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普通高中课程标准实验教科书

# 英语 10

选修

NEW SENIOR ENGLISH FOR CHINA  
STUDENT'S BOOK 10

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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主 编 刘道义

副 主 编 龚亚夫 郑旺全

编 者 Dodie Brooks Maggie Aldhamland Joanna Karmel

责 任 编 辑 肖 菲 马晓蕾 辜翔宇

绘 画 王国栋 王 剑

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# CONTENTS

Unit	Topics	Functional items
<b>1</b> Nothing ventured, nothing gained P1	Human qualities: perseverance in the face of hardship, team-spirit, optimism Persevering heroes and heroines	Opinion and argument
<b>2</b> King Lear P11	Shakespeare's play: King Lear Biography of Shakespeare Flattery vs honesty	Emotions (anger, sadness, friendliness, unfriendliness, etc)
<b>3</b> Fairness for all P21	Fighting against racial discrimination and inequality The Montgomery Bus Boycott Martin Luther King, Jr	Comparison
<b>4</b> Learning efficiently P31	Language learning strategies How to improve reading, speaking, listening and writing skills	Advice
<b>5</b> Enjoying novels P41	English literature Some great writers in the 19th century and their novels	Emotion (sympathy) Time sequence
<b>Appendices</b>	Notes to the texts Grammar Words and expressions in each unit Vocabulary	P91 P99 P102 P112

<b>Structures</b>	<b>Reading</b>	<b>Writing</b>	<b>Workbook</b>
The Attribute (words, phrases, nonfinites, clauses)	A successful failure “Optimism helped us persevere.” A good master remembered	Non-chronological writing: a story review	<b>P51</b>
The Adverbial (words, phrases, nonfinites, clauses)	King Lear (Part 1) King Lear (Part 3) King Lear (Part 6)	Narrative writing: summarizing a story	<b>P59</b>
Summary of all the tenses	The start of the Civil Rights Movement “I have a dream” Achieving fairness	Practical writing: writing a speech	<b>P67</b>
Revise the Subjunctive Mood	How to become a successful reader How do you learn best? Useful learning techniques for different kinds of learners	Practical writing: letter of advice	<b>P75</b>
The Nominative Absolute Construction	The rise of English authoresses in the 19th century “The Proposal” from <i>Pride and Prejudice</i> My arrival at Lowood School	Review writing: evaluating a character	<b>P83</b>

**Irregular verbs**

**P118**

**Changes in international phonetic symbols for English**

**P121**



# Unit 1

## Nothing ventured, nothing gained

### Warming Up

- 1 Look at these pictures. What do you think about the stories? Which story inspires you most? Why?



A spider was making its web while Robert the Bruce was watching it in a cave. It tried again and again to fix its thread but each time it failed. When it finally succeeded, Robert realized that it had taught him a valuable lesson and he was inspired to continue fighting till he defeated the English and gained independence for Scotland. He became the first **Scottish** king.



Helen Keller was a young girl who was unable to speak, hear or see anything. Struggling in a world of silence and darkness, she seemed to be simple-minded. One day a teacher, Anne Sullivan, came to her parents' house and she helped Helen to learn how to communicate with others using her hands. The patience and kindness of Anne Sullivan proved very successful and finally Helen became a famous writer.



Beaten by Wu in 494 BC, Gou Jian, the King of Yue, was forced to live as a slave in Wu for three years. When Gou Jian returned to his homeland, he plotted to recover his lost land. He slept on firewood and straw to remind him of his sufferings. Before every meal and at bedtime he tasted a bitter **gall-bladder** to strengthen his determination. Eventually he defeated the King of Wu.

- 2 Do you think the characters above have something in common? What do you think helped them to achieve success in life?

## Pre-reading

- 1 What is the hardest experience you have ever had? What is the greatest challenge you have ever faced? How did you go through it? What lessons have you learned from it?
- 2 Suppose you choose to go on an expedition to Antarctica, what qualities do you think you may need to survive in one of the most unfriendly places on earth?

## Reading



### A SUCCESSFUL FAILURE

*If at first you don't succeed, try and try again. — W C Fields*

Perce Blackborow joined an expedition with Sir Ernest Shackleton to Antarctica on the ship *Endurance* in August 1914. Shackleton was one of the most famous explorers of his day and it was considered a great honour to be part of any expeditions he led. Now read the first part of Perce's story.

August 29th, 1916

Slowly I put my head out of my sleeping bag and look around me. Everything is grey: the inside of the hut appears grey, the morning light looks grey and the pot bubbling on the oil stove is grey. The smell is, as usual, almost unbearable, being a mixture of sweat, seal oil fat, and dirty underwear. I try to think of happier things: warm and dry clothes, a **cosy** bedroom, sunny days, my mother's face and the celebration we will get when



we return, for I am part of a failed expedition that tried to cross the continent of Antarctica, something that had never been done before. As I think of this, a black blanket drops and covers me, almost **blocking out** the memories of happier times. I feel breathless as I remember my **rotten** toes that had to be removed when they became **blackened** from frost-bite. Our circumstances are so desperate that it is uncertain whether we will ever return alive. Perhaps our bodies will be recognized and collected by some other expedition team many years from now.

Just as I am about to become self-pitying, the door to our shelter opens and a **blast** of cold air tears through the hut. "Shut that door!" I yell in a **hoarse** voice that I hardly recognize as my own. "Hold on now, Perce. Don't you go turning into another Tom," comes the reply. "We've



caught another penguin, so it's penguin soup tonight!" **Bless** Frank Wild, the kindest man there is, after our leader, Ernest Shackleton. How could I become as selfish and bad-tempered as Tom Orde-Lees! I struggle out of my bed and a new day begins.

When the expedition was announced, I was only twenty and I had always dreamed of adventure. So it was with great excitement one morning in July 1914 that I read this advertisement:

*Men wanted for a dangerous journey: small wages, bitter cold, months of complete darkness, and safe return uncertain. Honour and reward will follow if it is successful. Sir Ernest Shackleton.*

An expedition with the great Sir Ernest Shackleton to the South Pole — I was **hooked!** I was an amateur but I was young, fit and energetic. I secretly hid aboard the ship, *Endurance*, in a small cupboard. Nobody found me until the ship had sailed and I was suffering badly from **seasickness**. Anyhow, Shackleton seemed interested in my silly behaviour and accepted the situation. He made me a steward to help cook twenty-eight meals three times a day.

On January 18th, 1915 the *Endurance* became stuck in pack ice (which can be solid or broken into huge floating pieces of ice) as we approached Antarctica. The ice froze around us and we were well and truly stuck! The ship was gradually **crushed** in front of our eyes. I believe Shackleton must have mourned this unexpected end to his expedition, but he did not waste time on regrets. Calling us calmly



together, he made an **urgent** announcement that we must save only essential supplies before the ship sank, particularly the small boats, food, cooking equipment, candles, bedding and clothes. To show his determination, Shackleton threw some gold coins and his gold watch onto the ice. But to my surprise he encouraged Hussey to bring his **banjo**. He described it as vital for keeping us **cheerful**.

His **perseverance** won our complete faith in him. He was always honest with us (as in the advertisement) and never **gave way to** disappointment, even when the ship sank. On April 9th 1916, we moved to our present camp on Elephant Island. Soon Shackleton set out the framework for our life here: no differences in rank or in social status; everyone to keep busy; a fair division of food and bedding; and a concern for all. This team-spirit contributed to the **morale** of the crew and saved our lives.

Once we were settled on Elephant Island, Shackleton explained his plan to save us: twenty-two of us were to remain here and he would select five others to go to South Georgia and bring help. No rescue attempt could be expected from outside as nobody knew where we were. I will never forget watching the little boat disappear through the **booming** waves into the stormy ocean. We who remained on Elephant Island **swore** that we would do as he advocated: remain optimistic and recover our health before he returned to rescue us.



## Comprehending

### 1 Choose the correct answer to each question.

- Why did Blackborow think that being “young, fit and energetic” would encourage Shackleton to take him on the trip?
  - Shackleton liked young people who were fit and energetic.
  - It would be cold and Shackleton would need young, energetic people to do difficult jobs.
  - Shackleton wanted people who were fit but not trained in useful skills.
  - Blackborow would not have gone unless he was young and energetic.
- Why did Shackleton accept Perce when he found him hiding in the ship after the voyage had started?
  - He didn't have time to turn round and take him back to England.
  - He admired his courage and encouraged him to stay.
  - He felt angry but could not show it so he accepted the boy.
  - He made the best of the situation.
- Why did Shackleton not show how disappointed he was when the ship sank?
  - He thought he could always organize another expedition.
  - He knew it would be easier to cross Antarctica without the ship.
  - He felt the men would need encouraging after this disaster.
  - He had already taken all necessary supplies from the ship.

### 2 When the ship sank, Shackleton encouraged each sailor to collect three personal things (camera, banjo, diary, family album, etc) to take with him. In fours role-play a dialogue between Shackleton and three of his men about what to leave, what to take and why.



What Sailor 1 kept and why	What Sailor 2 kept and why	What Sailor 3 kept and why
1	1	1
2	2	2
3	3	3

**3 Discuss the questions in groups after reading the passage.**

- 1 Do you think Shackleton behaved well when the ship sank? What would you have done?
- 2 What qualities do you think Shackleton and Perce show? Find some examples to support your ideas.

Name	Qualities	Examples
Shackleton	1 Perseverance	
	2	
Blackborow	1	
	2	

- 3 Tom Orde-Lees is a selfish and bad-tempered member of the crew and his attitude may upset other people. Do you think Shackleton should leave him on Elephant Island or take him with him on the boat? Discuss in pairs what you would do with him. Give your reasons. Make notes for a presentation to the class.

## Learning about Language

### Discovering useful words and expressions

**1 Use the words or expressions in the box to fill in this description of the journey from the pack ice to Elephant Island written by one survivor.**

faith      cheerful      mourn      anyhow      struggle  
unbearable      circumstance      sickness      give way

April 16th, 1916

Moving to Elephant Island was a dangerous undertaking, but it was not our first. We had \_\_\_\_\_ onto the ice to make camp when the *Endurance* was stuck. The ice constantly broke up at night because of the warmth of our bodies and we often dropped into the freezing water while sleeping. Though we were in an \_\_\_\_\_ situation, we tried to make our daily life \_\_\_\_\_ with singing and making fun of each other. Our \_\_\_\_\_ improved when we saw the solid land of Elephant Island appear on the horizon. Shackleton gave us no time to \_\_\_\_\_ the failure of our expedition. He encouraged us all with advice to prevent \_\_\_\_\_. Without his \_\_\_\_\_ that we would indeed survive, we might all \_\_\_\_\_ to despair. \_\_\_\_\_ we prepared to follow his advice and on this day climbed into the three small open boats ready for the journey.



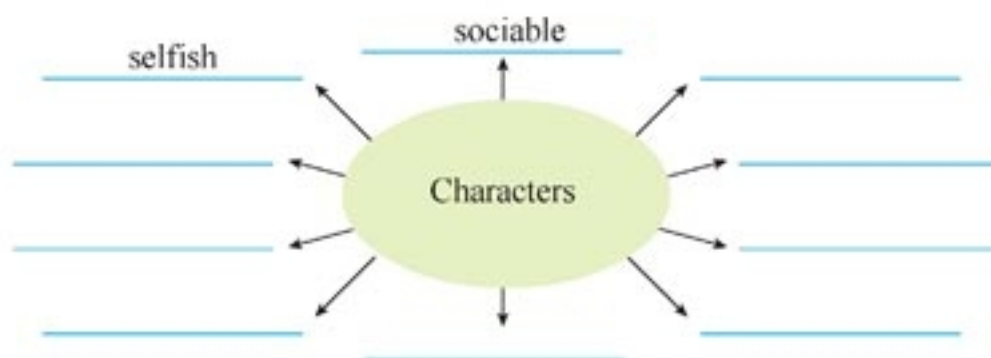
- 2 Complete the story of Gou Jian using the words below in the correct form. One word is used twice.

suffering bitter vital select unbearable celebration recover

Gou Jian, King of Yue, was captured by his enemy, Fu Chai, the King of Wu. His \_\_\_\_\_ lasted for three \_\_\_\_\_ years, which to him seemed like a lifetime. One day the King of Wu fell ill. After tasting the King's **stool**, Gou Jian announced that Fu Chai would \_\_\_\_\_ soon. Fu Chai was moved by his act and he let him return to Yue. Remembering how \_\_\_\_\_ his life as a slave had been, Gou Jian took no interest in \_\_\_\_\_ and continued to live in the same way as he did in Wu. He wanted to \_\_\_\_\_ his lost land. But he also knew it was \_\_\_\_\_ to \_\_\_\_\_ the chance with care. So first he introduced the King of Wu to a beauty called Xi Shi. While Fu Chai was trying to entertain Xi Shi, Gou Jian attacked and defeated him.



- 3 Think of as many adjectives to describe people's characters as possible. Create a word web.



### Revising useful structures

- 1 Read the sentences below and pay attention to the use of the attributes. Then find more examples from the reading passage.
- 1 Robert realized that it had taught him a *valuable* lesson.
  - 2 What's the *hardest* experience *you have ever had*?
  - 3 I remember *my rotten* toes *that had to be removed*.
  - 4 Once we were settled, Shackleton explained *his* plan *to save us*.
  - 5 I will never forget watching the *little* boat disappear through the *booming* waves into the *stormy* ocean.

- 2 Underline the attributes in the following passage which is a description of a visit to Elephant Island where Shackleton's men camped for four months.**

*In sight of Shackleton's landing place, our boat hit a rock. Even tourists who like to visit sites of historic places rarely land here and we could understand why. We left our boat, walking through the freezing water to the shore. What Shackleton and his men must have felt doesn't bear thinking about. Yet apparently they fell on the beach where they had struggled to land in relief and **gratitude**. A soft-eyed seal and her baby stared at us as we walked up the beach to the old campsite. Standing on the beach which looked grey and forbidding we stared out at the sea that surrounded the camp on two sides. It must have seemed like a terribly unfair punishment being forced to live on one of the coldest, most unfriendly places on earth. No trees, no vegetables — only penguins and seals to eat. It was no wonder that Frank Wild, the kindest of men, describes "crying like a baby" when he saw Shackleton return at last with the rescue party.*

(Kelly Tyler: adapted from *Dispatches sent for the NOVA expedition: Channel 4 programme: Elephant Island*, November 11, 1999)

- 3 A gold necklace was stolen from the local jewellery shop. The police found two eyewitnesses who saw the robbery. The police have made notes after speaking to them. You must make five sentences with the notes listed below using the attributes. For example:**

*The tall girl who had long, black hair carried a large handbag.*

1st witness	2nd witness
A The tall girl had long, black hair.	A The girl carried a large handbag.
B She carried an empty bag.	B She did not look rich enough to buy a necklace.
C Her coat was green.	C Her coat was too thin for the cold weather.
D She wore glasses.	D She looked carefully round the shop.
E She looked at a necklace.	E The assistant gave her a necklace.
F The necklace was on the counter.	F The assistant turned back and the necklace was gone.
G The girl left the shop in a hurry.	G The girl said she must catch a train.

## Using Language

### Listening and speaking



Shackleton has set out with his five companions, leaving the rest of the group on the ice. The journey is very dangerous and it is not certain that he will return with a rescue team. Now listen and find out what happened on that journey.



**1 Read these questions and listen to the tape for the first time.**

- 1 Why did Shackleton have to attempt the journey to South Georgia?
- 2 Do you think there was any alternative?

**2 Listen to the tape again. Write down the problems that Shackleton faced on the rescue attempt and how he overcame them.**

Shackleton's problems	How he overcame them
1	
2	
3	

**3 Imagine that you have been asked by Shackleton to choose two sailors for his rescue team from the list below. Discuss in groups who you think are the most suitable.**

## Who should join the rescue team?

Name	Skills	Qualities
1 Frank Wild	<ul style="list-style-type: none"> <li>• good leader</li> <li>• used to living in the Antarctic</li> </ul>	<ul style="list-style-type: none"> <li>• <b>loyal</b> to Shackleton</li> <li>• very <b>tactful</b></li> </ul>
2 Frank Worsley	<ul style="list-style-type: none"> <li>• excellent navigator</li> <li>• experienced sailor</li> </ul>	<ul style="list-style-type: none"> <li>• <b>odd</b> behaviour at times</li> <li>• liked by crew</li> </ul>
3 Tom Crean	<ul style="list-style-type: none"> <li>• second officer</li> <li>• experienced in living in the Antarctic</li> </ul>	<ul style="list-style-type: none"> <li>• <b>stout</b> and energetic</li> <li>• brave: saved two men in an earlier expedition</li> </ul>
4 Hubert Hudson	<ul style="list-style-type: none"> <li>• navigator</li> <li>• not used to living in the Antarctic</li> </ul>	<ul style="list-style-type: none"> <li>• very friendly and lively</li> <li>• best at catching penguins</li> </ul>
5 Thomas Orde-Lees	<ul style="list-style-type: none"> <li>• looked after stores</li> <li>• excellent skier</li> </ul>	<ul style="list-style-type: none"> <li>• bad-tempered</li> <li>• disliked by the others</li> </ul>

**Then your group must argue your case to the class. These expressions may help you.**

I'm not sure that ....

I think ... is better because ....

I hate to have to say this but ....

Which qualities do you think ...?

It's clear that ....

In my opinion ....

He is unable to ....

There's no doubt that ....

It's hard to say.

What do you mean ...?

I don't mind if ....

What's your opinion/idea/view ...?



## Reading and writing



### "OPTIMISM HELPED US PERSEVERE."

Left behind, we watched as Shackleton and the boat sailed away from Elephant Island. The danger of what lay ahead of them, the chances of them ever returning to find us, the fear that we might never know their fate and possible **delays**, at first made us feel low and **discouraged**. But it was not for long. There was nothing like a good dinner of penguin and some dynamic music to make a man feel more cheerful again.

Life now fell into a regular pattern. Just keeping alive took all our time and energy. For example, we had to gather fresh water by grasping and then melting sea-ice. If this stands for a period of time its salt disappears and it becomes fresh water suitable for drinking. But melting the ice was a problem. With no trees growing on Antarctica and no oil, the only fuel we could use was seal fat. This **gave off** oily, black smoke but had the advantage of burning strongly in fierce winds. We could also eat the remains when the fire died down.

Food was also a problem as there were no vegetables or fruit to be found. As one of our group, Lionel Greenstreet noted in his diary after a few weeks how bored he was with the meals: *"The food now is pretty well all meat. Seal steaks, cooked seal, penguin steaks, cooked penguin, penguin liver."* As a **chef**, it was my duty to clean and cook these animals, so I was soon being encouraged to vary the meals in whatever way I could. It was difficult.

We had to be very particular about our personal care because a **changeable** temperature could harm us. It was almost as dangerous to become too hot from wearing too many clothes as to become too cold from wearing too few. Becoming too hot led to sweating and this could freeze very quickly. Another part of the body that needed special caution was the eyes. The ice and snow reflected dangerous rays from the sun so that if we did not wear sunglasses we would suffer from **sun-blindness**.



Four months of this was as much as the twenty-two of us could bear in this bone-numbing cold. We were lucky that our group worked hard to show an admirable mental attitude and dealt with our ever-present fears in a positive and successful way. Above all, Shackleton encouraged us to have celebrations: for birthdays, festivals or even just because of a good catch of penguin. This kept us cheerful and encouraged harmony in the group.

When rescue did come, we felt such relief and joy that many of us could not hide our tears. We were at last free to go home to a warm bed, good food and the care of our family and friends. Our optimism and faith in Shackleton had helped us persevere in staying alive and he had repaid us by his commitment to return and save us from a slow but painful death.

#### 1 Answer these questions after reading the passage.

- 1 What kind of problems did the men have to face on Elephant Island?
- 2 What do you think was their greatest worry? How do you think they overcame this difficulty?
- 3 Why did Shackleton encourage them to have celebrations? How do you think the celebrations helped?



**2 Write a review of Perce Blackborow's story for a newspaper. In a review you should:**

- give a summary of the story
- state what you liked/disliked about it and why
- consider whether the language helped the story or not
- explain whether or how it inspired you
- state whether you would encourage anybody else to read it and why

### SUMMING UP

1 Describe one of the events you have learned about from the unit.

2 List the things that interest you most.

3 Useful words:

4 Useful expressions:

5 Look at the following sentences and underline the attributes used in them.

- Mr Smith won't give away his huge, old, black, American car.
- The film that we saw last night was quite moving.
- Helen Keller's teacher was an inspiring and young woman with great patience.
- The weather in the area where we live in China is quite different from that in England.

### Learning Tip

You can learn a lot of useful and interesting English by studying English **proverbs**. They are often arranged in books of proverbs according to topics. For this unit there are many examples such as:

*Great works are performed not by strength, but by perseverance.* — Samuel Johnson

*Patience is bitter, but its fruit is sweet.* — Jean Jacques Rousseau

*Fortune favours the brave.* — Unknown

*Where there's a will there's a way.* — Unknown

They help your English because they often use more concise forms of English language to convey complicated ideas. They are easy to recite and they are fun. You also sound very well educated if you can use proverbs in your everyday conversation!

# Unit 2

# King Lear

## Warming Up

- 1 Discuss these questions with others in your group.
  - 1 Is it important to show love and respect for your parents? Why?
  - 2 How do you show love and respect for them? Can you give a good example?
  - 3 If you were married, would you love your parents less than you do now?
  - 4 If parents believe their child has been **disrespectful**, what should they do about it?
  
- 2 Discuss these questions about ancient China.
  - 1 What was the traditional attitude towards the **emperor**?  
Who succeeded him when the emperor died?
  - 2 What did the emperor do to keep his servants loyal to him? What happened to the servants who were not loyal?
  - 3 Who decided who the emperor's children would marry?  
For what reasons were marriages arranged?



Songtsen Gampo and Princess Wencheng

## Pre-reading

The play that you are going to read in this unit is based on William Shakespeare's *King Lear*, but it has been **shortened** and simplified. The language has been **modernized** and it is no longer written as poetry.

Glance quickly through Part 1 of the play and answer the following questions.

- 1 List the characters who appear in this part of the play.
- 2 Which of the characters do you think are shown in the picture on the right?
- 3 Use the pictures that illustrate Part 1 of the play to predict what is going to happen.





- 4 Now look at the words below. Make sure you understand the meaning of each one. Use a dictionary if necessary.

devotion    honour    loyalty    bridegroom    contradict    oppose    friction

- 5 The words in the box above all appear in Part 1 of the play. Discuss with a partner what you think the play that contains these words will be about. Then check your prediction as you read.

## Reading



### KING LEAR

#### Part 1

*The king's throne room. Enter King Lear; the king's daughters: Goneril, Regan and Cordelia; the Dukes of Albany and Cornwall, Goneril's and Regan's husbands; and the Duke of Kent, a loyal friend of the king.*

LEAR: My dear daughters, I am growing old and tired. The **burden** of government sits heavily on my shoulders. I have decided to retire and **hand over** the heavy load of responsibility to you three. See, here is a map of my kingdom with all the boundaries drawn on it. I have divided the kingdom into three parts, and **allocated** one part to each of you. Now



tell me, my dears, which of you loves me the most? For whichever of you has for me the most devotion I will give to her the best part of everything I own. Goneril, what do you say?

GONERIL: Sir, I do not have the words to express the depth of my devotion. I love you more than all the riches in the world, more than my freedom, more even than my own eyesight. In fact, I love you more than life itself.

LEAR: *(showing his daughter the map)* My darling girl. You and your husband Albany shall have this part of my kingdom with all its rivers and forests and mountains. And your children shall own it after you. Now Regan, it is your turn. What have you got to say to me?

REGAN: In expressing her love for you, my sister has also expressed mine. Yet I love you even more than words can say. I adore you more than anything else in the whole world. My greatest happiness is in loving you.

LEAR: To you and your husband Cornwall and to your future children, I give this part of my kingdom *(showing them on the map)*. This part is equal in value to what I give to Goneril. Now my **darling**, my favourite, my Cordelia. What have you to say to delight an old man and earn the best part of his kingdom?

CORDELIA: Nothing, my father.

LEAR: Nothing?

CORDELIA: Nothing.

LEAR: You'll get nothing for nothing. I **pray** you, speak.

CORDELIA: I'm sorry but I'm not as clever as my sisters. I cannot describe my feelings with such fancy words. I love you as it is right and proper for a daughter to love her father, neither less nor more.

LEAR: Try harder, Cordelia, or you may lose your share of the kingdom.

CORDELIA: My dear father, you brought me into this world, you **cared for** me and loved me. In return I love, honour and obey you. I do not understand why my sisters spoke as they did. If they do indeed love you that much, then I don't understand why they ever got married. You see, when I marry, it will be my duty to give half my love to my husband.

LEAR: You truly mean what you say?

CORDELIA: Yes, Your **Majesty**.

LEAR: So young and so hard-hearted.

CORDELIA: So young and so truthful, my **Lord**.

LEAR: Well, then. Let truth be your reward. You are no longer my daughter but a stranger to my heart.



KENT: But sir ...

LEAR: Be quiet, Kent. Do not come between me and my anger. She was my favourite daughter. With her I hoped to spend my old age. But that is never going to happen now. You, servant! Go and find the King of France and the Duke of Burgundy. We'll see if either wants to be a bridegroom when she has no riches to bring to the marriage. Goneril, Regan, I shall distribute my kingdom between the two of you. I shall take nothing for myself except a troop of one hundred of my most loyal soldiers to care for and protect me. And as I have no third-born daughter, I will spend my days with you two—a month with one and then a month with the other.

KENT: But sir, I beg you ...

LEAR: Do not contradict me. It is done.

KENT: But sir, please **hear me out**. I speak **on behalf of** Cordelia. I have served you for many years and you know that I have always honoured you as my king and loved you as a father, but I believe you are being influenced by false **flattery**. Cordelia's devotion to Your Majesty is **beyond question**.

LEAR: Kent, if you value your life, say no more.

KENT: I have to **speak out**, my Lord. I would rather lose my life than see you make such a mistake. You do wrong to cause **friction** between yourself and your daughter. I forecast that such actions will cause great conflict throughout your kingdom.

LEAR: How dare you oppose me. Get out of my sight. **Pack up** your things and be gone from my kingdom. If you have not passed beyond my **frontiers** within five days, I will have you killed.



## Comprehending

**1** Part 1 of *King Lear* gives the audience information to help them understand the rest of the play. Answer these questions about the play.

- 1 Why does King Lear want to **give away** his kingdom?
- 2 How is he going to decide who to give the best part of his kingdom to?
- 3 At the beginning of the play, **of** which daughter is King Lear most **fond**?
- 4 Which daughters are already married and which is not?
- 5 What are the names of the men who want to marry King Lear's youngest daughter?
- 6 Who tries to defend Cordelia? What happens to him when he speaks out?

**2** Part 1 also introduces the main characters and tells the audience something about them. Choose words from the box to complete the table below. Some words belong to more than one character.

honest    loyal    hot-headed    truthful    **deceitful**    hard-hearted    respectful  
corrupt    greedy    innocent    foolish    **cunning**    bad-tempered    loving

Characters	Relationship to King Lear	Words to describe personality
King Lear		
Goneril	daughter	
Regan		
Cordelia		
Duke of Albany	son-in-law	
Duke of Cornwall		
Duke of Kent		

**3** In fours prepare a role-play. One plays the king, one plays Regan, and another one plays Cordelia. The fourth person plays the Duke of Kent and will interview the three characters to find out what they really think. Here are some questions to consider.

### To King Lear:

- 1 Why did you decide to divide your kingdom according to how much your daughters said they loved you?
- 2 How can you be sure how much your daughters love you?
- 3 What could you have done instead?

### To Regan:

- 1 Were you honest in your answer to the king?
- 2 How did you feel when you saw what happened to Cordelia?
- 3 Do you think the king behaved fairly?

**To Cordelia:**

- 1 Why did you not answer your father's question the same way as your sisters?
- 2 Do you think what happened to you is fair?
- 3 What will you do now?

**After the role-play discuss these questions in your group.**

- 1 Do you think these characters are true to life? Do you know anyone in the real world who would behave in a similar way to any of these characters?
- 2 If you were King Lear, what would you do to divide up your kingdom among your children? Why do you think King Lear did this while he was still alive and not after his death?

**Learning about Language****Discovering useful words and expressions****1 Complete the following sentences with the correct form of phrasal verbs from the play.**

- 1 Before I travelled abroad I \_\_\_\_\_ all my furniture and put it in **storage**.
- 2 He \_\_\_\_\_ at the meeting to tell them he did not like their decision.
- 3 She \_\_\_\_\_ her sister's children as well as her own.
- 4 Don't say no until you have \_\_\_\_\_ me \_\_\_\_\_.
- 5 They won't \_\_\_\_\_ the keys until we pay the rent.
- 6 He \_\_\_\_\_ all his money and went to live alone on an island.

**2 Complete the following sentences with compound adjectives from the unit so far.**

- 1 I am always \_\_\_\_\_ in the morning until I've had my coffee.
- 2 He won't help you, he's too \_\_\_\_\_.
- 3 The \_\_\_\_\_ boy ran into the road and pushed the child out of the way of a speeding car.
- 4 The \_\_\_\_\_ son was the tallest of the brothers.
- 5 You're so \_\_\_\_\_, you never stop to think before you act.

**3 Can you think of more compound adjectives you have learned so far?****4 The author has used other words with similar meaning to avoid repetition. Replace the underlined words in the following sentences using words from the play with a similar meaning.**

- 1 I have decided to retire and hand over the heavy load of responsibility to you three.
- 2 I have divided the kingdom into three parts, and will allocate one part to each of you.
- 3 I beg you, speak.
- 4 Here is a map of my kingdom with all the boundaries drawn on it.
- 5 I forecast that such actions will cause great conflict throughout your kingdom.



## Revising useful structures

- 1 Underline and analyze the adverbials in this text about William Shakespear. If you have time, try to translate the passage into Chinese.

Considered to be the greatest writer of plays in the English-speaking world, William Shakespeare is more famous today than he was in his own lifetime. Nowadays, his plays are read and performed throughout the world and nearly every high school student knows his name. Even though he wrote his plays almost 500 years ago, his plays are still relevant today. Shakespeare wrote about such things as good and evil, love and hate, greed and **sacrifice**. His plays make people laugh and cry, sometimes at the same time. By involving us in the lives of both important people like kings and governors and little people like servants and fools, Shakespeare forces us to examine our beliefs about the world.



William Shakespeare 1564-1616

Born into a middle class family in Stratford-on-Avon, England, Shakespeare attended a local school where he learned Greek and **Latin** grammar, literature and history. Although married with two children, Shakespeare left Stratford-on-Avon at the age of about 30 and went to London alone. Quickly **making a name** for himself as both actor and dramatist, Shakespeare soon earned enough money to buy his own theatre. During his time in London he wrote many plays and at the age of about 50 retired to Stratford-on-Avon. He died three years later in 1616.

- 2 Rewrite the following sentences with nonfinite verbs or phrases. The first one has been done for you.

- 1 After he left Stratford-on-Avon, he went to London to become an actor.  
*After leaving Stratford-on-Avon, he went to London to become an actor.*
- 2 He was allergic to cat fur and started **sneezing** when she brought her pet into the room.
- 3 He sat quietly in the armchair and waited for his friend to return.
- 4 Once the flight is confirmed, you can pay for it.
- 5 Until it's **rewound**, the tape can't be played.
- 6 Before you cash that **cheque**, make sure it has the correct signature.
- 7 He knew the air **terminal** well because he had worked there for ten years.
- 8 The house had been **vacant** for a long time and so it was very dusty.

- \* 3 What do you think will happen in the story? Will King Lear be happy with his new life? Will his daughters look after him well? What will Cordelia do now? In pairs make some notes of your ideas and write a short paragraph paying special attention to the use of adverbials in your sentences. Give your paragraph to another pair to check. Write a correct, final copy and be prepared to read your paragraph to the class.

## Using Language

## Listening and discussing



**1** In Part 2 of the play, King Lear asks the Duke of Burgundy and the King of France whether they still want to marry Cordelia. What do you think the two men will say?

**2** Listen to Part 2 of the play and then answer the questions below.

- 1 What does King Lear tell the two men?
- 2 How does the Duke of Burgundy respond when he hears the news?
- 3 What does the King of France want to know when he first hears the news? What does Cordelia tell him?
- 4 What does the King of France decide to do?



**3** Listen again and discuss these questions in your group. There are no right or wrong answers.

- 1 What do you think of the Duke of Burgundy's decision?
- 2 What is your opinion of the King of France?
- 3 How do Goneril and Regan act towards their sister after the king has left? What does this tell you about the character of the two elder sisters?
- 4 What do you think will happen next?

## Reading and speaking



**1** Read Part 3 of *King Lear* with a partner and together make notes about the main events in this part of the play.

**KING LEAR***Part 3*

**NARRATOR:** *As soon as Goneril has got all she can from her father, she begins treating him disrespectfully. When Lear wants to speak to her, Goneril tells her servant, Oswald, to say she is sick. She encourages her staff to be disrespectful towards Lear and begins complaining about the hundred soldiers Lear has brought with him. However, King Lear soon has a friend by his side. The Duke of Kent, who Lear ordered to leave Britain, cannot abandon his king. He therefore comes to Lear disguised as a servant called Caius and asks for a job.*

*(Enter Lear, several of Lear's soldiers and Kent disguised as a servant.)*

**LEAR:** OK, Caius, I'll give you a trial. And if you prove to be good at your job, I'll keep you on as my servant. *(Oswald enters.)* Hey, you there. Where's my daughter? *(Oswald ignores the king and hurries out of the room.)* Hey. What's going on?



Call him back. Is he deaf? *(A soldier rushes out after Oswald.)* It's as though the whole world has gone to sleep. *(Soldier reenters.)* Where's that servant? Why didn't he come back when I called?

SOLDIER: Sir, he answered me very rudely and said he would not come back.

LEAR: I don't believe it!

SOLDIER: Sir, I am sorry, to tell you this, but it seems to me that you are not being treated with the respect due to a king. Everyone here, including your daughter, is behaving very coldly towards you.

LEAR: Mmm. I suspected the same, but I kept telling myself it was my imagination. Please tell my daughter I wish to speak with her. *(Soldier bows and leaves. Oswald enters.)* Ah, come here my man and answer me. Who am I?

OSWALD: My lady's father.

LEAR: Your lady's father? Is that all I am to you, you dog, you slave! *(Lear raises his arm as though to strike Oswald.)*

OSWALD: I'll not be hit, my Lord.

KENT: *(Kent kicks Oswald's feet out from under him.)*  
And you won't be laid flat on your back either, I suppose. Now get up and get out of here. *(Oswald leaves.)*

LEAR: My thanks, Caius. I can see you will be a most valuable servant.

*(Enter Goneril.)* What's up, daughter? You always seem to be frowning lately. GONERIL: Is it any wonder that I frown when your soldiers are continually drinking and fighting? I thought when I told you about their behaviour you would make them behave, but now I hear you have **insulted** Oswald. I do believe you are encouraging your soldiers in their bad behaviour.

LEAR: Is this my daughter **scolding** me?

GONERIL: I have had enough of your soldiers. They are expensive to keep and you don't need them. Besides, their **drunken** behaviour and bad manners are disgusting. You will send half of them away. And unless you want me to get rid of the rest of them too, I suggest you teach them how to behave properly.

LEAR: That's a lie. My soldiers are good men who know how to behave properly. I won't stay here to be insulted. I still have one more daughter. She'll scratch out your eyes when she hears how you've treated me. Men! Get my horses ready and collect my baggage. I'll leave immediately. I won't stay where I'm not welcome.





*(Lear and companions leave.)*

NARRATOR: *Lear sends Kent on ahead to the castle of his other daughter, Regan, to tell her that he will soon be arriving. Goneril sends her servant Oswald to Regan to tell her side of the story.*

**2 Complete this summary of Part 3 of *King Lear*.**

Although the king orders him to \_\_\_\_\_, the Duke of Kent remains loyal and will not leave his king, so he \_\_\_\_\_. When Goneril's servant, Oswald, is rude to Lear, Kent \_\_\_\_\_. When Goneril hears what happens to Oswald she uses it as an excuse to \_\_\_\_\_. Lear is angry and decides to \_\_\_\_\_.

**3 With your partner read Part 3 of *King Lear* again and listen to the tape. This time study each speech and make notes about HOW the characters speak their lines. For example, which lines are spoken loudly, which softly? How do the actors say their lines so they communicate the correct emotion (eg anger, sadness, friendliness, unfriendliness)?**

**4 Form groups of six and give each person a different character to play. Practise the play, paying particular attention to pronunciation and intonation. When you are ready, perform your play for others in your class or your school.**

### Writing and talking

The play *King Lear* is based on a very old story. Shakespeare used the story but changed it a little to suit his own purpose. Read this summary of the old story. Then follow the steps on the next page to write your own summary of a favourite story.

#### THE THREE DAUGHTERS OF THE KING

A long, long time ago, there was a king who ruled over the southwest part of England. One day, the king asked his three daughters how much they loved him. Two of them said they loved him more than anyone or anything on the earth. The third daughter chose not to flatter her father with dishonest claims and instead told him she loved him only as much as her duty as a daughter required. The king, who was not a very good judge of character, believed the two dishonest daughters and gave them his kingdom. He told the honest daughter that she was ungrateful and unnatural. He made her leave his kingdom and she travelled across the sea to France.

The king then went to live with his eldest daughter, bringing with him a hundred soldiers to look after him. But the eldest daughter demanded that he reduce the number of his soldiers to fifty. The king was angry and went to live with his second daughter instead. But the second daughter was no different and she further reduced his soldiers to twenty-five. The king then went backwards and forwards between his two daughters until he had no soldiers at all.

The youngest daughter, hearing what had happened to her father, gathered together an army and defeated her two sisters. She then put the old king back on his throne. When the king died peacefully in his sleep the honest daughter became queen.

- 1 Work in a group. Choose a story you have enjoyed hearing or reading and tell it to the people in your group.
- 2 Discuss which of these stories would make a good play and then choose one of them to work on.
- 3 Using the summary of THE THREE DAUGHTERS OF THE KING as a model, work together to write a plot summary of the story your group chose. Save this to use again in the workbook activities.

## SUMMING UP

1 Describe the relationship between King Lear and Cordelia at the beginning of the story.

2 List the things that interest you most.

3 Useful words:

4 Useful expressions:

5 Go back to the two reading passages and write down some sentences with adverbials here.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Learning Tip

Before performing a play, you should study the text carefully and understand the play very well. Here are some hints to help you.

- Understand the characters — what they are like and why they behave as they do.
- Think about what the writer hopes the audience will get from the play. (eg Does the writer just want the audience to be entertained or to learn some lesson from the play?)
- Go through each character's speech and decide how the characters would speak. (The way a character speaks helps the audience understand what the speech means.)
- Think about how the characters would move and how they would dress.
- Plan where the characters should stand or sit on the stage and what **props** they should have.
- Learn the lines of your character by heart and try to speak fluently with expression and good intonation.



# Unit 3

## Fairness for all

### Warming Up

Look at these pictures. In pairs discuss who these people were and their contribution to civil rights in the USA.



### Pre-reading

1 Look at this list and work out the problems of the blacks in many parts of America before 1955.



Blacks must:

- sit at the back of buses or **trolleybuses**
- drink from a particular fountain for blacks only
- eat in a special part of a restaurant
- **register** to vote (but if they do they could lose their job)
- go to special schools for blacks
- go to a black university for higher education
- take jobs with lower pay than whites

2 How would you feel if you had these restrictions in your life? What would you do?



## Reading



The following passage is taken from the diary of Maryann Jones, a black woman who lived in Montgomery, Mississippi.

### THE START OF THE CIVIL RIGHTS MOVEMENT

Sunday, December 4th, 1955

Today we went to church where our minister, Martin Luther King, Jr, announced that a **boycott** of the buses and trolleybuses will begin tomorrow. I've always hated having to sit in the worst seats on the bus so I'm happy to support it. Dr King encourages us to fight against this unfair system which **prohibits** us blacks from sitting where we like. It is regarded as an **offence** if we sit at the front of a bus and if we break this law, we receive a heavy punishment. But on Thursday, I'm glad to say, this **unjust separation** of people on the basis of skin color was challenged.



A black lady, Rosa Parks, got on board a city bus and sat in the fifth row with three other blacks. Gradually the seats for whites filled until one white man remained standing. By law he could not sit with Rosa and by tradition blacks were expected to move. All four were asked to stand. The other three submitted but Rosa was unwilling to do so and she refused. She was arrested. How brave she was! I'm not sure if I would have had enough courage to refuse like that.

King and the other black leaders in Montgomery have **seized on** this incident and decided on a **collision course** to change the law. They're hopeful that they can negotiate a fairer situation if all the blacks support them. But I do worry about what will happen tomorrow. Will it be **chaos**?

December 5th, 1955

This morning I yawned as I woke even earlier than usual, but my sister, Serena was already up. She urged me to dress quickly and to wear my most comfortable **sandals**. Immediately I jumped out of bed. I like to be **punctual** for work and no boycott is going to make me late. By coincidence a bus arrived as we reached the empty bus stop, but we ignored it. Normally we would have been only too happy, as it would have guaranteed us a seat for the whole journey. But not today! Taxis passed all full of passengers as we **pedestrians marched** on the pavement. Those in the cars waved and we **saluted** them back. The whites, on the other hand, shouted abuse at us. We felt their **hostility** but it only made us firmer in our resolve. Luckily when I felt I could walk no further, a black taxi driver offered us a lift. It seemed like an answer to a **prayer**! No chaos after all and I even arrived at work on time!





The boycott continued very successfully for a year. Maryann Jones became accustomed to travelling to work without the bus. Meanwhile the hostility of the whites grew.

*January 25th, 1956*

*What excitement! Serena came home to say that the news that the boycott was over was going to be all over the newspapers tomorrow. I was eager to know the result. "It's not true," she shouted at me. "It's just a story made up by the whites to stop our campaign. We've been too successful for them. Martin Luther King, Jr came and told me himself that it was just a trick. We must continue till we win." I've never seen her as angry as that, so I kept quiet. Maybe white businesses are suffering now since we don't shop downtown anymore. But it must mean we're winning. I won't mind my tired feet tomorrow. I wonder whether they'll try other tricks?*

They did. The houses of Martin Luther King, Jr and the other leaders were **bombed**. But this did not stop the boycott. Encouraged by a **Supreme** Court decision that public education must be mixed nationwide, the leaders went to court to argue against separation on buses. It was not until November 13, 1956 that the US Supreme Court declared separation on buses was not **constitutional**.

*November 13th, 1956*

*Today is a red-letter day! In court we won a fundamental victory in the battle for our civil rights. If black and white students must now be educated together, why should people be seated in buses according to the color of their skin? The Supreme Court agreed it was wrong, so from now on we'll be able to sit where we like on buses. My happiness is complete! We may only have struck one small blow for **liberty** but who knows where it'll lead?*

Maryann Jones was right. The success of the Montgomery bus boycott began the Civil Rights Movement that led to the improvement of conditions for black people in education, housing, jobs, voting and hotels throughout the USA.

## Comprehending

**1** Read the questions first. Skim the reading passage quickly and then answer them.

- 1 What was the cause of the boycott? What happened? What was the date when this incident happened?
- 2 Which people supported Rosa Parks?
- 3 How long did the boycott last? What did the blacks do to show their determination?
- 4 What did the whites do to end the boycott?
- 5 Why do you think white people wanted to sit separately from blacks?
- 6 In what ways do you think the boycott influenced the city?
- 7 When was the boycott over? How did the blacks win the battle?



**2 Put these events in the correct order.**

- (1) Rosa Parks refused to give up her seat on the bus.
- ( ) They went to work on foot or in taxis instead.
- ( ) Blacks were finally able to sit where they liked on city buses.
- ( ) The whites were angry because their businesses suffered.
- ( ) The Supreme Court eventually agreed with the boycott.
- ( ) The blacks were solid in their support of the boycott.
- ( ) Rosa Parks was arrested.
- ( ) The whites bombed the houses of the black leaders.
- ( ) Martin Luther King, Jr called on the blacks to boycott the city buses and trolleybuses.

**Now use your own words to write a short summary of the passage.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3 In pairs look at these sayings and discuss the changes in attitude towards blacks. Give your opinions about these sayings.**

We hold these truths to be **self-evident** that all men are created equal.

— *Declaration of Independence*, July 1776

This is a country for white men, and by God, as long as I am President, it shall be a government for white men.

— President Andrew Johnson, April 1866

I stand here struggling for the rights of my people to be full citizens in this country and they are not. They are not in Mississippi and they are not ... in Washington.

— Paul Robeson to the House Unamerican Activities Committee, 1956

**\* 4 The Civil Rights Movement is about changing people's attitude to each other. How would you change your classmates' attitudes in these situations?**

Situation 1: You see one classmate making fun of another in the playground, because your classmate thinks he/she is from the countryside and not "cool". What can you do to change your classmate's mind?

Situation 2: On the bus coming home from school, you see one of your classmates take a seat instead of offering it to an old person. He/she looks out of the window and refuses to see you. You know this is selfish and people will criticize your school. What can you do to change your classmate's behaviour?

Situation 3: One of your classmates regularly cheats in tests. How can you persuade him/her to do his/her own work?

## Learning about Language

### Discovering useful words and expressions

1 Use suitable words below to fill in the blanks.

trolleybus    march    tradition    pedestrian    hopeful    separation  
submit    liberty    battle    nationwide    freedom

Martin Luther King, Jr was born into a family of church ministers in 1929. By \_\_\_\_\_, being a minister was a good job for an educated black man. In 1948 he left college to be a minister in a church. One day there was a meeting to decide whether to boycott the buses and \_\_\_\_\_ in Montgomery. As a leader, King was proud when he thought that black people would be given the \_\_\_\_\_ to choose their own seats on buses, in schools and in jobs. He played a very important role fighting against the \_\_\_\_\_ of blacks and whites in schools, hospitals, restaurants and cinemas. His fighting for black people's \_\_\_\_\_ and liberation eventually led to his death in April 1968. He was shot and killed during a campaign.

During his brief life, King had led several \_\_\_\_\_ in Alabama and Mississippi in the 1960s. Non-violent \_\_\_\_\_ marching on the road won so many victories in the southern states that many states were forced to \_\_\_\_\_ and agreed to change their laws. It seemed as if the \_\_\_\_\_ against racial **discrimination** was gradually being won. King encouraged blacks \_\_\_\_\_ to join his campaign of nonviolence. His **philosophy** was \_\_\_\_\_ that blacks and whites could eventually live together in peace and harmony. It found its greatest expression in 1963 with his speech "I have a dream".

2 Find the words in the text that have these two meanings. Notice the meaning that is used in the reading passage. The first one is done for you.

Number	Definitions	Word	Meaning
1	A highest position of importance B the greatest possible	supreme	A
2	A to say an action is illegal B to prevent something from happening		
3	A an illegal action B to say or do something to upset someone		
4	A to discuss something to reach an agreement B to succeed in getting over a difficulty		
5	A when two opinions happen to be the same B when two things happen at the same time		
6	A very necessary and important B forming the basis of something		



7	A greet someone as a sign of respect B (military) move your right hand to your head to show respect		
8	A to refuse to buy something B to join in a campaign against something		

### Revising useful structures

**1** Read this dialogue. Fit the correct verb tense into the dialogue so that it makes sense.

LI MEI: Hello! What \_\_\_\_\_ you \_\_\_\_\_ (*do*)? You're very late!

JOHN: I'm sorry. I \_\_\_\_\_ just \_\_\_\_\_ (*finish*) reading a new book.

LI MEI: What \_\_\_\_\_ (*be*) its name? \_\_\_\_\_ you \_\_\_\_\_ (*enjoy*) it?

JOHN: It \_\_\_\_\_ (*call*) *To Kill a Mockingbird* and it \_\_\_\_\_ (*be*) wonderful.

LI MEI: What \_\_\_\_\_ (*be*) it about?

JOHN: Well, it \_\_\_\_\_ (*be*) about prejudice in the past and it \_\_\_\_\_ (*be*) set in the southern states before the Civil Rights Movement. It \_\_\_\_\_ (*concern*) not only with racial problems, but also \_\_\_\_\_ (*deal*) with prejudice against people who are mentally less able than you or me.

LI MEI: That \_\_\_\_\_ (*not sound*) fun.

JOHN: No. It \_\_\_\_\_ (*do not*) but it \_\_\_\_\_ (*be*). The story \_\_\_\_\_ (*tell*) from the point of view of a young six-year-old girl called Scout. She \_\_\_\_\_ (*see*) a lot of things happening around her that she \_\_\_\_\_ (*can*) not \_\_\_\_\_ (*understand*). So her lawyer father, Atticus, and her brother, Jem, \_\_\_\_\_ (*try*) to explain them to her.

LI MEI: Why \_\_\_\_\_ it \_\_\_\_\_ (*have*) such a strange title?

JOHN: Yes, I suppose that at first the title \_\_\_\_\_ (*seem*) a little strange. Atticus \_\_\_\_\_ (*explain*) early in the story that to hurt another innocent human being \_\_\_\_\_ (*be*) as cruel as to kill a mockingbird. This is a bird that only \_\_\_\_\_ (*live*) to bring you pleasure with its singing.

LI MEI: Then there \_\_\_\_\_ (*must*) be some innocent human beings hurt in the story. So who \_\_\_\_\_ (*be*) these innocent creatures?

JOHN: There \_\_\_\_\_ (*be*) two innocent people described in the story who \_\_\_\_\_ (*treat*) badly by others: their neighbour, Arthur, who \_\_\_\_\_ (*be*) mentally simple and a black man who \_\_\_\_\_ (*accuse*) of a crime he \_\_\_\_\_ (*not commit*).

LI MEI: Do you think I \_\_\_\_\_ (*like*) to read it?

JOHN: Yes, I'm sure you \_\_\_\_\_ (*will*). Here you can take my copy now that I've finished with it. We can discuss it when you \_\_\_\_\_ (*finish*) reading it!

- 2** Read this passage taken from *To Kill a Mockingbird* by Harper Lee. Pay attention to the tenses. Find as many different tenses as you can.

### SCOUT'S FIRST DAY AT SCHOOL

The teacher turned to the class and said: "Everybody who brings lunch, put it on their desk." She walked around the rows staring into lunch boxes, nodding at some and frowning a little at others. She stopped at Walter Cunningham's desk. "Where's yours?" she asked.

"Did you forget your lunch today?" asked the teacher. Walter looked straight ahead. "Yes," he said softly.

The teacher went to her desk and opened her purse. "Here's some money," she said to Walter. "Go and eat in the town today. You can pay me back tomorrow." Walter shook his head. "No, thank you, Miss," he whispered and shook his head again. The teacher grew a little more impatient. "Come and get it," she said sharply.

When Walter shook his head a third time, I spoke up for Walter. "Miss Caroline?"

"What is it, Scout?"

"Miss Caroline, he's a Cunningham," I sat down. I thought I had made it very clear. My special knowledge of the Cunningham family was gained last winter. Walter's father was one of my father, Atticus's customers. One day I heard Mr Cunningham say, "Atticus, I don't know how I'll ever be able to pay you."

"Don't worry," Atticus said.

So I asked my father if Mr Cunningham would ever pay us.

"Not in money," he said, "but before the year's out, I'll have been paid. You watch."

We watched. One morning I found a load of wood on the back yard. Later a large bag of nuts appeared on the back steps.

"Why does he pay you like that?" I asked my father.

"Because it's the only way he can pay me. He has no money." So it was clear to me and to the rest of us. Walter didn't forget his lunch. He had none today, nor would he have any the next day.

- \* 3** Put punctuation into these sentences to make these tongue twisters meaningful. Then say them aloud, using the correct stress and intonation so that everyone else can understand them too.

- 1 I wish to wish the wish you wish to wish but if you wish the wish the witch wishes I won't wish the wish you wish to wish.
- 2 When I was in Beijing I saw a saw that could saw better than any other saw I ever saw saw. If you've got a saw that can saw better than the saw I saw saw then I'd like to see your saw saw.



## Using Language

## Reading, speaking and writing



The following passage is adapted from the speech that Martin Luther King, Jr gave in August 1963 at the end of a march in Washington. It was to draw attention to the sufferings of blacks in the southern states of the USA. King described the kind of world that black campaigners were hoping for.

**"I HAVE A DREAM"**

I have a dream that one day this nation will rise up and **live out** the true meaning of its **creed**: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of **brotherhood**.

I have a dream that one day even the state of Mississippi, (a state where justice is difficult to find if you are black,) will be transformed into an **oasis** of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

I have a dream that one day that even in Alabama where white people speak so fiercely against blacks ... right there in Alabama black boys and girls will be able to join hands with white boys and girls as sisters and brothers.

...

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to cut a stone of hope from the mountain of despair. With this faith we will be able to transform the unpleasant sounds of our nation into a beautiful **symphony** of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. This will be the day, this will be the day when all of God's children will be able to sing with new meaning "My country, sweet land of liberty — to you I sing. Land where my father died, from every mountain, let freedom ring!"

And if America is to be a great nation, this must become true. So let freedom ring ...

Let freedom ring. And when this happens, and when we allow freedom to ring — when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old **Negro** spiritual: "Free at last! Free at last! Thank God **Almighty**, we are free at last!"





- 1 Read the passage aloud, paying attention to the intonation and rhythm of the speech. If possible, recite the speech in front of the class.
- 2 What do you think makes the speech powerful? What special methods are used in the speech?
- 3 Write a short speech after thinking about what you would like to improve or change. Explain the problem.

#### Hints for making a successful speech

- 1 When planning your speech, remember to organize your ideas as you would for any other piece of writing.
- 2 Add the strategies that make a speech different from a piece of writing such as:
  - repetition
  - quotations
  - metaphors and similes
- 3 Write the speech and then practise it with a partner. Exchange suggestions on improving your speeches. Make sure it has a title.
- 4 Finally be ready to give your speech to the class with expression and emotion. Before your speech, ask the students for their opinions on your topic.
- 5 Give your speech. Remember you want to change someone else's point of view, so you must sound sincere and convinced of your own arguments.
- 6 After the speech take another vote and see how many students have changed their minds because of your words. Above all, good luck!

### Listening



- 1 Look at this chart before you listen to the tape for the first time. Then join the parts of the sentences together.

Tom	is Mayella's father	accused of the attack.
Mr Ewell	is a young girl	who is trying to find out the truth of the attack.
Mayella	is a black man	who saw the attack.
Atticus	is a lawyer	who was attacked and beaten.

- 2 Read these questions and then listen to the tape again.

- 1 There are two important things about Mr Ewell and his account of the attack:  
 something he did not do \_\_\_\_\_;  
 something he believes \_\_\_\_\_.
- 2 Where was Mayella hurt?  
 \_\_\_\_\_
- 3 Do you think Tom is innocent or not? Give a reason.  
 \_\_\_\_\_  
 \_\_\_\_\_



4 If Tom didn't attack Mayella, who do you think did? Give a reason.

---



---

5 The Ewell family are poor whites. The blacks are also poor. Why should Mr Ewell get angry at a black man helping his daughter?

---



---

**3** In pairs discuss what you think happens next in the story. Then get together with another pair and share your ideas. Finally be prepared to tell your ending to the class. When this is completed, your teacher will tell you the ending of the story.

### SUMMING UP

1 Tell what you have learned about Martin Luther King, Jr from this unit.

2 List the things that interest you most.

3 Useful words:

4 Useful expressions:

5 Use *do sth* to summarize all the tenses you have learned so far.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Learning Tip

Learning about problems between different races in other countries helps you understand the tensions in other cultures. If it is a serious problem (such as the relationship between blacks and whites in America) there will be many books and articles written about it. So when you read books (such as *To Kill a Mockingbird*) you can better appreciate their intention and message. It will also help you understand any problems you might meet when making friends or visiting the USA. Be patient in both your reading and your dealings with American people. Recognize that for them racial issues, although greatly improved are very serious and still **dominate** political issues as well as everyday life.

Other countries may also consist of different ethnic groups. Sometimes these different groups do not find it easy to live together. They may disagree about religion, language or culture. It is very important to understand and respect these differences.

# Unit 4

# Learning efficiently

## Warming Up

- 1 Look at the graph which shows how much after-school time Guo Qiang allocates to practising different aspects of English. In groups discuss the following questions.
  - What does the graph tell you about the study habits of Guo Qiang?
  - Do you think Guo Qiang is spending an appropriate amount of time on each aspect of his English study?
  - Do you think a survey of your classmates would show similar results?
- 2 In pairs interview each other to find out your partner's English study habits. Then make a graph to show the result.



## Pre-reading

- 1 Before you read the passage, think about the techniques you use when you read different kinds of text in Chinese. The following questions will help you to focus.
  - What is the first thing you do when you are given a text to read? Do you start at the beginning and continue reading to the end or do you do other things first, such as looking at the title and any headings, looking at any pictures or diagrams, reading the conclusion or introduction? Why do you read in the way you do?
  - When you start reading the text in detail do you think about the content? For example, do you think about whether you agree with the text or not, whether the information is interesting, what further information you would like to know, etc.
  - Suppose you were on holiday and you had a really good novel that you had been looking forward to reading. Would you read it quickly or slowly? Would you stop sometimes to think about what you have read? Would you talk to others about what you are reading?
  - Suppose your teacher asked you to find out about the planet Mars, such as size, temperature and distance from the earth. You have found a book on the solar system. Would you read the whole book or just the part about Mars? Would you read every word or just skim it looking for key words like “degrees **Centigrade**”, “kilometres” and “**diameter**”?



- Do you read the newspaper in the same way as you read a novel? Do you read a **recipe** and a cookbook in the same way?
  - Supposing you had just bought a new DVD player. Would you read the instruction **booklet** from beginning to end or would you look at the contents page and then read only what you needed to know?
- 2 Read the first question in *Comprehending* and look at the title of the reading passage and the pictures. Discuss with a partner what you think the text will say about reading.

## Reading



### HOW TO BECOME A SUCCESSFUL READER

1

Most people agree that the best way to improve your skills in any endeavour is to practise, practise and then practise some more. This applies equally to playing sports or becoming a good musician, painter or doctor. Of course, natural talent also plays a part in high achievement, but learning the correct techniques and then practising them will improve anyone's performance.



Success involves practice.

2

The same principle applies to competent readers. There are certain techniques you can learn and then it is **up to** you to practise, practise and practise. The texts you choose to practise with should not be too difficult or you will soon get frustrated and bored. One way to test whether a text is at the right level is to read the first page. If the percentage of new words is higher than 3%, you will not be able to read the text easily and so will probably not enjoy it.

Reading will also be more enjoyable if the subject interests you or you believe it is useful. For example, suppose in biology you were studying how plants reproduce, then you could find an English text about this on the Internet. That way you would be practising reading in English as well as studying biology.

3

If you wanted to become a champion high jumper but your jumping technique was all wrong, even if you practised for a long time, you would probably never become really good at it. It is the same with reading. Some methods of reading are more efficient than others, so it is a good idea to use the same techniques as good readers do. Some of the techniques of good readers are discussed below.



Success involves good technique.

a

It is much easier to understand a text if you already know something about the subject or the

organization of the text before you start. This is why there are pre-reading activities before many of the reading texts in this book. Some pre-reading activities ask you to recall your knowledge about the subject, some teach you a few of the new words you will find in the text, some ask you to glance at the way the text is organized. When there are no pre-reading questions, a good reader asks himself or herself pre-reading questions such as:

- What is the title of this text?
- What do the sub-headings/pictures/diagrams/captions tell me about the text?
- What is the text going to be about?
- What do I already know about this topic?

**b** \_\_\_\_\_

While reading, a good reader thinks about the content and asks questions or makes comments in his or her head. For example:

- That's interesting/important!
- I didn't know that! What does that mean?
- I don't agree with that.
- Yes, I read the same thing in another book.
- I wonder what the author will say next.



Think about what you are reading.

**c** \_\_\_\_\_

Think about the way you read different types of text in your own language. As Francis Bacon once said, "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested." For some purposes you need to read every word of the text. For other tasks such as finding certain facts you can read much faster, slowing down to read more carefully only when you see a sentence that might be relevant to your task. You will read more efficiently if you keep in mind the purpose for your reading and then read in a way that will best help you to achieve this purpose.

**d** \_\_\_\_\_

Read the sentences in the box below and then see how many of the questions beneath the sentences you can answer. At this stage, do not look up the unknown words or phrases.

*Tom picked a tamarillo from the tree, cut it in half and scooped out the pulp. He tasted it, and found it was delicious.*

- 1 Does Tom like tamarillos?
- 2 Do you have to cook tamarillos before you eat them?
- 3 What kind of food is a tamarillo?

As your purpose for reading these sentences was to answer the questions, you can achieve your purpose even though you probably don't know what "pulp" or "tamarillo" is. However, you can guess from the context that a tamarillo is some sort of fruit and its pulp is something nice to eat.

**4** \_\_\_\_\_

We can all improve our reading. All it requires is plenty of practice using the right techniques. One way to know what techniques to use is to study the techniques that good readers use and then adopt them in your own reading. Very soon you will have developed reading skills that will help you with all your reading.



## Comprehending

- 1 Below are the headings and sub-headings for the reading passage. Write them in the correct place in the text.

### SUMMARY

LEARN THE TECHNIQUES OF GOOD READERS

PRACTICE MAKES PERFECT

MAKE YOUR READING PRACTICE ENJOYABLE

A good reader reads in different ways depending on the purpose for reading.

Before reading in detail, good readers **preview** the text.

A good reader doesn't need to understand every word in a text.

A good reader reads actively not passively.

- 2 Suppose the author of this reading passage was asked to make a poster advising students how to improve their reading skills. If he could only write three sentences on this poster, what do you think the three sentences would be?

- 3 Complete the sentences in your own words.

- 1 If there are more than 3% new words on a page of text, \_\_\_\_\_
- 2 You will find reading more enjoyable when \_\_\_\_\_
- 3 The key to success in reading is frequent practice plus \_\_\_\_\_
- 4 Before you start reading a text **in detail** \_\_\_\_\_
- 5 You will understand what you read better if \_\_\_\_\_
- 6 While reading, a good reader \_\_\_\_\_
- 7 It is not necessary to understand \_\_\_\_\_
- 8 Learning and practising efficient techniques will \_\_\_\_\_

- 4 Work in groups and discuss the best way to read in the following circumstances. Write down the steps you would take in the correct order.

- 1 You don't know how to set up your new computer. You decide to read the owner's **manual** first.
- 2 You are in an exam. You must read a short text and then answer some questions about it. The text contains quite a few unfamiliar words.
- 3 You are writing an essay about Shakespeare's life. You need to find out the names of his two children so you decide to look for the information on the Internet.
- 4 You are in a restaurant in **New Zealand**. The menu is in English and you don't understand all the words.
- 5 It is a holiday and you have decided to sit in the park and read a really exciting novel that your friend lent you.

### Assessing your reading

Can you:

- read independently?
- select effective techniques for reading?
- figure out the meaning of unknown words from the context?
- consult reference books?
- adapt your reading speed and method according to your purpose?

## Learning about Language

### Discovering useful words and expressions

**1 Complete the following texts with the words below in the correct form.**

centigrade	competent	allocate	booklet	recipe
in detail	slow down	frequent	consult	caption

- Sally was so excited that Mary couldn't understand what she was saying. Mary told her to \_\_\_\_\_ and tell her again. Then Sally told her she had been \_\_\_\_\_ an apartment close to the university. Mary congratulated her and said she knew those apartments well because her best friend lived there and she was a \_\_\_\_\_ visitor. She told Mary about them \_\_\_\_\_ and Sally became even more excited about living there.
- I consider myself a \_\_\_\_\_ cook so I usually don't \_\_\_\_\_ a recipe book. I just remember what I did last time. One day my daughter brought home from school a small \_\_\_\_\_ with easy recipes in it and asked me to help her cook something. There were pictures of each step in the recipe with \_\_\_\_\_ **underneath** to tell you what to do, so I let her follow the \_\_\_\_\_ on her own. When she had finished, she proudly put her cake into the oven to cook. About ten minutes later we smelt burning. I opened the oven to find my daughter's cake on fire, and it was all my fault. I had heated the oven to 250 \_\_\_\_\_ instead of 150!

**2 Practise working out the meaning of words using the context. Read the sentences and work out the meaning of the words printed in italics.**

- Bob was very poor and his clothes were *shabby* because he had had them a long time.
- It rained all morning, then the sun suddenly appeared from behind the clouds and we saw a beautiful *rainbow* in the distance.
- The *brewery* in Oldtown makes better beer than the one in our town.
- His hearing is so *acute* that he can even hear a pin drop.
- My glasses are *bent* because I left them on my bed and then sat on them.
- I had so much luggage to carry that I had to catch a *cab* from the airport to my hotel.
- I went to the bank to change my RMB into American *currency*.
- The **Lotus** Blossom restaurant offers both Chinese and French *cuisine*.
- Some three hundred *educators* attended a *seminar* on second language **acquisition**.

**3 Play a game in pairs. One defines a word and the other guesses it.**

EXAMPLE:

S<sub>1</sub>: It can be a noun or a verb. As a verb, it means to see something in advance.

S<sub>2</sub>: Is it "preview"?

S<sub>1</sub>: You're right. Now it's your turn.

**Here are some possible words. Remember to give the part of speech first.**

efficient	manual	adopt	diameter	digest	assess	beneath
-----------	--------	-------	----------	--------	--------	---------



## Revising useful structures

### 1 Complete the sentences using the subjunctive mood in the object clause.

- 1 They *demanded* that the best food be cooked. (cook)
- 2 He *suggested* that the twins \_\_\_\_\_ to a **ballet** school. (send)
- 3 She *asked* that all the photographs she took recently \_\_\_\_\_ in an album. (keep)
- 4 They *insisted* that \_\_\_\_\_
- 5 We *urge* that \_\_\_\_\_
- 6 He *advised* that \_\_\_\_\_
- 7 They *recommend* that \_\_\_\_\_
- 8 I *suggest* that \_\_\_\_\_
- 9 We *intended* that \_\_\_\_\_
- 10 He *requested* that \_\_\_\_\_

### 2 Read the conversation and underline the verbs in the subjunctive mood.

- A: Suppose you never needed to sleep. What would you do?  
 B: Wouldn't that be good? I'd spend my time going to movies and visiting friends.  
 C: Don't you think you'd get bored? I'd rather use the time for more study.  
 A: I wouldn't. I'd get a job and earn some money. What would you do, Tim?  
 D: I'd probably still sleep, even if I didn't need to. I love sleeping. In fact, I wish I had more time to sleep, not less.

### 3 Discuss the following questions in your groups, using the subjunctive mood.

- 1 If you had three wishes, what would they be?
- 2 If the world was one big country with one government, how would everyone's life be different?
- 3 If you could spend six months in a foreign country to improve your English, which country would you choose and why? What kind of things would you do to improve your English?

## Using Language

### Reading and discussing



### HOW DO YOU LEARN BEST?

Take this quiz to find out what kind of learner you are. Tick only the statements that you think **resemble** your situation.

- 1 I would rather hear a book on a cassette than read it.
- 2 When I am doing my homework, I like to hear music in the background.
- 3 When I go shopping, I would rather rely on a written list than on my memory.
- 4 I like playing sports more than watching them.
- 5 It is a struggle for me to keep my room or desk tidy.

- 6 I know most of the words to the songs I listen to.
- 7 I **tend to** see pictures in my mind when I am reading or listening.
- 8 I like reading stories more than listening to them.
- 9 When I am spelling words, I try to “see” the words in my mind.
- 10 I like talking on the phone.
- 11 I love working with my hands to build things.
- 12 I often draw when I am on the phone.
- 13 I can express myself more easily when I talk than when I write.
- 14 I find it hard to concentrate when there are a lot of people talking near me.
- 15 I like to follow a map rather than written or spoken directions.
- 16 I often know what I want to say but have trouble expressing it in words.
- 17 I read as little as possible.
- 18 When I remember something that happened in the past, I often see pictures of it in my mind.
- 19 I learn about something best when someone explains it to me.
- 20 I find it hard to concentrate when people are moving around me or things are messy.
- 21 When I am spelling difficult words, I often write them down to see if they “look right”.
- 22 I find it **tiresome** to sit and concentrate on anything for a long time. I prefer to keep changing activities.
- 23 I usually remember people’s names but I often forget their faces.
- 24 I usually remember people’s faces but I am often **vague** about their names.
- 25 I remember things in a list best if I say them to myself.
- 26 I prefer to be shown what to do rather than be told.
- 27 When I am giving directions, I have a tendency to move my body and/or hands as I speak.
- 28 When I am spelling difficult words, I often sound them out as I write them down.
- 29 I like art more than music.
- 30 I enjoy reading.
- 31 When I am trying to solve a problem, I like to consult someone else about it.
- 32 When I am learning to spell words, I write them down again and again until I know them.

**Now follow the instructions below to find out what kind of learner you are.**

In the table circle the numbers that match the statements you ticked. Then add up the number of circles in each column.

The column with the most circles is probably your preferred learning style. You may find you have more than one strong learning style, which is a bonus because being able to learn in more than one style increases your chances of finding activities that suit you.

<i>Visual</i>	<i>Auditory</i>	<i>Tactile</i>
3	1	4
7	2	5
8	6	10
9	10	11
15	13	12
18	14	16
20	19	17
24	23	21
26	25	22
29	28	27
30	31	32

**Now turn the page to find out more about how you learn best.**



Read the descriptions below of three kinds of learners.



*Visual learners* learn best when they can see or watch something. They like to read or look at pictures, and diagrams.



*Auditory learners* learn best when there is an **oral** component to the material they are learning. They prefer to listen to explanations or instructions rather than read them.



*Tactile learners* learn best through concrete experiences; that is, when they can touch or feel real objects, do experiments or make things.

**1 Discuss the following questions with your group.**

- 1 What result did you get from the quiz? Do you agree or disagree with the result? If you disagree, what kind of learner do you believe you are? Give reasons.
- 2 What kind of activities have you found most useful when learning new English words? Do these activities suit the type of learner you are?
- 3 Make a list of activities for learning new vocabulary for each of the three types of learners.

**2 Join a group that has people in it with the same learning style as you. Make a poster advocating efficient ways of acquiring new vocabulary. Compare your poster with other groups' work.**

**Listening and discussing**



**1 Xiaozhou is a tactile learner. He finds reading quite difficult, so Yufang and Annie are discussing with him the best way for him to practise reading. Before you listen, work with a partner and think of some things that could help a tactile learner practise reading.**

**2 Listen to the tape. What three things do Yufang and Annie advise Xiaozhou to do to improve his reading?**

**3 Listen again and answer the questions.**

- 1 What kind of learner is Annie?
- 2 Why does Annie listen while she reads?
- 3 Does Annie always expect to listen to reading passages? Give reasons.
- 4 What else is Xiaozhou having problems with?



**4** What do you think of Annie and Yufang's advice? Is it good advice or not? Discuss your opinions with your group.

**5** In your group, discuss what aspect of learning English you find most difficult. Give each person in your group some helpful advice based on the kind of learner he or she is. Use expressions like:

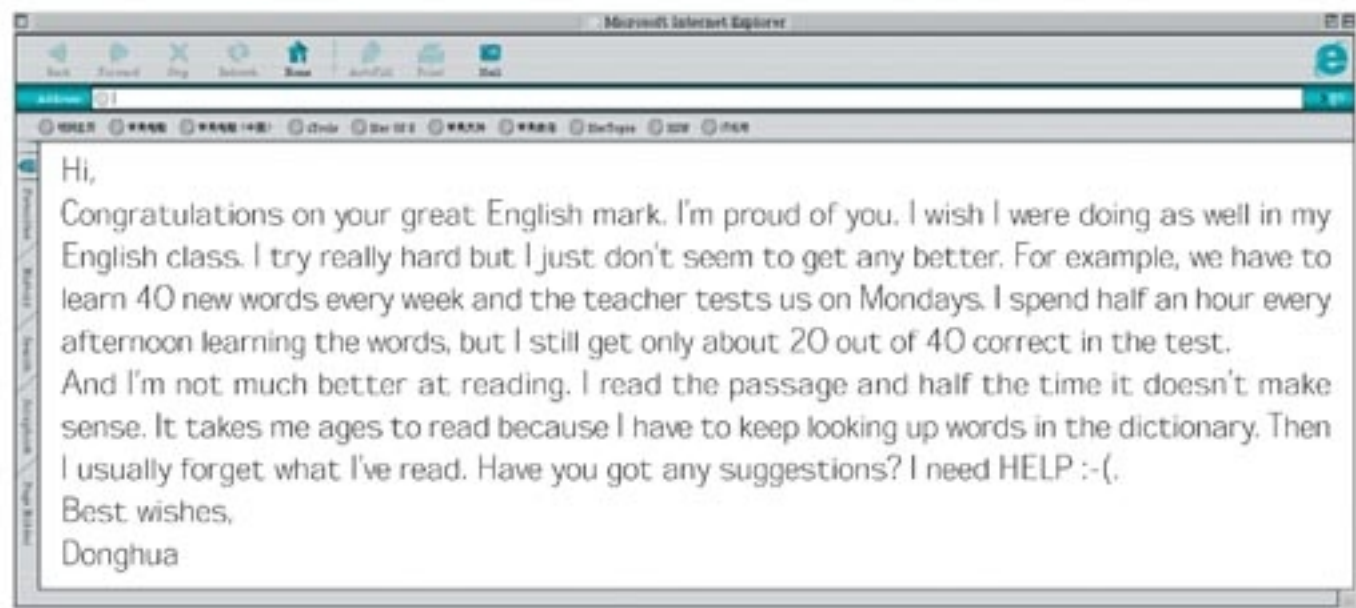
You should ....      Why don't you ...?      How about ...?      It's worth a go.  
Do you know what else you might be able to do?      Do you think it would help me?  
I've thought of something you could do.      You never know.      I could see if it helps.

**6** Read the proverbs below and discuss in your group how they apply to learning English.

It's never too late to learn.      He who makes no mistakes makes nothing.  
Better late than never.      There is no royal road to learning.  
If at first you don't succeed, try, and try again.      Don't bite off more than you can chew.  
Well begun is half done.      Drops of water outwear the stone.

### Reading and writing

Imagine you have a friend in another part of China with whom you keep in touch by email. Read the email below and then write a suitable answer.



The following steps will help you write your email.

- 1 In Donghua's email, underline the problems she has. Then list some things she could do to help with the problem.
- 2 Read the list and pick out 2 or 3 suggestions for each of her problems.
- 3 Read Donghua's email again and decide how you should begin your reply. Try to be sympathetic about her problem.
- 4 Write your opening and then write your suggestions. Then read what you have written and find a suitable way to end the email. Perhaps you can write something to encourage her to keep trying.



## SUMMING UP

1 Describe three different ways of learning that you have read about in this unit.

2 List the things that interest you most.

3 Useful words:

4 Useful expressions:

5 Complete the following sentences using the subjunctive mood.

- If I were a millionaire, I \_\_\_\_\_.
- The teacher insisted that we \_\_\_\_\_ before the college entrance examination.
- I wish \_\_\_\_\_.

### Learning Tip

In many ways, learning to be an efficient listener is similar to learning to be an efficient reader. The first and most important thing is to practise listening to English as much as possible. You need to find opportunities for hearing English spoken. Some possibilities are English language films and television programmes and tapes. You may even be able to access some “talking books”, that is audio cassettes and CDs of English speakers reading stories. Holding conversations in English with your friends can also be useful. If you have the opportunity, have conversations with native English speakers, as long as they have the time to spend with you.

Just as when reading English it is not necessary to understand every word, so when listening you do not need to understand every word either. In the beginning, the most important thing is to get a general idea of what is being said. If you are listening to a recorded speech, try listening to the recording all the way through at least twice without stopping before you listen for details, when you may want to stop the tape.

Before you do the listening tasks in this book or for an exam, always read the questions first so you know the purpose for listening. While listening, you need to listen actively. Remember, it is not sufficient to listen only with your ears, you must listen with your brain as well. Think about what you are listening to and how the information relates to what you already know.

In some ways, understanding what you hear is easier than understanding what you read because there are clues that can help you. Intonation, or the way something is said, gives information about the meaning of the spoken words. If you can actually see the speaker you can also get clues from their body language.

# Unit 5

## Enjoying novels

### Warming Up

1 Look at these **literary genres**. Which do you enjoy most? Why?

Fiction				Non-fiction		
poetry	novels	essays	short stories	reports	<b>recounts</b>	descriptions

- Do you like classic or modern literature?  
What famous literary works have you read?
- Which do you like better, English novels or Chinese novels?  
What English novels have you read?
- Can you say something of the story you like best? Why do you enjoy reading it?



### Pre-reading

Can you match the titles of these famous novels to the authors?



Charles Dickens

*Agnes Grey*  
*Gone with the Wind*  
*Tess of the d'Urbervilles*  
*David Copperfield*  
*Jane Eyre*  
*Pride and Prejudice*  
*Wuthering Heights*  
*Just So Stories*  
*To Kill a Mockingbird*

Jane Austen  
Charlotte Brontë  
Emily Brontë  
Harper Lee  
Anne Brontë  
Thomas Hardy  
Charles Dickens  
Margaret Mitchell  
Rudyard Kipling



Margaret Mitchell

### Reading



#### THE RISE OF ENGLISH AUTHORESSSES IN THE 19TH CENTURY

Can you believe that there used to be a **consensus** in society that opposed the writing of novels by authoresses? Clearly this restriction must have operated at a time when there was no **equality** of opportunity for women. Perhaps you think that discrimination of this kind was **in force** a very long time ago because, after all, it is a very old-fashioned idea. But you would be wrong, because it was a generally held view only one hundred years ago in England. Even so there is another **twist** to this



story. In a strange **contradiction**, this period produced five of the most courageous and gifted authoresses. Those who **got round** this ban were: Jane Austen, the three Brontë sisters (Charlotte, Emily and Anne), and the writer known as George Eliot.

Jane Austen (1775-1817) was the first of these great women writers. She produced six completed novels, all of which deal with the problems and **limitations** of women's choices. At this time the only respectable career for a woman was to marry, so the dilemma of her **heroines'** was also to marry but for love. Her most popular novel has always been *Pride and Prejudice*. In this story we follow the lives of five sisters as they overcome **obstacles** to their happiness and marriage until all is happily resolved. But the appeal of Jane's work was not in its content alone. It was also in her refreshingly light and **ironic** style, evident from the first sentence of the novel:

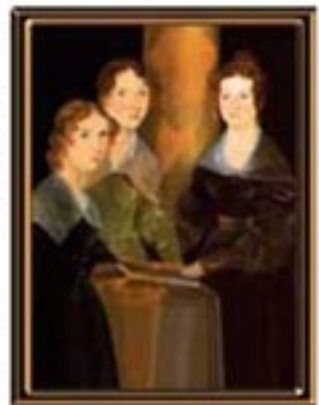


*"Everyone knows that a single man with a fortune must be in want of a wife."*

As readers, we know that this sentence is not really true but it represents the opinions of all mothers who have daughters to marry. It is making fun of those mothers whose only wish is to marry their daughters well.

After Jane Austen, authoresses found it an even more hopeless task to publish novels under their own names. So they chose to publish their works using men's names. The three Brontë sisters adopting this practice, Mary Ann Evans did the same and wrote **under the name of** George Eliot. Sceptical reviewers did not **see through** this **deception** and gave their approval to their work.

Charlotte Brontë (1816-1855) was the most famous of the three Brontë sisters. Her novels were revolutionary for the **explicit** way they described women **struggling against** their restricted roles in society. Her heroines are outspoken in expressing their feelings, while demonstrating honesty and conscience in their choices. Her most famous book, *Jane Eyre*, describes the growth of a poor, abused heroine with an unhappy childhood through to a mature person who finds eventual happiness after many struggles and disappointments. Being immediately **hailed** as "the masterwork of a great genius", *Jane Eyre* became a great success. The book was a **revelation** after the more reserved feelings expressed in Jane Austen's novels.



The fifth **premier** authoress of this period was George Eliot (1819-1880). Her novels examined the morally **ambiguous concessions** people make in their lives in order to succeed. In one of her books, *Silas Marner*, the hero discovers a little girl whom he takes in to live with him. Her own father has already rejected her, because he fears he would lose his second wife's love if he acknowledges her — a mistake for which the couple both suffer.

With the 19th century being regarded as one of great women writers, there were also some excellent male authors. Among them Charles Dickens (1812-1870) **stands out** as a literary critic of the **injustices** of his society. His novels describe the hardships of poor people who did not possess money or a sponsor to smooth their path. In *David Copperfield*, the hero experiences suffering before he meets his **eccentric**, kind and tolerant aunt, Betsy Trotwood. David benefits from her truly generous nature, and owes his education, wealth and happiness to her care. Charles Dickens is today confirmed as one of the great writers of the 19th century. Although his output was greater than any of the authoresses mentioned above, his impact was not greater than theirs. These women having produced works of the highest quality, any survey of the 19th century English literature must include them.



## Comprehending

- 1 After skimming the text quickly, tick this chart to show the issue each writer was most concerned with.

Name of writer	Dates	Personal issues	Social issues
Jane Austen	1775-1817		
Charles Dickens	1812-1870		
Charlotte Brontë	1816-1855		
George Eliot	1819-1880		

Look at the chart. Can you see a difference between the content of Charles Dickens' books and those of the women writers?

- 2 Read the passage again carefully and then answer these questions.

- Why do you think so many authoresses wrote about love and marriage?
- Which writer was the most reserved in her descriptions of feelings? Why do we still read her books?
- In which way were George Eliot's books similar to those of Charles Dickens?
- In which way were George Eliot's books similar to those of Charlotte Brontë?

- \* 3 The Brontë sisters and Mary Ann Evans had to pretend they were male writers before anyone would take them seriously. In pairs, discuss how you would disguise yourself if you were a girl and wanted to follow one of these careers. What problems might arise in the 19th century China? Add one career of your own.

Career	Disguise	Possible problems	Success?
a soldier			
an official			
a merchant			

## Learning about Language

### Discovering useful words and expressions

- 1 Complete this passage using these words in the correct form.

generous      twist      contradiction      stand out      obstacle  
hopeless      ambiguous      evident      literary      growth

There seems to be a strong \_\_\_\_\_ in the life of Charlotte Brontë. She was extremely short, plain and shy yet she wrote about heroines who overcame many \_\_\_\_\_ in their search for love and personal happiness. Her life also had so many restrictions that some people



thought it would be \_\_\_\_\_ for her to find a husband who would \_\_\_\_\_ as being worthy of her. But after her brother and sisters died she found happiness. Her father, however, opposed the marriage and refused to go to the wedding. He was very proud that her books were considered masterpieces in the \_\_\_\_\_ world. So he felt that it was \_\_\_\_\_ she could not be happy with a husband who was poor and unimportant. This attitude upset Charlotte who longed for a more \_\_\_\_\_ response from her father. But Mr Brontë was a reserved man who found it difficult to express his \_\_\_\_\_ feelings about her marriage. Later, he feared that she would die and it was only the \_\_\_\_\_ in her happiness and his comfort that helped him to accept the match. In fact Charlotte was very happy with her husband, but sadly she became sick and died shortly after it was confirmed that she was pregnant. In a \_\_\_\_\_ of fate, her husband and her father were left alone to care for each other.

**2 Replace the underlined parts with words or phrases from the text that are similar in meaning. You may have to change the sentence sometimes.**

- 1 Women in the 19th century wanted the same opportunities as men to choose their careers.
- 2 If they wanted to succeed, women authors had to publish their novels using men's names.
- 3 I had no family, friend or relative to help me gain a better position.
- 4 In the 19th century everybody agreed that women should not work.
- 5 Elizabeth's unreasonable dislike of Mr Darcy changed as she got to know him better.
- 6 Most people are upset if they see someone mistreating a child.
- 7 I don't know how to persuade my father to let me go to the pop concert.
- 8 I could never lie to her because I know she would recognize the deception **straight away**.
- 9 It is now against the law to treat people unfairly because of their race or sex.
- 10 The best footballers in England are members of the top football league.

### Discovering useful structures

**1 Find two sentences from the reading passage which have the same meaning as the following ones and identify the nominative absolute construction.**

- 1 The three Brontë sisters adopted men's names, while Mary Ann Evan's novels appeared under the name of George Eliot.
- 2 Although the 19th century is often regarded as one of great women writers, there were also some excellent male authors.

**2 Read the following pairs of sentences. Have you noticed anything different about Sentence B?**

- A: If the weather permits, we will set off for the **warehouse** for some bargains.  
 B: *Weather permitting*, we will set off for the warehouse for some bargains.
- A: As the old hat was stained with dust, I bought a new one.  
 B: *The old one being stained with dust*, I bought a new hat.
- A: The wealthy merchant went into the house and two bodyguards followed him.  
 B: The wealthy merchant went into the house *with two bodyguards following him*.
- A: Since the **burglars** were caught by the police, all the villagers went back home to sleep.  
 B: *The burglars having been caught by the police*, all the villagers went back home to sleep.



**3** Try to combine the two clauses whose subjects are different (like in Sentence A in Exercise 2) into one sentence (like Sentence B), using the nominative absolute construction. Then make two pairs of sentences of your own and check with your partner.

- 1 Once the dark clouds disappeared, the sun shone again.
- 2 As the chairman is ill, we had better put the meeting off.
- 3 The water had risen so high in the night. It was impossible to cross the river.
- 4 We went into a large room. Many tables and chairs were placed in it.

**4** Get into groups of four and put this short story into a **sequence** as quickly as you can. Look for clues in the first sentence of each part. The first team to finish can read it to the class. Listen and check whether you agree. Put your hand up if you do not. If you are right, it will be your turn to continue reading the story.

Order	Parts of the story
	After I had inspected the wall closest to the bungalow I carefully descended, my lucky chain <b>dangling</b> round my neck. It gave me confidence.
7	At last I was on the ground. A dusty path lay ahead of me shaped like a <b>semicircle</b> in front of the door, like an invitation. I stepped forward ready to fulfill the dare.
	The house looked frightening. The wind moved the window of the house frequently so that its hook broke and it banged open and shut, with a <b>squeaking</b> sound.
	I <b>pulled myself up</b> onto the wall. I walked along the top of the wall, with my eyes fixed on the walls and roof of the bungalow. The building seemed to be waiting for me.
3	My mother being busy, I began to climb the tree to reach the wall that separated our house from the one next door. She didn't seem to register my movements.
	As I did so, a wind started to blow through the tree and something grabbed my <b>collar</b> , upsetting my concentration and mood.
1	My brother and I were bored one afternoon. It was then that he dared me to climb over the wall, run to the empty bungalow next door and sit on the bench under the main window.
	The task was not easy. The wall being high and steep, I had to climb a <b>pine</b> tree close by so that I could reach the top of it.
	Terrified, I grasped at the object and found I was holding a claw. I threw it away from me as quickly as I could.
10	Then I heard my brother laughing. A <b>squirrel</b> had been unlucky enough to fall on top of me in the tree and was now lying breathless on the ground. It was not clear which of us was the more frightened by the event! So I never did fulfill my dare.

**5** Read the short passage in its correct order and identify and underline the nominative absolute construction. Compare your answers with your partner and see if you were correct.



## Using Language

## Listening and discussing



**1 Before you listen to the tape, discuss these questions.**

- 1 Do you judge people by their appearance?
- 2 Have you ever made a mistake in judging people? What made you change your mind later?

**2 Listen to the tape and join the two parts to form correct sentences.**

In the book Darcy	when he refuses to dance with her.
In the book Elizabeth	represents pride.
Elizabeth begins to dislike Darcy	because he thinks that they are people of lower social rank.
Darcy is rude to Elizabeth	and shows Elizabeth he is a man she could love.
Elizabeth dislikes Darcy even more	when he says she is not pretty enough to dance with.
Darcy looks down upon Elizabeth and her sisters	as she thinks that Mr Wickham has been badly treated by Darcy.
Darcy is sorry for what he says	shows prejudice.

**3 Read these questions and listen to the tape for a second time. Then answer these questions.**

- 1 Did Darcy really dislike Elizabeth?
- 2 Why did Elizabeth dislike Darcy?
- 3 Who realized his/her mistake first?
- 4 What made Elizabeth change her mind?
- 5 Who do you sympathize with more: Darcy or Elizabeth? Give your reasons.
- 6 What can you learn from this **romance**?

**4 In pairs discuss what kind of person will make a good friend. Look at these phrases that describe a person's position, appearance and behaviour. Put them in order. The most important should come first.**

Order		Order	
	what clothes the person wears		what the person says
	the person's accent		the person's social status
	how friendly he/she is		how he/she behaves
	...		...

Join with another pair and compare your ideas. Discuss any differences you discover. Remember to give your reasons so that you can convince the other pair that your ideas are right. Make a new list that you all agree on.

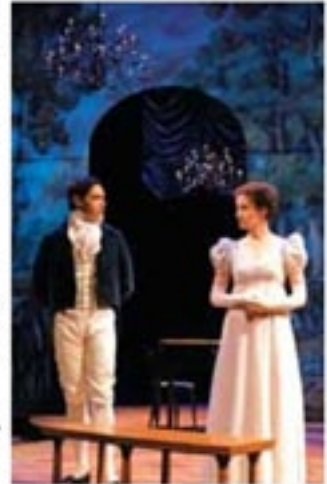
Now have a class discussion and make a class list of the three or four most important things that decide whether you will choose somebody to be a friend or not. Display them in your classroom for everyone to see.

Reading, speaking and writing **"THE PROPOSAL" FROM PRIDE AND PREJUDICE**

Elizabeth Bennet met and disliked Mr Darcy, a rich and handsome landowner, almost at once for his proud ways and rude manners. When she meets him a second time at his aunt's house, she is astonished when he proposes marriage to her.

After several minutes, he came towards her in a breathless manner. "In vain have I struggled! It will not do. You must allow me to tell you how much I adore and love you." Elizabeth was astonished and she stared at him silently. This was a signal for him to continue. He spoke fluently, but concentrated on her low social rank with a warmth which did not recommend him as a husband.

At first, in spite of disliking him, she did not discount his affection, and was sensitive to the pain she was going to cause him when she **declined** his offer of marriage. But as he continued in his **arrogant** way, she forgot his feelings. He concluded by hoping that she would accept his hand in marriage. He spoke of his anxiety, but it was evident from his face that he felt sure of her answer. When he finished, she responded, "Sorry, sir. I can't marry you."



Mr Darcy listened to her words with great surprise. He struggled to control the expression on his face. The pause was dreadful. **At length** he asked, "And this is all the reply that I am to have! I might, perhaps, ask why I am refused so abruptly?" "I might as well **enquire**," replied she, "why you told me that you liked me **against your will**? But there are other things! Do you think that I would accept the man who has ruined the happiness of my beloved sister?"

At these words, Mr Darcy's face changed colour but he listened while she continued. "I have every reason in the world to **think ill of** you. You cannot deny that you opposed the marriage of my sister with your friend," she repeated. With assumed calmness he replied, "I **did everything in my power** to separate my friend from your sister, and I **rejoice** in my success." "But this is not the only reason I dislike you," she continued, "Long ago my initial opinion of you was decided when I was informed by Mr Wickham of his hardships."

"You take a special interest in that gentleman's concerns," said Darcy less calmly.

"Who can help feeling sorry for his hardships?"

"His hardships," repeated Darcy angrily, "have been great indeed."

"He is poor because of you. He is innocent yet you treat his hardships with extreme unkindness," Elizabeth replied.

"And this," cried Darcy as he walked with quick steps across the room, "is your opinion of me! Thank you for being so outspoken. My faults are heavy indeed! But perhaps," added he, stopping in his walk and turning towards her, "if your pride has not been hurt by my honest confession and if I had flattered you, it might have been different. I am not ashamed of the feelings I related. They were natural and just. Could you expect me to congratulate myself on relations, whose condition in life is so decidedly beneath my own?"

Elizabeth felt herself growing angry. "You are mistaken, Mr Darcy. Your rudeness when you offered me your hand in marriage helped me. It spared me any concern I might have felt in refusing you if you had behaved more like a gentleman."

He replied politely and coldly, "You have said quite enough, madam. Forgive me for having taken up so much of your time and accept my best wishes for your health and happiness." And with these words he **hastily** left the room.



**1 Skim the text quickly and answer these questions.**

- 1 Why did Elizabeth refuse Mr Darcy?
- 2 Why was Mr Darcy sure that she would accept him?

**2 Read the text carefully. Now imagine you are Elizabeth's father and wish her happiness. You understand that there may be personal reasons for her to refuse Mr Darcy's proposal. However, you also recognize that there are many reasons for Elizabeth to accept him. Fill in this chart so that Mr Bennet can judge if Elizabeth has made the correct decision.**



Reasons for marrying Mr Darcy	Reasons against marrying Mr Darcy
1	1
2	2
3	3
4	4

What do you think Mr Bennet's opinion would be? Think of some reasons. Do you agree with Elizabeth's decision? Why?

**3 Now make a dialogue between Elizabeth and her father. They have to consider why Elizabeth cannot marry Darcy and what her mother will say. You should include both of these ideas in your dialogue. The following expressions may be useful.**

**Mr Bennet**

I understand how you feel, but ....  
 Why do you think like that?  
 Perhaps you could consider ....  
 Is it possible for you to ...?  
 How can I explain to your mother ...?  
 Perhaps your mother would understand better if ....

**Elizabeth**

I'm afraid it's impossible for me to ....  
 If I don't love him, how can I marry him?  
 I'm sorry, but it's impossible for me to ....  
 I wish it were possible but ....  
 Maybe it's better if she doesn't find out!

When you have finished the dialogue, practise it. Pay attention to the correct rhythm and intonation. Then perform it in front of the class with expression.

## Speaking and writing

- 1** Work in groups of the same gender, and discuss what might happen in the following situations.

**Situation 1:**

Elizabeth's mother is very eager for her daughter to marry a rich man. What do you think she would do if she knew that Mr Darcy had asked Elizabeth to marry him but she had refused?

**Situation 2 (for the girls):**

The only career for girls at that time was to marry as well as possible. Elizabeth has refused to marry the richest man she has met. Do you think she was wise? Give your reasons. What would you have done in her situation?

**Situation 3 (for the boys):**

Mr Darcy is so rich that he expects any girl he wants to marry to agree at once. Do you think that his idea is reasonable? Give your reasons. What do you think Mr Darcy should do now that Elizabeth has refused him? Explain your ideas. What would you have done in his situation?

**Situation 4:**

After the proposal, Elizabeth and Darcy are both amazed and upset at what has happened. It was a very emotional meeting for both of them. But they are both lucky because nobody else knows what has happened. How do you think they will behave towards each other and say to each other when they meet again? Give your reasons. What do you think you would do if you were either Elizabeth or Darcy?

- 2** Now you are going to write about your opinion of Darcy or Elizabeth. Was their behaviour right or not? Why? What would you have done instead? Give advice on what they might do next. When you organize your work, remember to:

- collect your ideas based on what you discussed just now
- put them into an order that seems **sensible** to you
- explain your point of view in the first paragraph
- give each one of your points a separate paragraph
- finish by repeating your point of view and hoping the reader will agree with you



Then swap with your partner and check their work. Examine the content, grammar and language used. Give suggestions. Swap back and revise your writing. Finally be prepared to read it to the class.

- \* **3** First, read the novel of *Pride and Prejudice*, paying special attention to the proposal part. Or if possible, watch the BBC film version. Second, get into pairs and make some observations on what you have just read and/or seen.



The issue	Differences today
Their way of speaking	
Their clothes	
A young man and girl being alone together	

## SUMMING UP

1 Write down the names of four English novelists and some of their books you have read or would like to read.

2 List the things that interest you most.

3 Useful words:

4 Useful expressions:

5 Look at the following sentences and try to translate them into Chinese.

- My sister having refused, I decided to go to the concert on my own.

\_\_\_\_\_

- Conditions permitting, I will climb Mt Qomolangma next spring.

\_\_\_\_\_

- My bicycle being stolen last week, I bought a new one today.

\_\_\_\_\_

## Learning Tip

Reading classic literature written by native speakers can improve your English language skills in several ways. But this will not happen by magic: only if you read the book carefully and think about what you are reading. First, if you concentrate hard, you will not only enlarge your vocabulary, but also begin to appreciate slight differences in meaning between words. Secondly, if you examine the language carefully, you can learn to appreciate different English writing styles. The light and ironic style of Jane Austen is quite different from the serious and intense style of Charlotte Brontë though both of them are great writers of English.

Sometimes it is necessary to read a book more than once in order to absorb its full benefit. Read it once to understand the story, once again to appreciate the way the characters are described and the story develops and finally to become really familiar with the new vocabulary and expressions. Above all enjoy the stories. Happy reading!

### Listening

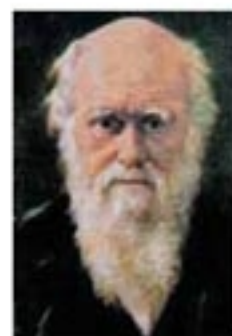


- 1 Before you listen to the tape discuss in pairs what theories you know of on the origin of species that existed before Darwin's idea. Then have a class discussion and see how many different theories you are familiar with.
- 2 Charles Darwin developed his new theory to replace the Western idea of the origin of species. Listen to the tape for the first time and write it down.
- 3 Now listen to the tape again and fill in the information in the chart.

	Old theory	New theory
Who made the different animals and plants?		
How do you know?		
How long did it take?		
Where did people come from?		

- 4 Answer these questions.

- 1 What made Charles Darwin change his mind and explain his new theory?
- 2 What was the public reaction to his book *On the Origin of Species*?
- 3 Who did he upset? Why did he upset them?
- 4 How did he handle the criticism?



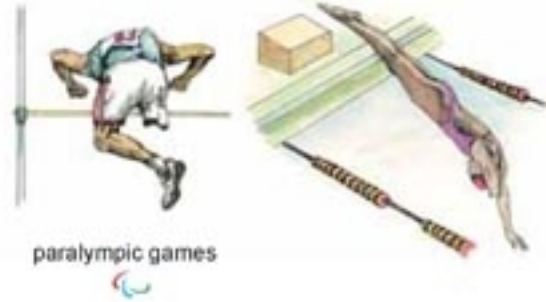
### Talking

In pairs choose one of these pictures and create a story which would fit that situation. You can be as imaginative as you can. Practise so that you both take part in the story and know your parts. When you have finished, prepare to tell your story to another pair and listen to their comments. Then help them improve their story. Finally be prepared to tell your story to the class.





It's now or never!



Determination makes you a winner!



Will she arrive in time?



It will all be worth it!

## Using words and expressions

1 Complete the passage with the words provided below in the correct form.

commitment    delay    bless    changeable    cosy    grasp  
aboard    discourage    regular    punishment    urgent    boom

Odysseus is a literary figure in the *Odyssey* written by Homer. He rejected the \_\_\_\_\_ life of a Greek king and made a \_\_\_\_\_ to help another Greek leader, Menelaus, get his wife back. But the war dragged on and on and he was away from his family for ten years. During this time the fortunes of the war were so \_\_\_\_\_ that no one could predict who would win. Odysseus became tired of the war and the \_\_\_\_\_ in Troy. He \_\_\_\_\_ wanted to return home, so when the Greek kings had their \_\_\_\_\_ weekly meeting he suggested that they \_\_\_\_\_ an opportunity to trick the Trojans. The Greeks built a giant wooden horse so that men could hide inside it. The Greeks then pretended to leave \_\_\_\_\_ their ships as if they were \_\_\_\_\_ by the length of the war. The Trojans \_\_\_\_\_ their Gods for their good fortune and prepared to celebrate. That night the men climbed out of the horse and opened the city gates to the Greek army. The Trojans awoke to the \_\_\_\_\_ of their warning bell announcing a Greek victory. So the war ended but the \_\_\_\_\_ of the Trojan people was only just beginning.



- 2 Find the words in the text that have these meanings. Notice their meaning in the reading passage.

	Definition	Word	Meaning
1	A to show fondness for someone B to make something holy		
2	A the quality of being very careful B an official warning		
3	A continuously moving B full of energy and new ideas C a force or power that causes movement		
4	A structure of society or political system B structure of a building C set of rules or ideas		
5	A line or row of people or things B position in the armed forces or an organization C degree to which someone is of high quality		
6	A having difficulty breathing B too excited to breathe C causing one to be out of breath		

Now make up your own sentences. Use each of the words in a different way from the way it is used in the text.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

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

- 1 我建议你做出这个决定, 因为这是合法的。(advocate)
- 2 在电影放映过程中他感到极其无聊, 因为那部电影是那么愚蠢可笑。(bored)
- 3 那块肉散发出一股臭味, 因为它变质了。(give off)
- 4 她是一位值得尊敬的人, 她总是把别人的需求放在第一位。(admirable)
- 5 如果你说那件事是真的, 你得发誓保证你是在说实话。(swear)

- 4 Replace the underlined phrases with words from this unit that are similar in meaning.

- 1 My failure in that exam was so painful that I stopped myself from remembering it until many years later when I could consider it more rationally.
- 2 This is an ancient kind of camp fire for cooking.
- 3 That kind of behaviour is not considerate and makes me feel upset.
- 4 The water in my bath is extremely cold so it is uncomfortable for me to get into it.



## Using structures

- 1 Read this passage which is adapted from *The Wind in the Willows* by Kenneth Graham. Underline the attributes.

"This very morning," continued Badger, who was rather disappointed, "I learned that a new and powerful motor-car will arrive at Toad Hall. At this very moment Toad may be dressing himself in those ugly clothes so dear to him. They transform him into an astonishing object which throws any decent-minded animal that comes across him into a violent fit. You two animals must help me with this project to rescue him from himself."



They reached the door of Toad's house to find a new red motor-car standing in front of the house. As they drew nearer, Toad appeared with large glasses, a cap, a long coat and thick gloves. He smiled at them cheerfully until he noticed the serious faces of his silent friends. Badger marched up the steps. "Take him inside," he said seriously. Then he turned to the car driver waiting patiently nearby. "You won't be needed today," he said.

Badger took the silent and angry Toad into a room and reasoned with him. The other two animals listened patiently outside. "Talking's no good," said Rat, "Talking to Toad will never change him. I've already tried. It was the most upsetting experience I've ever had." Later Badger reappeared with an unhappy-looking Toad. "Now," said Badger, "Toad has at last seen the error of his ways. He has agreed to give up cars for good. Now, Toad, tell them how sorry you are for your past behaviour."

There was a long pause. Toad looked around desperately. At last he said, "No. I'm not sorry and it wasn't a mistake. It was simply glorious!" The astonished Badger looked at him. "So you won't promise not to touch a motor-car again?" "Certainly not!" replied Toad. "I promise that I'll go off in the very first one I see whether it's my own or stolen. Poop-poop!"

- 2 Develop your writing skills. Look at these sentences. Join them together into one sentence in such a way that the information in one sentence is used as an attribute in the other.

1 Toad had many accidents in cars. They were caused by his careless driving.

\_\_\_\_\_

2 The girl is called Mary. She is going to play the piano in the concert.

A \_\_\_\_\_

B \_\_\_\_\_

3 He was sent to a prison. It was well-designed to prevent escapes.

\_\_\_\_\_

4 The thief stole a painting. He sold it to a foreign artist.

\_\_\_\_\_

5 She has got the licence. She can drive now.

\_\_\_\_\_



**3** Read the following proverbs or quotations, paying attention to the use of attributes.

Judgement delayed is judgement denied. (Hebrew)

Only through suffering and sorrow do we gain the wisdom not found in books. (Japanese)

Faint heart never won fair lady. (English)

Think of some Chinese proverbs to offer to the class.

## Reading task



### **A GOOD MASTER REMEMBERED**

It has been almost a week since my master, Ludwig van Beethoven, died. That day was one of the saddest of my life. I had worked for my master for more than twenty years and lived through many of his happiest moments and his triumphs as well as his most unhappy times. He wasn't, however, the easiest of men to work for. His moods were changeable so that he could be reasonable at one moment but most impatient and intolerant at the next. I succeeded in staying in his employment for so long because I had learned to read the signs and would avoid him when his face began to grow wild and angry.



His problems began in 1802 when he discovered his loss of hearing was not temporary. It brought him to a crossroads in his life because his earlier career as a concert pianist was no longer open to him. It was then that he realized that his future lay in composing music. Luckily he was especially suited for that because he was able to compensate for the fear and anxiety that his deafness brought him. He was able to use these emotions to inspire his work.

I describe his music as subjective because it dealt with his inner problems and worries. It was not the most popular music of its time but people recognized Beethoven's greatness. They did so even when they knew he could not acknowledge it. When he was conducting his ninth and last symphony on its first performance he was totally deaf. So he just didn't realize that the music had finished and continued to conduct the orchestra. One of the singers had to turn him round so he could receive the cheers of the audience. From one angle it was a sad moment but from another it was an even greater triumph. That a man with such a condition could have written such dynamic music was overwhelming! It brought tears to my eyes to think that I had contributed in some small way by looking after him.

It was very appropriate that he died in the middle of a thunderstorm. This is because he dressed rather like a wild man himself. His hair was always untidy, his skin marked with spots and his mouth set in a downward curve. He took no care of his appearance and walked around our city with his clothes carelessly arranged. Those of us who loved him knew that this was because he was concentrating on his next composition.



So it was fitting that many thousands of people were present at his funeral. He was the outstanding composer of his generation but it seems to me that his ability might have remained hidden had it not been for his deafness. Helping him move house many times, preparing his meals and looking after his everyday comforts were my reward for a life living so close to such a musical genius. I consider myself a lucky man!

Read the passage and discuss the questions in pairs. Then get together with another pair and compare your answers. One of the group should make notes and report the ideas to the class.

- 1 In what ways does the servant admire Beethoven?  
\_\_\_\_\_
- 2 Give two examples of how Beethoven's deafness affected him.  
\_\_\_\_\_
- 3 What might Beethoven have done if he had not gone deaf?  
\_\_\_\_\_
- 4 What would you concentrate on if you were to go deaf?  
\_\_\_\_\_
- 5 Many people were frightened when they first met Beethoven. Why?  
\_\_\_\_\_

## Listening task



- 1 Read these phrases before you listen to the tape for the first time. Tick them if you hear them mentioned.

\_\_\_\_\_ *Fifth Symphony, First Movement*

\_\_\_\_\_ *"Choral" Symphony*

\_\_\_\_\_ *Ninth Symphony*

\_\_\_\_\_ *"Pastoral" Symphony*

\_\_\_\_\_ *"Fate" Symphony*

\_\_\_\_\_ *Sunlight Sonata*

\_\_\_\_\_ *Moonlight Sonata*

\_\_\_\_\_ *Fifth Symphony, Third Movement*

- 2 Listen to the tape and the music a second time and fill in the chart.

Symphony number	Nickname	What it is about
	"Fate" Symphony	
	"Pastoral" Symphony	
	"Choral" Symphony	

- \* 3 What does music mean to you? Listen to the tape a third time and concentrate on the Moonlight Sonata. The nickname "Moonlight" only applies to the first movement of the piece but there are three movements altogether. So what do Movements 2 and 3 make you think of? Make up your own nicknames for them according to how they make you

feel. Discuss your nicknames with your partner and choose two you like. Be prepared to tell the class your choices and your reasons for them.

## Speaking task

Many people think that Beethoven was always a genius. Other people think he would never have been such a great composer but for his deafness.

Step 1: In pairs discuss:

- whether you think a genius is born or is made by circumstances
- whether you think adversity makes one wise or not

Step 2: Have a class debate. Use the ideas and examples you have collected to help you with your arguments. Take a vote at the end of the debate to see who has won.

### Beethoven's life

Born: 1770      Died: 1827

#### Career:

1795: already an important pianist, teacher of music, composer, and giver of concerts

1798: deafness began to interfere

1802: concentrated only on composing

1817: totally deaf

1823: last symphony composed

## Writing task

Now write a newspaper article putting forward your point of view about Beethoven. Use the lists you collected and the information you listened to during the debate. Remember to:

- begin by describing your idea of a genius
- collect your ideas about whether Beethoven fits this description or whether he became a genius as a response to disaster in his life. Make each idea a new paragraph and set out a reason for each
- finish by repeating what you said in the first paragraph. Make it clear whether you believe Beethoven showed perseverance to become a genius in the face of terrible difficulties or whether he was a born genius

Remember when you have finished your first draft, swap it with your partner. Check each other's work for content, logical sequence, correct grammar (especially tenses), vocabulary and punctuation. Make sure that each of you concentrates on the content of the writing. This is the most important.



## Project

Do some research of your own about somebody who persevered and overcame difficulties in his/her life. First make a list of possible candidates that you might research further. Add some further categories of your own.



Victor Hugo

Christopher  
Reeve

Sima Qian

Vincent van  
Gogh

Chopin

Classification	Example	Classification	Example
painter	Vincent van Gogh	writer	
musician		runner	
actor		swimmer	

Now if you have chosen a famous figure make a survey to find out what other people know about his/her life. If the person is famous you will be able to find a lot of information and opinions about him/her from the Internet. Be sure that you check several websites and check your information! Prepare your report on your chosen person. Collect pictures or take photographs, as appropriate, to include in your report.

### Checking yourself

- Who do you think showed greater perseverance, Shackleton or the men he left behind on Elephant Island? Give your reasons.
- In what other situations do people show perseverance in their everyday life? Try to see as many different possibilities as you can.
- Write four sentences showing different examples of the use of the attribute.

A an *-ing* form    B a clause    C a phrase    D a past participle

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

D \_\_\_\_\_

- Which new words and phrases have you found particularly useful in this unit?

# Unit 2

# King Lear

## Talking

- 1 In groups, talk about what has happened in the play *King Lear* so far. What do you think will happen in the rest of the play? How do you think it will end?
- 2 Discuss the pictures.
  - 1 Who do you think the man with the sword is?
  - 2 Why do you think he has been placed in the stocks (被带上足枷)?
  - 3 What do you think King Lear is saying to his daughter and her husband?



## Listening



- 1 Listen to Part 4 of the play and answer the questions.
  - 1 Why was the Duke of Kent put into the stocks?
  - 2 What happens when Lear asks to see his daughter?
  - 3 What does Regan tell the king to do?
  - 4 When Goneril arrives what do the sisters tell King Lear to do?
  - 5 What happens to King Lear next?
- 2 The notes on the next page, about the plot of Part 4, are out of order and two of the incidents didn't happen. Listen again and cross out the ones that didn't happen and number the others in order.



- ( ) A Kent gets into an argument with Oswald and is put in the stocks.
- ( ) B At first Regan and her husband refuse to see Lear.
- ( ) C Lear runs out into the storm.
- ( ) D Kent demands that Regan apologize to him for putting him in the stocks.
- ( ) E Kent goes to Regan's castle to tell her Lear is coming.
- ( ) F Goneril arrives at the castle and she and Regan tell their father he's a silly old man.
- ( ) G When Lear arrives and finds Kent in the stocks he is very angry.
- ( ) H When she finally comes to see Lear, Regan tells Lear to return to Goneril and apologize.
- ( ) I Kent tells the king he is Kent disguised as Caius, his servant.

**3** Listen again and answer these questions in groups.

- 1 How does King Lear feel when he finds Kent/Caius in the stocks?
- 2 Why do you think being put in the stocks is a terrible punishment?
- 3 Why do Regan and her husband finally come out of the castle to meet Lear?
- 4 What does Regan say that shows the audience she has no sympathy for Lear?
- 5 Why do you think it is so important for King Lear to keep his troop of one hundred soldiers?

## Using words and expressions

**1** Complete the sentences with phrases from the box.

on behalf of      make a name      fond of      beyond question      give away  
mind your own business      have had enough of      what's up

- 1 \_\_\_\_\_ with you? You look really angry about something.
- 2 A: What are you doing? B: \_\_\_\_\_.
- 3 \_\_\_\_\_ the whole school, I would like to thank you for coming to talk to us.
- 4 You are \_\_\_\_\_, the most annoying person I have ever met.
- 5 She \_\_\_\_\_ for herself as the smartest girl in the class.
- 6 I \_\_\_\_\_ all your jokes. Can't you be serious for a little while?
- 7 I have grown very \_\_\_\_\_ little Timmy since he came to stay with us.
- 8 It was very generous of him to \_\_\_\_\_ his old car when he bought a new one.

**2** Translate the following sentences into English, using the words in brackets.

- 1 无论你选什么礼物给他, 我相信你的新郎都会喜欢的。(whichever; bridegroom)
- 2 我要求知道这些天到底发生了什么事情。(demand)
- 3 所有人都怀疑是他犯了罪, 但是没有证据能证实这一点。(suspect; confirm)
- 4 由于反对这个建议而遭到叱责, 会上剩余的时间里我都保持沉默。(scold; oppose)
- 5 准确地预报天气是一件很难做到的事情。(forecast)
- 6 在战争中他为了挽救队伍中其他的士兵牺牲了自己的生命。(sacrifice; troop)
- 7 她的丈夫显然非常爱她, 从来不反驳她, 甚至是她错了也是如此。(adore; contradict)
- 8 在向机场人员投诉我的一件行李被划伤之后, 我发现我的另一个手提箱不见了。(terminal; scratch)
- 9 约翰以重重的一击回敬那个醉汉的辱骂。(respond; insult)

## USING structures

**1** Correct these sentences in which the adverbials have been used incorrectly.

- 1 Having cheated on his exam, the teacher gave him zero.
- 2 Disappointing with my results, I sat for the exam again.
- 3 Caught with the stolen television in his house, the policeman arrested him.
- 4 Some students whispered in the back of the room, annoyed the speaker.
- 5 Giving the number of people attending, I think we must get more food ready.
- 6 You can make the soup taste better with adding sugar.

**2** Join these sentences by changing one of the sentences to an adverbial and making any other changes necessary.

- 1 She was woken up by the thunder. She couldn't get back to sleep.
- 2 He put petrol in the car yesterday. He was surprised when it ran out of petrol after only 30 kilometres.
- 3 She disguised herself as a man. Her purpose for doing so was to get a good job.
- 4 Goneril's husband, the Duke of Albany, hates the cruel way his wife is behaving. He decides to leave her and go to fight with Cordelia and the French army.
- 5 My uncle retired from the army. He has had a great deal of spare time on his hands.

**3** Match the sentence halves in the two columns. Then choose an appropriate conjunction from the box to complete the sentences. The conjunction can be placed before the first or the second sentence.

while    when    before    after    since    as    if  
 unless    whenever    as though    even though    even if    although

1 William Shakespeare is recognized as one of literature's greatest influences,	the king would still control the army.
2 you knew what it was going to be like	it is time to make a decision.
3 the supermarket makes profit,	he has time.
4 he lost some of his power	the child slid down the hill.
5 you say you have given much thought to the matter,	very little is actually known about him.
6 I asked him to drop in	the boss came to check on me.
7 anyone could stop him	it will close.
8 I had been working for a couple of hours	why did you come?



## Listening task



- 1 Study the pictures and discuss with a partner what is happening in each picture. Try to work out who each person is.



- 2 Listen to Part 5 of the play and number pictures A-E to show the order of the events.
- 3 Listen again and answer the questions.
- 1 Where do the Duke of Gloucester and Kent take Lear?
  - 2 What strange thing does Lear do that shows he is mad? What reason do they give for his madness?
  - 3 What news does the servant give Gloucester? What do they decide to do?
  - 4 Summarize what has happened to each of the following characters.
    - A Goneril and Regan
    - B Regan's husband
    - C Goneril's husband, the Duke of Albany
- 4 If you were going to perform this part of the play for an audience, what furniture would you need? Make a diagram of the stage showing where you would put the things.

## Reading task



- 1 Read the final part of the play in groups with each person taking the part of a different character. If there's anything you don't understand, ask the group to help you.

## KING LEAR

## Part 6

NARRATOR: *Kent brings the mad King Lear to Cordelia. Her doctors give him medicine to help take away the madness and to make him sleep.*

*(Scene: The camp of the French army. Cordelia, Kent and a doctor are waiting. Enter King Lear carried in a chair by two soldiers who put him down near Cordelia.)*

CORDELIA: Oh, the poor, poor man. *(She kisses him.)* Doctor, I hope your medicine and his daughter's kiss will bring him to his senses. My dear father, how are you now?

LEAR: Where am I? I feel so strange. If I didn't know better, I would say you're my daughter, Cordelia.

CORDELIA: And so I am.

LEAR: Don't cry, my dear. Just bring me some poison and I will drink it. I deserve to die for the wrong I've done you.

CORDELIA: Father, don't be upset. Everything's all right now.

DOCTOR: Madame, I believe the madness has gone. Why don't you take him inside and keep him quiet for a while.

NARRATOR: *There is a war between the French troops and Goneril and Regan's army. The French soldiers lose and Cordelia and Lear are taken prisoner.*

*(Scene: Outside Regan's castle. Enter Lear and Cordelia, hands tied, walking between two soldiers.)*

CORDELIA: Shall we ask to see my sisters, your daughters?

LEAR: No, no, let us go to prison and live out the rest of our lives alone. We will sing like birds in a cage and tell each other stories and I shall ask again and again for your forgiveness. We shall never be apart again. *(Exit Lear, Cordelia and soldiers.)*

NARRATOR: *After the two sisters win the battle against the French army, they begin to argue. Goneril poisons Regan and then kills herself out of shame for what she has done. Goneril's husband, the Duke of Albany, discovers that before her death she ordered the captain of the prison to hang Cordelia and to make her death look like suicide.*





*(Enter Albany and a soldier.)*

ALBANY: Run, run. Quickly. To the prison and stop the execution before it's too late.  
*(Exit the soldier, running. Albany anxiously walks up and down. After a short while Lear enters carrying the dead Cordelia in his arms, followed by Kent and the soldier who was sent to the prison.)*

LEAR: Oh, oh! She's gone! She's dead as earth! She is no more! But wait, lend me a mirror. I'll put it close to her mouth and if her breath shows on the glass, I'll know she lives.

KENT: Oh, master. *(He tries to take Cordelia.)*

LEAR: Get away. You're all murderers. I could have saved her but now she's gone forever. Cordelia, Cordelia, stay a little longer. What are you saying? Your voice is so soft. I killed the dog who was trying to hang you.

SOLDIER: *(talking to Albany)* He did too, I saw him.

LEAR: *(turning to Kent)* I know you, don't I?

KENT: I'm Kent.

LEAR: No. He's gone, I sent him away.

KENT: Don't you know me, Your Majesty.

I have been with you all the time. I am your servant, Caius.

LEAR: Then you are a welcome sight. Look, look here my Cordelia. She will never breathe again. Never, never, never, never, never. *(Lear falls to the ground.)*

ALBANY: He's fainted. My Lord! My Lord!

KENT: Stop. Let him go. He hates this world and cannot bear to live in it any longer.

ALBANY: He's dead. Soldiers! Take them away, gently and with much respect. The Duke of Gloucester's good son shall become king and unite the kingdom in peace once more. *(All exit, soldiers carrying the dead Lear and Cordelia.)*



## 2 Read Part 6 again on your own and answer the questions.

- 1 At the beginning of Part 6 Lear is mad. What happens to make him come out of his madness?
- 2 When Cordelia and Lear are taken prisoner, why does Lear want to go to prison?
- 3 While they are in prison, Lear goes mad again, what causes this?
- 4 At the end of the play, why does Kent stop Albany from trying to help Lear?
- 5 Why did Albany change sides and try to save Cordelia?
- 6 What is going to happen to Lear's kingdom now that his family is dead? Do you think this will be a good thing? Why?

- 3 In groups, practise reading Part 6 aloud, each taking a different character. Discuss what emotions each character is expressing (eg regret, sympathy, worry, sorrow).

## Speaking task

Work in groups to complete the following tasks.

- 1 Make a list of all the characters who have appeared in the play. Summarize what has happened to each of the main characters by the end of the play.
- 2 Quickly re-read "The three daughters of the king" on page 19. Discuss the similarities and differences between the story and the play.
- 3 What moral message (s) do you think Shakespeare wants the audience to understand by the end of the play?



## Writing task

Find the summary of the story that your group wrote on page 19. Now, follow the steps below to turn your story into a play.

- 1 Make a list of the characters in your play and write a brief description of what kind of person each one is.
- 2 Discuss how you want the audience to feel during and after the play. For example, do you want them to find the play funny, sad, exciting, frightening, romantic or some other emotion?
- 3 Decide whether you want your play to have a moral message in it. If so, what is that message?
- 4 Read your summary and divide the story into 3 to 5 parts.
- 5 Write your play, making each part between 50 and 100 words. You can either work on one part of the play each or write all of the play together.
- \*6 Act out the play in your group. As you read, correct any of the speech that does not sound natural.
- \*7 Put in stage directions where necessary to tell the characters when to enter or leave and what movements they should make while on stage.
- \*8 Decide whether your play needs any props and collect these.
- \*9 Practise your play until you are satisfied and then perform it in your class.



## Project

Discuss with your teacher which of the following projects you should do.

- 1 Perform the play *King Lear* for your class or school.
  - 1 Choose someone to be the director and someone to collect any props or clothes you want to use. Give others in your group characters to play.
  - 2 While the props person is collecting and organizing the equipment, the director listens to the actors practising the play and makes suggestions about how to improve their speaking.
  - 3 Now practise the play in the area in which you will be performing. Decide how people will move about the stage and what, if anything, they should hold.
- 2 Get a copy of the original Shakespeare play *King Lear*. You may find one on the Internet. Pick out one part of the play and try to read it. Compare it with the language in the same part of the modernized version in this book.
- 3 Read a summary of another of Shakespeare's plays. You will find easy-to-read summaries of many of Shakespeare's plays on the Internet. Some summaries are very long and some are quite short, giving only the main points. Some good plays to start with are *Romeo and Juliet*, *Macbeth*, *Much ado about nothing* and *A midsummer night's dream*.

### Checking yourself

- 1 Did you enjoy reading *King Lear*? Why or why not?
- 2 How difficult or easy did you find it to understand this play?
- 3 Does *King Lear* remind you in any way of any Chinese opera you have seen? Think about characters, plot, moral message, the fighting, inheritance, etc.
- 4 Which activities in this unit did you enjoy most? Which did you enjoy least? Give reasons.
- 5 List the different ways that adverbials can be expressed. Can you construct sentences using each of the different ways?
- 6 List 10-15 new words from this unit that you think are most important to learn.
- 7 Would you be interested in reading more of Shakespeare's plays?

# Unit 3

# Fairness for all

## Listening



- 1 Listen to the stories of these three important black people who work for civil rights and join the correct person to the correct career.

Name	Career
Paul Robeson	academic and writer on black issues
Nannie Helen Burroughs	singer, athlete and lawyer
William E B Dubois	educator

- 2 Listen to the tape carefully again and stop the tape after each short biography. Then fill in the chart.

Name	William E B Dubois
Year of birth	
Education level	
Abilities	
Chosen career	
Importance	



Name	Nannie Helen Burroughs
Year of birth	
Chosen career	
Name of School	
Curriculum	
Importance	

Name	Paul Robeson
Year of birth	
Education level	
Abilities	
Chosen career	
Importance	





## Talking

1 In groups of four discuss:

- the similarities and differences in these three people and make a list
- who was most unselfish when helping black people and find three reasons to support your idea
- whose approach was the bravest and why
- who you prefer and why

At the end of the discussion choose one student in your group to write down your ideas and report them to the class.

2 Imagine you and your class are going to build a statue in honour of one of these three people. You must decide which one is the most worthy. Use your arguments to have a class discussion. The following expressions may help you.

I think they have these things in common ....	I believe it is better to ....
Is it better to ... than ...?	It seems to me ... because ....
I'm not sure if it's better to ....	Have you considered ...?
Which is more important ...?	I don't agree.      I consider that ....
Our consensus is ....	Why don't you agree?

## Using words and expressions

1 Complete the following paragraph with the words from the box.

unwilling	hostility	unjust	discrimination	abuse
seize	resolve	chaos	yawn	civil

It was Martin Luther King, Jr Day in the USA. My teacher decided she would \_\_\_\_\_ this opportunity to teach my class about how it feels to suffer \_\_\_\_\_. During the break she normally gives out snacks to the class but on this particular day she \_\_\_\_\_ to give them only to the boys. This caused some \_\_\_\_\_ amongst the students who were \_\_\_\_\_ to accept such unfair treatment. They questioned her but no explanation was offered. The whole class showed their disapproval at what they saw as \_\_\_\_\_ behaviour from their normally kind teacher. They began to shout and \_\_\_\_\_ followed. However, the teacher remained calm throughout and even \_\_\_\_\_ as the students loudly protested. This made them even more upset. The teacher continued the lesson by reading a story about Martin Luther King, Jr. At the end of the lesson she asked the class how they felt. She explained she was demonstrating how black people felt about discrimination and that was why they were demanding \_\_\_\_\_ rights. That lesson has remained with me as I realized the \_\_\_\_\_ suffered by black people during Dr King's time.

- 2 Think of as many words as you can in the reading passage and elsewhere which describe discrimination and the ways you can overcome it.



Now look at the facts below. They show the position of black people in some parts of the southern states of the USA in the 1950s and 1960s.

Facts
<p><b>Jobs:</b> (1965) 955 firemen in Seattle, of whom only 0.2% were black.</p>
<p><b>Social conditions throughout the southern states of the USA:</b> (1955) Separate drinking fountains, places in back of buses, balconies of cinemas, back of restaurants for blacks.</p>
<p><b>Education throughout the southern states of the USA:</b> (1957) Separate schools in southern USA for black and white students.</p>

Step 1: In pairs discuss whether the situation is fair and why you think so. Use the vocabulary above to decide any action that should be taken to change the situation.

Step 2: Join with another pair to compare your ideas. Discuss them until both groups agree. Then prepare to explain your ideas to the class.

- 3 Translate the following sentences into English, using the words and phrase in brackets.
- 很明显, 这家公司控制不了市场, 因为他们生产的电视机质量差、价格高。(evident; dominate)
  - 这些维护动物权利的活动家抵制一切经过动物实验的产品。(boycott)
  - 有一条规定禁止货车日间在这条马路上通行。(prohibit)
  - 上周我堂兄按时提交了他的大学论文, 教授们都非常高兴。(submit; punctually)
  - 那个官员采纳了我的建议, 因为他认为这个建议会很成功。(seize on)
  - 我们买新房子的时候必须和建筑商谈判。(negotiate)
  - 我听着这段交响乐, 感到非常愉快。(symphony)

## Using structures

- 1 Read this true story about three civil rights workers in Mississippi. Fill in the blanks with the words in brackets and use the correct tenses.

### THREE CIVIL RIGHTS WORKERS MISSING!

On June 21st, 1964, three boys \_\_\_\_\_ (*travel*) to Mississippi hoping to encourage black



people there to register to vote in the next election. After \_\_\_\_\_ (*notice*) and \_\_\_\_\_ (*arrest*) by Deputy Price for speeding, they \_\_\_\_\_ (*put*) into the local jail. After several hours, the boys \_\_\_\_\_ (*release*). Two hours later they \_\_\_\_\_ (*kill*) by members of the Ku Klux Klan. This \_\_\_\_\_ (*be*) a white racist organization, some of whose members \_\_\_\_\_ (*begin*) planning the murders as soon as the boys \_\_\_\_\_ (*arrest*). The car that the civil rights workers \_\_\_\_\_ (*travel*) in \_\_\_\_\_ (*burn*) so there \_\_\_\_\_ (*be*) no evidence. Everything \_\_\_\_\_ (*complete*) smoothly and quietly. No one either \_\_\_\_\_ (*see*) or \_\_\_\_\_ (*hear*) the killing or the burning of the car. The killers \_\_\_\_\_ (*seem*) safe.

But the government \_\_\_\_\_ (*be*) not happy to see civil rights workers \_\_\_\_\_ (*treat*) in this way. After sending the FBI in large numbers to Mississippi, they eventually \_\_\_\_\_ (*discover*) what \_\_\_\_\_ (*happen*) to the missing boys. A trial \_\_\_\_\_ (*hold*) from October 11th to 17th 1967 and seventeen people \_\_\_\_\_ (*accuse*) of the three murders. After \_\_\_\_\_ (*find*) seven men guilty, the verdict \_\_\_\_\_ (*celebrate*). It \_\_\_\_\_ (*be*) the first time that white men \_\_\_\_\_ (*punish*) for killing a black man in Mississippi. The good people of Mississippi \_\_\_\_\_ (*hope*) that such an incident \_\_\_\_\_ never \_\_\_\_\_ (*happen*) in their neighbourhood again.

- 2** This is a timeline of some of the more important events in the life of Martin Luther King, Jr. Choose five events in his life and write a short paragraph about him. Use as many different verb tenses as you can.

January 15, 1929	Martin Luther King, Jr was born.
September, 1935	began school in Atlanta
February, 1948	became a minister
January, 1957	The Southern Christian Leadership Conference was founded. Dr King was chosen president.
August 28, 1963	"I have a dream" speech was made.
December, 1964	received the Nobel Peace Prize
March 21, 1965	led a march from Selma to Montgomery (Alabama) to focus attention on problems in black voter registration; 3,000+ people began the march; and 25,000 completed it
Later in 1965	President Johnson signed the Voting Rights Bill to solve the problem.
April 4, 1968	Martin Luther King, Jr was shot and killed in Memphis, Tennessee.

**MISSING!**

The police is seeking information about the disappearance at Philadelphia, Mississippi of these three people on June 21st



Andrew Goodman



Michael Schwerner



James Chaney

If you have any information, please tell the police, Washington, DC.

Tel: xxxxxx

These words may help to connect your sentences together into a fluent prose.

At first .... Later .... However .... Anyway .... Whenever .... Eventually .... Finally ....

When you finish your writing, swap with your partner and check: 1 content; 2 logical sequence; 3 correct grammar; 4 correct spelling and punctuation. Finally edit your work and be prepared to read it to the class.

## Reading task



### ACHIEVING FAIRNESS

Meadowside County Secondary School  
Lakeside Town  
Rutlandshire  
England

Dear Year 6 at Snowdon Vale County Secondary School,

Do you remember we agreed to circulate our ideas for our school project this year? Well, here is our suggestion and we in our school hope you will join us to develop it.

The idea came to us in the autumn of 2004. We were sitting in our class when our head teacher made an announcement. "There'll be a new boy starting school tomorrow. He comes from the circus so he'll be with us for a while." Immediately there was whispering around the classroom. I heard scattered remarks like "Those are dirty people"; "They eat raw meat"; "Watch out for your bags" and "They wear rags". The teacher must have heard them too, because she stopped the talking and said in a very serious voice: "Jake is our guest for as long as he stays here. Make sure you treat him well. I don't want to hear any complaints about your behaviour to him."

I was curious because it was the first time I had met anyone from a circus. Luckily for me, the next morning after being introduced to the class he sat in the only spare seat next to me. Of course I didn't want to be nosy but I couldn't help peeping at him sideways as I began my mathematics task — to work out the cubic volume of various boxes. I noticed Jake was smaller than me and had dirty finger nails. His shirt was clean but had been repaired in many places and his trousers were held up by a wide, leather belt. As he seemed to have no handkerchief and was sniffing loudly, I passed him one of mine. Immediately the boys behind me began to poke me in the back with their feet and whisper "What d'you do that for? He'll give you the plague when he returns it. Leave him be!" I concentrated on my work. From my left a slight movement showed that Jake must have heard the remarks too. He seemed to be having great difficulty with his work and was struggling to hold his pen correctly. He looked around as if for help. I looked around too. The teacher was busy so I leaned over and offered to explain the problems to him. As he listened his mouth split into a dazzling smile. His eyes lit up as if a



light had been turned on and he returned to the exercises with enthusiasm. He finished them quickly and proudly presented them to the teacher. "Well done, Jake," she approved. "Now you can go and work on our new database." Jake beamed and was soon busy sorting out information and adding more of his own.

I thought about how Jake's life would be. I remembered seeing the campsite and thinking how poor the facilities were: only one tap for water, no particular place to put rubbish and a small, dirty washing and toilet area. As Jake was living on the campsite it must mean he was using those facilities. I wondered that if they were improved then perhaps people would no longer be rude to him. I decided to help. As it was my turn to suggest a project for our grade, I put forward this idea. Our head teacher accepted it and so we began to prepare our plans to improve the campsite. Hope you will join us.

Best wishes,  
Fred Sams

**1** Read the passage and then answer these questions.

- 1 Why did the students dislike Jake even before they saw him?  
\_\_\_\_\_
- 2 What qualities did Jake show?  
\_\_\_\_\_
- 3 Why did Fred not copy the other boys' behaviour to Jake?  
\_\_\_\_\_
- 4 Do you think any of the remarks about Jake that the boys mentioned were true?  
\_\_\_\_\_
- 5 What did Fred do to help Jake? How do you think you would behave towards Jake?  
\_\_\_\_\_

**2** The boys criticized Jake and his family for the way they live. But most of these remarks refer to problems of the campsite. Read the story and find out what Jake is really like.

Boys' remarks about the circus people	What Jake is like
They are dirty.	
They eat raw meat.	
They wear rags.	
They steal.	

**Listening task**



**1** The first thing we had to do was consult Jake and his family about what they needed on the campsite. So one evening Fred went round to see and interview them. Listen for the first time and note the three things they wanted.

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

**2** Listen carefully again and give the reasons that Jake's parents gave for wanting each item.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

### Speaking task

Snowdon Vale County Secondary School has agreed to join this project. The project has three tasks:

- to design a campsite for 20 caravans to use during the winter season when they are not working in the circus
- to write a report to explain why each change is needed
- to write a covering letter to the local council explaining the outline of the project and its aims

Guidance for designing a new and improved campsite:

- In twos, brainstorm and make a list of what you need in a clean and comfortable campsite.
- Get together with another pair and compare your ideas. Make a final list together.
- In fours, discuss the most efficient position for everything on your list. Make a plan of the campsite and mark everything on it clearly.
- Don't forget to provide facilities for the animals.
- Write a short report explaining what was included and why. Have a good reason for the position of each facility.

### Writing TASK

Now use your plan to write a project proposal for the local council of Lakeside Town. This is the information you may need:

- your reasons for improving the campsite
- a list of proposed improvements
- your plan for improving the campsite
- your reasons for each item included
- your reason(s) for the position of each item
- a covering letter explaining what is included and suggesting that the council examine it carefully

In your group of six decide the order of the tasks and allocate them to the members of the group.

- 1 You can work as a team. As the tasks are completed, collect them and keep in a folder.
- 2 When the folder is complete, two groups should get together and examine each other's folders. They should discuss among themselves and decide how to improve the proposals.
- 3 Display all the folders so the whole class can see and evaluate them.



- 4 Each group will work together and evaluate the other groups' work. Use the chart to help evaluate each project fairly. Each part will be marked out of ten, with ten as the highest. The Y/N column is to check that each section is included.

Group	Y/N	Comments	Score
Your reasons for improving the campsite			
A list of proposed improvements			
The plan for improving the campsite			
The reasons for each item included			
The reason (s) for the position of each item			
<b>Total score</b>			

At the end of the evaluation procedure, the teacher will collect all the papers and add up the total score for each project. The winner should be announced. Then the best work should be praised and displayed so that all can see it and learn from it.

## \*Project

You can follow the above procedure to design a project of your own to improve other people's lives in your hometown. For example, in large cities, like Beijing, there are a lot of children who come from the countryside. They may not have as good living conditions or as good education as the children from the cities. They may also have to face some unfair treatment. Perhaps you can do a survey into their conditions and find some ways of helping them.

### Checking yourself

- 1 What do you mean by a person's civil rights? Give examples.
- 2 What qualities do you think you need to be a worker for civil rights?
- 3 Fill in this chart with the different verb tenses.

	Present	Past	Future
<b>Simple</b>	I study		
<b>Continuous</b>		I was studying	
<b>Perfect</b>			
<b>Perfect Continuous</b>			I will have been studying

- 4 Using two tenses which need more practice, make two sentences of your own.  
A \_\_\_\_\_  
B \_\_\_\_\_
- 5 Which new words and phrases have you found the most useful? Make a list of them.

# Unit 4

## Learning efficiently

### Listening



- 1 Discuss these questions briefly with others in your group.
  - 1 What makes a good talk?
  - 2 What things should you NOT do when giving a talk?
- 2 Han Tao has to give a talk to his English class. He knows what he wants to say but he doesn't know the best way to present his talk. His neighbour, Mrs Jones, is giving him some advice. Listen and answer these questions.
  - 1 What is Han Tao's talk going to be about?
  - 2 What has Han Tao done so far to prepare his talk?
- 3 Listen again and pay particular attention to the advice Mrs Jones gives the boy. As you listen, make notes to remind you what her advice is. Write down key words only.
- 4 Work with three other students.
  - 1 Share your notes with your group and make sure you have remembered all the advice Mrs Jones gave.
  - 2 Use your notes to make up some rules for giving a talk.
  - 3 Listen to the tape again to check that you have included all of Mrs Jones' advice. Then add any other rules you can think of to the end of your list. Display your list for others to read.
- \* 5 If you have time, listen to Han Tao's talk. Listen only once and use Han Tao's notes on the right to help you follow the talk. After his talk, discuss with others in your group what you liked about Han Tao's talk and what he could do to improve it.



#### My collection of stamps

##### How I got started

7 years old  
stamps from envelopes

##### How collection developed

parents' friends gave me stamps  
bought stamp-collecting magazines  
bought and swapped stamps

##### Why I like my hobby

they're beautiful  
tell you about other countries  
anyone can be a collector  
can do alone or in a group  
can make money



## Talking

Now it's your turn to prepare a two-minute talk about something you are interested in. It could be a hobby or sport, a book or film, a career you hope to follow when you leave school or a country you know a lot about. Follow the steps below.

- 1 Decide on the subject for your talk and then brainstorm possible topics.
- 2 Read through your notes and choose three or four topics to talk about.
- 3 Decide in what order you want to talk about them and write headings on a sheet of paper.
- 4 Under each heading write any key words that will help you remember what you are going to talk about. Use Han Tao's notes on the previous page as a model.
- 5 Read through the list of rules for giving a talk that students in your class made in the listening section. Think about how you can put the rules into practice.
- 6 Practise your talk with a partner. Listen to each other's talk and offer advice for improving it.
- 7 Give your talk to a group of your classmates. Ask your group to tell you what you did well in your talk and what you need to improve for the next time.

## Using words and expressions

- 1 Use the visual cues to guess the words. Then draw picture clues for five other new words and ask your partner to write out the words.



r \_\_\_\_\_



c \_\_\_\_\_



a \_\_\_\_\_



c \_\_\_\_\_



m \_\_\_\_\_

- 2 Unscramble the letters to make words, then write some sentences using the words.

1 egaectnird \_\_\_\_\_

6 sessas \_\_\_\_\_

2 ncreyure \_\_\_\_\_

7 onslut \_\_\_\_\_

3 isamenr \_\_\_\_\_

8 rola \_\_\_\_\_

4 elsremeb \_\_\_\_\_

9 cerontec \_\_\_\_\_

5 oertsiem \_\_\_\_\_

10 tepmcnnoo \_\_\_\_\_

- 3 Complete the sentences with words that you have learned in this unit. They need to have the same sound at the end of the word as those in brackets.

1 You can't meet the president wearing that coat. It is too \_\_\_\_\_ (messy)

2 They put a \_\_\_\_\_ under the photo to explain where it was taken. (position)

3 There are many strange animals living \_\_\_\_\_ the sea. (teeth)

4 Before the main film we saw a \_\_\_\_\_ for the latest Jackie Chan movie. (new)

5 If you want to be a \_\_\_\_\_ cook, you should go to a cooking school. (content)

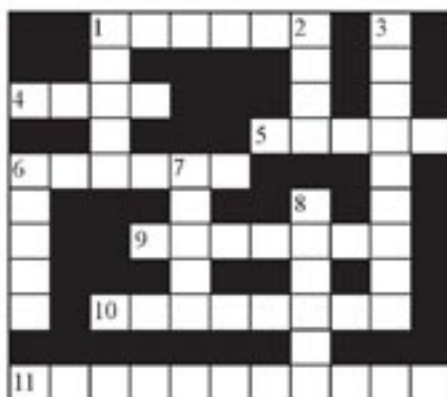
- 4** Complete the sentences with the words and phrases from this unit and then use the answers to fill in the crossword.

**Across**

- 1 To be a successful \_\_\_\_\_ dancer, you need to practise every day for years and years.
- 4 I hurt my back when I \_\_\_\_\_ down to pick up my suitcase.
- 5 As they can't have any children of their own, they are going to \_\_\_\_\_ a little baby.
- 6 When you give a talk, it is a good idea to have some \_\_\_\_\_ material to show people.
- 9 You should try that new restaurant, it has both Chinese and Western \_\_\_\_\_.
- 10 Car crashes on our roads are more \_\_\_\_\_ than they used to be.
- 11 The art gallery's latest \_\_\_\_\_ is a painting by Wu Guanzhong, a contemporary Chinese artist.

**Down**

- 1 We are going to give her a \_\_\_\_\_ with her pay this week because she worked so hard.
- 2 We \_\_\_\_\_ to get hot summers and rainy winters in this part of the country.
- 3 She works in a factory putting the \_\_\_\_\_ parts of televisions together.
- 6 I don't know what time he'll arrive; he was very \_\_\_\_\_ about it yesterday.
- 7 The problem of poverty is especially \_\_\_\_\_ in rural areas.
- 8 She had to read the chapter several times before she could \_\_\_\_\_ the information.



## Using structures

- 1** Complete the sentences with the verbs in brackets in the appropriate form of the subjunctive mood. Then translate the sentences into Chinese.
- 1 We should act as though he \_\_\_\_\_ us. (watch)
  - 2 The rules require that two people \_\_\_\_\_ present at all times. (be)
  - 3 If I \_\_\_\_\_ in charge, I'd do things differently. (be)
  - 4 I wish I \_\_\_\_\_ faster at typing than I am. (be)
  - 5 If only you \_\_\_\_\_ John as well as I do. (know)
  - 6 I insist that you \_\_\_\_\_ quiet. (be)
  - 7 It is necessary that you \_\_\_\_\_ your safety belt on at all times. (keep)
  - 8 Imagine what it would be like if we \_\_\_\_\_ wings. (have)
  - 9 She suggested that we all \_\_\_\_\_ a good night's sleep before the exam. (have)
  - 10 It is important that everyone \_\_\_\_\_ ready to leave at 6 am. (get)



**2** Translate the following sentences into English.

- 1 他们坚持认为所有的工人都应该在新楼里分得一套房子。
- 2 老师建议他们在阅读课文之前先看一下那几个问题。
- 3 这辆车这么旧，如果我们到达之前它就散架了，我是不会惊讶的。
- 4 如果你说话不那么毫无保留，你就有可能使别人高兴些。
- 5 节日津贴应该在月底之前发放；这很重要。
- 6 如果她不总是那么含含糊糊的，我才不会麻烦她解释呢。
- 7 如果我是你，我会在建造自己的房子之前去咨询专家的。
- 8 如果比尔把欠我的钱还给我，我就能把这些破旧的窗帘换下来了。
- 9 如果由我来决定，我会马上把所有的钱都兑换成当地货币。

**3** Use the subjunctive mood to comment on the mistakes these people made.

- 1 I left my bedroom door open and my dog chewed my shoes.

*If you had closed the door, the dog wouldn't have got in and chewed your shoes. / Your dog wouldn't have chewed your shoes if you hadn't left your door open.*

- 2 I was talking to my friend so I didn't get there till after 5 pm and by then the shop was closed.
- 

- 3 I spent all my money on new clothes so now I haven't enough money for a holiday.
- 

- 4 I broke my glasses because I put them on my chair and then sat on them.
- 

- 5 I spent half an hour looking for my car keys.
- 

- 6 I can't hand in my homework because I left it at home.
- 

**Speaking task**

Discuss the following questions with others in your class.

- 1 Do you enjoy writing in English? Explain your answer.
- 2 What is the most difficult thing about writing in English? Here are some possibilities.
  - Thinking up good ideas
  - Collecting and organizing raw materials
  - Writing an argumentative essay
  - Planning and organizing the structure
  - Using correct grammar and spelling
  - Using words and idioms correctly
  - Making the writing interesting
- 3 What kind of activities do you think would help you to improve your writing?

## Listening task



- Ms White wants to introduce a new study technique to her class. As she is a little worried that parents may not approve, she has called a meeting to explain it to them. Listen once to her talk to find the answers to these questions.
  - What problem does Ms White say her students have?
  - What technique does Ms White suggest the students try?
- Listen again and then, with a partner, complete Ms White's notes for her talk. You may need to listen more than once.

Students have difficulty (1) \_\_\_\_\_ in English.

Why? Worry too much about getting their writing (2) \_\_\_\_\_ and so don't write much.

Need to help students to write (3) \_\_\_\_\_.

**What is journal writing?**

Students write in a special book

- each (4) \_\_\_\_\_
- for (5) \_\_\_\_\_ mins, increasing to (6) \_\_\_\_\_ mins
- mustn't (7) \_\_\_\_\_ writing
- can write about (8) \_\_\_\_\_
- don't worry about (9) \_\_\_\_\_

**Why do journal writing?**

Will help them concentrate on fluency rather than (10) \_\_\_\_\_.

**Does that mean correctness is not important?**

No, but it is not important when writing in their (11) \_\_\_\_\_.

Please encourage your children to (12) \_\_\_\_\_ journal writing.

- Listen once more and then work with your group to make a list of rules for journal writing.

## Writing task

- Read the list of rules for journal writing that your group made in the listening section. Now try some journal writing for yourself. Your teacher will tell you when to start writing and when to stop.  
Remember, you can write about anything you like as long as you keep on writing. If you can't think of anything to write about, you can repeat what you have already written, or write down the words of a song, or describe the weather. Or you could try one of these topics.

My parents

Books I've read

Places I'd like to visit

My favourite sport

Favourite movies

What I did on the weekend

Animals I like

The progress I've made in learning English



**2** In groups discuss the questions below. Appoint one person to take notes about what your group thinks. Appoint a different person to report back to the class on your opinions.

- 1 How did it feel to write without worrying about making mistakes?
- 2 Did you write more than you usually do in the same period of time?
- 3 Do you think journal writing is a useful activity? If you do, explain in what way it could be useful to you.
- 4 When you have finished it, how could you use the text you have written in your journal to improve your accuracy?
- 5 Both accuracy and fluency are important in writing. Write some instructions that you could follow in your study time that would help you to improve both of these.

## Reading task



**1** Go back to the Student's Book and review the text that describes four techniques to help you read efficiently. Working with a partner, practise those four techniques as you read the passage below.

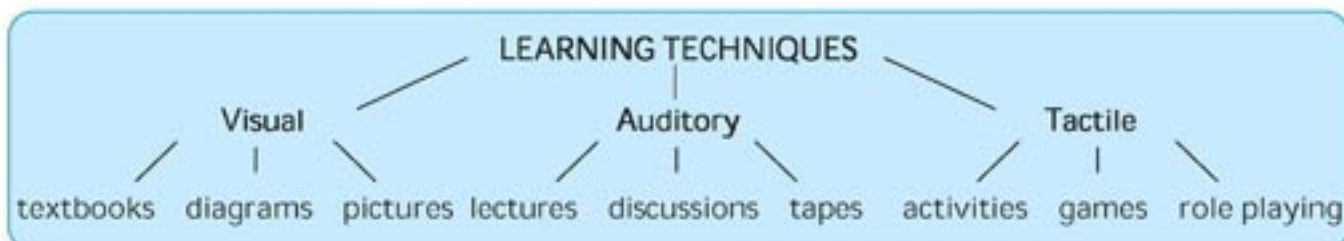
### USEFUL LEARNING TECHNIQUES FOR DIFFERENT KINDS OF LEARNERS

#### If you are a visual learner

You learn well from textbooks and class notes. You also learn well from diagrams and pictures. You usually learn better in a quiet room on your own. Here are a few hints to help you learn efficiently. "What the eye can see, the mind can understand and remember better." This is particularly true of visual learners, so find ways to "see" what you want to learn.

- When you are studying from a textbook or class notes, underline key sentences and phrases. Try underlining with different coloured pens to identify different kinds of information. You could also write out the key points on a piece of paper and go over them whenever you have a few spare minutes.
- Take notes while you listen and read them after the lesson.
- When you have read or listened to something you want to remember, organize the main points in a "mind map". There is an example of part of a mind map below.
- When listening to someone, watch the person's body language and pay special attention to any pictures or diagrams that are used. Read everything the person writes on the board.
- Close your eyes and see in your mind what you want to remember. You can imagine it in words or pictures.
- Make charts and diagrams to help you remember grammar points and place them where you can see them.

#### Example of a mind map



**If you are an auditory learner**

You learn best when information is given to you in oral form. You benefit from listening to lectures and taking part in group discussions. You like to have things explained to you. You learn most efficiently when talking to or working with others. Here are a few hints to help you learn efficiently.



- Find a study partner or form a study group so you can learn together.
- Organize meetings where students can discuss questions and hear speakers.
- When studying by yourself, read out loud and say the main points to yourself to help you remember them. Try studying with music playing in the background. Make up songs or poems about what you have to learn.
- Listen to audio cassettes while you read texts. Make your own cassette recordings of things you need to learn and listen to the tapes whenever you can.
- You may find that teaching or explaining to someone else is a great way for you to learn.

**If you are a tactile learner**

You learn best when you can be physically active. You benefit from learning things outside the classroom, such as doing surveys. You will probably enjoy language games, and playing them is an excellent way for you to learn—as is acting in plays. Here are a few hints to help you learn efficiently.



- Take every opportunity to participate in activities such as interviewing or debating.
- To help you concentrate in class, take notes as you listen. Don't worry about spelling or grammar, just write down words or make diagrams that will help you to focus and remember.
- When studying alone, walk around with your book or notes in your hand and read the information out loud.
- Take every opportunity to use English in a practical way. For example, try to read the English instructions rather than the Chinese for a new piece of equipment; join an English conversation club; listen to English songs and try dancing and/or singing along with them.
- When reviewing your lessons, write key points and vocabulary in big letters on a large surface, such as a whiteboard or poster-sized paper. Use large pens to write with.

**2** Read the hints that apply to your learning style. Discuss the following questions with your partner.

- 1 Have you ever tried any of these activities? Did they help?
- 2 Will you try any of these techniques in the future? Give reasons.
- 3 What techniques do you often use? Why do you think they suit you?
- 4 What aspects of English do you find most difficult? What activities could you do that might help you to be more successful in your weaker areas?

**3** Look at the mind map on the previous page. Add other suitable activities besides the three already given for each learning style.



## **Project**

- 1 When you live in a country where English is not normally spoken, it can be quite difficult to find opportunities to practise speaking and listening skills. You need to be inventive and search out suitable activities. Work with others in your class to brainstorm ways to practise oral English skills in your community. Be as creative as you can. Here are a few suggestions to get you started.
  - Join an English language club or start one yourself.
  - Listen to foreign radio broadcasts.
  - Volunteer to work in a tourist office helping English speaking tourists to find their way around.
- 2 Imagine you and your friends are going to start an English language club. What activities would you have at the club? Make a poster that advertises your club to other students in your community.

### **Brainstorming**

Do you remember how brainstorming is a great way to come up with a lot of new ideas quickly? Brainstorming frees the mind to come up with creative ideas you might not otherwise have thought of. Here's how you do it.

- 1 You will need a blackboard and pens or a large sheet of paper and some marker pens.
- 2 Work in groups of at least four people, six or more is better.
- 3 Write a title at the top of the board or paper (eg ways to practise oral English).
- 4 Set a time limit (eg 10 minutes) and write down as many ideas as you can, even silly ones. Do not make judgements on anyone's ideas. Relax and be as creative as possible.
- 5 When your time is up, read the ideas and choose the five or so you like best. Make sure everyone agrees.

## **Checking yourself**

- 1 What useful study techniques have you learned to help you in the following aspects?
 

a listening	b speaking	c reading
d writing	e grammar	f vocabulary
- 2 In which of the above areas do you consider you have improved the most in this unit?
- 3 In which area/s do you need most practice in the future?
- 4 How do you intend to allocate your study time in the future so that you cover all of the areas mentioned in question 1. What proportion of your time will you give to each area?
- 5 Do you feel more confident about using the subjunctive mood now?
- 6 Did you find the information on different learning styles useful? Give reasons.
- 7 List 10-15 new words that you have mastered during this unit.
- 8 Did you enjoy doing the crossword? Do you think crosswords help you learn new words? Give reasons.
- 9 Which proverb in this unit do you think is most relevant to you? Why?

# Unit 5

## Enjoying novels

### Listening



1 Answer the following questions before you listen to the tape.

- 1 Have you ever read the novel *David Copperfield* before, either in Chinese or English?
- 2 Who wrote the story? And when?
- 3 What do you know about David Copperfield's unhappy childhood?



2 David Copperfield felt he had to run away because he was so unhappy living with his stepfather after his parents died. Look at the two boxes and listen to the tape for the first time. Then join the halves of the sentences together.

David Copperfield  
The young man  
Aunt Betsy  
Mr Dick

seemed kind and rather simple.  
was not sure if she would take David.  
ran away because he was unhappy.  
stole money and goods from David.

3 Read these questions and then listen to the tape again.

- 1 Give two reasons why his aunt was startled when she saw him.

1 \_\_\_\_\_  
2 \_\_\_\_\_

- 2 What did David look like when he arrived at his aunt's house?

shoes	
hat	
clothes	
hair	

- 3 Who makes the decision to accept David? How is this done?

\_\_\_\_\_

- 4 Discuss in pairs what you would do if someone came to your house for help saying he/she was a long lost relative who needed a home. Would you behave like Aunt Betsy or not? Give a reason.

\_\_\_\_\_



- 5 After you have done the four tasks on the previous page, listen to the tape again and fill in the gaps in the dialogue between David and his aunt.

*Then out came my aunt Betsy wearing a pair of gardening gloves and carrying a large knife in her hand.*

*"Go away! \_\_\_\_\_," she cried. I watched as she \_\_\_\_\_ in the garden.*

*"\_\_\_\_\_, ma'am," I said softly.*

*She started and looked up.*

*"If you please, aunt."*

*"Eh?" she cried out in \_\_\_\_\_.*

*"\_\_\_\_\_, aunt, I am \_\_\_\_\_."*

*"Oh Lord!" said my aunt and suddenly \_\_\_\_\_ on the garden path.*

*"I'm David Copperfield. You came to see my mother the night \_\_\_\_\_. I've been very \_\_\_\_\_ since she died. I've been \_\_\_\_\_ and left to \_\_\_\_\_ and put to work not fit for me. I \_\_\_\_\_ and I've walked all this way to find you." Then I \_\_\_\_\_.*

*My aunt \_\_\_\_\_ staring at me. She got up \_\_\_\_\_ and took me into the kitchen. She \_\_\_\_\_ a chair and sat me down on it. "\_\_\_\_\_!" was all she said.*



Work in groups of three. Practise reading it aloud using correct rhythm and intonation. Then prepare to act it before the class.

## Talking

*David Copperfield was about ten years old when he decided to run away. His circumstances at that time were very difficult. His father had died before he was born. When his mother also died, he was sent by his stepfather to work in a factory as a child labourer. The factory was far from his home, so David had to live with another family. When that family (who were his only friends) left for Australia, David decided to run away and find his aunt. He hoped she would look after him.*

In groups of three create a conversation among David, his aunt and Dick after the boy has had his bath and a meal. Before you start, think about what Aunt Betsey would ask the boy and what the boy would say.

Here are some words and expressions that may help you.

Why did you run away?

Why should I ...?

It began when ...

Then ...

I couldn't bear it any more because ...

It was very kind of you to ...

I hope you think I was right to ...

I would like you to ...

Why didn't you ...?

What happened to you?

Meanwhile ...

Later ...

I was very frightened because ...

Don't send me back to ...

I'm afraid that ...

Please help me.

What happens if I ...?

Tell me everything.

Finally ...

When you have finished, perform your dialogue in front of the class.

## Using words and expressions

1 Complete this passage using these words in their proper form.

roof      collar      inspect      in vain      bench      claw      burglar  
 pine      chain      stare      squirrel      warehouse      signal

Once upon a time there was a man who sold tea and many spices all around Asia. This merchant was lucky enough to own a large \_\_\_\_\_ where he was able to store his goods. One night a \_\_\_\_\_ broke into the warehouse. He began to \_\_\_\_\_ the goods to see what he could steal. But unfortunately he made so much noise that the guard heard him and sent a \_\_\_\_\_ to the merchant. Hearing it, the merchant fetched his dogs, attached \_\_\_\_\_ to their \_\_\_\_\_ and set out to catch the burglar. Meanwhile there was a \_\_\_\_\_ that lived in a \_\_\_\_\_ tree close to the \_\_\_\_\_ of the warehouse. Unsettled by the noise, it jumped onto the warehouse roof, through the window and onto a \_\_\_\_\_ where the burglar was examining the tea. The squirrel was watching him in the darkness. When the burglar saw a pair of eyes \_\_\_\_\_ at him, he felt afraid. He began to throw things at the squirrel and wanted to scare it away. In defence, the squirrel dug its \_\_\_\_\_ into the burglar's back so that he jumped up in pain. \_\_\_\_\_ he struggled and turned. But the squirrel would not remove its claws from his back. At this moment, the merchant rushed into the room with his dogs and caught the burglar red-handed. So the tea and spices were saved!

2 Make up interesting stories, using *in vain*, *at length* and *straight away*. Try and think of a twist at the end of the stories that will make them funny. Write them down.

Here is an example:

*In vain* I asked my mother several times to let us go to Hong Kong for a holiday. Her answer was always the same: "I'd love to very much, my dear, but we have no money." *At length*, to my great joy, my mother won some money in the public lottery so she had no excuse not to let us go. *Straight away* I went to buy the tickets, but there were none left for the next public holiday! ...

When you have finished, share your stories in groups. Choose two of the best and try to improve them. Then prepare to read them to the class.

3 Try to fit these phrases into the following passage.

in force      think ill of      stand out      under the name of      get round  
 put off      do everything in one's power      struggle against      against one's will

I was eager to \_\_\_\_\_ to gain the approval of my aunt because I wished to stay with her. So my heart sank the next day when she announced that my stepfather, his sister and a servant would be coming \_\_\_\_\_ to visit her. They wished me to return to them, but if I did so it would be \_\_\_\_\_. My only hope was that my aunt would think well of me and \_\_\_\_\_ her visitors. Then she would want to keep me. So I behaved as well as I could.

The next day \_\_\_\_\_ in my memory. My stepfather and aunt arrived riding on donkeys.



This was lucky for me as my aunt had spent many years \_\_\_\_\_ people with animals walking over her grass. She rose up angrily when she saw them crossing her garden through the window. "Get out," she shouted. "How dare you!" My stepfather and his sister were very surprised and climbed off their donkeys with care. They tried to \_\_\_\_\_ my aunt, as they drank tea, with tales of my misdoings and wicked behaviour, but she was having none of it. She had been well and truly \_\_\_\_\_ by the incident in the garden. When they had gone she turned to me. "Nephew," she said. "You will stay with me, but you will no longer be known as David. You'll live here \_\_\_\_\_ Trotwood Copperfield in future." And so I began my new life with a new name!



## Using structures

- 1 Rewrite the following sentences, making them more colloquial.

EXAMPLE:

*We visited the exhibition. Miss Zhao acting as guide. →*

*Miss Zhao was acting as guide when we visited the exhibition.*

- 1 The last bus having gone, I had to walk home.
  - 2 All possibilities considered, I think we ought to make a decision.
  - 3 All the desks and chairs having been mended, the carpenter packed up his tools and went home.
  - 4 All the compositions having been collected, Miss Gao sent the class home.
- 2 Read and translate the passage into Chinese. Underline the examples of the nominative absolute construction in the passage. Then rewrite it using a more colloquial style.

This machine can help you sleep by removing all problems from your mind and providing you with calm and peace. Personality permitting, the machine puts you to sleep within one hour. Volunteers are asked to lie on a bed, with their hands by their sides. The relaxometer is placed around their heads. Quiet and calming music being played, the supervisor monitors the effect of the relaxometer on the patient. The volunteer becoming sleepy, the supervisor arranges for the bed to rock gently. Regular breathing beginning, it is clear that the relaxometer is doing its job well. It is expected that only the most difficult cases will remain awake, the supervisor being in constant attendance to make sure there is no accident. Coming with a lifetime guarantee, this machine can be rented or bought in all big supermarkets.

## Reading task



Have you ever been sent to an unknown place to stay? How did you feel? What did you miss most from home? Discuss these questions in pairs. Then begin to read the story of what it was like for Jane Eyre when, as a little girl, she was sent away to a boarding school for homeless children.

**MY ARRIVAL AT LOWOOD SCHOOL**

I remember little of the journey which started so early in the morning. I only know that the day seemed extremely long, and that we appeared to travel over hundreds of miles. Calmed by the sound of the coach wheels, I fell asleep. But I had not slept long when the coach stopped, the door was opened, and I saw a servant standing there.

"Is there a little girl called Jane Eyre here?" she asked. I answered "Yes," and was then lifted out. My trunk handed

down, the coach instantly drove away. I looked about me. I could see a house with many windows. There were lights burning in some of them. We went up a wide pebbly path, splashing wet, and were admitted at a door. Then the servant led me through a passage into a room where she left me. I stood and warmed my frozen fingers at the fire and looked around. There was no candle, but the light from



the fire showed papered walls, a carpet, curtains and gleaming furniture. Then the door opened, and a tall lady with dark hair, dark eyes entered followed by another who looked younger. "The child is very young to be sent alone," said she, putting her candle down on the table. She looked at me for a minute or two and then added, "She had better go to bed soon; she looks tired."

Led by the younger lady, Miss Miller, through passage after passage, we came, at last, to a long, wide room filled with the hum of many voices. There were many tables, and seated all round on benches were a large number of girls aged from nine to twenty. Seen in the dim light of the candles, their number appeared above eighty. Each was dressed in a brown old-fashioned dress of cheap material. It was their hour of study.

Miss Miller signed to me to sit on a bench near the door, then walking up to the top of the long room she cried out "Monitors, collect the lesson-books and put them away!"

Four tall girls arose and went round, gathered the books and removed them. Miss Miller again ordered, "Monitors, fetch the supper-trays!" The tall girls went out and returned presently, each bearing a tray. Some food and water was in the middle of each tray. The food was handed round and everyone drank from the same mug. When it came to my turn, I drank too, for I was thirsty, but I did not touch the food. From there I was taken to my hard bed where I thankfully fell asleep immediately.



The headmistress wants to record what happened that day. So help her by writing down the events in the order in which they happened.



## Chronology of Jane's journey and arrival at Lowood School

1

2

3

4

## Listening task



- 1 We all have things to worry about. What are your three most important worries at the moment? Before you listen to the tape, think about this question and fill in the half of the chart that applies to you.

Problems	Before listening: My problems	After listening: Jane's problems
first	Example:  Solution:	Example:  Solution:
second	Example:  Solution:	Example:  Solution:
third	Example:  Solution:	Example:  Solution:

- 2 Listen to the tape for the first time and find out Jane's problems when she first arrived at Lowood School. Tick the correct boxes as you listen.
- meeting her new teacher*     *the bad breakfast*     *nobody to sit with*  
 *making friends*     *having her curls cut*     *seeing her aunt again*  
 *losing her box*     *doing schoolwork*     *Mr Brocklehurst's unkindness to her*
- 3 Listen to the tape for the second time. Then go back to the chart above and fill in Jane's worries and how she tries to solve them.

## Speaking task

- 1 In pairs make a list of your problems. Examine the differences between your problems and those of Jane Eyre. Discuss whose problem is more serious and write it down.

EXAMPLE:

*Jane has a more serious problem because not having enough food to eat is worse than failing a test.*

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Compare what you have written down with your partner. Do you have the same opinion about who has the most serious problem? If you do, share your reasons. If you do not, try to persuade each other.

- 2 How would you advise Jane to deal with Mr Brocklehurst's unkindness?

### Hints for a short talk

- 1 Brainstorm some ideas for your talk. List your ideas on how to deal with Mr Brocklehurst's unkindness.
- 2 Organize the ideas into a logical order. Add reasons for each idea to show how it will help Jane.
- 3 Concentrate on the beginning of the talk. Explain how your suggestions will work. This will focus your listeners' attention.
- 4 Organize the end of the talk. Explain again how these ideas will help so that everybody will remember them.
- 5 Practise the talk with your partner. Write your ideas on a piece of card so that they will be able to focus on what you plan to say. Give each other advice to improve the talk.
- 6 Prepare to give the talk to the class.



## Writing task

Write an article about your talk for a newspaper. Use your plan and headings of the talk as the basis for an article. Remember that an article is more formal than a talk, so do not use contractions (eg don't) or colloquial English in your writing.



### Hints for writing an article

- 1 Make up an eye-catching title for your article that everyone will be attracted.
- 2 Don't make the article too long and keep to the point.
- 3 Swap your first drafts with your partner and give each other good advice.
- 4 Rewrite your article using your partner's suggestions.
- 5 Give the writing a final check for content including logical sequence and coherence, spelling, grammar (eg conjunctions) and punctuation.
- 6 Write it out in your best English for the teacher.

### **Project**

Write a short review every time you finish reading a book in English. Put it in a special book. Make a collection of your classmates' book reviews and add them to yours. Make sure that the reviews explain:

- what the story was about
- what you liked or did not like about it
- your impression of the story and whether it is worth reading

Edit and improve each review. Then display your book reviews in your classroom so that the whole class can read them. This will encourage everyone to read books in English and write book reviews!

### Checking yourself

- 1 Why do you think the 19th century was called a century of women writers when there were many excellent men writing novels too?
- 2 How can you tell a good novel from a badly written one?
- 3 Which is the most important part of your writing: the content, the grammar, the punctuation or the spelling? Give your reasons.
- 4 Read the following sentences and pick out those that use the nominative absolute construction.
  - A The sun going down, we all went home for dinner.
  - B As the dance had begun, I joined in.
  - C Hiding behind the trees, I watched the thief enter the house through a window.
  - D Tickets being available, let's go to the theatre tonight.
- 5 Which of the novels mentioned in this unit would you like to read in future? Give your reasons.

## Notes to the texts 课文注释

### Unit 1

#### 1. Robert the Bruce 罗伯特一世(1274—1329)。

苏格兰国王(1306—1329在位)。他曾经是英格兰国王爱德华一世册封的卡里克伯爵,1306年他自立为苏格兰国王后,马上遭到了爱德华一世军队的攻击,曾一度退守到了爱尔兰近海的一个小岛上。但他在不到两年的时间里就将大部分苏格兰土地从英格兰人手里夺回。1314年他在班诺克伯恩打败爱德华二世所率的英格兰军,后于1328年与英格兰缔结北安普敦条约,使苏格兰摆脱了英格兰的统治,获得独立。

#### 2. Helen Keller 海伦·凯勒(1880—1968)。

美国著名作家和演说家。一岁半时因病双目失明且耳聋,然而在她的老师沙利文的循循善诱下,海伦克服了身体的残疾,以巨大的毅力取得了不可思议的成就:16岁时进入哈佛大学附属剑桥女子学院学习英文、德文、拉丁文、数学及许多文学、史学名著;20岁时考入哈佛大学拉德克利夫学院;21岁时在沙利文老师的指导下发表了处女作《我生活的故事》;在以后的60多年中共写下14部著作,包括《我生活的世界》、《走出黑暗》和《让我们有个信念》等。1959年,在联合国大会上,各国代表一致称赞她对人类的贡献。她曾被美国《时代周刊》评选为20世纪美国十大英雄偶像之一。她始终致力于残疾人事业,四处募捐用以改善残疾人的生活环境,并为他们创造教育的机会。她曾周游世界各地,为残疾人加油鼓劲。最终成为一名杰出的慈善家、演讲家和教育家。

#### 3. Anne Sullivan 安·沙利文(1866—1936)。

美国女教育家。她因担任幼年盲聋哑的女作家海伦·凯勒的教师而闻名,她为海伦打开了一个全新的世界。经过艰苦的努力,海伦·凯勒获得了巨大的成功,安·沙利文对此功不可没。

#### 4. Gou Jian 勾践(公元前497—公元前465)。

中国历史上春秋末期越国的国王。公元前499年,吴王夫差大破越军,勾践卧薪尝胆,不忘会稽兵败之耻,着手改革内政,休养生息,以恢复实力。21年后,越军终于攻破吴国。

#### 5. Perce Blackborow joined an expedition with Sir Ernest Shackleton to Antarctica on the ship *Endurance* in August 1914. 1914年8月,珀斯·布莱克鲍罗参加了欧内斯特·沙克尔顿爵士的“持久号”南极探险。

Sir Ernest Shackleton 欧内斯特·沙克尔顿(1874—1922),英国南极探险家。曾三次率队到南极探险。其中最著名的是他的“持久号”南极探险(1914—1916),虽然最终没有达到原定的目标,但这次探险对领队沙克尔顿来说是一次非凡的成功。由于“持久号”船在威德尔海被冰山卡住,船不得不随冰漂流,十个月后沉没。他和船员被迫生活在浮冰和荒无人烟的小岛上达一年之久。最后他把手下全体探险队员安全带回了家。他也因此被称为“有史以来世界上最伟大的领队”。



6. **Hold on now, Perce. Don't you go turning into another Tom.** 坚持下去,珀斯,不要变成另一个汤姆。

hold on 坚持;继续。如:

Hold on, everything will be all right. 坚持住,一切都会好起来的。

If he can hold on a little longer, we can get help for him. 他要是能再坚持一下,我们会为他找到救援的。

此处的Don't you go ... 等于Don't go ..., 是一个祈使句。

7. **He was always honest with us (as in the advertisement) and never gave way to disappointment, even when the ship sank.** 他对我们总是很坦诚(就像广告中那样),他从不灰心丧气,从不放弃,即便是在船沉的时候也是如此。

give way to 妥协,屈服;让位;转为。如:

Billy kept asking his mother if he could go to the movies and she finally gave way. 比利不停地问妈妈能不能去看电影,最后她只好同意了。

If he is given way to, he will only make further demands. 要是我们向他妥协,那他就会提出更多的要求。

As winter gave way to spring, the days began to lengthen. 冬天过去,春天来到,白天越来越长了。

 **问题:** 你知道give up, give in和give way to之间的区别吗?请举例说明。

8. **We who remained on Elephant Island swore that we would do as he advocated: remain optimistic and recover our health before he returned to rescue us.** 我们这些留在象岛等待的人都发誓我们要按他主张的那样去做:在他回来救我们之前保持乐观,恢复健康。

advocate 倡导;提倡。如:

They advocated the use of force. 他们提倡要动用武力。

He advocated, though he did not practise the no-drinking policy. 他主张禁酒,虽然他自己并不实行。

9. **This gave off oily, black smoke but had the advantage of burning strongly in fierce winds.** 海豹油燃烧起来会释放出黑色油烟,但它有在强风中能烧旺的好处。

give off 散发出。如:


The gas gave off an unpleasant smell. 这种气体散发出一种难闻的气味。


The engine gives off smoke and steam. 发动机发出烟气和水蒸气。

## Unit 2

1. **King Lear**《李尔王》。

英国著名戏剧家、诗人莎士比亚的“四大悲剧”之一。写于1605—1606年。《李尔王》是气势宏伟、哲理深邃的悲剧。刚愎自用的李尔王年迈体衰,因轻信两个大女儿的甜言蜜语,误分国土而遭受了被剥夺一切、沦落荒郊的厄运。两个大女儿的忘恩负义使他狂怒、悔恨以至疯颠。但苦难却带来了新生,他从同情无家可归的乞丐开始,逐渐认清了世界与善恶。忠臣肯特和小女儿的忠诚与挚爱,使他领悟了爱和人生的真谛。最后,两个大女儿因争风吃醋相继而死,而小女儿也被害死,李尔王在忧伤中死去。莎士比亚站在人文主义者的立场上,通过王室家族的内乱和李尔王命运的大起大落,批判了伪善的人伦关系,肯定了同情、博爱的道德原则。

 **问题:** 你认为莎翁400年前所写的《李尔王》这部悲剧是否有现实意义?你能从中领悟到什么样的人生真谛?

2. **For whichever of you has for me the most devotion I will give to her the best part of everything I own.** 你们之中谁最爱我，我就把我拥有的最好的东西赠送给谁。  
 whichever 任何一个。如：  
 Whichever of you comes in first will receive a prize. 你们谁先进来，谁就会得到一份奖励。  
 I told him he could choose whichever seat he liked. 我告诉他，他可以随便挑选他喜欢的座位。  
 Buy whichever is the cheapest. 哪个便宜就买哪个。
3. **Do not come between me and my anger.** 不许阻止我发怒。  
 come between (发生) 在……之间；干预；阻碍。如：  
 I hope nothing ever comes between us. 我希望我们永远亲密无间。  
 A coolness came between them. 他们开始彼此冷淡了。
4. **Do not contradict me. It is done.** 别来顶撞我。一切就这么定了。
5. **But sir, please hear me out. I speak on behalf of Cordelia.** 但是，陛下，请听我说完。让我替科迪莉亚说几句话。  
 hear sb out 听某人说完。如：  
 Don't interrupt, just hear me out. 别打扰我，听我说完。  
 Sorry, I wish I had time to hear you out, but could you make your story shorter? 我真希望我有时间听你说完，你能不能把故事缩短些？  
 on behalf of 代表；为了……的利益。如：  
 I am writing this letter on behalf of my mother, who wants to thank you for your nice gift. 我代表我妈妈写这封信，她要感谢你送的美好礼物。  
 They are collecting on behalf of charity. 他们以慈善的名义集资。
6. **Cordelia's devotion to Your Majesty is beyond question.** 科迪莉亚对陛下您的热爱是毋庸置疑的。  
 beyond question (cannot be doubted) 不用怀疑的，毋庸置疑的。如：  
 His honesty is beyond question. 他的忠诚是毋庸置疑的。
-  **问题** 你知道 out of question, out of the question, without question 等，其中哪个与 beyond question 同义，哪个不同义吗？
7. **Pack up your things and be gone from my kingdom.** 收拾好你的东西，从我的王国里滚出去。  
 gone 作表语用，意为“不在，走了”；或指东西“没有了，不见了”；或指人“死了”。如：  
 He went away and was gone quite a while. 他走了，走了好一阵子了。  
 The young couple have gone on their holiday. 这对年轻伴侣去度假了。  
 Is all the cake gone? 蛋糕都吃完了吗？  
 All is over. He is gone. 一切都结束了，他死了。
8. **Sir, I am sorry, to tell you this, but it seems to me that you are not being treated with the respect due to a king.** 陛下，我很遗憾地告诉你，我觉得你没有受到像一个国王应该受到的尊敬和礼遇。  
 due 在此句中的意思为“应给的；应得的”。  
 此外，due 还可以表示“应支付的；适当的；预定的；到期的”等意思。如：  
 A great deal of money is due to you. 应当付你一大笔钱。  
 After due consideration, they decided to retreat. 他们经过适当考虑后决定撤退。  
 When is your baby due? 你的孩子预计什么时候出生？  
 These library books are due next month. 这些图书馆的图书下个月到期应还。
9. **What's up, daughter?** 出什么事情了，女儿？  
 What's up? (口) 什么事？发生了什么事了？如：  
 Debra, what's up? You are looking very miserable. 德伯拉，怎么了？你看起来很难过。



## 10. I have had enough of your soldiers. 我烦透了你的士兵。

have had enough of 对(某人或某事)感到腻烦而无法再容忍。如：

I have had enough of your gossiping. Please keep quiet. 我厌倦了你的闲言碎语。请保持安静。

## Unit 3

## 1. Montgomery bus boycott 蒙哥马利市抵制公共汽车运动。

1955年12月1日,美国亚拉巴马州蒙哥马利市黑人妇女罗莎·帕克斯在公共汽车上拒绝让座给白人,被捕入狱。在青年黑人牧师马丁·路德·金的领导下,全城数万黑人团结一致,罢乘公共汽车达一年之久。1956年11月,美国最高法院作出在公共汽车上实行种族隔离为违反宪法的判决,蒙哥马利市黑人这场震撼全国的抵制斗争终于获得胜利。

## 2. King and the other black leaders in Montgomery have seized on this incident and decided on a collision course to change the law. 金和蒙哥马利市的其他黑人领袖利用这个事件,决定通过一个冲突进程来改变法律。

seize on 抓住机会。如：

He quickly seized on a basic flaw in the argument I was developing. 他很快抓住我在辩论中出现的一个基本错误。

decide on/upon 决定 选定。如：

In the end, she decided on buying the cheaper dress. 最后,她决定买那件便宜一点的衣服。

Have you decided on where to spend your holiday? 你们已经择定度假的地点了吗?



问题：你还学过哪些与 on 搭配的动词？请举例说明。

## 3. Those in the cars waved and we saluted them back. 车里的人们向我们挥手,我们向他们致意。

salute 向……行军礼;向……致敬;向……打招呼。如：

On this very special evening we salute the splendid work of the local police. 在这个特别的晚上,我们对本地警方的卓越工作谨表敬意。

He saluted his friends with a wave of the hand. 他向朋友们招手致意。

## 4. Encouraged by a Supreme Court decision that public education must be mixed nationwide, the leaders went to court to argue against separation on buses. 最高法院决定全国公共教育要黑白人种混校,黑人运动领导者深受鼓舞,他们去法庭为反对汽车上的种族隔离制度据理力争。

这里提到的最高法院的判决是指1954年5月17日最高法院就“布朗控告托皮卡市教育委员会”一案所作的判决,否定了1896年在“普莱西控告弗格森”一案的判决中所确立的“隔离但平等”的原则,而宣布在公立学校里实行种族隔离制为违反宪法。

琳达·布朗(Linda Brown)是一个黑人女孩,她每天不得不步行很长的路到黑人小学去上学,而不能就近上白人公立学校。琳达的父母就教育中的种族隔离问题向美国最高法院上诉。

这个判决使得正在抵制蒙哥马利市公共汽车的黑人深受鼓舞,并终于促使美国最高法院于1956年11月宣布公共场所的一切种族隔离都是违反宪法的。

## 5. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal." 我有一个梦想,那就是有一天这个国家会站立起来,并实现其信条的真谛：“我们认为‘人人生而平等’这个真理是不言而喻的。”

self-evident 不证自明的;不言而喻的。如：

It's self-evident she won't pass, so why are they entering her for the exam? 明摆着她不会及格,为什么他们还要为她报名参加考试呢?

live out 活过；实践。如：

Will the old man live out this month? 这位老人能活过这个月吗？

Her success enabled her to live out her wildest fantasies. 她的成功使她实现了自己最大胆的梦想。

6. **With this faith we will be able to transform the unpleasant sounds of our nation into a beautiful symphony of brotherhood.** 带着这个信念，我们就能把我们国家中令人不快的声音转变成洋溢着手足之情的优美交响乐。

transform ... into 把……变为……。如：

The magician transformed the man into a rabbit. 魔术师把一个人变成了一只兔子。

The new owners transformed the old house into a showplace. 新主人把旧房子改造成了一个展览馆。

## Unit 4

1. **Suppose you were on holiday and you had a really good novel that you had been looking forward to reading.** 假设你在度假，你手里有本你一直盼望一读的好小说。

此处 suppose 意为“假如；假设；假定”。如：

Suppose your father saw you what would he say? 你父亲要是看见你，他会怎么说？

Suppose they did not believe him what would they do to him? 他们要是不相信他，他们会把他怎么样呢？

注意 suppose 后面的宾语从句要用虚拟语气。



问题：除了 suppose 以外，还有哪些词汇或句型可以表示假设？

2. **Most people agree that the best way to improve your skills in any endeavour is to practise, practise and then practise some more.** 大部分人认为努力改进技能的最好方式就是实践、实践、再实践。
3. **As Francis Bacon once said, "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested."** 诚如弗朗西斯·培根曾经说过的：“有些书是应当尝尝滋味的，有些书是应当吞食下去的，有少数书是应当要咀嚼消化的。”

Francis Bacon 弗朗西斯·培根 (1561—1626)。英国近代唯物主义哲学家、科学家，著有《学术的进展》、《新工具》、《新大西岛》等书。马克思称他是“英国唯物主义和整个现代实验科学的真正始祖”。他还是出色的作家，所写 *Essays* (《随笔》，1625) 是英国文学史上著名的散文作品之一。他提出了“知识就是力量”的著名口号。

4. **Read the sentences in the box below and then see how many of the questions beneath the sentences you can answer.** 阅读下面方框中的句子，然后看看这些句子下面的问题你能回答出多少。

below 指位置低于……；under 指正下方，或墙脚下、山脚下；beneath 在一般场合表示抽象含义。如：

Far below the moon appeared a bright star. 在月亮下面很远的地方有一颗明亮的星。

She put the letter under her pillow. 她把那封信放在枕头下。

Making that unpleasant remark was beneath him. 说那种刺耳的话有失他的身份。



问题：你理解 below, under 和 beneath 的区别了吗？试比较下面的句子，并将它们翻译成中文。

Your grade is below average.

The soldiers are standing under the castle wall.

It is beneath you to tell a lie.

5. **It is a struggle for me to keep my room or desk tidy.** 保持我的房间和书桌整洁对我来说是件费劲的事。



6. You may find you have more than one strong learning style, which is a bonus because being able to learn in more than one style increases your chances of finding activities that suit you. 你可能会发现你不只拥有一种较强的学习方法, 这是件好事, 因为能采用多种学习方法会增加你找到适合自己的活动的机会。
7. **visual learners** 视觉型学习者 **auditory learners** 听觉型学习者 **tactile learners** 触觉型学习者。  
有些学者从学生的感知和认知等方面把学习者分为视觉型 (visual learner)、听觉型 (auditory learner)、动觉型 (kinesthetic) 与触觉型 (physical learner 即 tactile learner)。听觉型的人对听到的内容比较敏感, 喜欢听而不喜欢读; 视觉型的人对看到的文字或图像印象较深, 因此喜欢阅读, 尤其是默读; 动觉型的人在说和写的活动中表现突出, 喜欢动手或表演; 而触觉型的人善用触觉和动作来学习, 喜欢具体操作, 用手来尝试新事物。
8. **Better late than never.** 迟做总比不做好, 晚来总比不来好。
9. **He who makes no mistakes makes nothing.** 想不犯错误, 就一事无成。
10. **Drops of water outwear the stone.** 水滴石穿。

## Unit 5

1. **literary genres** 文学体裁 文学作品特定的样式。

指各种文学作品形式上的类别。它是作品思想内容的外部表现形态。现代中国普遍采用的文学分类法是诗歌、小说、散文、戏剧的四分法。在欧洲, 从古至今都主张一种三分法, 即按文学表情达意、塑造形象的不同方式把各种文学体裁分为三大类: 叙事类 (Prose fiction)、抒情类 (Poetry) 和戏剧类 (Drama)。叙事类包括叙事诗、小说、寓言、神话、童话等。抒情类的作品包括抒情诗、抒情散文等。戏剧类作品一般包括悲剧、喜剧、正剧等。

2. **Thomas Hardy** 托马斯·哈代 (1840—1928)。

英国 19 世纪末期杰出的小说家, 又是 20 世纪初期杰出的史诗家。他的小说多以农村生活为背景, 对资本主义社会的文明和道德作了深刻的揭露和批判。重要作品有《远离尘嚣》、《还乡》、《凯特桥市长》、《德伯家的苔丝》和《无名的裘德》等。晚年转向诗歌创作, 在 1904 年与 1907 年发表了史诗剧《列国》(The Dynasts)。

3. **Margaret Mitchell** 玛格丽特·米切尔 (1900—1949)。

美国女作家。著有长篇小说《飘》, 1936 年由麦克米伦公司出版。小说获得了 1937 年普利策奖。1939 年好莱坞将《飘》改编成的同名电影问世。截至 1970 年代末期, 小说已被译成 27 种文字, 在全世界的销售量也逾 2,000 万册。《飘》所讲述的是一个以美国南北战争为背景的爱情故事。

4. **Can you believe that there used to be a consensus in society that opposed the writing of novels by authoresses?** 你能相信从前社会上存在着反对女子写小说的舆论吗?

这是一个主从复合句, 主句是 can you believe, 后面是一个宾语从句。在这个宾语从句中包含了一个定语从句, 即 that opposed the writing of novels by authoresses, 这个定语从句是用来修饰 consensus (舆论) 一词的。

5. **Those who got round this ban were: Jane Austen, the three Brontë sisters (Charlotte, Emily and Anne), and the writer known as George Eliot.** 巧妙迂回在这项禁令边缘的人有 简·奥斯汀、勃朗特三姐妹 (夏洛蒂、艾米莉和安妮), 还有作家乔治·艾略特。

get round 绕道走; 回避; 智胜。如:

He thinks he is clever and he can get round the tax laws. 他以为他很聪明, 能够避免缴税。

A little girl can usually get round her father. 小女孩总能使父亲让步。

6. **Charlotte Brontë (1816 - 1855) was the most famous of the three Brontë sisters.** 夏洛蒂·勃朗特



(1816—1855) 是勃朗特三姐妹之中最出名的一个。

the three Brontë sisters指英国19世纪著名的文坛三姐妹 Charlotte Brontë 夏洛蒂·勃朗特 (1816—1855), Emily Brontë 艾米莉·勃朗特 (1818—1848) 和 Anne Brontë 安妮·勃朗特 (1820—1849)。夏洛蒂的小说《简·爱》(1847) 一直受到广大读者的欢迎。夏洛蒂的妹妹艾米莉是卓越的诗人,但是她的优秀小说《呼啸山庄》(1847) 在读者中影响更大。她们的妹妹安妮著有小说《艾格妮斯·格雷》等。

7. Her novels were revolutionary for the explicit way they described women struggling against their restricted roles in society. 她的小说详尽明确地描述了女性与其受社会限制的角色之间的对抗, 具有革命性的意义。

请注意句中代词的使用, 句中的they指代的是her novels, 而句中的their指代的是women's。

8. The fifth premier authoress of this period was George Eliot (1819-1880). 这一阶段列位第五的女作家是乔治·艾略特 (1819—1880)。

George Eliot 乔治·艾略特 (1819—1880), 19世纪英国维多利亚时代三大小说家之一, 与狄更斯和萨克雷齐名。原名玛丽·安·埃文斯, 她惯以深刻剖析平凡小人物之心理, 开创现代小说通常采用的心理分析创作方式。代表作有《亚当·比德》和《织工马南》。

9. In one of her books, *Silas Marner*, the hero discovers a little girl whom he takes in to live with him. 在她的一部名为《织工马南》的小说中, 主人公发现了一个小姑娘, 并带她回家与自己共同生活。

*Silas Marner* 《织工马南》(1861), 艾略特的著名小说。描写马南曾受好友诬陷, 对人丧失了信任, 通过金币失窃、收养迷途孤女的事件, 重又体会到了人生的温暖和同情。

10. Among them Charles Dickens (1812 - 1870) stands out as a literary critic of the injustices of his society. 在这些作家中, 查尔斯·狄更斯 (1812—1870) 作为社会不公正问题文学批评家是最为出众的。

Charles Dickens 狄更斯 (1812—1870), 19世纪英国伟大的小说家。一生创作辛勤, 留下了二十几部小说, 包括《匹克威克外传》、《老古玩店》、《大卫·科波菲尔》、《艰难时世》、《双城记》和《远大前程》等。其中, 《大卫·科波菲尔》是狄更斯最喜欢的作品, 这部小说以一个孤儿David Copperfield的成长和遭遇为主要线索, 描绘了一幅广阔而五光十色的社会画面。小说笔调幽默而略带伤感, 创造了一大群出色的人物形象, 真实地反映了英国19世纪初的社会面貌。

11. These women having produced works of the highest quality, any survey of the 19th century English literature must include them. 这些女性作家由于创作出了质量极高的作品, 任何关于19世纪英国文学的研究都必须包括她们。

句中的these women having produced works of the highest quality是一个独立主格结构, 是全句的原因状语。

12. She didn't seem to register my movements. 她似乎没注意到我的行动。

register 在此句中的意思是“意识到, 注意到”。如:

She told me her name, but I'm afraid it didn't register. 她告诉过我她的名字, 不过我没有记住。



问题: 你知道register的其他含义和用法吗? 请查字典并将下列句子翻译成汉语。

1 James bought a new car and registered it in his name.

2 Amy decided to register for a course on business management at Oxford University.

3 The dial registered 6.2 on the Richter scale when the earthquake happened.

13. At first, in spite of disliking him, she did not discount his affection, and was sensitive to the pain she was going to cause him when she declined his offer of marriage. 起初, 虽然不喜欢他, 她并没有漠视他的爱, 而且还很在意回绝他的求婚会给他带来的痛苦。

she was going to cause him when she declined his offer of marriage是句中的一个定语从句, 前面省略了that一词, that在定语从句中作直接宾语, 即cause him the pain. 整个定语从句用来修



饰pain一词。

14. **With assumed calmness he replied, "I did everything in my power to separate my friend from your sister, and I rejoice in my success."** 他假装镇静地回答道：“我在自己能力范围内用各种办法来拆散我的朋友和你姐姐，而且我对自己的成功感到很高兴。”
15. **"It spared me any concern I might have felt in refusing you if you had behaved more like a gentleman."** “如果你的行为更像一个绅士，在拒绝你时，我可能会感到不自在，而这（你的无礼）省掉了我的一切不自在。”

I might have felt ... gentleman是一个定语从句，前面省略了that一词，that在定语从句中felt一词的后面作宾语。

# Grammar 语法

## I 定语 (The Attribute)

可以用作定语的有名词或名词所有格、代词、数词、形容词、副词、词组或合成词、动词不定式、-ing形式、过去分词、介词短语和从句。

### 1 名词、名词所有格和名词词组作定语

We have **music** lessons every week.

What's your parents' view about this?

Where did you get the **first-class** tickets?

Is there anything **the matter** with you?

### 2 代词、数词、形容词、副词作定语

A spider was making **its** web.

Mother bought **two** kilos of pears.

She is a **diligent** student.

Write your name in the place **below**.

### 3 动词不定式作定语

Once we were settled, Shackleton explained his plan **to save us**.

The hostess asked us whether we wanted something **to drink**.

### 4 -ing形式作定语

I have to say it's a **boring** film.

The pot **bubbling on the oil stove** is grey.

### 5 过去分词作定语

He is the son of a **retired** teacher.

There is nothing **left for us to do**.

### 6 介词短语作定语

The necklace **on the counter** was gone.

He has lost his interest **in literature**.

### 7 从句作定语

What's the hardest experience **you have ever had**?

Here are the photos **that I took in Hainan Province**.

在英语中，如果定语是由一个单词表示时，通常要前置。而由一个词组或一个句子表示



时，则通常后置。但是也有一些单个的词作定语并后置的情况，如：

I have something **important** to say to you.

Can you find anywhere **quiet**?

We are on our way **home**.

Are there any seats **available**?

What **else** do you want to tell us?

Most of the people **dancing** are couples.

## II 状 语 (The Adverbial)

状语是修饰动词、形容词、副词等及其短语、从句和句子的成分。可用作状语的有副词、形容词、词组、介词短语、动词不定式、-ing形式、过去分词、复合结构和从句。

### 1 副词作状语

The burden of government sits **heavily** on my shoulders.

**Luckily**, it was sunny, but not so hot.

### 2 形容词作状语

Now he is back, **eager** to see his family.

He is **dead** tired.

### 3 词组作状语

**One day**, the king asked his three daughters how much they loved him.

We should serve the people **heart and soul**.

### 4 介词短语作状语

I cannot describe my feelings **with such fancy words**.

**In ancient times**, there was a king who ruled over the southwest part of England.

### 5 动词不定式作状语

We are proud **to have found the cave carvings**.

I often talk with Jim **in order to improve my spoken English**.

### 6 -ing形式作状语

**Walking through the park**, they saw a large flower bed.

**Having finished the 1500-metre race**, he was out of breath.

### 7 过去分词作状语

**Compared with some other professors**, she was an excellent speaker.

**Seen from a distance**, the farmhouse looked deserted.

### 8 复合结构作状语

He dashed into the classroom, **broom in hand**.

**That being the case**, we'll have to cancel our interview with him.

9 从句作状语

**Even though he wrote his plays almost 500 years ago**, his plays are still relevant today.

**After he left Stratford-on-Avon**, he went to London to become an actor.

### III 独立主格结构

#### (The Nominative Absolute Construction)

独立主格结构是由名词或代词加上 -ing 形式、过去分词、形容词或形容词短语、副词或副词短语或介词短语构成的一种独立结构，用于修饰整个句子。独立主格结构中的名词或代词与其后的 -ing 形式、过去分词、形容词、副词和介词短语构成逻辑上的主谓关系。这种结构与主句不发生句法上的联系，独立主格结构的位置相当灵活，可置于主句前、主句末或主句中，常由逗号将其与主句分开。独立主格结构在句中一般作状语，表示时间、条件、原因、伴随状况等。例如：

**The burglars caught by the police**, all the villagers went back home to sleep.

**The Trojans asleep**, the Greek soldiers crept out of the hollow wooden horse.

**The storm over**, he found all his crops had been washed away.

The wealthy merchant went into the house, **with two bodyguards following him**.

Some by-products of this process are called "greenhouse" gases, **the most important one being carbon dioxide**.



# Words and expressions in each unit

## 分单元词汇表

注：黑体词为生词；带△符号的词不要求掌握；  
其余为已出过的课标词，供复习巩固使用。

### Unit 1

**venture** /'ventʃə/ *n.* new business activity that involves taking risks (有风险的) 商业、企业  
*vi. & vt.* to risk going somewhere or do sth dangerous 冒险；敢于去

**web** /web/ *n.* network or fine threads spun by a spider or some other spinning creature (蜘蛛等的) 网

**Scottish** /'skɒtɪʃ/ *adj.* of Scotland, its people or its dialect of English 苏格兰的；苏格兰人的；苏格兰英语的

**suffering** /'sʌfərɪŋ/ *n.* pain of body or mind 苦楚；受难

**gall-bladder** /'gɔ:l 'blædə/ *n.* organ in the body which contains bile and next to liver 胆囊  
**strengthen** /'streŋθən/ *vt.* to become strong or stronger; to gain strength 加强；巩固

△ **Perce Blackborow** /'pɜ:s 'blækbɔ:rəʊ/ 珀斯·布莱克鲍罗

△ **Sir Ernest Shackleton** /'ɜ:nɪst 'ʃækltən/ 欧内斯特·沙克尔顿爵士

**endurance** /ɪn'dʒʊərəns/ *n.* the ability to suffer difficulties or pain with strength and patience 忍耐；持久；耐(性)

**hut** /hʌt/ *n.* small house or shelter usually made of wood 小屋；棚屋

**stove** /stəʊv/ *n.* thing used for cooking 炉子

**unbearable** /ʌn'beərəbl/ *adj.* which is too bad to be borne 无法忍受的；承受不住的

**cosy** /'kəʊzi/ *adj.* warm and comfortable 舒适的；安逸的

**block out** to prevent (sb/sth) from moving 封闭  
**breathless** /'breθlɪs/ *adj.* breathing with difficulty 喘不过气来的

**rotten** /'rɒtn/ *adj.* having gone bad 腐烂的；变质的  
**blacken** /'blækən/ *vt.* to make sth black; to become black 使变黑

**circumstance** /'sɜ:kəmstəns/ *n.* condition or fact connected with an event or action 环境；详情；境况

**blast** /blɑ:st/ *n.* sudden strong movement of wind or air 一阵(风)；一股(气流)

**hoarse** /hɔ:s/ *adj.* sounding rough and harsh 嘶哑的

**bless** /bles/ *vt.* to ask God's favour or protection for (sb/sth) 祝福；保佑

**selfish** /'selfɪʃ/ *adj.* thinking first of one's own interests, needs, etc without concern for others 自私的

△ **Tom Orde-Lees** /'ɔ:d 'li:z/ 汤姆·奥德·利兹

**hook** /hʊk/ *n.* curved piece of wire or plastic, etc for catching sth 钩；吊钩

*vt.* to fasten or hang sth onto sth else; (AmE, informal) to succeed in attracting sb 钩住；迷上

**aboard** /ə'bo:d/ *adv. & prep.* on or into a ship, train, aircraft, bus, etc 在船(飞机、车等)上；上船(飞机、车等)

**seasickness** /'si:sɪkni:s/ *n.* condition of feeling sick in the stomach as the result of the motion of a ship 晕船

**anyhow** /'enihaʊ/ *adv.* whatever the facts may be; in any case 无论如何

**steward** /stjuəd/ *n.* person who serves passengers on a ship, plane or train (轮船、飞机等)乘务员；膳务员

**crush** /kraʃ/ *vt.* to destroy completely; to press with great force so as to break, hurt or destroy the natural shape or condition 碾碎；粉碎；(使)变形

**mourn** /ma:n/ *vi. & vt.* to feel or show sorrow or regret for the loss of sb/sth 哀悼；忧伤



**urgent** /'ɜ:dʒənt/ *adj.* very important, esp which must be dealt with quickly 急迫的; 紧急的  
**bedding** /'bedɪŋ/ *n.* sheets, covers, etc that are put on a bed 被褥; (家畜) 草垫

△ **Hussey** /'hʌsi/ 赫西

**banjo** /'bændʒəʊ/ *n.* musical instrument with four strings and a drumlike body 班卓琴; 五弦琴

**vital** /'vaɪtl/ *adj.* connected with or essential to life; of greatest importance 生死攸关的; 重要的

**cheerful** /'tʃɪəfʊl/ *adj.* happy; in good spirits 愉快的; 高兴的

**persevere** /'pɜ:si'veɪə/ *vt.* to continue trying to do sth in spite of difficulties 坚持

**perseverance** /'pɜ:si'veɪərəns/ *n.* continued steady effort to achieve an aim 坚持不懈

**faith** /feɪθ/ *n.* strong belief; trust 信任; 信念; 信仰; 忠实

**give way to** to give in; to yield; to make way for (sb/sth) 让路; 让步

**framework** /'freɪmwɜ:k/ *n.* structure giving shape and support; social order or system 框架; 结构

**rank** /ræŋk/ *n.* position or level in an organization 等级; 军阶; 军衔

**morale** /mə'reɪl/ *n.* state of confidence, enthusiasm, determination, etc of a person or group at a particular time 士气; 精神状态

**select** /sɪ'lekt/ *vt.* to choose as best, most suitable, etc from a group 选择; 挑选

**booming** /'bu:mɪŋ/ *adj.* making a deep hollow sound 发轰隆声的

**swear** /sweə/ *vt.* to promise formally or by an oath 宣誓; 发誓

**advocate** /'ædvəkeɪt/ *vt.* to speak publicly in favour of (sth); to recommend 支持; 拥护; 提倡

**freezing** /'fri:zɪŋ/ *adj.* extremely cold; so cold that water turns to ice 冰冻的; 严寒的

**stool** /stu:l/ *n.* seat without a back or arms; solid waste from the body 凳子; 大便

**gratitude** /'grætɪtju:d/ *n.* thankfulness 感激; 感恩

**punishment** /'pʌnɪʃmənt/ *n.* act of punishing or condition of being punished 惩罚; 惩处

**loyal** /'ləɪəl/ *adj.* true and faithful 忠诚的; 忠实的

**tactful** /'tæktfʊl/ *adj.* having or showing tact 机智的; 圆滑的; 言行得体的

△ **Frank Worsley** /'fræŋk 'wɜ:slɪ/ 弗兰克·沃斯利

**odd** /ɒd/ *adj.* strange; unusual; (of numbers) not even 古怪的; 奇数的; 单数的

**stout** /staʊt/ *adj.* strong and thick; rather fat and heavy 结实的; 顽强的; 矮胖的

△ **Hubert Hudson** /'hju:bət 'hʌdsn/

休伯特·哈得逊

**optimism** /'ɒptɪmɪzəm/ *n.* confidence in success; tendency to expect the best in all things 乐观; 乐观主义

**delay** /dɪ'leɪ/ *vt. & vi.* (cause sb) to be slow or late; to put off until later 耽搁; 延迟  
*n.* act of delaying 耽搁; 延迟

**discourage** /dɪ'skʌrɪdʒ/ *vt.* to take away confidence 使……气馁

**dynamic** /daɪ'næmɪk/ *adj.* of power or forces that produce movement; full of energy 动力的; 精力充沛的; 有活力的

**regular** /'regjʊlə/ *adj.* happening, coming or doing sth at the same time each day, week, etc; normal 规则的; 定期的; 常规的

**grasp** /grɑ:sp/ *vt.* to take or keep a firm hold of (sb/sth), esp with hand(s); to succeed in understanding 抓住; 抓紧; 掌握

**give off** to send out (esp a gas or light) 发出 (蒸汽、光等)

△ **Lionel Greenstreet** /'laɪənəl gri:n'stri:t/ 莱昂内尔·格林斯特里特

**bored** /bɔ:d/ *adj.* tired and uninterested 无聊的; 无趣的; 烦人的

**liver** /'lɪvə/ *n.* large organ in the body which produces bile and cleans the blood 肝脏

**chef** /ʃef/ *n.* skilled cook, esp the main cook in a hotel or restaurant 厨师; 主厨

**changeable** /'tʃeɪndʒəbl/ *adj.* that can be changed; often changing 可改变的

**caution** /'kɔ:ʃn/ *n.* great care; act of paying attention or taking care 小心; 谨慎; 警告

**sun-blindness** /'sʌn,blaɪndnɪs/ *n.* blindness caused by extremely bright sunlight 日盲症; (因阳光强烈导致的暂时) 失明

**admirable** /'ædmərəbl/ *adj.* very good; worthy of admiration 令人钦佩的; 绝妙的; 极好的



**commitment** /kə'mɪtmənt/ *n.* promise to do sth;  
hard work and loyalty given to an organization  
许诺; 委托事项; 承担义务

**proverb** /'prɒvɜ:b/ *n.* short well-known saying  
usually in popular language 谚语

## Unit 2

△ **King Lear** /li:l/ 李尔王

**respectful** /rɪ'spektfəl/ *adj.* showing politeness and  
respect 恭敬的; 尊重人的

**disrespectful** /,dɪsrɪ'spektfəl/ *adj.* showing  
impoliteness or rudeness 失礼的; 无礼的

**disrespectfully** /,dɪsrɪ'spektfəli/ *adv.* 失礼的;  
无礼的

**emperor** /'empərə/ *n.* head of an empire 皇帝; 君主

**shorten** /'ʃɔ:tən/ *vt.* to make or become shorter 缩短;  
使变短

**modernize** /'mɒdənaɪz/ *vt.* to make sth suitable for  
modern use; to bring up to date 使现代化

**throne** /θrəʊn/ *n.* special chair or seat of a king,  
queen, etc 王座; 王位

△ **Regan** /'ri:gən/ 里根

△ **Goneril** /'gɒnərɪl/ 贡纳莉

△ **Cordelia** /kɔ:'di:lɪə/ 科迪莉亚

**duke** /dju:k/ *n.* nobleman of the highest rank 公爵

△ **Albany** /'ɔ:lbəni/ 奥尔巴尼

△ **Cornwall** /'kɔ:nwɔ:l/ 康沃尔

△ **Kent** /kent/ *n.* 肯特

**burden** /'bɜ:dn/ *n.* heavy load; duty, responsibility,  
etc that is hard to do properly 担子; 负担

**hand over** to give power or responsibility to 移交  
(权利、责任)

**responsibility** /rɪ'spɒnsə'bɪləti/ *n.* commitment or duty  
for which a person is responsible 责任; 职责

**boundary** /'baʊndrɪ/ *n.* line that marks a limit;  
dividing line; border 边界; 分界线

**allocate** /'æləʊkeɪt/ *vt.* to divide and give as shares;  
to assign sth (to sb/sth) for a special purpose 分派;  
分配

**whichever** /wɪtʃ'evə/ *pron.* no matter which; the  
person or thing which ... 无论哪一个; 任何

**darling** /'dɑ:lɪŋ/ *n.* person or thing much liked or  
loved 心爱的人  
*adj.* dearly loved 亲爱的; 可爱的

**adore** /ə'dɔ:/ *vt.* to love deeply and respect highly  
崇拜; 爱慕; 喜爱

**pray** /preɪ/ *vt.* to speak to God showing love,  
giving thanks or asking for sth; to wish or hope  
very strongly 祈祷; 恳求; 请

**care for** to take care of 关怀; 照顾; 计较

**majesty** /'mædʒɪsti/ *n.* show of power, as of a king  
or queen; greatness 最高权威; 王权; 雄伟  
(Your Majesty) title for addressing or speak-  
ing to a king or queen 陛下

**lord** /lɔ:d/ *n.* man who rules people; nobleman of  
high rank 封建领主; 地主; 统治者; (Lord)  
God (宗) 上帝

**bridegroom** /'braɪdgrəm/ *n.* man about to be  
married or just married 新郎

**distribute** /dɪ'strɪbjʊ:t/ *vt.* to separate sth into parts  
and give a share to each person or thing; to  
divide among several or many 分发; 分配

**troop** /tru:p/ *n.* large group 群; 组  
(pl) soldiers 军队

**contradict** /kɒntrə'dɪkt/ *vt.* to declare (a person,  
opinion, etc) to be wrong; to be contrary to (sth)  
同……矛盾或抵触; 反驳

**hear ... out** to listen till the end of sb's speech 听完

**on behalf of** as the representative of sb; in the  
interests of sb 代表……

**flattery** /'flætəri/ *n.* insincere praise 奉承; 恭维话

**flatter** /'flætə/ *vt.* to praise sb too much or  
insincerely in order to gain favour for oneself 过  
分夸赞; 奉承; 恭维

**beyond question** that cannot be questioned  
无可争辩; 毫无疑问

**speak out** to say boldly and clearly what one  
thinks (against sth) 大胆地说; 大声地

**friction** /'frɪkʃn/ *n.* rubbing of one surface or  
thing against another; disagreement or conflict  
between people or parties with different views  
摩擦; 矛盾; 冲突

**forecast** /'fɔ:kɑ:st/ *vt.* to tell in advance what is  
going to happen; to predict with the help of  
information 预测; 预报  
*n.* statement of future events based on knowledge,  
information or judgement 预测; 预报



oppose /ə'pəʊz/ *vt.* to be or act against; to express strong disagreement with 反对; 反抗; 抵制

**pack up** to put (one's possessions) into cases, etc before leaving a place 把……打包; 整理

**frontier** /frʌntjə/ *n.* border between two countries 国界; 边疆; 边境

**give away** to give sth free of charge; to lose carelessly 送掉; 泄露

**fond** /fɒnd/ *adj.* kind and loving; foolishly loving 喜爱的; 慈爱的; 宠爱的; 溺爱的

**be fond of** to have a great liking for sb / (doing) sth 喜爱; 爱好

**deceitful** /di'si:ʃfəl/ *adj.* dishonest 欺诈的; 不诚实的

**corrupt** /kə'rʌpt/ *adj.* immoral; wicked; bad; dishonest, esp accepting bribes 腐败的; 贪污的; 堕落的

**greedy** /'gri:di/ *adj.* in great need or with a great desire for food, wealth, power, etc 贪婪的

**greed** /gri:d/ *n.* wanting more food, money, etc than one needs 贪婪

**innocent** /ɪ'nɒsnt/ *adj.* not guilty; harmless; knowing nothing of evil or wrong 清白的; 无罪的; 天真的

**cunning** /'kʌnɪŋ/ *adj.* clever at deceiving people 善于骗人的; 狡猾的

**storage** /'stɔ:ɪdʒ/ *n.* collecting and keeping sth for future use; place for storing goods 贮藏; 存储; 储藏室

**author** /'ɔ:θə/ *n.* writer of a book 作家

**sacrifice** /'sækrɪfaɪs/ *n.* offering to God, esp of an animal by killing it in a ceremony; loss or giving up sth of value, esp for a particular purpose 牺牲; 献身; 祭品

△ Stratford-on-Avon /stræt'fɒd ɒn'eɪvən/ 埃文河畔斯特拉特福镇 (莎翁故乡)

**Latin** /lætɪn/ *n.* (of) language of the ancient Romans 拉丁文; 拉丁语  
*adj.* 拉丁文的; 拉丁语的

**make a name** to become famous 出名

**allergic** /ə'lɜ:dʒɪk/ *adj.* being unusually sensitive to sth eaten, breathed in or touched 过敏的

**sneeze** /sni:z/ *n.* sudden uncontrolled burst of air out of the nose or mouth 喷嚏  
*vi.* to make a sneeze 打喷嚏

**armchair** /'ɑ:m'tʃeə/ *n.* chair with supports for the arms 扶手椅; (单座) 沙发

**confirm** /kən'fɜ:m/ *vt.* to make certain 确定

**rewind** /ri:'waɪnd/ *vt.* to make a tape go backwards 重绕; 倒回

**cash** /kæʃ/ *n.* money in coins or notes 现金  
*vt.* to exchange sth for cash 兑现

**cheque** /tʃek/ *n.* printed piece of paper that one can sign and use instead of money to pay for things 支票

**signature** /'sɪɡnətʃə/ *n.* person's name written by himself 签名; 署名; 信号

**terminal** /'tɜ:mɪnəl/ *n.* building at an airport or the end of a railway line, bus route, etc 终点站; 航空集散站

**vacant** /'veɪkənt/ *adj.* empty; not being used or lived in 空的; 空缺的

**dusty** /'dʌsti/ *adj.* covered or filled with dust 满是灰尘的; 积满灰尘的

△ Burgundy /'bɜ:gəndi/ 勃艮第

**respond** /rɪ'spɒnd/ *vi.* to answer; to react 回答; 响应; 作出反应

△ Oswald /'ɒzwəld/ 奥斯瓦尔德

**staff** /stɑ:f/ *n.* people who work for an organization 职员; 员工

△ Caius /'kaɪəs/ 凯厄斯

**suspect** /sə'spekt/ *vt.* to feel doubt about sth 怀疑

**insult** /ɪn'sʌlt/ *n.* speech or action which hurts the feelings or dignity of sb 侮辱; 凌辱  
*vt.* /ɪn'sʌlt/ to do sth to offend sb 侮辱; 凌辱

**scold** /skəʊld/ *vt.* to speak in an angry and complaining way to sb, esp to blame him/her 责骂; 斥责

**drunken** /'drʌŋkən/ *adj.* drunk; who gets drunk regularly 醉的; 常醉的

**scratch** /skrætʃ/ *n.* & *vt.* to rub or cut with nails 抓; 挠; 刮

**baggage** /'bæɡɪdʒ/ *n.* (= luggage in BrE) all the bags and other containers with which a person travels 行李

**demand** /dɪ'mɑ:nd; US dɪ'mænd/ *vt.* to ask for sth as if one has a right 要求; 需要  
*n.* command; claim; act of demanding 要求; 需求; 需要

**prop** /prɒp/ *n.* small objects used by actors in a play or film (小) 道具



## Unit 3

- civil /'sɪvl/ *adj.* of the citizens of a country 公民的；国民的
- trolleybus** /'trɒlɪbʌs/ *n.* bus powered by electricity from a pair of wires above it 无轨电车
- register** /'redʒɪstə/ *n.* a record or list 登记；注册  
*vt.* to enter one's name on a list 登记；注册
- △ Maryann Jones /,meərɪ'æn 'dʒɔʊnz/  
玛丽安·琼斯
- △ Montgomery /mɒntɪ'ɡæməni/ 蒙哥马利 (城市名)
- △ Martin Luther King, Jr /mɑ:tɪn 'lu:θə 'kɪŋ 'dʒu:niə/  
马丁·路德·金
- boycott** /'bɔɪkɒt/ *n.* refusing to buy sth or use sth as a way of protesting 抵制；排斥
- prohibit** /prə'hɪbɪt/ *vt.* to forbid sb/sth from doing sth by laws, rules or regulations 禁止；阻止
- offence** /ə'fens/ *n.* breaking of a rule or law; illegal act; crime 冒犯；违法行为
- unjust** /ʌn'dʒʌst/ *adj.* not just; not fair or deserved 不公平的；不公正的
- separation** /,sepə'reɪʃn/ *n.* breaking or coming apart; division 分离；分开
- tradition /trə'dɪʃn/ *n.* passing of beliefs, customs, etc from one generation to the next; belief, custom, etc passed down 传统；惯例
- submit /səb'mɪt/ *vi.* & *vt.* to be forced to obey sb 服从；顺从
- unwilling /ʌn'wɪlɪŋ/ *adj.* not willing; reluctant 不愿意的；勉强的
- seize /si:z/ *vt.* to take hold of sth suddenly or violently; to take control of a place quickly 抓住；逮住；夺取
- seize on** to take and use eagerly 抓住；利用
- collision** /kə'lɪʒn/ *n.* (instance of) one object or person striking against another; conflict; opposition 碰撞；冲突
- collision course** course or action that is certain to lead to a collision with sb/sth 冲突 (的进程或行动)
- hopeful /'həʊpfʊl/ *adj.* having hope 怀有希望的；有希望的
- negotiate /nɪ'ɡəʊʃɪeɪt/ *vt.* & *vi.* to try to reach agreement by discussion 商议；谈判；磋商

- chaos** /'keɪs/ *n.* state of complete disorder and confusion 混乱
- △ Serena /sə'ri:nə/ 塞丽娜
- sandal** /'sændl/ *n.* light shoe made of a flat bottom and bands to hold it on the foot 凉鞋
- punctual** /'pʌŋktʃʊəl/ *adj.* doing things at the exact or agreed time 守时的；准时的
- coincidence /kəʊ'ɪnsɪdəns/ *n.* an unexpected situation in which two similar events happen at the same time by chance 巧合
- pedestrian** /pi'destrɪən/ *n.* person walking in the street 步行者
- march** /mɑ:tʃ/ *vi.* to walk with a regular, esp forceful step like a soldier; advance 进军；前进
- pavement /'peɪvmənt/ *n.* path with a paved surface at the side of a road for people to walk on 人行道；公路
- salute** /sə'lu:t/ *vt.* & *vi.* to greet (sb); to greet, esp with polite words or with a sign 行礼致敬；敬礼
- abuse /ə'bju:z/ *n.* unkind, cruel or rude words; wrong or bad use of sth 滥用；虐待；辱骂  
*vt.* to use power for the wrong purpose; to treat someone in a cruel and violent way; to say offensive things to someone 滥用；虐待；辱骂
- hostility** /hɒs'tɪlɪti/ *n.* state of being unfriendly 敌意；恶意
- resolve /rɪ'zɒlv/ *n.* thing one has decided to do; resolution 决心  
*v.* to decide firmly; to determine 决心；决定
- prayer** /preə/ *n.* solemn request to God or to an object of worship 祈祷
- bomb** /bɒm/ *n.* hollow metal container filled with explosive chemicals, made to explode when dropped or thrown 炸弹  
*vt.* to attack with bombs; drop bombs on 投弹于；轰炸
- supreme** /sju:'pri:m/ *adj.* highest in authority, rank, position or degree 最高的；极度的
- nationwide /'neɪʃnwaɪd/ *adj.* happening, existing, etc over a whole country 全国性的；全国的
- constitution /kɒnstɪ'tju:ʃn/ *n.* (system) of laws and principles according to which a country is governed 宪法
- constitutional** /kɒnstɪ'tju:ʃənl/ *adj.* of a constitution 宪法的



fundamental /fʌndə'mentl/ *adj.* basic; essential  
基础的; 基本的

battle /'bætl/ *n.* fight; struggle 战役; 战争

happiness /'hæpɪnɪs/ *n.* state of being happy 幸福; 快乐

liberty /'lɪbətɪ/ *n.* freedom 自由

skim /skɪm/ *vt.* to read quickly to get the main ideas 浏览; 轻轻掠过

evident /'evɪdənt/ *adj.* obvious (to the eye or mind); clear 明显的; 显然的

self-evident /self 'evɪdənt/ *adj.* plainly true without need of proof; obvious 不证自明的; 不言而喻的

brief /brɪ:f/ *adj.* short, esp in time 简短的; 短暂的

discrimination /dɪ'skrɪmɪ'neɪʃn/ *n.* treating one particular group in society in an unfair way 歧视

philosophy /fɪ'lɒsəfi/ *n.* study of the nature and meaning of existence; reality, knowledge, goodness, etc; rules for living one's life and doing one's job, etc 哲学; 人生观

△ Scout /skaʊt/ 斯科特

△ Atticus /'ætɪkəs/ 阿提库斯

△ Jem /dʒem/ 杰姆

△ Arthur /'ɑ:θə/ 亚瑟

commit /kə'mɪt/ *vt.* to do sth illegal or wrong 犯罪; 做 (不合法的或错的事)

△ Walter Cunningham /'wɔ:lətə 'kʌnɪŋəm/ 沃尔特·坎宁安

△ Caroline /'kærəlaɪn/ 卡罗琳

live out to experience; to do sth that you have planned 活过; 实践

creed /kri:d/ *n.* system of beliefs or opinions, esp religious beliefs 信条

brotherhood /'brʌðəhʊd/ *n.* quality or state of being brothers 手足情谊; 兄弟关系

oasis /əʊ'eɪsɪs/ *n.* place with water and trees in a desert; place which is pleasant (沙漠中) 绿洲; 舒适的地方

△ Alabama /,ælə'bæmə/ *n.* 阿拉巴马州 (美国的一个州)

symphony /sɪmfəni/ *n.* long complex musical work for a large group of instruments (orchestra) usually in three or four parts (movements) 交响乐; 交响曲

△ Jew /dʒu:/ *n.* 犹太人; 犹太教徒

△ Gentile /'dʒentɪl/ *n.* 非犹太人; 异教徒

△ Protestant /'prɒtɪstənt/ *n.* 新教; 新教徒

Catholic /'kæθəlk/ *n.* 天主教徒

Negro /'ni:grəʊ/ *n.* (old fashioned) member of the black-skinned race of mankind that originated in Africa [过时] 黑人

almighty /ɔ:l'maɪtɪ/ *adj.* having all power; powerful beyond measure 全能的; 有无限权力的

quotation /kwəʊ'teɪʃn/ *n.* sentence or phrase from a book, speech, etc and repeated in writing or speech because it is interesting or useful; act of quoting 引语; 引文; 语录; 引用

metaphor /'metəfə/ *n.* way of describing sth by referring to sth else which is the same in a particular way 隐喻; 暗喻

simile /'sɪmɪlɪ/ *n.* way of describing sb or sth as being similar to sb or sth else 明喻

△ Ewell /'ju(:)əl/ 尤厄尔

△ Mayella /meɪ'jelə/ 梅耶拉

dominate /'dɒmɪneɪt/ *vt. & vi.* to have control of or a very strong influence on (people, events, etc); to have the most important place or position 支配; 占优势

## Unit 4

efficient /'ɪfɪjnt/ *adj.* working well and without waste 有效率的; 效率高的

efficiently *adv.* 有效率地; 效率高地

centigrade /'sentɪgreɪd/ *adj.* (also Celsius) scale of temperature in which water freezes at 0° and boils at 100° 摄氏温度的

diameter /daɪ'æmɪtə/ *n.* straight line from one side of a circle to the other side, passing through the centre 直径

recipe /'resɪpi/ *n.* set of instructions for cooking a dish 菜谱

booklet /'bʊklɪt/ *n.* small thin book, usually with a paper cover 小册子

endeavour /ɪn'devə/ *n.* attempt or effort 尽力; 竭力

competent /'kɒmpɪtənt/ *adj.* having the ability or skill to do what is needed 有能力的; 能胜任的



**up to ...** be left to sb to decide 取决于……

**caption** /'kæpfɪn/ *n.* short title or heading in an article or magazine, etc; words printed with an illustration or a photograph, etc 标题; 说明; 字幕

**digest** /dɪ'dʒest, daɪ'dʒest/ *vt.* to change food that you have just eaten into substances that your body can use 消化

**beneath** /bɪ'ni:θ/ *adv. & prep.* below; directly under 在……之下

**adopt** /ə'dɒpt/ *vt.* to take and use as one's own; to take sb into one's family, esp as one's child 采用; 收养

**preview** /pri:vju:/ *vt.* to prepare lessons before class 预习; 事先查看

**frequent** /'fri:kwənt/ *adj.* happening often 时常发生的; 经常的

**in detail** discussing all facts or items fully 详细地

**manual** /mænjuəl/ *n.* book containing information or practical instructions (on a given subject) 手册; 指南

**New Zealand** /,nju: 'zi:lənd/ 新西兰

**assess** /ə'ses/ *vt.* to judge the quality or worth of; to evaluate 评定; 评估

**consult** /kən'sʌlt/ *vt.* to go to (a person, book, etc) for information, advice, etc 请教; 咨询

**underneath** /ʌndə'ni:θ/ *adv. & prep.* below; beneath 在下面; 在……的下面

**shabby** /'ʃæbɪ/ *adj.* appearing poor because of most use or lack of care 破旧的; 褴褛的

**rainbow** /'reɪnbəʊ/ *n.* arch containing the colours of the spectrum, formed in the sky when the sun shines through rain or spray 彩虹

**brewery** /'bru:əri/ *n.* place where beer is made 酿酒厂; 啤酒厂

**acute** /ə'kju:t/ *adj.* (of the mind or senses) able to notice small differences; sharp; keen 敏锐的

**bent** /bent/ *adj.* curved or crooked 弯曲的

**cab** /kæb/ *n.* (= taxi) 出租汽车; 计程车

**currency** /'kʌrənsɪ/ *n.* money system in use in a country 货币; 通货

**lotus** /'ləʊtəs/ *n.* type of tropical water-lily 荷花;

莲花; 睡莲

**cuisine** /kwi:(:)'zi:n/ *n.* style of cooking 烹饪 (法)

**educator** /'edju:keɪtə/ *n.* person who educates, esp as a profession 教育家

**seminar** /'semɪnɑ:/ *n.* small group of students meeting to discuss or study some subject 研讨会; 讨论发言会

**acquisition** /ækwi'zɪʃn/ *n.* action of acquiring; act of gaining (sth) by one's own ability, efforts or behaviour 获得; 习得

**ballet** /'bæleɪ/ *n.* style of dancing used to tell a story in a dramatic performance with music but without speech or singing 芭蕾舞

**album** /'ælbəm/ *n.* book which is used for collecting photographs, stamps, drawing, etc; long-playing record (收集相片、邮票等的) 簿、册; 唱片集

**resemble** /rɪ'zembl/ *vt.* to look or be like 像; 类似

**cassette** /kə'set/ *n.* container usually holding magnetic tape which can be fitted into a tape recorder 盒式磁带

**tend** /tend/ *vi.* to have a tendency; to be likely to behave in a certain way 倾向

**tend to (do sth)** 易于; 往往会 (做某事)

**messy** /mesɪ/ *adj.* dirty; untidy 肮脏的; 凌乱的; 杂乱的

**tiresome** /taɪəsəm/ *adj.* troublesome; annoying; tiring 令人厌烦的; 烦人的

**vague** /veɪg/ *adj.* not clearly expressed; unable to express oneself clearly 含糊的; 不清楚的

**bonus** /'bɒnəs/ *n.* payment added to what is usual; anything pleasant in addition to what is expected 奖金; 红利; 津贴

**auditory** /ɔ:ditəri/ *adj.* of, by or for hearing 听的; 听觉的

**tactile** /'tæktail/ *adj.* of or using the sense of touch 触觉的; 可感触到的; 触觉型的

**oral** /ɔ:rəl/ *adj.* spoken 口头的; 口述的

**component** /kəm'pəʊnənt/ *n.* any of the parts of which sth is made 成分; 组成部分

**concrete** /'kɒnkri:t/ *adj.* existing as something real; actual; that can be touched, felt, etc 具体的; 有形的



## Unit 5

**literary** /'litərəri/ *adj.* of or concerning literature

文学的

**genre** /'ʒɑ:nrə/ *n.* particular style or kind, esp of works of art or literature grouped according to their form or subject matter (文艺作品的) 类型; 体裁

**recount** /rɪ'kaʊnt/ *n.* a detailed account 叙述; 描述  
*vt.* to tell about sth 叙述

△ Agnes Grey /'ægnɪs 'greɪ/ 艾格妮斯·格雷 (人名, 书名)

△ Jane Austen /'ɔ:stɪn/ 简·奥斯汀

△ Charlotte Brontë /'ʃɑ:lət 'brɒntɪ/ 夏洛蒂·勃朗特

△ Tess of d'Urbervilles /'dɜ:bəvɪlz/ 德伯家的苔丝 (书名)

**prejudice** /'predʒʊdɪs/ *n.* unfair and often unfavourable feeling or opinion not based on reason or enough knowledge 偏见; 成见

△ Wuthering Heights /'wʌðərɪŋ 'haɪts/ 呼啸山庄 (书名)

△ Margaret Mitchell /'mɑ:gərit 'mɪtʃl/ 玛格丽特·米切尔

△ Rudyard Kipling /'rʌdjəd 'kɪplɪŋ/ 拉迪亚德·吉卜林

**consensus** /kən'sensəs/ *n.* general agreement; collective or group opinion 共识; 共同意见

**equality** /'i:kwɒləti/ *n.* state of being equal 同等; 平等

**in force** in effect, use or operation 有效的; 在实施中

**twist** /twɪst/ *n.* change of the true or intended meaning of (a statement, word, etc) 扭曲; 歪曲

**contradiction** /kɒntrə'dɪkʃn/ *n.* saying sth that conflicts with (sth said or written) by (sb); disagreement 反驳; 矛盾

**get round** to tackle sth successfully; to overcome sth 顺利应付; 克服

to persuade sb to agree to sth which he first opposed 说服某人同意其原先反对的事

△ George Eliot /'eljət/ 乔治·艾略特

**limitation** /lɪmɪ'teɪʃn/ *n.* limiting; being limited 限制; 局限性

**heroine** /'herəʊn/ *n.* female person remembered for bravery, or her noble qualities; chief female character in a story, poem, play, etc 女英雄; 女主人公

**obstacle** /'ɒbstəkl/ *n.* thing which stands in the way and prevents progress 障碍; 阻碍

**ironic** /aɪə'rɒnɪk/ *adj.* expressing irony; of a strange and often bitterly funny quality which shows that things are not as they seem to be 具有讽刺意味的; 讽刺的

**hopeless** /'həʊplɪs/ *adj.* having no hope 没有希望的; 绝望的

**under the name of ...** using a name different from one's own 用……的名字, 在……的名字下

**sceptical** /'skeptɪkl/ *adj.* (= skeptical in AmE) unwilling to believe sth; often doubting; distrustful 怀疑性的; 持怀疑态度的

**see through** to recognize the truth about an excuse, false statement, etc; not be fooled 看穿; 识破

**deception** /dɪ'sepʃn/ *n.* trick 欺骗; 诡计

**approval** /ə'pru:vl/ *n.* showing or saying that one thinks sth is good or acceptable or satisfactory 赞成; 承认

**explicit** /ɪk'splɪsɪt/ *adj.* clearly and fully expressed 直率的; 明确的; 清楚的

**struggle against** to try to overcome difficulties, etc 与……作斗争

**outspoken** /aʊt'spəʊkən/ *adj.* saying openly and exactly what one thinks; frank 坦率直言的  
**growth** /grəʊθ/ *n.* (process of) growing; development 成长; 生长

**childhood** /'tʃaɪldhʊd/ *n.* condition or period of being a child 孩童时期; 童年

**hail** /heɪl/ *vt.* to recognize sb as important by calling out (a title); to call out to sb by name or in greeting 向……欢呼; 大声招呼; 呼喊

**revelation** /,revɪ'leɪʃn/ *n.* making known sth that was secret or hidden; revealing 启示; 揭示

**premier** /'premiə/ *adj.* first in importance, position, etc 第一的; 首要的

**ambiguous** /æm'bɪɡjuəs/ *adj.* uncertain in meaning; unclear 含糊的; 模糊的

**concession** /kən'seɪʃn/ *n.* act of yielding; thing granted or yielded 让步; 让与某人之物



**stand out** to be much better than sb/sth 杰出

**critic** /'kɪtɪk/ *n.* person who evaluates and describes the quality of sth, esp works of art, literature, music, etc 批评家; 评论家

**injustice** /ɪn'dʒʌstɪs/ *n.* fact of not being just; unjust act; unfairness 不公平; 非正义

**possess** /pə'zes/ *vt.* to own; to have sth as belonging to one 拥有; 占有

**sponsor** /'spɒnsə/ *n.* person who agrees to be responsible for sth; person who puts forward a proposal; person or business that pays for a show, broadcast, sports event, etc, usually in return for advertising 担保人; 发起人; 赞助者

**eccentric** /ɪk'sentɪk/ *adj.* unusual; peculiar; rather strange; not normal 古怪的

△ **Betsy Trotwood** /'betɪ 'trɒtwɒd/ 贝特西·特洛特伍德

**generous** /dʒenərəs/ *adj.* ready to give money, help, kindness, etc 慷慨的; 大方的

**merchant** /'mɜ:tʃənt/ *n.* person who buys and sells goods in large quantities 商人

**straight away** at once 立即; 马上

**warehouse** /'weəhaʊs/ *n.* building for storing things, esp to be sold 仓库; 货栈

**bargain** /'bɑ:gɪn/ *n.* thing bought or sold for less than its usual price 便宜货

**burglar** /'bɜ:glə/ *n.* person who breaks into houses, shops, etc in order to steal 窃贼

**sequence** /'si:kwəns/ *n.* order in which things or events follow one another 顺序; 序列

**inspect** /ɪn'spekt/ *vt.* to examine sth closely 检查; 视察

**bungalow** /'bʌŋgələʊ/ *n.* small house with one storey 平房

**chain** /tʃeɪn/ *n.* (length of) usually metal rings, connected to or fitted into one another, used for fastening, supporting, etc 链条; 锁链

**dangle** /'dæŋɡl/ *vi.* & *vt.* to hang loosely; to cause to swing loosely 悬挂; 摇摆; 使晃动

**semicircle** /'semi,sɜ:kəl/ *n.* half a circle 半圆形

**squeak** /skwi:k/ *n.* very short high noise or cry 尖叫声; 吱吱声

*vi.* to make a short very high but not loud sound 发出尖叫声

**pull oneself up** to be on one's feet; to stand up 立起身来

**roof** /ru:f/ *n.* outside covering on top of a building 屋顶; 房顶

**collar** /'kɒlə/ *n.* band, upright or folded over, round the neck of a shirt, coat, dress, etc 衣领

**bench** /bentʃ/ *n.* long seat made of wood, stone, etc 长椅子

**pine** /paɪn/ *n.* any of several types of evergreen tree that bear cones and have needle-shaped leaves in clusters 松树

**claw** /klɔ:/ *n.* sharp usually curved nail on the toe of an animal or bird; foot of an animal with such nails esp of a bird 爪; 脚爪

**squirrel** /'skwɪrəl/ *n.* small tree-climbing animal with long furry tail that eat nuts which they also store for the winter 松鼠

**romance** /rəʊ'mæns/ *n.* imaginative story of love, adventure, strange happenings, etc; love affair 浪漫故事; 浪漫史; 恋情

**vain** /veɪn/ *adj.* without result; useless; having no value 徒然的; 虚荣的

**in vain** uselessly; without a successful result 徒然; 徒劳

**signal** /'sɪgnəl/ *n.* sign, gesture, sound, etc that gives a message, command, warning, etc 信号

**discount** /dɪs'kaʊnt/ *vt.* to pay little attention to; to regard sth as unimportant or untrue 不信任; 减少

*n.* reduced price 折扣; 打折

**sensitive** /'sensətɪv/ *adj.* quick to show or feel the effect of a remark or the presence of sth 敏感的

**decline** /dɪ'klaɪn/ *vt.* & *vi.* to say "no" to sth; to refuse (sth offered) usually politely; to move from a better to a worse position; to become smaller, weaker, fewer, etc 拒绝; 衰退; 下降

**arrogant** /'ærəɡənt/ *adj.* proud and self-important in a rude way that shows no respect for others 傲慢的; 自大的

**at length** after a long time; at last; in great detail 最后; 详细地

**enquire** /ɪn'kwaɪə/ *vt.* to ask to be told sth; to ask for information 询问

**against one's will** in opposition to one's wish; contrary to one's belief 违心地

**think ill of** to have a bad opinion of sb/sth 对……评价不高

**do everything in one's power to ...** to try as hard as you can to 竭尽全力做某事

**rejoice** /rɪ'dʒɔɪs/ *vi.* & *vt.* to feel or show great joy 欣喜；高兴；喜悦

**initial** /ɪ'nɪʃl/ *adj.* of or at the beginning; first 最初的；初始的

**fault** /fɔ:lt/ *n.* mistake; weakness or imperfection 过错；缺点

**hasty** /'heɪstɪ/ *adj.* done in a hurry; done quickly or too quickly 匆忙的；慌忙的

**hastily** /'heɪstɪli/ *adv.* hurriedly 急速地；慌忙地

**sensible** /'sensəbl/ *adj.* reasonable; having or showing good sense 有感觉的；明智的



## Vocabulary

## 词汇表

## A

- aboard /ə'bo:ɪd/ *adv. & prep.* 在船 (飞机、车等)  
上; 上船 (飞机、车等) (1)
- abuse /ə'bjʊ:z/ *n. & vt.* 滥用; 虐待; 辱骂 (3)
- acquisition** /ækwi'zɪʃn/ *n.* 获得; 习得 (4)
- acute /ə'kju:t/ *adj.* 敏锐的 (4)
- admirable /əd'mɜ:rəbl/ *adj.* 令人钦佩的;  
绝妙的; 极好的 (1)
- adopt /ə'dɒpt/ *vt.* 采用; 收养 (4)
- adore /ə'dɔ:/ *vt.* 崇拜; 爱慕; 喜爱 (2)
- advocate /əd'vɒkət/ *vt.* 支持; 拥护; 提倡 (1)
- against one's will** 违心地 (5)
- △ Agnes Grey /ægnɪs 'greɪ/ 艾格妮斯·格雷  
(人名, 书名) (5)
- △ Alabama /ælə'bæmə/ *n.* 阿拉巴马州  
(美国的一个州) (3)
- △ Albany /ɔ:l'bæni/ 奥尔巴尼 (2)
- album /æl'bəm/ *n.* (收集相片、邮票等的)  
薄、册; 唱片 (4)
- allergic /ə'lɜ:dʒɪk/ *adj.* 过敏的 (2)
- allocate /ælə'keɪt/ *vt.* 分派; 分配 (2)
- almighty /ɔ:l'maɪt/ *adj.* 全能的; 有无限权力的 (3)
- ambiguous** /æm'bɪɡjuəs/ *adj.* 含糊的; 模糊的 (5)
- anyhow /enɪ'haʊ/ *adv.* 无论如何 (1)
- approval /ə'pru:vəl/ *n.* 赞成; 承认 (5)
- armchair /ɑ:m'tʃeə/ *n.* 扶手椅; (单座) 沙发 (2)
- arrogant** /ærə'ɡænt/ *adj.* 傲慢的; 自大的 (5)
- △ Arthur /ɑ:θə/ 亚瑟 (男子名) (3)
- assess /ə'ses/ *vt.* 评定; 评估 (4)
- at length** 最后; 详细地 (5)
- △ Atticus /ætɪkəs/ 阿提库斯 (3)
- auditory** /ɔ:dɪ'tɔ:ri/ *adj.* 听的; 听觉的 (4)
- author /ɔ:θə/ *n.* 作家 (2)
- banjo** /bændʒəʊ/ *n.* 班卓琴; 五弦琴 (1)
- bargain /bɑ:ɡɪn/ *n.* 便宜货 (5)
- battle /'bætl/ *n.* 战役; 战争 (3)
- be fond of 喜爱; 爱好 (2)
- bedding /'bedɪŋ/ *n.* 被褥; (家畜) 草垫 (1)
- bench /bentʃ/ *n.* 长椅子 (5)
- beneath /bi'ni:θ/ *adv. & prep.* 在……之下 (4)
- bent** /bent/ *adj.* 弯曲的 (4)
- △ Betsy Trotwood /betstɪ 'trɒtwɒd/  
贝特西·特洛特伍德 (5)
- beyond question** 无可争辩; 毫无疑问 (2)
- blacken** /blækən/ *vt.* 使变黑 (1)
- blast** /blɑ:st/ *n.* 一阵 (风); 一股 (气流) (1)
- bless** /bles/ *vt.* 祝福; 保佑 (1)
- block out** 封闭 (1)
- bomb** /bɒm/ *n.* 炸弹  
*vt.* 投弹于; 轰炸 (3)
- bonus /'bɒnəs/ *n.* 奖金; 红利; 津贴 (4)
- booklet** /'bʊklɪt/ *n.* 小册子 (4)
- booming** /bu:miŋ/ *adj.* 发轰隆声的 (1)
- bored /bo:ɪd/ *adj.* 无聊的; 无趣的; 烦人的 (1)
- boundary /'baʊndrɪ/ *n.* 边界; 分界线 (2)
- boycott** /'bɔɪkɒt/ *n.* 抵制; 排斥 (3)
- breathless /'breθlɪs/ *adj.* 喘不过气来的 (1)
- brewery /'bru:əri/ *n.* 酿酒厂; 啤酒厂 (4)
- bridegroom /'braɪdgrʊm/ *n.* 新郎 (2)
- brief /bri:f/ *adj.* 简短的; 短暂的 (3)
- brotherhood** /'brʌðəhʊd/ *n.* 手足情谊; 兄弟关系 (3)
- bungalow /'bʌŋɡələʊ/ *n.* 平房 (5)
- burden** /'bɜ:dn/ *n.* 担子; 负担  
*v.* 负担 (2)
- burglar** /'bɜ:glə/ *n.* 窃贼 (5)
- △ Burgundy /'bɜ:ɡʌndɪ/ 勃艮第 (2)
- cab** /kæb/ *n.* 出租汽车; 计程车 (4)
- △ Caius /kaɪəs/ 凯厄斯 (2)
- caption /'kæpʃn/ *n.* 标题; 说明; 字幕 (4)

## B

baggage /'bæɡɪdʒ/ *n.* 行李 (2)

**ballet** /'bæleɪ/ *n.* 芭蕾舞 (4)



- care for** 关怀; 照顾; 计较 (2)
- △ **Caroline** /kə'reɪlɪn/ 卡罗琳 (3)
- cash** /kæʃ/ *n.* 现金 (2)
- vt.* 兑现 (2)
- cassette** /kə'set/ *n.* 盒式磁带 (4)
- △ **Catholic** /kəθəlɪk/ *n.* 天主教徒 (3)
- caution** /kəʊʃn/ *n.* 小心; 谨慎; 警告 (1)
- centigrade** /sentɪɡreɪd/ *adj.* 摄氏温度的 (4)
- chain** /tʃeɪn/ *n.* 链条; 锁链 (5)
- changeable** /tʃeɪndʒəbl/ *adj.* 可改变的 (1)
- chaos** /keɪs/ *n.* 混乱 (3)
- △ **Charlotte Brontë** /ʃɑ:lət 'brɒntɪ/ (5)
- 夏洛蒂·勃朗特 (5)
- cheerful** /tʃɪəfʊl/ *adj.* 愉快的; 高兴的 (1)
- chef** /ʃef/ *n.* 厨师; 主厨 (1)
- cheque** /tʃek/ *n.* 支票 (2)
- childhood** /tʃaɪldhʊd/ *n.* 孩童时期; 童年 (5)
- circumstance** /sɜ:kəmstəns/ *n.* 环境; 详情; 境况 (1)
- civil** /sɪvəl/ *adj.* 公民的; 国民的 (3)
- claw** /klɔ:/ *n.* 爪; 脚爪 (5)
- coincidence** /kəʊ'ɪnsɪdəns/ *n.* 巧合 (3)
- collar** /kɒlə/ *n.* 衣领 (5)
- collision** /kə'lɪʒn/ *n.* 碰撞; 冲突 (3)
- collision course** 冲突 (的进程或行动) (3)
- commit** /kə'mɪt/ *vt.* 犯罪; 做 (不合法的或错的事) (3)
- commitment** /kə'mɪtmənt/ *n.* 许诺; 委托事项; 承担义务 (1)
- competent** /kəm'pɪtənt/ *adj.* 有能力的; 能胜任的 (4)
- component** /kəm'pəʊnənt/ *n.* 成分; 组成部分 (4)
- concession** /kən'seɪʃn/ *n.* 让步; 让与某人之物 (5)
- concrete** /kən'kri:t/ *adj.* 具体的; 有形的 (4)
- confirm** /kən'fɜ:m/ *vt.* 确定 (2)
- consensus** /kən'sensəs/ *n.* 共识; 共同意见 (5)
- constitution** /kən'stɪtju:ʃn/ *n.* 宪法 (3)
- constitutional** /kən'stɪtju:ʃənl/ *adj.* 宪法的 (3)
- consult** /kən'sʌlt/ *vt.* 请教 (4)
- contradict** /kɒntrə'dɪkt/ *vt.* 同……矛盾 / 抵触; 反驳 (2)
- contradiction** /kɒntrə'dɪkʃn/ *n.* 反驳; 矛盾 (5)
- △ **Cordelia** /kə:'di:lɪə/ 科迪莉亚 (2)
- △ **Cornwall** /kɔ:nwɔ:l/ 康沃尔 (2)
- corrupt** /kə'rʌpt/ *adj.* 腐败的; 贪污的; 堕落的 (2)
- cosy** /kəʊzi/ *adj.* 舒适的; 安逸的 (1)
- creed** /kri:d/ *n.* 信条 (3)
- critic** /kri:tɪk/ *n.* 批评家; 评论家 (5)
- crush** /krʌʃ/ *vt.* 碾碎; 粉碎; (使) 变形 (1)
- cuisine** /kwi:(:)'zi:n/ *n.* 烹饪 (法) (4)
- cunning** /kʌnɪŋ/ *adj.* 善于骗人的; 狡猾的 (2)
- currency** /kʌrənsɪ/ *n.* 货币; 通货 (4)
- D**
- dangle** /dæŋɡl/ *vi. & vt.* 悬挂; 摇摆; 使晃动 (5)
- darling** /dɑ:lɪŋ/ *n.* 心爱的人 (5)
- adj.* 亲爱的; 可爱的 (2)
- deceitful** /di'si:tʃʊl/ *adj.* 欺诈的; 不诚实的 (2)
- deception** /di'sepʃn/ *n.* 欺骗; 诡计 (5)
- decline** /di'klaɪn/ *vt. & vi.* 拒绝; 衰退; 下降 (5)
- delay** /di'leɪ/ *vt. & vi.* 耽搁; 延迟 (1)
- n.* 耽搁; 延迟 (1)
- demand** /di'mɑ:nd; US di'mænd/ *vt.* 要求; 需要 (2)
- n.* 要求; 需求; 需要 (2)
- diameter** /daɪ'æmɪtə/ *n.* 直径 (4)
- digest** /di'dʒest, daɪ'dʒest/ *vt.* 消化 (4)
- discount** /dɪs'kaʊnt/ *vt.* 不信任; 减少 (5)
- n.* 折扣; 打折 (5)
- discourage** /dɪ'skʌrɪdʒ/ *vt.* 使……气馁 (1)
- discrimination** /dɪ'skrɪmɪ'neɪʃn/ *n.* 歧视 (3)
- disrespectful** /dɪsrɪ'spektfʊl/ *adj.* 失礼的; 无礼的 (2)
- disrespectfully** /dɪsrɪ'spektfʊli/ *adv.* 失礼的; 无礼的 (2)
- distribute** /dɪ'strɪbjʊ:t/ *vt. & vi.* 分发; 分配 (2)
- do everything in one's power to ...** 竭尽全力做某事 (5)
- dominate** /dɒmɪneɪt/ *vt. & vi.* 支配; 占优势 (3)
- drunken** /drʌŋkən/ *adj.* 醉的 (2)
- duke** /dju:k/ *n.* 公爵 (2)
- dusty** /dʌsti/ *adj.* 满是灰尘的; 积满灰尘的 (2)
- dynamic** /daɪ'næmɪk/ *adj.* 动力的; 精力充沛的; 有活力的 (1)
- E**
- eccentric** /ɪk'sentri:k/ *adj.* 古怪的 (5)



- educator /'edju:kətə/ *n.* 教育家
- efficient /'ɪfɪnt/ *adj.* 有效率的; 效率高的
- efficiently** *adv.* 有效率地; 效率高地
- emperor /'empərə/ *n.* 皇帝; 君主
- endeavour /ɪn'devə/ *n.* 尽力; 竭力
- endurance /ɪn'dʒʊərəns/ *n.* 忍耐; 持久; 耐久(性)
- enquire /ɪn'kwɪə/ *vt.* 询问
- equality /'kwɒləti/ *n.* 同等; 平等
- evident /'evɪdənt/ *adj.* 明显的; 显然的
- △ Ewell /'ju(:)əl/ 尤厄尔
- explicit /ɪk'splɪt/ *adj.* 直率的; 明确的; 清楚的
- F**
- faith /feɪθ/ *n.* 信任; 信念; 信仰; 忠实
- fault /fɔ:lt/ *n.* 过错; 缺点
- flatter /'flætə/ *vt.* 过分夸赞; 奉承; 恭维
- flattery** /'flætəri/ *n.* 奉承; 恭维话
- fond /fɒnd/ *adj.* 喜爱的; 慈爱的; 宠爱的; 溺爱的
- forecast /'fɔ:kə:st/ *vt. & n.* 预报; 预测
- framework /'freɪmwɜ:k/ *n.* 框架; 结构
- △ Frank Worsley /'fræŋk 'wɜ:sl/ 弗兰克·沃斯利
- freezing /'fri:zɪŋ/ *adj.* 冰冻的; 严寒的
- frequent /'fri:kwənt/ *adj.* 时常发生的; 经常的
- friction /'frɪkʃn/ *n.* 摩擦; 矛盾; 冲突
- frontier /'frʌntjə/ *n.* 国界; 边疆; 边境
- fundamental /,fʌndə'mentl/ *adj.* 基础的; 基本的
- G**
- gall-bladder /gɔ:l'blædə/ *n.* 胆囊
- generous /'dʒenərəs/ *adj.* 慷慨的; 大方的
- genre /'ʒɑ:nrə/ *n.* (文艺作品的) 类型; 体裁
- △ Gentile /'dʒentail/ *n.* 非犹太人; 异教徒
- △ George Eliot /'eljət/ 乔治·艾略特
- get round 顺利应付; 克服; 传播出去
- give away 送掉; 泄露
- give off 发出(蒸汽、光等)
- give way to 让路; 让步
- △ Goneril /'gɒnərɪl/ 贡纳莉
- (4) grasp /grɑ:sp/ *vt.* 抓住; 抓紧; 掌握
- (4) **gratitude** /'grætɪtju:d/ *n.* 感激; 感恩
- (4) **greed** /gri:d/ *n.* 贪欲
- (2) greedy /'gri:di/ *adj.* 贪婪的
- (4) growth /grəʊθ/ *n.* 成长; 生长
- H**
- (1) hail /heɪl/ *vt.* 向……欢呼; 大声招呼; 呼喊
- (5) **hand over** 移交(权利、责任)
- (5) happiness /'hæpɪnɪs/ *n.* 幸福; 快乐
- (3) **hastily** /'heɪstɪli/ *adv.* 急速地; 慌忙地
- (3) **hasty** /'heɪsti/ *adj.* 匆忙的; 慌忙的
- (5) **hear ... out** 听完
- (5) **heroine** /'herəʊn/ *n.* 女英雄; 女主人公
- hoarse** /hɔ:s/ *adj.* 嘶哑的
- (1) **hook** /hʊk/ *n.* 钩; 吊钩
- (5) *vt.* 钩住; 迷上
- (2) hopeful /'həʊpfl/ *adj.* 怀有希望的; 有希望的
- (2) hopeless /'həʊplɪs/ *adj.* 没有希望的; 绝望的
- (2) **hostility** /hɒs'tɪlɪti/ *n.* 敌意; 恶意
- (2) △ Hubert Hudson /'hju:bət 'hʌdsn/ 休伯特·哈得逊
- (2) △ Hussey /'hʌsi/ 赫西
- (1) hut /hʌt/ *n.* 小屋; 棚屋
- I**
- (4) **in detail** 详细地
- (5) **in force** 有效的; 在实施中
- (5) **in vain** 徒然; 徒劳
- (5) initial /ɪ'nɪʃl/ *adj.* 最初的; 初始的
- (5) **injustice** /ɪn'dʒʌstɪs/ *n.* 不公平; 非正义
- (5) innocent /ɪ'nɒsnt/ *adj.* 清白的; 无辜的; 天真的
- (2) inspect /ɪn'spekt/ *vt.* 检查; 视察
- (5) **insult** /ɪn'sʌlt/ *n.* 侮辱; 凌辱
- (2) *vt.* /ɪn'sʌlt/ 侮辱; 凌辱
- (5) **ironic** /aɪə'rɒnɪk/ *adj.* 具有讽刺意味的; 讽刺的
- J**
- (5) △ Jane Austen /'ɔ:stɪn/ 简·奥斯汀
- (3) △ Jem /dʒem/ 杰姆
- (2) Jew /dʒu:/ *n.* 犹太人; 犹太教徒



## K

- △ Kent /kent/ 肯特 (2)  
 △ King Lear /li:/ 李尔王 (2)

## L

- Latin** /lætn/ *n.* 拉丁文; 拉丁语  
*adj.* 拉丁文的; 拉丁语的 (2)  
**liberty** /'libəti/ *n.* 自由 (3)  
**limitation** /,lɪmɪ'teɪʃn/ *n.* 限制; 局限性 (5)  
 △ Lionel Greenstreet /'laɪənl grɪ:n'stri:t/  
 莱昂内尔·格林斯特里特 (1)  
**literary** /'lɪtərəri/ *adj.* 文学的 (5)  
**live out** 活过; 实践 (3)  
**liver** /'lɪvə/ *n.* 肝脏 (1)  
**lord** /lɔ:d/ *n.* 封建领主; 地主; 统治者;  
 (宗) 上帝 (2)  
**lotus** /'ləʊtəs/ *n.* 荷花; 莲花; 睡莲 (4)  
**loyal** /'lɔɪəl/ *adj.* 忠诚的; 忠实的 (1)

## M

- majesty** /'mædʒɪsti/ *n.* 最高权威; 王权; 雄伟  
 Your Majesty 陛下 (2)  
**make a name** 出名 (2)  
**manual** /'mænjuəl/ *n.* 手册; 指南 (4)  
**march** /mɑ:tʃ/ *vi.* 进军; 前进 (3)  
 △ Margaret Mitchell /'mɑ:gərit 'mitʃl/  
 玛格丽特·米切尔 (5)  
 △ Martin Luther King, Jr /'mɑ:tin 'lu:θə 'kiŋ 'dʒu:nɪə/  
 马丁·路德·金 (3)  
 △ Maryann Jones /,meəri'æn 'dʒəʊnz/  
 玛丽安·琼斯 (3)  
 △ Mayella /meɪ'jələ/ 梅耶拉 (3)  
**merchant** /'mɜ:tʃənt/ *n.* 商人 (5)  
**messy** /'mesɪ/ *adj.* 肮脏的; 凌乱的; 杂乱的 (4)  
**metaphor** /'metəfə/ *n.* 隐喻; 暗喻 (3)  
**modernize** /'mɒdənaɪz/ *vt.* 使现代化 (2)  
 △ Montgomery /mɒnt'gəməri/ 蒙哥马利(城市名)  
 (3)  
**morale** /mə'reɪl/ *n.* 士气; 精神状态 (1)  
**mourn** /mɔ:n/ *vi. & vt.* 哀悼; 忧伤 (1)

## N

- nationwide** /'neɪʃnwaɪd/ *adj.* 全国性的; 全国的 (3)  
**negotiate** /nɪ'gəʊʃieɪt/ *vt. & vi.* 商议; 谈判; 磋商  
 (3)  
**Negro** /'ni:grəʊ/ *n.* [过时] 黑人 (3)  
**New Zealand** /,nju: 'zi:lənd/ 新西兰 (4)

## O

- oasis** /əʊ'eɪsɪs/ *n.* (沙漠中) 绿洲; 舒适的地方 (3)  
**obstacle** /'ɒbstəkl/ *n.* 障碍; 阻碍 (5)  
**odd** /ɒd/ *adj.* 古怪的; 奇数的; 单数的 (1)  
**offence** /ə'fens/ *n.* 冒犯; 违法行为 (3)  
**on behalf of** 代表…… (2)  
**oppose** /ə'pəʊz/ *vt.* 反对; 反抗; 抵制 (2)  
**optimism** /'ɒptɪmɪzəm/ *n.* 乐观; 乐观主义 (1)  
**oral** /'ɔ:rəl/ *adj.* 口头的; 口述的 (4)  
 △ Oswald /'ɒzwəld/ 奥斯瓦尔德 (2)  
**outspoken** /aʊt'spəʊkən/ *adj.* 坦率直言的 (5)

## P

- pack up** 把……打包; 整理 (2)  
**pavement** /'peɪvmənt/ *n.* 人行道; 公路 (3)  
**pedestrian** /pɪ'destrɪən/ *n.* 步行者 (3)  
 △ Perce Blackborow /pɜ:s 'blækbɔ:rəʊ/  
 珀斯·布莱克鲍罗 (1)  
**perseverance** /,pɜ:sɪ'vɪərəns/ *n.* 坚持不懈 (1)  
**persevere** /,pɜ:sɪ'vɪə/ *v.* 坚持 (1)  
**philosophy** /fɪ'lɒsəfi/ *n.* 哲学; 人生观 (3)  
**pine** /paɪn/ *n.* 松树 (5)  
**possess** /pə'zes/ *vt.* 拥有; 占有 (5)  
**pray** /preɪ/ *vt.* 祈祷; 恳求; 请 (2)  
**prayer** /preə/ *n.* 祈祷 (3)  
**prejudice** /'predʒʊdɪs/ *n.* 偏见; 成见 (5)  
**premier** /'premiə/ *adj.* 第一的; 首要的 (5)  
**preview** /'pri:vju:/ *vt.* 预习; 事先查看 (4)  
**prohibit** /prə'hɪbɪt/ *vt.* 禁止; 阻止 (3)  
**prop** /prɒp/ *n.* (小) 道具 (2)  
 △ Protestant /'prɒtɪstənt/ *n.* 新教; 新教徒 (3)  
**proverb** /'prɒvɜ:b/ *n.* 谚语 (1)  
**pull oneself up** 立起身来 (5)  
**punctual** /'pʌŋktʃʊəl/ *adj.* 守时的; 准时的 (3)  
**punishment** /'pʌnɪʃmənt/ *n.* 惩罚; 惩处 (1)



## Q

**quotation** /kwəʊ'teɪʃn/ *n.* 引用; 引述; 引文;  
语录引用语 (3)

## R

**rainbow** /reɪnbəʊ/ *n.* 彩虹 (4)

**rank** /ræŋk/ *n.* 等级; 军阶; 军衔 (1)

**recipe** /resɪpi/ *n.* 菜谱 (4)

**recount** /rɪ'kaʊnt/ *n.* & *v.* 叙述; 描述 (5)

△ **Regan** /rɪ'gən/ 里根 (2)

**register** /redʒɪstə/ *n.* 登记; 注册  
*vt.* 登记; 注册 (3)

**regular** /regjʊlə/ *adj.* 规则的; 定期的;  
常规的 (1)

**rejoice** /rɪ'dʒɔɪs/ *vi.* & *vt.* 欣喜; 高兴; 喜悦 (5)

**resemble** /rɪ'zembəl/ *vt.* 像; 类似 (4)

**resolve** /rɪ'zɒlv/ *n.* 决心  
*v.* 决心; 决定 (3)

**respectful** /rɪ'spektfəl/ *adj.* 恭敬的; 尊重人的 (2)

**respond** /rɪ'spɒnd/ *vi.* 回答; 响应; 做出反应 (2)

**responsibility** /rɪ.spon.sə'bɪlətɪ/ *n.* 责任; 职责 (2)

**revelation** /revɪ'leɪʃn/ *n.* 启示; 揭示 (5)

**rewind** /ri:'waɪnd/ *vt.* 重绕; 倒回; 倒转  
(磁带; 影片等)  
*n.* 重绕 (2)

**romance** /rəʊ'mæns/ *n.* 浪漫故事; 浪漫史;  
恋情 (5)

**roof** /ru:f/ *n.* 屋顶; 房顶 (5)

**rotten** /rɒtn/ *adj.* 腐烂的; 变质的 (1)

△ **Rudyard Kipling** /rʌdjəd 'kɪplɪŋ/  
拉迪亚德·吉卜林 (5)

## S

**sacrifice** /sækrɪfaɪs/ *n.* 牺牲; 献身; 祭品 (2)

**salute** /sə'lu:t/ *vt.* & *vi.* 行礼致敬; 敬礼 (3)

**sandal** /sændl/ *n.* 凉鞋 (3)

**sceptical** /skeptɪkəl/ *adj.* (= skeptical in AmE)  
怀疑性的; 持怀疑态度的

**scold** /skəʊld/ *vt.* 责骂; 斥责 (2)

**Scottish** /skɒtɪʃ/ *adj.* 苏格兰的; 苏格兰人的;  
苏格兰英语的 (1)

△ **Scout** /skaʊt/ 斯考特 (3)

**scratch** /skrætʃ/ *n.* & *v.* 抓; 挠; 刮 (2)

**seasickness** /si:sɪkni:s/ *n.* 晕船 (1)

**see through** 看穿; 识破 (5)

**seize** /si:z/ *vt.* 抓住; 逮住; 夺取 (3)

**seize on** 抓住 (3)

**select** /sɪ'lekt/ *vt.* 选择; 挑选  
*adj.* 精选的 (1)

**self-evident** /self 'evɪdənt/ *adj.* 不证自明的;  
不言而喻的 (3)

**selfish** /'selfɪʃ/ *adj.* 自私的 (1)

**semicircle** /semi.sɜ:kəl/ *n.* 半圆形 (5)

**seminar** /seminɑ:/ *n.* 研讨会; 讨论发言会 (4)

**sensible** /sensəbl/ *adj.* 有感觉的; 明智的 (2)

**sensitive** /sensətɪv/ *adj.* 敏感的 (5)

**separation** /sepə'reɪʃn/ *n.* 分离; 分开 (3)

**sequence** /si:kwəns/ *vt.* 安排顺序; 按顺序排列  
*n.* 顺序; 序列 (5)

△ **Serena** /sə'ri:nə/ 塞丽娜 (3)

**shabby** /'ʃæbɪ/ *adj.* 破旧的; 褴褛的 (4)

**shorten** /'ʃɔ:tən/ *vt.* 缩短; 使变短 (2)

**signal** /'sɪgnəl/ *n.* 信号 (5)

**signature** /'sɪgnɪtʃə/ *n.* 签名; 署名; 信号 (2)

**simile** /'sɪmlɪ/ *n.* 明喻 (3)

△ **Sir Ernest Shackleton** /'ɜ:nɪst 'ʃækltən/  
欧内斯特·沙克尔顿爵士 (1)

**skim** /skɪm/ *vt.* 浏览; 轻轻掠过 (3)

**sneeze** /sni:z/ *n.* 喷嚏;  
*vi.* 打喷嚏 (2)

**speak out** 大胆地说; 大声地说 (2)

**sponsor** /'spɒnsə/ *n.* 担保人; 发起人; 赞助者 (5)

**squeak** /skwi:k/ *n.* 尖叫声; 吱吱声  
*vi.* 发出尖叫声 (5)

**squirrel** /'skwɪrəl/ *n.* 松鼠 (5)

**staff** /stɑ:f/ *n.* 职员; 员工 (2)

**stand out** 杰出 (5)

**steward** /stju:əd/ *n.* (轮船、飞机等) 乘务员;  
膳务员 (1)

**stool** /stu:l/ *n.* 凳子; 大便 (1)

**storage** /'stɔ:rdʒ/ *n.* 贮藏; 存储; 储藏室 (2)

**stout** /staʊt/ *adj.* 结实的; 矮胖的; 顽强的 (1)

**stove** /stəʊv/ *n.* 炉子 (1)

**straight away** 立即; 马上 (5)

**Stratford-on-Avon** /'strætʃəd ɒn'eɪvən/  
埃文河畔斯特拉特福镇 (莎翁故乡) (2)

**strengthen** /'streŋθən/ *vt.* 加强; 巩固 (1)



- struggle against** 与……作斗争 (5)
- submit** /səb'mɪt/ *vi.* & *vt.* 服从; 顺从 (3)
- suffering** /sʌfərɪŋ/ *n.* 苦楚; 受难 (1)
- sun-blindness** /sʌn.blændnɪs/ *n.* 目盲症;  
(因阳光强烈导致的暂时) 失明 (1)
- supreme** /sju:'pri:m/ *adj.* 最高的; 极度的 (3)
- suspect** /sə'spekt/ *vt.* 怀疑; 猜想;  
对……有所觉察 (2)
- swear** /sweə/ *vt.* 宣誓; 发誓 (1)
- symphony** /sɪmfəni/ *n.* 交响乐; 交响曲 (3)
- T**
- tactful** /tæktfʊl/ *adj.* 机智的; 圆滑的;  
言行得体的 (1)
- tactile** /tæktail/ *adj.* 触觉的; 可感触到的;  
触觉型的 (4)
- tend** /tend/ *vi.* 倾向 (4)
- tend to (do sth)** 易于; 往往会 (做某事)
- terminal** /tɜ:mɪnəl/ *n.* 终点站; 航空集散站 (2)
- △ Tess of d'Urbervilles /dɜ:bəvɪlz/ 德伯家的苔丝  
(书名) (5)
- think ill of** 对……评价不高 (5)
- throne** /θrəʊn/ *n.* 王座; 王位 (2)
- tiresome** /taɪəsəm/ *adj.* 令人厌烦的; 烦人的 (4)
- △ Tom Orde-Lees /ɔ:d 'li:z/ 汤姆·奥德利兹 (1)
- tradition** /trə'dɪʃn/ *n.* 传统; 惯例 (3)
- trolleybus** /trɒlɪbʌs/ *n.* 无轨电车 (3)
- troop** /tru:p/ *n.* 军队; 群; 组 (2)
- twist** /twɪst/ *n.* 扭曲; 歪曲 (5)
- U**
- unbearable** /ʌn'beərəbl/ *adj.* 无法忍受的;  
承受不住的 (1)
- under the name of ...** 用……的名字,  
在……的名字下 (5)
- underneath** /ʌndə'ni:θ/ *adv.* 在下面  
*prep.* 在……的下面 (4)
- unjust** /ʌn'dʒʌst/ *adj.* 不公平的; 不公正的 (3)
- unwilling** /ʌn'wɪlɪŋ/ *adj.* 不愿意的; 勉强的 (3)
- up to ...** 取决于…… (4)
- urgent** /ɜ:dʒənt/ *adj.* 急迫的; 紧急的 (1)
- V**
- vacant** /veɪkənt/ *adj.* 空的; 空缺的 (2)
- vague** /veɪɡ/ *adj.* 含糊的; 不清楚的 (4)
- vain** /veɪn/ *adj.* 徒然的; 虚荣的 (5)
- venture** /ventʃə/ *n.* (有风险的) 商业、企业  
*vi.* & *vt.* 冒险; 敢于去 (1)
- vital** /vaɪtəl/ *adj.* 生死攸关的; 重要的 (1)
- W**
- △ Walter Cunningham /wɔ:ltə 'kʌnɪŋəm/  
沃尔特·坎宁安 (3)
- warehouse** /weəhaʊs/ *n.* 仓库; 货栈 (5)
- web** /web/ *n.* (蜘蛛等的) 网 (1)
- whichever** /wɪtʃ'evə/ *pron.* 无论哪一个; 任何 (2)
- △ Wuthering Heights /wʌðərɪŋ 'haɪts/ 呼啸山庄  
(书名) (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 /wɜ:, wə/	
bear	bore /bɔ:/	borne /bɔ:n/
beat	beat	beaten /'bi:tɪn/
become	became	become
begin	began	begun
bend	bent	bent
bid	bade /bæd/, bid	bidden /'bɪdn/, bid
bite	bit	bitten
bleed	bled	bled
blow	blew /blu:/	blown /bləʊn/
break	broke	broken /'brəʊkən/
bring	brought /brɔ:t/	brought
build	built /bɪlt/	built
burn	burnt, burned	burnt, burned
burst	burst	burst
buy	bought /bɔ:t/	bought
can	could /kʊd/	—
cast	cast	cast
catch	caught /kɔ:t/	caught
choose	chose	chosen /'tʃəʊzn/
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done /dʌn/
draw	drew /dru:/	drawn /drɔ:n/
dream	dreamt /dremt/, dreamed	dreamt, dreamed
drink	drank	drunk
drive	drove	driven /'drɪvn/
eat	ate /et/	eaten /'i:tɪn/
fall	fell	fallen /'fɔ:lən/
feed	fed	fed
feel	felt	felt
fight /faɪt/	fought /fɔ:t/	fought
find	found /faʊnd/	found
fly	flew /flu:/	flown /fləʊn/

**Infinitive**

forbid /fə'bid/  
 forget  
 foresee  
 freeze  
 get  
 give  
 go  
 grow  
 hang  
 have  
 hear  
 hide  
 hit  
 hold  
 hurt  
 keep  
 know  
 lay  
 leap  
 learn  
 leave  
 lend  
 let  
 lie /laɪ/  
 light  
 lose /lu:z/  
 make  
 may  
 mean  
 meet  
 mistake  
 must  
 overhear  
 pay  
 put  
 read  
 rewind /ri:'waɪnd/  
 ride  
 ring  
 rise  
 run  
 say  
 see  
 sell  
 send  
 set

**Past tense**

forbade /fə'beɪd/, forbid /fə'bæd/  
 forgot /fə'gɒt/  
 foresaw /fɔ:'sɔ:/  
 froze  
 got  
 gave  
 went  
 grew /gru:/  
 hung, hanged  
 had  
 heard /hɜ:d/  
 hid  
 hit  
 held  
 hurt  
 kept  
 knew /nju:/  
 laid  
 leapt /lept/, leaped  
 learnt, learned  
 left  
 lent  
 let  
 lay /leɪ/  
 lit, lighted  
 lost  
 made  
 might /maɪt/  
 meant /ment/  
 met  
 mistook  
 must  
 overheard  
 paid  
 put  
 read /red/  
 rewound /ri'waʊnd/  
 rode  
 rang  
 rose  
 ran  
 said /sed/  
 saw /sɔ:/  
 sold /səʊld/  
 sent  
 set

**Past participle**

forbidden /fə'bɪdn/  
 forgotten /fə'gɒtn/  
 foreseen  
 frozen  
 got  
 given /'gɪvən/  
 gone /gɒn/  
 grown /grəʊn/  
 hung, hanged  
 had  
 heard  
 hidden /'hɪdn/, hid  
 hit  
 held  
 hurt  
 kept  
 known /nəʊn/  
 laid  
 leapt, leaped  
 learnt, learned  
 left  
 lent  
 let  
 lain /leɪn/  
 lit, lighted  
 lost  
 made  
 —  
 meant  
 met  
 mistaken /mɪs'teɪkən/  
 —  
 overheard  
 paid  
 put  
 read  
 rewound  
 ridden /'rɪdn/  
 rung  
 risen /'rɪzn/  
 run  
 said  
 seen  
 sold  
 sent  
 set



**Infinitive**

sew  
shake  
shall  
shine  
show  
shrink  
shut  
sing  
sink  
sit  
sleep  
slide  
smell  
sow  
speak  
spellbind  
spend  
spill  
spit  
spoil  
stand  
stick  
swell  
sweep  
swim  
take  
teach  
tear  
tell  
think  
throw  
understand  
undertake  
upset  
wake  
  
wear  
will  
win  
write

**Past tense**

sewed  
shook  
should /ʃʊd/  
shone /ʃɒn/, shined  
showed  
shrank, shrunk  
shut  
sang  
sank, sunk  
sat  
slept  
slid  
smelt, smelled  
sowed  
spoke  
spellbound /ˈspɛlbaʊnd/  
spent  
spilt  
spat  
spoilt  
stood /stʊd/  
stuck  
swelled /sweld/  
swept  
swam  
took  
taught /tɔ:t/  
tore /tɔ:/  
told /tɔld/  
thought /θɔ:t/  
threw /θru:/  
understood  
undertook  
upset  
waked, woke  
  
wore /wɔ:/  
would /wʊd/  
won /wɒn/  
wrote

**Past participle**

sewn /səʊn/, sewed  
shaken  
—  
shone, shined  
shown /ʃəʊn/, showed  
shrunk  
shut  
sung  
sunk, sunken  
sat  
slept  
slid  
smelt, smelled  
sown /səʊn/, sowed  
spoken /ˈspəʊkən/  
spellbound  
spent  
spilt  
spat  
spoilt  
stood  
stuck  
swollen /ˈswɒləʊn/  
swept  
swum  
taken /ˈteɪkən/  
taught  
torn /tɔ:n/  
told  
thought  
thrown /θrəʊn/  
understood  
undertaken  
upset  
waked, woken /ˈwəʊkən/,  
woke  
worn /wɔ:n/  
—  
won  
written /ˈrɪtɪn/

# 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	ɛə → eə	
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. /ɒ/ 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 /eə/, 它的前一个元音与 /eɪ/ 中的前一个元音为同一个符号, 而 /e/ 不再出现。
5. /ə/ 改为 /ɜ:/, 出现一个新的元音符号 /ɜ:/。
6. 辅音音标基本上没有变化。



## 后 记

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电 话: 010-58758275, 58758266, 58758279

E-mail: jcfk@pep.com.cn

gesy@pep.com.cn

人民教育出版社 课程教材研究所  
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