

教育部《普通高中英语课程标准(2017年版)》
必修课程教材

普通高中课程标准和实验教科书

英语 ⑤

必修

NEW SENIOR ENGLISH FOR CHINA
STUDENT'S BOOK 5

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人民教育出版社

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人民教育出版社 课程教材研究所 编著
英语课程教材研究开发中心



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人民教育出版社 出版发行

网址: <http://www.pep.com.cn>

山东新华印刷厂德州厂印装 全国新华书店经销

开本: 890 毫米×1 240 毫米 1/16 印张: 7.25 字数: 160 000

2007 年 4 月第 2 版 2010 年 5 月第 12 次印刷

ISBN 978 - 7 - 107 - 17704 - 0 定价: 8.80 元
G · 10793 (课)

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地 图 绘 制 博 涛

版 式 设 计 刘 昀

封 面 设 计 林荣桓

平 面 制 作 北京人教聚珍图文制作有限公司

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Warming Up

What do you know about great scientists?
Try this quiz and find out who knows the most.



| Questions | Answers |
|--|---------|
| 1 Which scientist discovered that objects in water are lifted up by a force that helps them float? | |
| 2 Who wrote a book explaining how animals and plants developed as the environment changed? | |
| 3 Who invented the first steam engine? | |
| 4 Who used peas to show how physical characteristics are passed from parents to their children? | |
| 5 Who discovered radium ? | |
| 6 Who invented the way of giving electricity to everybody in large cities? | |
| 7 Who was the painter that studied dead bodies to improve his painting of people? | |
| 8 Who invented a lamp to keep miners safe underground? | |
| 9 Who invented the earliest instrument to tell people where earthquakes happened? | |
| 10 Who put forward a theory about black holes? | |

Pre-reading

- 1 Do you know how to prove a new idea in **scientific** research? Discuss in small groups the stages in setting out a new scientific idea. What order would you put them in?

Draw a conclusion

Find a problem

Think of a method

Analyse the results

Collect results

Find supporting evidence

Make a question

After reading the following passage, put the correct stages into the reading about research into a disease.

- 2 What do you know about infectious diseases? What do you know about cholera?
- 3 Look at the picture, the map and the title and predict the content of the reading passage. Then skim it quickly to see if you were right.

Reading



JOHN SNOW DEFEATS "KING CHOLERA"

John Snow was a famous doctor in London – so **expert**, indeed, that he **attended** Queen Victoria as her personal **physician**. But he became inspired when he thought about helping ordinary people **exposed to** cholera. This was the deadly disease of its day. Neither its cause nor its **cure** was understood. So many thousands of terrified people died every time there was an outbreak. John Snow wanted to face the **challenge** and solve this problem. He knew that cholera would never be controlled until its cause was found.



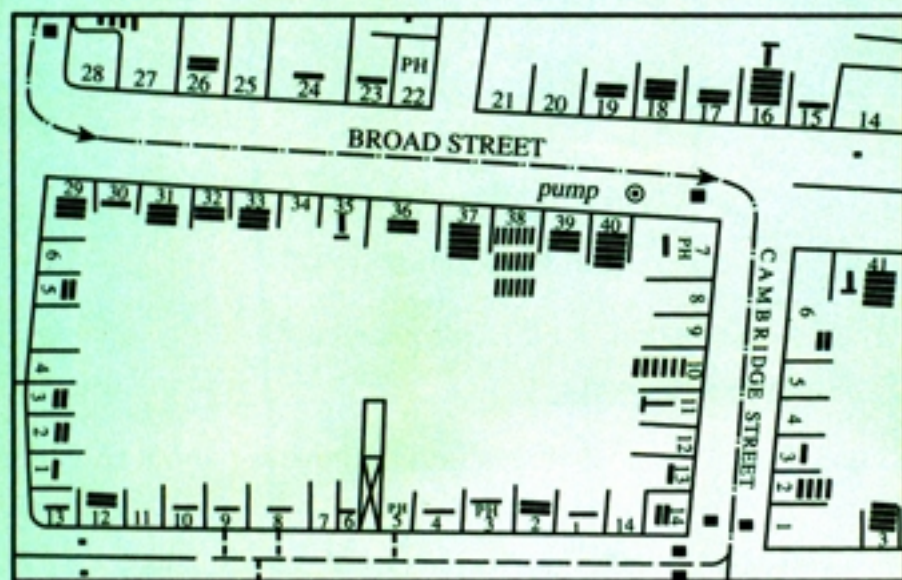
He became interested in two theories that possibly explained how cholera killed people. The first suggested that cholera multiplied in the air. A cloud of dangerous gas floated around until it found its **victims**. The second suggested that people **absorbed** this disease into their bodies with their meals. From the stomach the disease quickly attacked the body and soon the affected person died.

John Snow **suspected** that the second theory was correct but he needed evidence. So when another outbreak hit London in 1854, he was ready to begin his **enquiry**. As the disease spread quickly through poor **neighbourhoods**, he began to gather information. In two particular streets, the cholera outbreak was so **severe** that more than 500 people died in ten days. He was determined to find out why.

First he marked on a map the exact places where all the dead people had lived. This gave him a valuable clue about the cause of the disease. Many of the deaths were near the water **pump** in Broad Street (especially numbers 16, 37, 38 and 40). He also noticed that some houses (such as 20 and 21 Broad Street and 8 and 9 Cambridge Street) had had no deaths. He had not **foreseen** this, so he made further investigations. He discovered that these people worked in the pub at 7 Cambridge Street. They had been given free beer and so had not drunk the water from the pump. It seemed that

the water was to **blame**.

Next, John Snow looked into the source of the water for these two streets. He found that it came from the river **polluted** by the dirty water from London. He immediately told the astonished people in Broad Street to remove the **handle** from the pump so that it could not be used. Soon afterwards the disease slowed down. He had shown that cholera was spread by germs and not in a



Part of Snow's Cholera Map

Note: — : 1 death PH: public house 30, 31, ... : numbers of houses

40 cloud of gas.

In another part of London, he found supporting evidence from two other deaths that were **linked to** the Broad Street outbreak. A woman, who had moved away from Broad Street, liked the water from the pump so much that she had it delivered to her house every day. Both she and her daughter died of cholera after drinking the water. With this extra evidence John Snow was
45 able to **announce** with certainty that polluted water carried the virus.

To prevent this from happening again, John Snow suggested that the source of all the water supplies be examined. The water companies were **instructed** not to expose people to polluted water any more. Finally "King Cholera" was defeated.

Comprehending

1 Read the passage and number these events in the order that they happened.

- ___ John Snow began to test two theories.
- ___ An outbreak of cholera hit London in 1854.
- ___ John Snow marked the deaths on a map.
- ___ He announced that the water carried the disease.
- ___ John Snow investigated two streets where the outbreak was very severe.
- ___ King Cholera was defeated.
- ___ He found that most of the deaths were near a water pump.
- ___ He had the handle removed from the water pump.

2 Read the passage again and answer these questions.

- 1 John Snow believed Idea 2 was right. How did he finally prove it?

- 2 Do you think John Snow would have solved this problem without the map? Give a reason.

- 3 Cholera was a 19th century disease. What disease do you think is similar to cholera today? Why?

3 Using the stages for scientific research and Exercise 1, write a short summary of the reading passage.

4 Choose one of the paragraphs of the passage. Read it aloud fluently to show that you understand it very well.

Learning about Language

Discovering useful words and expressions

1 Find the word and expression from the text for each of the following meanings.

- 1 _____ someone who suffers when something bad happens
- 2 _____ a doctor
- 3 _____ to examine and think about something carefully
- 4 _____ to win a victory over someone
- 5 _____ something that tests strength, skill or ability
- 6 _____ a question you ask to get information
- 7 _____ a machine for raising water
- 8 _____ to say or think that someone or something is responsible for something bad
- 9 _____ to take in
- 10 _____ to connect something with something else

2 Choose the words in their correct forms to complete this passage.

foresee cure severe expert attend
 announce suspect conclude expose

Simon Lee was a famous footballer but his career came to an end when he developed a _____ illness. His doctor _____ that Simon had been _____ to a new virus. All attempts by the _____ to _____ him failed. Simon _____ that he would not get better and _____ that he must leave football. Finally, he _____ that he would make a new career coaching young football players. At his last match all his fans _____ and praised him by singing the popular song "Thanks for the memory".

3 Sometimes in English we put the verb *make* with a noun instead of using a simple verb; for example, *make a mistake* instead of *to mistake*. Look at these simple verbs and make another **construction** using *make + a + noun*. Add one more of your own.

| | | | |
|--|----------------|--|---------------|
| | to suggest | | to decide |
| | to plan | | to contribute |
| | to speak | | to be noisy |
| | to change | | to describe |
| | to investigate | | |

4 In English verbs like *make* are very active and useful. **Apart from** the construction mentioned above, you have also learned the following phrases. Can you make sentences with each of them?

make a face make friends make money
 make one's way to make dinner make sure
 make up one's mind make the bed make room for

Discovering useful structures

- 1** Look at the following sentences where the past participle is used. Find two more examples in the reading passage of each usage.

EXAMPLES:

So many thousands of terrified people died ... (Attribute)

He found that it came from the river polluted by the dirty water from London. (Attribute)

But he became inspired when he thought about helping ordinary people ... (Predicative)

- 2** Complete the table with phrases that have the same meaning.

| Past Participle as the Attribute (1) | Past Participle as the Attribute (2) |
|--------------------------------------|--------------------------------------|
| 1 terrified people | 1 people terrified of (cholera) |
| 2 reserved seats | 2 |
| 3 polluted water | 3 |
| 4 a crowded room | 4 |
| 5 a pleased winner | 5 |
| 6 | 6 children astonished at/by ... |
| 7 | 7 a vase broken by ... |
| 8 | 8 a door closed by ... |
| 9 | 9 the audience tired of ... |
| 10 | 10 an animal trapped in/by ... |

- 3** Complete the sentences using the past participle as the predicative.

- 1 He got _____ about losing the money.
- 2 The painter looked so _____ after working for a whole day.
- 3 I was _____ with the film I saw last night. I had expected it to be better.
- 4 Everybody was _____ to hear of the death of the famous film star.
- 5 Everybody is really _____ about the new Olympic stadiums.
- 6 His wound became _____ with a new virus.

- * **4** In pairs play the game *What did you see/find at/when/after/during ...?* Or *How did you feel at/when/after/during ...?* Use the past participle as the attribute or the predicative.

EXAMPLE:

S: *What did you see at the fireworks display?*

S: *I saw many excited people. They were astonished at the beauty of the display.*

Here are some possible situations, but you can think of some more of your own.

- 1 How did you feel when you won the school prize for the first time?
- 2 What did you find when you are in the forest?
- 3 How did the young people feel after the party?
- 4 How did the children feel during the holidays?

excited astonished amazed pleased tired worn out
satisfied shocked bored interested surprised

Using Language

Listening and speaking



1 What do you know about Qian Xuesen? Before you listen to the tape, look at the picture and the exercises and predict the content of the listening.

2 Listen to Parts 1 and 2 of the tape for the first time and write down the main idea.

3 Now listen to Part 1 again and answer these questions.

- 1 What did Qian Xuesen study first?
- 2 What experience did he get in America that was useful for China?
- 3 What was Qian Xuesen's main achievement when he returned to China?



4 Listen to Part 2 and fill in the chart below.

| China's achievements in space | Steve Smith's ambitions |
|-------------------------------|-------------------------|
| | |

5 In groups discuss a scientific job you might choose in the future. These questions may help you:

What kind of scientific job do you want to do?
 What personality will be needed?
 What work experience would be useful?
 Why are you so interested in this job?

What education will you need?
 How long will the training take?
 How will you prepare for this career?

These expressions may help you:

I always wanted to ... because ...
 The experience I will need is ...
 I need to practise ...
 I think I'm good at ... so ...

I will need some training in ...
 I might find it difficult to ...
 My greatest problem will be to ...

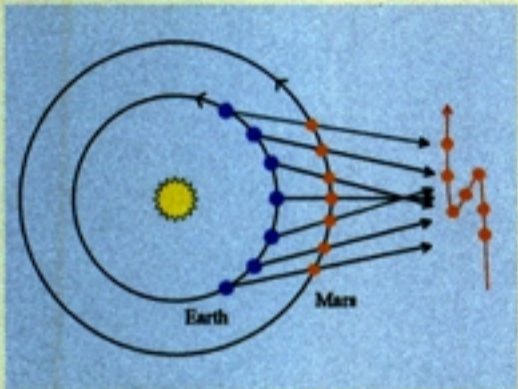
I will need to be/become
 patient, creative, hard-working, co-operative, confident, brave,
 positive, pleasant, polite, determined, energetic, strict with, ...

Reading and writing



COPERNICUS' REVOLUTIONARY THEORY

Nicolaus Copernicus was frightened and his mind was confused. Although he had tried to ignore them, all his mathematical calculations led to the same conclusion: that the earth was not the centre of the solar system. Only if you put the sun there did the **movements** of the other planets in the sky **make sense**. Yet he could not tell anyone about his theory as the powerful Christian Church would have punished him for even suggesting such an idea. They



believed God had made the world and for that reason the earth was special and must be the centre of the solar system.



The problem arose because astronomers had noticed that some planets in the sky seemed to stop, move **backward** and then go forward in a loop. Others appeared brighter at times and less bright at others. This was very strange if the earth was the centre of the solar system and all planets went round it.

Copernicus had thought long and hard about these problems and tried to find an answer. He had collected observations of the stars and used all his mathematical knowledge to explain them. But only his new theory could do that. So between 1510 and 1514 he worked on it, gradually improving his theory until he felt it was complete.

In 1514 he showed it privately to his friends. The changes he made to the old theory were revolutionary. He placed a fixed sun at the centre of the solar system with the planets going round it and only the moon still going round the earth. He also suggested that the earth was **spinning** as it went round the sun and this explained changes in the movement of the planets and in the brightness of the stars. His friends were **enthusiastic** and encouraged him to publish his ideas, but Copernicus was **cautious**. He did not want to be attacked by the Christian Church, so he only published it as he lay dying in 1543.

Certainly he was right to be careful. The Christian Church **rejected** his theory, saying it was against God's idea and people who supported it would be attacked. Yet Copernicus' theory is now the basis on which all our ideas of the **universe** are built. His theory replaced the Christian idea of gravity, which said things fell to earth because God created the earth as the centre of the universe. Copernicus showed this was obviously wrong. Now people can see that there is a direct link between his theory and the work of Isaac Newton, Albert Einstein and Stephen Hawking.

1 Use the reading passage to help you draw the two theories of the universe.

Before Copernicus' theory

Showing Copernicus' theory

2 If you were Nicolaus Copernicus, would you have hidden your theory for so many years? Give your reasons.

3 Now write a short letter asking Copernicus to publish his ideas so everyone can read them.

First, in pairs brainstorm some reasons why he should publish his theory. For example:

- there are problems with the present theory
- he has done many years of observations to prove his new theory is true
- science cannot develop unless people publish their ideas

Second, make a plan. For example:

Paragraph 1: Tell Copernicus who you are and why you want him to publish his ideas.

Paragraph 2: The first reason. (eg problems with the present theory)

Paragraph 3: The second reason. (eg science cannot develop unless people publish their ideas)

Conclusion: Ask him again to reconsider publishing his ideas.

SUMMING UP

Write down what you have learned about great scientists from this unit.

From this unit you have also learned

• useful verbs: _____

• useful nouns: _____

• useful expressions: _____

• new grammar items: _____

LEARNING TIP

Persuasive writing is about changing somebody else's point of view. When you are doing this kind of writing, you must always have some evidence to support your idea. To make this easier, you can hold discussions with your family and friends. Give your ideas and reasons to them whenever you are making choices. You may argue with them and try to persuade them. Then you will find it easier to do your persuasive writing.

However, when you are writing, do not forget to plan your work and put your ideas in a logical order.

* READING FOR FUN



The important thing is not to stop questioning.

-Albert Einstein

Genius is one percent inspiration and ninety-nine percent perspiration. Accordingly, a "genius" is often merely a talented person who has done all of his or her homework.

-Thomas Edison

If I have seen further, it is by standing on the shoulders of giants.

-Isaac Newton

Unit 2

The United Kingdom

Warming Up

Work in pairs. Do this quiz and find out how much you know about the United Kingdom (UK).

- 1 How many countries does the UK *consist of*?
A two B three C four
- 2 How long does it take to fly from Beijing to London Heathrow Airport?
A about six hours B about ten hours C about sixteen hours
- 3 Who rules the UK: the Prime Minister or the Queen?
A the Queen B the Prime Minister C both
- 4 What are the *provinces* called in England?
A counties B departments C states
- 5 Which is the longest river in England?
A the River Avon B the River Thames C the River Severn

How well did you do? If you got all five questions right, you know a lot already. Now, read on and find out more about the UK.

Pre-reading

- 1 Can you name the capital cities of the countries of the UK? What do you know about any other cities or towns in the UK?
- 2 England can be **divided into** three main areas. Do you know what they are?
- 3 Look at the title and pictures in the reading passage and predict what it is about. Then skim it to see if you were right.

Reading

PUZZLES IN GEOGRAPHY

People may wonder why different words are used to describe these four countries: England, Wales, Scotland and Northern Ireland. You can **clarify** this question if you study British history.

First there was England. Wales was linked to it in the



5 thirteenth century. Now when people refer to England you find Wales included as well. Next England and Wales were joined to Scotland in the seventeenth century and the name was changed to "Great Britain". Happily this was **accomplished** without **conflict** when King James of Scotland became King of England and Wales as well. Finally the English government tried in the early twentieth century to form the United Kingdom by getting Ireland connected in the same peaceful
10 way. However, the southern part of Ireland was **unwilling** and **broke away** to form its own government. So only Northern Ireland joined with England, Wales and Scotland to become the United Kingdom and this was shown to the world in a new flag called the **Union Jack**.



Cross of St George (England)



Cross of St Andrew (Scotland)



Cross of St Patrick (Ireland)



Union Jack

To their credit the four countries do work together in some areas (eg, the **currency** and international relations), but they still have very different **institutions**. For example, Northern
15 Ireland, England and Scotland have different educational and legal systems as well as different football teams for competitions like the World Cup!

England is the largest of the four countries, and for **convenience** it is divided **roughly** into three zones. The zone nearest France is called the South of England, the middle zone is called the Midlands and the one nearest to Scotland is known as the North. You find most of the population
20 settled in the south, but most of the industrial cities in the Midlands and the North of England. Although, **nationwide**, these cities are not as large as those in China, they have world-famous football teams and some of them even have two! It is a pity that the industrial cities built in the nineteenth century do not **attract** visitors. For historical **architecture** you have to go to older but smaller towns built by the Romans. There you will find out more about British history and culture.

25 The greatest historical treasure of all is London with its museums, art **collections**, theatres, parks and buildings. It is the centre of national government and its **administration**. It has the oldest **port** built by the Romans in the first century AD, the oldest building begun by the Anglo-Saxons in the 1060s and the oldest castle constructed by later Norman rulers in 1066. There have been four
30 sets of invaders of England. The first invaders, the Romans, left their towns and roads. The second, the Anglo-Saxons, left their language and their government. The third, the Vikings, influenced the vocabulary and place-names of the North of England, and the fourth, the Normans, left castles and introduced
35 new words for food.

If you look around the British **countryside** you will find evidence of all these invaders. You must keep your eyes open if you are going to make your trip to the
40 United Kingdom **enjoyable** and worthwhile.



Comprehending

1 Read the passage and complete the sentences using the words in the box.

England Wales Scotland Northern Ireland Republic of Southern Ireland

- The countries that make up Great Britain are _____.
- If we speak of England we mean _____.
- The United Kingdom includes _____.
- The part of Ireland that separated from England is called _____.
- London is the capital city of _____.

2 Read the passage and answer the questions.

- The Union Jack flag unites the flags of three countries in the United Kingdom. Which country is **left out**? Why?
- What three countries does British Airways represent?
- Which group of invaders did not influence London?

3 Look at the map of England and Wales. Divide it into three parts. Draw lines across to show the zones of the South, Midlands and North of England. Now put each town or city into its correct zone.



| |
|-----------|
| North: |
| Midlands: |
| South: |

4 Divide the passage into three parts and write down the main idea of each part.

- Part 1: _____
- Part 2: _____
- Part 3: _____

Use the information to write a short summary of the passage.

5 Discuss these questions in pairs and then compare your ideas with another pair. Be prepared to tell your ideas to the class.

- Can you work out why London is the capital of England, Great Britain and the UK?
- What geographical factors make it difficult to invade England successfully?

Learning about Language

Discovering useful words and expressions

- 1 Choose the correct words below to complete the passage, making necessary changes.

enjoyable kingdom unwilling countryside clarify
construct accomplish administration conveniences

“Why are you _____ to accept this wonderful opportunity?” asked the boss on the phone. “Have you read the **description** carefully? You will live in a town close to the _____ in England in a **furnished** house with all modern _____. Our office in Beijing will be able to _____ any problems using **fax** or the Internet. Your task will be to examine the **possibility** of _____ a new factory in the United _____. We need you to become familiar with the _____ and rules for such a project. We hope you will be able to _____ this easily within six months and that it will be an _____ experience for you.”

- 2 Complete these questions or answers using vocabulary from the text. Then read them aloud with a partner.

- Q: What is the _____ of Great Britain?
A: Pounds and pence.
- Q: What is the flag of the United Kingdom called?
A: _____
- Q: What countries does the _____ Kingdom _____ ?
A: England, Scotland, Wales **plus** Northern Ireland.
- Q: Which part of the British Isles _____ from the United Kingdom?
A: Southern Ireland.
- Q: Which _____ are different in each country of the United Kingdom?
A: Education and law.
- Q: Do these differences cause _____ or **quarrels**?
A: No. The countries are **alike** in wanting their own systems to continue.
- Q: What are the _____ called in England?
A: Counties.

- 3 All of the words below can **take the place of said**, but they are used under different conditions and in different situations. Choose the correct word from the list to fit each of these sentences.

whisper smile ask advise answer beg
suggest decide shout agree scream complain

- “Why don’t you want to accept this wonderful opportunity?” _____ the boss on the phone.
- “Shall we leave now?” he _____ to us and we left the room very quietly.
- “Help! Help! I can’t swim,” _____ the frightened boy.
- “Please don’t hurt my cat,” _____ Sarah as her brother picked it up by one leg.

- 5 "I'd like to live in a castle of my own too," _____ the young prince.
 6 "Yes. I bought a car and a new flat this winter," _____ my father.
 7 "Are you coming with us?" _____ Li Ming to her friend on the other side of the room.
 8 "I didn't like that meal at all," _____ the customer.
 9 "Perhaps you would like to go this way?" _____ the man shyly.

Discovering useful structures

1 Can you find the following sentence in the reading passage?

Now when people refer to England you find Wales included as well.

In this sentence the past participle is used as the object complement and is formed with *have/get/find/ ... + object + past participle*.

Please find two more sentences from the reading passage with past participles used as the object complement.

- 1 _____
 2 _____
 3 _____

2 Complete the sentences by using the words in brackets and the structure *have/get/find something done*.

- 1 We _____ (the house / mend) now.
 2 You look different today. _____ (you / your hair / cut)?
 3 Do you want to _____ (the dictionary / deliver) to your house or would you prefer to come to the shop for it?
 4 A: Could I have a look at the photographs you took when you were in Europe?
 B: Sorry, I _____ (not / the film / develop) yet.
 5 On my way to the station my car **broke down**. When I got to the repair shop I _____ (it / close).
 6 The computer doesn't seem to work well. You'd better _____ (it / repair)?
 7 Jill and Eric _____ (all their money / steal) while they were on holiday.
 8 The listening text might be easier for the students if you _____ (it / divide) into two parts.
 9 At yesterday's meeting Tony _____ (some of his points / clarify).
 10 Chris _____ (some flowers / send) to Sarah on her birthday. Then Chris asked Sarah to marry him and they _____ (it / announce) in the newspaper. They had no time to **arrange** their own **wedding**, so they _____ (it / organize) by a company.

3 Get into groups and play the game *What did they find?* Write about what Mr and Mrs Smith found when they came home from work one day. Remember to use the past participle as the object complement.

EXAMPLE: *They found the window broken.*

The first person in each group writes a sentence and **folds** the paper over his/her writing, so the next person cannot see it. Pass the paper to the next person in the group. When the last one in the group has finished writing, he/she comes to the front of the class to read all the ideas of his/her group. The one with the most interesting ideas wins.

Using Language

Reading



SIGHTSEEING IN LONDON

Worried about the time available, Zhang Pingyu had made a list of the sites she wanted to see in London. Her first **delight** was going to the Tower. It was built long ago by the Norman invaders of AD 1066. Fancy! This solid stone, square tower had remained standing for one thousand years. Although the buildings had expanded around it, it remained part of a **royal** palace and prison combined. To her great surprise, Zhang Pingyu found the Queen's jewels guarded by special royal soldiers who, on special occasions, still wore the four-hundred-year-old **uniform** of the time of Queen Elizabeth I.

There followed St Paul's Cathedral built after the terrible fire of London in 1666. It looked **splendid** when first built! Westminster Abbey, too, was very interesting. It contained **statues** in memory of dead poets and writers, such as Shakespeare. Then just as she came out of the abbey, Pingyu heard the famous sound of the clock, Big Ben, ringing out the hour. She finished the day by looking at the outside of Buckingham Palace, the Queen's house in London. Oh, she had so much to tell her friends!



The Tower of London



St Paul's Cathedral



Westminster Abbey

The second day the girl visited Greenwich and saw its old ships and famous clock that sets the world time. What interested her most was the longitude line. It is an imaginary line dividing the eastern and western halves of the world and is very useful for navigation. It passes through Greenwich, so Pingyu had a photo taken standing on either side of the line.

The last day she visited Karl Marx's statue in Highgate Cemetery. It seemed strange that the man who had developed **communism** should have lived and died in London. Not only that, but he had worked in the famous

reading room of the Library of the British Museum. Sadly the library had moved from its original place into another building and the old reading room was gone. But she was **thrilled** by so many wonderful treasures from different cultures displayed in the museum. When she saw many visitors enjoying looking at the beautiful old Chinese **pots** and other objects on show, she felt very proud of her country.

The next day Pingyu was leaving London for Windsor Castle. "Perhaps I will see the Queen?" she wondered as she fell asleep.



Karl Marx's Statue



Royal Observatory in Greenwich

Make a list of Zhang Pingyu's tour of London and a comment on each place she visited the first day.

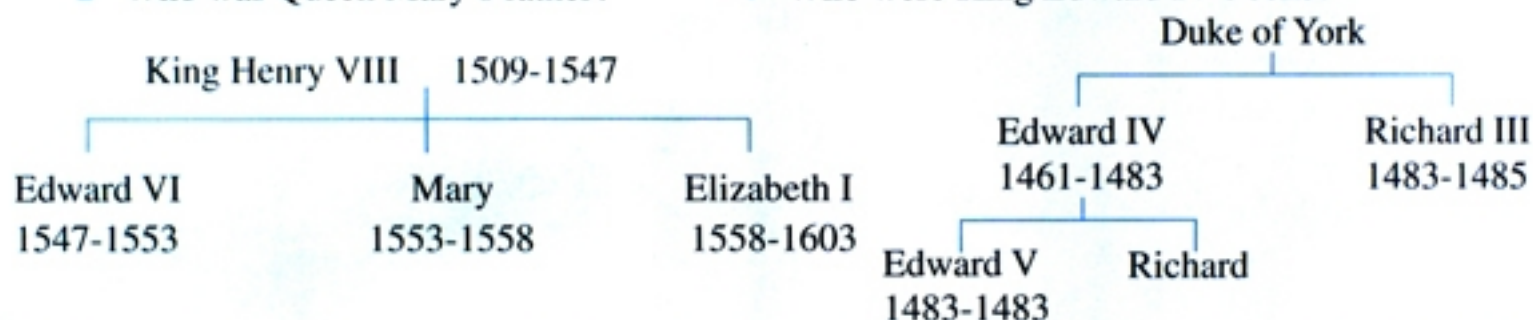
| Day 1 | Comments | Day 2 | Day 3 |
|-------|----------|-------|-------|
| 1 | 1 | | |
| 2 | 2 | | |
| 3 | 3 | | |
| 4 | 4 | | |

Listening



1 Before you listen to the tape, look at the royal family trees. In pairs and in turn ask and answer these questions:

- Who was the sister of Queen Mary?
- Who was Queen Mary's father?
- Who was King Edward V's uncle?
- Who were King Edward IV's sons?



2 Look again at the names of these English kings and queens as you listen to Parts 1 and 2 of the tape. Tick the ones you hear about.

3 Listen to Part 1 and then answer the questions.

- Which king on the list was one of the princes in the Tower? How do you know?
- Who had the two princes killed?

4 Listen to Part 2 and fill in the blanks below.

ZP: Who _____ to the Tower as a prisoner?

G: A _____ queen. In the 1550s Queen _____ sent her sister, _____ Elizabeth, to the _____ as a prisoner.

ZP: _____! Why did she do that?

G: She _____ Elizabeth was a traitor. So she sent Elizabeth _____ a special gate called "_____ Gate". That only _____ to very bad people.

Speaking and writing

1 In pairs choose an interesting building or attraction in your hometown or home village. One of you will be the tourist and the other the tour guide. You may have a few problems understanding the guide. These expressions may help you.

Excuse me ... I'm afraid I can't follow you.

I beg your pardon? Pardon?

I didn't understand

Please, can you speak more slowly?

What did you mean by ...?

I'm sorry but could you repeat that?

Practise your dialogue and perform it in front of the class, paying attention to your pronunciation and intonation.

2 Next write down notes on the information you have gathered. You are going to write it in a local guide book. You want to encourage people to visit it so you should write in an exciting way. Remember these tips and look at the model.

- Use interesting adjectives: instead of “nice” you can write *smart, clean, excellent, exciting, beautiful, wonderful, clever, famous, grand, great, huge, special, unusual, ...*
- Instead of “be” you can use *seem, stand, lie, get, stay, remain, be built, look, sound, become, keep, grow, ...*
- Swap with your partner and check for any **errors**.
- Make sure that **tenses** are **consistent**.
- Swap back and rewrite the guide book entry in your best handwriting!

Model

Why not visit our local castle?

Only five minutes from the main road!

This great stone castle was constructed five hundred years ago when King Henry VIII was king. He loved his food and you can tell that by visiting his extremely large and well-designed kitchens. See where he fed six hundred people at one time. Admire the beautifully decorated rooms where he met kings from other countries. Examine the care with which he organized toilets to be built for all his followers. Walk through his wonderful gardens. ...



You cannot afford to miss it!

SUMMING UP

Write down what you have learned about The United Kingdom.

From this unit you have also learned

- useful words: _____
- phrasal verbs: _____
- useful expressions: _____
- a new grammar item: _____

LEARNING TIP

When you have finished a piece of writing, read it through to yourself carefully. Check that it makes sense, that the tenses are consistent and that the spelling is correct. Check to see that you have not repeated yourself. Then read it to someone else to see if they can find any errors. If they cannot, consider it a finished piece of work.

* READING FOR FUN



Home Thoughts, from Abroad

An excerpt by Robert Browning (1812-1889)

Oh, to be in England
Now that April's there,
And whoever wakes in England
Sees, some morning, unaware,
That the lowest boughs and brushwood sheaf
Round the elm-tree bole are in tiny leaf,
While the chaffinch sings on the orchard bough
In England – now!

Unit 3

Life in the future

Warming Up

What changes do you expect to see in your life in one thousand years' time? Below are some of the main **aspects** of life today. In groups, choose two of them to have a discussion, then make notes in the table below.

| | Present time | In One Thousand Years' Time |
|----------------------|--------------|-----------------------------|
| Transport | | |
| Work | | |
| Finance and currency | | |
| Languages | | |
| Environment | | |
| Education | | |
| Houses | | |
| Communication | | |

Prepare to tell your ideas to the class.

Pre-reading

- 1 Make a list of the problems human beings are facing today.
- 2 Which problems do you think people will have overcome in one thousand years? Which ones do you think will still exist in AD 3008? Give your reasons.
- 3 Skim the reading passage and see whether your ideas are the same as those in the text.

Reading



FIRST IMPRESSIONS

Spacemail: liqiang299A@GreatAdventureSpaceStation.com 15/11/3008 (Earthtime)

Dear Mum and Dad,

I still cannot believe that I am **taking up** this prize that I won last year. I have to remind myself **constantly** that I am really in AD 3008. Worried about the journey, I was unsettled for the first few days. As a result, I suffered from "time lag". This is similar to the "**jet lag**" you get from flying, but it seems you keep getting flashbacks from your **previous** time period. So I was very



nervous and **uncertain** at first. However, my friend and **guide**, Wang Ping, was very understanding and gave me some green **tablets** which helped a lot. Well-known for their expertise, his parents' company, called "Future Tours", transported me safely into the future in a time **capsule**.

I can still remember the moment when the space **stewardess** called us all to the capsule and we climbed in through a small **opening**. The seats were comfortable and after a calming drink, we felt sleepy and closed our eyes. The capsule began swinging gently **sideways** as we lay relaxed and dreaming. A few minutes later, the journey was completed and we had arrived. I was still on the earth but one thousand years in the future. What would I find?

At first my new **surroundings** were difficult to **tolerate**. The air seemed thin, as though its combination of gases had little oxygen left. Hit by a **lack** of fresh air, my head ached. Just as I tried to make the necessary **adjustment** to this new situation, Wang Ping appeared. "Put on this **mask**," he advised. "It'll make you feel much better." He handed it to me and immediately hurried me through to a small room nearby for a rest. I felt better in no time. Soon I **was back on my feet** again and following him to collect a hovering **carriage** driven by computer. These carriages float above the ground and by bending or **pressing** down in your seat, you can move swiftly. Wang Ping **fastened** my **safety belt** and showed me how to use it. Soon I could fly as fast as him. However, I **lost sight of** Wang Ping when we reached what looked like a large market because of too many carriages flying by in all directions. He was **swept up** into the centre of them. Just at that moment I had a "time lag" flashback and saw the area again as it had been in the year AD 2008. I realized that I had been transported into the future of what was still my hometown! Then I caught sight of Wang Ping again and flew after him.



Arriving at a strange-looking house, he showed me into a large, bright clean room. It had a green wall, a brown floor and soft lighting. Suddenly the wall moved – it was made of trees! I found later that their leaves provided the room with much-needed oxygen. Then Wang Ping

flashed a **switch** on a computer screen, and a table and some chairs rose from under the floor as if by magic. "Why not sit down and eat a little?" he said. "You may find this difficult as it is your first time travel trip. Just relax, since there is nothing planned on the **timetable** today. Tomorrow you'll be ready for some visits." Having said this, he spread some food on the table, and produced a bed from the floor. After he left, I had a brief meal and a hot bath. Exhausted, I **slid into** bed and fell fast asleep.

More news later from your loving son,
Li Qiang



Comprehending

1 In pairs answer these questions.

- 1 Why did Li Qiang go into the future?
- 2 How did he feel when he left his own time?
- 3 How did he get to the year 3008?
- 4 What did he notice first when he arrived in AD 3008?
- 5 What else did he find that was different?

2 The reading passage describes some good and bad changes to life in AD 3008. In pairs, discuss which changes are good or bad and give reasons for your choices. Then write down your ideas in the chart. There is no right or wrong answer.

| | Good changes | Bad changes |
|-------------|--------------|-------------|
| Time travel | | |
| Transport | | |
| Houses | | |
| Towns | | |
| Air quality | | |

3 Have a class discussion and decide whether you think the writer has an **optimistic** or a pessimistic view of the future. Take a few minutes to read through the passage again. Make notes to help you remember your reasons. Be prepared to join in a class discussion. Try to persuade others to agree with you.

4 Write down the main idea for each paragraph in your own words. Then add the important details.

Paragraph 1 – main idea: *How I came to take a time travel journey.*

details: _____

Paragraph 2 – main idea: _____

details: _____

Paragraph 3 – main idea: _____

details: _____

Paragraph 4 – main idea: _____

details: _____

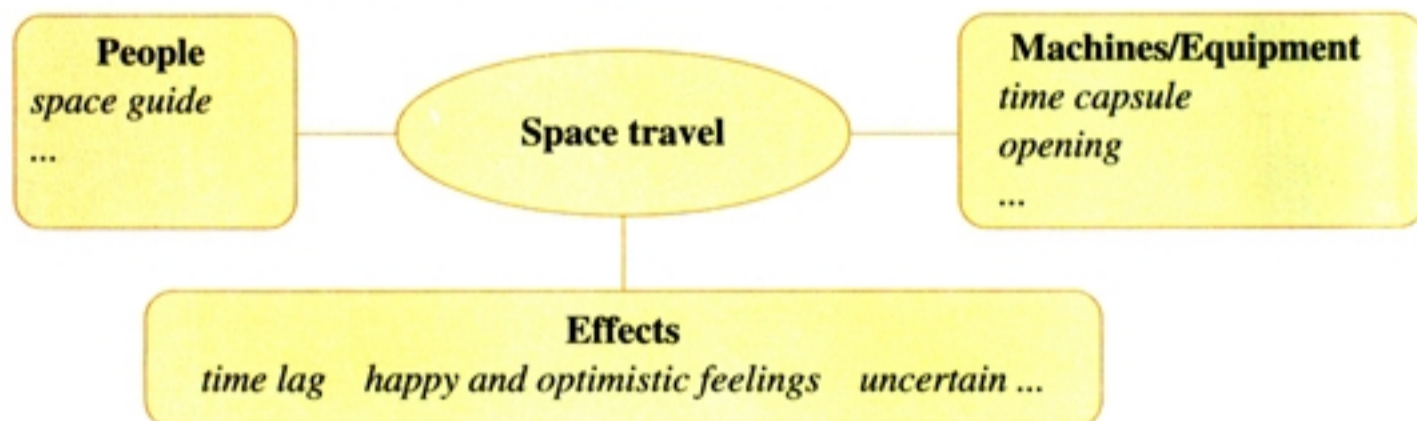
Now try to retell the story briefly in your own words, using the answers to Exercise 1 to help you.

5 Read the last paragraph aloud. Pay particular attention to the rhythm and intonation.

Learning about Language

Discovering useful words and expressions

1 Find the words from this unit to fill in these boxes.



2 Combine a verb from the left box with a word from the right box. Write down the verb phrases in the blanks. Then use them to complete the sentences.

search take slide sweep press

for up down into

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

- Where on earth did I put my belt? I am constantly losing it and having to _____ it!
- When we flew in the space capsule we were _____ into the sky so quickly that I did not even have time to fasten my safety belt.
- When we wanted the hovering carriage to **speed up**, we _____ hard on the driving pedal and bent over in the direction we wanted to go.
- After having your dinner, you must _____ all the rubbish on the floor. Let the next group of people have pleasant surroundings to eat in.
- After he won the competition, Li Qiang _____ his prize and went on a time tour with his friend and guide Wang Ping.
- The steward opened the door of the spaceship and Li Qiang _____ sideways _____ his seat.

3 Complete this advertisement choosing words or phrases in their proper forms.

take up constant tolerate previous lose sight of
link adjustment stewardess opportunity bend

Many people need to be reminded of the job _____ in space stations, which _____ need space cooks, cleaners, teachers, **stewards** and _____. You can be swiftly trained for your new job from using _____ skills. At first people may find the _____ to space life difficult to _____. However, they will be able to overcome the difficulties if their families encourage them to _____ the job. That is why we persuade families not to _____ the advantages that come from a period of time in space. For health reasons only one stay of three years is allowed. People often want to stay longer, but the _____ between illness and length of stay is strong. It is sad, but the rules cannot be _____ for anyone.

Discovering useful structures

1 Can you find the following sentence in the reading passage?

Worried about the journey, I was unsettled for the first few days.

In this sentence the past participle is used as the adverbial. It is a way of joining two clauses together: *As I was worried about the journey, I was unsettled for the first few days.*

Please pick out three more sentences from the reading passage with past participles used as the adverbial.

- 1 _____
- 2 _____
- 3 _____

2 Now combine these two sentences using the past participle as the adverbial.

- 1 I was frightened by the loud noise. I went to see what was happening.
- 2 He was hit by the lack of fresh air. He got a bad headache.
- 3 I felt very tired after the long journey. I still enjoyed meeting the aliens on the space station.
- 4 Sue was frightened by the noise outside. Sue dared not sleep in her bedroom.
- 5 The museum was built in 1910. The museum is almost 100 years old.
- 6 The student was given some advice by the famous scientist. The student was not worried about his scientific experiment any more.
- 7 George was exhausted after a day's work. He took some tablets to help him feel better.
- 8 Lucy was very astonished at the amount of work in the new timetable. She decided to leave her job immediately.

3 Now combine these two sentences using the past participle as the attribute.

- 1 Soon we lost sight of that famous astronomer. He is called Li Qiang.
- 2 I am going to buy a painting. It is copied from Vincent van Gogh.
- 3 I like that old private house. It is built of wood and **mud**.
- 4 The room is completely empty. The room is connected to the rest of the house by a long passage.
- 5 The queen was sitting in a royal carriage. The carriage was drawn by four horses.
- 6 The vehicle is mentioned in the book. The vehicle is unknown to me.
- 7 The castle is under repair. It was built in 1432.

4 In pairs play the game *What would you do? What do you think of ...?* Take turns to ask and answer questions. Use the past participle as the adverbial.

EXAMPLES:

- 1 George: What would you do if you found yourself alone on a **desert** island?
Fred: *Left alone on a desert island*, I'd practise swimming so that I could escape.

- 2 Lucy: What would you do if you are forced to do something?
Emma: *Forced to do something*, I'd probably do nothing.

- 3 Ted: What do you think of the success of this book if it is translated into English?
Sally: *Translated into English*, it should sell very well.

- 4 Sid: What do you think of young children sent to a boarding school at the age of six?
Tom: *Sent to a boarding school at the age of six*, young children may suffer.

Using Language

Reading and discussing



I HAVE SEEN AMAZING THINGS

My first visit was to a space station considered the most modern in space. Described as an enormous round plate, it spins slowly in space to imitate the pull of the earth's gravity. Inside was an exhibition of the most up-to-date inventions of the 31st century. A guide (G) showed us around along a moveable path.

G: Good morning to all our visitors from 2008. First we're going to examine one of the latest forms of communication among our space **citizens**. No more **typists** working on a **typewriter** or computer! No more **postage** or **postcodes**! Messages can now be sent using a "thoughtpad". You place the metal band over your head, clear your mind, press the sending **button**, think your message and the next **instant** it's sent. It's stored on the "thoughtpad" of the **receiver**. It's quick, efficient and environmentally friendly. The only limitation is if the user does not think his or her message clearly, an unclear message may be sent. But we cannot blame the tools for the faults of the user, can we?

During the explanation I looked at the pair of small objects called "thoughtpads" on a table. They just looked like metal ribbons. So ordinary but so powerful! While I was observing them, the path moved us on.

G: And now ladies and gentlemen, we are in the "environment area". People used to collect waste in **dustbins**. Then the rubbish was sent to be buried or burned, am I right? (*We nodded.*) Well, now there's a system where the waste is disposed of using the principles of **ecology**. A giant machine, always **greedy** for more, **swallows** all the waste available. The rubbish is turned into several grades of useful **material**, such as "fertilizer" for the fields and "soil" for deserts. Nothing is wasted, and everything, even plastic bags, is **recycled**. A great idea, isn't it?

I stared at the moving model of the waste machine, absorbed by its efficiency. But again we moved on.

G: Our third stop shows the changes that have happened to work practices. Manufacturing no longer takes place on the earth but on space stations like this one. A group of engineers programme robots to perform tasks in space. The robots produce **goods** such as drugs, clothes, furniture, hovering carriages, etc. There is no waste, no pollution and no environmental damage! However, the companies have to train their **representatives** to live and work in space **settlements**. They have to monitor the robots and the production. When the goods are ready they're transported by industrial spaceship back to earth.



My mind began to wander. What job would I do? My **motivation** increased as I thought of the wonderful world of the future.

- 1** In pairs use the information from the reading passage to fill in this poster for the Space Station.

| Modern Inventions of the 31st Century Only to be seen on the Space Station | | | |
|---|---------------|----------------|----------------------|
| | Communication | Waste Disposal | Manufacturing |
| invention | thoughtpad | | manufacturing robots |
| advantages | 1 2 | | 1 2 3 |
| disadvantages | | None | |
| <i>Come and see how they work today!</i> | | | |

- 2** Now in pairs discuss the advantages and disadvantages of living on a space station. For example: would you like to live and work in one? What would you do with your spare time? Prepare to report to the class.

Listening



- 1** Read the phrases before listening, and guess the topic. Then listen to the tape and tick those you hear.

- space creatures living on another planet new discoveries in space
 why a space station spins how to get water on Mars comets
 houses in a town on Mars Martian creatures atmosphere and gravity

- 2** Listen to the tape again and answer the following questions.

- How can "Wonderworld" make sure there is enough oxygen?

- How can "Wonderworld" make sure there is enough water?

- What is the advantage of living in "Wonderworld"?

- Do you think people will be healthy living in "Wonderworld"? Why?

Speaking and writing

- 1** After you have listened to the tape, in pairs try to think of some benefits and problems in the future. Talk and write about what life may be like on the earth in 1000 years' time. Follow these steps.
- In pairs prepare 4 to 5 questions about the future.
 - Ask and answer questions using the following expressions.

Suppose that

I wonder if

I imagine that

I'm sure

Perhaps/Maybe/Possibly

Do you imagine that ...?

Is it likely/unlikely that ...?

Is it possible that ...?

Do you suppose that ...?

Most likely

Probably

- Get together with another pair. Hold a discussion and make notes of their answers.
- Organize the notes you have collected from the discussion.
- Choose 2 or 3 of the most important ideas and explain each of your ideas in one paragraph.
- Write a passage of at least 120 words.
- Swap your writing with your partner and check each other's work.
- Rewrite your passage till you are satisfied with it.

SUMMING UP

Write down what you have learned about life in the future.

From this unit you have also learned

- useful verbs: _____
- useful nouns: _____
- useful adjectives: _____
- useful expressions: _____
- new grammar items: _____

LEARNING TIP

Making notes of your ideas during a discussion is very useful if you are going to need them to write a report on the discussion. Remember to:

- use numbers to organize your notes
- use shortened forms to save time
- write down content words (eg nouns, verbs, adjectives, ...)
- use short phrases rather than complete sentences

This will help you to organize your ideas into a plan for writing.

* READING FOR FUN



Dreaming

By Rachel Burns

Dream, dreaming of tomorrow
What it will be
Dreaming of my future
The life that is ahead of me
Dreaming of the ones I love

Wonder what they are doing
O how I miss them
Dreaming of the day
When I really find myself
Dreaming of the day
When all my dreams come true
Dream, dreaming of tomorrow

Unit 4

Making the news

Warming Up

What do you imagine will be your future occupation? Suppose you were to be a **journalist** for *China Daily*, do you know what kinds of jobs they have? Look at an English newspaper. Then discuss in pairs and fill in the chart below.

| Types of jobs | What it involves |
|---------------|--|
| journalist | finding out news and telling people about it in newspaper or on TV/radio |
| editor | |
| photographer | |
| | |

Pre-reading

- 1 What are the qualities a good journalist needs to have? Discuss in groups and tick the boxes below. Please add more qualities if you like.

| | Very important | Important | Not very important |
|-------------------------------|--------------------------|--------------------------|--------------------------|
| 1 Higher level of education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Work experience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Good communication skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Curious, active personality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Hard-working | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Enthusiasm for the job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- 2 Everyone has unforgettable moments in his/her life. Now discuss in pairs how you would feel if you were offered a job on a famous newspaper?
- 3 Look at the title and the picture. What do you think would make the first day at work "unforgettable"? Make a list and skim the reading to see if you were right.

Reading



MY FIRST WORK ASSIGNMENT “Unforgettable”, says new journalist

Never will Zhou Yang (ZY) forget his first assignment at the office of a popular English newspaper. His discussion with his new boss, Hu Xin (HX), was to strongly influence his life as a journalist.

HX: Welcome. We're **delighted** you're coming to work with us. Your first job here will be an assistant journalist. Do you have any questions?

5 ZY: Can I go out on a story immediately?

HX: (*laughing*) That's **admirable**, but I'm afraid it would be **unusual**! Wait till you're more experienced. First we'll put you as an **assistant** to an experienced journalist. Later you can cover a story and **submit** the article yourself.

ZY: Wonderful. What do I need to take with me? I already have a notebook and camera.

10 HX: No need for a camera. You'll have a **professional** photographer with you to take **photographs**. You'll find your **colleagues** very **eager** to **assist** you, so you may be able to **concentrate on** photography later if you're interested.

ZY: Thank you. Not only am I interested in photography, but I took an **amateur** course at university to **update** my skills.

15 HX: Good.

ZY: What do I need to remember when I go out to cover a story?

HX: You need to be curious. Only if you ask many different questions will you **acquire** all the information you need to know. We say a good journalist must have a good “nose” for a story. That means you must be able to **assess** when people are not telling the whole truth and then try to discover it. They must use research to **inform** themselves of the missing parts of the story.

20 ZY: What should I keep in mind?

HX: Here comes my list of *dos* and *don'ts*: don't miss your **deadline**, don't be rude, don't talk too much, but make sure you listen to the interviewee carefully.

ZY: Why is listening so important?

25 HX: Well, you have to listen for detailed facts. **Meanwhile** you have to prepare the next question **depending on** what the person says.

ZY: But how can I listen carefully while taking notes?

HX: This is a trick of the trade. If the interviewee agrees, you can use a recorder to get the facts straight. It's also useful if a person wants to challenge you. You have the evidence to support your story.

30 ZY: I see! Have you ever had a **case** where someone **accused** your journalists of getting the wrong end of the stick?

HX: Yes, but it was a long time ago. This is how the story goes. A footballer was accused of taking money for **deliberately** not scoring goals **so as to** let the other team win. We went to interview him. He denied taking money but we were **sceptical**. So we arranged an interview between the footballer and the man supposed to bribe him. When we saw them together we guessed from the footballer's body language that he was not telling the truth. So we wrote an article suggesting he was **guilty**. It was a **dilemma** because the footballer could have **demand**ed damages if we were wrong. He tried to stop us **publishing** it but later we were proved right.

35 ZY: Wow! That was a real “scoop”. I'm looking forward to my first assignment now. Perhaps I'll get a scoop too!

40 HX: Perhaps you will. You never know.



Comprehending

- 1** Zhou Yang needs to answer a letter from a student asking how to become a journalist. So he is making notes in order to answer the questions. Can you work out Zhou Yang's notes? Use the information from the reading passage to help you.

Zhou Yang's notes

The skills needed

The importance of listening

Stages in researching a story

How to check facts

How to deal with accusations of printing lies

- 2** Now Zhou Yang would like you to help his readers understand the duties of a journalist. Read the passage again and divide it into three **sections**, each of which looks at one duty of a journalist. Then write down the main idea of each section.
- 3** Zhou Yang is trying to help his readers see whether they would make good journalists or good photographers. Use the reading to work out which adjectives best describe what is required for these two jobs. Some may be needed for both jobs.

concise patient imaginative well-organized technically good polite honest
truthful thorough creative curious admirable careful gifted professional

Adjectives to describe a journalist

Adjectives to describe a photographer

What is the main difference between being a journalist and being a photographer?

A journalist needs to be _____,

but a photographer needs to be _____.

I think I would make a good _____ because _____.

- 4** In pairs read aloud the dialogue from "Here comes my list of ..." to the end. Pay attention to the stress and intonation.

Learning about Language

Discovering useful words and expressions

- 1** In the reading passage several expressions are used in an idiomatic way. Find them and fill in the chart.

| Idiomatic expressions | Meaning |
|-----------------------|---------------------------------|
| | to report on an important event |
| | clever ways known to experts |
| | to present ideas fairly |
| | not to understand an idea |
| | this is the story |
| | to get the story first |

2 Complete Sentence B using a word or phrase from the reading passage which has the opposite meaning to the words underlined in Sentence A.

- A By accident she broke that beautiful bowl.
 B She _____ broke that beautiful bowl.
- A He did not steal the vase so he didn't do anything wrong.
 B He did steal the vase so he is _____.
- A She does not get absorbed in her studies for long.
 B She can _____ her studies for a long time.
- A The journalist went out with an untrained photographer.
 B The journalist went out with a (an) _____ photographer.
- A Chris is not interested in starting his new job.
 B Chris is _____ to start his new job.
- A "This room needs a light clean," explained the **housewife**.
 B "This room needs a _____ clean," explained the housewife.
- A The law allows people to defend themselves against a charge.
 B The law does not allow people to _____ themselves _____ a crime.
- A I don't mind losing that skill if it is not useful.
 B I don't mind _____ that skill if it is useful.

3 Complete this passage using the words below in the correct form.

sceptical deadline colleague publish dilemma photographer delighted
 meanwhile assist submit amateur unusual assistant editor assess

My first assignment was as a (an) _____ to a famous fashion _____, who was going to take photos of a model by the name of Wang Li. I felt _____ as I was to _____ him. We had not gone far when our _____ called. "Be sure to finish your task before the _____." My _____ laughed. "He wants us to concentrate on the time because I've missed deadlines before," he said to me. When we arrived, we found Wang Li was extremely charming. She explained that as an _____ photographer she expected all the photographs to be _____ to her before they were _____. This was a _____ as there was little time before the deadline. My colleague _____ the situation and announced that as this was _____ he would have to refer the matter to his editor. _____ he would get ready. At first Wang Li was _____, but when our editor rang to inform her that she would have her photographs before they were published, she was satisfied.

Discovering useful structures

1 Refer to pages 89-90 to find out what inversion is. Then find three sentences beginning with *never*, *not only* or *only if* in the reading passage. Underline them and pay attention to inversion of the subject and verb.

2 Rewrite the inverted sentences using normal word order.

- 1 I did not know how to use that recorder. Neither did he.
- 2 Only then did I begin my work on designing a new bridge.
- 3 Not only was there a Christmas tree, but also exciting presents under it.
- 4 "Is everything ready yet?" asked Hu Xin to the photographer.

3 Rewrite these sentences using inversion. First, find the word or phrase to begin with. Then change the word order of the sentence. Use the words or phrases underlined to rewrite these sentences.

EXAMPLE: *I had never seen such a wonderful feast before.*

Never before had I seen such a wonderful feast.

- 1 You will see so many seats only at a stadium in Beijing.
- 2 I have seldom seen a situation which made me so angry.
- 3 You'll be able to write a good report only after you have acquired the information you need.
- 4 He gave a lot of presents to his friends, but he has never given one to me.
- 5 She is not only good at languages, but also at history and geography.
- 6 I have never read such an exciting report before.
- 7 She took part in a horse riding competition, and did not miss a jump once.

4 Certain expressions can introduce an inverted sentence. Now complete the following sentences that begin with these expressions.

- 1 Only after _____ did _____
- 2 Not once did _____
- 3 Seldom have I _____
- 4 Only by doing _____ could _____
- 5 Only in a _____ can _____
- 6 Not only did _____
- 7 Only then did _____

5 In the reading passage there is an inverted sentence using an adverb: "*Here comes my list of dos and don'ts ...*" Now write down some sentences beginning with the adverbs below. Can you make them into a story? Look at the example and finish that story or write one of your own!

there here out in away up

There came a loud series of knocks on the door. So I opened it. In the doorway stood a small boy and his father. In front of them was a broken bicycle lying on the ground. "Here's my son's bike," explained the man. ...

Using Language

Reading, speaking and writing



GETTING THE "SCOOP"

"Quick," said the editor. "Get that story ready. We need it in this **edition** to be **ahead of** the other newspapers. This is a scoop." Zhou Yang had just come back into the office after an interview with a famous film star. "Did he really do that?" asked someone from the International News **Department**. "Yes, I'm afraid he did," Zhou Yang answered. He set to work.

His first task was to write his story, but he had to do it carefully. Although he realized the man had been lying, Zhou Yang knew he must not accuse him directly. He would have to be **accurate**. Concise too! He knew how to do that. Months of training had taught him to write with no wasted words or phrases. He sat down at his computer and began to work.

The first person who saw his article was a **senior** editor from his department. He checked the evidence, read the article and passed it on to the copy-editor. She began to edit the piece and design the main headline and smaller heading. "This will look very good on the page," she said. "Where is a good picture of this man?" Then as the article was going to be written in English Zhou Yang also took

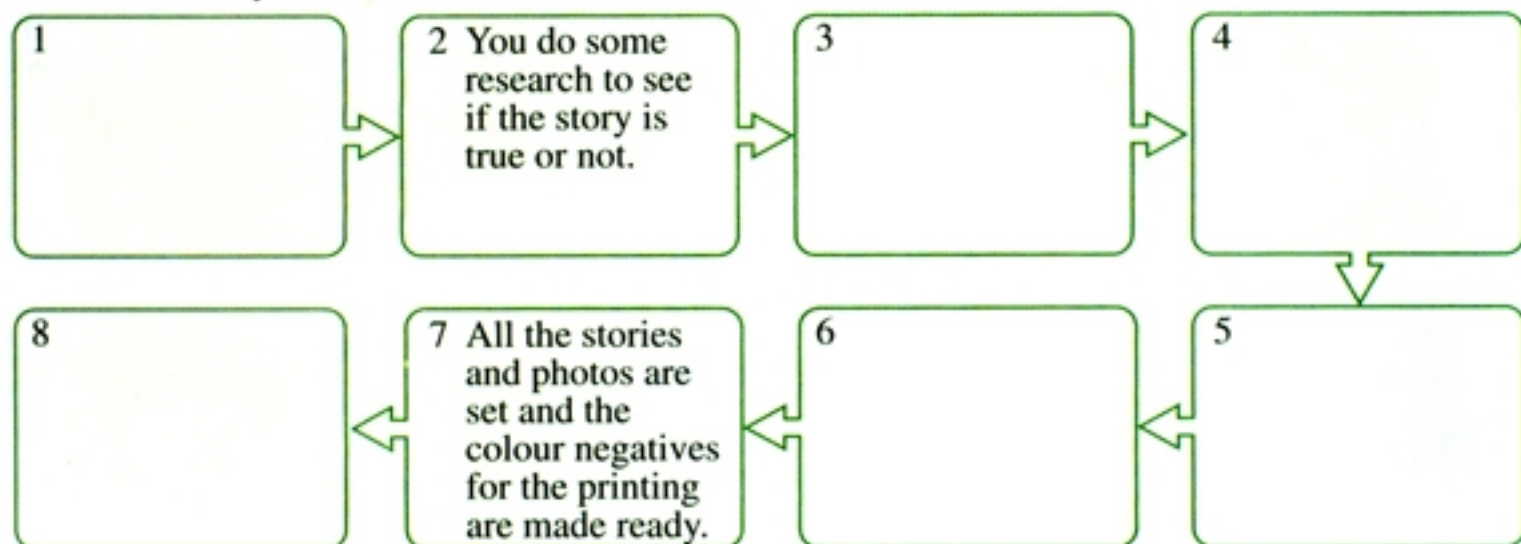
a copy to the native speaker employed by the newspaper to **polish** the style. She was also very happy with Zhou Yang's story. "You are really able to write a good front page article," she said. Zhou Yang smiled with happiness. Last of all, the **chief** editor read it and **approved** it. "Well done," he said to Zhou Yang. "But please show me your evidence so we're sure we've got our facts straight." "I'll bring it to you immediately," said Zhou Yang excitedly.



The news desk editor took the story and began to work on all the stories and photos until all the pages were set. All the information was then ready to be **processed** into film negatives. This was the first stage of the printing process.

They needed four negatives, as several colours were going to be used on the story. Each of the main colours had one negative sheet and when they were combined they made a coloured page for the newspaper. After one last check the page was ready to be printed. Zhou Yang waited excitedly for the first copies to be ready. "Wait till tonight," his friend whispered. "I expect there will be something about this on the television news. A real scoop!"

- 1 Read the passage to work out the writing and printing process for an article. Then complete the flow chart below.



2 In pairs make a list of things that the film star might have done. Compare your list with another pair and choose the most interesting idea. Be prepared to tell it to the class and explain why the film star would not want others to know about it.

3 Prepare your article, following the steps below.

- Sort out your two headings: a large one (the main headline) at the top and a smaller one under it.
- Sort out the stages in your story:
 - what the film star did
 - how you found out
 - how the film star reacted when you told him you knew his secret
 - your opinion
- Write the story. Then swap with a partner to improve your work. Rewrite neatly.

Listening and speaking



1 Before you listen, discuss with a partner what difficulties you might have interviewing somebody famous. Listen to Parts 1 and 2 of the tape and see how far you were right.

2 Read the three possible summaries of the interview. Listen again and circle the correct one. Explain why the others are wrong.

- A This is about a young man who is refused an interview with Liu Ming.
- B This is about a young man who is trying to arrange an interview with Liu Ming.
- C This is about a young man who wants to ask Liu Ming about how to work abroad.

3 Listen to Part 1 again and then answer the following questions.

- 1 Why does Zhou Yang want to interview Liu Ming?
- 2 When does Liu Ming plan to leave Beijing?
- 3 What is Liu Ming doing on Wednesday?
- 4 When does Lily Wong suggest they meet?

4 Look at the chart below and then listen carefully to Part 2 and fill it in.

| Fans' ideas about Liu Ming going abroad | Liu Ming's ideas about going abroad |
|---|-------------------------------------|
| | |

5 Practise in pairs making **appointments**. You are supposed to be the secretary of an important person. He needs to have his picture taken for a magazine. He would like to have it taken in the afternoon because he must have his hair cut in the morning. The other is the photographer who wants to take the picture in the morning because he/she won't be free in the afternoon.

See how well you can arrange the meeting. These expressions may be useful.

| | |
|-------------------------------|--|
| Shall we make an appointment? | How/What about ...? |
| When are you free? | When do you think is convenient for you? |
| Is it possible to ...? | I shall be busy at ... and ... but I can be free at |
| Where is the best place? | Maybe we can meet at |
| What if ...? | I'm not sure. I'll have to check my schedule. |
| Perhaps we could | |

Write down the time and place of the appointment that Zhou Yang has made with Liu Ming.

SUMMING UP

Write down what you have learned about the process of making the news from this unit.

From this unit you have also learned

- useful verbs: _____
- useful nouns: _____
- useful expressions: _____
- a new grammar item: _____

LEARNING TIP

Read as many different English newspapers as you can. Some of them are published for senior high school students and are very careful about the vocabulary and the grammar that they use. So they should be easy for you to read. They will have interesting articles about music or sports and also hints for taking exams, how to deal with personal problems, etc. So read one today to show you are a serious student of English!

* READING FOR FUN

That baby deer doesn't look like us!

A group of spotted deer on a farm near Changchun, Jilin, refused to accept a newborn all-white deer as one of their own.

"At first even the doe kept away from her white baby though it chased after her for food," Mr Liu, the owner of the farm, said. "They only accepted the deer a few days later."

It is the first time that spotted deer have produced young with entirely white fur!

From *China Daily*

Warming Up

First aid is a **temporary** form of help given to someone who suddenly **falls ill** or gets injured before a doctor can be found. Often the illness or **injury** is not serious, but there are other times when giving first aid quickly can save lives. In groups look at the pictures and discuss what has happened in each one. If possible, discuss what kind of first aid you should give in these situations.



Pre-reading

- 1 Look at the picture. What is on the **cupboard**? What has happened to the little girl?
- 2 What kind of first aid would you perform in this situation? Make a list of your ideas.
- 3 Now quickly read about "First Aid for Burns" taken from a book called *First Aid for the Family*. See whether your ideas were correct.



Reading

FIRST AID FOR BURNS

The **skin** is an essential part of your body and its largest **organ**. You have three layers of skin which act as a **barrier** against disease, **poisons** and the sun's harmful **rays**. The functions of your skin are also very **complex**: it keeps you warm or cool; it prevents your body from losing too much water; it is where you feel cold, heat or pain and it gives you your sense of touch. So as you can imagine, if your skin gets burned it can be very serious. First aid is a very important first step in the treatment of burns.

Causes of burns

You can get burned by a **variety** of things: hot **liquids**, steam, fire, **radiation** (by being close to high heat or fire, etc), the sun, electricity or chemicals.

Types of burns

There are three types of burns. Burns are called first, second or third degree burns, depending on which layers of the skin are burned.

- **First degree burns** These affect only the top layer of the skin. These burns are not serious and should feel better within a day or two. Examples include **mild** sunburn and burns caused by touching a hot **pan, stove** or iron for a moment. 15
- **Second degree burns** These affect both the top and the second layer of the skin. These burns are serious and take a few weeks to heal. Examples include severe sunburn and burns caused by hot liquids. 20
- **Third degree burns** These affect all three layers of the skin and any **tissue** and organs under the skin. Examples include burns caused by **electric shocks**, burning clothes, or severe petrol fires. These burns cause very severe injuries and the victim must go to hospital at once. 25

Characteristics of burns

First degree burns

- dry, red and mildly **swollen**
- **mildly** painful
- turn white when pressed

Second degree burns

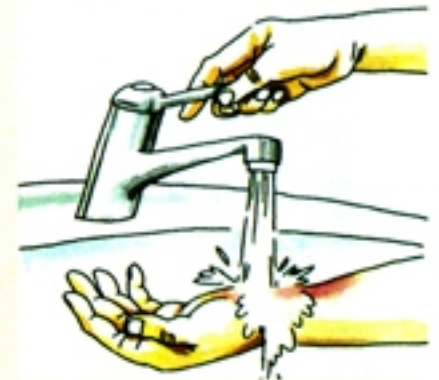
- rough, red and swollen
- blisters
- watery surface
- extremely painful

Third degree burns

- black and white and charred
- swollen; often tissue under them can be seen
- little or no pain if nerves are damaged; may be pain around edge of injured area.

First aid treatment

- 1 Remove clothing using **scissors** if necessary unless it is stuck to the burn. Take off other clothing and jewellery near the burn. 35
- 2 Cool burns immediately with cool but not icy water. It is best to place burns under gently running water for about 10 minutes. (The cool water stops the burning process, prevents the pain becoming **unbearable** and reduces swelling.) Do not put cold water on third degree burns. 40
- 3 For first degree burns, place cool, clean, wet cloths on them until the pain is not so bad. For second degree burns, keep cloths cool by putting them back in a **basin** of cold water, **squeezing** them out and placing them on the burned area **over and over again** for about an 45



hour until the pain is not so bad.

- 4 Dry the burned area gently. Do not rub, as this may break any blisters and the wound may get infected.
- 5 Cover the burned area with a dry, clean **bandage** that will not stick to the skin. Hold the bandage **in place** with tape. Never put butter, oil or ointment on burns as they keep the heat in the wounds and may cause infection. 50
- 6 If burns are on arms or legs, keep them higher than the heart, if possible. If burns are on the face, the victim should sit up.
- 7 If the injuries are second or third degree burns, it is **vital** to get the victim to the doctor or hospital at once. 55

Comprehending

1 In which order are these topics covered in the text? Number them from 1 to 5.

- ___ the three types of burns
- ___ what to do if someone gets burned
- ___ the functions of the skin
- ___ the **symptoms** of burns
- ___ how we get burns

2 Read the text again and then label these pictures *first, second and third degree burns*.



A _____



B _____



C _____

3 Answer the following questions.

- 1 Why should you put cold water on a burn?
- 2 Why doesn't a third degree burn hurt?
- 3 Why do you think clothes and jewellery near burns should be removed?
- 4 If someone has a third degree burn, why might you see tissue?

4 Read the first aid treatments for these burns. If the treatment is right, write *R* in the brackets. If it is wrong, write *W* in the brackets and explain why. Then give the correct treatment.

- 1 Sam knocked over a **kettle** full of boiling water onto his legs. His legs became red, swollen and covered with blisters. Sam broke the blisters and **poured** icy water from the fridge onto the skin. ()
- 2 While ironing clothes, Miss Good accidentally touched the iron. Her **wrist** blistered and became

watery. It hurt a lot. She put her wrist under the cold water tap and then kept placing cool, clean, **damp** cloths on it until it was less painful. Then she went to see the doctor. ()

- 3 Mrs Casey's **sleeve** caught fire while she was cooking. Her arm looked terrible but it didn't hurt. The skin was charred. Her husband took off her **blouse** and picked off bits of the blouse stuck to the burn. He then placed butter on the burn and covered it with a wet bandage. ()
- 4 After an hour in the sun, Lily noticed her arms were red and hurt a bit. She went home and put them under cool running water. ()

Learning about Language

Discovering useful words and expressions

- 1 Complete the tables with the correct nouns, verbs or adjectives.

| Verb | Noun | Adjective |
|--------|--------|-----------|
| | injury | |
| | | swollen |
| bleed | | |
| sprain | | |
| | | poisonous |

| Verb | Noun | Adjective |
|--------|---------|-----------|
| | variety | |
| | | organic |
| choke | | |
| | water | |
| infect | | |

- 2 Complete the sentences with new words or phrases from the unit.

- When do you need to use your knowledge about _____? When somebody suddenly _____ or has an accident.
- What is the _____? It is an organ which acts as a _____ against disease, poisons and the sun's harmful _____.
- Why are the functions of the skin described as _____? It keeps you warm or cool; it prevents your body from losing too much water and provides you with your _____ of touch.
- What can hurt the _____ of the skin? Hot _____ from pans on the stove, electric shocks, radiation, fire and the sun.
- What is it _____ to do if you have third degree burns? Go to the hospital.
- What are the _____ of first degree burns? They are dry, red and mildly _____.

- 3 Complete the passage using the words or phrases provided in their proper forms.

bandage over and over again unbearable scissors in place
squeeze out blisters temporary ankle cupboard

Emma had a mild accident. She burned her _____ when she knocked some hot liquid over herself. At first the pain was _____ but fortunately Luke knew what to do. He immediately provided some _____ treatment using some cloths from the _____. He wetted them, _____ the cold water and then placed them over her ankle. He did this _____ until the pain disappeared. Then he dried the ankle gently to prevent _____ from forming. Finally he took a pair of _____ and cut a _____ to the right length. Then he tied it **tightly** so that it would stay _____. Emma was very grateful to Luke for what he had done for her.

Discovering useful structures

- 1** Can you find at least three sentences with ellipsis from *the Warming Up* and *the Reading*? Write down the sentences you found below.

- 2** In groups, look at these pairs of sentences. Discuss the difference between A and B in each pair. Also discuss which is the better sentence and why.

- A You can get burned by hot liquids and you can get burned by steam.
B You can get burned by hot liquids and steam.
- A Tie a bandage **firmly** over the burnt area, when a bandage is necessary.
B Tie a bandage firmly over the burnt area, when necessary.
- A These burns are not serious and they should feel better within a day or two days.
B These burns are not serious and should feel better within a day or two.
- A These burns affect the top layer of the skin and they also affect the second layer of the skin.
B These burns affect both the top and the second layer of the skin.
- A First degree burns turn white when they are pressed.
B First degree burns turn white when pressed.

- 3** Rewrite these sentences by taking out the unnecessary parts.

- The burn that she got from the iron was red and it was very painful.
- A boy was on the left side of the sick woman, and a girl was on the right side of the sick woman.
- She has a daughter who is in hospital.
- He went to the doctor because he had to go to the doctor.
- Did she pass the first aid test that she did yesterday or didn't she pass?
- She could not decide whether to send him to hospital or not to send him to hospital.
- When your nose is bleeding, you should bend forward so that the blood runs out of your nose and the blood doesn't run down your **throat**.
- Only some of the students have done a first aid course but most of the students haven't done a first aid course.

- 4** These sentences are correct. However, one or more words have been left out. Can you tell your partner which words are missing?

- The temple surrounded by a wall belongs to the local government.
- The first book I read this term was more interesting than the second.
- To her teacher's surprise, she did better in her first aid exam than expected.
- I don't think they have returned from the hospital, but they might have.
- He wanted to help the accident victim but his friend didn't.
- You can borrow my first aid notes if you want to.
- Sounds like a good idea.
- Anything I can do for you?

Using Language

Reading and discussing



HEROIC TEENAGER RECEIVES AWARD

Seventeen-year-old teenager, John Janson, was honoured at the Lifesaver Awards last night in Rivertown for giving lifesaving first aid on his neighbour after a shocking knife attack.

John was presented with his award at a ceremony which recognized the bravery of ten people who had saved the life of another.

John was studying in his room when he heard screaming. When he and his father rushed outside, a man ran from the scene. They discovered that Anne Slade, mother of three, had been stabbed repeatedly with a knife. She was lying in her front garden bleeding very heavily. Her hands had almost



John Janson

been cut off.

It was John's quick action and knowledge of first aid that saved Ms Slade's life. He immediately asked a number of nearby people for bandages, but when nobody could put their hands on any, his father got some tea towels and tape from their house. John used these to treat the most severe injuries to Ms Slade's hands. He slowed the bleeding by applying

pressure to the wounds until the police and ambulance arrived.

"I'm proud of what I did but I was just doing what I'd been taught," John said.

John had taken part in the Young Lifesaver Scheme at his high school. When congratulating John, Mr Alan Southerton, Director of the Young Lifesaver Scheme said, "There is no doubt that John's quick thinking and the first aid skills he learned at school saved Ms Slade's life. It shows that a knowledge of first aid can make a real difference."

Before receiving their awards last night, John and the nine other Life Savers attended a special reception yesterday hosted by the Prime Minister.

1 Read the newspaper article and then put these events in the order that they happened. Then in pairs, retell the story in your own words.

- ___ The attacker ran away.
- ___ Anne was attacked and started to scream.
- ___ John performed first aid on Anne.
- ___ John was studying in his house.
- ___ The ambulance arrived.
- ___ John ran outside with his father.
- ___ John found Anne in her garden with terrible knife wounds.

2 What first aid did John perform on Anne?

3 What adjectives would you use to describe John's actions? Give at least three.

4 In groups, discuss these questions.

- 1 Do you think John was silly or brave to get involved in the situation? Give your reasons.
- 2 Would you have done the same as John? Give your reasons.
- 3 Do you think it is worthwhile to take a course in first aid? Give your reasons.

Listening, speaking and writing**1** The first aid teacher is testing her students' knowledge of first aid. Before you listen, read the words below and guess the topics the teacher will ask questions about. Then listen to the tape and circle the words you hear.

clothes on fire broken bones bleeding choking
snake bites nosebleed bruising sprained ankle

2 Look at these pictures. Listen to the tape again and number them in the correct order.**3** Listen to each part of the tape. In pairs discuss what you have heard and fill in the chart so that you know the treatment that should be given for each situation.

| Part | Situation | Treatment |
|------|-------------|-------------------------|
| 1 | a nosebleed | 1 squeeze her nose 2 |
| 2 | | 1 2 3 4 |
| 3 | | 1 2 |
| 4 | | 1 2 3 4 |

4 In pairs, give your partner first aid instructions for each situation using the pictures above. Then write down your first aid instructions using the following expressions.

Now listen carefully.
Watch out for

Follow these instructions.
Look out for ... and

Don't ... because ...

Make sure that ...

Take care to ...

If it is ... go to the hospital.

Be careful (not) to ...

Mind you do/don't ...

Cover ... with ...

Never ...

SUMMING UP

Write down what you have learned about first aid.

From this unit you have also learned

- useful verbs: _____
- useful nouns: _____
- useful adjectives: _____
- useful expressions: _____
- a new grammar item: _____

LEARNING TIP

There are many different types of authentic texts, such as letters, postcards, newspaper and magazine articles, essays and instructions. If you want to write a particular type of text, you can use an example of that text as a model for your writing. You can look at the characteristics of the text: the different parts of the text, and the kinds of structures and phrases used.

For example, in this unit there is some text from a book on first aid. On pages 34 and 35, the text gives instructions on what to do when someone is burned.

Notice that:

- there is a title that tells you what the instructions are for
- the imperative verb is used
- unimportant words are often left out
- the instructions are written step by step, in the order that they are meant to happen

* READING FOR FUN

Prevention is better than cure.

Feed a cold and starve a fever.

Good health is worth more than wealth.

You are what you eat.

An apple a day keeps the doctor away.

He who has health has hope; and he who has hope has everything.

Early to bed and early to rise makes a man healthy, wealthy and wise.

A man too busy to take care of his health is like a mechanic too busy to take care of his tools.

LISTENING



Robert Briggs is very interested in biology and especially in the study of plants. Today he is telling his friend Zhang Wei some exciting news.

1 Before you listen to the tape discuss with your partner how you would find out the name of a flower.

2 Which of the following statements describes what this listening passage is about? Give your reasons.

A This is about a man who wants to name a flower.

B This is about a man who finds a flower and wants to own it.

C This is about a man who finds a flower and wants to know if it is a new species of flower.



3 Listen to the tape again and complete the following passage.

To find the name of an unknown flower first you should ask your _____ teacher to help you. He/She will look in a special _____ written by Carl Linnaeus. He lived in _____ from _____ to _____. He was very important because he solved a _____ problem for biology.

4 Listen to the tape a third time and answer these questions.

1 If Robert Briggs finds the flower in the book, what does that mean?

2 How would he know if his lily is a new species?

3 Why do plants all have two names?

4 What was the serious problem for biology that Linnaeus solved?

TALKING

In pairs imagine you are going to meet a specialist about a newly-found flower. Your partner will be the assistant of the specialist. You both need a description of the other so you can recognize each other when you meet. Now ring the assistant to sort out the information.

How will I recognize you?

What special features do you have?

What do you look like?

How will I know you?

What will you wear?

You can recognize me because

My ... looks a bit like

I'm tall/short, fat/thin, young/old with

I have large/small, brown/green eyes with

USING WORDS AND EXPRESSIONS

- 1 This is a report on living conditions in England in the nineteenth century. Choose the proper word in its correct form to put into the text.

instruct neighbourhood pollute defeat handle suspect
blame severe clue link ... to draw the conclusion cure

Educated people in the twenty-first century may find it hard to believe that two hundred years ago people did not _____ illness _____ problems in the environment. We all know that in London drinking _____ water caused many deaths from cholera. There was a _____ to its cause because it always started in the poor _____. Then it spread to the richer areas as the servants passed it on. Many doctors _____ that polluted water was to _____ and clean water was the _____. John Snow's investigation proved that the dirtier the water, the more _____ the illness. So the government and the doctors _____ that water must be purified (净化). They _____ people to remove the _____ from pumps if the water was infected. Thus cholera was _____ in the end.

- 2 Look at the dictionary entry for the verb *expose* and match the meanings with the sentences on the right. Write the correct numbers in brackets.

expose /ɪk'spəʊz/ vt. **1** to show something that is usually covered or hidden: **expose sth to sth** *Potatoes turn green when exposed to light.* **2** to put someone in a situation which is dangerous or unpleasant: **expose sb to sth** *The report showed that the workers had been exposed to high levels of radiation.* **3** to tell the truth about something especially when it is bad: **expose sb as ...** *The man was exposed as a liar and a cheat.* **4** to be able to experience new ideas or ways of life: *Some children are never exposed to classical music.* **5** to allow light onto film to make a photograph **6** to show feelings that you usually hide

- () When he lifted his shirt he exposed his strong athletic chest.
() Li Hui was exposed to cholera but luckily she did not become ill.
() You cannot expose undeveloped film to light.
() I was afraid to expose my true feelings in case he laughed at me.
() The human rights lawyer spent his career exposing injustice in society.
() I was never exposed to ballet until I was sixteen.
() Mushrooms do not grow well if exposed to light.

- 3 Translate these sentences into English, using the words and phrases in brackets.

- 除了去公园之外, 我的活动范围仅限于邻近地区。(apart from; movement; neighbourhood)
- 没有足够的证据很难作出结论。(draw a conclusion)
- 这些科学的探寻将有助于我们项目的成功。(scientific enquiry; contribute to)
- 居斯特夫·埃菲尔 (Gustave Eiffel) 对他修建铁塔的计划满怀热情, 而这座塔使他闻名于世。(enthusiastic; construct)
- 他常提出些不同寻常的计划。你在加入之前要慎重对待。(put forward; be cautious to; join in)
- 谁是第一个反对“地心说”的人? (reject; universe)
- 虽然他的写作没什么意思, 但弗雷德还是确信自己的作文会得高分。(make sense; positive)

USING STRUCTURES

- 1** Choose appropriate verbs to complete the following sentences, using the past participle. Explain the use of the past participle in each sentence.

worry interest arrive frighten prepare continue concern

- They were _____ to accept my idea.
- I'll be _____ to know how they made the wonderful fireworks.
- The mayor said that he was _____ about the _____ rise of the water level in the river bed.
- Recently _____ soldiers are helping to take the victims to safe areas from the flood.
- Most of the newspaper seems to be _____ with pop stars.
- He was _____ of going alone into the empty house.

- 2** Rewrite each pair of sentences as one, using the past participle as the attribute or predicative.

- I found this plate on the floor. The plate was broken in pieces.
- I saw a tall, dark and handsome man. His name is Xiao Ming.
- I looked at that modern abstract (抽象) painting. It was coloured in yellows and greens.
- Yesterday I got the answer to my question on the Internet. It was the one I expected.
- She is one of my friends. She is devoted to my interests.
- On the doorstep I found a lot of bottles. They were marked in green ink.
- We saw many windows in that room. They were all cracked.

- 3** Play a game of making sentences with the past participles in the box. Get into groups of four. See which group makes the most correct sentences with a past participle used either as an attribute or predicative.

tired astonished interested frightened found excited
shocked absorbed exhausted burned suspected
defeated cured analysed infected

EXAMPLES:

- S₁: A boy called Jackie went to the cinema one night.
S₂: It was a horror film, but he was interested in it.
S₃: Sometimes he felt excited. Sometimes he felt frightened.
S₄: After the film, the tired boy came back home.
S₅: Once home, the exhausted boy ...

Collect all your sentences and link them to make a story.

- 4** In pairs make up another story with sentences in which the past participle is used as the attribute or predicative. Read it to your class.

LISTENING TASK

- 1 Before listening, make a list of all the great mathematicians that you know of or have learned about. What do you know of their achievements?
- 2 John Smith is discussing with Zhao Yang his research into the life and work of a mathematician called Leonhard Euler (1707-1783). Before you listen to Parts 1 and 2 on the tape, read the words below and learn to pronounce them correctly.

pure (纯的)

symbol (符号)

 π (pi) (圆周率)

sine (正弦)

cosine (余弦)

topology (拓扑学)

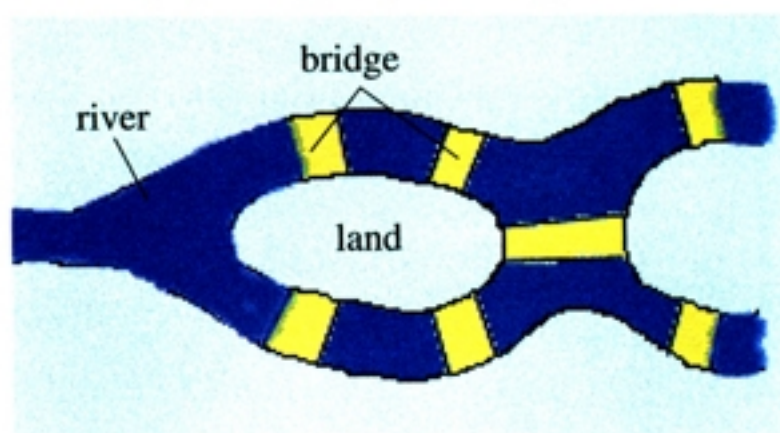
angle (角)

diagram (图表)

- 3 Listen to Part 1 again and tick the words above that Euler introduced into mathematics.
- 4 Listen to Part 2 again and fill in the chart below.

| | |
|--|--|
| Euler's new branch of mathematics | |
| Why Euler is considered to be a great mathematician? | |

- 5 What was the problem of the city of Königsberg?
- 6 Now try the problem for yourself. Remember you must go over the whole figure without lifting your pencil from the paper or going over any line twice.

**READING TASK****FINDING THE SOLUTION**

Do you like puzzles? Euler did. Did you solve the one you heard for the listening task? No! Well, don't worry, Euler didn't either! As he loved mathematical puzzles, he wanted to know why this one wouldn't work. So he walked around the town and over the bridges of Königsberg several times. To his surprise, he found that he could cross six of the bridges without going over any of them twice or

going back on himself (see Fig 3), but he couldn't cross all seven. He just had to know why. So he decided to look at the problem another way.

He drew himself a picture of the town and the seven bridges like the one above. He marked the land and the bridges. Then he put a dot or point into the centre of each of the areas of land. He joined these points together using curved lines to go over the bridges (see Fig 1). He noticed that some points had three lines going to them (A, B and C) and one had five (D). He wondered if this was important and why the puzzle would not work. As three and five are odd numbers he called them "odd" points. To make the puzzle clearer he took away the bridges to see the pattern more clearly (see Fig 2).



He wondered whether the puzzle would work if he took one bridge away (as in Fig 3). This time the diagram was simpler (as in Fig 4). He counted the lines going to points A, B, C and D. This time they were different. Two of them had even numbers of lines (B had two and D had four). Two and four are both even numbers so Euler called them "even" points. Two points in Fig 4 had an odd number of lines going to them (A and C both had three) and so he called them "odd" points.

Fig 1:

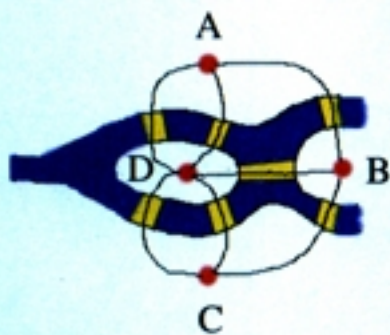


Fig 2:

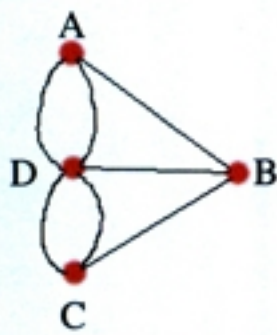
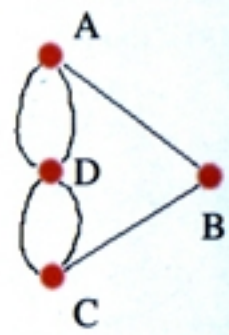


Fig 3:



Fig 4:



Using this new diagram Euler started at point A, went along the straight line to B and then to C. Then he followed the curved line through D and back to A. Finally he followed the other curved line from A back through D to C where he finished the pattern. This time it worked. He had been able to go over the figure visiting each point but not going over any line twice or lifting his pencil from the page. Euler became very excited. Now he knew that the number of odd points was the key to the puzzle. However, you still needed some even points in your figure if you wanted it to work. So Euler looked for a general rule:

If a figure has more than two odd points, you cannot go over it without lifting your pencil from the page or going over a line twice.

Quickly he went to his textbooks to find some more figures. He looked at the four diagrams shown below and found that when he used his rule, he could tell if he could go over the whole figure without taking his pencil from the paper. He was overjoyed. He did not know it but his little puzzle had started a whole new branch of mathematics called "topology". In his honour this puzzle is called "finding the Euler path".

1 Fill in the chart after reading the text.

| | |
|--|-----|
| How many bridges could Euler cross without going across any of them twice? | Six |
| How did he try to solve the puzzle? | |
| What is an "odd" point? | |
| How many odd points are there in Fig 2 on page 45? | |
| How many odd points are there in Fig 4 on page 45? | |
| What is Euler's rule? | |
| Did his rule work with Figs 2 and 4? | |

2 Now do these problems using Euler's rule. Do these figures below have Euler paths? Not all of them do. Check to see if you are right by using a pencil to go over the diagram. Remember not to miss any points or go over any line twice. Give a reason if there is no path.

Problem 1: _____

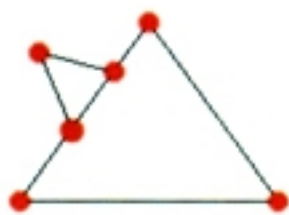
Problem 2: _____

Problem 3: _____

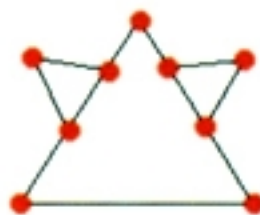
Problem 4: _____

Problems:

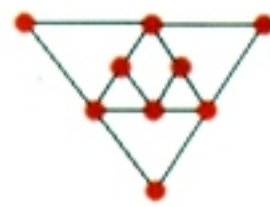
1



2



3



4

SPEAKING TASK

In pairs discuss the life and work of any scientists that you know. Explain their achievements and recount stories that show interesting aspects of their character and their work. Talk about how they achieved their success. Was it because of his/her talent, intelligence, hard work, persistence (坚持不懈), confidence, curiosity, enthusiasm or luck? Prepare to give a talk on your chosen scientist to the class.

The following questions may help you with your discussion.

- 1 Who is the scientist you admire most?
- 2 What nationality is this scientist?
- 3 When was he/she born? (When did he/she die?)
- 4 What kind of family did he/she come from?
- 5 What kind of education did he/she receive?
- 6 What did he/she achieve in his/her scientific work?
- 7 Why did he/she achieve great success?

EXAMPLE:

S₁: Who shall we choose?S₂: I've done some research on ...S₁: What did you find out about him/her?S₂: Well, he/she ...

WRITING TASK

Write a report about your scientist, his/her life, achievements and the key to his/her success. Before you begin to write, remember to put your information under three headings: *life*, *achievements* and *key to success*. Plan your report like this:

- introduction to the scientist, including dates, where he/she lived and worked, and which branch of science he/she was in
- life of the scientist
- achievements of your chosen scientist
- key to his/her success
- general summary of his/her importance in science and why you chose him/her



Gregor Mendel



Madame Curie



Zhang Heng



Stephen Hawking

*PROJECT

Use the Library or the Internet to find out about important women scientists in medicine, physics, chemistry, biology, astronomy or mathematics. There are very useful websites (including the "Biographies of women mathematicians website"). Prepare a talk on your chosen scientists. Remember to include some information about their lives, their achievements and why they are considered important in science history. Then give your talk to the class.

CHECKING YOURSELF

- 1 What are the stages in a scientific experiment?
- 2 Name as many scientific subjects as you can.
- 3 What qualities make a good scientist?
- 4 What language points did you learn from this unit?
- 5 Write five useful words or expressions you have learned from this unit.
- 6 Write down your problems and solutions.

Unit 2

The United Kingdom

LISTENING



Each person is a citizen of their country. But how do you become a citizen? Listen carefully and find out how one can become a citizen of the UK.

1 Listen to Parts 1 and 2 of the tape and answer these questions.

- 1 How many ways are there to become a British citizen?
- 2 Which group of British citizens has the largest number?
- 3 How have the Black British contributed to the British culture?

2 Listen to Part 1 and fill in the first column. Then listen to Part 2 and complete the other two.

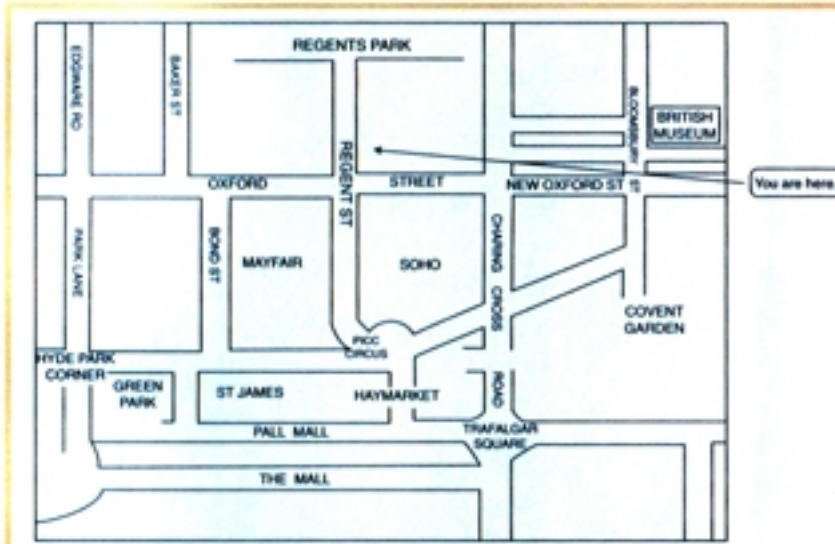
| Group 1 | Group 2 | Group 3 |
|-----------------------------------|-----------------------------|---|
| 1 _____ in the old British Empire | 1 having one British parent | asking to become British after living in Britain for _____ years. |
| 2 _____ to become British | 2 _____ in Britain | |

3 Look at the information of these people below. Tick those who could be British citizens.

| | |
|--|---------------------------------------|
| 1 Name: Rod Jones () | 2 Name: Mary Smith () |
| Place born: <i>Canberra, Australia</i> | Place born: <i>Calgary, Canada</i> |
| Years in England: <i>1</i> | Years in England: <i>4</i> |
| Mother's nationality: <i>British</i> | Mother's nationality: <i>Canadian</i> |
| Father's nationality: <i>British</i> | Father's nationality: <i>Canadian</i> |
| 3 Name: Claude Lebon () | 4 Name: John Nkosi () |
| Place born: <i>London, England</i> | Place born: <i>Nairobi, Kenya</i> |
| Years in England: <i>3</i> | Years in England: <i>10</i> |
| Mother's nationality: <i>Spanish</i> | Mother's nationality: <i>Kenyan</i> |
| Father's nationality: <i>French</i> | Father's nationality: <i>Pakistan</i> |

TALKING

Work in pairs facing each other. One studies Map A on page 49 and the other studies Map B on page 51. You both need directions to find your destinations (目的地) in London. The starting point is marked but not the destination. You must ask directions of your partner.



When you have got satisfactory directions, be ready to do this role-play in front of the class.

Map A

Destination: Buckingham Palace

USING WORDS AND EXPRESSIONS

- 1 Use a prefix from the left and a word from the right, making any necessary change in tense or form and then fill in the blanks.

in- im- dis- mis-
un- re- under- over-

possible friendly patient honest do agree ground
understand sleep open consistent willing

- Nobody on the sightseeing tour wanted to talk to us. They were so _____.
- Jason is so _____ that he will not wait for a bus. He always calls a taxi!
- Her cousin steals money from his company and tells lies – he is very _____.
- We were told that the statue cannot be repaired but to his credit he didn't accept that. He says that nothing is _____.
- He made so many errors in his homework that he will have to _____ it.
- The _____ in British English is the same as the subway in American English.
- I wrote a description of the wrong building because I _____ the question.
- I _____ this morning and only just had time to put on my uniform before leaving for work.
- We _____ about which architectural styles we like. He prefers modern buildings but I like traditional buildings best.
- This art collection is closed for the summer, but it will _____ in September.
- At customs the man was _____ to open his bag – it contained drugs.
- He is a man of many words, but his actions are often _____ with his words.

- 2 Read these phrasal verbs and use them correctly in the following passage.

consist of *take the place of* *delighted with*
break away from *leave out* *break down* *divide into*

Everybody knows that the United Kingdom _____ four countries: England, Scotland, Wales plus Northern Ireland. However, about four hundred years ago Scotland tried to _____ English influence. The Scots wanted to attack England and decided that France should _____ England as their closest friend. England, however, was unhappy when the relationship between the two countries _____. Queen Elizabeth I did not want to be _____ of any decisions to do with Scotland, so she _____ the Scottish lords _____ several groups so that they would argue with each other

instead of attacking England. This arrangement worked well until 1603 when Queen Elizabeth died. As King James of Scotland was her only relative, he became King of Scotland and England, and everybody was _____ the solution.

3 Translate these sentences into English, using the words and phrases in brackets.

- 1 大卫·贝克汉姆到达日本时，兴奋的球迷们都赶去迎接。(thrilled)
- 2 为了庆祝我表姐的婚礼，我的姨妈和姨父安排了一场晚会。(wedding; arrange)
- 3 卡尔·马克思有关共产主义的部分著作是在大英图书馆完成的。那里有海量的藏书。(communism; splendid collection)
- 4 博物馆里的古陶壶以其鲜艳的色泽和精湛的工艺吸引了全国各地的艺术家。(pot; nationwide; workmanship)
- 5 “不要对衣服这样不珍惜，”妈妈说。“如果你小心洗衣服，并把它们叠整齐，衣服就会更耐穿些。”(treat ... roughly; fold)
- 6 比赛自始至终越来越紧张。(tense)
- 7 我要租那套带家具的房子的可能性非常小——房主要价太高。(possibility)
- 8 皇室家庭和普通的家庭都一样。他们也会有分歧，有时还会争吵。(alike; disagreement; quarrel)

USING STRUCTURES

1 Answer these questions using the past participle as the object complement.

EXAMPLE: A: *What did you do when the teapot broke?*

B: *I had/got it repaired.*

- 1 What did you find had happened to your flower pots when you got home?

- 2 What did you do when the paths were covered in snow and you were away?

- 3 How can you use your computer since it is broken?

- 4 How did you get those trees to appear in your garden when you were away?

- 5 When you came back, how did you find the street after the storm?

- 6 When did he say he would finish the work?

- 7 How did you find Shanghai after such a long time?

- 8 What are you going to do at the hairdresser's tomorrow?

2 You are a policeman writing a report about a house that has been broken into. Use the past participles of the verbs below as the object complement to describe what you found.

steal disconnect wash repair mend check
open lock examine clean break insure(保险)

Report of a House Break-in at 26 Mount Pleasant Road, Cambridge

When I entered the house I found the telephone _____, the windows _____ and the door _____. I was overcome by the smell. I had to get the kitchen _____, the cooker _____ and the floor _____ before I could look into the problem. Mrs Smith had had the house _____ and _____ a few months ago so it should have been safe. Nobody should have been able to enter without permission. I had the locks _____ and the windows _____ before I left. Mrs Smith was very grateful. She had only had three valuable jewels _____ and as she had had them _____ she was not too upset. She thinks the gardener may have stolen a key and be the person who broke into the house.

Signed: Police Constable Stephen Briggs

Date: 21/6/200_

3 In pairs discuss the question *How would you like to have your classroom decorated?*

EXAMPLE: *I'd like (to have) the wall painted a brighter colour and ...*

Map B

Destination: British Museum



READING TASK



A PARTICULAR BRITISH CELEBRATION

There is one celebration that happens in Britain and nowhere else in the world. It is called *Guy Fawkes Night* or *Bonfire Night* and takes place every year on November 5th. It is particular because, unlike most festivals, it celebrates something that did not happen.

Guy Fawkes lived in England in the 17th century. At this time in Europe there were two kinds of Christian and they were often at war with each other. Guy Fawkes was one kind of Christian, a Catholic (天主教), but the government of England usually supported the Protestant (新教) cause. When King James of Scotland became king of England in 1603, he seemed happy to be friendly to both Catholics and Protestants and let them both practise Christianity in their own ways. Later he changed his mind. This upset Guy Fawkes very much.

On October 10th, 1605 one of Fawkes' Catholic friends, named Catesby, asked him if he would support a plan to change the government and replace it with another that supported the Catholic

cause. Fawkes, disappointed at the government's behaviour, agreed. Ten days before the plan, Fawkes and Catesby arranged to buy a house close to the Houses of Parliament. This house had cellars (地窖) that lay under the Houses of Parliament. During the next three days Catesby and Fawkes bought large containers of gunpowder and stored them in the cellar. They waited for the opening of Parliament on November 6th when the king and all his advisers would be there for the meeting. But, unfortunately for Fawkes and Catesby, King James heard about the plan and decided to search those cellars. Catesby took flight but Fawkes waited by the gunpowder to start the fire. Of course the soldiers found him before he could do anything and he was taken to the Tower of London to be killed.



The following day there were celebrations all over England because the plan had been discovered in time. Fireworks were lit and bonfires burned. King James decided that he did not want his people to forget how close the government had come to disaster. So he made November 5th into a yearly celebration. That is why, even today, when people can follow any religion they like, families still have firework parties and burn cloth dolls of Guy Fawkes on a bonfire. They remember a time in England when people were not as tolerant (容忍的) of each other's ideas as they are now.

1 Read the passage and fill in the timeline. Notice that not all dates will have information.

| October | | November |
|---------|--|----------|
| 10 | | 1 |
| 27 | | 2 |
| 28 | | 3 |
| 29 | | 4 |
| 30 | | 5 |
| 31 | | 6 |

*** 2** Get into fours. You are going to retell this story in a group. Decide whether you would like to be Guy Fawkes, Robert Catesby, King James or an eyewitness. Think about what your character would say or do. When you are ready, practise your speech so that you tell the story as a group. Be prepared to do it in front of the class.

Things to remember:

- introduce your character and explain reasons for your behaviour
- discuss whether you behaved sensibly or not
- finally discuss what might have happened if King James had kept his promise

LISTENING TASK



1 Before listening, read the exercises and predict what the listening is about.

2 Listen to Parts 1 and 2 of the tape and answer the following question.

Who does the interviewer think caused the problem? _____

3 Listen to Part 1 and decide which of the following statements are true and which are false. Tick the correct boxes.

| | True | False |
|--|--------------------------|--------------------------|
| 1 King James was a Catholic. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 King James supported Protestants. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 He never allowed the Catholics to practise their religion. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The king thought there were few Catholics at first. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The king was consistent in his attitude towards the Catholics. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The interviewer supported the king. | <input type="checkbox"/> | <input type="checkbox"/> |

4 Listen to Part 2 and answer the following questions.

- 1 Why did King James change his attitude to the Catholics?
- 2 Why was he afraid of the Catholics?
- 3 Why didn't he want England to be a Catholic country?
- 4 Did King James talk about his worry to Fawkes and Catesby?
- 5 Why did the interviewer say that the king had brought about the conflict?

5 Listen to the whole text and fill in the chart.

| | | |
|----------------------|----------------------|--|
| | to Catholics | |
| King James' Attitude | to foreign countries | |
| | to Protestants | |

SPEAKING TASK

Do you think Guy Fawkes or King James were right to behave the way they did? The purpose of this exercise is to help you understand the story and then decide who you feel most sympathy for. There is no right or wrong answer. Discuss this problem in fours and make notes of your ideas. Then decide who gets your sympathy and give your reasons.

| Reasons for King James' actions | Reasons for Guy Fawkes' actions |
|---------------------------------|---------------------------------|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |

I sympathize with _____ because _____

Now you are ready to have a class discussion. Listen carefully when somebody else is speaking and try not to repeat what has been said. Make your points clearly and speak loudly enough to be heard by everyone in the class. At the end of the discussion have a vote. Good luck!

WRITING TASK

Is there anything at school or at home that you feel very strongly about? Make a list of things that you feel are important. Choose one you think is the most serious problem. Make a plan to try and solve it peacefully. When you have finished, write a letter to draw attention to it and begin to solve it.

| Problems | Reasons | Your ideas for action |
|----------|---------|-----------------------|
| | | |
| | | |
| | | |

I suggest it should be solved by _____.

Remember to begin your letter politely. Then explain the problem clearly and set down your ideas to solve it. Finally, finish the letter politely.

Dear Sir or Madam,
I am sorry that I have to write this letter to you.
I hate untidy dining halls and ours is particularly dirty.
 ...
I hope you find my ideas useful.
Thank you for any help you can give.
Yours sincerely,
 (your signature)

*PROJECT

Do some research on the geography or history of the United Kingdom or another country. Make a poster or give a talk to the class on your research so that they can have the benefit of your work. Here are a few hints for drawing a successful poster:

- use bullet points to give information
- write in phrases and not full sentences
- divide your sheet of paper into three parts
 - the first part to give a short description of the country
 - the second part to examine one particular aspect
 - the third part to explain why you chose the country and what you learned

CHECKING YOURSELF

- 1 I found the reading on pages 9-10 was:
 A creative B interesting C informative D boring
- 2 The five most useful words I found are:
 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
- 3 The sentence using the past participle as the object complement is:
 A I am going to repair the broken window. C I'll get the broken window repaired.
 B Are you repairing the broken window today? D The broken window needs repairing.
- 4 From this unit I found out more about:
 A customs B history C geography D festivals
- 5 I would like to know more about:
 A customs B history C geography D food
- 6 The difficulties I had with this unit are:
 A the readings B the listenings C the vocabulary D the structures

Unit 3

Life in the future

LISTENING



1 Before listening, read the list of household goods below. Then listen to the tape and tick those that were mentioned as the future products on the tape.

- | | |
|---|---|
| <input type="checkbox"/> flying boots | <input type="checkbox"/> self-cleaning shirts |
| <input type="checkbox"/> flight mobiles | <input type="checkbox"/> thinking quilt with a sensor (传感器) |
| <input type="checkbox"/> wristwatch computers | <input type="checkbox"/> constant temperature jackets |



2 Listen to Part 1 of the tape and fill in the information about the first invention. Then do the same with the second one.

| Invention | Specialty | Advantage | Limitation |
|-----------|-----------|-----------|------------|
| 1 | | | |
| 2 | | | |

3 Discuss in pairs which invention is more useful in everyday life. Give your reasons. Then share your ideas with your class.

TALKING

Work in pairs. Imagine you are two inventors like Xiao Feng, who want to design a new product. Follow the steps below.

- 1 Think of four things that you want to invent or improve. It can be anything you might use every day like a washing machine, fridge or bicycle. Briefly explain why you want to improve them.
- 2 Then choose one item that you both agree on as your product. Think how you can design a new model which will save time, make work easier, help the environment or help with communication.
- 3 Be prepared to describe your product and explain to the class how it works. You may use pictures, charts, graphs, etc to illustrate your idea.

USING WORDS AND EXPRESSIONS

1 If you see someone in a crowd or lose someone, you can use the phrase *catch sight of ...* or *lose sight of ...*. Now use them correctly in the following sentences.

- 1 She _____ the path as the trees around her became thicker.
- 2 To _____ the Queen the boy had to sit on his father's shoulders.
- 3 She _____ the milkman and rushed to pay him.
- 4 Pat was so disappointed as she _____ of James – he went round the corner and got caught up in the crowd.

2 Read the following passage and choose the words below to fill in the blanks.

settlements typist impression capsule switch motivation flash
representative instant materials manufacture efficiency

My aunt Betty is a _____ who has always wanted to go on a time travel holiday. Last year she decided to design her own time tour. She wanted to take a space _____ to AD 3050. The _____ from the time travel company gave her the _____ that the space capsule was easy to handle. He told her about its _____ and safety. This increased her _____ to take the DIY (Do It Yourself) time tour. However, her trip was not the _____ success she had expected. When she pressed the _____ to begin the journey there was a _____ and the capsule's engine died. No matter how hard she tried, Aunt Betty was unable to restart the engine. It seemed that the capsule was far from being efficient and reliable. She wondered whether some parts of the capsule had been _____ from second-hand _____. Obviously it was quite unsafe for her to travel in. So instead of visiting _____ far in the future, Aunt Betty had to be satisfied with going to Hainan for her holiday!

3 Translate these sentences into English, using the words and phrases in brackets.

- 1 这包书的费用是250元，其中含有邮资和包装费。请写下收件人的地址，别忘了邮编。(postage; postcode)
- 2 数十年前，人们还用打字机打出正式文件，但现在我们可以用电脑和打印机做同样的工作。(typewriter; formal document)
- 3 尽管速溶咖啡能够放置很长一段时间，但是如果不能保持干燥的话很快就会坏掉。(have a long shelf life; instant coffee; go solid)
- 4 千年之后地球上的居民可能可以用生态系统来处理垃圾。(citizen; dispose of; ecological)
- 5 这条蛇是如此的贪婪，一口就吞掉了那只老鼠。(greedy; swallow up)
- 6 与人打交道是商务人员工作的一个重要部分。(aspect)
- 7 当我们穿过田野回到家时，靴子上沾满了泥。(mud)
- 8 在医院呆了六周以后，他终于恢复状态并且开始工作。(be back on one's feet)

4 Join the two halves of the sentences together using a line. Then with a partner make up your own short story. Write three or four sentences describing how a person feels using *as if / as though* to introduce the clause.

Michael stared as though
He stood as if
He felt as if
He hugged his father as though

all his problems had been removed.
he had never seen his father before.
he could never thank him enough.
turned to stone.

Janet spent money as if
When the bills came, she cried as if
As she asked the bank manager for a loan (贷款),
she talked and laughed as if
When she got the money, she felt as though
She walked home as if

she had had a narrow escape.
she would never stop.
she was floating on air.
there was no tomorrow.
she had no troubles.

USING STRUCTURES

- 1** Join these sentences using the past participle as the attribute or adverbial. Make any other necessary changes.
- J M Coetzee won the Booker Prize. He is well-known for his books about South Africa.
 - A princess once owned a magical chair. It was made of gold and silver.
 - On his birthday he received a mysterious present. It was wrapped in gold paper.
 - He was interrupted by the bell. He was unable to finish his speech.
 - She was awakened by a noise at midnight. She saw a thief in her room.
 - Passengers, please remain seated. You should fasten your seat belts.

- 2** Choose the verbs below and use them correctly to fill in the blanks.

call fall point terrify support endanger know

The alien *mumus* come from a planet _____ Dentol. _____ by their disappearing habitat, there are only a few hundred *mumus* left. Each *mumu* is very intelligent with a big head _____ at the top. They can talk in a "click" language _____ only to themselves. With a kind heart, they wander around their planet in a happy dream. Having once _____ in love, a *mumu* will stay with his/her partner for life. When a *mumu*'s partner dies, the other will be left _____ only by his/her sweet memories. _____ of living alone, the survivor often dies soon after.

- 3** Get into groups of four. Have a competition to make sentences with the past participles below as adverbials. The group with the most correct sentences will win.

EXAMPLE:

Surprised by his success in the race he looked for some friends to celebrate with.

Once disturbed, he was unable to get back to sleep again.

exhausted interested encouraged absorbed terrified impressed
disturbed devoted excited well-known shocked influenced

Then choose some of your sentences and try to make them into a short story. You may need to rewrite some of the sentences, but remember to keep the past participle as an adverbial.

READING TASK

Below is an advertisement about what it might be like living in an undersea city.

RISING TO A CHALLENGE

Not many people have the chance of being a pioneer and experiencing a real-life adventure. But those who will go to live in this new undersea city will be able to do just that! There will be no suffering here. In fact it is so comfortable that it has been described as “a silk adventure”. Among its many advantages we include: easy contact (接触) with the land surface, more personal space, complete personal security and no housework worries.

There has been a problem in the past when companies tried to design undersea cities. The sea bottom is deep and this makes it difficult to contact the surface. This difficulty has been solved by shuttle-submarines (潜水艇), which will always be ready to take people to the surface. They will be equipped with a special small, computerized machine. All the family will be transported quickly and safely to their destination.

Personal space is important for healthy living. But getting enough of it has been a problem ever since the population grew too large for the available land. This, too, was an important principle behind the design of Saturation City. Everyone will get twice as much personal space as in flats on land. You will be able to explore the sea-floor and float among the fish and other sea animals, learn about the undersea world and enjoy picnics on the coral reefs.

Our organization will look after the security of all the families in Saturation City. We will check everybody who enters or leaves the city. There will also be computers throughout the city which will be able to “sense” if an object is removed from any house without permission. Only the robot cleaner will be able to move objects. This new piece of equipment will certainly make your life more enjoyable.

Of course there will be no household worries in Saturation City. Each new well-furnished house comes with its own robot for family use only. Your details will be fed into its computer hard-drive so that it will only answer your family’s commands. So a spotless house is yours as soon as you move in.

We hope that this information is enough for you to decide to see our super top-of-the-range apartments and houses. They all come with the special items mentioned above. We hope to see you at one of our many inspection visits.



Now make a poster to advertise the meeting in order to discuss visiting the project. It should mention what a buyer might expect to see, as well as the day and the time. Remember to use bullet points when setting out the advantages of Saturation City. You can use phrases instead of sentences.

Come to this meeting

See the value of OUR undersea houses.

Saturation City has:


-
-
-
-

Cost: -

Date:

Time:

Place:



LISTENING TASK



1 Before you listen to the tape, discuss this question with a partner: If you were living in an undersea city, what kind of problems do you think you would have?

2 Listen to Part 1 and write down the two problems mentioned.

1 _____

2 _____

3 Listen to Part 1 again and fill in the blanks.

Then I found that the _____ steel gates to the _____ wouldn't open. At first I wasn't too _____, as there is a _____ system in case things go _____. When that didn't work _____, I realized that we had two _____ problems.

4 Listen to Part 2 and fill in the chart.

| Problem | Cause | Action taken |
|---------|-------|--------------|
| 1 | | |
| 2 | | |

SPEAKING TASK

The entertainment and sports for the people of Saturation City take place on islands that float on the sea surface above the undersea city. They are there because it is unhealthy for those who live in Saturation City to stay underwater for more than ten days at a time. Living under the sea at great pressure (压力) has bad effects on the body, similar to living for a long time in space. So regular rests on the surface are very important. The floating islands have been built to provide four different services. One is a hotel with many rooms for families to relax while their bodies return to normal after life at deep pressure. One is a large classroom with all the educational aids (教具) you would need for children of school age. The third is a huge sports stadium. The fourth is a splendid hall for entertainment. These four islands form the upper part of Saturation City. They provide the necessary "home space" for families on their regular leave so that no island is too crowded and everyone gets a break from underwater life.

Work in pairs. Suppose you are going to organize either the entertainment or the sports programme for those staying on these islands. What would you provide? What problems would you expect? How would you solve them?

- Choose one of the programmes that you both are interested in;
- Write down your ideas in a chart like the one below.
- Be ready to explain your ideas, problems and how you would solve them before the class.

EXAMPLE:

| Education | | |
|---|--|--|
| <p>Our ideas:</p> <ul style="list-style-type: none"> • <i>a school with the latest video classrooms/computers/projectors (投影仪)</i> • <i>small groups in each class</i> • <i>robot teachers</i> | <p>Problems we expect:</p> <ul style="list-style-type: none"> • <i>computer breakdown</i> • <i>robot breakdown</i> | <p>How we will solve them:</p> <ul style="list-style-type: none"> • <i>People will maintain (维护) the computers and robots</i> |

WRITING TASK

- 1 Now it is your job to write a report to the company that built Saturation City and put forward your ideas on entertainment or sports. When you write a report, you should remember that it will contain several paragraphs. So before you write, think about the ideas you will use in each paragraph. Go back and look at the passage "Rising to a Challenge". Below is how it is organized.

Paragraph 1 explains why the report is being written and sets out the four ideas to be discussed.

Paragraphs 2-5 explain ideas 1-4, one in each paragraph and give examples.

Paragraph 6 finishes the report with information on how to find out more.

- 2** Remember that although you need to understand how to organize a report, the most important thing is what you have to say. So before you write, think carefully about your ideas and put them into paragraphs.

Paragraph 1: Why I am writing a report

Paragraphs 2 & 3: Entertainment or Sports

Paragraph 4: How I think my ideas will help

- 3** Think about the style of writing. It needs to be formal, so you should use complete sentences and correct grammar. Do not use any short phrases or dialogues.

- 4** When you have finished, show it to your partner. Ask him/her for advice:

- 1 Is it clear?
- 2 Does it make sense?
- 3 Do the ideas follow one after another?
- 4 Does it have any grammar or spelling mistakes?

You can do the same for his/her report. Then get ready to display it to the class.

*PROJECT

Think of your ideas about the future. What problems do you think will be solved? What problems do you think will still be a concern? Go to the Internet and library and see what scientists think the future will be like. Compare your ideas and theirs and make notes. Then prepare a talk for the class.

CHECKING YOURSELF

- 1 Learning this unit has increased my interest in our future life. Yes No
- 2 In this unit, I got to know about some:
 - advantages of life in the future: _____
 - possible problems in the future: _____
 - useful words and expressions: _____
- 3 Can you decide which sentence contains a past participle as adverbial/attribute/predicative/object complement?
 - A They found the temple destroyed after the earthquake.
 - B He had a dog called Fifi.
 - C Left alone, he felt sad and depressed.
 - D Assisted by his neighbours, Mr Jones finally caught the thief.

Unit 4 Making the news

LISTENING



- Many people think that doing a radio or TV interview is fun and interesting. But there may be problems. What problems do you think you might have? Discuss it with your partner. Then listen to the story about Greg's telephone interview and see whether he had the same problems as you discussed.
- Listen to Part 1 of the tape and tick the correct time and place of the interview.

| Day | Time | Place |
|------------------------------------|----------------------------------|---|
| <input type="checkbox"/> Monday | <input type="checkbox"/> 2 pm | <input type="checkbox"/> home |
| <input type="checkbox"/> Thursday | <input type="checkbox"/> 6:15 am | <input type="checkbox"/> radio station |
| <input type="checkbox"/> Yesterday | <input type="checkbox"/> 6:15 pm | <input type="checkbox"/> BBC TV station |



- Listen to Part 1 again and discuss these questions:
 - Why did Greg have to go to the radio station and not use his home phone?
 - How did Greg describe the windows of the house? What does that show?
- Listen to Part 2 and fill in the blanks below.
 - _____ just at that moment a man _____ and opened the _____ for me. As soon as I entered the room, the _____ rang. It was the _____ from the "Today" programme.
 - Never was I so relieved (如释重负) to see anyone! I really _____. I was going to miss the programme. But _____ I was on the _____ everything was fine.

TALKING

- You are going to arrange a meeting on the telephone. Work in pairs. One is the secretary of someone important. The other is a reporter who wishes to arrange an interview with him/her. You may find these expressions useful.

Which day would suit you best?
 I would like to arrange ...
 What time would be most convenient?
 That will/won't be convenient because ...
 I can/can't do that because ...

Where would you like to meet?
 I suggest that we meet ...
 I may be able to see you at ...
 Please, can you tell me ...?
 I look forward to seeing you.

- 2** When you have completed this conversation, practise and then perform it to another pair. Listen to their advice and improve your role-play. Swap roles. Be ready to do it in front of the class.

USING WORDS AND EXPRESSIONS

- 1** In English many verbs are used in a similar pattern as *accuse sb of sth / doing sth*. Read the verbs in the box and use them to complete the passage.

ask ... of warn ... of accuse ... of rob ... of break ... of

Long time ago, there was a young man called Alex, who was an honest but strange person. One day his landlord _____ him _____ committing a crime (犯罪). He claimed Alex had _____ him _____ many bags of gold while he was asleep. Alex did not deny it. He said that he had _____ his landlord _____ this danger but that he had not listened. Alex did not want his landlord to sleep with all his gold under his bed and decided to _____ him _____ this habit. So he pretended to steal it. When he heard this, the landlord turned very sceptical and asked Alex to leave his house. But first Alex _____ a favour _____ him. He promised to go if his landlord would put the gold in a bank. His landlord laughed and agreed. So my friend returned the bags of gold and his landlord allowed him to stay in the house free.

- 1 Do you agree with Alex's way of showing his landlord he was wrong? Give a reason.
- 2 What other verbs do you know that use the same structure? Make a list.

- 2** Translate the following sentences into English, using the words and phrases in brackets. Then use the first three sentences to make a short story.

- 1 乔治在理工科方面是个很有天赋的学生。(gifted)
- 2 大学校长批准了他在系里的任命。(approve; appointment; department)
- 3 他的家人对他的职业选择感到高兴。(delighted; profession)
- 4 教亚历克斯滑雪真是一件痛苦的事。(painful; process)
- 5 编审特别提到,这篇文章需要进一步润色。(senior editor; polish)
- 6 电台和电视台的记者的新闻报道必需简明扼要。(journalist; concise)
- 7 有些优秀的战地记者为了让人们知道真实的情况而牺牲了生命。(admirable; wartime journalist; inform ... of)
- 8 今天分派给我的任务是对房间进行一次大扫除。(my assignment; a thorough clean/cleaning)
- 9 你知道在哪里能买到一本最新版本的汉语词典吗?(updated edition)

- 3** Play this game *What happened when the General went to war?* Get into groups of four. Take turns to decide what the General's family and servants were doing while he was away. You must use *meanwhile* and *so as to* correctly in each sentence.

EXAMPLE:

- A: The General went away to war. *Meanwhile* his advisers marked his progress on a map *so as to* be sure of knowing where he was.
- B: *Meanwhile* the gardener planted new flowers in the flowerbeds *so as to* be able to make a beautiful garden for the General's return.
- C: *Meanwhile* the cook ...

Continue until everyone has had a turn. Note down your sentences and check them through. Be ready to tell them to the class.

USING STRUCTURES

1 Change the following sentences using normal word order instead of inversion.

- 1 Now comes your chance to shine.
- 2 He didn't come again, nor did he write to her.
- 3 Little did he realize how disappointed she was.
- 4 Hardly had she arrived home when it began to rain heavily.
- 5 Only in this way can we finish our task in time.
- 6 Not until I saw his letter did I find out he was a liar.
- 7 Following the roar, out rushed a grizzly bear from behind the rock.
- 8 Off flew the cuckoo.
- 9 Around the lake are many old castles.
- 10 Seldom did she go to Wangfujing Department Store for shopping.

2 Rewrite the following sentences beginning with one of these adverbials.

EXAMPLE:

The door could not be opened without using force. →

Only by using force could the door be opened.

no sooner seldom only after never before hardly when not until not only

- 1 He had never before seen such a technically accurate drawing of the building.
- 2 The housewife made her accusation and then the police took up her case.
- 3 It is seldom possible to have twins twice.
- 4 The mother had hardly opened the door, when her son rushed up to her.
- 5 You cannot go out to play until you have finished your project.
- 6 Karin not only read the novel, but also watched the film.
- 7 He had no sooner got home than he had to go out to see his sick mother.

Now write some new sentences of your own beginning with these adverbials.

3 Many poems use inversion. Here is an example of a simple poem for young children. Underline the inversion and explain why inversion is used here.

Incy Wincy Spider

| | |
|--------------------------|----------------------------|
| Incy Wincy Spider | Out came the sun |
| Climbed up the spout | And dried up all the rain |
| Down came the rain | So Incy Wincy Spider |
| And washed poor Incy out | Climbed up the spout again |



Then read the poem aloud, paying attention to the rhythm and intonation.

READING TASK



SEARCHING FOR THE TRUTH

Collecting and writing news is like researching in history: the best information comes from those who were there at the time. So if we want to study the history of China in the sixth century AD, we look at the writings of the people who lived then. They are called the **primary sources** because they tell us what it was like to live then. People at a much later date who write about the same events are called **secondary sources**. For example, when we read the original writings of Jia Sixie on agriculture, we are reading a primary source; when we read about Jia Sixie in our textbook we are reading a secondary source because the passage was written *about* him and his ideas many years after he died.

When we make news we use primary and secondary sources. We can see this most clearly in TV programmes. As we watch the news on TV, the person presenting the programme in the studio is the secondary source (because he tells us about the news) and the reporter in Iraq or the USA is the primary source (because he is telling us about what is actually happening there). Without these reporters acting as primary sources, you would never find out what really happened in a war, earthquake, sports meeting, concert or festival. These reporters explain what is happening so we have a clearer idea of what is going on there. They often take photographers with them who also act as primary sources by giving us pictures of events.



In a newspaper the position is different because these two roles are often combined. This means a reporter who investigates a story may be the same person who writes it. If this happens, the reporter is both the primary and the secondary source. But the photographer who works with him/her is still a primary source.

It is important to separate primary and secondary sources because they can help us to decide what is true. A primary source is more likely to be true than a secondary one because he/she can give us facts (what happened) rather than opinions (what he/she thinks happened).

- 1** A primary source needs to have two things:

1 _____ 2 _____

- 2** Now you have been asked to recommend a primary source from these writings about Julius Caesar, a Roman leader. Only one of them is a primary source so you must look at them carefully. Remember dates are very important. Tick the correct boxes. Then think which of them will have fewer facts and more opinions. Give a reason.

| Book | Author | Date written | Primary source | Secondary source |
|--|--------------------------|-----------------------------|----------------|------------------|
| 1 Life of Julius Caesar (100 BC-44 BC) | Plutarch (Greek) | Between 46 AD and 120 AD | | |
| 2 The Gallic Wars (France) (57 BC-52 BC) | Caesar (Roman) | In 50s BC | | |
| 3 Julius Caesar: a play | Shakespeare (British) | 1599 | | |

- 3** The primary source is _____ because _____.
I think _____ will have more opinions than facts because _____.

LISTENING TASK



- Before listening, discuss with your partner the occasions when eyewitnesses are important for finding out the truth in news reporting. Give some examples if possible.
- Listen to Parts 1 and 2 and write down the main idea in one sentence.
- Listen to Part 1 again and fill in the first three items of the report. Then listen to Part 2 again and fill in the rest of the report.

Report Form

Name of officer: *Li Da*

Date: *12/05/2008*

What happened? _____

Where was it? _____

Who started it? _____

Eyewitness account: _____

Evidence: _____

Conclusion: _____


Reason: _____

Signed: _____

SPEAKING TASK

1 Now that you understand how important eyewitnesses are, you can role-play a situation. Imagine that you are the organizer of a local fishing competition. A person tells you he has caught a fish the size of a bicycle. It will win him first prize at a local fishing competition. But an eyewitness says he cheated. He saw the fisherman buying it at a fish shop. Do you believe the eyewitness or the fisherman? Give your reasons.


2 Work in groups of four and play one of the following roles each:




- Explain the exciting story
- Stick to facts rather than opinions

CCTV news presenter

- Accept the interview with the reporter
- Account for his behaviour




Fisherman



- Accept the interview with the reporter
- Tell him what she saw

Eyewitness

- Prepare interview questions for the fisherman and the eyewitness
- Find out truth through your own analysis



Reporter of *Local Evening News*

This chart is for you to make notes for the questions in the TV interview and news report.

| Name | Information | Name | Information |
|-------------------|-------------|----------|-------------|
| TV news presenter | | Reporter | |

| Name | Information | Name | Information |
|-----------|-------------|------------|-------------|
| Fisherman | | Eyewitness | |

3 Give your presentation to the class. Explain who you believe and why.

WRITING TASK

Write the story as a newspaper article. List the facts and the opinions that go with them. Write about each fact and then write about the opinion afterwards. At the end of the article give your own opinion: Did the fisherman cheat or not? To help you, read the chart and write

Yes or No in the correct box. Add your own sentences if you want to.

| | Fact | Opinion |
|--|------|---------|
| The fisherman caught a fish as big as a bicycle. | | |
| He was taking part in a fishing competition. | | |
| An eyewitness said he cheated. | | |
| She saw him buying the fish at a fish shop. | | |
| | | |

Now you are ready to write a news report about the fisherman. Here is a model of a news report.

A Robbery at a Jewellery Shop

At eight o'clock in the morning Li Hong was opening his jewellery shop for business. "I had a strange feeling that day," he said.

A stranger entered his shop and stole three rings while Li Hong was getting some more rings out of the back of his shop. "It all happened so quickly," he added.

Running after the man he tripped and fell over, pushing the thief to the ground too. Eyewitnesses said it was the best football tackle (橄榄球中的擒拿) they had ever seen!

The thief went to prison and Li Hong got his rings back. We felt justice was done.

*PROJECT

Watch the TV news on television and notice the names of the reporters who give the news from a war front, festivals, sports meetings, etc. Are they always men or are there women reporters who go to dangerous places as well? Make a note of who they are and the situation they are reporting. Try and discover whether women are given the same responsibilities as men. When you have done some research, make a presentation of your results to the class.

CHECKING YOURSELF

- List the words and expressions that you find most useful in this unit.
- Tick the primary sources.

| | |
|---|--|
| <input type="checkbox"/> the film <i>Titanic</i> | <input type="checkbox"/> a pot of the Tang Dynasty |
| <input type="checkbox"/> the report of a basketball match | <input type="checkbox"/> the videotape of the climbing of Mount Qomolangma in May 2003 |
- How do you feel about making an appointment with an English-speaking friend? In what way has this unit helped you?
- Rewrite these sentences using inversion.
 - A large park is next to my house.
 - We will arrive on time only if we catch the earliest train.
 - Alan doesn't like football and Michael doesn't either.

Unit 5

First aid

LISTENING



Mrs Grant's daughter has had an accident in the kitchen and is unconscious (失去知觉的). Mrs Grant is calling the emergency number.

- 1 Before listening, look at the following exercises and predict what you are going to hear. Then listen to the tape and write down the main idea in one sentence.
- 2 Listen to the conversation again and help the operator to fill in the information sheet.

| | |
|---------------------------|--------------------|
| Name of caller | <i>Sarah Grant</i> |
| Number of people involved | |
| Telephone number | |
| Address | |
| What has happened? | |

- 3 Listen to the tape once more and answer the following questions.
 - 1 How do you think the operator sounds?
 - 2 How does Sarah Grant sound?
 - 3 What does the operator say to Sarah to help her calm down?
 - 4 What advice should the operator have given Mrs Grant to avoid making the accident worse?
- 4 What could Mrs Grant have done to avoid the accident happening?

TALKING

- 1 With a partner choose an emergency situation and make up a dialogue in which someone calls the emergency number. Make sure that the operator asks for all the information in the table above. Start with the line below.

Operator: Emergency. Can I help you?

Caller: ...

- 2 With your partner, decide who the operator will be and who the caller will be. Practise your dialogue and then perform it in front of the class. Pay attention to your use of stress and intonation. After your performance, get your classmates to tell you if you left out any important information.



USING WORDS AND EXPRESSIONS

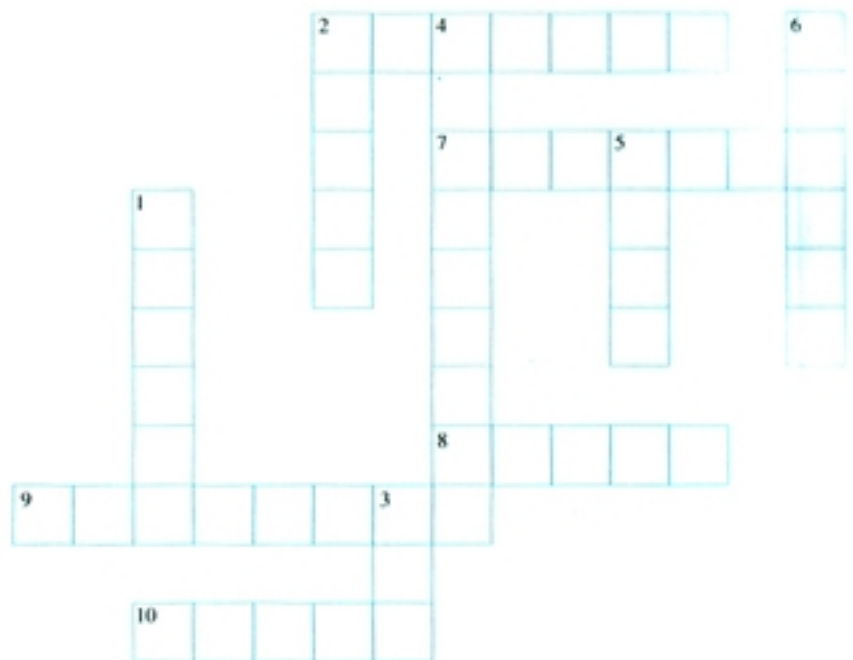
1 Use the clues to complete the crossword.

Down

- 1 a shirt for women
- 2 a large bowl-shaped container
- 3 a line of light from the sun or other radiation
- 4 a special vehicle for taking people to hospital
- 5 slightly wet
- 6 part of clothing that covers one's arm

Across

- 2 an attitude that shows courage
- 7 a narrow piece of cloth to tie around a wound
- 8 cannot breathe properly because of sth in your throat
- 9 force produced by pressing hard
- 10 to use; to make a formal request for sth



2 Read the passage. Choose the verbs with proper prepositions or adverbs from the right box and fill in the blanks. Then write down the phrasal verbs.

pour squeeze put tie stop

on out over from around

Sally had a terrible accident last Friday when she accidentally _____ some hot water from the kettle _____ her wrist and sleeve. In great pain, she needed to _____ her wet blouse _____ rubbing her skin. So she called me. I went immediately with a good supply of bandages. First, I _____ cold running water _____ the burned area. Then I wet some cloths and _____ the water _____. Next, I _____ the cold wet cloth _____ her burn and finally _____ the bandage neatly _____ her wrist. She felt better after I made some coffee for her. I offered to stay with her until she was better. Sally was grateful and said that my offer would make all the difference to her recovery.

3 Answer each question with the phrases below in their proper form and add any necessary information.

over and over again a number of put one's hands on one make a difference in place

- 1 A: Do I have to practise this song any more? B: Yes, _____.
- 2 A: Can I buy one of your paintings? B: Yes, there're _____.
- 3 A: Can you fetch me a bandage please? B: Yes, _____.
- 4 A: Can you help me hang the photo here, next to the bookshelf?
B: Sure, _____.
- 5 A: What did Mr Southerton say about first aid?
B: He said, "_____."

4 Translate these sentences into English, using the words and phrases in brackets.

- 1 这些症状表明她手腕是二度烧(烫)伤。(symptom; wrist)
- 2 你可以按压伤口让血流得慢些。(apply pressure; injury)
- 3 当凯特试图阻止歹徒刺伤那位妇女时候,她显示出了巨大的勇气。(bravery; stab)
- 4 让我看看你喉咙上的瘀伤,看起来很严重呢。(bruise; throat)
- 5 在他们到达之前,马丁已经打了数次电话叫救护车。(ambulance; a number of)

USING STRUCTURES

1 Often when we talk we leave out some words. In the dialogues below there are too many words in the answers. Cross out the unnecessary words to make the answers concise.

- 1 A: How serious is the injury?
B: The injury is still bleeding and very painful.
- 2 A: Can I visit you after the ceremony is over?
B: Yes, I'd love you to visit me after the ceremony is over.
- 3 A: It's vital that we send for an ambulance now.
B: Yes, I'll send for an ambulance now.
- 4 A: I plan to write our composition together after dinner.
B: Yes, let's write our composition together after dinner.
- 5 A: Your wrist is swollen. Do you think you've sprained it?
B: No, I don't think I've sprained my wrist even though it's swollen.

2 These sentences are correct. In pairs, decide which words have been left out.

- | | |
|-----------------------------------|---------------------------|
| 1 Pardon? | 6 More tea? |
| 2 Haven't seen you for ages. | 7 Doesn't matter. |
| 3 Sorry to hear that. | 8 Pity you couldn't come. |
| 4 Coming swimming? | 9 Sounds fine to me. |
| 5 Found her telephone number yet? | 10 Terrible weather! |

3 Read the following dialogue and shorten the sentences that are too "wordy". Then act it with your partner. Remember to use expression and intonation.

- JENNY:** I've heard that there's a ghost (幽灵) in this castle and the ghost comes out in the middle of the day.
- RALPH:** Is that really true? Are you sure it's a real ghost?
- JENNY:** Well, this one is supposed to be a queen. The queen was very young and her husband, the king, was very old. The old king saw that she was dancing with a young man of the court.
- RALPH:** The queen was dancing with a young man! Oh dear!
- JENNY:** Well, the king didn't like the dancing so he had the queen killed.
- RALPH:** The king had his queen killed! That was so cruel.
- JENNY:** They say that this ghost is the dead queen running to the king to ask him to forgive her.
- RALPH:** Have you ever seen this ghost?
- JENNY:** No, I've never seen this ghost but I've met people who say that they have seen the ghost.
- RALPH:** Well, I don't believe in ghosts but it's a good story to frighten people who do believe in ghosts!

READING TASK



- 1 Before you read the pamphlet about safety in the home, find these words in the text. Guess what they mean and then check their meanings in your dictionary.

kit slippery ladder stove appliances unplug
hair dryer extinguishers curtains wires outlets

- 2 Have any accidents ever happened in your house? What happened and why did it happen? How do you think the accident could have been prevented?

IS YOUR HOME SAFE?

Your home can be a dangerous place. But, if you understand what you can do to make your home safer, you can prevent accidents. And always keep a first-aid kit in your home – just in case (以防) there is an accident.

The kitchen, bathroom and bedroom are the most unsafe places. Common accidents in these rooms include falls, fires, poisoning, cuts, hot water burns and electric shocks.

THE KITCHEN

- Make sure the floor is not slippery.
- Always use a ladder to reach high cupboards; never stand on a chair.
- Turn saucepan handles away from the front of the stove.
- Always cut away from your body when you use a knife.
- Follow instructions for all electrical appliances carefully.
- Unplug all appliances, especially irons, after use.
- Keep matches out of the reach of children.
- Store all cleaning materials and poisonous materials in a locked cupboard.



THE BEDROOM

- Never smoke in bed.
- Keep a lamp near the bed.
- Unplug electric blankets when not in use.
- Have a telephone near the bed, especially if ill.

THE BATHROOM

- Don't plug in an electrical appliance or use it while standing in water.
- Don't use a hair dryer near a bath containing water.
- Never leave a small child alone in the bath.



PREVENTING FIRES

Fires can cause terrible damage to your home and terrible injuries to people. But people are more important than things; so, if there is a fire, get everyone out of the house safely. Then call for help. Never go back into a burning building to save your things.

- Have fire extinguishers in the house.
- Buy clothes, curtains and toys that do not burn easily.
- Put screens in front of fires.
- Use heaters very carefully as they can set objects on fire. Place them away from furniture.
- When cooking, do not let oil touch flames or other sources of heat.
- Check electrical wires a number of times a year to make sure they are in good condition.
- Put covers over electrical outlets if young children are at home.



- 3** Read the pamphlet. In the table below, write down the things your family already does in your house to make it safe and the things that you shouldn't do in your house. Add any other things your family does to make your home safe. In groups, share your answers.

| | Things we do | Things we shouldn't do |
|-----------------|--------------|------------------------|
| In the kitchen | | |
| In the bedroom | | |
| In the bathroom | | |

LISTENING TASK



- 1** Before listening to the conversation, look at the phrases below and make sure you understand them.

check if unconscious put into recovery position feel a pulse
clear the airway tilt the head backwards rescue breathing

- 2** Look at the pictures and then listen to Parts 1 and 2. Number the boxes to show the correct order of the pictures.



- 3** Listen to Part 1 again and write down an instruction for each of the first four pictures. Then do the same for Part 2 and the rest of the pictures.
- 4** In pairs, use the pictures to tell each other how to do rescue breathing.

SPEAKING TASK

Do this first aid quiz in groups. Give reasons for your answers. Check your answers with your partner.

FIRST AID QUIZ

- Which person would you help first?
A Li Yan who has cut her foot on glass C Gao Yuan who is on the ground not breathing
B Xue Jin whose nose is bleeding D Wang Feng who has broken her arm
- When you are carrying out rescue breathing, where do you check for a pulse?
A the neck B the wrist C the foot D the chest
- When carrying out rescue breathing, how many times a minute should you blow air into the victim's mouth?
A 4 B 8 C 15 D 20
- What should the first step be when you carry out rescue breathing?
A clear the airway C check the pulse
B blow into the victim's mouth D check for breathing
- What is the most serious type of burn?
A first degree B third degree C second degree D all burns are serious
- A friend took a hot pan off the fire with her bare hands. Her fingers are red and blistered and extremely painful. What should you do for her?
A tell her to put her fingers in her mouth C put butter on her fingers and wrap them in bandages
B take her to the doctor D put her burned fingers under cool running water
- How would you stop severe bleeding?
A cover the wound with plastic C do nothing, as the bleeding will stop by itself
B wash the wound D put a bandage over the wound and then press on it
- A friend is choking on a piece of food and is coughing badly. What should you do?
A nothing C carry out rescue breathing
B have her lie down and rest D slap her four or five times on her back
- If a friend has a nosebleed, what should she do?
A pinch her nose and jump up and down C sit down, bend her head forward and pinch her nose
B lie down and pinch her nose D sit down, bend her head backward and pinch her nose
- If your friend sprained his ankle, what should he do?
A take off his shoe C put his foot up on a chair and then put warm cloths on his ankle
B keep walking around D put his foot up on a chair and then put an ice pack on his ankle
- In a medical emergency in China what telephone number should you call?
A 110 B 114 C 120 D 119

WRITING TASK

Imagine that you want your school to provide first aid courses. In pairs, write a letter to your principal politely asking whether he or she could organize them. Use the outline and instructions below to help you.

| | |
|--|---|
| <p>Dear _____,</p> <p>Our class has been studying a unit on first aid. _____</p> <p>_____</p> <p>Even though the unit has been very interesting and useful,</p> <p>_____</p> <p>_____</p> <p>We would like to request that _____</p> <p>_____. We think that</p> <p>a first aid course at the school _____</p> <p>_____</p> <p>Yours sincerely,</p> <p>_____</p> | <p>← Write your principal's name.</p> <p>← Say why the first aid unit has been useful.</p> <p>← Say why you would like a first aid course.</p> <p>← Say what you want the principal to do.</p> <p>← Summarize why a first aid course would be a good thing to do.</p> <p>← Sign your names.</p> |
|--|---|

*PROJECT

With a partner, find out what items should be in a first aid kit. You could ask a nurse or anyone else who might know. You could also look up books in the library or on the Internet. Write a list of the items. Do you have any of these items at home already? Also think about the phone numbers you would need in an emergency and include these on your list. Present your list to the class and compare the lists.

CHECKING YOURSELF

- 1 List the situations in this unit for which you have learned some first aid treatment.
- 2 What new information about first aid have you learned from this unit?
- 3 Do you think you would act differently in an emergency now? In what way?
- 4 If you have not done a first aid course, do you think you would like to do one?
- 5 What new words and expressions about first aid have you learned?
- 6 In which area(s) do you need to improve your skills: reading, listening, vocabulary or structures?

Notes to the texts

课文注释

UNIT 1

1. What do you know about infectious diseases? 你对传染性疾病预防了解多少?

know about 了解……情况(消息)。如:

He asked me what happened to Gamon. I happened to know about his problem. 他问我盖蒙怎么了, 正巧我知道盖蒙的问题。

There is still one thing I'd like to know more about. 还有一件事我想要弄清楚。

infectious disease 传染病。传染病的传播和流行必须具备三个环节, 即传染源、传播途径及易感人群, 若能消除三个环节中的一个即可防止传染病的发生和传播。

2. JOHN SNOW DEFEATS "KING CHOLERA" 约翰·斯诺战胜“霍乱王”

John Snow 约翰·斯诺(1813—1858), 英国麻醉学家、流行病专家。他首次提出了预防霍乱的措施, 被认为是流行病学的先驱。

1844年斯诺获伦敦大学博士学位。1846年后, 他积极推进了麻醉剂乙醚和氯仿的临床使用。1854年, 伦敦霍乱流行, 斯诺通过研究霍乱病死者们的日常生活情况, 寻找到他们的共同行为模式, 发现了霍乱与饮用不洁水的关系。在他的呼吁下, 政府及时关闭了不洁水源, 有效制止了霍乱的流行。他还推荐了几种实用的预防措施, 如清洗肮脏的衣被, 洗手和将水烧开饮用等, 效果良好。虽然约翰·斯诺没有发现导致霍乱的病原体, 但他创造性地使用空间统计学查找到传染源, 并以此证明了这种方法的价值。今天, 绘制地图已成为医学地理学及传染病学中一项基本的研究方法。“斯诺的霍乱地图”成为一个经典案例。

3. John Snow was a famous doctor in London – so expert, indeed, that he attended Queen Victoria as her personal physician. 约翰·斯诺是伦敦一位著名的医生——他的确医术精湛, 因而成了维多利亚女王的私人大夫。

Queen Victoria 维多利亚女王(1819—1901)。英国历史上在位时间最长的国王(1837—1901)。她是英王威廉四世的弟弟肯特公爵爱德华之女。在她统治时期, 英国政治稳定, 外交成功, 工业空前发展, 科学、文学、艺术人才辈出, 成果辉煌, 以致历史学家用了“维多利亚时代”这样的名词来赞赏和象征当时繁荣的美好景象。

expert 专家; 高手; 权威。如:

an agricultural expert 农业专家 an expert with the computer 电脑高手

expert 也可以作形容词, 意思是“熟练的; 老练的; 经验(或知识)丰富的”。如:

an expert rider 熟练的骑手 an expert opinion 内行的意见

Sophie learned to cook Chinese food with the help of expert chefs. 苏菲在内行厨师的帮助下学会了做中国菜。

4. **But he became inspired when he thought about helping ordinary people exposed to cholera.** 但当他一想到要帮助（那些）受到霍乱威胁的普通百姓，他就感到很振奋。

expose to 暴露；受到风险。如：

Don't expose yourself to the sun for too long. You'll get sunburned. 别在太阳下晒得太久，你会被晒伤。

It's very dangerous to be exposed to these viruses without any protection. 不加任何保护，直接暴露在这些病毒下是十分危险的。

5. **The first suggested that cholera multiplied in the air.** 第一种看法是霍乱病毒在空气中繁殖。

suggest 经常有“建议”的意思，但在这个句子里的意思是“暗示；间接表明”。如：

The disorganized meeting suggested bad preparation. 混乱的会场表明准备工作很差。

6. **The second suggested that people absorbed this disease into their bodies with their meals.** 第二种看法是人们是在吃饭时把这种病毒引入体内的。

absorb ... into ... 吸收。如：

The big company gradually absorbed these small companies into its own organization. 这家大公司渐渐把这些小公司吞并了。

I was so interested in these new ideas that I absorbed them without thinking. 我对这些新观念非常感兴趣，以至于不求甚解地吸收了。

7. **It seemed that the water was to blame.** 看来水是罪魁祸首。

be + 动词不定式，可表示该做或不该做的事情，相当于 must, should, ought to 等。如：

No one is to leave this building without the permission of the police. 没有警察允许，谁也不准离开这栋楼。

You are not to drop litter in this park. 公园里不许乱丢垃圾。

Who is to be responsible for this? 谁应当为此负责？

8. **In another part of London, he found supporting evidence from two other deaths that were linked to the Broad Street outbreak.** 在伦敦的另一个地区，他从两个与宽街暴发的霍乱有关联的死亡病例中又发现了有力证据。

link ... to ... 把……与……连接；联系。如：

Fingerprints linked the suspect to the crime. 指纹证实了嫌疑犯的犯罪行为。



问题：你过去学过的哪些词组与 link ... to ... 意思相近？

9. **To prevent this from happening again, John Snow suggested that the source of all the water supplies be examined.** 为防止这种情况再度发生，约翰·斯诺建议所有水源都要经过检测。

suggest 在此句中是“建议”的意思，它的句型是 suggest (that) somebody (should) do。如：

I suggested that he should give up smoking. 我建议他戒烟。

The chairman suggested the meeting be put off until next week. 主席建议会议延迟到下周举行。

suggest 后面还可以接 -ing 形式或名词。如：

Kane suggested leaving early for the airport. 凯恩提议早些出发去机场。

She suggested a picnic at the weekend. 她提议周末去野餐。



问题：你能用 suggest 的上述两种用法分别造个句子吗？

- 10. Apart from the construction mentioned above, you have also learned the following phrases.** 除了上面提到的结构，你们还学过以下的一些短语。

apart from 除……之外，相当于 besides, in addition to。如：

What do you study apart from English? 除英语外，你还学些什么？

Apart from being fun and good exercise, swimming is a very useful skill. 除了作为一种有趣而且有益的户外运动外，游泳还是一项很有用的技能。

- 11. COPERNICUS' REVOLUTIONARY THEORY** 哥白尼的革命性理论

Nicolaus Copernicus 尼古拉·哥白尼 (1473—1543)，伟大的波兰天文学家，日心说的创立者，近代天文学的奠基人。

哥白尼以毕生的精力写成《天体运行论》一书，以日心说解释所观测到的天体运动，体现了宇宙是简单的、和谐的哲学思想，从而建立起新的宇宙体系。

- 12. Although he had tried to ignore them, all his mathematical calculations led to the same conclusion: that the earth was not the centre of the solar system.** 虽然他曾经试着不去理睬那些数字，然而他所有的数学计算都得出同样一个结论：地球不是太阳系的中心。

lead to 引起；造成；导致。如：

This will probably lead to trouble in the future. 这很可能将导致日后的麻烦。

This led to his conclusion that she was guilty. 这使他得出了她有罪的结论。

solar system 太阳系。由太阳、行星及其卫星、小行星、彗星、流星体和行星际物质构成的天体系统。在太阳系中，太阳是中心天体，其他天体都在太阳的引力作用下，绕太阳公转。整个太阳系是更大的天体系统——银河系的极微小部分。太阳带着整个太阳系绕银河系中心转动。太阳系不在宇宙中心，也不在银河系中心。

- 13. Only if you put the sun there did the movements of the other planets in the sky make sense.** 只有当你把太阳放在中心位置上，天空中其他行星的运动才能说得清楚。

这是一个倒装句，以 only 引起的短语或状语从句放在句首时，为了加强语气，句子需要倒装。如：

Only by shouting and waving his hands was he noticed. 只有靠大声呼叫和晃动手臂，他才被注意到了。

Only if I get a job can I have enough money to continue my studies at college. 我只有找到工作才能弄到足够的钱继续大学的学业。

make sense 讲得通；有道理。如：

Here, read this sentence. It doesn't seem to make sense. 看这里，读这个句子，好像一点儿也讲不通。

Your story doesn't make sense to me. 你编的故事我听不明白。

- 14. He did not want to be attacked by the Christian Church, so he only published it as he lay dying in 1543.** 他不想遭到基督教会的攻击，所以他直到 1543 年临终之前才公布了这一观点。

the Christian Church 基督教会。在黑暗的中世纪，基督教会占统治地位，古希腊、罗马的古典文化衰落了，欧洲进入了神学统治一切的时代。教会利用手中的特权，对所有“异端邪说”进行镇压。例如，罗马教皇把哥白尼的《天体运行论》列为禁书，以及对宣传哥白尼学说的伽利略进行残酷迫害。

UNIT 2

1. How many countries does the UK consist of? 英国是由几个部分(国家)组成的?

UK 英国。全称为 United Kingdom of Great Britain and Northern Ireland (大不列颠及北爱尔兰联合王国)。欧洲西部岛国。国土由大不列颠岛全部、爱尔兰岛东北部及周围的 5,500 多个小岛组成,分为英格兰、威尔士、苏格兰和北爱尔兰四个地区。

consist of 由……构成。如:

There is a big family, consisting of ten people. 他们家很大,有十口人。

Please state what it consists of and how it is constructed. 请说明它的组成和结构。

2. The River Thames 泰晤士河。

泰晤士河发源于英格兰西南部,向东流经伦敦注入北海,是英国境内最长也是最重要的水路。这条河流的名称取自凯尔特语的一个单词,意思是“宽阔的河流”。在伦敦上游,泰晤士河沿岸有许多名胜之地,诸如伊顿、牛津、亨利和温莎等,而在伦敦下游则多商船,其繁忙与以静态之美著称的上游河道形成鲜明对比。

3. Great Britain 大不列颠(岛),又称不列颠,包括英格兰、威尔士、苏格兰三个部分,以及周围的一些小岛。

4. However, the southern part of Ireland was unwilling and broke away to form its own government. 然而,爱尔兰的南部不愿意组建联合王国,它分离出去并建立了自己的政府。

unwilling 不愿意的;不情愿的;勉强的。如:

unwilling participants 不情愿的参与者。

Tony was unwilling or unable to pay the rent. 托尼不愿意或没有能力支付租金。

break away (from) 挣脱。如:

Nowadays many farmers want to break away from farming and make a living in cities. 现在许多农民都不愿务农,想到城里谋生。

The American southern states wanted to break away from the Union. 美国南方各州想脱离联邦。



问题:你还能多举几个由 break 和副词或介词组成的短语吗?

5. To their credit the four countries do work together in some areas (eg, the currency and international relations), but they still have very different institutions. 值得赞扬的是,这四个国家的确在一些方面共同合作,例如在货币和国际关系方面;但是有些制度仍然区别很大。

credit 既是可数名词,又是不可数名词,其常见意思是“赊购(制度);称赞;学分”。如:

No credit is given to this restaurant. 本店概不赊账。

This shop gives three months' interest-free credit 这家商店允许三个月的无息赊欠购物。

There was little credit given to those who had worked the hardest. 那些工作最努力的人几乎没有受到什么表扬。

He earned enough credits for his degree. 他为获得学位取得了足够的学分。

credit 也可以作动词,表示“相信;把……归功于”。如:

Do you credit what that politician said? 你相信那个政客说的话吗?

to one's credit 值得赞扬;为某人增光。如:

It is greatly to his credit that Arthur gave back the money he found. 亚瑟拾金不昧是非常值得赞扬的。

6. **England is the largest of the four countries, and for convenience it is divided roughly into three zones.** 在这四个国家中，英格兰是最大的。为方便起见，它大致可以划分为三个地区。

divide into 分开。如：

The students in the class were divided into four groups before they started the game. 班里的学生被分为四组，开始做游戏。

How can you divide this line into 20 equal parts? 你怎样把这线段分成 20 等份？

7. **The first invaders, the Romans, left their towns and roads.** 第一批入侵者古罗马人，留下了他们的城镇和道路。

the Romans 古罗马人。公元前八世纪，古罗马人建立了强大的中央集权制国家。公元前 58 年以后的八年间，罗马统帅恺撒率领大军征服了外高卢（如今的法国、比利时等）后，又占领了不列颠岛北部。此后，古罗马的文明传入了不列颠。

8. **The second, the Anglo-Saxons, left their language and their government.** 接着是盎格鲁-撒克逊人，留下了他们的语言和政体。

the Anglo-Saxons 盎格鲁-撒克逊人。原住莱茵河流域，属于日尔曼人的部落。公元 5 至 7 世纪，盎格鲁-撒克逊人入侵不列颠东南部，把凯尔特人排挤到西北部山地。后与入侵的诺曼人经几个世纪融合形成英格兰人。英语即以盎格鲁-撒克逊语为基础，吸收诺曼语和古法兰西语成分而形成。现在英格兰人约占全国人口 80% 以上。

9. **The third, the Vikings, influenced the vocabulary and place-names of the North of England, and the fourth, the Normans, left castles and introduced new words for food.** 第三是斯堪的纳维亚人，他们对词汇以及北部的地名造成了一定的影响；第四是诺曼人，他们留下了城堡和食物名称的词语。

the Vikings 北欧斯堪的纳维亚人。大约八世纪入侵不列颠，来自于北欧的挪威、丹麦。

the Normans 诺曼人。原住北欧，于 11 世纪后期入侵不列颠岛。诺曼人此前曾长期在法国西北部停留，语言、文化上有浓厚法兰西色彩。他们打败了盎格鲁-撒克逊人，因此诺曼人当时的首领被称为“征服者威廉”。此人后加冕为英格兰的威廉一世国王，直到现在，英国王室都承袭着他的血统。

10. **All of the words below can take the place of said, ...** 下面所有这些词都能代替动词 said……

take the place of 代替。如：

Electric trains took the place of steam trains in England several decades ago. 在英国，数十年前电气化火车就已经取代了蒸汽机车。

I will take the place of Jane today, as she can't come to the meeting herself. 简今天自己不能来参会，所以我来代替她。



问题：take place, take one's place, take the place of 三个短语有什么区别？你能各举一例吗？

11. **On my way to the station my car broke down.** 在去车站的路上，我的车坏了。

break down (机器、车辆) 坏了。如：

The old electric fan has broken down. We'll buy a new one. 旧电扇坏了，我们得买个新的。

The car breaks down a lot. 这车老抛锚。

12. **Her first delight was going to the Tower.** 她最先想参观的地方是伦敦塔。

the Tower 即 the Tower of London, 伦敦塔。伦敦塔是伦敦东区泰晤士河北岸的一个石头建筑群，始建于 1078 年，其中有座古老的堡垒，一所阴暗的牢狱，还有以前皇家的宫殿。这一建筑群内最古

老、最引人注目的当数那座白塔，它原先是一个醒目的导航标志。伦敦塔的守卫至今仍穿着传统的都铎王朝制服。

- 13. To her great surprise, Zhang Pingyu found the Queen's jewels guarded by special royal soldiers who, on special occasions, still wore the four-hundred-year-old uniform of the time of Queen Elizabeth I.** 让张萍玉异常惊讶的是，她发现女王的珠宝由皇家特别卫士守护着，而这些士兵在一些特殊的日子仍然穿着400年前伊丽莎白一世女王时代的制服。

Queen Elizabeth I 伊丽莎白一世。英国都铎王朝女王（1558—1603），亨利八世的独生女。伊丽莎白一世执政期间，英国专制王权和民族国家得到巩固，资本原始积累迅速发展，初步夺取了海上霸权，这些都对英国历史产生了深远的影响。

- 14. There followed St Paul's Cathedral built after the terrible fire of London in 1666.** 接着(参观的)是圣保罗大教堂，它是公元1666年伦敦大火之后修建的。

St Paul's Cathedral 圣保罗大教堂。位于伦敦市区，是座庄严华丽的巴洛克式大教堂。站在大教堂顶端的金画廊（Golden Gallery）上可以鸟瞰整个伦敦市景。

the Great Fire of London in 1666 1666年的伦敦大火。1666年9月2日凌晨，伦敦城发生火灾。当时伦敦街道狭窄，房屋拥挤且都是木结构的，大火一旦发生，很难扑救。大火一连烧了五天。约有13,200栋房屋和87座教堂被毁，殃及伦敦城的五分之四。富于戏剧性的是，由于大火烧死了大部分作为传染源的老鼠，前一年在伦敦流行并导致数万人死亡的黑死病不复猖獗。灾后，重建的伦敦奠定了今日伦敦风貌的基础。从那以后开始有了专业的救火队和经营火险的保险公司。

- 15. Westminster Abbey, too, was very interesting.** 威斯敏斯特教堂也是很有意思的地方。

Westminster Abbey 威斯敏斯特教堂（亦称西敏寺）。威斯敏斯特教堂是一座英国国立的大教堂，坐落在伦敦城内的英国议会大厦旁边。这是世界上最著名也是英国最美丽的教堂之一。它是英国君主举行加冕典礼之地，又是许多国王、皇后、政治家、诗人和其他伟人的安息之地。威斯敏斯特教堂还是英国典型的哥特式建筑之一。

- 16. Then just as she came out of the abbey, Pingyu heard the famous sound of the clock, Big Ben, ringing out the hour.** 正当萍玉走出教堂的时候，她听到了著名的大本钟整点敲响的钟声。

Big Ben 大本钟是英国议会大厦旁边的那座塔楼顶上五座钟当中最大的那一座，并以工程行政长官 Benjamin Hall 爵士的名字命名，是伦敦市的标志以及英国的象征。大本钟巨大而华丽，重13.5吨，四个钟面的面积有两平方米左右。这座钟于1859年5月31日开始计时，并在7月11日首次敲出和谐的钟声。大本钟为伦敦城报时至今将近一个半世纪。

- 17. The second day the girl visited Greenwich and saw its old ships and famous clock that sets the world time.** 第二天，萍玉姑娘参观了格林尼治天文台，看到了古老的船只和那座著名的为世界定时的钟。

Greenwich 格林尼治位于伦敦南郊。1675年一座天文台在这里兴建。测量格林尼治标准时(GMT)的零子午线正从这座天文台穿过。二战后这座天文台迁移到了苏塞克斯郡境内的赫斯特蒙苏城堡，在那里观测就不会受伦敦灯光的干扰。

- 18. Not only that, but he had worked in the famous reading room of the Library of the British Museum.** 不仅如此，他还在大英博物馆著名的图书阅览室里工作过。

the British Museum 大英博物馆是世界著名的博物馆。位于伦敦的布卢姆斯伯里大街，1753年建立。博物馆对公众免费开放。

The Library of the British Museum 大英博物馆图书馆，拥有约六百万册藏书，凡在英国印刷的每一种图书、报纸和杂志，都要免费赠送一册给该图书馆。

19. **The next day Pingyu was leaving London for Windsor Castle.** 再过一天，萍玉就要离开伦敦去温莎城堡了。

Windsor Castle 温莎城堡。英国君主的主要宫殿，坐落在伦敦西的伯克郡境内。这座城堡最早由英王威廉一世选址并兴建，之后又经过了多次扩建。温莎城堡最重要的特征是高24.8米的圆形塔楼，从很远的地方即可望见。温莎城堡是现今欧洲最负盛名的皇家宫殿之一。城堡里的一些内部寓所在君主不住的时候对公众开放。

UNIT 3

1. **I still cannot believe that I am taking up this prize that I won last year.** 我还是无法相信我是在接受去年获得的这个奖励。

take up 开始做（某项工作）；占用；选修；从事；继续。如：

When does the incoming manager take up his job? 新来的经理什么时候开始工作？

Copying these documents took up the whole morning. 复印这些文件用了一个早上的时间。

He has taken up art in college. 他在大学里学习艺术。

He decided to take up photography as his career. 他决定把摄影当作自己的终生职业。

He is going to take up the story where he left off yesterday. 他打算接着讲昨天没有讲完的故事。



问题：你还能想出一些由 take 组成的动词短语吗？请造句说明。

2. **As a result, I suffered from “time lag”.** 结果我得了时间滞后症。

as a result (of) 结果；由于……的结果。如：

He worked hard, and as a result, he got promoted quickly. 他努力工作，被提拔得很快。

time lag 时间滞后症。自从爱因斯坦的狭义相对论引入四维时空概念以来，时间旅行成为科幻作品中永恒的主题之一。在主人公搭乘时间太空舱一类的时间穿梭工具到达未来时，在想象中，人也会产生与高速跨时区飞行之后类似的生理节奏失调，因此给这种效应起了个类似的名字。

3. **This is similar to the “jet lag” you get from flying, but it seems you keep getting flashbacks from your previous time period.** 这就与你乘坐飞机会产生时差反应相似，所不同的是，在你的脑子里似乎会不断地闪现以前的时光。

flashback 闪回；倒叙。如：

The events in his happy family life were shown in flashback. 他幸福的家庭生活是用倒叙法来表现的。

Many soldiers who came back from Vietnam had to struggle with painful flashbacks from the war. 从越南战场回来的许多士兵仍然在战争的痛苦回忆中挣扎。

jet lag 喷气飞行时差综合症。指搭乘喷气式飞机高速跨时区飞行后产生的生理节奏失调。其原因是，当短时间内跨越时区时，人体内的生物钟或昼夜生理节律仍然停留在原时区的状态，而与新时区不同步。现在，科学家已经找到小鼠的时钟控制基因，并且正以逐渐逼近的方式寻找人类的生物时钟控制基因，以对高速飞行时差综合症和经常轮换日夜班人员的不适进行治疗。

4. **At first my new surroundings were difficult to tolerate.** 开始的时候，新的环境让我难以忍受。

tolerate 容忍；忍受。如：

We simply cannot tolerate cheating in exams. 我们就是不能容许考试作弊行为。

I cannot tolerate her rudeness. 我不能容忍她的粗鲁无礼。

5. **Hit by a lack of fresh air, my head ached.** 由于缺乏新鲜空气，我感到头痛。

过去分词 hit 在句中作状语，表示与主句中动作伴随发生的状况。

lack 缺乏，不足。可作名词或动词用。如：

He did not enter university because of lack of money. 由于缺钱，他没有上大学。

He is good at his job but sometimes he seems to lack confidence. 他擅长于自己的工作，但有时似乎缺乏信心。

The female bird lacks the male's bright colours. 雌鸟没有雄鸟那样鲜艳的颜色。

6. **These carriages float above the ground and by bending or pressing down in your seat, you can move swiftly.** 这些气垫车是在地面上方飘浮着的，只要在座位上把操纵杆打弯或压下，你就可以迅速地移动。

by 后面可接动词 -ing 形式，表示方式、手段等。如：

They put out the fire by pouring water on it. 他们泼水扑灭了火。

They try to make up for their lack of attention by giving their children money. 他们对孩子关心不够，就试图用给钱的方法来弥补。

7. **He was swept up into the centre of them.** 他被卷入到这群车队中去了。

sweep up 本意是“打扫；清扫”，经常引申为“横扫；掠过；拥向”等意思。如：

The leaves were swept up into the air by the wind. 树叶被风刮到了空中。

8. **Then Wang Ping flashed a switch on a computer screen, and a table and some chairs rose from under the floor as if by magic.** 然后王平在电脑荧屏上的开关上闪了一下，于是一张桌子和几把椅子就像变魔术般地从地板下面升了起来。



问题：你知道还有哪个短语与此句中的 as if 相近？

9. **It is copied from Vincent van Gogh.** 它是文森特·凡·高作品的仿制品。

Vincent van Gogh (1853—1890) 文森特·凡·高。1853年3月30日出生于荷兰，主要活跃于法国，是与高更、塞尚齐名的后印象主义画家。1890年7月29日因精神病复发自杀身亡。凡·高的名作有《向日葵》、《自画像》、《星空》等。凡·高作品中所包含的浓烈的感情、强烈的个性和在形式上的独特追求，远远走在时代的前面，在当时难以为世人接受。但是，他对西方20世纪的艺术具有深远的影响力。

10. **What do you think of young children sent to a boarding school at the age of six?** 把六岁的孩子送到寄宿学校去，对于这样的做法你是怎么看的？

boarding school 寄宿制学校。是指给学生提供食宿的学校。day school 走读学校。

11. **You place the metal band over your head, clear your mind, press the sending button, think your message and the next instant it's sent.** 你把金属带放在头上，整理思路，按下发送按钮，然后想着你要发送的信息，刹那间信息就发出去了。

instant 在这里作名词，意思是“顷刻、刹那”。如：

I shall be back in an instant. 我马上就回来。

Jane burst out crying the instant she came in. 简一进来就大哭起来。

instant 也可以做形容词，意思是“立刻的；立即的”。如：

a new film that was an instant success 一上映就大获成功的新影片

instant noodle 速食面，方便面

12. **A giant machine, always greedy for more, swallows all the waste available.** 一个巨型机器，始终贪婪地张着大嘴，把所有得到的垃圾（一口）吞了下去。

swallow 吞下、咽下。如：

Chew your food properly before swallowing it. 咽下食物前要好好咀嚼。

swallow 还可以表示“吞没”。如：

The plane was swallowed up by the clouds. 飞机已没入云中。

UNIT 4

1. **Can I go out on a story immediately?** 我可以马上出去采访吗？

on 加名词与 come, go 等动词连用，可表示目的，表示去做某事。如：

They have decided to go on a visit to Beidaihe this summer. 他们决定这个夏天去北戴河游玩。

2. **Later you can cover a story and submit the article yourself.** 晚些时候，你就可以独自去进行新闻采访并递交稿件了。

submit 在这句话中表示“递交；呈送”。如：

He submitted an essay to his tutor. 他向导师递交了一篇论文。

submit 还可以表示“屈服；顺从”。如：

They refused to submit to the pressure. 他们拒不屈服于压力。

cover (新闻记者) 报道。如：

She covered the Ethiopian famine for CBS news. 她为哥伦比亚广播公司报道了埃塞俄比亚的饥荒情况。

cover 一词的用法还有很多，含义也非常丰富。如：

He covered the distance in a little under one and half hours. 他用了不足一个半小时走完了那段距离。

So far this month we have covered ten lessons. 这个月以来我们学习了十课。

He has worked out exactly what his income will have to be during the first six months to cover his costs. 他已经准确计算出头六个月需要多少收入才能支付他的费用。

3. **Only if you ask many different questions will you acquire all the information you need to know.** 只有提很多不同的问题，你才能收集到你所需要的信息。

放在句首的状语若由“only + 副词”、“only + 介词词组”、“only + 状语从句”构成，可引起局部倒装，即把助动词、情态动词或系动词 be 放在主语之前。如：

Only then did I realize the importance of my health. 只是在那时我才认识到健康的重要性。

Only when the war was over in 1945 was he able to get back to work. 只是在1945年战争结束后他才得以回去工作。



问题：你还知道哪些形式的倒装句？请举例说明。

4. **We say a good journalist must have a good “nose” for a story.** 我们说，一个好记者必须具备对新闻非常敏感的“嗅觉”。

have a good nose for sth 常用于口语表达,表示探查或发现某事物的能力。have a nose for news 指追求新闻的热情和能力。英语里与 nose 有关的很形象的表达还有许多,如:

Don't poke your nose into other people's business. 少管别人的闲事。

George turned his nose up at classical music. 乔治对古典音乐不屑一顾。

此外, eye, ear, mouth 等词也有此类用法。如:

Tell us what happened. We are all ears. 快告诉我们发生了什么,我们洗耳恭听。

He turned a deaf ear to what I said. 他对我的话一点儿也听不进去。

Don't tell him anything. He has a big mouth. 什么也别告诉他,他嘴不严。

5. **This is a trick of the trade.** 这就是我们这个行业的诀窍了。

tricks of the trade (内行人的) 诀窍。另外还可以表示吸引顾客、在竞争中取胜的手段或生意经。如:

If you want to start your own car business, you should ask his advice. He knows all the tricks of the trade. 你要想自己做汽车生意,最好向他讨教,他对这行的诀窍完全清楚。

6. **Have you ever had a case where someone accused your journalists of getting the wrong end of the stick?** 你们有没有过这样的情况:别人控告你的记者,说他(她)们的报道完全失实?

accuse ... of ... 指控某人犯某罪。如:

He was accused of murder by the police. 警察指控他谋杀。

Once a neighbour accused me of playing my radio too loudly. 有一次一个邻居控告我把收音机声音放得太大。

get (hold of) the wrong end of the stick 完全误解;弄错。如:

He has got hold of the wrong end of the stick. 他完全搞错了。

7. **A footballer was accused of taking money for deliberately not scoring goals so as to let the other team win.** 一个足球运动员被控受贿,故意不进球,好让另一队赢球。

so as to ... 相当于 in order to ..., 意为“为了;目的是”。如:

He said he would go to the men's room so as to leave us alone for a while. 他说他要去洗手间,为的是让我们单独呆一会儿。

He postponed his holiday so as to meet the deadline for his work. 为了按时完成工作,他推迟了假期。



问题:你能用 so that 改写以上句子吗?

8. **He denied taking money but we were sceptical.** 他否认接受了贿赂,但我们怀疑他(的说法)。

sceptical (常持)怀疑态度的。如:

We are rather sceptical about the sympathy they claim to have for the poor. 他们声称同情穷人,我们对此持怀疑态度。

9. **Perhaps I'll get a scoop too!** 说不定我也会搞到独家新闻呢!

scoop (十九世纪末以来的报社用语)(抢发)独家新闻,既可以作名词,也可以作动词。如:

The paper scored a major scoop with that revelation. 该报披露了那件事,抢发了头条新闻。

I was afraid of being scooped because I knew a lot of reporters were on the same story. 我担心被别人抢了头条新闻,因为我知道许多记者都在打听这同一件事。

10. **She began to edit the piece and design the main headline and smaller heading.** 她就开始编辑这篇文章,设计了主标题和副标题。

headline 大字标题。通常用大号铅字排印的重要新闻报道的标题，以期引起读者的注意。

heading 标题、副标题或出现在段落、信件或章节开始处的小标题。

11. **All the information was then ready to be processed into film negatives.** 此后，所有的报道材料就要被制成胶片。

the negatives 底片。出版过程中如果用照相分色法处理原稿，得到的就是底片。

12. **This was the first stage of the printing process.** 这是印刷过程的第一步。

printing process 印刷过程。报纸的出版过程分为排版、分色、制版和印刷等步骤。

UNIT 5

1. **... it keeps you warm or cool; it prevents your body from losing too much water; it is where you feel cold, heat or pain and it gives you your sense of touch.** ……皮肤能保暖或御寒，保持体内水分不过多流失。正是皮肤让你感到冷热和疼痛，皮肤还使你有触觉。

sense of touch 触觉。其他表示各种感觉的词还有 sense of sight 视觉，sense of hearing 听觉，sense of taste 味觉，sense of smell 嗅觉，sense of humour 幽默感，sense of beauty 美感，sense of direction 方向感，sense of urgency 紧迫感等。



问题：你知道表示感觉的动词还有哪些？

2. **Examples include mild sunburn and burns caused by touching a hot pan, stove or iron for a moment.** (一度烫伤或烧伤的) 例子包括轻微的晒伤，以及碰触到热锅、炉子或烙铁而导致的烫(烧)伤。

mild 在这个句子中的意思是“轻微的、不严重的”。如：

Edward suffered a mild heart attack. 爱德华犯了轻微的心脏病。

mild 还可以表示“温和的；暖和的；味淡的”。如：

She's the mildest person I have ever met in my life. 她是我平生见到过的最温柔的人了。

a mild climate 温暖的天气

mild cheese 淡味奶酪

3. **Remove clothing using scissors if necessary unless it is stuck to the burn.** 除非衣服粘贴在烧伤面上，否则都要把衣服脱掉。如果需要的话，可以使用剪刀。

unless 除非……；如果不……。如：

Don't make it public unless I agree. 除非我同意，否则不能公布于众。

Unless the destruction of the ozone layer is stopped, the polar ice caps will melt with terrible consequences. 如果不停止对臭氧层的破坏的话，南北两极的冰冠就可能融化并造成可怕的后果。

4. **Cool burns immediately with cool but not icy water.** 立即用凉水给伤口冲凉，但不要用水。

-y 是个形容词后缀。如：

windy 有风的 hilly 多小山的 sleepy 困倦的

greeny 略呈绿色的 spicy 辛辣的 woody 树木茂密的



问题：你还能再列举几个这样的单词吗？

5. **Hold the bandage in place with tape.** 用胶布把绷带固定。

in place 在适当的地方。如：

The librarian put the returned books in place. 图书馆员把还回的图书放到原处。

You'd better put things back in place. Otherwise, it will be difficult to find things. 你最好把你的东西放回原位，不然很难找。

in place 还有“准备就绪”的意思。如：

The arrangements for the concert next Saturday are all in place. 周六的音乐会已经准备就绪。

6. **If burns are on arms or legs, keep them higher than the heart, if possible.** 如果烧伤的部位在臂部或腿部，要尽可能把手臂或腿抬高到高于心脏的位置。

上下肢被烧伤后，应将患肢抬高于心脏，这是为了促进血液回流，防止烧伤处出现水肿。

7. **They discovered that Anne Slade, mother of three, had been stabbed repeatedly with a knife.** 他们发现了三个孩子的母亲安·斯莱德被连捅了好几刀。

repeatedly 是由动词repeat 的过去分词加-ly 构成。类似的单词还有：excitedly 兴奋地，worriedly 焦急地，contentedly 满足地，unexpectedly 出乎意料地。

8. **John used these to treat the most severe injuries to Ms Slade's hands.** 约翰用这些东西处理斯莱德女士手上最严重的伤口。

treat 此处是“处理；治疗”的意思。如：

He was treated for severe sunburn. 他因严重晒伤接受治疗。

treat 的常用意思还有“对待；把……看作；款待；请客”等。如：

The stepmother treated Cinderella very badly. 继母对灰姑娘很不好。

Please treat everything I said as a joke. 请把我所说的一切都看成笑话吧。

I'll treat you all to dinner. 我请你们大家吃饭。

9. **It shows that a knowledge of first aid can make a real difference.** 这说明了急救知识的确能发挥重要的作用。

make a (some) difference 有（一些）区别；make no difference 没什么区别。如：

It makes no difference to you whether I like it or not, because you never listen to me. 我喜不喜欢对你来说没什么差别，因为你从来就不听我的。

It doesn't make any difference to me where you come from. 你从什么地方来对于我来说没有什么关系。

Grammar 语法

I 动词 (Verbs)

过去分词 (The Past Participle)

规则动词的过去分词由动词原形加词尾 -ed 构成。不规则动词的过去分词没有统一的构成规则。过去分词一般表示完成的和被动的动作。过去分词在句子中可以用作定语、表语、宾语补足语和状语，但不能单独构成谓语。

过去分词的用法

| 用 法 | 例 句 |
|---|--|
| <p>定语</p> <p>过去分词如单用，一般放在名词的前面；如是分词短语，要放在名词的后面。</p> | <p>(1) Many thousands of terrified people died every time there was an outbreak.</p> <p>(2) Polluted air and water are harmful to people's health.</p> <p>(3) This is one of the houses built last year.</p> <p>(4) We were given printed question papers.</p> |
| <p>表语</p> | <p>(1) He got interested in the two theories explaining how cholera killed people.</p> <p>(2) You shouldn't try to stand up if you are badly hurt.</p> <p>(3) He became inspired when he thought about helping ordinary people.</p> |
| <p>宾语补足语</p> | <p>(1) Have you had your hair cut?</p> <p>(2) Now when people refer to England, you find Wales included as well.</p> <p>(3) I must get my bike repaired.</p> <p>(4) I haven't got the film developed yet.</p> |
| <p>状语</p> | <p>(1) She walked out of the house, followed by her little daughter.</p> <p>(2) Once seen, it can never be forgotten.</p> <p>(3) Absorbed in his work, Jim simply forgot food and sleep.</p> |

引 倒 装 (*Inversion*)

在英语中，主语和谓语的语序通常是主语在前，谓语在后。但有时谓语的全部或者一部分（通常是助动词或情态动词）却提到主语的前面，这种语序叫做“倒装”。倒装的原因，一是语法结构的需要，一是为了强调。

英语中常见的倒装句，有下列一些情况：

1 在疑问句中。如：

What do I need to take with me?

Have you had your temperature taken?

2 在 **there be** 结构中。如：

There are some flowers on the table.

There will be a party here tonight.

3 直接引语的一部分或全部放在句首时，有时也用倒装。

“Is it ready yet?” asked Hu Xin.

“Try again, Watson!” said Holmes.

4 在表示方向、地点的副词或某些介词词组开头的句子里，如 **there, here, out, in, up, down, away, in front of** 等，以示强调。如：

There goes the bell.

Out rushed the children.

Here comes Helen's car.

Away went the boy.

In front of the house was a small garden.

但主语是人称代词时，主语和谓语的语序不变。

Here it is.

Away he went.

5 含有否定意义的副词或连词，如 **never, not, not only, little, seldom, hardly** 等，放在句首时。如：

Not only was there no electricity, but also no water.

Never will he forget his first time to take a plane.

Hardly had I got out of the house when it began to rain.

6 **Only** 所修饰的副词、介词短语或状语从句放在句首时。如：

Only then did I begin my work.

Only if you ask many different questions will you acquire all the information you need to know.

Only in this way can you learn from your friends.

7 由 **so, neither, nor** 引起的句子，表示前面的情况也适用于另一人（或事物）时。如：

My sister enjoys travelling. So do I.

I don't know and nor do I care.

- 8 在 **so/such ... that** 结构中, **so** 或 **such** 放在句首时。如:

So proud was he that he never listened to any advice.

So absorbed was he in the novel that he did not notice his father at the door.

- 9 在表示祝愿的句子中。如:

Long live the People's Republic of China!

May you have a happy holiday!

- 10 虚拟条件从句省去 **if** 时。如:

Should you need more information, please let me know. (= If you should need more information, please let me know.)

Had Mark invited me, I would have been glad to come. (= If Mark had invited me, I would have been glad to come.)

III 省略 (Ellipsis)

为了使语言简洁或避免重复,省略句中的一个或几个句子成分,这种语法现象称为省略。

| 被省略的部分 | 例句 |
|-------------------|---|
| 主 语 | (1) (I) Beg your pardon. (2) (It) Sounds like a good idea. |
| 谓语或谓语的一部分 | (1) (Is there) Anything I can do for you? (2) (Is) Anybody here? |
| 宾 语 | A: Where has Mr Smith gone? B: Sorry, I don't know (where he has gone). |
| 主语和谓语, 或主语和谓语的一部分 | (1) (Are you) Hungry? (2) (I want) Orange juice, please. |
| 不定式 to 后省略动词 | (1) A: Would you like to come to the party? B: I'd love to (come to the party.) (2) They do not visit their parents as much as they ought to (visit their parents). |

Words and expressions in each unit

各单元生词和习惯用语

注：所有不带△符号的词汇均为课标词汇，其中黑体部分为单元重点词汇和短语；带△符号的词不要求掌握。

Unit 1

characteristic /kærɪktə'rɪstɪk/ *n.* 特征；特性

radium /'reɪdɪəm/ *n.* 镭

painter /'peɪntə/ *n.* 画家；油漆匠

put forward 提出

scientific /,saɪəntɪ'fɪk/ *adj.* 科学的

conclude /kən'klu:d/ *vt. & vi.* 结束；推断出

conclusion /kən'klu:ʒn/ *n.* 结论；结束

draw a conclusion 得出结论

analyse /'ænləaɪz/ *vt.* 分析

△ infect /ɪn'fekt/ *vt.* 传染；感染

△ infectious /ɪn'fektʃəs/ *adj.* 传染的

△ cholera /'kɒləərə/ *n.* 霍乱

defeat /dɪ'fi:t/ *vt.* 打败；战胜；使受挫

n. 失败

expert /'ekspɜ:t/ *adj.* 熟练的；经验或知识丰富的

n. 专家；行家

attend /ə'tend/ *vt.* 照顾；护理；出席；参加

physician /fɪ'zɪʃn/ *n.* 医生；内科医师

expose /ɪk'spəʊz/ *vt.* 暴露；揭露；使曝光

expose ... to 使显露；暴露

△ deadly /'dedli/ *adj.* 致命的

cure /kjʊə/ *n.* 治愈；痊愈

vt. 治愈；治疗

△ outbreak /'aʊtbreɪk/ *n.* 爆发；发作

(尤指疾病或战争)

challenge /tʃælɪndʒ/ *n.* 挑战

vt. 向……挑战

victim /'vɪktɪm/ *n.* 受害者

absorb /əb'zɔ:b/ *vt.* 吸收；吸引；使专心

suspect /sə'spekt/ *vt.* 认为；怀疑

/sʌspekt/ *n.* 被怀疑者；嫌疑犯

enquiry /ɪn'kwɪəri/ *n.* 询问

neighbourhood /'neɪbəhʊd/ *n.* 附近；邻近

severe /sɪ'vɪə/ *adj.* 严重的；剧烈的；严厉的

△ clue /klu:/ *n.* 线索；提示

pump /pʌmp/ *n.* 泵；抽水机

vt. (用泵)抽(水)

△ Cambridge /'keɪmbrɪdʒ/ Street 剑桥大街

foresee /fɔ:'si:/ *vt.* (foresaw, foreseen) 预见；预知

△ investigate /ɪn'vestɪgeɪt/ *vt. & vi.* 调查

△ investigation /ɪn'vestɪ'geɪʃn/ *n.* 调查

blame /bleɪm/ *vt.* 责备；谴责

n. 过失；责备

pollute /pə'lu:t/ *vt.* 污染；弄脏

handle /'hændl/ *n.* 柄；把手

vt. 处理；操纵

△ germ /dʒɜ:m/ *n.* 微生物；细菌

link /lɪŋk/ *vt. & n.* 连接；联系

link ... to ... 将……和……联系或连接起来

announce /ə'naʊns/ *vt.* 宣布；通告

△ certainty /sɜ:tntɪ/ *n.* 确信；确实

instruct /ɪn'strʌkt/ *vt.* 命令；指示；教导

△ responsible /rɪ'spɒnsəbəl/ *adj.* 有责任的；负责的

construct /kən'strʌkt/ *vt.* 建设；修建

construction /kən'strʌkʃn/ *n.* 建设；建筑物

contribute /kən'trɪbjʊ:t/ *vt. & vi.* 捐献；贡献；捐助

apart from 除……之外；此外

firework /'faɪəwɜ:k/ *n.* 烟火(燃放)

chart /tʃɑ:t/ *n.* 图表

- △ creative /kri:'eɪtɪv/ *adj.* 有创造力的；创造性的；
独创的
- △ co-operative /kəʊ'ɒpəreɪtɪv/ *adj.* 合作的
- positive /'pɒzətɪv/ *adj.* 积极的；肯定的；确实的
- (be) strict with ... 对……严格的
- △ Nicolaus Copernicus /'nikələs kəʊ'pɜ:nɪkəs/
尼古拉·哥白尼（波兰天文学家）
- △ revolutionary /,revə'lju:ʃənəri/ *adj.* 革命的；
重大变革的
- movement /'mu:vmənt/ *n.* 移动；运动；动作
- make sense 讲得通；有意义
- backward /'bækwəd/ *adv.* & *adj.* 向后地（的）；
相反地（的）；退步地（的）
- △ loop /lu:p/ *n.* 圈；环
- △ privately /'praɪvətli/ *adv.* 私下地；秘密地
- spin /spɪn/ *vi.* & *vt.* (spun, spun) (使) 旋转；
纺（线或纱）
- △ brightness /'braɪtnɪs/ *n.* 明亮；亮度；聪颖
- enthusiastic /ɪn.θju:zɪ'æstɪk/ *adj.* 热情的；热心的
- cautious /'kɔ:ʃəs/ *adj.* 小心的；谨慎的
- reject /rɪ'dʒekt/ *vt.* 拒绝；不接受；抛弃
- universe /'ju:nɪvɜ:s/ *n.* 宇宙；世界

Unit 2

- unite /ju:'naɪt/ *vi.* & *vt.* 联合；团结
- kingdom /'kɪŋdəm/ *n.* 王国
- consist /kən'sɪst/ *vi.* 组成；在于；一致
- consist of 由……组成
- △ London Heathrow /'hi:θrəʊ/ Airport
伦敦希思罗机场
- province /'prɒvɪns/ *n.* 省；行政区
- △ River Avon /'eɪvən/ 埃文河
- △ River Thames /'temz/ 泰晤士河
- △ River Severn /'sevən/ 塞文河
- divide ... into 把……分成
- △ Wales /weɪlz/ 威尔士（英）
- △ Scotland /'skɒtlənd/ 苏格兰（英）
- △ Northern Ireland /'aɪələnd/ 北爱尔兰（英）

- clarify /'klærɪfaɪ/ *vt.* 澄清；阐明
- accomplish /ə'kʌmplɪʃ/ *vt.* 完成；达到；实现
- conflict /'kɒnflɪkt/ *n.* 矛盾；冲突
- unwilling /ˌʌn'wɪlɪŋ/ *adj.* 不愿意（的）；不乐意（的）
- break away (from) 挣脱（束缚）；脱离
- union /'ju:njən/ *n.* 联合；联盟；结合；协会
- △ the Union Jack 英国国旗
- credit /'kredɪt/ *n.* 信任；学分；赞扬；信贷
- to one's credit 为……带来荣誉；值得赞扬；
在……名下
- currency /'kʌrənsɪ/ *n.* 货币；通货
- institution /ˌɪnstɪ'tju:ʃn/ *n.* 制度；机制；公共机构
- △ educational /ˌedʒə'keɪʃənəl/ *adj.* 教育的
- convenience /kən'vi:nɪəns/ *n.* 便利；方便
- rough /rʌf/ *adj.* 粗糙的；粗暴的
- roughly /'rʌfli/ *adv.* 粗略地；粗糙地
- △ Midlands /'mɪdləndz/ 英格兰中部地区（英）
- nationwide /ˌneɪʃən'waɪd/ *adj.* 全国性的；
全国范围的
- attract /ə'trækt/ *vt.* 吸引；引起注意
- △ historical /hɪs'tɒrɪkl/ *adj.* 历史（上）的；
有关历史的
- architecture /'ɑ:kɪtektʃəl/ *n.* 建筑学；建筑艺术
- △ Roman /'rəʊmən/ *n.* （古）罗马人
adj. （古）罗马的
- collection /kə'leɪʃn/ *n.* 收藏品；珍藏；收集
- administration /əd.mɪnɪs'treɪʃn/ *n.* 管理；行政部门
- port /pɔ:t/ *n.* 港口（城市）
- △ Anglo-Saxon /ˌæŋɡləʊ 'sæksn/
n. 盎格鲁-撒克逊人
adj. 盎格鲁-撒克逊人的
- △ Norman /'nɔ:mən/ *n.* 诺曼人；诺曼语
adj. 诺曼的；诺曼人（语）的
- △ Viking /'vaɪkɪŋ/ *n.* 北欧海盗；斯基的纳维亚人
- countryside /'kʌntrɪsaɪd/ *n.* 乡下；农村
- enjoyable /ɪn'dʒɔɪəbl/ *adj.* 令人愉快的；使人高兴的
- leave out 省去；遗漏；不考虑
- △ opportunity /ˌɒpə'tju:nəti/ *n.* 机会；时机

description /di'skripʃn/ *n.* 描写; 描述
 furnished /'fɜ:nɪʃt/ *adj.* 准备好装备的; 带家具的
 fax /fæks/ *n.* 传真 (机)
 vt. 用传真传输 (文件)
 possibility /,pɒsə'bɪləti/ *n.* 可能 (性)
 plus /plʌs/ *prep.* 加上; 和
 adj. 加的; 正的; 零上的
 quarrel /'kwɒrəl/ *n.* 争吵; 争论; 吵架
 vi. 争吵; 吵架
 alike /ə'laɪk/ *adj.* 相同的; 类似的
 take the place of 代替
 break down (机器) 损坏; 破坏
 arrange /ə'reɪndʒ/ *vt.* 筹备; 安排; 整理
 wedding /'wedɪŋ/ *n.* 婚礼
 fold /fəʊld/ *vt.* 折叠; 对折
 sightseeing /,saɪt'si:ɪŋ/ *n.* 观光; 游览
 delight /dɪ'laɪt/ *n.* 快乐; 高兴; 喜悦
 vt. 使高兴; 使欣喜
 royal /rɔɪəl/ *adj.* 王室的; 皇家的; 高贵的
 uniform /'ju:nɪfɔ:m/ *n.* 制服
 △ St Paul's Cathedral /sənt ,pɔ:lz kə'ti:drəl/
 圣保罗大教堂
 splendid /splendɪd/ *adj.* 壮丽的; 辉煌的; 极好的
 △ Westminster Abbey /westmɪnstə 'æbi/
 威斯敏斯特教堂 (英国名人墓地)
 statue /'stætʃu:/ *n.* 塑像; 雕像
 △ Buckingham /'bʌkɪŋəm/ Palace 白金汉宫
 △ Greenwich /'ɡrenɪdʒ/ *n.* 格林尼治 (英城市)
 △ longitude /'lɒndʒɪtju:d/ *n.* 经线; 经度
 △ imaginary /ɪ'mædʒɪnəri/ *adj.* 想象中的;
 假想的; 虚构的
 △ navigation /,nævɪ'geɪʃn/ *n.* 导航; 航行
 △ Highgate Cemetery /haɪgeɪt 'semətəri/ 海格特墓
 地 (英伦敦北郊, 内有马克思及其家人的坟墓)
 communism /'kɒmjʊnɪzəm/ *n.* 共产主义
 △ original /ə'ɹɪdʒənəl/ *adj.* 最初的; 原始的;
 独创的; 新颖的
 thrill /θrɪl/ *vt.* 使激动; 使胆战心惊

pot /pɒt/ *n.* 罐; 壶
 error /'erə/ *n.* 错误; 过失; 谬误
 tense /tens/ *n.* 时态
 consistent /kən'sɪstənt/ *adj.* 一致的

Unit 3

aspect /'æspekt/ *n.* 方面; 层面
 impression /ɪm'preʃn/ *n.* 印象; 感想; 印记
 take up 拿起; 接受; 开始; 继续
 constant /'kɒnstənt/ *adj.* 时常发生的; 连续不断的
 constantly /'kɒnstəntli/ *adv.* 不断地
 jet /dʒet/ *n.* 喷气式飞机
 △ jet lag 飞行时差反应
 △ flashback /'flæʃbæk/ *n.* 闪回; 倒叙
 previous /'pri:vɪəs/ *adj.* 在前的; 早先的
 uncertain /ʌn'sɜ:tən/ *adj.* 不确切的; 无把握的
 guide /ɡaɪd/ *n.* 指导; 向导; 导游
 vt. 指引; 指导
 tablet /'tæblɪt/ *n.* 药片
 △ expertise /,ekspɜ:'ti:z/ *n.* 专家意见;
 专门知识 (技能等)
 capsule /'kæpsju:l/ *n.* 太空舱; 胶囊
 steward /'stju:əd/ *n.* 乘务员; 服务员
 stewardess /,stjuə'des/ *n.* 女乘务员
 opening /'əʊpənɪŋ/ *n.* (出入的) 通路; 开口; 开端
 sideways /'saɪdweɪz/ *adv.* 往 (向、从) 一侧; 侧着;
 侧面朝前
 surroundings /sə'raʊndɪŋz/ *n.* 周围的事物; 环境
 surrounding *adj.* 周围的
 tolerate /'tɒləreɪt/ *vt.* 容忍; 忍受
 △ combination /,kɒmbɪ'neɪʃn/ *n.* 结合; 组合
 lack /læk/ *vi. & vt.* 缺乏; 没有
 n. 缺乏; 短缺的东西
 adjustment /ə'dʒʌstmənt/ *n.* 调整; 调节
 mask /mɑ:sk/ *n.* 面具; 面罩; 伪装
 be back on one's feet (困境后) 恢复; 完全复原
 △ hover /'hɒvə/ *vi.* 盘旋
 carriage /'kærɪdʒ/ *n.* 运输工具; 四轮马车; 客车

press /pres/ *vi. & vt.* 按; 压; 逼迫

n. 按; 压; 印刷; 新闻

fasten /fɑ:sn/ *vt.* 系牢; 扎牢

belt /belt/ *n.* 腰带; 皮带

safety belt 安全带

lose sight of ... 看不见……

sweep up 打扫; 横扫

flash /flæʃ/ *vt. & vi.* (使) 闪光; (使) 闪现

switch /switʃ/ *n.* 开关; 转换

vt. 转换

timetable /taim,teɪbl/ *n.* 时间表; 时刻表

△ exhausted /ɪg'zɔ:stɪd/ *adj.* 筋疲力尽的;
疲惫不堪的

slide into (快捷而悄声地) 移动; 溜进……

optimistic /,ɒptɪ'mɪstɪk/ *adj.* 乐观(主义)的

△ pessimistic /,pesɪ'mɪstɪk/ *adj.* 悲观(主义)的

speed up 加速

△ pedal /pedl/ *n.* 踏板; 脚蹬

△ alien /eɪlɪn/ *n.* 外星人; 外国人

adj. 陌生的; 外国的; 外星球的

mud /mʌd/ *n.* 泥(浆)

desert /dezət/ *n.* 沙漠; 荒原

△ enormous /ɪ'nɔ:məs/ *adj.* 巨大的; 庞大的

△ imitate /ɪ'mɪteɪt/ *vt.* 模仿; 仿造

△ moveable /'mu:vəbl/ *adj.* 可移动的; 活动的

citizen /sɪtɪzn/ *n.* 公民; 居民; 市民

typist /taɪpɪst/ *n.* 打字员

typewriter /taɪp,raɪtə/ *n.* 打字机

postage /'pəʊstɪdʒ/ *n.* 邮资

postcode /'pəʊstkəʊd/ *n.* 邮政编码

button /'bʌtn/ *n.* 钮扣; 按钮

instant /ɪnstənt/ *n.* 瞬间; 片刻

adj. 立即的; 立刻的

receiver /rɪ'si:və/ *n.* 接受者; 接收器; 电话听筒

△ efficiency /ɪ'fɪjnsɪ/ *n.* 效率; 功效

△ efficient /ɪ'fɪjnt/ *adj.* 效率高的; 有能力的

△ ribbon /'rɪbən/ *n.* 丝带; 带状物

dustbin /dʌstbɪn/ *n.* 垃圾箱

△ dispose /dɪ'spəʊz/ *vt.* 布置; 安排

△ disposal /dɪ'spəʊzl/ *n.* 清除; 处理

ecology /ɪ'kɒlədʒɪ/ *n.* 生态; 生态学

greedy /'gri:di/ *adj.* 贪吃的; 贪婪的; 贪心的

swallow /'swɒləʊ/ *vt.* 吞下; 咽下

material /mə'tɪəriəl/ *n.* 原料; 材料

recycle /,ri:'saɪkl/ *vt.* 回收利用; 再利用

△ manufacture /,mænʃə'fæktʃə/ *vt.*

(用机器) 大量生产; 成批制造

goods /gudz/ *n.* 货物

△ etc /ɪt'setərə/ *abbr.* 诸如此类; 等等

representative /,reprɪ'zentətɪv/ *n.* 代表; 典型人物
adj. 典型的; 有代表性的

settlement /'setlmənt/ *n.* 定居; 解决

motivation /,məʊtɪ'veɪʃn/ *n.* 动机

Unit 4

journalist /'dʒɜ:nəlɪst/ *n.* 记者; 新闻工作者

△ involve /ɪn'vɒlv/ *vt.* 牵涉; 涉及; 包括;
使参与(卷入)……

editor /'editə/ *n.* 编辑

photograph /'fəʊtəgrə:f/ *n.* 照片

vt. 给……照相

photographer /fə'tɒgrəfə/ *n.* 摄影师

△ photography /fə'tɒgrəfi/ *n.* 摄影

△ unforgettable /,ʌnfə'getəbl/ *adj.* 难忘的;
永远记得的

△ assignment /ə'saɪnmənt/ *n.* 任务; 分配

delighted /dɪ'laɪtɪd/ *adj.* 快乐的; 欣喜的

admirable /'ædmərəbl/ *adj.* 值得赞扬的; 令人钦佩的

unusual /ʌn'ju:ʒuəl/ *adj.* 不同寻常的; 独特的

assist /ə'sɪst/ *vt.* 帮助; 协助; 援助

assistant /ə'sɪstənt/ *n.* 助手; 助理; 售货员

submit /səb'mɪt/ *vt.* 递交; 呈递(文件等)

profession /prə'feʃn/ *n.* 职业; 专业

professional /prə'feʃənl/ *adj.* 专业的; 职业的
n. 专业人员

colleague /'kɒli:g/ *n.* 同事

eager /'i:ɡə/ *adj.* 渴望的; 热切的

concentrate /'kɒnsəntreɪt/ *vi. & vt.* 集中; 聚集

concentrate on 集中; 全神贯注于

amateur /'æmətə/ *n.* 业余爱好者

update /,ʌp'deɪt/ *vt.* 更新; 使现代化

acquire /ə'kwɪə/ *vt.* 获得; 取得; 学到

assess /ə'ses/ *vt.* 评估; 评定

inform /ɪn'fɔ:m/ *vt.* 告知; 通知

deadline /'dedlaɪn/ *n.* 最后期限

△ interviewee /ɪntə'vju:ɪ/ *n.* 参加面试者; 接受采访者

meanwhile /'mi:nwaɪl/ *adv.* 其间; 同时

depend on 依靠; 依赖

case /keɪs/ *n.* 情况; 病例; 案例

accuse /ə'kju:z/ *vt.* 指责; 谴责; 控告

accuse ... of 因……指责或控告……

△ accusation /ə'kju:zətʃn/ *n.* 指责; 谴责; 控告

deliberately /dɪ'lɪbərətli/ *adv.* 故意地

so as to (do sth) 为了(做)……

△ deny /dɪ'naɪ/ *vt.* 否认; 拒绝

sceptical /'skeptɪkl/ *adj.* 怀疑的 (〈美〉skeptical)

guilty /'gɪlti/ *adj.* 犯罪的; 有罪的; 内疚的

dilemma /dɪ'lemə/ *n.* (进退两难的) 困境; 窘境

demand /dɪ'mə:nd/ *n.* 需求; 要求

vt. 强烈要求

△ demanding /dɪ'mə:ndɪŋ/ *adj.* 要求很高的;
费力的

publish /'pʌblɪʃ/ *vt.* 出版; 发行; 发表; 公布

△ scoop /sku:p/ *n.* 抢先获得的新闻、利润等;
勺子; 铲子

section /'sekʃn/ *n.* 部分; 节

△ concise /kən'saɪs/ *adj.* 简明的; 简练的

△ imaginative /ɪ'mædʒɪnətɪv/ *adj.* 富于想象力的

technical /'teknɪkl/ *adj.* 技术(上)的; 技巧方面的

technically /'teknɪkəli/ *adv.* 技术上; 工艺上

thorough /'θʌrə/ *adj.* 彻底的; 详尽的

gifted /'gɪftɪd/ *adj.* 有天赋的

△ idiomatic /ɪ'dɪə'mætɪk/ *adj.* 惯用的;

合乎语言习惯的

housewife /'haʊswaɪf/ *n.* 家庭主妇

crime /kraɪm/ *n.* 罪行; 犯罪

edition /ɪ'dɪʃn/ *n.* 版(本); 版次

ahead of 在……前面

department /dɪ'pɑ:tmənt/ *n.* 部门; 部; 处; 系

accurate /'ækjʊrət/ *adj.* 精确的; 正确的

senior /'si:nɪə/ *adj.* 年长的; 高年级的; 高级的

polish /'pɒlɪʃ/ *vt.* 擦亮; 磨光; 润色

chief /tʃi:f/ *adj.* 主要的; 首席的

n. 首领; 长官

approve /ə'pru:v/ *vt.* 赞成; 认可; 批准

process /'prəʊses/ *vt.* 加工; 处理

n. 过程; 程序; 步骤

△ negative /'negətɪv/ *n.* 底片; 否定

adj. 否定的; 消极的

appointment /ə'pɔɪntmənt/ *n.* 约会; 任命

Unit 5

aid /eɪd/ *n. & vt.* 帮助; 援助; 资助

first aid (对伤患者的) 急救

temporary /'tempərəri/ *adj.* 暂时的; 临时的

fall ill 生病

injury /ɪn'dʒəri/ *n.* 损伤; 伤害

bleed /bli:d/ *vi. & vt.* (bled, bled) 流血

△ nosebleed /'nəʊzbleɪd/ *n.* 鼻出血; 流鼻血

△ sprain /spreɪn/ *vt.* 扭伤

△ sprained /spreɪnd/ *adj.* 扭伤的

ankle /'æŋkl/ *n.* 踝(关节)

choke /tʃəʊk/ *vi. & vt.* (使) 噎住; (使) 窒息

cupboard /'kʌbəd/ *n.* 橱柜; 衣柜

skin /skɪn/ *n.* 皮; 皮肤

△ essential /ɪ'senʃl/ *adj.* 最重要的; 不可缺少的;
本质的

organ /'ɔ:gən/ *n.* 器官

△ layer /'leɪə/ *n.* 层; 层次

barrier /'bæriə/ *n.* 屏障; 障碍(物)

poison /'pɔɪzn/ *n.* 毒药; 毒害

vt. 毒害; 使中毒

- ray /reɪ/ *n.* 光线; 射线
- complex /'kɒmpleks/ *adj.* 复杂的
- variety /və'raɪəti/ *n.* 变化; 多样(化); 多变(性)
- liquid /'lɪkwɪd/ *n.* 液体
- radiation /,reɪdɪ'eɪʃn/ *n.* 辐射; 射线
- mild /maɪld/ *adj.* 轻微的; 温和的; 温柔的
mildly /'maɪldli/ *adv.* 轻微地; 温和地
- pan /pæn/ *n.* 平底锅; 盘子
- stove /stəʊv/ *n.* 炉子; 火炉
- △ heal /hi:l/ *vi. & vt.* (使) 康复; (使) 化解
- tissue /'tɪʃu:/ *n.* (生物) 组织; 薄的织物; 手巾纸
- electric shock** 触电; 电休克
- swell** /swel/ *vi. & vt.* (swelled, swollen)
(使) 膨胀; 隆起
swollen /'swɒlənd/ *adj.* 肿胀的
- △ blister /'blɪstə/ *n.* 水泡
vi. & vt. (使) 起泡
- △ watery /'wɔ:təri/ *adj.* (似) 水的
- △ char /tʃɑ:/ *vi.* 烧焦
- △ nerve /nɜ:v/ *n.* 神经; 胆量
- scissors /'sɪzəz/ *n.* (*pl.*) 剪刀
- unbearable /ʌn'beərəbl/ *adj.* 难以忍受的;
不能容忍的
- basin /'beɪsn/ *n.* 盆; 盆地
- squeeze** /skwi:z/ *vt. & vi.* 榨; 挤; 压榨
squeeze out 榨出; 挤出
- over and over again** 反复; 多次
- bandage /'bændɪdʒ/ *n.* 绷带
- in place** 在适当的位置; 适当
- △ ointment /'ɔɪntmənt/ *n.* 药膏; 油膏
- △ infection /ɪn'fekʃn/ *n.* 传染; 传染病; 感染
- vital /'vaɪtl/ *adj.* 至关重要的; 生死攸关的
- symptom /'sɪmptəm/ *n.* 症状; 征兆
- △ label /'leɪbl/ *vt.* 加标签或标记; 分类
n. 标签; 标记
- kettle /'ketl/ *n.* (水) 壶; 罐
- pour** /pɔ:(r)/ *vt. & vi.* 倒; 灌; 注; 涌
- wrist /rɪst/ *n.* 手腕
- damp /dæmp/ *adj.* 潮湿的
- △ Casey /'keɪsi/ 凯西(姓)
- sleeve /sli:v/ *n.* 袖子
- blouse /blaʊz/ *n.* 女衬衫
- tight /taɪt/ *adj.* 牢的; 紧的; 紧密的
tightly /'taɪtli/ *adv.* 紧地; 牢牢地
- firm /fɜ:m/ *adj.* (动作) 稳定有力的; 坚定的
firmly /'fɜ:mli/ *adv.* 坚固地; 稳定地
- throat /θrəʊt/ *n.* 咽喉; 喉咙
- △ Janson /'dʒænsn/ 詹森(姓)
- ceremony /'serɪməni/ *n.* 典礼; 仪式; 礼节
- bravery /'breɪvəri/ *n.* 勇敢; 勇气
- △ Slade /sleɪd/ 斯莱德(姓)
- △ stab /stæb/ *vt. & vi.* 刺; 戳; 刺伤
- a number of** 若干; 许多
- put one's hands on** 找到
- treat** /tri:t/ *vt. & vi.* 治疗; 对待; 款待
n. 款待; 招待
- apply** /ə'plai/ *vt.* 涂; 敷; 搽; 应用; 运用
vi. 申请; 请求; 使用; 有效
- pressure /'preʃə/ *n.* 压力; 挤压; 压迫(感)
- ambulance /'æmbjələns/ *n.* 救护车
- △ scheme /ski:m/ *n.* 方案; 计划
- △ Southerton /'saʊðətɪn/ 萨瑟顿(姓)
- make a difference** 区别对待; 有影响;
起(重要)作用
- △ bruise /bru:z/ *n. & vi.* 瘀伤; 擦伤

Vocabulary

总词表

- A**
- a number of** 若干; 许多 (5)
- absorb** /əb'zɔ:b/ *vt.* 吸收; 吸引; 使专心 (1)
- accomplish** /ə'kʌmplɪʃ/ *vt.* 完成; 达到; 实现 (2)
- accurate** /'ækjʊrət/ *adj.* 精确的; 正确的 (4)
- accuse** /ə'kju:z/ *vt.* 指责; 谴责; 控告 (4)
- accuse ... of** 因……指责或控告…… (4)
- △ **accusation** /'ækju:'zeɪʃn/ *n.* 指责; 谴责; 控告 (4)
- acquire** /ə'kwɪə/ *vt.* 获得; 取得; 学到 (4)
- adjustment** /ə'dʒʌstmənt/ *n.* 调整; 调节 (3)
- administration** /əd,mɪnɪ'streɪʃn/ *n.* 管理; 行政部门 (2)
- admirable** /əd'mɪərəbl/ *adj.* 值得赞扬的; 令人钦佩的 (4)
- ahead of** 在……前面 (4)
- aid** /eɪd/ *n. & vt.* 帮助; 援助; 资助 (5)
- △ **alien** /'eɪliən/ *n.* 外星人; 外国人
adj. 陌生的; 外国的; 外星球的 (3)
- alike** /ə'laɪk/ *adj.* 相同的; 类似的 (2)
- amateur** /'æmətə/ *n.* 业余爱好者 (4)
- ambulance** /'æmbjʊləns/ *n.* 救护车 (5)
- analyse** /'ænəlaɪz/ *vt.* 分析 (1)
- △ **Anglo-Saxon** /'æŋgləʊ'sæksn/
n. 盎格鲁-撒克逊人
adj. 盎格鲁-撒克逊人的 (2)
- ankle** /'æŋkl/ *n.* 踝 (关节) (5)
- announce** /ə'naʊns/ *vt.* 宣布; 通告 (1)
- apart from** 除……之外; 此外 (1)
- apply** /ə'plai/ *vt.* 涂; 敷; 搽; 应用; 运用
vi. 申请; 请求; 使用; 有效 (5)
- appointment** /ə'pɔɪntmənt/ *n.* 约会; 任命 (4)
- approve** /ə'pru:v/ *vt.* 赞成; 认可; 批准 (4)
- architecture** /'ɑ:kɪtektʃə/ *n.* 建筑学; 建筑艺术 (2)
- arrange** /ə'reɪndʒ/ *vt.* 筹备; 安排; 整理 (2)
- aspect** /'æspekt/ *n.* 方面; 层面 (3)
- assess** /ə'ses/ *vt.* 评估; 评定 (4)
- △ **assignment** /ə'saɪnmənt/ *n.* 任务; 分配 (4)
- assist** /ə'sɪst/ *vt.* 帮助; 协助; 援助 (4)
- assistant** /ə'sɪstənt/ *n.* 助手; 助理; 售货员 (4)
- attend** /ə'tend/ *vt.* 照顾; 护理; 出席; 参加 (1)
- attract** /ə'trækt/ *vt.* 吸引; 引起注意 (2)
- B**
- backward** /'bækwəd/ *adv. & adj.* 向后地 (的); 相反地 (的); 退步地 (的) (1)
- bandage** /'bændɪdʒ/ *n.* 绷带 (5)
- barrier** /'bæriə/ *n.* 屏障; 障碍 (物) (5)
- basin** /'beɪsn/ *n.* 盆; 盆地 (5)
- be back on one's feet** (困境后) 恢复; 完全复原 (3)
- (be) strict with ...** 对……严格的 (1)
- belt** /belt/ *n.* 腰带; 皮带 (3)
- blame** /bleɪm/ *vt.* 责备; 谴责
n. 过失; 责备 (1)
- bleed** /bli:d/ *vi. & vt.* (bled, bled) 流血 (5)
- △ **blister** /'blɪstə/ *n.* 水泡
vi. & vt. (使) 起泡 (5)
- blouse** /blaʊz/ *n.* 女衬衫 (5)
- bravery** /'breɪvəri/ *n.* 勇敢; 勇气 (5)
- break away (from)** 挣脱 (束缚); 脱离 (2)
- break down** (机器) 损坏; 破坏 (2)
- △ **brightness** /'braɪtnɪs/ *n.* 明亮; 亮度; 聪颖 (1)
- △ **bruise** /bru:z/ *n. & vi.* 瘀伤; 擦伤 (5)
- △ **Buckingham** /'bʌkɪŋəm/ Palace 白金汉宫 (2)
- button** /'bʌtn/ *n.* 钮扣; 按钮 (3)
- C**
- △ **Cambridge** /'keɪmbrɪdʒ/ Street 剑桥大街 (1)
- capsule** /'kæpsju:l/ *n.* 太空舱; 胶囊 (3)
- carriage** /'kærɪdʒ/ *n.* 运输工具; 四轮马车; 客车 (3)
- case** /keɪs/ *n.* 情况; 病例; 案例 (4)
- △ **Casey** /'keɪsi/ 凯西 (姓) (5)

- cautious /'kɔːʃəs/ *adj.* 小心的; 谨慎的 (1)
- ceremony /'serɪməni/ *n.* 典礼; 仪式; 礼节 (5)
- △ certainty /'sɜːntnti/ *n.* 确信; 确实 (1)
- challenge** /'tʃælɪndʒ/ *n.* 挑战 (1)
- vt.* 向……挑战 (1)
- △ char /tʃɑː/ *vi.* 烧焦 (5)
- characteristic /,kærɪktə'rɪstɪk/ *n.* 特征; 特性 (1)
- chart /tʃɑːt/ *n.* 图表 (1)
- chief /tʃiːf/ *adj.* 主要的; 首席的 (4)
- n.* 首领; 长官 (4)
- choke /tʃəʊk/ *vi. & vt.* (使) 噎住; (使) 窒息 (5)
- △ cholera /'kɒlərə/ *n.* 霍乱 (1)
- citizen /'sɪtɪzn/ *n.* 公民; 居民; 市民 (3)
- clarify /'klærɪfaɪ/ *vt.* 澄清; 阐明 (2)
- △ clue /kluː/ *n.* 线索; 提示 (1)
- colleague /'kɒliːg/ *n.* 同事 (4)
- collection /kə'leɪʃn/ *n.* 收藏品; 珍藏; 收集 (2)
- △ combination /,kɒmbɪ'neɪʃn/ *n.* 结合; 组合 (3)
- communism /'kɒmjənɪzəm/ *n.* 共产主义 (2)
- complex /'kɒmpleks/ *adj.* 复杂的 (5)
- concentrate** /'kɒnsəntreɪt/ *vi. & vt.* 集中; 聚集 (4)
- concentrate on** 集中; 全神贯注于 (4)
- △ concise /kən'saɪs/ *adj.* 简明的; 简练的 (4)
- conclude** /kən'kluːd/ *vt. & vi.* 结束; 推断出 (1)
- conclusion /kən'kluːʒn/ *n.* 结论; 结束 (1)
- conflict /'kɒnflɪkt/ *n.* 矛盾; 冲突 (2)
- consist** /kən'sɪst/ *vi.* 组成; 在于; 一致 (2)
- consist of** 由……组成 (2)
- consistent /kən'sɪstənt/ *adj.* 一致的 (2)
- constant** /'kɒnstənt/ *adj.* 时常发生的; 连续不断的 (3)
- constantly /'kɒnstəntli/ *adv.* 不断地 (3)
- construct /kən'strʌkt/ *vt.* 建设; 修建 (1)
- construction /kən'strʌkʃn/ *n.* 建设; 建筑物 (1)
- contribute** /kən'trɪbjʊːt/ *vt. & vi.* 捐献; 贡献; 捐助 (1)
- convenience /kən'viːniəns/ *n.* 便利; 方便 (2)
- △ co-operative /kəʊ'ɒpərətɪv/ *adj.* 合作的 (1)
- countryside /'kʌntrɪsaɪd/ *n.* 乡下; 农村 (2)
- △ creative /'kriː'eɪtɪv/ *adj.* 有创造力的; 创造性的; 独创的 (1)
- credit /'kredɪt/ *n.* 信任; 学分; 赞扬; 信贷 (2)
- crime /kraɪm/ *n.* 罪行; 犯罪 (4)
- cupboard /'kʌbəd/ *n.* 橱柜; 衣柜 (5)
- cure** /kjʊə/ *n.* 治愈; 痊愈 (1)
- vt.* 治愈; 治疗 (1)
- currency /'kʌrənsɪ/ *n.* 货币; 通货 (2)
- D**
- damp /dæmp/ *adj.* 潮湿的 (5)
- deadline /'dedlaɪn/ *n.* 最后期限 (4)
- △ deadly /'dedli/ *adj.* 致命的 (1)
- defeat** /di'fi:t/ *vt.* 打败; 战胜; 使受挫 (1)
- n.* 失败 (1)
- deliberately /dɪ'lɪbərətli/ *adv.* 故意地 (4)
- delight** /dɪ'laɪt/ *n.* 快乐; 高兴; 喜悦 (2)
- vt.* 使高兴; 使欣喜 (2)
- delighted** /dɪ'laɪtɪd/ *adj.* 快乐的; 欣喜的 (4)
- demand** /dɪ'mɑːnd/ *n.* 需求; 要求 (4)
- vt.* 强烈要求 (4)
- △ demanding /dɪ'mɑːndɪŋ/ *adj.* 要求很高的; 费力的 (4)
- △ deny /dɪ'naɪ/ *vt.* 否认; 拒绝 (4)
- department /dɪ'pɑːtmənt/ *n.* 部门; 部; 处; 系 (4)
- depend on** 依靠; 依赖 (4)
- description /dɪ'skrɪpʃn/ *n.* 描写; 描述 (2)
- desert** /'dezət/ *n.* 沙漠; 荒原 (3)
- dilemma /dɪ'lemə/ *n.* (进退两难的) 困境; 窘境 (4)
- △ dispose /dɪ'spəʊz/ *vt.* 布置; 安排 (3)
- △ disposal /dɪ'spəʊzl/ *n.* 清除; 处理 (3)
- divide ... into** 把……分成 (2)
- draw a conclusion** 得出结论 (1)
- dustbin /'dʌstbɪn/ *n.* 垃圾箱 (3)
- E**
- eager /'iːgə/ *adj.* 渴望的; 热切的 (4)
- ecology /i'kɒlədʒɪ/ *n.* 生态; 生态学 (3)
- edition /i'dɪʃn/ *n.* 版(本); 版次 (4)

- editor /'editə/ *n.* 编辑 (4)
- △ educational /,edju'keɪʃənl/ *adj.* 教育的 (2)
- △ efficiency /'ɪfɪnsi/ *n.* 效率; 功效 (3)
- △ efficient /'ɪfɪnt/ *adj.* 效率高的; 有能力的 (3)
- electric shock** 触电; 电休克 (5)
- enjoyable /ɪn'dʒɔɪəbl/ *adj.* 令人愉快的; 使人高兴的 (2)
- △ enormous /ɪ'nɔ:məs/ *adj.* 巨大的; 庞大的 (3)
- enquiry /ɪn'kwærɪ/ *n.* 询问 (1)
- enthusiastic /ɪn.θju:zɪ'æstɪk/ *adj.* 热情的; 热心的 (1)
- error /'erə/ *n.* 错误; 过失; 谬误 (2)
- △ essential /ɪ'senʃl/ *adj.* 最重要的; 不可缺少的; 本质的(5)
- △ etc /ɪt'setərə/ *abbr.* 诸如此类; 等等 (3)
- △ exhausted /ɪg'zɔ:stɪd/ *adj.* 筋疲力尽的; 疲惫不堪的 (3)
- expert /'ekspɜ:t/ *adj.* 熟练的; 经验或知识丰富的
n. 专家; 行家 (1)
- △ expertise /,ekspɜ:'ti:z/ *n.* 专家意见; 专门知识 (技能等) (3)
- expose** /ɪk'spəʊz/ *vt.* 暴露; 揭露; 使曝光 (1)
- expose ... to** 使显露; 暴露 (1)
- F**
- fall ill** 生病 (5)
- fasten /'fɑ:sn/ *vt.* 系牢; 扎牢 (3)
- fax /fæks/ *n.* 传真 (机)
vt. 用传真传输 (文件) (2)
- firework /'faɪəwɜ:k/ *n.* 烟火 (燃放) (1)
- firm /fɜ:m/ *adj.* (动作) 稳定有力的; 坚定的(5)
- firmly /'fɜ:mlɪ/ *adv.* 坚固地; 稳定地 (5)
- first aid** (对伤患者的) 急救 (5)
- flash /flæʃ/ *vt. & vi.* (使) 闪光; (使) 闪现 (3)
- △ flashback /'flæʃbæk/ *n.* 闪回; 倒叙 (3)
- fold** /fəʊld/ *vt.* 折叠; 对折 (2)
- foresee /fɔ:'si:/ *vt.* (foresaw, foreseen) 预见; 预知 (1)
- furnished /'fɜ:nɪʃt/ *adj.* 配备好装备的; 带家具的 (2)

G

- △ germ /dʒɜ:m/ *n.* 微生物; 细菌 (1)
- gifted /'gɪftɪd/ *adj.* 有天赋的 (4)
- goods /gudz/ *n.* 货物 (3)
- greedy /'gri:di/ *adj.* 贪吃的; 贪婪的; 贪心的 (3)
- △ Greenwich /'ɡrenɪdʒ/ *n.* 格林尼治 (英城市) (2)
- guide** /ɡaɪd/ *n.* 指导; 向导; 导游
vt. 指引; 指导 (3)
- guilty /'ɡɪltɪ/ *adj.* 犯罪的; 有罪的; 内疚的 (4)

H

- handle** /'hændl/ *n.* 柄; 把手
vt. 处理; 操纵 (1)
- △ heal /hi:l/ *vi. & vt.* (使) 康复; (使) 化解 (5)
- △ Highgate Cemetery /'haɪɡeɪt 'semətəri/
海格特墓地 (英伦敦北郊,
内有马克思及其家人的坟墓) (2)
- △ historical /hɪs'tɔ:rikl/ *adj.* 历史 (上) 的;
有关历史的 (2)
- housewife /'haʊswaɪf/ *n.* 家庭主妇 (4)
- △ hover /'hɒvə/ *vi.* 盘旋 (3)

I

- △ idiomatic /,ɪdɪə'mætɪk/ *adj.* 惯用的;
合乎语言习惯的(4)
- △ imaginary /ɪ'mædʒɪnəri/ *adj.* 想象中的; 假想的;
虚构的 (2)
- △ imaginative /ɪ'mædʒɪnətɪv/ *adj.* 富于想象力的(4)
- △ imitate /ɪ'mɪteɪt/ *vt.* 模仿; 仿造 (3)
- impression** /ɪm'preʃn/ *n.* 印象; 感想; 印记 (3)
- in place** 在适当的位置; 适当 (5)
- △ infect /ɪn'fekt/ *vt.* 传染; 感染 (1)
- △ infection /ɪn'fekʃn/ *n.* 传染; 传染病; 感染(5)
- △ infectious /ɪn'fekʃəs/ *adj.* 传染的 (1)
- inform** /ɪn'fɔ:m/ *vt.* 告知; 通知 (4)
- injury /ɪn'dʒəri/ *n.* 损伤; 伤害 (5)
- instant** /ɪnstənt/ *n.* 瞬间; 片刻
adj. 立即的; 立刻的 (3)
- institution /ɪn'stɪ'tju:ʃn/ *n.* 制度; 机制; 公共机构(2)

- instruct /ɪn'strʌkt/ *vt.* 命令；指示；教导 (1)
- △ interviewee /ɪntəvju:'i/ *n.* 参加面试者；接受采访者 (4)
- △ investigate /ɪn'vestɪgeɪt/ *vt. & vi.* 调查 (1)
- △ investigation /ɪn'vestɪ'geɪʃn/ *n.* 调查 (1)
- △ involve /ɪn'vɒlv/ *vt.* 牵涉；涉及；包括；使参与（卷入）…… (4)
- J**
- △ Janson /dʒænsn/ 詹森（姓） (5)
- jet /dʒet/ *n.* 喷气式飞机 (3)
- △ jet lag 飞行时差反应 (3)
- journalist /dʒɜ:nəlist/ *n.* 记者；新闻工作者 (4)
- K**
- kettle /'ketl/ *n.* (水) 壶；罐 (5)
- kingdom /'kɪŋdəm/ *n.* 王国 (2)
- L**
- △ label /'leɪbl/ *vt.* 加标签或标记；分类
n. 标签；标记 (5)
- lack /læk/ *vi. & vt.* 缺乏；没有
n. 缺乏；短缺的东西 (3)
- △ layer /'leɪə/ *n.* 层；层次 (5)
- leave out 省去；遗漏；不考虑 (2)
- link /lɪŋk/ *vt. & n.* 连接；联系 (1)
- link ... to ... 将……和……联系或连接起来 (1)
- liquid /'lɪkwɪd/ *n.* 液体 (5)
- △ London Heathrow /'hi:θrəʊ/ Airport
伦敦希思罗机场 (2)
- △ longitude /'lɒndʒɪtju:d/ *n.* 经线；经度 (2)
- △ loop /lu:p/ *n.* 圈；环 (1)
- lose sight of ... 看不见…… (3)
- M**
- make a difference 区别对待；有影响；起（重要）作用 (5)
- make sense 讲得通；有意义 (1)
- △ manufacture /mænju'fæktʃə/ *vt.* (用机器)
- 大量生产；成批制造 (3)
- mask /mɑ:sk/ *n.* 面具；面罩；伪装 (3)
- material /mə'tɪəriəl/ *n.* 原料；材料 (3)
- meanwhile /'mi:nwaɪl/ *adv.* 其间；同时 (4)
- △ Midlands /'mɪdləndz/ 英格兰中部地区（英） (2)
- mild /maɪld/ *adj.* 轻微的；温和的；温柔的 (5)
- mildly /'maɪldli/ *adv.* 轻微地；温和地 (5)
- motivation /məʊti'veɪʃn/ *n.* 动机 (3)
- △ moveable /'mu:vəbl/ *adj.* 可移动的；活动的 (3)
- movement /'mu:vmənt/ *n.* 移动；运动；动作 (1)
- mud /mʌd/ *n.* 泥（浆） (3)
- N**
- nationwide /,neiʃən'waɪd/ *adj.* 全国性的；全国范围的 (2)
- △ navigation /,nævɪ'geɪʃn/ *n.* 导航；航行 (2)
- △ negative /'negətɪv/ *n.* 底片；否定
adj. 否定的；消极的 (4)
- neighbourhood /'neɪbəhʊd/ *n.* 附近；邻近 (1)
- △ nerve /nɜ:v/ *n.* 神经；胆量 (5)
- △ Nicolaus Copernicus /'nikələs kəʊ'pɜ:nɪkəs/
尼古拉·哥白尼（波兰天文学家） (1)
- △ Norman /'nɔ:mən/ *n.* 诺曼人；诺曼语
adj. 诺曼的；诺曼人(语)的 (2)
- △ Northern Ireland /'aɪələnd/ 北爱尔兰（英） (2)
- △ nosebleed /'nəʊzbli:d/ *n.* 鼻出血；流鼻血 (5)
- O**
- △ ointment /'ɔɪntmənt/ *n.* 药膏；油膏 (5)
- opening /'əʊpnɪŋ/ *n.* (出入的) 通路；开口；开端 (3)
- △ opportunity /,ɒpə'tju:nəti/ *n.* 机会；时机 (2)
- optimistic /,ɒptɪ'mɪstɪk/ *adj.* 乐观（主义）的 (3)
- organ /'ɔ:gən/ *n.* 器官 (5)
- △ original /ə'ɪrɪdʒənəl/ *adj.* 最初的；原始的；独创的；新颖的 (2)
- △ outbreak /'aʊtbreɪk/ *n.* 爆发；发作
(尤指疾病或战争) (1)
- over and over again 反复；多次 (5)

P

- painter /'peɪntə/ *n.* 画家; 油漆匠 (1)
- pan /pæn/ *n.* 平底锅; 盘子 (5)
- △ pedal /'pedl/ *n.* 踏板; 脚蹬 (3)
- △ pessimistic /'pesɪ'mɪstɪk/ *adj.* 悲观(主义)的 (3)
- photograph /'fəʊtəgrɑ:f/ *n.* 照片
vt. 给……照相 (4)
- photographer /fə'tɒgrəfə/ *n.* 摄影师 (4)
- △ photography /fə'tɒgrəfɪ/ *n.* 摄影 (4)
- physician /fɪ'zɪʃn/ *n.* 医生; 内科医师 (1)
- plus /plʌs/ *prep.* 加上; 和
adj. 加的; 正的; 零上的 (2)
- poison /'pɔɪzn/ *n.* 毒药; 毒害
vt. 毒害; 使中毒 (5)
- polish /'pɒlɪʃ/ *vt.* 擦亮; 磨光; 润色 (4)
- pollute /pə'lu:t/ *vt.* 污染; 弄脏 (1)
- port /pɔ:t/ *n.* 港口(城市) (2)
- positive /'pɒzətɪv/ *adj.* 积极的; 肯定的; 确实的 (1)
- possibility /'pɒsə'bɪlətɪ/ *n.* 可能(性) (2)
- postage /'pəʊstɪdʒ/ *n.* 邮资 (3)
- postcode /'pəʊstkəʊd/ *n.* 邮政编码 (3)
- pot /pɒt/ *n.* 罐; 壶 (2)
- pour /pɔ:(r)/ *vt. & vi.* 倒; 灌; 注; 涌 (5)
- press /pres/ *vi. & vt.* 按; 压; 逼迫
n. 按; 压; 印刷; 新闻 (3)
- pressure /'preʃə/ *n.* 压力; 挤压; 压迫(感) (5)
- previous /'pri:vɪəs/ *adj.* 在前的; 早先的 (3)
- △ privately /'praɪvətli/ *adv.* 私下地; 秘密地 (1)
- process /'prəʊses/ *vt.* 加工; 处理
n. 过程; 程序; 步骤 (4)
- profession /prə'feʃn/ *n.* 职业; 专业 (4)
- professional /prə'feʃənl/ *adj.* 专业的; 职业的
n. 专业人员 (4)
- province /'prɒvɪns/ *n.* 省; 行政区 (2)
- publish /'pʌblɪʃ/ *vt.* 出版; 发行; 发表; 公布 (4)
- pump /pʌmp/ *n.* 泵; 抽水机
vt. (用泵)抽(水) (1)
- put forward 提出 (1)
- put one's hands on 找到 (5)

Q

- quarrel /'kwɒrəl/ *n.* 争吵; 争论; 吵架
vi. 争吵; 吵架 (2)

R

- radiation /,rei'dɪeɪʃn/ *n.* 辐射; 射线 (5)
- radium /'reɪdɪəm/ *n.* 镭 (1)
- ray /rei/ *n.* 光线; 射线 (5)
- receiver /rɪ'si:və/ *n.* 接受者; 接收器; 电话听筒 (3)
- recycle /,ri:'saɪkl/ *vt.* 回收利用; 再利用 (3)
- reject /rɪ'dʒekt/ *vt.* 拒绝; 不接受; 抛弃 (1)
- representative /,reprɪ'zentətɪv/ *n.* 代表; 典型人物
adj. 典型的; 有代表性的(3)
- △ responsible /rɪ'spɒnsəbl/ *adj.* 有责任的;
负责的 (1)
- △ revolutionary /,revə'lju:ʃənəri/ *adj.* 革命的;
重大变革的 (1)
- △ ribbon /'rɪbən/ *n.* 丝带; 带状物 (3)
- △ River Avon /'eɪvən/ 埃文河 (2)
- △ River Severn /'sevən/ 塞文河 (2)
- △ River Thames /'temz/ 泰晤士河 (2)
- △ Roman /'rəʊmən/ *n.* (古)罗马人
adj. (古)罗马的 (2)
- rough /rʌf/ *adj.* 粗糙的; 粗暴的 (2)
- roughly /'rʌfli/ *adv.* 粗略地; 粗糙地 (2)
- royal /'rɔɪəl/ *adj.* 王室的; 皇家的; 高贵的 (2)

S

- safety belt 安全带 (3)
- sceptical /'skeptɪkl/ *adj.* 怀疑的
(〈美〉skeptical) (4)
- △ scheme /ski:m/ *n.* 方案; 计划 (5)
- scientific /,saɪən'tɪfɪk/ *adj.* 科学的 (1)
- scissors /'sɪzəz/ *n.* (pl) 剪刀 (5)
- △ scoop /sku:p/ *n.* 抢先获得的新闻、利润等;
勺子; 铲子 (4)
- △ Scotland /'skɒtlənd/ 苏格兰(英) (2)
- section /'sekʃn/ *n.* 部分; 节 (4)
- senior /'si:nɪə/ *adj.* 年长的; 高年级的; 高级的(4)

- settlement** /ˈsetlmənt/ *n.* 定居; 解决 (3)
- severe** /siˈviə/ *adj.* 严重的; 剧烈的; 严厉的 (1)
- sideways** /ˈsaɪdweɪz/ *adv.* 往(向、从)一侧;
侧着; 侧面朝前 (3)
- sightseeing** /ˌsaɪtˈsi:ɪŋ/ *n.* 观光; 游览 (2)
- skin** /skɪn/ *n.* 皮; 皮肤 (5)
- △ **Slade** /sleɪd/ 斯莱德(姓) (5)
- sleeve** /sli:v/ *n.* 袖子 (5)
- slide into** (快捷而悄声地) 移动; 溜进…… (3)
- so as to (do sth)** 为了(做)…… (4)
- △ **Southerton** /ˈsʌðətɒn/ 萨瑟顿(姓) (5)
- speed up** 加速 (3)
- spin** /spɪn/ *vi. & vt.* (spun, spun)(使) 旋转;
纺(线或纱) (1)
- splendid** /ˈsplendɪd/ *adj.* 壮丽的; 辉煌的;
极好的 (2)
- △ **sprain** /spreɪn/ *vt.* 扭伤 (5)
- △ **sprained** /spreɪnd/ *adj.* 扭伤的 (5)
- squeeze** /skwi:z/ *vt. & vi.* 榨; 挤; 压榨 (5)
- squeeze out** 榨出; 挤出 (5)
- △ **St Paul's Cathedral** /sənt ˌpɔ:lz kəˈθi:drəl/
圣保罗大教堂 (2)
- △ **stab** /stæb/ *vt. & vi.* 刺; 戳; 刺伤 (5)
- statue** /ˈstætʃu:/ *n.* 塑像; 雕像 (2)
- steward** /ˈstju:əd/ *n.* 乘务员; 服务员 (3)
- stewardess** /ˈstjuəˈdes/ *n.* 女乘务员 (3)
- stove** /stəʊv/ *n.* 炉子; 火炉 (5)
- submit** /səbˈmɪt/ *vt.* 递交; 呈递(文件等) (4)
- surroundings** /səˈraʊndɪŋz/ *n.* 周围的事物; 环境
surrounding *adj.* 周围的 (3)
- suspect** /səˈspekt/ *vt.* 认为; 怀疑
/ˈsʌspekt/ *n.* 被怀疑者; 嫌疑犯 (1)
- swallow** /ˈswɒləʊ/ *vt.* 吞下; 咽下 (3)
- sweep up** 打扫; 横扫 (3)
- swell** /swel/ *vi. & vt.* (swelled, swollen)
(使) 膨胀; 隆起 (5)
- swollen** /ˈswɒləʊn/ *adj.* 肿胀的 (5)
- switch** /swɪtʃ/ *n.* 开关; 转换
vt. 转换 (3)
- symptom** /ˈsɪmptəm/ *n.* 症状; 征兆 (5)
- T**
- tablet** /ˈtæblɪt/ *n.* 药片 (3)
- take the place of** 代替 (2)
- take up** 拿起; 接受; 开始; 继续 (3)
- technical** /ˈteknɪkl/ *adj.* 技术(上)的;
技巧方面的 (4)
- technically** /ˈteknɪkəl/ *adv.* 技术上; 工艺上 (4)
- temporary** /ˈtempərəri/ *adj.* 暂时的; 临时的 (5)
- tense** /tens/ *n.* 时态 (2)
- △ **the Union Jack** 英国国旗 (2)
- thorough** /ˈθɒrə/ *adj.* 彻底的; 详尽的 (4)
- thrill** /θrɪl/ *vt.* 使激动; 使胆战心惊 (2)
- throat** /θrəʊt/ *n.* 咽喉; 喉咙 (5)
- tight** /taɪt/ *adj.* 牢的; 紧的; 紧密的 (5)
- tightly** /ˈtaɪtli/ *adv.* 紧地; 牢牢地 (5)
- timetable** /ˈtaɪmˌteɪbl/ *n.* 时间表; 时刻表 (3)
- tissue** /ˈtɪʃu:/ *n.* (生物) 组织; 薄的织物;
手巾纸 (5)
- to one's credit** 为……带来荣誉;
值得赞扬; 在……名下 (2)
- tolerate** /ˈtɒləreɪt/ *vt.* 容忍; 忍受 (3)
- treat** /tri:t/ *vt. & vi.* 治疗; 对待; 款待
n. 款待; 招待 (5)
- typewriter** /ˈtaɪpˌraɪtə/ *n.* 打字机 (3)
- typist** /ˈtaɪpɪst/ *n.* 打字员 (3)
- U**
- unbearable** /ˌʌnˈbeərəbl/ *adj.* 难以忍受的;
不能容忍的 (5)
- uncertain** /ˌʌnˈsɜ:tɪn/ *adj.* 不确切的; 无把握的 (3)
- △ **unforgettable** /ˌʌnfəˈgetəbl/ *adj.* 难忘的;
永远记得的(4)
- uniform** /ˈju:nɪfɔ:m/ *n.* 制服 (2)
- union** /ˈju:njən/ *n.* 联合; 联盟; 结合; 协会 (2)
- unite** /juːˈnaɪt/ *vi. & vt.* 联合; 团结 (2)
- universe** /ˈju:nɪvɜ:s/ *n.* 宇宙; 世界 (1)
- unusual** /ˌʌnˈju:ʒʊəl/ *adj.* 不同寻常的; 独特的 (4)

unwilling /ˌʌnˈwɪlɪŋ/ *adj.* 不愿意 (的),
不乐意 (的) (2)
update /ˌʌpˈdeɪt/ *vt.* 更新; 使现代化 (4)

V

variety /vəˈraɪəti/ *n.* 变化; 多样(化); 多变(性) (5)
victim /ˈvɪktɪm/ *n.* 受害者 (1)
△ Viking /ˈvaɪkɪŋ/ *n.* 北欧海盗;
斯堪的纳维亚人 (2)

vital /ˈvaɪtəl/ *adj.* 至关重要的; 生死攸关的 (5)

W

△ Wales /weɪlz/ 威尔士(英) (2)
△ watery /ˈwɔ:təri/ *adj.* (似) 水的 (5)
wedding /ˈwedɪŋ/ *n.* 婚礼 (2)
△ Westminster Abbey /ˈwestmɪnstəˈæbi/
威斯敏斯特教堂 (英国名人墓地) (2)
wrist /rɪst/ *n.* 手腕 (5)

Irregular verbs

不规则动词

| Infinitive | Past tense | Past participle |
|------------|-------------------------|-------------------|
| arise | arose | arisen |
| be | | been |
| am, is | was /wɒz, wəz/ | |
| are | were /wɜː, wə/ | |
| beat | beat | beaten /'bi:tɪn/ |
| become | became | become |
| begin | began | begun |
| bend | bent | bent |
| bet | bet | bet |
| bite | bit | bitten |
| bleed | bled /bled/ | bled |
| blow | blew /bluː/ | blown /bləʊn/ |
| break | broke | broken /'brəʊkən/ |
| bring | brought /brɔ:t/ | brought |
| broadcast | broadcast | broadcast |
| build | built /bɪlt/ | built |
| burn | burnt, burned | burnt, burned |
| burst | burst | burst |
| buy | bought /bɔ:t/ | bought |
| can | could /kʊd/ | — |
| catch | caught /kɔ:t/ | caught |
| choose | chose | chosen /'tʃəʊzn/ |
| come | came | come |
| cost | cost | cost |
| cut | cut | cut |
| deal | dealt /delt/ | dealt |
| dig | dug | dug |
| do | did | done /dʌn/ |
| draw | drew /druː/ | drawn /drɔ:n/ |
| dream | dreamt /dremt/, dreamed | dreamt, dreamed |
| drink | drank | drunk |
| drive | drove | driven /'drɪvn/ |
| eat | ate | eaten /'i:tɪn/ |
| fall | fell | fallen /'fɔ:lən/ |

| Infinitive | Past tense | Past participle |
|-------------------|-------------------|------------------------|
| feed | fed | fed |
| feel | felt | felt |
| fight /faɪt/ | fought /fɔ:t/ | fought |
| find | found /faʊnd/ | found |
| fly | flew /flu:/ | flown /fləʊn/ |
| foresee | foresaw | foreseen |
| forget | forgot /fə'gɒt/ | forgotten /fə'gɒtn/ |
| forgive | forgave /fə'gɛv/ | forgiven /fə'gɪv/ |
| freeze | froze | frozen |
| get | got | got |
| give | gave | given /'gɪv/ |
| go | went | gone /gɒn/ |
| grow | grew /gru:/ | grown /grəʊn/ |
| hang | hung, hanged | hung, hanged |
| have, has | had | had |
| hear | heard /hɜ:d/ | heard |
| hide | hid | hidden /'hɪdən/, hid |
| hit | hit | hit |
| hold | held | held |
| hurt | hurt | hurt |
| keep | kept | kept |
| know | knew /nju:/ | known /nəʊn/ |
| lay | laid | laid |
| lead | led | led |
| learn | learnt, learned | learnt, learned |
| leave | left | left |
| lend | lent | lent |
| let | let | let |
| lie /laɪ/ | lay /leɪ/ | lain /leɪn/ |
| light | lit, lighted | lit, lighted |
| lose /lu:z/ | lost | lost |
| make | made | made |
| may | might /maɪt/ | — |
| mean | meant /ment/ | meant |
| meet | met | met |
| misread | misread /mɪs'red/ | misread /mɪs'red/ |
| mistake | mistook | mistaken /mɪs'teɪkən/ |
| misunderstand | misunderstood | misunderstood |
| must | must | — |

| Infinitive | Past tense | Past participle |
|-------------------|-------------------------|------------------------|
| pay | paid | paid |
| put | put | put |
| read | read /red/ | read |
| rid | rid, rided | rid, rided |
| ride | rode | ridden /'rɪdn/ |
| ring | rang | rung |
| rise | rose | risen /'rɪzn/ |
| run | ran | run |
| say | said /sed/ | said |
| see | saw /sɔ:/ | seen |
| seek | sought /sɔ:t/ | sought |
| sell | sold /səʊld/ | sold |
| send | sent | sent |
| set | set | set |
| shake | shook | shaken |
| shall | should /ʃʊd/ | — |
| shine | shone /ʃɒn/, shined | shone, shined |
| show | showed | shown /ʃəʊn/, showed |
| shut | shut | shut |
| sing | sang | sung |
| sink | sank, sunk | sunk, sunken |
| sit | sat | sat |
| sleep | slept | slept |
| slide | slid | slid |
| smell | smelt, smelled | smelt, smelled |
| sow | sowed | sown /səʊn/, sowed |
| speak | spoke | spoken /'spəʊkən/ |
| spell | spelt, spelled | spelt, spelled |
| spellbind | spellbound /'spelbaʊnd/ | spellbound |
| spend | spent | spent |
| spill | spilt | spilt |
| spin | spun | spun |
| spit | spat | spat |
| spoil | spoilt | spoilt |
| spread | spread | spread |
| stand | stood /stʊd/ | stood |
| steal | stole | stolen /'stəʊlən/ |
| stick | stuck | stuck |
| strike | struck | struck, stricken |
| swell | swelled | swollen /'swəʊlən/ |

| Infinitive | Past tense | Past participle |
|-------------------|-------------------|---------------------------------|
| sweep | swept | swept |
| swim | swam | swum |
| swing | swung /swʌŋ/ | swung |
| take | took | taken /ˈteɪkən/ |
| teach | taught /tɔ:t/ | taught |
| tell | told /təʊld/ | told |
| think | thought /θɔ:t/ | thought |
| throw | threw /θru:/ | thrown /θrəʊn/ |
| understand | understood | understood |
| upset | upset | upset |
| wake | waked, woke | waked, woken /ˈwəʊkən/, woke |
| wear | wore /wɔ:/ | worn /wɔ:n/ |
| weave | wove /wəʊv/ | woven /ˈwəʊvən/ |
| will | would /wʊd/ | — |
| win | won /wʌn/ | won |
| write | wrote | written /ˈrɪtn/ |

Changes in international phonetic symbols for English

英语国际音标变化表

| 单元音 | 有变化 | | 无变化 | | |
|-----|---------|-----|-----|-----|----|
| | i → ɪ | 短元音 | e | 长元音 | i: |
| | u → ʊ | | æ | | u: |
| | ɔ → ɒ | | ə | | ɔ: |
| | ə: → ɜ: | | ʌ | | ɑ: |

| 双元音 | 有变化 | | |
|---------|---------|---------|----------|
| | ei → eɪ | əu → əʊ | iə → ɪə |
| | ai → aɪ | au → aʊ | eə → eɪə |
| ɔi → ɔɪ | | uə → ʊə | |

- 注: 1. 单元音 /i/ 改为 ɪ, 4 个有 /i/ 的双元音中的 /i/ 也都改为 ɪ, 即 /eɪ/, /aɪ/, /ɔɪ/, /ɪə/。
 2. 单元音 /u/ 改为 ʊ, 3 个有 /u/ 的双元音中的 /u/ 也都改为 ʊ, 即 /əʊ/, /aʊ/, /ɪə/。长元音 /u:/ 中的 /u/ 不变。
 3. /ɔ/ 只出现在单元音, 即 /ɔ/ 改为 ɒ, 而双元音 /ɔɪ/ 中的 /ɔ/ 不改, 只改 /i/, 即 /ɔɪ/。长元音 /ɔ:/ 中的 /ɔ/ 不变。
 4. /eə/ 改为 /eɪə/, 它的前一个元音与 /eɪ/ 中的前一个元音为同一个符号, 而 /eɪ/ 不再出现。
 5. /ɪə/ 改为 /ɪɪə/, 出现一个新的元音符号 /ɪɪə/。
 6. 辅音音标基本上没有变化。

The following picture is provided by *Colphoto*.

1. page 5 Picture

The following picture is provided by *China Daily*.

1. page 26 Picture

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本套教科书的编委会主任:刘道义;副主任:魏国栋、龚亚夫、郑旺全。

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我们还要感谢使用本套教材的实验区的师生们。希望你们在使用本套教材的过程中,能够及时把意见和建议反馈给我们,对此,我们将深表谢意。让我们携起手来,共同完成教材建设工作。我们的联系方式如下:

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