)  
 efficiently /ɪ'fɪʃəntli/ *adv.* 有效率地, 高效能地 (53)  
 electric /ɪ'lektrɪk/ *adj.* 用电的, 带电的, 电动的 (67)

emerge /ɪ'mɜ:dʒ/ *vi.* 出现, 浮现 (56)  
 emperor /'empərə/ *n.* 皇帝 (21)  
 encouragement /ɪn'kʌrɪdʒmənt/ *n.* 鼓励, 鼓舞, 起激励作用的事物 (6)  
 entertainment /,entə'teɪnmənt/ *n.* 娱乐节目 (50)  
 envy /'envi/ *vt.* 羡慕, 妒忌 (6)  
 evaluation /ɪ,vælju'eɪʃən/ *n.* 评估, 评价 (113)  
 explode /ɪk'spləʊd/ *vi. & vt.* (使) 爆炸; 急剧增长 (65)

## F

false /fə:ls/ *adj.* 不正确的, 错的; 假的, 不真实的 (40)  
 \*faucet /'fəʊsɪt/ *n.* 水龙头 (15)  
 fibre /'faɪbə/ *n.* (木材、碳等天然材料的) 纤维 (65)  
 finding /'faɪndɪŋ/ *n.* 研究的结果; 发现 (52)  
 firmly /fɜ:mli/ *adv.* 坚定地, 坚决地 (111)  
 \*flee /fli:/ *vi. & vt.* 逃离, 逃走 (36)  
 forgiveness /fə'grɪvnəs/ *n.* 原谅, 宽恕 (22)  
 \*forum /'fɔ:rəm/ *n.* (互联网上的) 论坛, 讨论区; 讨论会, 电视专题讨论节目 (6)  
 freeze /fri:z/ *vi. & vt.* 呆住, 突然停止; (使) 结冰, (使) 冻结; (14)  
 frequently /'fri:kwəntli/ *adv.* 经常地, 频繁地 (108)  
 friction /'frɪkʃən/ *n.* 不和, 冲突, 摩擦 (6)  
 fried /fraɪd/ *adj.* 油炸的, 油煎的 (40)  
 frontier /'frʌntɪə/ *n.* 国界, 边境 (36)  
 \*frown /fraʊn/ *vi.* 皱眉 (15)  
 fry /fraɪ/ *n.* 炸薯条 (45)

## G

\*gable /'geɪbəl/ *n.* 山墙, 三角墙 (14)  
 gallery /'gæləri/ *n.* 美术馆, 画廊 (6)  
 garbage /'gɑ:bɪdʒ/ *n.* 垃圾 (112)  
 general /'dʒenərəl/ *n.* 将军, 上将 (36)  
 gifted /'gɪftɪd/ *adj.* 有天赋的, 有才华的 (50)  
 grand /grænd/ *adj.* 宏伟的, 壮丽的, 隆重的 (59)  
 gravity /'grævəti/ *n.* 重力, 引力 (59)  
 greed /gri:d/ *n.* 贪欲, 贪婪 (44)  
 greet /gri:t/ *vt.* 问候, 迎接, 招呼 (37)  
 grocery /'grəʊsəri/ *n.* 食品杂货; 超级市场 (6)

## H

- hang out 闲待, 厮混 (107)  
 harm /hɑ:m/ *vt.* 伤害; *n.* 损害, 危害 (40)  
 household /'haʊshəʊld/ *n.* 一家人, 同住  
 一栋房子的人 (108)  
 humble /'hʌmbəl/ *adj.* 谦虚的, 谦卑的 (53)

## I

- identification /aɪˌdentɪfɪ'keɪʃən/ *n.* 身份证明  
 (文件) (36)  
 illustrate /'ɪləstreɪt/ *vt.* 说明, 阐明; 给  
 (书籍、文章等) 加插图 (66)  
 impression /ɪm'preʃən/ *n.* 印象, 感想 (8)  
 improvement /ɪm'pru:vmənt/ *n.* 改善, 改进;  
 改进之处 (62)  
 in spite of 虽然; 不顾; 尽管……  
 (仍……) (59)  
 incident /'ɪnsɪdənt/ *n.* (尤指不平常的、  
 重要的或暴力的) 事件 (37)  
 inconvenience /,ɪnkən'vi:niəns/  
*n.* 不便, 麻烦 (28)  
 \*incubation /,ɪŋkjə'beɪʃən/ *n.* 孵化 (113)  
 innovation /,ɪnə'veɪʃən/ *n.* 新发明, 新方法,  
 新观念; 革新, 创新 (50)  
 inquire /ɪn'kwaɪə/ *vi. & vt.* 询问, 打听 (28)  
 instant /'ɪnstənt/ *adj.* 立刻的, 马上的 (52)  
 intend /ɪn'tend/ *vt.* 打算, 计划 (109)  
 intervention /,ɪntə'veɪʃən/ *n.* 干涉, 干预 (6)  
 interrupt /,ɪntə'rʌpt/ *vi. & vt.* 打断 (某人的)  
 讲话, 中断 (某人的) 行动, 打扰 (22)  
 invest /ɪn'vest/ *vi. & vt.* 投资 (40)  
 investigate /ɪn'vestɪgeɪt/ *vi. & vt.* 查明, 调查,  
 侦查 (15)

## J

- joint /dʒɔɪnt/ *adj.* 联合的, 共同的,  
 共有的 (53)

## K

- \*keen /ki:n/ *adj.* 着迷的, 有强烈兴趣的 (31)  
 kettle /'ketl/ *n.* 水壶, 壶 (62)

## L

- labour-saving /'leɪbə'seɪvɪŋ/ *adj.* 节省劳力的 (50)  
 launch /lɔ:ntʃ/ *vt.* 发射; 发动, 发起,  
 开始从事 (52)  
 legal /'li:gəl/ *adj.* 法律的;  
 法律允许的, 合法的 (23)  
 literally /'lɪtərəli/ *adv.* 确实地 (31)  
 loan /ləʊn/ *n.* 贷款 (22)  
 loose /lu:s/ *adj.* 松的; 宽大的 (44)

## M

- machine gun 机关枪 (36)  
 mass /mæs/ *n.* 大量, 大宗; *adj.* 大量的 (65)  
 maturity /mə'tʃʊərəti/ *n.* 成熟 (110)  
 mechanical /mɪ'kænikl/ *adj.* 机械的 (66)  
 microscope /'maɪkrəskəʊp/ *n.* 显微镜 (52)  
 midnight /'mɪdnɑ:t/ *n.* 子夜, 午夜 (37)  
 million /'mɪljən/ *num.* 百万 (53)  
 missile /'mɪsaɪl/ *n.* 导弹, 飞弹 (53)  
 monitor /'mɒnɪtə/ *vt.* 监督; 监视; 监测,  
 检测; *n.* 显示器, 监视器 (110)  
 \*mould /məʊld/ *n.* 霉, 霉菌 (52)  
 mud /mʌd/ *n.* 泥, 烂泥 (37)  
 murder /'mɜ:də/ *n.* 谋杀, 凶杀; 谋杀罪 (36)

## N

- navy /'neɪvi/ *n.* 海军 (53)  
 negotiate /nɪ'gəʊʃieɪt/ *vi. & vt.* 谈判, 协商 (28)  
 network /'netwɜ:k/ *n.* 人际关系网, 联络网;  
 网络, 网状系统 (8)

## O

- \*obesity /əʊ'bi:səti/ *n.* 肥胖 (症) (40)  
 orbit /'ɔ:bit/ *n.* 轨道; *vi. & vt.* 沿轨道运行 (52)  
 \*orphan /'ɔ:fən/ *n.* 孤儿 (14)  
 outcome /'aʊtkʌm/ *n.* 结果, 后果 (53)  
 \*outskirts /'aʊtskɜ:ts/ *n.* 市郊, 郊区,  
 远离城市中心的地区 (108)  
 \*outspoken /aʊt'spəʊkən/ *adj.* 坦率的,  
 直言不讳的 (52)  
 overcome /,əʊvə'kʌm/ *vt.* 克服 (困难),  
 控制 (感情); 征服, 战胜 (58)

## P

pack /pæk/ <i>vi. &amp; vt.</i> 打包; <i>n.</i> 包, 包裹	(30)
panic /'pænik/ <i>n.</i> 惊恐, 惶恐, 惊慌	(36)
parcel /'pɑ:səl/ <i>n.</i> 包裹, 邮包	(9)
*particle /'pɑ:tɪkəl/ <i>n.</i> 粒子, 质点	(52)
*penicillin /,penɪ'sɪlm/ <i>n.</i> 青霉素, 盘尼西林	(53)
perceive /pə'si:v/ <i>vt.</i> 察觉, 注意到, 发觉	(53)
permanent /'pɜ:mənənt/ <i>adj.</i> 永久的, 长久的	(43)
PhD (Doctor of Philosophy) <i>n.</i> 博士学位	(58)
phrase /freɪz/ <i>n.</i> 成语, 习语, 警句	(9)
physicist /'fɪzɪsɪst/ <i>n.</i> 物理学家	(53)
*pile /paɪl/ <i>n.</i> 一大堆	(36)
*pillow /'pɪləʊ/ <i>n.</i> 枕头	(15)
pleasant /'plezənt/ <i>adj.</i> 礼貌而友善的, 和蔼可亲的	(31)
plug /plʌg/ <i>vt.</i> 把……塞住, 堵塞; 填塞	(30)
pray /preɪ/ <i>vi. &amp; vt.</i> 祈求, 祈祷	(36)
prejudiced /'predʒədɪst/ <i>adj.</i> 有偏见的, 有成见的, 歧视的	(30)
premier /'premiə/ <i>adj.</i> 最好的; 最重要的	(52)
preserve /'prɪ'zɜ:v/ <i>vt.</i> 保存 (食物), 腌制; 维护, 保护; <i>n.</i> 腌菜, 果酱	(66)
proceed /prə'si:d/ <i>vi.</i> 继续进行, 继续做	(14)
productive /prə'dʌktɪv/ <i>adj.</i> 多产的; 丰饶的; 富有成效的	(50)
property /'prɒpəti/ <i>n.</i> 房产; 所有物; 财产	(30)
propose /prə'pəʊz/ <i>vt.</i> 提出 (某观点、 方法等)	(53)

## R

random /'rændəm/ <i>adj.</i> 随机的, 随意的	(9)
recall /rɪ'kɔ:l/ <i>vi. &amp; vt.</i> 回想, 回忆起	(31)
recovery /rɪ'kʌv(ə)rɪ/ <i>n.</i> 康复, 痊愈	(43)
regulate /'regjələɪt/ <i>vt.</i> 控制, 管理	(66)
*relativity /,relə'tɪvəti/ <i>n.</i> 相对性	(52)
release /rɪ'li:s/ <i>vt. &amp; n.</i> 发表, 发布; 释放	(9)
remote /rɪ'məʊt/ <i>adj.</i> 偏僻的, 偏远的	(30)
representative /,reprɪ'zentətɪv/ <i>n.</i> 代表, 代理人	(36)
republic /rɪ'pʌblɪk/ <i>n.</i> 共和国	(21)
request /rɪ'kwest/ <i>n. &amp; vt.</i> 请求, 要求	(45)
*resolutely /'rezəlu:tli/ <i>adv.</i> 坚决地,	

坚定地

(15)

resolution /,rezə'lu:ʃn/ <i>n.</i> 决定; 解决	(30)
resolve /rɪ'zɒlv/ <i>vt.</i> 解决 (问题、困难)	(28)
reveal /rɪ'veɪl/ <i>vt.</i> 揭示, 揭露; 展现, 显露	(14)
*revolution /,revə'lu:ʃən/ <i>n.</i> 彻底变革, 革命	(62)

## S

sailor /'seɪlə/ <i>n.</i> 水手, 海员	(65)
sacred /'seɪkrɪd/ <i>adj.</i> 神圣的	(43)
satellite /'sætələɪt/ <i>n.</i> 人造卫星; 卫星	(52)
scientific /,saɪən'tɪfɪk/ <i>adj.</i> 科学 (上) 的	(52)
self-control <i>n.</i> 自制力; 自我控制	(110)
*shiver /'ʃɪvə/ <i>n. &amp; vi.</i> 颤抖, 哆嗦, 发抖	(15)
*sigh /saɪ/ <i>n. &amp; vi.</i> 叹息, 叹气	(15)
*sob /sɒb/ <i>n. &amp; vi. &amp; vt.</i> 抽噎, 啜泣; 哭诉	(15)
*sociologist /,səʊsi'ɒlədʒɪst/ <i>n.</i> 社会学家	(8)
soldier /'səʊldʒə/ <i>n.</i> 士兵, 军人	(36)
somewhat /'sʌmwɒt/ <i>adv.</i> 有点, 有几分	(109)
sorrow /'sɒrəʊ/ <i>n.</i> 悲伤, 悲痛; 不幸	(21)
specifically /spɪ'sɪfɪkəli/ <i>adv.</i> 特定地, 专门地	(66)
*split /splɪt/ <i>vi. &amp; vt.</i> 分割, 把……分开; 分成 (不同部分)	(52)
stadium /'sterdɪəm/ <i>n.</i> 体育场, 运动场	(6)
steam /sti:m/ <i>n.</i> 水蒸气; 蒸汽动力	(62)
*stiff /stɪf/ <i>adj.</i> 挺的, 硬的, 不易弯曲的	(14)
subsequently /'sʌbsəkwəntli/ <i>adv.</i> 后来, 随后	(52)
suburb /'sʌbɜ:b/ <i>n.</i> 郊区, 近郊, 城郊	(6)
surgeon /'sɜ:dʒən/ <i>n.</i> 外科医生	(37)

## T

tailor /'teɪlə/ <i>n.</i> (男装) 裁缝	(31)
tank /tæŋk/ <i>n.</i> (储存液体或气体的) 箱, 罐	(30)
tax /tæks/ <i>n.</i> 税, 税款	(40)
tear-stained /'tiəsteɪnd/ <i>adj.</i> 有泪痕的	(14)
temporary /'tempərəri/ <i>adj.</i> 暂时的, 临时的; 短期的	(37)
theoretical /θɪə'retɪkəl/ <i>adj.</i> 理论的	(58)
theory /'θɪəri/ <i>n.</i> 学说, 理论	(8)
tobacco /tə'bækəʊ/ <i>n.</i> 烟叶, 烟草	(40)

tolerate /'tɒləreɪt/ *vt.* 忍受; 忍耐; 容忍, 容许; 宽容 (31)  
\*trench /trentʃ/ *n.* 战壕, 堑壕 (36)  
tube /tju:b/ *n.* 圆管, 管子; 电视显像管, 阴极射线管 (53)

## U

unsuspecting /,ʌnsə'spektɪŋ/ *adj.* 无提防之心的, 无疑心的 (31)

## V

violence /'vaɪələns/ *n.* 暴力行为, 暴力 (31)

violently /'vaɪələntli/ *adv.* 激烈地, 剧烈地; 凶猛地, 暴力地 (110)  
\*vitamin /'vɪtəmɪn/ *n.* 维生素 (50)  
vote /vəʊt/ *n.* 投票 (指行为); 票数 (30)

## W

ward /wɔ:d/ *n.* 病房 (37)  
warning /'wɔ:nɪŋ/ *n.* 警告, 警示; 告诫 (30)  
weep /wi:p/ *vi. & vt.* 哭泣, 流 (泪) (36)  
well-being /,wel 'bi:ɪŋ/ *n.* 健康, 幸福, 舒适 (50)  
withdraw /wɪð'drɔ:/ *vi & vt.* (使) 退出 (活动、组织等) (110)

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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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