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普通高中课程标准实验教科书

英语 6

选修

NEW SENIOR ENGLISH FOR CHINA
STUDENT'S BOOK 6

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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Unit 1

Art

Warming Up

Look at all the paintings in this unit including those in the Workbook. Discuss in groups:

- 1 If you could have three of these paintings on the walls of your classroom, which would you choose? Discuss your reasons. These words might help you in your discussion:

realistic **abstract** nature detailed traditional line
rich religious unfinished modern colour shape

- 2 Would you rather have Chinese or Western-style paintings in your home? Give your reasons.
- 3 Have you ever wished you could paint as well as a professional artist? If you were an artist, what kind of pictures would you paint?
- 4 What would you rather do – paint pictures, make **sculptures**, or design buildings? Why?

Pre-reading

- 1 Do you ever visit art **galleries**? What kind of paintings have you seen in galleries?
- 2 In pairs list some famous Western artists and paintings and be ready to introduce them to the class.
- 3 Look at the paintings in the reading passage and see if you can recognize them.

Reading



A SHORT HISTORY OF WESTERN PAINTING

Art is influenced by the customs and **faith** of a people. Styles in Western art have changed many times. As there are so many different styles of Western art, it would be impossible to describe all of them in such a short text. Consequently, this text will describe only the most important ones, starting from the sixth century AD.



The Middle Ages (5th to the 15th century AD)

5

During the Middle Ages, the main **aim** of painters was to represent religious themes. A **conventional** artist of this period was not interested in showing nature and people as they really were. A **typical** picture at this time was full of religious symbols, which created a feeling of respect and love for God. But it was **evident** that ideas were changing in the 13th century when painters like Giotto di Bondone began to paint religious scenes in a more realistic way.

10

The Renaissance (15th to 16th century)

During the Renaissance, new ideas and values gradually replaced

15

those held in the Middle Ages. People began to concentrate less on religious themes and **adopt** a more humanistic attitude to life. At the same time painters returned to classical Roman and Greek ideas about art. They tried to paint people and nature as they really were. Rich people wanted to **possess** their own paintings, so they could decorate their **superb** palaces and great houses. They paid famous artists to paint pictures of themselves, their houses and **possessions** as well as their activities and achievements.



20

One of the most important discoveries during this period was how to draw things in perspective. This **technique** was first used by Masaccio in 1428. When people first saw his paintings, they were convinced that they were looking through a hole in a wall at a real scene. If the rules of perspective had not been discovered, no one would have been able to paint such realistic pictures. **By coincidence**, oil paints were also developed at this time, which made the colours used in paintings look richer and deeper. Without the new paints and the new technique, we would not be able to see the many great masterpieces for which this period is famous.

25

30

Impressionism (late 19th to early 20th century)

In the late 19th century, Europe changed a **great deal**, from a mostly agricultural society to a



mostly industrial one. Many people moved from the countryside to the new cities. There were many new inventions and social changes. Naturally, these changes also led to new painting styles. Among the painters who broke away from the traditional style of painting were the Impressionists, who lived and worked in Paris.

35

The Impressionists were the first painters to work outdoors. They were eager to show how light and **shadow** fell on objects at different times of day.

40

However, because natural light changes so quickly, the Impressionists had to paint quickly. Their paintings were not as detailed as those of earlier painters. At first, many people disliked this style of painting and became very angry about it. They said that the painters were careless and their paintings were **ridiculous**.

45



Modern Art (20th century to today)

At the time they were created, the Impressionist paintings were **controversial**, but today they are accepted as the beginning of what we call “modern art”. This is because the Impressionists encouraged artists to look at their environment in new ways. There are scores of modern art styles, but without the Impressionists, many of these painting styles might not exist. On the one hand, some modern art is abstract; that is, the painter does not **attempt** to paint objects as we see them with our eyes, but instead concentrates on certain qualities of the object, using colour, line and shape to represent them. **On the other hand**, some paintings of modern art are so realistic that they look like photographs. These styles are so different. Who can **predict** what painting styles there will be in the future?

Comprehending

1 Read the passage carefully and fill in the chart below.

Period	Middle Ages	Renaissance	Impressionism	Modern Art
Time				
Characteristics of the paintings				

2 Write down three new things you have learned from the passage about Western art.

3 Are these statements true or false? Tick the correct boxes. Give a reason if the answer is false.

- | | True | False |
|--|--------------------------|--------------------------|
| 1 Western art has changed very little over the last seventeen centuries. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Paintings in the Middle Ages did not use perspective. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Impressionists painted landscapes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 You cannot recognize any object in abstract modern art. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 In the Renaissance most artists painted indoors. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Abstract art is still an art style today. | <input type="checkbox"/> | <input type="checkbox"/> |

4 Discuss these questions with your partner and be ready to tell the class.

- Which art style would you rather see in your home? Give your reasons.
- Which art style do you like least? Give your reasons.

Learning about Language

Discovering useful words and expressions

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

- | | |
|--|------------------------------|
| 1 _____ excellent; splendid | 2 _____ purpose; intention |
| 3 _____ silly or unreasonable | 4 _____ trust; strong belief |
| 5 _____ easily noticed or understood | 6 _____ traditional |
| 7 _____ room or building for showing works of art | |
| 8 _____ based on general ideas rather than specific examples | |
| 9 _____ method of doing or performing something, especially in the arts or sciences | |
| 10 _____ the art of making figures , objects, etc out of stone, wood, clay , etc | |

2 Complete the passage below using the words in the box in the correct form.

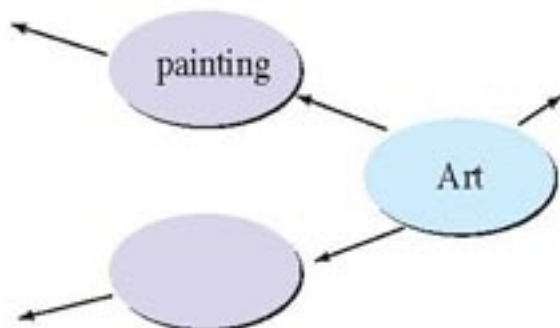
predict adopt attempt possess by coincidence a great deal on the other hand

ARE THOSE SUNFLOWERS A REAL PAINTING BY VAN GOGH?

The most popular art style in Western countries is Impressionism. Many people would love to _____ an Impressionist painting and spend _____ of money to own one. _____ there are a lot of painters who can _____ the art style of any famous Impressionist artist and produce unknown “masterpieces”. One such painter, Otto Wacker, _____ to make a lot of money quickly and painted lots of “masterpieces” in the style of Van Gogh. Many were considered to be Van Gogh’s own work by important art critics. On the one hand some of them were discovered. _____ some famous art critics wonder if there are many other “masterpieces” hanging on gallery walls. As a man looking after Van Gogh’s paintings said: “I would not be surprised if the number (of “masterpieces”) grows to more than 200.” So who can _____ where and when the next “masterpiece” will be discovered?

3 In groups study these words and phrases concerning art. Add more if you can. Try to classify them into categories. Use the dictionary to help you if necessary. Discuss your categories and make a mind map to connect them.

paints clay wood detailed bronze **marble**
figure abstract brushes styles walls masterpieces
painter David Mona Lisa ceilings painting
Leonardo da Vinci human body paper **carve**
sculptor **delicate** Michelangelo canvas realistic
sculpture Masaccio artists Picasso



Then write a short paragraph or a few sentences based on your mind map and report it to the class.

Discovering useful structures

- 1** Look at these sentences that use subjunctive mood. Pay attention to the underlined parts.

If you could have three of these paintings on the walls of your classroom, which would you choose?

Have you ever wished you could paint as well as a professional artist?

Subjunctive mood is usually used to talk about situations that are not true or not likely to become true. Can you find more examples of the subjunctive mood from the text?

- 2** Read the following sentences carefully. Write F if the sentence refers to a factual situation, and write W if it refers to a wish.

- 1 He would come to the party if he did not have to work. ()
= He wants to come, but he cannot just because he has to work.
- 2 If he has time, he always walks into the **café** and asks for a cup of coffee. ()
= He always walks into the café and asks for a cup of coffee when he has time.
- 3 If I had enough money I would buy a new car. ()
- 4 I'll go with you to the gallery if it doesn't rain tomorrow. ()

Change the following statements into wishes.

- 5 He has no right to choose his holiday, so he can't go to Mexico.
- 6 I can't eat shellfish because I am **allergic** to them.
- 7 As the marble statue is too large for her garden, the housewife won't buy it.
- 8 We know very little about the disease, so we are not able to treat the patients very effectively.

- 3** Complete the sentences with the correct form of the verbs in brackets.

- 1 David is not a sculptor. If he _____ (be), he _____ (make) a sculpture for the **exhibition**.
- 2 Sally is not an **aggressive** person. If she _____ (be), she _____ (be) a more successful business woman.
- 3 If Sam _____ (be) here, he _____ (be) so excited about meeting a famous **scholar in the flesh**.
- 4 If I _____ (can) paint, I _____ (paint) you an abstract painting in the style of Matisse.
- 5 Mr Ling isn't here. If he _____ (be), he _____ (help) you with your **geometry**.
- 6 It's Miss Liang's birthday today. I wish I _____ (take) her out to a superb restaurant for dinner.
- 7 We don't know her address. If we _____ (know) it, we _____ (send) her a big **bunch** of flowers.
- 8 People say that the art exhibition is worth seeing. I wish I _____ (can) go with you but I'm too busy these days.
- 9 If Masaccio _____ (be) alive, he _____ (be) amazed at how artists paint today.
- 10 If Peter _____ (come) to our school, he _____ (can) go to our art classes.

- 4** Play a game: "If I were a ..., I would ...". With your partner take turns to imagine what you would do if you could be somebody or do anything. Make your sentences as interesting and imaginative as you can. Write down the four best ones and share them with the class.

Using Language

Reading



THE BEST OF MANHATTAN'S ART GALLERIES

The Frick Collection (5th Avenue and E. 70th Street)

Many art lovers would rather visit this small art gallery than any other in New York. Henry Clay Frick, a rich New Yorker, died in 1919, leaving his house, furniture and art collection to the American people. Frick had a **preference** for pre-twentieth century Western paintings, and these are well-represented in this excellent collection. You can also explore Frick's beautiful home and garden which are well worth a visit.

Guggenheim Museum (5th Avenue and 88th Street)

This museum owns 5,000 superb modern paintings, sculptures and drawings. These art works are not all displayed at the same time. The exhibition is always changing. It will **appeal to** those who love Impressionist and Post-Impressionist paintings. The Guggenheim Museum building is also world-famous. When you walk into the gallery, you feel as if you were inside a **fragile**, white seashell. The best way to see the paintings is to start from the top floor and walk down to the bottom. There are no stairs, just a circular path. The museum also has an excellent restaurant.

Metropolitan Museum of Art (5th Avenue and 82nd Street)

The **reputation** of this museum lies in the variety of its art collection. This covers more than 5,000 years of **civilization** from many parts of the world, including America, Europe, China, **Egypt**, other African countries and South America. The museum displays more than just the **visual** delights of art. It introduces you to ancient ways of living. You can visit an **Egyptian** temple, a **fragrant** Ming garden, a typical room in an 18th century French house and many other special exhibitions.

Museum of Modern Art (53rd Street, between 5th and 6th Avenues)

It is amazing that so many great works of art from the late 19th century to the 21st century are housed in the same museum. The collection of Western art includes paintings by such famous artists as Monet, Van Gogh, Picasso and Matisse. A few words of warning: the admission price is not cheap and the museum is often very crowded.

Whitney Museum of American Art (945 Madison Avenue, near 75th Street)

The Whitney holds an excellent collection of **contemporary** American painting and sculpture. There are no **permanent** displays in this museum and exhibitions change all the time. Every two years, the Whitney holds a special exhibition of new art by living artists. The museum also shows videos and films by contemporary video artists.

- Match the numbers on the map with the names of the museums.
- Complete the chart with the information from the reading passage.

Name	Address	Which centuries?	What countries?
Museum of Modern Art			America
Guggenheim Museum		From ancient to modern times	Western countries
The Frick Collection			Western countries

Listening and speaking



- Gao Yan, John and Susan are on holiday in New York. Listen to the three friends discussing the art galleries they would like to visit and answer these questions.
 - Who first suggested they visit art galleries?
 - Who does not like large museums?
 - Why is Gao Yan interested in visiting the Metropolitan Museum?
 - What is their plan for the first day?
 - What do they do to make Susan happy?
 - Why doesn't Susan want to go to the Museum of Modern Art?
 - Which two galleries do they decide to visit on Saturday?
- Listen again to Part 2 of the tape and in pairs discuss the characters of Gao Yan, John and Susan. What are their attitudes to modern art?
- You have only one day to visit art galleries in New York. In a small group read the guide book again and decide together which galleries you prefer and why. Use expressions about preference like the following ones in the box.

I'd prefer ...

I'd rather ...

I'd like ...

I want to ...

Would you rather ...?

Would you like ... or ...?

Which would you prefer, ...?

If it was up to me, I'd choose ...

We shouldn't miss ...

That's my first choice.

I'm not fond of ...

I don't like ...

What's your preference?

Writing

1 If you were asked to start a new art gallery for your district, what kind of art would you put in it and why? Think about:

- what kind of artworks people in your **district** produce and would like to display
- what kind of artworks they might like to learn about
- whether you would prefer to have local art in your gallery, art from all over China or art from all over the world
- whether you would prefer to have only modern art, only traditional art or both

Dear *Committee* members,

I wish to make a suggestion about

Our district is well-known for

At the moment these people do not have

The gallery would provide

If you were to ..., I believe

I do hope you will consider my suggestion.

Yours **faithfully**,

(your **signature**)

2 Write a letter to the art gallery committee giving your suggestions and reasons for starting this new art gallery. Use the framework of the letter above to help you.

SUMMING UP

Think about what you have read and practised in this unit. Then tick the boxes.

I have learned about:

- different kinds of Western art
- some art galleries in New York
- useful words and expressions
- how to use the subjunctive mood
- how to discuss preferences

**I have learned
this well**

**I need to
learn more**

LEARNING TIP

Before you read a difficult text, it is a good idea to skim it quickly to get the general idea. You should also think about what you already know about the topic and what new information you will find. If you take time to do this, the text will be much easier to understand.

Here are some other ways to help you get the main idea:

- read the title and any headings
- look at any pictures or diagrams
- read the first paragraph or the first sentence of each paragraph
- if the passage has a conclusion, read that
- think about the purpose of the writing

Unit 2 Poems

Warming Up

- 1 Do you remember any little poems or songs you learned when you were a child? These little poems and songs might have been some of the first poetry you learned.
- 2 Do you remember any poems you have read in high school, either in Chinese or in English? Can you recite any?
- 3 There are many reasons why people write poems. In small groups make a list of these reasons. The list has been started for you.

People write poems

to tell a story

to express feelings

to recall an enjoyable or unpleasant incident

...

Pre-reading

- 1 Do you have a favourite poem in Chinese or in English? Why is it your favourite poem?
- 2 Skim the poems on the following pages and **tick** the correct box(es) for each question.

Which poem	A	B	C	D	E	F	G	H
describes a person?								
tells a story?								
describes an aspect of a season?								
is about sport?								
is about things that don't make sense?								
is recited to a baby?								
describes a river scene?								
has rhyming words at the end of lines?								
repeats words or phrases?								

Reading



A FEW SIMPLE FORMS OF ENGLISH POEMS

There are various reasons why people write poetry. Some poems tell a story or describe something in a way that will give the reader a strong impression. Others try to **convey** certain emotions. Poets use many different forms of poetry to express themselves. In this text, however, we will look at a few of the simpler forms.

- 5 Some of the first poetry a young child learns in English is **nursery rhymes**. These rhymes like the one on the right (A) are still a common type of children's poetry. The language is **concrete** but imaginative, and they delight small children
- 10 because they rhyme, have strong rhythm and a lot of repetition. The poems may not make sense and even seem **contradictory**, but they are easy to learn and recite. By playing with the words in nursery rhymes, children learn about language.

A
Hush, little baby, don't say a word,
Papa's going to buy you a mockingbird.
If that mockingbird won't sing,
Papa's going to buy you a **diamond** ring.
If that diamond ring turns to brass,
Papa's going to buy you a looking-glass.
If that looking-glass gets broke,
Papa's going to buy you a billy-goat.
If that billy-goat runs away,
Papa's going to buy you another today.

- 15 One of the simplest kinds of poems are those like B and C that list things. List poems have a **flexible** line length and repeated phrases which give both a **pattern** and a rhythm to the poem. Some rhyme (like B) while others do not (like C).

B

I saw a fish-pond all on fire

I saw a fish-pond all on fire,

I saw a house bow to a squire,

I saw a person twelve-feet high,

I saw a **cottage** in the sky,

I saw a balloon made of lead,

I saw a coffin drop down dead,

I saw two **sparrows** run a race,

I saw two horses making lace,

I saw a girl just like a cat,

I saw a kitten wear a hat,

I saw a man who saw these too,

And said though strange they all were true.

C Our first football match

We would have won ...

if Jack had scored that goal,

if we'd had just a few more minutes,

if we had trained harder,

if Ben had passed the ball to Joe,

if we'd had thousands of fans screaming,

if I hadn't taken my eye off the ball,

if we hadn't stayed up so late the night before,

if we hadn't **taken it easy**,if we hadn't **run out of** energy.

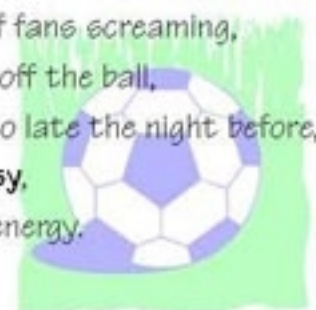
We would have won ...

if we'd been better!

20

25

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Another simple form of poem that students can easily write is the *cinquain*, a poem **made up of** five lines. With these, students can convey a strong picture in just a few words. Look at the examples (D and E) on the top of the next page.

D Brother
Beautiful, athletic
Teasing, shouting, laughing
Friend and enemy too
Mine



E Summer
Sleepy, **salty**
Drying, drooping, dreading
Week in, week out
Endless



F A fallen blossom
is coming back to the **branch**. 35
Look, a butterfly!
(by Moritake)



G Snow having melted,
The whole village is brimful 40
Of happy children.
(by Issa)



Haiku is a Japanese form of poetry that is made up of 17 syllables. It is not a traditional form of English poetry, but is very popular with English writers. It is easy to write and, like the *cinquain*, can give a clear picture and create a special feeling using the **minimum** of words. The two *haiku* poems (F and G) above are **translations** from the Japanese. 45

H Where she awaits her husband
On and on the river flows.
Never looking back,
Transformed into stone.
Day by day upon the mountain top,
wind and rain revolve.
Should the traveller return,
this stone would utter speech.
(by Wang Jian)



Did you know that English speakers also enjoy other forms of Asian poetry – Tang poems from China **in particular**? A lot of Tang poetry has been translated into English. This Tang poem (H) is a translation from the Chinese. 50
With so many different forms of poetry to choose from, students may **eventually** want to write poems of their own. It is easier than you might think and certainly worth a try!

Comprehending

1 Read the passage and answer the following questions.

- 1 What is the main topic of the reading passage?
- 2 What five kinds of poems does the reading passage talk about?
- 3 What are the poems (A-H) about? Use your own words to explain them.
- 4 Which poem or poems give you a clear picture in your mind?
- 5 a) There are two poems that have a strong rhythm. Which ones are they? Listen to the tape and try to clap the beat.
b) Which two poems have rhyming lines? Circle the pairs of rhyming words.

2 Answer these questions about some of the poems in the reading passage.

- 1 Why didn't the players in poem C win? Write down three excuses that the author gives. Does the author really believe his or her excuses? How do you know?
- 2 What are poems D and E about? Do the authors like the subjects? Give your reasons.
- 3 What is the story that poem H tells? Tell the story in your own words.
- 4 What feelings below that you think the woman in poem H has? Give your reasons.

loneliness joy love anger hate **sorrow**

3 Read and listen to the poems in the passage. Which poem do you like best? Why?

Learning about Language

Discovering useful words and expressions

- 1 Find the words in the poems that rhymes with each of the words below. Then add other words that rhyme. The first one has been done for you.

- 1 dead lead red thread fed said bed
 2 high
 3 sing
 4 today
 5 lace
 6 true

- 2 Complete the passage using the words in the box in the correct form.

cottage run out of nursery rhyme minimum
 convey contradictory pattern translation form

When I was a baby, my mother used to read me _____ rhymes. I loved their _____ meaning and the way that the words _____ at the end of the lines. When I grew older, I was introduced to other _____ of poetry. Many of them also had a strong _____ which was repeated. The forms I liked best _____ their meaning by using the **bare** _____ of words. Some of these forms came from Asia (like the *haiku*) and some of these were _____ from their original language.

When I _____ new poems to read and enjoy, I would go to the library for some more. The **librarian** was a friend of my mother, and she would put poetry books on one side for me. In fact, my family love reading so much that we keep buying books. Now the living room of our _____ is full of books.

- 3 Look at the two meanings for the words below. Choose the meaning that was used in the reading passage. Then make up a sentence with the word having the same meaning.

Words	Meaning	A/B
flexible	A: something that can bend or be bent easily B: person, plan etc that can change according to the situation	<input type="checkbox"/>
tease	A: to make jokes and laugh at someone in order to have fun B: to deliberately make an animal angry	<input type="checkbox"/>
endless	A: very large amount or number B: something that seems to last forever	<input type="checkbox"/>
branch	A: a part of a tree that grows from the stem B: part of an organization	<input type="checkbox"/>
concrete	A: definite and specific B: something used for building that is made by mixing sand, very small stones, cement and water	<input type="checkbox"/>

Discovering useful structures

1 Find out the poem in the Reading section which contains sentences in the subjunctive mood.

2 Match the beginning of each sentence with the appropriate ending.

- | | |
|---|--|
| 1 If you had come earlier, | A we would have won. |
| 2 If Rob hadn't injured himself, | B she would have got the diploma . |
| 3 If there had not been an exchange programme, | C it would not have become so famous. |
| 4 If she had studied harder, | D he would not have found a sponsor to help him study abroad. |
| 5 If the poet had not written such a beautiful poem about this place, | E you would not have missed the exciting scene in the movie. |

3 Fill in the blanks using the correct forms of the verbs in brackets.

- Miss Jiang explained the homework to the class yesterday. If Alfred _____ (pay) more attention at the time, he _____ (not miss) her instructions.
- I'm sorry, I don't have a **compass**. Of course I _____ (lend) it to you if I _____ (have) one.
- Len doesn't think he will ever win a poetry competition. If, by chance, he _____ (win), he _____ (spend) the prize money on a computer.
- Luckily, Janet is good at writing in English. If she _____ (not write) well, she _____ (spend) more time practising.
- If I _____ (be) you, I _____ (take it easy) and go home early.
- Sue was late for the wedding ceremony. I'm sure that if she _____ (be) there on time, the **bride** and **bridegroom** _____ (feel) happier.

4 The school basketball team were defeated. The players are talking about the lessons they have learned from their failure. Complete the poem to show how they think they would have won. Add at least five more lines.

We would have won the **championship** ...
if we had got Mr Han to coach us

if everybody had come to practice every week
if we had asked some tall kids to play
if ...



Using Language

Reading and discussing



1 Listen to the poem "I've saved the summer" and answer these questions.

- 1 Do you think the speaker in the poem is more likely to be a girlfriend/boyfriend or a parent?
- 2 Does the poem have a rhythmic pattern?
- 3 Does the poem have rhyming words?
- 4 When you were listening to the poem, did it make you feel something or think about something? What did it make you feel or think about?

2 Now read "I've saved the summer".

- 1 Circle the words that rhyme. What is unusual about the rhyming words in the last four lines?
- 2 Try beating or clapping the strong beats of the rhythm as you read the poem to yourself. Now listen to the poem again and clap the strong beats.

I'VE SAVED THE SUMMER

I've saved the summer
And I give it all to you
To hold on winter mornings
When the snow is new.

I've saved some sunlight
If you should ever need
A place away from **darkness**
Where your mind can feed.



And for myself I've kept your smile
When you were but nineteen,
Till you're older you'll not know
What brave young smiles can mean.

I know no answers
To help you on your way
The answers lie somewhere
At the bottom of the day.

But if you've a need for love
I'll give you all I own
It might help you down the road
Till you've found your own.

(by Rod McKuen)



3 In small groups discuss these questions.

- 1 Who is the speaker in the poem and who is he/she speaking to? Give reasons to support your answer.
- 2 Which of the following is the closest to the speaker's message? Give a reason for your choice.
 - A If it's cold, I'll warm you; if it's dark, I'll give you light; if you're hungry, I'll feed you; if you want love, I'll give it to you.
 - B Although the future may be difficult for you, whenever you need **warmth** and love, remember I'll have some to give you.
 - C While you're away I'll remember your smile and I'll love you always. When you return, I hope you will love me.

4 Translate the poem into Chinese and share your work with your partner's. Be ready to present it to the class.

Listening and speaking



1 Before listening, think about what might inspire you to write poetry. Compare your ideas with your partner's.

2 A teacher, Miss Jiang, is talking with her class about a poetry competition. Listen to Part 1 of the tape and answer these questions in pairs.

- 1 Who has written a poem already and is ready to enter the competition?
- 2 Who is not going to enter a poem for the competition this year?
- 3 Who plans to write at the weekend?
- 4 When is the deadline for the competition?

3 Listen to Part 2 of the tape and fill in the chart.

Name	How they are inspired to write poetry
Jack	
Lucy	
Pitt	

4 Listen to the two parts again and note down the expressions about intention and plans.

I'm _____ enter a poem this year.
 I haven't begun mine yet but I _____ this weekend.
 How _____ inspire yourself this weekend?
 I _____ go for a hike in the countryside and sit quietly somewhere by myself.
 I think _____ **try out** his way too some time.
 I've never tried it with poetry before but _____ try it tonight.
 And now I _____ reading all your poems.

- 5 Think of more expressions about intention and plans if you can and add them to your list. Then try to use them to talk about your plan for entering a poem in a competition like the one in the listening.

Writing

- 1 Work in groups. Write a list poem starting with "If I ..." like Poem C on page 10. Write two lines each. It does not have to rhyme. Your group can choose one of these lines to start your group poem. Then share your poems in class.

EXAMPLE:

If I were the ruler of the world, I would ...
 If I won a **scholarship** to a university abroad, I would ...
 If I were a gifted **pianist/violinist**, I would ...
 If I had taken your advice, I would/wouldn't have ...

- 2 On your own write a poem that starts with "Slowly ..." and make each pair of lines rhyme. Try to write about 6 lines.

EXAMPLE:

Slowly the moon climbs in the sky,
 Slowly the blackbird **lets out** a cry.
 Slowly the dog crosses the road,
 Slowly the old man carries his **load**.
 ...



SUMMING UP

Think about what you have read and practised in this unit. Then tick the boxes.

I have learned about:

- some simple types of poetry
- rhythm and rhyme
- some new words and phrases
- how to write some simple poetry
- how to use the subjunctive mood
- how to talk about intentions and plans

I have learned
this well

I need to
learn more

LEARNING TIP

You can learn interesting words and expressions by reading poems. Listing words that rhyme is a good way to remember vocabulary. Writing poems is also a good way to learn vocabulary. You can experiment with words especially adjectives and verbs. Songs are really poems that are sung. Singing along with your favourite songs is a fun way to practise your English.

Unit 3

A healthy life

Warming Up

- 1 What health issues do you think concern young people the most? Remember, a truly healthy person is someone who is healthy in both body and mind. Work with a partner to make a list of important health issues. Here are a few to start you off:

Cigarette smoking	Drinking alcohol	Drug abuse	Diet
Physical fitness	Sexual health	Stress	Obesity

- 2 Share your list with others in your class and make a class list of important health issues.
- 3 In your group, choose one health issue that you think is particularly important. List five things you would like to tell other people about this issue.



Pre-reading

- 1 Discuss the following questions with your classmates.
 - 1 Have you ever smoked? If you have, have you stopped?
 - 2 Why do you think some **adolescents** start smoking?
 - 3 In what ways is smoking harmful? Do you think smoking should be **banned**?
 - 4 Where could you get good advice on stopping smoking?
- 2 Look at the titles of the two texts and tell your partner what you think this reading will be about. Then skim it quickly to see if you were right.

Reading



ADVICE FROM GRANDAD

Dear James,

It is a beautiful day here and I am sitting under the big tree at the end of the garden. I have just returned from a long bike ride to an old castle. It seems amazing that at my age I am still fit enough to cycle 20 kilometres in an afternoon. It's my birthday in two weeks time and I'll be 82 years old! I think my long and active life must be **due to** the healthy life I live. 5

This brings me to the real reason for my letter, my dear grandson. Your mother tells me that you started smoking some time ago and now you are finding it difficult to give it up. Believe me, I know how easy it is to begin smoking and how **tough** it is to stop. You see, during **adolescence** I also smoked and became **addicted to** cigarettes.

By the way, did you know that this is because you become addicted in three different ways? 10 First, you can become physically addicted to nicotine, which is one of the hundreds of chemicals in cigarettes. This means that after a while your body becomes **accustomed to** having nicotine in it. So when the drug leaves your body, you get **withdrawal** symptoms. I remember feeling bad-tempered and sometimes even in pain. Secondly, you become addicted through habit. As you know, if you do the same thing over and over again, you begin to do it **automatically**. 15 Lastly, you can become **mentally** addicted. I believed I was happier and more relaxed after having a cigarette, so I began to think that I could only feel good when I smoked. I was addicted in all three ways, so it was very difficult to **quit**. But I did finally manage.

When I was young, I didn't know much about the harmful **effects** of smoking. I didn't know, for example, that it could do terrible damage to your heart and **lungs** or that it was more difficult 20 for smoking couples to become **pregnant**. I certainly didn't know their babies may have a smaller birth weight or even be **abnormal** in some way. Neither did I know that my cigarette smoke could affect the health of non-smokers. However, what I did know was that my girlfriend thought I smelt terrible. She said my breath and clothes smelt, and that the ends of my fingers were turning yellow. She told me that she wouldn't go out with me again unless I 25 stopped! I also noticed that I became **breathless** quickly, and that I wasn't enjoying sport as much. When I was taken off the school football team because I was **unfit**, I knew it was time to quit smoking.

I am sending you some advice I found on the Internet. It might help you to stop and **strengthen** your resolve. I do hope so because I want you to live as long and healthy a life as I have. 30

Love from

Grandad

How can you stop smoking?

It is not easy to stop smoking, but millions have managed to quit and so can you. Here are a few suggestions.

- **Prepare yourself.** **Decide on** a day to quit. Don't choose a day that you know is going to be stressful, such as the day of an exam. Make a list of all the benefits you will get from stopping smoking. Then throw away your last **packet** of cigarettes.
- **Be determined.** Every time you **feel like** smoking a cigarette, remind yourself that you are a non-smoker. Reread the list of benefits you wrote earlier.
- **Break the habit.** Instead of smoking a cigarette, do something else. Go for a walk, clean your teeth, drink some water, clean the house; in fact, do anything to keep your mind and especially your hands busy.
- **Relax.** If you start to feel nervous or stressed, do not reach for a cigarette. Try some deep breathing instead. Do some relaxation exercises every time you feel stressed.
- **Get help if you need it.** Arrange to stop smoking with a friend so you can talk about your problems, or join a stop-smoking group. If you feel **desperate**, you might like to talk to a doctor or **chemist** about something to help you, like nicotine chewing gum.
- **Keep trying.** Do not be **disappointed** if you have to try several times before you finally stop smoking. If you weaken and have a cigarette, do not feel **ashamed**. Just try again. You will succeed eventually.

Comprehending

1 Fill in the chart with information from the reading passage.

	Information from the reading passage
Different ways people can become addicted to cigarettes	
Harmful physical effects for smokers	
Effects that a person's smoking can have on other people	
Effects that smoking can have on sporting performance	

2 Discuss these questions in groups to check your **comprehension**.

- 1 What kind of person do you think James' grandfather is?
- 2 What other information could have been included?
- 3 What do you think can be done to protect non-smokers (especially women and babies) from those who smoke?

3 Make a summary of the advice on how to stop smoking. Be sure to use your own words and no more than five sentences.

Learning about Language

Discovering useful words and expressions

1 Find a word or phrase from the text that means the same as the underlined words in each sentence. Use the correct form and rewrite the sentence if necessary.

- You will be able to stop smoking eventually if you are determined enough.
- Having lived in Hawaii all his life, he was not used to the cold of Northern Europe.
- She felt embarrassed about her body shape, so she decided to go on a diet.
- Running a marathon will leave you out of breath.
- You really have no idea just how hopeless cancer can make you feel.
- The effects of drinking too much alcohol on your health can be serious.
- Doing exercises every day can not only make your muscles stronger but also help you relax.
- If you are expecting a baby, your smoking habit might cause problems for it.
- In spite of** all his efforts he failed. He was so upset about himself that he felt like crying.
- He felt he had to make up his mind on every step instead of **taking risks**.

2 Fill in the blanks with words or phrases from below.

due to cigarettes tough unfit alcohol mental
quit withdrawal adolescents addicted to stress effects

Smoking _____, drinking _____ or taking other drugs produce many harmful _____ and have no real benefits. So why do _____ do it? Perhaps some think it makes them look _____ or cool. Others may think it will help them with _____ in their lives possibly _____ pressure from parents or teachers. Some may just want to experiment. What they do not realize is how easy it is to become _____ smoking. In fact it is the _____ addiction rather than the physical effects that makes it really hard to _____ smoking. When an adolescent realizes how _____ he or she is becoming, it is too late. Sadly the _____ symptoms can be quite severe for some people. Of course the best way to deal with these drugs is not to **get into** the habit in the first place!

3 Get into groups of four and play a game. Each person should take turns to make a sentence using one of the words below so that the group can make up a story with four sentences.

desperate disappointed ashamed addicted stressful
tough pregnant breathless accustomed abnormal

Discovering useful structures

1 Go over the first reading passage again and note the use of “it”. “It” is a very useful word in English and can be used in many ways. Here are two ways.

- “It” can be used in the subject or object position to stand for an infinitive, -ing form or a clause. For example:

*It is amazing that at my age I am still fit. It is easier to fall than to rise.
I think it best that you should do more exercise. It is no good crying over spilt milk.
He found it difficult to **accustom** himself to getting up early.*

- Impersonal “it” can be used to talk about time, distance, weather, etc. For example:

*It is a beautiful day. It takes all sorts.
It never rains but it pours. It is 10 kilometres to the castle.
It was time to quit smoking.*

2 Read the grammar notes in the **appendices**. Rewrite these sentences using an “it” structure. The sentences have been started for you.

- 1 Giving up smoking is difficult. (It is ...)
- 2 Some young people think they look attractive when they smoke. (It seems ...)
- 3 Most people believe smoking causes cancer. (It is believed ...)
- 4 Don't try to quit on a stressful day. (It's no use ...)
- 5 China produces one third of the world's cigarettes. (It is astonishing ...)
- 6 You are not allowed to advertise cigarettes in this country. (It is **illegal** ...)
- 7 My father has quit smoking at last. (It is wonderful ...)
- 8 The night was dark and stormy when the old man started his journey. (It was a ...)
- 9 You could suffer from bad health if you keep smoking. (It is likely ...)
- 10 You have to take **pills** to control your blood pressure. (It is necessary ...)

3 Role-play a dialogue. One of you is an eyewitness (E) who has seen a robbery or an accident. The other is the policeman/policewoman (P) who wants as much information as possible. Use “it” in the answers.

- Brainstorm ideas for the eyewitness' story and the policeman/policewoman's questions.
- Practise your dialogue and then swap roles. Be prepared to do the role-play to the class.

EXAMPLE:

- P: *What was the weather like on the day of the accident?*
E: *It was beginning to rain hard and the ground was slippery.*
P: *How far could you see?*
E: *It was impossible to see more than twenty yards ahead of you, so all the cars were travelling very slowly.*
P: *What about Mr Li's car? Was it travelling slowly too?*

...

Using Language

Reading and discussing



- 1 Before you read the poster below, discuss what you know about HIV/AIDS with your classmates. Make a list of words that you might come across in this poster.

HIV/AIDS: ARE YOU AT RISK?

HIV is a virus. A virus is a very small living thing that causes disease. There are many different viruses, for example, the flu virus or the SARS virus. HIV weakens a person's immune system; that is, the part of the body that fights disease. You can have HIV in your blood for a long time, but eventually HIV will damage your immune system so much that your body can no longer fight disease. This stage of the illness is called AIDS. If you develop AIDS, your chances of **survival** are very small.

HIV is spread through blood or the fluid that the body makes during **sex**. For a person to become infected, blood or sexual fluid that carries the virus, has to get inside the body through broken skin or by injection. One day scientists will find a cure for HIV/AIDS. Until that happens, you need to protect yourself. Here are some things you can do to make sure you stay safe.

If you inject drugs:

- do not share your **needle** with anyone else. *Blood from another person can stay on or in the needle. If a person has HIV and you use the same needle, you could inject the virus into your own blood.*
- do not share anything else that a person has used while injecting drugs. *Blood could have spilt on it.*

If you have sex with a male or a female:

- use a condom. *This will prevent sexual fluid passing from one person to another.*

The following statements are NOT true.

- A person cannot get HIV the first time they have sex. **WRONG.** *If one sexual partner has HIV, the other partner could become infected.*
- You can tell by looking at someone whether or not they have HIV. **WRONG.** *Many people carrying HIV look perfectly healthy. It is only when the disease has progressed to AIDS that a person begins to look sick.*
- Only homosexuals get AIDS. **WRONG.** *Anyone who has sex with a person infected with HIV/AIDS risks getting the virus. Women are slightly more likely to become infected than men.*
- If you hug, touch or kiss someone with AIDS or visit them in their home, you will get HIV/AIDS. **WRONG.** *You can only get the disease from blood or sexual fluid. Unfortunately, people with HIV sometimes lose their friends because of **prejudice**. Many people are afraid that they will get HIV/AIDS from those infected with HIV/AIDS. For the same reason, some AIDS patients cannot find anyone to look after them when they are sick.*
- You can get HIV/AIDS from mosquitoes. **WRONG.** *There is no evidence of this.*

2 Decide which of these statements are true and which are false. Tick the correct boxes. For each false statement, write a true one.

	True	False
1 You can only get HIV from injecting drugs.	<input type="checkbox"/>	<input type="checkbox"/>
2 It is very likely that you will die if you get infected with HIV.	<input type="checkbox"/>	<input type="checkbox"/>
3 If you look healthy, you cannot have HIV.	<input type="checkbox"/>	<input type="checkbox"/>
4 It could be dangerous to have sex without a condom.	<input type="checkbox"/>	<input type="checkbox"/>
5 Taking food from the same dishes as someone infected with HIV will give you HIV too.	<input type="checkbox"/>	<input type="checkbox"/>
6 If you have HIV, you will always get AIDS eventually.	<input type="checkbox"/>	<input type="checkbox"/>

3 Discuss these questions in small groups.

- 1 Before you read this text, what **judgements** did you make about people with HIV/AIDS?
- 2 Has your attitude changed after reading this text? If so, how? If not, why not?
- 3 How would you behave in the future if you met a person with HIV/AIDS?

Listening and speaking



1 Tina wants Sara to go to a disco with her, but Sara is nervous about going. Read the list below before listening and guess which things Sara is nervous about. Then listen and tick Sara's concerns.

- () AIDS () drugs () abortion () smoking () alcohol
 () strangers () money () dancing () orange juice () cigar

2 Listen again and complete Tina's sentences.

- 1 Just say "no". You _____.
- 2 It's OK to _____.
- 3 It would be a good idea to _____.
- 4 If someone offers you a cigarette, _____.
- 5 Well, I'll _____. Let's _____.

3 Imagine you are going to a party where there are lots of people who are older than you. In groups make up a list of rules that you can follow to make sure you behave appropriately. Read your group's list to the class. The following expressions may help you.

- | | | | |
|---------------------------------|---------|-----------------------------|---------------------------------|
| Don't | Do | You should (not) | It would be a good idea to |
| Don't forget to ... | | You don't have to ... | It's OK/all right to ... |
| It is not a good idea to ... | | Mind your head/step! | Is it OK if I ...? |
| I wonder if I could smoke here. | | Would/Do you mind if I ...? | |

Writing

Read this letter and imagine that you are the adviser who deals with students' problems. Write a letter to give Xiaolei some helpful advice.

Dear ...,

Can you help me please? My best friend has just started smoking. I do not like it and I told her what I thought. She laughed at me and said that I was not grown-up enough.

Then she offered me a cigarette and I felt so **embarrassed** and **awkward**. I did not know how to refuse it. Please help me. I do not want to start smoking, but I do not want to lose my best friend, either.

Yours sincerely,

Li Xiaolei

SUMMING UP

Think about what you have read and practised in this unit. Then tick the boxes.

I have learned about:

- smoking and how to stop it
- new vocabulary and expressions
- some of the uses of "it", including: impersonal "it", and "it" used in the subject/object position
- AIDS and how to keep myself safe from the virus HIV
- how to advise people about what to do and what not to do

I have learned
this well

I need to
learn more

LEARNING TIP

Some questions have only one correct answer (eg HIV is a virus. True or False?). These types of question are called closed questions. They test your understanding at a basic level. They help you to review grammar and vocabulary and to check your comprehension of simple facts.

Other questions have more than one right answer, or do not have any wrong answers (eg Do you think the information in the reading passage is useful? Why?) These are called open-ended questions. They help you to think more deeply about what you have learned and to make personal judgements. They encourage discussion with other students and help you develop your English in new and challenging ways.

Both types of questions are useful, so you should take both kinds of sentences seriously. When answering open-ended questions, don't worry about whether your answer is right or wrong. Every answer that has been well thought out is a correct answer.

Unit 4 Global warming

Warming Up

We depend on energy to do many things in our daily lives. For example, energy lights our cities and heats our buildings. What other things do we use energy for? Make a list of the things that **consume** energy in your home, school, or any other places you can think of. Where does all this energy come from? Make another list of as many sources of energy as you can. These photos will help you.



An energy source is “renewable” when supplies of it never run out and “non-renewable” when one day they will run out. Which energy sources on your list are renewable and which are non-renewable?

Pre-reading

1 Have you ever seen a greenhouse? A greenhouse is made of glass and is used for growing plants, especially during cold weather. The air inside is warm because the glass traps the heat from the sun and keeps it from escaping. This makes the greenhouse heat up and so the plants can grow throughout the cold period.



2 In the atmosphere surrounding the earth there are gases called “greenhouse gases”. What do you think greenhouse gases do? Look at the picture above and explain it to your partner.

Reading



THE EARTH IS BECOMING WARMER – BUT DOES IT MATTER?

During the 20th century the temperature of the earth rose about one degree Fahrenheit. That probably does not seem much to you or me, but it is a rapid increase when compared to other natural changes. So how has this **come about** and does it matter? *Earth Care's* Sophie Armstrong explores these questions.

- 5 There is no doubt that the earth is becoming warmer (see **Graph 1**) and that it is human activity that has caused this global warming rather than a **random** but natural **phenomenon**.

Graph 1: Temperature difference from long-term average, 1860-2000

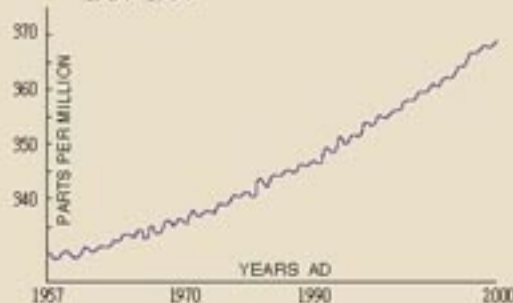


- All scientists **subscribe to** the view that the increase in the earth's temperature is due to the burning of fossil **fuels** like coal, natural gas and oil to produce energy. Some byproducts of this process are called "greenhouse" gases, the most important one of which is carbon dioxide. Dr Janice Foster explains: "There is a natural phenomenon that scientists call the 'greenhouse effect'. This is when small amounts of gases in the atmosphere, like carbon dioxide, methane and water vapour, trap heat from the sun and therefore warm the earth. Without the 'greenhouse effect', the earth would be about thirty-three degrees Celsius cooler than it is. So, we need those gases. The problem begins when we add huge **quantities of** extra carbon dioxide into the atmosphere. It means that more heat energy **tends** to be trapped in the atmosphere causing the global temperature to **go up**."

We know that the levels of carbon dioxide have increased greatly over the last 100 to 150 years. It was a scientist called Charles Keeling, who made accurate measurements of the amount of carbon dioxide in the atmosphere from 1957 to 1997. He found that between these years the carbon dioxide in the atmosphere went up from around 315 parts to around 370 parts **per million** (see Graph 2).

All scientists accept this **data**. They also agree that it is the burning of more and more fossil fuels that has **resulted in** this increase in carbon dioxide. So how high will the temperature increase go? Dr Janice Foster says that over the next 100 years the amount of warming could be as low as 1 to 1.5 degrees Celsius, but it could be as high as 5 degrees.

Graph 2: Carbon dioxide content in the atmosphere, 1957-1997



However, the attitudes of scientists towards this rise are completely different. On the one hand, Dr Foster thinks that the **trend** which increases the temperature by 5 degrees would be a **catastrophe**. She says, "We can't predict the climate well enough to know what to expect, but

it could be very serious.” Others who agree with her think there may be a rise of several metres in the sea level, or predict severe storms, **floods**, droughts, famines, the spread of diseases and the disappearance of species. On the other hand, there are those, like George Hambley, who **are opposed to** this view and believe that we should not worry about high levels of carbon dioxide in the air. They predict that any warming will be **mild** with few bad environmental **consequences**. In fact, Hambley **states**, “More carbon dioxide

is actually a positive thing. It will make plants grow quicker; crops will produce more; it will encourage a greater **range** of animals – all of which will make life for human beings better.” 40

Greenhouse gases continue to build up in the atmosphere. **Even if** we start reducing the amount of carbon dioxide and other greenhouse gases, the climate is going to **keep on** warming for decades or centuries. No one knows the effects 45 of global warming. Does that mean we should do nothing? Or, are the risks too great?

Comprehending

1 Glance quickly at the magazine article and answer the questions.

- 1 Who wrote the magazine article? What is the name of the magazine?
- 2 What are the names of the three scientists mentioned in the article?
- 3 What do they think about global warming? Do they agree with one another?
- 4 What are the two graphs about?
- 5 What is the main topic of the article?

2 Read the article carefully. Are these statements true or false? Tick the correct boxes. For each false statement, write a true one.

- | | True | False |
|---|--------------------------|--------------------------|
| 1 The temperature in the last century did not seem to increase much. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Everyone believes that global warming is caused by the activities of humans. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Janice Foster believes that she can measure the future global rise in temperature. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The rise in carbon dioxide is causing a steady increase in global warming. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 George Hambley believes that global warming will do good rather than harm to the earth. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 It is clear what the effects of global warming will be. | <input type="checkbox"/> | <input type="checkbox"/> |

3 Now you are going to discuss the statement: *We should do nothing about global warming*. Follow these instructions:

- 1 Get into groups of six. Decide which three in your group are going to agree with the statement (Group A) and which three are going to disagree with the statement (Group B).
- 2 Group A students discuss why they agree with the statement; Group B students discuss why they disagree.
- 3 Groups A and B get together. They tell each other the reasons for agreeing or disagreeing with the statement.

Learning about Language

Discovering useful words and expressions

- 1 Find the words in the text that have these two meanings. Take notice of the meaning used in the reading passage, write the words and mark their usage in the chart.

Possible meanings	Word	Which used
1 <i>n.</i> a general tendency in the way a situation is changing		
2 <i>v.</i> to start doing something that everyone copies		
1 <i>v.</i> to make something (especially something bad) increase		
2 <i>n.</i> a substance that can be burned to make heat or energy		
1 <i>n.</i> the physical or mental condition of someone		
2 <i>v.</i> to formally say or write some information or an opinion		
1 <i>v.</i> to use time, energy, goods, etc		
2 <i>v.</i> (formal) to eat or drink something		
1 <i>v.</i> to look quickly at someone or something		
2 <i>v.</i> to read something very quickly		

- 2 Go over the new words and phrases in the previous sections. Then complete each sentence with one of those new words or phrases.

- Charles Keeling collected _____ on the carbon dioxide content in the atmosphere over a forty-year period. He found that the amount of carbon dioxide _____ increasing during that time.
- Although we are burning coal in huge _____ every year, we won't _____ of it for centuries.
- If the amount of greenhouse gases continues to _____, we could be facing a global _____.
- Many scientists believe that global warming has _____ through the burning of fossil fuels.
- The _____ of a rising sea level would be **widespread** flooding.
- On the whole** the warming of the earth is a _____ that causes great concern.
- The _____ shows temperature changes during the 20th century.
- One hectare of forest can absorb 23 tons of carbon dioxide _____ year.
- The washing machine uses too much energy, but _____ we buy a more economical one, it would still use too much water.
- The car accident on the main road yesterday _____ one driver's death.

Discovering useful structures

- 1** Compare the two sentences below. The second sentence is from the reading passage. Translate them into Chinese and then discuss any difference in meaning and form. Can you explain why “it” is used in the second sentence?

Human activity has caused this global warming.

It is human activity that has caused this global warming.

In the article there are two more sentences in which “it” is used for emphasis. Find them and then write them down.

- 2** Rewrite each sentence with *It is ... that/who ...* to give more emphasis to the underlined part.

- 1 Scientists warned that greenhouse gases would warm the earth by trapping heat energy in the atmosphere.
- 2 The greenhouse effect gives the earth’s surface the **average** temperature of 15°C.
- 3 Much of the energy used to light and heat our homes comes from fossil fuels.
- 4 The developed countries consume the most energy in the world.
- 5 Carbon dioxide has the tendency to stay in the atmosphere for centuries while other greenhouse gases stay in the atmosphere only for a day or less.
- 6 Low-lying countries feel their very existence is in danger from rising sea levels.
- 7 Environmentalists have tried to stop the earth’s temperature rising.
- 8 Scientists want to find out about future climate changes and their effects on our environment.
- 9 In the years ahead, the level of the sea could rise by several metres because of global warming.
- 10 In the future outer space might provide us with new energy sources.

- 3** Choose a topic you like (eg global warming, wildlife protection, music, film, etc) for this activity. Work in groups and try to tell the information you know about the topic using emphatic “it”.

EXAMPLE:

It was during the 20th century that the temperature of the earth went up about one degree Fahrenheit.

It is Charles Keeling who made accurate measurements of the amount of carbon dioxide in the atmosphere.

Using Language

Reading and writing



WHAT CAN WE DO ABOUT GLOBAL WARMING?

Dear Earth Care,

I am doing a project **on behalf of** my school about global warming. Sometimes I feel that individuals can have little effect on such huge environmental problems. However, I still think people should **advocate** improvements in the way we use energy today. As I'm not sure where to start with my project, I would appreciate any suggestions you may have.

Thank you!

Ouyang Guang

Dear Ouyang Guang,

There are many people who have a **commitment** like yours, but they do not believe they have the power to do anything to improve our environment. That is not true. Together, individuals can make a difference. We do not have to **put up with pollution**.

The **growth** of the greenhouse gas, carbon dioxide in the air actually comes as a result of many things we do every day. Here are a few suggestions on how to reduce it. They should get you started with your project.

- 1 We use a lot of energy in our houses. It is OK to leave an **electrical** appliance on **so long as** you are using it – if not, turn it off! Do not be **casual** about this. So if you are not using the lights, the TV, the computer, **and so on**, turn them off. If you are cold, put on more clothes instead of turning up the heat.
- 2 **Motor** vehicles use a lot of energy – so walk or ride a bike if you can.
- 3 Recycle **cans**, bottles, plastic bags and newspapers if **circumstances** allow you to. It takes a lot of energy to make things from new materials, so, if you can, buy things made from recycled materials.
- 4 Get your parents to buy things that are economical with energy – this includes cars as well as smaller things like fridges and **microwaves**.
- 5 Plant trees in your garden or your school yard, as they absorb carbon dioxide from the air and **refresh** your spirit when you look at them.
- 6 Finally and most importantly, be an **educator**. Talk with your family and friends about global warming and tell them what you have learned.

Remember – your **contribution** counts!

Earth Care

- 1 Read the above letters. List *Earth Care*'s suggestions and in groups discuss whether you think you can carry out each suggestion. Give reasons for your answers. Write your answers on a separate piece of paper using the headings below.

<i>Earth Care</i> 's suggestion	Can you carry it out?	Reasons

2 Now in pairs make a poster for your school that tells students various ways they can reduce the amount of carbon dioxide in the air.

- Underline the most important parts of *Earth Care*'s suggestions.
- Write notes on each of *Earth Care*'s suggestions.
- List the ways to reduce carbon dioxide in the air.
- Use imperative sentences in your poster.
- Give your poster a large heading.
- Make a slogan at the end like the one at the end of the letter from *Earth Care*.

* **3** Write a short passage to tell others how to solve the problem of global warming based on the suggestions you have collected. You can add more suggestions if you like. Make a **presentation** to the class.

Listening and speaking



1 Li Bin is interviewing Professor Keeling about using different sources of energy. Read the statements below and tick the ones you agree with. Then listen to Part 1, and decide which statements Professor Keeling does NOT agree with.

- 1 We should stop depending on fossil fuels for our energy.
- 2 90% of our energy comes from fossil fuels.
- 3 We can replace fossil fuels with cleaner sources of energy.
- 4 **Nuclear** power is a good source of energy.

2 Listen to Part 1 again and tick the energy sources that are mentioned. Complete the notes on them.

Sources of energy	Notes
Fossil fuels	
Wind power	
Energy from the sun	
Nuclear power	

3 Listen to Part 2 and then list three things we can do to save energy.

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

LI BIN: ... What about _____? They don't cut down on their use of _____.

KEELING: No, they don't. However, that is a _____ we must work on as a _____ community. That means _____ and _____ countries will have to work together.

LI BIN: But it's not the _____ countries that put most of the carbon _____ into the air. The developed countries are really the ones to _____.

- 5 Now read again what Professor Keeling and Li Bin say. Then in groups discuss who you agree with and give reasons. Use some of the phrases listed below or any others you know.

AGREEMENT

Exactly.
That's true.
You're right.
That's right.
That's correct.
I agree.

DISAGREEMENT

I'm afraid I disagree with you.
I'm afraid not.
No, I don't agree.
I don't think so.
No way.
I doubt

SUMMING UP

Think about what you have read and practised in this unit. Then tick the boxes.

	I have learned this well	I need to learn more
I have learned about:	<input type="checkbox"/>	<input type="checkbox"/>
• global warming	<input type="checkbox"/>	<input type="checkbox"/>
• some ways that individuals can reduce carbon dioxide content in the air	<input type="checkbox"/>	<input type="checkbox"/>
• different forms of energy	<input type="checkbox"/>	<input type="checkbox"/>
• new vocabulary and expressions	<input type="checkbox"/>	<input type="checkbox"/>
• how to use "it" for emphasis in a sentence	<input type="checkbox"/>	<input type="checkbox"/>
• phrases I can use to express agreement or disagreement	<input type="checkbox"/>	<input type="checkbox"/>

LEARNING TIP

In English, certain nouns are spelt with a capital letter at the beginning of the word; for example, names of people and places, such as George Hambley, the United States of America. Other nouns that begin with a capital letter are titles of magazines, newspapers, stories and books, for example, *Earth Care* and *New Senior English for China*. A person's title is also given a capital letter, for example, Doctor and Professor.

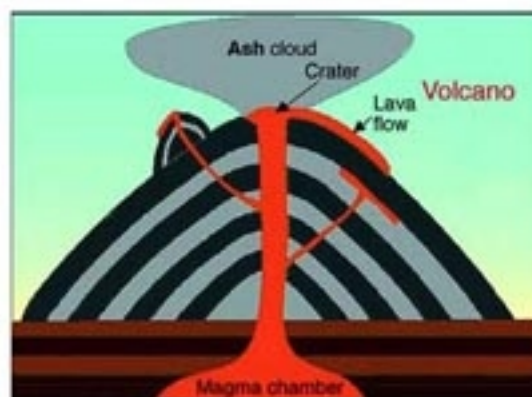
There are many other nouns that begin with a capital letter. When you are reading, notice what these words are and group the same types together. Make lists in your notebook under headings like *people's names*, *people's titles*, *months of the year*, *nationalities*, *holidays*, *books* and so on.

Unit 5

The power of nature

Warming Up

- 1 Look at the **diagram** on the right. It shows a **volcano erupting**. What do you know about volcanoes? Share your knowledge with others in your class. Use some of the words on the diagram in your discussion.
- 2 Have you ever thought about how powerful nature is? Have you ever considered how weak humans are compared with a volcano, **hurricane** or earthquake? Yet, however weak we are, we are not completely powerless. In your groups discuss ways human beings protect themselves from powerful natural forces.



Pre-reading

Can you imagine climbing into a live volcano in order to measure the temperature of the boiling rock inside? Can you imagine doing such dangerous work as part of your job? Do you think you would enjoy studying volcanoes as a job? Answer “yes” or “no” to these questions to find out if you would be suitable for this work.

Questionnaire	Yes	No
1 Do you like working outside as well as inside?		
2 Do you enjoy travelling to unusual places?		
3 Do you enjoy taking risks?		
4 Do you dislike doing the same thing every day?		
5 Do you like adventure in your life?		
6 Are you interested in studying rocks and other things that make up the surface of the earth?		

If you answered “yes” to all these questions, then volcanology could be a good career for you. Read the passage on the next page to find out more about being a volcanologist.

Reading



AN EXCITING JOB

I have the greatest job in the world. I travel to unusual places and work **alongside** people from all over the world. Sometimes working outdoors, sometimes in an office, sometimes using scientific **equipment** and sometimes meeting local people and tourists, I am never bored. Although my job is occasionally dangerous, I don't mind because danger excites me and makes me feel alive. However, the most important thing about my job is that I help protect ordinary people from one of the most powerful forces on earth – the volcano. 5

I was **appointed** as a volcanologist working for the Hawaiian Volcano Observatory (HVO) twenty years ago. My job is collecting information for a **database** about Mount Kilauea, which is one of the most active volcanoes in Hawaii. Having collected and **evaluated** the information, I help other scientists to predict where lava from the volcano will flow next and how fast. Our work has saved many lives because people in the path of the lava can be warned to leave their houses. Unfortunately, we cannot move their homes out of the way, and many houses have been covered with lava or burned to the ground. 10

When boiling rock erupts from a volcano and crashes back to earth, it causes less damage than you might imagine. This is because no one lives near the top of Mount Kilauea, where the rocks fall. The lava that flows slowly like a **wave** down the mountain causes far more damage because it buries everything in its path under the molten rock. However, the **eruption** itself is really exciting to watch and I shall never forget my first sight of one. It was in the second week after I arrived in Hawaii. Having worked hard all day, I went to bed early. I was fast asleep when suddenly my bed began shaking and I heard a strange sound, like a railway train passing my window. Having experienced quite a few earthquakes in Hawaii already, I didn't take much notice. I was about to go back to sleep when suddenly my bedroom became as bright as day. I ran out of the house into the back garden where I could see Mount Kilauea in the distance. There had been an eruption from the side of the mountain and red hot lava was **fountaining** hundreds of metres into the air. It was an **absolutely** fantastic sight. 15 20 25



The day after this eruption I was lucky enough to have a much closer look at it. Two other scientists and I were driven up the mountain and dropped as close as possible to the crater that had been formed during the eruption. Having earlier collected special clothes from the observatory, we put them on before we went any closer. All three of us looked like spacemen. We had white protective **suits** that covered our whole body, **helmets**, big **boots** and special 30

gloves. It was not easy to walk in these suits, but we slowly **made our way** to the edge of the 35 crater and looked down into the red, boiling centre. The other two climbed down into the crater to collect some lava for later study, but this being my first experience, I stayed at the top and watched them.

Today, I am just as enthusiastic about my job as the day I first started. Having studied volcanoes now for many years, I am still amazed at their beauty as well as their **potential** to 40 cause great damage.

Comprehending

1 Answer these questions using complete sentences.

- 1 Why is a volcanologist's job important?
- 2 Where is Mount Kilauea?
- 3 Why is the lava that flows on Mount Kilauea more dangerous than the **actual** eruption?
- 4 What caused the writer's bedroom to become as bright as day even though it was night?
- 5 Why did the scientists have to get close to the volcano after it began erupting?
- 6 Why was it difficult for the writer to walk towards the edge of the crater?
- 7 What does the writer find impressive about volcanoes even after studying them for many years?

2 Discuss these questions with your partner and be prepared to report to the class.

- 1 Having learned a little more about the work of a volcanologist, do you think it is an occupation you would enjoy? Give your reasons.
- 2 If you could meet the writer of the passage, what kind of questions would you ask?

3 In pairs discuss what skills you think a volcanologist should have. Make a list. Then look at these three people who would like to study volcanoes. Which one would you choose to become a volcanologist? Give your reasons.

1 Fred Spears	works in a wildlife park looking after wild animals; loves nature and spends his holidays climbing mountains
2 Susan Kelp	has studied geology at university; very interested in volcanoes; has visited Mount Etna in Sicily, Italy
3 Charles Wild	is a medical doctor; works in a laboratory doing research on disease; loves adventure holidays; wants to analyse volcanic samples

Learning about Language

Discovering useful words and expressions

1 Replace the underlined parts with a word or phrase of similar meaning from the text. Rewrite the sentence if necessary.

- We received the written set of questions from the company as they were eager to find out our opinion on their products.
- The car drew up next to the side of our car and the driver waved to us.
- The scientists were studying carefully to see how successful the experiment is.
- I moved carefully over the fallen rocks and returned to the car.
- I think the boy is likely to achieve success in painting, but he needs training.
- The teacher was given the job because he was the best **candidate**.
- It is certain that the factory will greatly raise their efficiency if they have modern machines and tools.
- Charles looked at the drawing that shows how the machine works and knew immediately what was wrong with it.

2 Complete the paragraph with the words in the box in the correct forms.

burn to the ground absolute volcano eruption
wave fountain ash lava erupt

The eruption of Mount Vesuvius in 79AD took the people of Pompeii by surprise. They had always known that the mountain was a _____ but it had been quiet for so long that nobody saw it as a threat. When the volcano finally did _____, it was so quick and so severe that the town was soon covered in _____ and _____. A writer called Pliny, who was there during the _____, described how lava was thrown into the air like a _____. After it fell to earth, it turned into _____ of lava which travelled down the mountain faster than people could run away. It was an _____ disaster for those who could not escape in time. Many of the wooden houses and **bungalows** in Pompeii were _____, but the stone houses remained under the ash until they were rediscovered during the 20th century.

3 Play a game in pairs. Use one sentence to describe what might happen in a disaster. Then let your partner guess what type of disaster it is and explain why. The following words may help you.

hurricane tornado typhoon volcano flood earthquake
drought famine plane crash thunderstorm snowstorm fire war

EXAMPLE: A: *The earth is cracked and many people are buried under the ruins.*

B: *An earthquake.*

Discovering useful structures

- 1 Examine the sentences below and discuss in what way the structures are similar to each other and in what way they are different.**

Looking carefully at the ground, I made my way to the edge of the crater.

Having experienced quite a few earthquakes in Hawaii already, I didn't take much notice.

The *-ing* form can be used as an adverbial in a sentence to give information about time, reasons or results. We use the construction *having* + past participle (the perfect *-ing* form) to refer to an action that took place before the time expressed by the main verb.

Underline other sentences from the reading passage with the perfect *-ing* form.

- 2 Complete the sentences with the perfect *-ing* form of the verbs: *arrive, give, spend, take, and buy*.**

- 1 _____ the wrong bus, Martin found himself in an unfamiliar district.
- 2 _____ her opinion about protecting the environment, she left the meeting.
- 3 _____ the **precious** necklace, she had no money left.
- 4 _____ all day at home writing, the **novelist** went out for a walk in the evening.
- 5 _____ early for his date, Mark spent time reading the newspaper.

- 3 Rewrite the sentences using the present or the perfect *-ing* form of the underlined verbs. The first two have been done for you.**

- 1 Because I had experienced earthquakes before, I wasn't frightened.
Having experienced earthquakes before, I wasn't frightened.
- 2 As I came out of my house, I saw the volcano erupting.
Coming out of my house, I saw the volcano erupting.
- 3 When she woke up in the middle of the night she saw her room was as light as day.
- 4 After we had stopped the car, we found ourselves trapped in thick **fog** and couldn't see clearly ahead.
- 5 Because I had spent all night reading the **documents**, I was very tired the next day.
- 6 As the child had never seen a **rainbow** before, he was very excited.

- 4 In pairs complete this report using the correct *-ing* form of the verbs in brackets as the adverbial.**

An eyewitness account of a murder at Flat 3, Southampton Gardens, London

_____ (arrive) at the party, I found all my friends were already there. The dancing was just beginning. _____ (stand), I saw some of my friends chatting at a table. So I went over to join them. All this while I had not seen my hostess. _____ (take) a drink, I felt rather **uncomfortable** and got a headache. A maid took me upstairs to rest. It was about 10 pm. _____ (rest) for a while, I felt better and went to the **balcony** to have some fresh air. It was at that moment that I realized something was wrong. _____ (hear) a scream, I rushed downstairs only to see my hostess lying **unconscious** on the floor, surrounded by her guests. She was **shot**.

Using Language

Listening and speaking



- Before listening, look at the pictures below and guess what problems volcanologists have to face. Then listen to the tape and see if you were right.
- Listen to the three volcanologists talking about their most frightening experience. Write their names under the pictures.



A _____



B _____



C _____

- Listen again and fill in the chart.

Name	Jane Small	Frank Gore	Sarah Tang
Length of time as a volcanologist			
Where was the volcano?			
When was he/she no longer frightened?			

- Listen to the tape once more. Write the names of the persons beside the emotional expressions they talked about.

- I became so excited that I forgot my fear. ()
- At first I was afraid that the volcano would erupt while I was still inside it. ()
- I was **trembling** as much as the ground – and was **sweating** too! ()
- After that, I was never so frightened again but I'm always careful. ()
- I was so **anxious** and couldn't move at first. ()
- I felt very nervous and had to force myself not to **panic**. ()
- After that I became excited by the experience and forgot to be frightened. ()
- I had never felt so happy as I landed safely. ()

- Look at the sentences in Exercise 4 above and collect as many words as you can that express joy, fear or **anxiety**. Then in pairs try to add more words. Be prepared to tell your list to the class.
- Think of or imagine a powerful natural force (such as an earthquake, flood, thunderstorm, typhoon, tsunami) that you have experienced or heard. Tell your partner about your experience and how you felt. Use expressions from Exercises 4 and 5 as well as other ones you can think of.

Reading and writing



1 Glance through these questions. Then skim this passage about a tourist attraction in China and answer the questions.

- 1 In what province is Changbaishan?
- 2 What is a nature reserve? Why is Changbaishan a famous nature reserve?
- 3 What is the most popular tourist attraction in the reserve?
- 4 What does Tianchi mean? How was Tianchi formed?
- 5 What is the connection between the Manchu people and Tianchi?

THE LAKE OF HEAVEN

Changbaishan is in Jilin Province, Northeast China. Much of this beautiful, mountainous area is thick forest. Changbaishan is China's largest nature reserve and it is kept in



its natural state for the people of China and visitors from all over the world to enjoy. The land **varies** in height **from** 700 metres above sea level **to** over 2,000 metres and is home to a great diversity of rare plants and animals. Among the rare animals are cranes, black bears, leopards and tigers. Many people come to Changbaishan to study its unique plants and animals. Others come to walk in the mountains, to see the spectacular waterfalls or to **bathe** in the hot water pools. However, the attraction that arouses the greatest **appreciation** in the reserve is Tianchi or the Lake of Heaven.

Tianchi is a deep lake that has formed in the crater of a dead volcano on top of the mountain. The lake is 2,194 metres above sea level, and more than 200 metres deep. In winter the surface freezes over. It takes about an hour to climb from the end of the road to the top of the mountain. When you arrive you are rewarded not only with the sight of its clear waters, but also by the view of the other sixteen mountain peaks that surround Tianchi.

There are many stories told about Tianchi. The most well-known concerns three young women from heaven. They were bathing in Tianchi when a bird flew above them and dropped a small fruit onto the dress of the youngest girl. When she picked up the fruit to smell it, it flew into her mouth. Having swallowed the fruit, the girl became pregnant and later gave birth to a handsome boy. It is said that this boy, who had a great gift for languages and persuasion, is the father of the Manchu people.

If you are lucky enough to visit the Lake of Heaven with your loved one, don't forget to drop a coin into the clear blue water to **guarantee** your love will be as deep and lasting as the lake itself.

- 2 Choose another tourist attraction in China that you know well. Write a passage describing it. Make some notes about it like the one below.

Hot pools at Changbaishan

- | | | |
|--|--------|--------------------------------|
| • pools heated by water out of the ground | —————> | <i>why the place is famous</i> |
| • pools cover an area of 1,000 square metres | —————> | <i>its size</i> |
| • some pools very hot (over 60°C) but others very pleasant for bathing | —————> | <i>what you can do there</i> |
| • bathing is good for health | —————> | <i>how good it is for you</i> |

Then you can begin like this:

Have you ever thought of visiting _____? You should because it has special attractions ...

SUMMING UP

Think about what you have read and practised in this unit. Then tick the boxes.

	I have learned this well	I need to learn more
I have learned about:		
• volcanoes and the work of volcanologists	<input type="checkbox"/>	<input type="checkbox"/>
• new vocabulary and expressions	<input type="checkbox"/>	<input type="checkbox"/>
• some of the ways the -ing form is used in English sentences	<input type="checkbox"/>	<input type="checkbox"/>
• some ways of expressing fear or anxiety	<input type="checkbox"/>	<input type="checkbox"/>
• Changbaishan and Tianchi	<input type="checkbox"/>	<input type="checkbox"/>

LEARNING TIP

One of the hardest things about learning a new language is trying to remember a lot of new vocabulary. Many people find that grouping words together helps.

- You can group words with the same base form (or root), for example:

volcano volcanic volcanology volcanologist

- You can group words that belong to the same topic, for example:

volcano crater erupt eruption lava

Some people find that it is easier to learn new words if they draw pictures and label them, like the diagram on the first page of this unit. Some find it helpful to write new words in a notebook and study them in their spare time. Others prefer to use the new words in their speaking and writing.

Experiment with different methods until you find the way that suits you best.

Workbook

Unit 1

Art

LISTENING



- 1 Mr Hang, the art teacher, is leaving the school. Steve Lee, Wang Pei and Xiao Wei have decided to get him a present. Listen to them talking about what to get him. Number the presents 1-4 to show the order in which you hear them discussed.



()



()



()



()

- 2 Listen again and answer the questions.

- 1 Who arrived late?
- 2 Why did they decide not to get the vase for Mr Hang?
- 3 Why did Steve Lee wish they had talked to Mr Hang's wife before they went shopping?
- 4 Which present did Wang Pei prefer?
- 5 Which present do you think the students will get? Give a reason.

TALKING

Work in groups and discuss these questions.

- 1 Who are your favourite artists, both from China and from other countries? Give reasons for your preferences.
- 2 What kind of art do you prefer: traditional or modern, abstract painting or photography, two-dimensional (eg painting, photography) or three-dimensional (eg sculpture, pottery)?
- 3 What kind of Chinese art do you like best? In your discussion include examples of folk art (eg New Year Graphics, wood carving, paper cutting, clay figures).



New Year
Graphic



paper
cutting



clay art

USING WORDS AND EXPRESSIONS

- 1 One way to increase your vocabulary is to learn words in families. Make sure you know what each word means. In groups make a collection of the words with the same root.

1 predict (v.) → prediction (n.)	exhibit (v.) → _____ (n.)
2 impress (v.) → _____ (n.)	possess (v.) → _____ (n.)
3 civilize (v.) → _____ (n.)	realize (v.) → _____ (n.)
4 profession (n.) → _____ (adj.)	convention (n.) → _____ (adj.)
5 prefer (v.) → _____ (n.)	differ (v.) → _____ (n.)
6 _____ (adj.) → evidence (n.)	_____ (adj.) → permanence (n.)
7 _____ (adj.) → fragrance (n.)	distant (adj.) → _____ (n.)
8 controversy (n.) → _____ (adj.)	industry (n.) → _____ (adj.)

- 2 Complete the passage using the words in the box.

shadow district fragrant typical signature
bunch avenue café reputation painting

Once there was a poor artist who wanted to enter an important painting competition. One day he took his paints and brushes to a local _____ to drink his coffee and get inspiration. The _____ where he lived was full of trees which formed a leafy _____. As he looked around him, he noticed how the _____ of the trees were growing longer as time passed. He decided to paint them in the style _____ of the Impressionists. Taking a _____ of brushes from his bag, he chose one that was suitable for painting and began. The _____ was completed soon. It looked so real that one could almost smell the _____ flowers that hung from the branches of the trees. Happily he wrote his _____ at the bottom of the painting and sent it to the competition committee. His painting was given high marks by the judges and it also won him a _____ as a famous Impressionist painter.

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

- 1 虽然我不是现代艺术方面的学者，但是去看展览的主意对我很有吸引力。(scholar; contemporary; exhibition; appeal to)
- 2 你知道几何学在传统的西方艺术中曾被用来勾画绘画作品吗？(geometry)
- 3 埃及文明吸引着来自全世界各地的旅游者。(civilization; Egypt)
- 4 陶土罐非常脆弱，所以需要小心处理。(clay; fragile)
- 5 我不仅见过那个伟大的雕塑家本人，我还亲眼目睹他如何雕刻大理石像。(in the flesh; carve; marble; figure)
- 6 你说你住在西城区，能具体一点吗？在哪条大街或哪条路？(district; specific; avenue)
- 7 文艺复兴时期的壁画作品的视觉效果到今天仍让人印象深刻。(wall paintings; visual; impressive)

USING STRUCTURES

- 1 Very often we are not satisfied with the present situation. We can express our wishes for a different situation using the subjunctive mood. Read the situations in the first column and then express the wishes using the subjunctive mood.

Real situation	Wish
1 She is not beautiful.	<i>She wishes she were beautiful.</i>
2 I am too short to play basketball.	
3 It is a great pity you can't come.	
4 It is impossible for him to visit us next week.	
5 He can't draw very well.	
6 I want to go to Paris with you, but I can't.	
7 His grandma is in delicate health.	

- 2 Work in groups of four. Ask your classmates to make wishes which are not likely to be realized. Fill in the following chart with their wishes and reasons for their wish. Share your ideas with another group, and then report to the whole class.

EXAMPLE: I wish I *were* an architect because then I *would be able to* design my own house.

Name	Wish
1	<i>I wish</i>
2	<i>I wish</i>
3	<i>I wish</i>

- 3 Write down what you think you would *be/do* in the following situations. Think of a fifth situation on your own.

- If I ran into a dinosaur in the forest, I would _____.
- If I met Yang Liwei in the flesh, I would _____.
- If I were good at delicate paper-cutting, I would _____.
- If I were not allergic to milk, I would _____.
- If I _____, I would _____.

- 4 Work in groups of four to make a poem of wishes. Each of you will make two sentences by using "If I were a ..., I'd ...". Join the sentences together and end the poem with the sentence "But sadly I'm not, so I must make the best of life as it is!"

EXAMPLE:

If I were a butterfly, I would fly to drink nectar in the most beautiful flowers in the world.

If I were a big tree, I would grow so tall that I'd touch the sky.

If I were

LISTENING TASK



- 1 Look at the artworks below. In what period of Chinese history do you think they were created? Discuss with others in your class.













- 2 Listen to Zhang Lin's talk all the way through. Try and number the artworks 1-6 to show the order in which he talks about them.
- 3 Listen again to Parts 1-3 and add the historical period when each was made.
- * 4 Listen to the whole text again and take notes about the features that are mentioned for each period of art. Use your notes to complete the chart below.

BC	After Buddhism	Tang Dynasty	Yuan Dynasty	Modern art

READING TASK



Suppose you were the president of a high school council and you received the letter below. It is from a group of students who would like to make their school more attractive. Read the letter and then use the outline on the next page to make notes for a report about the letter to the school council.

Class 2A
 Seaforth High School
 Ramsay Rd
 Seaforth
 Mrs L Kroll
 President, Seaforth High School Council
 PO Box 235, Seaforth

12 May

Dear Mrs Kroll,

Lately our class has become worried about the environment at the back of the school, and we would like to do something to make it more attractive. We have done some research and have come up with a plan. With the help of our parents, we can do most of the work ourselves, but we will need a small amount of money for equipment, plants and paint. I am writing to ask the council for permission to do this work and to ask if the school council could donate \$500 towards our project.

We would like to turn the empty land at the back of the school into a nature garden. We would plant trees and grasses, make paths through the garden and dig a small pond. We think this would provide a peaceful place for students and teachers to walk in. It would also attract birds, insects and small animals which students could then study in science classes.

We would also like to paint the back wall of the school that faces the new garden. Some of our art classes could then paint a huge picture on it. It might be possible to paint over the wall each year so the next classes can make a new picture.

Lastly, we would like to paint all the rubbish bins. At the moment they look old and the paint is coming off. If we paint them in bright, attractive colours, students might be more likely to use them. We think our plan would greatly improve the back of the school and everyone in the school would benefit. We have already asked our parents and they have promised to donate one weekend of their time to help us complete the project.

We hope you will give us permission for this worthwhile project and will be able to donate the \$500 we need. When we have finished the work, we hope the council will join us in a celebration morning tea so that the whole school can thank you.

Yours sincerely,

Jo Ryan (Class president)

- Letter from _____
- Asking for _____ and _____
- Reason _____
- Their plan: 1 _____
- 2 _____
- 3 _____
- Work will be done by: _____

SPEAKING TASK

Think about how to make your school (both inside and out) more attractive. If possible, take a walk around the school and choose an area that you think you can improve. Then in groups do the following tasks.

- 1 List all the ideas that your group have for improving the school environment. This is a brainstorming session, so don't worry if some of your suggestions are difficult or expensive. Just use your imagination and list everything you can think of. Then go through the list and cross out anything that is impossible for you to do.
- 2 Choose one thing from your list and discuss how the change can be achieved.
- 3 Choose one person from your group to tell the rest of the class what you would like to do and how it can be achieved.

WRITING TASK

Now write a letter to the headmaster asking for permission to make your suggested change so that the school will become more attractive.

- Use the letter on page 45 as a model.
- Start the letter with your address, then the headmaster's address and the date.
- Start your letter with an introductory paragraph that explains why you are writing the letter and gives a general idea of what you want to do.
- Describe your plan and how you will achieve it. Start a new paragraph for each new detail of your plan.
- End your letter with a summary of what you want the principal to do.

*PROJECT

Make a display in your classroom that tells your classmates about your favourite artist or about your favourite painting(s). You can work in a small group or on your own.

- 1 Choose your topic. If you are not sure which painter to choose, do some general research first until you find an artist you like.
- 2 Find out more about the artist you have chosen. You can use books or magazines or research on the Internet. You may even find a movie or television documentary about your artist. Try to find:
 - some personal details about the artist (eg place and date of birth, date of death, artistic training, important life events)
 - some of this artist's paintings and choose two or three you especially like; find out when these paintings were created
 - a review or criticism of this artist's work
 - some paintings by other artists who lived at about the same time so you can compare their work to see if they had similar or different styles
- 3 Write a short paragraph about the painter's life and another paragraph giving your reasons for liking this painter.
- 4 Arrange your two paragraphs and some pictures of the artist's paintings on a large sheet of paper. Think of a suitable title and write the title in large letters on your poster. Stick everything in place on the paper and display it in the classroom for other students to see.

CHECKING YOURSELF

- 1 Did you find the two listening texts in this unit easy, difficult, or just right for you?
- 2 Did you take part in the speaking activities? Did you talk for about the same amount of time as everyone else in your group? Did you help to encourage anyone who was not speaking very much?
- 3 List the new words and phrases you think will be useful in the future.
- 4 Can you confidently use the subjunctive mood to talk about wishes?
- 5 Can you confidently talk about your and other people's preferences?
- 6 In which of the four skills (reading, writing, listening and speaking) have you improved the most in this unit? In what area do you need more practice?

Unit 2 Poems

LISTENING



- 1 Read the questions. Then listen to the teacher, Mr Tanner, and three students, Wu Zhe, Lily and Chelsea, talking about their feelings about poetry. Answer the questions by ticking the correct boxes.

	Wu Zhe	Lily	Chelsea
1 Who enjoys listening to poetry?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Who enjoys writing poetry?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2 Listen to the conversation again and complete the exercises.

- 1 Match each student with the reasons he or she enjoys or doesn't enjoy poetry. There are two reasons for each person.

WU ZHE	Poetry is like music. It's rubbish.
LILY	I like playing with words. The language in poetry is strange.
CHELSEA	Poetry takes you to a different world. You don't have to follow grammar rules.



- 2 The students also discuss how they go about writing poetry. Tick the correct boxes.

	Wu Zhe	Lily	Chelsea
A Who finds that the right words just come into his/her head when he/she feels inspired?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Who thinks he/she just writes down things that don't mean anything?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Who has to think carefully about how to express a feeling in a poem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 3 Listen to the tape again. Match each student with the words they said and note the different feelings of the three students about poetry when they say the following words.

LILY:	My heart sinks! Poetry, yuck!
WU ZHE:	I love listening to it too ... But I'd much rather be writing it.
CHELSEA:	Sometimes I feel inspired and the right words just come spilling out.

TALKING

- 1 Think about these questions on your own.
 - Do you enjoy listening to poetry or reading it? Why or why not?
 - Do you enjoy writing it? Why or why not?
 - Is your experience of writing poetry like Wu Zhe's, Lily's or Chelsea's? Or is it different? How is it different?
- 2 Now, in small groups, discuss your answers to the questions in Exercise 1. You might want to use some of these expressions from the tape.

Sometimes right words just come spilling out.
It takes you to another place in your mind.
All that strange meaningless language.
I just write down whatever comes into my head.

It's like listening to music.
I like playing with words and sentences and lines.
You just have to make it sound right.
Poetry seems rubbish if you ask me.

USING WORDS AND EXPRESSIONS

- 1 Fill in each blank with the correct form of the word as required and then write another word that has the same form as the previous one.

1 flexible _____ (n.)	_____ (adj.) _____ (n.)
2 translation _____ (v.)	_____ (n.) _____ (v.)
3 transformation _____ (v.)	_____ (n.) _____ (v.)
4 sorrowful _____ (n.)	_____ (adj.) _____ (n.)
5 dark _____ (n.)	_____ (adj.) _____ (n.)
6 salt _____ (adj.)	_____ (n.) _____ (adj.)
7 end _____ (adj.)	_____ (n.) _____ (adj.)
8 warm _____ (n.)	_____ (adj.) _____ (n.)

- 2 Complete this poem using the words in the box below and write the last two lines yourself.

exchange bride championship sparrow pianist scholarship
 sponsor diploma bridegroom violinist librarian eventually

It makes me happy

When I see a _____ and _____ coming out of the church
 When my brother got his _____ to study abroad on an _____ programme
 When my friends _____ won the basketball _____ for our area
 When I was the _____ in our school band last summer
 When my mother got her _____ to become a _____
 When my father said he would be my _____ to raise money for the Hope Project
 When a world famous _____ came to our school to give a concert
 When I saw a _____ collecting twigs to build its nest
 When _____
 When _____

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

- 1 报告的第二部分提到很多具体的问题，需要马上解决。(section; concrete)
- 2 他会为你准备一杯由鲜果汁、酸奶和鸡蛋制成的特殊饮料。(make up of)
- 3 如果你放松一段时间，你就会好得更快一些。(take it easy)
- 4 如果埃米莉没有逗那只猫，它就不会打翻那个漂亮的花瓶了。(tease; knock over)
- 5 他喜欢诗歌，特别是唐诗。(in particular)
- 6 我想去街角新开的四川餐馆试一试。(try out)
- 7 那间小村舍里的家具寥寥无几。(cottage; bare minimum)
- 8 她很害怕蛇。看到蛇时她往往会发出尖叫。(let out)
- 9 你为远行装那个盒子的时候别忘记把指南针放进去。(load; compass)

4 Poets often use similes or metaphors to create pictures in their readers' minds. Match each phrase on the left with the most appropriate one on the right.

Similes:

- | | |
|----------------------------------|----------------------------|
| 1 Bats' wings are | A like rain. |
| 2 Her dress is | B like bits of umbrella. |
| 3 Cars on the road far away look | C as white as snow. |
| 4 Her tears fell | D as busy as a bee. |
| 5 His father is often | E like ants hurrying home. |

Metaphor:

- | | |
|--------------------|---|
| 1 Life is | A a sunny morning. |
| 2 Her trust was | B a ship on the ocean meeting both sunny and stormy days. |
| 3 A smile is | C his comfort. |
| 4 Sorrow is | D a compass for his life. |
| 5 His words became | E a grey sky every day. |

Can you work out the difference? Can you write some similes and metaphors of your own?

USING STRUCTURES

1 Match the beginning of each sentence with the correct ending.

- | | |
|---------------------------------|---------------------------------|
| 1 She would have waited for him | A if she saw a snake. |
| 2 Clare would be frightened | B if he hadn't tripped over. |
| 3 I would have been on time | C if they had the money. |
| 4 He would have won the race | D if he had asked. |
| 5 They would paint their house | E if my mother had woken me up. |

- 2** Look at the examples. Sentence A tells us the real situation. Sentence B tells us what would happen or would have happened in a different situation. Now write a sentence B for each sentence A below.

EXAMPLE:

A I go to the gym every day. B If I didn't go to the gym every day, I would put on weight.
A He didn't work hard. B If he had worked hard, he would have passed the exam.

- 1 Shirley eats too much salty food, and she has got high-blood pressure.

- 2 She didn't know how to convey her feelings well in a poem, so I helped her.

- 3 There was a lack of concrete evidence, so Clive was released.

- 4 She read many beautiful poems and gradually her writing skills improved.

- 5 The poem did not have an appropriate ending, and she did not win the competition.

- 6 He worked hard for a long time, and eventually he translated the Chinese poem into English.

- 3** Make up your own ending for each sentence.

- 1 I would have loved you if _____.
- 2 If my parents had a million dollars, _____.
- 3 Wouldn't it be great if _____?
- 4 If she had taken her teacher's advice, _____.
- 5 If I were brave, _____.
- 6 Tony would have got into the team if _____.

- 4** In pairs complete this poem making it as interesting and amusing as possible.

- Think of three new lines in the same pattern and add them to the poem.
- Read them through and see if you can improve them.
- Read your poem to the class and listen to their advice.

I wouldn't have gone

If you had called me, I wouldn't have gone
 If the bell hadn't rung, I would have waited
 If ...

READING TASK



A spring morning

A I awake light-hearted this morning of spring,
Everywhere round me the singing of birds –
But now I remember the night, the storm,
And I wonder how many blossoms were broken.

(by Meng Haoran)



B Hungrily the cat consumes the fish;
Hungrily I close my eyes and make a wish;
Hungrily the boy runs to the road's end;
Hungrily the driver takes the next bend.

Hungrily the young man loves life at sea;
Hungrily the beautiful girl looks at me;
Hungrily the seal dives down into the deep;
Hungrily I fall into bed and sleep.

C If you were the only girl in the world
and I were the only boy!
Nothing else would matter in the world today
we could go on loving in the same old way!
A garden of Eden just made for two
with nothing to mar our joy
I would say such wonderful things to you
there would be such wonderful things to do
If you were the only girl in the world
and I were the only boy!

(by Clifford Grey)



D Sunshine
Lovely, cheerful
Warming, welcoming, calming
I sing with you
Brightness

E First autumn morning:
The mirror I stare into
Shows my father's face.

(by Kijo Murakami)

- 1 When you read each poem, what did it make you think about or feel?
- 2 In a group of four discuss which poems you like best and why. For each poem you may want to talk about one or more of the characteristics below.

number of lines number of syllables rhythm rhyme repetition certain part of speech

Poem A (Tang poem) _____

Poem B (adverb poem) _____

Poem C (song) _____

Poem D (cinquain) _____

Poem E (haiku) _____

LISTENING TASK



- 1 It is Friday lunchtime. Three students, Ben, Sam and Sally, are talking about their poetry homework. Listen to their conversation. Tick the correct boxes.

	True	False
1 The students have to give their poetry homework to the teacher today.	<input type="checkbox"/>	<input type="checkbox"/>
2 Sam is going to try to write his poem on the weekend.	<input type="checkbox"/>	<input type="checkbox"/>
3 Sam doesn't like the poetry homework.	<input type="checkbox"/>	<input type="checkbox"/>
4 Sally doesn't want to do her poetry homework.	<input type="checkbox"/>	<input type="checkbox"/>
5 Sam doesn't remember what a haiku is.	<input type="checkbox"/>	<input type="checkbox"/>
6 Ben is going to the park on Saturday.	<input type="checkbox"/>	<input type="checkbox"/>
7 Sam is going to write a poem about himself.	<input type="checkbox"/>	<input type="checkbox"/>
8 Sally, Ben and Sam are all present at the beginning of the conversation.	<input type="checkbox"/>	<input type="checkbox"/>

- 2 Listen again and fill in the chart below.

Questions	Sam	Ben	Sally
What kind of poem is the student going to write?			
What topic is the student going to write about?			

- 3 Listen to the tape again. Do Sally, Ben and Sam know each other very well? Find two pieces of evidence in their conversation to support your answer.

SPEAKING TASK

- 1 Imagine you have some poetry homework to do for next week. Your teacher has asked you to write a poem in English. Think about the kind of poem you would write.
- 2 In pairs discuss your writing plans. Tell your partner:
 - what kind of poem you wish to write
 - what your poem will be about
 - what kind of adjectives or adverbs you will use to make it sound vivid

These expressions from the listening text may help you.

Examples of questions

What kind of poem are you planning to write?
 What are you going to do yours on?
 What are you going to write about?

Examples of answers

I think I'll try writing a haiku. It is
 I'm going to try one of those list poems.
 Hey, what about a cinquain?
 I'm going to see if I can

WRITING TASK

Now begin to write your poem. When you have finished, read it through and try to improve it yourself. Then read it to your partner using correct rhythm and intonation and ask for advice. Help each other improve both the poem and the reading of it. Be ready to perform it in your class.

*PROJECT

- 1 Find your favourite English poem or a translation of your favourite Chinese poem. Share the poem with your class by reading it aloud, writing it on a poster and putting it on the wall.
- 2 The lyrics of many songs are good poems. What is your favourite English song at the moment? Listen to the song and write out the words. Share the song with your friends. Give your friends the words and ask them to check if you have written them down correctly.

CHECKING YOURSELF

- 1 What have you learned about poetry in this unit?
- 2 How did you feel about poetry before doing this unit? How do you feel now?
- 3 Do you feel inspired to read and listen to more poetry?
- 4 Do you feel inspired to write more poetry? What kind of poetry?
- 5 What useful words and expressions have you learned in this unit?
- 6 Can you use the subjunctive mood appropriately? Try to make a dialogue with your partner, using at least two sentences containing the subjunctive mood.

Unit 3 A healthy life

LISTENING

During her final year of high school, Li Yue began to feel sick all the time, so she visited the doctor. Listen to her talking to the doctor and complete Li Yue's chart.

Medical chart

Name: Li Yue Age: 18

Occupation: _____

Today's date: _____

Symptoms: _____

Possible problem: _____

Proposed action: _____



TALKING

In groups discuss these questions and then share your answers with the class.

- 1 Do you agree with the doctor that Li Yue's problem is related to stress? Why?
- 2 How does stress affect your health? Is it a common problem for students? Use your experience to help you. Give examples of what happens to a person under stress.
- 3 What could Li Yue do to lower her level of stress? Make a list of activities she could do to help herself and prepare to explain them to the class. Use expressions like:

She should/could ...

It would be a good idea to ...

It's not a good idea to ...

Maybe it's a good idea to ...

If I were her, I'd ...



USING WORDS AND EXPRESSIONS

- 1 Choose the prepositions in the box to fill in the blanks and form phrases. Check with a dictionary to see if you are right. Then make sentences using the phrases.

with of about at for by into

- | | |
|--------------------------------|-------------------------------|
| 1 ashamed _____ sth/sb/oneself | 2 embarrassed _____ sth |
| 3 disappointed _____ sth/sb | 4 grateful _____ sb _____ sth |
| 5 angry _____ sb _____ sth | 6 delighted _____ sth |
| 7 nervous _____ sth | 8 upset _____ sth |
| 9 bored _____ sth/sb | 10 shocked _____ sth |

- 2 Translate the following sentences into English, using the words and phrases in brackets.

- 听到我叔叔赞美吸烟让我觉得尴尬，我希望其他人能做出自己的判断而不会效法他。(awkward; judgement)
- 男孩为自己的表现感到羞愧，当医生将针管插入他的胳膊抽血的时候他晕倒了。(ashamed; needle)
- 当杰克把最后一包香烟扔掉以后，他立刻感觉自己像一个从不吸烟的人。(packet; cigarettes; feel like a non-smoker)
- 专家们正考虑一项关于禁止向青少年贩卖酒和香烟的提议。(ban; alcohol; adolescents)
- 尽管寒冷，他还是跳入河中，将落水的男孩从水中拉了出来。他冒了很大的危险，但孩子的生还使他感到极为快乐。(in spite of; take a risk; survival)
- 父母亲由于不喜欢未出生婴儿的性别而决定堕胎是违法的。对女性的偏见甚至持续到今天，这让我很气愤。(illegal; abortion; prejudice against; female)
- 因为有中国艾滋病策略支持项目(CHARTS)的赞助，许多像濮存昕那样的名人一直积极参加遏制艾滋病的运动。(due to; campaign against)
- 课文中一些造成学生理解困难的句子在教材后附录中的注释部分做了进一步的解释。(comprehension; appendix)

- 3 Classify the words from this unit into the chart below. Think of more words to add into it or look up more in the dictionary.

Health problems	Emotions and feelings
cigarette smoking, drinking alcohol	

- 4 Make a list of the prefixes which turn adjectives into their opposite.

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

Then find two examples for each prefix and write down both the adjective and its opposite.

EXAMPLE: il- : legal → illegal

USING STRUCTURES

- 1 Complete the email using the correct form of the verbs in brackets. Pay attention to the use of "it".

Mail	Addresses	Calendar	Notepad
Send	Save as a Draft	Spell Check	Cancel

From: liyue@timon.com.cn

Subject: Hi, how are you?

To: weneu@premiere.edu.au

Hi Sul

Sorry I _____ (not write) for such a long time. I _____ (be) very busy with study. I hope you are well and you _____ (get) plenty of rest.

I _____ (not be) very well lately so I went to the doctor and guess what? **It** _____ (seem) I _____ (do) too much study and not _____ (get) enough relaxation! **It** _____ (be shocking) to find that I _____ (suffer) from stress. The doctor _____ (tell) me I have to balance my work with other activities. **It** _____ (not be) easy because my study is so important and I never _____ (seem) to have enough time for everything. But the doctor _____ (say) **it** _____ (be) likely that I _____ (get) really sick if I _____ (not take) some time out from study. _____ you _____ (know) that students who _____ (spend) 30 minutes a day doing physical exercise or other relaxing activities actually _____ (do) better in exams than those who _____ (study) all the time? **It** _____ (be) interesting, _____ (not be) it?

Anyway, I _____ (work) out a programme for myself. I now _____ (stop) for an hour at lunchtime to sit and chat with my friends and I _____ (take) a walk in the park with my grandmother's dog after school. I also _____ (watch) a film on television once a week and I _____ even _____ (start) doing T'aiChi with my mother first thing in the morning. And you know, **it** _____ (be) surprising how much more work I now _____ (get) done, and I _____ (feel) great! I _____ (have) much more energy and, best of all - no more headaches! **It** _____ (be) wonderful.

I must go now. **It** _____ (be) a beautiful day so I _____ (take) my books outside and _____ (study) in the sunshine for a while.

Please _____ (write) back when you _____ (have) time.

Love
Li Yue

2 Match the sentences on the left with the explanations on the right.

- | | |
|---|---|
| 1 You should take a break from study sometimes. | a This will help you to calm down when you feel bad-tempered. |
| 2 You don't have to drink alcohol at a party. | b It is very likely you will hurt your back. |
| 3 It's not a good idea to eat too much before you play sport. | c If you don't, it is quite probable that you will get stressed. |
| 4 It's a good idea to learn some relaxation exercises. | d You could get a stomachache. |
| 5 Drink lots of water and find something interesting to do. | e If you do, you'll find it very hard to concentrate on your exam the next day. |
| 6 Don't study all night before an exam. | f It is OK to drink orange juice instead. |
| 7 You shouldn't lift that heavy box. | g It will help to take your mind off cigarettes. |

3 Play a game "What is it?" Spend some time making up clues to identify several objects/ illnesses/habits in the unit. Then read your clues to your partner and see if he/she can identify them. Choose the best to read to the class.

EXAMPLE:

It is a bad habit for both males and females.

It is something that you shouldn't start because you will be addicted to it.

...

Answer: Taking drugs.

LISTENING TASK



1 Li Yue passed her entrance examination and the next year she entered university. During her second year at university, her old school invited her to give a talk to the students during health week. Before listening, discuss with your partner what Li Yue might say to the students. Then listen to the text to see if you were right.

2 Listen to Part 1 and complete these sentences.

- Well, I am here today to tell you that it's OK to _____, but _____
- I never _____ properly and in the end I _____. I started to have _____, I _____, I _____ and I _____ all the time.
- Finally I _____ and that's how I _____.

3 Listen to Part 2 and answer these questions.

- What did the doctor tell Li Yue about?
- What does Li Yue say could happen if you study all the time without a break?
- What things does Li Yue suggest that students could do to relax?

- 4 Discuss the following questions in your group and be prepared to report to the class.
- 1 Do you agree with Li Yue's advice?
 - 2 What do you do to relax?
 - 3 Do you think you have balanced your study time and time for relaxation? Or do you think you should do more study or take more breaks?
 - 4 Do you think Li Yue has given a good speech to the students? Give your reasons.

SPEAKING TASK

Prepare a talk that you could give to students younger than yourself about an important health issue.

- 1 Find a partner and decide on a health issue that concerns you. Here are a few examples:

drugs alcohol diet exercise HIV/AIDS stress smoking sleeping habits

- 2 With your partner, discuss:

- How does this issue affect your health?
- How could it affect your school life?

Think of four or five suggestions that you would give younger students to make sure they do not put their health at risk.

- 3 Work on your own to plan your speech. Make notes only. Do not write out the whole speech. Remember to:

- Introduce yourself and the topic of your speech.
- Say something about why you want to talk to them about this topic.
- Give the students a few suggestions that they will find easy and sensible to follow.
- Finish your speech with some words of encouragement.

- 4 Give your speech to your partner. Use your notes as a reminder. Do not read them to your partner. Listen to your partner's speech and give advice on how it could be improved. Use the chart below to help you assess the speech.

Checklist	Yes	No
1 Did he/she speak too fast or too slowly?		
2 Did he/she have a clear voice and good pronunciation?		
3 Was the speech interesting or boring?		
4 Did he/she make many mistakes?		
5 Did he/she offer good advice?		
6 Was the speech well-planned?		
7 Did he/she talk directly to the audience?		
8 Did he/she sound friendly?		

READING TASK



SUCCESSFUL AIDS PROGRAMME IN YUNNAN

An AIDS awareness programme started by the Chinese Red Cross in Yunnan province six years ago has proved so successful that it is now running in several other provinces, including Xinjiang, Guangxi, Hainan, Fujian and Jilin.

As well as providing care and support for AIDS sufferers, the programme trains young people to teach others about HIV/AIDS. These volunteers hold two-day classes to teach people of similar age and background about the virus and its links to drug use and sexual practices. They work with students, drug users, people who work in the entertainment business and others who may be at risk of becoming infected by the virus.

Programme organisers believe that the programme is an extremely effective way of making sure that people learn the facts about HIV/AIDS because the workshops are given by people just like them. The director of the programme said that, although people knew about HIV/AIDS and how it was spread, they often thought it had nothing to do with their own

life. This may have been true in the past, when HIV/AIDS was found mainly among drug users and those who had become infected through careless blood transfusion practices. However, today, the number of young people becoming infected through sexual activity is increasing and it is important to handle this issue.

The Chinese government predicts that unless action is taken immediately, as many as 10 million people could be infected with HIV/AIDS in China by the year 2010.

In June 2001, as part of their response to this problem, the Chinese central government announced a five-year plan for dealing with the spread of the disease. This plan focuses on better education about the virus, a national system to report cases of the disease and better practices for collecting blood.

1 Read the newspaper article and answer the questions.

- 1 What two things does the programme do?
- 2 Who teaches people in the community?
- 3 Why is the programme so successful?
- 4 What has recently changed in the way the virus is spread?
- 5 Why is the Chinese government concerned about HIV/AIDS?

2 Now imagine that you have to explain this reading passage to your parents. What kind of language would you use? Look at the chart below. Discuss with your partner which style of writing the reading passage is written in and which you would use to your parents.

Formal style	Informal style
1 Use long and complex sentences.	1 Use short and simple sentences.
2 Use passive voice.	2 Use active voice.
3 Write in the third person.	3 Write in the first, second or third person.
4 No contractions. (cannot, will not)	4 Use contractions. (can't, won't)
...	...

WRITING TASK

Work in groups. Imagine you are producing a school English newspaper. Summarize the news article on HIV/AIDS on page 60 and use simpler and informal language so that students in junior classes can understand it.

*PROJECT

How well are the students in your class looking after their physical and mental health? Work in groups. Conduct a survey to find out.

- 1 Write ten questions to find out whether students in your class have healthy habits.
- 2 Make up a question sheet for each person in the group. For example:

Questions	1	2	3	4	5
How much exercise do you take each week?					
How many hours of sleep do you have a night?					

- 3 Survey other students. Each person in your group should interview at least five people.
- 4 Share your results with others in your group and together write a report about the healthy habits of the students in your class.

CHECKING YOURSELF

- 1 Do you know more about the effects of stress now than you did before studying this unit?
- 2 Do you think any of your health habits will change now that you have finished this unit?
- 3 Did you contribute to all group activities in this unit? Did you speak more / do more work in any of the group activities?
- 4 After having practised giving advice on health issues, would you now be able to advise someone on another issue you have some knowledge about?
- 5 Of the four skills (reading, writing, listening and speaking) which have you improved most during this unit?

Unit 4

Global warming

LISTENING



- Julie, a teenager who belongs to Millennium Kids, is visiting a class. Before listening, look at the exercises and discuss with your partner what you think the organization does. Then listen to both parts of the tape and see if you were right.
- Look at the chart and then listen to Part 1 of the tape again. Make notes of Julie's answers in the chart.



Questions to Julie	Her answers
What is Millennium Kids?	
Who started it? When?	
Why was it organized?	
What play did they perform last year?	
What was the purpose of performing the play?	

- Read the phrases below and listen to Part 2 of the tape. Tick what you hear in the left column. Then listen again and write down the projects the organization has done in the right column.

Methods of saving energy	Projects that Millennium Kids have done
<input type="checkbox"/> buy new electrical goods	1
<input type="checkbox"/> buy energy-saving goods	
<input type="checkbox"/> plant trees	2
<input type="checkbox"/> heat the house when it gets cold	
<input type="checkbox"/> stop using electrical appliances	3
<input type="checkbox"/> turn off appliances when not using them	

TALKING

Plastic bags are a big environmental problem. In small groups, discuss the questions below using the expressions from the box. Write down your ideas and then share them with the class.

- 1 Why do you think plastic bags are a big environmental problem?
- 2 How would you try to get people to reduce the number of plastic bags they use?
- 3 How would you try to get people to take plastic bags to collection places for recycling?
- 4 What are some ways that plastic bags could be reused? (As well as obvious ways, use your imagination to invent some interesting ways to reuse the bags.)

I'm sorry to bring this up, but

They shouldn't have done it.

Perhaps/Maybe they should/ought to

I'm sorry to have to say this, but

They are to blame.

Why don't you do something about it?

USING WORDS AND EXPRESSIONS

- 1 Translate the following sentences into English, using the words and phrases in brackets.
 - 1 我认为我们的会议总体上很成功。布朗教授的报告很受欢迎。(on the whole; presentation)
 - 2 能源的范围很广，有煤、石油、天然气、水力、核能等等。(a wide range; and so on; nuclear power)
 - 3 既然你的自行车坏了，你可以用我的，只要你照顾好它。(so long as)
 - 4 苏常在附近店里买点吃的，在微波炉里热热当午饭，喝一罐可乐让自己提提神，然后再回到办公室。(microwave; can; refresh)
 - 5 我代表学校感谢史密斯先生作为学者、工程师和教育家所做的工作。(on behalf of; educator)
 - 6 她反对战争、反对凶残地对待动物以及种族主义等等，她怀有拯救所有生物的使命感。(be opposed to; commitment)
 - 7 他的方案顺利通过了，大多数与会代表都赞同他的方案。(programme; subscribe to)
 - 8 近年来这一地区冬天的气温趋于上升，其中大气污染是导致这一结果的一个主要原因。(tend; pollution; result in)
 - 9 他对我们国家的主要贡献在于提出了控制人口增长的建议。(contribution; growth)
 - 10 会议主席声明尽管出席会议的人在某些方面有意见分歧，但是在保护环境方面的想法是一致的。(state; disagreement)
 - 11 外层空间是否存在生命，这仍然还是个谜。(existence; outer)
 - 12 专家称全球气温有上升的趋势。(tendency)

2 Complete the passage using the correct form of the words in the box.

put up with average casual advocate steady mild circumstance
electrical flood motor widespread catastrophe keep on

It started as a _____ winter that year. Nobody realized how serious the _____ would be or the _____ it would cause. Only Norman and his family had predicted the possible dangerous _____ and built a houseboat in spite of the opposition of his neighbours. At first the rain fell gently but _____. A _____ inspection would have shown that more than half the _____ rainfall for that time of year had fallen in one day! That evening water broke down the flood defences and there was _____ flooding. The _____ supply was cut off and no escape was possible as all _____ cars were under water. As the water level continued to rise, the head of the village _____ asking Norman to help. By then Norman who had once _____ so much criticism had already sailed off to a safe place with his family in his boat. However, as soon as he got the message, he returned to rescue the people with his boat. He _____ working till all the villagers were saved.

USING STRUCTURES

1 Give a full answer to each question about Millennium Kids using the form *It is/was ... that/who ...*

- 1 In what year was the first children's conference on the environment organized in Australia?

- 2 Who is it that runs Millennium Kids?

- 3 Where is it that you can find out more about Millennium Kids?

- 4 Where is it that the young people decide which projects to concentrate on?

- 5 What is Millennium Kids asking you to reduce, reuse and recycle?

Make up questions in groups like these.

2 Read this paragraph about Millennium Kids. Then rewrite each numbered sentence with *It is/was ... that/who ...* to give more emphasis to the underlined part of the sentence.

Millennium Kids is an organization run by kids for kids who are concerned about the environment. I am one of hundreds of Australian children who belong to it. (1) Indeed, four Australian children started it in 1996, when they organised the first children's environmental conference. Since then a conference has been held every year. (2) We decide which projects we want to work on in the following year at this conference. During the year, we encourage kids to take part in a project. (3) I first became involved in Millennium Kids through one of these projects about five years ago.

LISTENING TASK

- 1 Before you listen to Tom's talk, read the Top 9 rubbish items in the list on the right. Discuss with your partner what you think the talk is going to be about. Then listen to the whole speech to check if you were right and summarize each part.

Part 1 _____

Part 2 _____

Top 9 rubbish items

- 1 Cigarette butts
- 2 Glass bottles
- 3 Plastic bags
- 4 Small pieces of paper
- 5 Plastic bottle caps
- 6 Glass pieces
- 7 Plastic straws
- 8 Soft drink cans
- 9 Plastic bottles

- 2 Listen to the whole talk again. Notice the years that Tom mentions, what happened in these years and any other facts. Make notes in the table.

Year	Event	Facts about the event

- 3 Tom displayed a chart of the top rubbish (litter) items during his talk. In pairs, discuss how this list would be different at your school or in your community. What would be the most common items? Why do you think litter is bad for the environment?

SPEAKING TASK

Suppose that, like Australia, China is to have a Clean Up Day. In groups of four, plan a talk about Clean Up China Day. Follow these steps:

- 1 Use a table like the one above to discuss what you would like to clean up first on Clean Up China Day. Give your reasons.
- 2 Make notes in the table. Make a chart of what you think the top rubbish items might be.
- 3 Use the notes to prepare your talk. Do not write down your whole talk.
- 4 Practise your talk using your notes. (Each person in the group could present part of the talk.)
- 5 Present your talk to the class.

READING TASK



Before you read Tom's essay on environmental problems, glance at the title and pictures and predict the main idea of the essay.

CLEAN UP YOUR BUTTS AND BAGS

All sorts of items become litter, but two of the most common and most dangerous are cigarette butts and plastic bags. Litter is a big problem for our environment, but it is a problem that individuals can easily do something about. Not littering at all or cleaning up litter, such as cigarette butts and plastic bags, greatly improves the quality of our environment.

Although cigarette butts are small, they are bad for the environment. Over 1,600 billion cigarettes are smoked each year in China and large quantities of the butts are thrown away. Worldwide, about 4.5 trillion butts are littered every year. Apart from the fact that butts spoil the beauty of the environment, they contain some very toxic chemicals. These find their way into the water supply where they decrease the quality of the water and endanger plants and animals that live there. Because there are so many butts and because they can take up to 5 years to break down, the toxic chemicals add up to a large amount. So, if people have to smoke, they should not throw away the butts but put them in the rubbish bin instead.



Plastic bags are another common form of litter that is a danger to the environment. There are several reasons for this. They are made from oil and gas, which are non-renewable resources. If they are not recycled, these resources are lost to us. In China, 2 billion plastic bags are used every day. An enormous number of these become litter. This is a huge problem because they last from 20 to 1,000 years in the environment. They float easily in air and water and travel long distances. They find their way to rivers, parks, beaches and oceans. Plastic bags kill up to one million seabirds, 100,000 sea mammals and countless fish each year worldwide. When the animal dies and breaks down, the plastic bag can become free again to kill another animal. It is up to people not to let plastic bags become litter. It would be better if they used fewer and recycled them.



Cleaning up your cigarette butts and plastic bags would improve the environment. The earth would be a better place because it would be less polluted. And we would know that we were doing something to look after our planet. However, I believe the best solution would be not to smoke or use plastic bags at all.

1 Read Tom's essay about litter and carry out the tasks below.

- 1 Draw a circle around the main point of view (argument).
- 2 Underline the evidence Tom gives to support his argument that cigarette butts are an environmental problem.
- 3 Draw a box around the evidence Tom gives to support his argument that plastic bags are an environmental problem.
- 4 Number each of Tom's solutions. Can you think of any other solutions that he could have included?

2 Read the essay again and make notes in the table.

First paragraph	Point of view	
Second paragraph	First point of the argument	
	Evidence	
Third paragraph	Second point of the argument	
	Evidence	
Fourth paragraph	Point of view	

WRITING TASK

In Tom's essay, he is presenting one side of an argument and trying to persuade his readers to agree with him. In the first paragraph, he states his point of view. He starts each of the middle paragraphs with a sentence that states a point and then he presents evidence that supports this point. In the last paragraph, he states his point of view again.

Now choose a topic on the environment that you feel strongly about. Make notes on your topic using headings similar to those in the table above. Use Tom's essay as a model to write your own.

***PROJECT**

In a group, you are going to develop an action plan for an environmental project. For example, how you could stop the litter problem in your school or community. Here is a description of each step needed to develop a plan of action for your project.

- 1 Decide on an environmental problem in your school or community that you would like to solve and you think is possible to solve. It could be something to do with birds and animals; the soil and trees; lakes, rivers, streams and oceans; the air; or waste.
- 2 Where is the problem?
- 3 What do you think is the cause of the problem?
- 4 What do you want to achieve and think is possible to achieve? Write down your goals. Discuss ways to achieve your goals.
- 5 Make a plan of action by writing down the steps you need to take to make your project a reality.
- 6 Present your plan to other students. Ask them what they think of your plan.

CHECKING YOURSELF

- 1 I found the readings in the unit _____.
A exciting B interesting C informative D persuasive
- 2 The five most useful words from this unit are:
1 _____ 2 _____ 3 _____ 4 _____ 5 _____
- 3 The sentence that uses special emphasis is _____.
A Air pollution causes the main environmental problem in this city.
B It is air pollution that causes the main environmental problem in this city.
C The main environmental problem in this city is caused by air pollution.
D In this city, air pollution causes the main environmental problem.
- 4 From this unit I found out more about _____.
A sources of energy B the effects of increased carbon dioxide in the air
C how to reduce my energy use D environmental organizations
E the problem of litter
- 5 I would like to know more about _____.
A global warming B environmental organizations in China
C recycling D saving energy
- 6 In this unit, I had difficulties with the _____.
A readings B listenings C vocabulary D structures

Unit 5

The power of nature

LISTENING



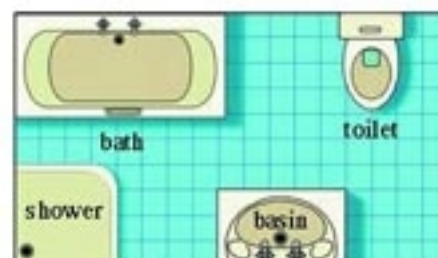
- 1 Christine is talking to a group of high school students about a cyclone she experienced when she was a girl. Listen and write 1-7 beside the events to show the order in which they happened.

- () a The wind stopped for a short while.
- () b They got out of the bath and looked around their house.
- () c The family prepared food for Christmas and put presents under the Christmas tree.
- () d Christine's father put a mattress over the top of the bath.
- () e They heard loud noises and the walls of the house began to shake.
- () f The cyclone moved away.
- () g Christine and Brian got into the bath.



cyclone

- 2 Write the names of the family members in the correct place on the floor plan to show where they were during the storm.



TALKING

In your group choose one or more of the scenes in Exercise 1 to act out. Your teacher will make sure that at least one group is acting out each scene. Here are some expressions to help you.

- 1 *I'm looking forward to ... Doesn't that look lovely! You did a good job. Is everything ready for tomorrow? Perfect! Sleep tight! I can't wait ...*
- 2 *What's happening? What's the matter? What's that noise? I'm frightened. Don't panic! It's just a storm. Go to the bathroom.*
- 3 *Don't worry. Don't be afraid. It's OK. Everything will be OK. Stay here and you'll be safe. We'll be close by. Don't move till we tell you. There's nothing to worry about.*
- 4 *How wonderful! It's over. That wasn't so bad. Thank goodness! No, wait! Stay where you are. It isn't over yet. Are you OK? Can we get out now?*
- 5 *Oh, my goodness! What's happened? Where's the ...? Oh no! It's so cold! I can't stop trembling. It'll be OK.*

USING WORDS AND EXPRESSIONS

1 Complete the sentences with suitable words from the unit. The first letter of each word has been given to you.

- The f_____ hid the path ahead as he made his way along the road.
- After a summer shower, there is often a r_____ in the sky.
- She showed her a_____ of music and ballet performance by clapping loudly.
- We don't have time to read all these d_____ before the discussion.
- Follow the a_____ on the map and you will be able to find the subway station for yourself.
- Who can g_____ that he will arrive on time? He always keeps us waiting.

2 Complete the passage using the correct form of the words in the box.

anxious absolutely tremble panic unconscious actual wave

The word "tsunami" often arouses _____ and fear when it is mentioned. Yet there is no need to be so _____ if you know what to do. As long as you have ten minutes warning, you will survive no matter how powerful the _____ tsunami may be. Unfortunately, many people are _____ of the risk they may be facing. As soon as you hear the warning, put on your shoes and walk inland as quickly as you can. Do not fear, _____ or remain tied to the spot at the thought of those high _____. Ten minutes running away from the sea is all you need to save yourself from danger. Remember this and you will be _____ safe.



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

- 翻阅报纸的时候我发现了一篇关于广东台风的新闻报道。(glance through; typhoon)
- 当我意识到那珍贵的项链不见了, 我十分惊慌。(precious; panic)
- 每个国家的房屋建筑结构都不尽相同, 然而在每个国家你能发现各式各样的风格。(vary from ... to ...; diverse)
- 被枪击中并从阳台坠落后他一直处于昏迷状态。(unconscious; shoot; balcony)
- 这位小说家写了一篇关于一位美国总统候选人的精彩短篇故事。(novelist; candidate)
- 打完篮球出汗多, 如果你泡个澡, 我保证你会感觉舒服很多。(sweat; guarantee; bathe)
- “雷雨焦虑”对于犬类很常见, 有些犬在雷雨时会因为害怕而躲在主人床底下发抖。(thunderstorm anxiety; tremble)
- 飞行员穿着飞行服和靴子从飞机里走出来, 头盔夹在胳膊下。(suit; boots; helmet)

USING STRUCTURES

1 Combine the pairs of sentences into one using the *-ing* form as an adverbial.

- 1 Tim was feeling exhausted. He went to bed as soon as he got home.
Feeling exhausted, Tim went to bed as soon as he got home.
- 2 John watched the volcano erupt. He became worried about his safety.
- 3 I knew the children were bored. I tried to make my talk interesting.
- 4 Sue knew the view from the top of the mountain was absolutely fantastic. She encouraged her friends to make the steep climb.
- 5 I gathered all my courage. I ran back into the burning house to rescue the baby.
- 6 They heard the volcano was about to erupt. They cancelled their trip.
- 7 I told Peter not to be late. I was very angry when he still wasn't home at midnight.
Having told Peter not to be late, I was very angry when he still wasn't home at midnight.
- 8 I made a huge effort to impress the judges. I was disappointed when I didn't win.
- 9 I swallowed the nuts too quickly. I began to cough.
- 10 I guaranteed that we would get there before five. I panicked when the car broke down.
- 11 I watched Peter training for the race. I knew he had the potential to win the race.
- 12 The novelist spent two years writing her book. Then she went on a holiday.

2 Choose the proper verbs in the box to complete the following sentences. Pay attention to the use of the *-ing* form and make some more sentences of your own.

open arrive describe analyse shoot glance through fish

- 1 _____ volcanic lava is my job and _____ is my hobby.
- 2 Typhoon and hurricane are words _____ the same kind of storm.
- 3 It is so hot in the room, and the air is not fresh. Would you mind me _____ the windows?
- 4 When reading a newspaper, I prefer _____ the headlines first to reading the articles carefully.
- 5 I saw a _____ star last night when I looked out of my window.
- 6 After _____ at the airport, we said good-bye to our friends.

3 What was the most wonderful experience of your life? Write some notes of what you saw and did, and how you felt. Remember to use the *-ing* form as the adverbial. Here is a model for you to follow.

My aunt's wedding

- 1 I heard I was going to be a bridesmaid.
- 2 I felt too excited to sleep well the night before the wedding day.
- 3 In the morning I went to my aunt's house to get dressed.
- 4 I wore a blue dress and my aunt wore white.
- 5 I carried a bunch of flowers and followed my aunt and her father into the church.
- 6 I walked slowly out of the church behind my aunt and her husband after the wedding.
- 7 The couple were happy.

Hearing that I was going to be my aunt's bridesmaid, I felt so excited that I didn't sleep well that night before my aunt's wedding day. Although *feeling* tired I got up early the next morning and went to my aunt's house to get dressed. *Having put on* my blue dress I carried a bunch of flowers. My aunt wore a white dress. *Following* my aunt and her father I entered the church. Everybody was smiling. After the wedding, I left the church *walking* slowly behind my aunt and her husband. They were both looking very happy.

READING TASK



- 1 Look at the title of the story and the picture below. Can you predict what the story is about? Then read the story quickly and see if you were right.

TRAPPED BY THE FLOOD

"It's not looking too good, darling. I think you'd better pack a few things and go to your mother's place. And you'd better take Rosie and Monty with you."

Putting down the phone, Sara sighed. Tomorrow was her husband Tony's birthday. She had planned to cook him a nice meal and then surprise him with the new mountain bike she'd bought for him. If she went to her mother's house, Tony wouldn't get his present for days.

However, her mother's house was the best place to be right now. Being on higher land, it would be safe from the floods. It had been raining heavily for almost two weeks and the river near Sara and Tony's house was rising higher and higher all the time. Tony and others from the village had spent the last two days putting sandbags along the side of the river to stop it overflowing. Now they feared that their hard work had been useless and soon the whole valley would be flooded.

Sara dressed baby James in warm clothes and collected the things she would need for him over the next few days. She put the lead on the dog and went in search of Monty, the cat. It took her a long time, but eventually she found him safe and warm under the covers on her bed. She placed him in his cat basket and took him into the kitchen where James and the dog, Rosie, waited.

Just as she was reaching for the car keys, Sara heard a sound like the noise bath water makes when you pull out the plug. She looked at the back door. Water was flowing in underneath. Turning around she saw dirty brown water fountaining out of the drain and filling the sink. Quickly she put James into her backpack and pulled it onto her back. Calling to Rosie, she picked up the cat basket and ran to the front of the house and out into the front garden.

The water was already up to her knees. Rosie was swimming beside her. Knowing the water would soon be much deeper, Sara ran to the car and opened the doors. She threw the cat basket onto the roof of the car and pushed Rosie up beside it. Using the car seat as a step she climbed first onto the front of the car and then onto the roof. James, safely attached to her back, made no sound at all. Sara stared down at the water which was rushing past the car. It was already half way up the doors, and still rising.



- 2 Read the story again carefully. Do you think Sara did the right thing? Is there anything else that you think Sara should have done? Discuss your ideas with your partner and make some suggestions to the class. Make a list of suggestions of what to do in an emergency like this.
- 3 Imagine you are Sara. Tell your partner what happened on the day of the flood. Use your imagination to invent an ending to the story.

LISTENING TASK

A few days after Sara was rescued from the flood she told her mother about her experience. Listen and make notes about the main events in the story. Then use your notes to make a timeline, starting at 9:40 am when Sara climbed onto her car and ending at 6 pm when she arrived at the hospital.



9:40 am	Sara climbed on to the roof of the car.
9:50 am	
9:57 am	
10:45 am	
5 pm	
6 pm	

SPEAKING TASK

Read this information about what happened when a cyclone hit Darwin, Australia in 1974.

DARWIN DESTROYED IN ONE NIGHT

At 1 am on 25 December 1974 a fierce (猛烈的) cyclone (旋风) hit Darwin, a city in the far north of Australia. Winds of up to 170 kilometres swept through the city, tearing roofs from houses, pulling up trees and turning over cars. Seven hours later, the cyclone moved away from Darwin and all was peaceful again. The damage to Darwin was huge and almost the whole city had to be rebuilt.



Now you and your class have decided to help the poor people of Darwin by planning a TV programme to raise money. In groups of four decide:

- what kind of performances you want
- what each person will contribute to your programme
- the order of the performances

Make sure that the performances are varied and interesting to viewers.

WRITING TASK

Imagine you were caught in a terrible natural disaster, but you are now safe. Write a diary entry describing how you felt during and after the disaster.

- 1 Choose one of the natural disasters on the list or any other disaster you know about.

fire flood earthquake volcano typhoon/cyclone/hurricane snowstorm

- 2 Make a timeline to show the order in which the events happened. For example:

● 10 am	left holiday house to walk in the mountains
● 12 noon	saw dark clouds in the sky, started to go back
● 12:30 pm	snowstorm started
● 1 pm	we were completely lost
●

- 3 Work with a partner. Take turns to tell your story. When you listen to your partner's story, ask questions about how he/she felt at different time.
- 4 Spend a few minutes on your own imagining your experiences and how you felt. Now imagine you are safely back home. Write a diary entry about your experience.



***PROJECT**

Make a classroom display about natural disasters.

- 1 Get into a group with other students who are interested in learning more about the same type of disaster as you are.
- 2 Spend some time researching your disaster. You can use books, magazines, newspapers or the Internet. Collect pictures and diagrams and look for information about:
 - what causes this kind of disaster
 - actual events that happened in the past in China and/or the rest of the world
 - how people helped the victims
 - what is being done to prevent the disaster happening again or to lessen the damage
- 3 Share your information with the rest of the group.
- 4 Decide how you are going to make your display and who is going to do what.
- 5 When you have finished, display your work in your classroom.

CHECKING YOURSELF

- 1 What natural disasters have you learned about in this unit? Make a list.

- 2 How do you think you would act in a disaster? How would you feel? Would you panic? Would you know what to do? Would you try to help other people?
- 3 What structures and vocabulary have you learned to describe your feelings before, during and after a natural disaster?

Before	During	After

- 4 What natural disasters could happen in your area?
- 5 What preparations has your community made in case of a natural disaster? For example: Are there posters in public places that tell people what to do in a disaster? Does your school have regular fire or earthquake drills? Does your community have first aid classes?
- 6 Where could you find out more about how to keep yourself and others safe in a disaster?

Notes to the texts

课文注释

UNIT 1

1. The Middle Ages 中世纪。

中世纪专指欧洲封建社会，一般从公元476年西罗马帝国灭亡起到1640年的英国资产阶级革命止。但在艺术史上通常指公元5世纪到15世纪，即从公元476年西罗马帝国灭亡起到1453年东罗马帝国被土耳其灭亡为止。在这个时期，欧洲封建社会采取了政权和宗教权合一的统治，基督教成了封建统治的有力支柱和人们精神生活的唯一寄托。教会和封建统治者利用艺术使其成为他们统治人们精神的工具，所以历史上一般把充满教会思想和内容的中世纪艺术称作“基督教艺术”。

2. But it was evident that ideas were changing in the 13th century when painters like Giotto di Bondone began to paint religious scenes in a more realistic style. 但是很显然在13世纪时(人们的)思想正经历着变化，像乔托这样的画家们开始以一种比较现实的风格来画宗教场景。

乔托(Giotto di Bondone, 1267—1337)，意大利文艺复兴初期画家、雕塑家、建筑师。佛罗伦萨人，牧童出身。他被誉为伟大的西方绘画之父。他创作了许多具有生活气息的宗教画。乔托把西方绘画从平面的变成立体的、三维的，并使之如雕塑般结实。

3. The Renaissance 文艺复兴。

文艺复兴一词，源出意大利语rinascita。此词经法语转写为renaissance，17世纪后为欧洲各国通用。文艺复兴是15至16世纪欧洲从中世纪封建社会向近代资本主义社会转变时期的反封建、反教会神权的一场伟大的思想解放运动，其主要中心最初是在意大利。这一时期的文艺摆脱了中世纪“黑暗时代”，使得古希腊、古罗马时代曾有的高度繁荣得以“复兴”和“再生”。意大利文艺复兴最早的两位代表人物是佛罗伦萨的诗人但丁和画家乔托。16世纪是意大利文艺复兴特别繁荣的时期，产生了三位伟大的艺术家：列奥纳多·达·芬奇、米开朗基罗和拉斐尔。



问题：你知道文艺复兴时期其他著名的人吗？是哪一个国家的？有什么成就？

4. This technique was first used by Massaccio in 1428. 这一手法是1428年由马萨乔第一次使用的。

Massaccio (1401—1428) 马萨乔。意大利文艺复兴时代画家。他的透视法和明暗对照法对于鼎盛期文艺复兴绘画风格之建立贡献颇大。他放弃哥特时期的烦琐和复杂性，追求更简洁有力的造型，其中尤以人物之表情及实体感的表现最为突出。

5. If the rules of perspective had not been discovered, no one would have been able to paint such realistic pictures. 如果没有发现透视法，就没有人能画出如此逼真的画。

本句的谓语动词使用的是虚拟语气。如果条件从句中假设的情况不能实现，则是非真实条件句，要用虚拟语气。如：

If she were my daughter, I wouldn't let her stay out the whole night. 如果她是我的女儿,我就不会让她整夜不归。

If I had had enough money, I would have bought a DV before travelling. 如果那时我有足够的钱,我会在旅行之前买一部数码摄像机的。

6. **By coincidence, oil paints were also developed at this time, which made the colours used in paintings look richer and deeper.** 巧合的是,这一时期油画颜料也得到了发展,使得画的颜色看上去更丰富、更深沉。

这里which引导的是定语从句,指的是前面的句子oil paints were also developed at this time. 类似的用法有:

His wife died, which made his life change greatly. 他妻子去世了,这使得他的生活发生了巨大变化。

7. **Without the new paints and the new technique, we would not be able to see the many great masterpieces for which this period is famous.** 没有新的颜料和新的(绘画)手法,我们就不能看到很多使这一时期著名的杰作。

这里由without引导的介词短语是一个暗含的非真实条件,主句用虚拟语气we would not be able to see. 类似的用法有:

Without your help, he would not pass the test. 没有你的帮助,他就不能通过这次测试。

8. **Impressionism**印象派。

19至20世纪流行于欧洲的一种文艺思潮和艺术流派。“印象派”这个词来自评论家对1874年巴黎一群不受学院派拘束的先进画家的一次画展的嘲讽。印象派不依据可靠的知识,而以瞬间的印象做画。他们更多地考虑画的总体效果,以粗放的笔法做画,较少顾及枝节细部。印象派采取在户外阳光下直接描绘景物,追求光色变化中表现对象的整体感和气氛的创作方法,主张根据太阳光谱所呈现的赤橙黄绿青蓝紫七种颜色去反映自然界的瞬间印象。印象派作品选择的题材面比较广泛,无论是在城市或是在乡村,画家都试图捕捉到瞬息多变的大自然。法国画家莫奈是“印象派”的代表人物。印象派绘画很快波及其他艺术门类,如音乐、文学等。

9. **THE BEST OF MANHATTAN'S ART GALLERIES** 曼哈顿艺术画廊荟萃

Manhattan's Art Galleries 曼哈顿艺术画廊,位于纽约市曼哈顿第五大道中段,是该市艺术博物馆最集中的地方,文中提到的五处博物馆都坐落在这里。

10. **Metropolitan Museum of Art (纽约)**大都会博物馆。

创建于1870年,位于美国纽约市曼哈顿,是目前西半球最大的艺术博物馆。其中收藏有凡高、毕加索等绘画大师的原作。

capital 一般用来指政府所在地,即首都,而metropolis(形容词为metropolitan)则用来指大而重要的城市,或指某种特定活动的中心,如business metropolis(商业大都会)等。

11. **This covers more than 5,000 years of civilization from many parts of the world, including America, Europe, China, Egypt, other African countries and South America.** 这涵盖五千多年来世界上众多国家的文明史,其中包括美洲、欧洲、中国、埃及、非洲其他国家和南美洲。

civilization 文明。指人类改造世界的物质和精神成果的总和,社会进步和人类开化状态的标志。“文明”一词来源于拉丁文“civitas”,意思是“公民的、国家的、社会的”,用以表示国家、社会的进步状态。

12. **The collection of Western art includes paintings by such famous artists as Monet, Van Gogh, Picasso, and Matisse.** 西方艺术的收藏包括有莫奈、凡·高、毕加索和马蒂斯等著名艺术家的作品。

Claude Monet (1840—1926) 克劳德·莫奈,法国画家,印象派的代表。莫奈的画作忽视物象轮廓的写实,侧重用光线和色彩来表现瞬间的印象,追求光和色的独立的美。他的作品《睡莲》

笔法纵横不羁，油彩涂抹厚薄自由，构图极奔放，含有浓郁的诗意和音乐感，是油画中的大写意之作。

Pablo Picasso (1881—1973) 巴勃罗·毕加索，西班牙画家，西方现代派主要代表。20世纪50年代初，毕加索的一幅描绘鸽子的版画，成为在巴黎召开的保卫世界和平大会的会标，人们亲切地称它为和平鸽。毕加索一生创作了大量的名作，包括《亚威农的少女》和《格尔尼卡》等。他的私人收藏已捐赠给法国政府。巴黎建有毕加索博物馆。

Henri Matisse (1869—1954) 亨利·马蒂斯，法国画家。20世纪西方前卫艺术运动最早的一个派别——野兽派的代表人物之一。

UNIT 2

1. **rhyme** 韵；押韵。一首诗或韵文的发音具有带规律性的一致性，尤其是在诗行的末尾。
2. **rhythm** 节奏。诗歌中由重读与非重读音节排列造成的，或由长音节和短音节的排列造成的声音流的模式。
3. ... **they delight small children because they rhyme, have strong rhythm and a lot of repetition.** ……这些童谣能使小孩子们快乐，因为它们押韵、节奏感强，而且重复多遍。

repetition是repeat一词的名词形式。英语中的有些抽象名词来自动词，是在动词上加一个后缀，常见的名词后缀有：-ition, -ance, -al, -tion, -ment等。

expose—exposition	暴露	add—addition	附加
appear—appearance	出现	resist—resistance	抵抗
arrive—arrival	到达	refuse—refusal	拒绝
create—creation	创造	explain—explanation	解释
agree—agreement	同意	argue—argument	辩论

 **问题：**你能在你学过的词汇里找出带有上述后缀的单词来吗？

4. **Papa's going to buy you a mockingbird.** 爸爸给你买个嘲鸟。
mockingbird 嘲鸟；嘲鸫。一种鸟，善鸣叫，并能模仿别种鸟的叫声。
5. **Papa's going to buy you a billy-goat.** 爸爸给你买只小山羊。
billy-goat 雄山羊，nanny-goat 雌山羊，这些是儿童用语。
6. **List poems have a flexible line length and repeated phrases which give both a pattern and a rhythm to the poem.** “清单诗”诗句的长短比较灵活且有重复的短语，这就形成了这种诗的模式和节奏。
list poems “清单”诗，其主题一般很随意，排球、早餐、朋友的后院、到海边去要带的东西等等，皆可成诗。这种诗可以押韵，也可以不押韵，只要大致注意语言的简练，用词的搭配，具有朗诵性就可以。因其简单易学，常常用作英语初学者的课堂教学材料。
7. **I saw a house bow to a squire.** 我看到房子向地主哈腰。
squire 旧时英国乡村的大地主，乡绅。
bow to sb 向某人鞠躬，屈服于。如
He bowed to the Queen. 他向女皇鞠躬。
I'm not at all happy about it, but I think I'll have to bow to the inevitable. 我对此事很不高兴，但我想我只有听天由命。
8. **We would have won if Jack had scored that goal.** 如果杰克踢进了那个球，我们就会夺冠了。
本句用的是虚拟语气过去式，即假设一个与过去事实相反的条件。在条件句里用过去完成式，在主句里用过去将来完成式。如：
If the weather had been nice yesterday, we would have gone for a picnic. 如果昨天天气好的话，我们就去野餐了。（事实是昨天天气很坏。）

If I had known his address, I would have written to him. 我要是知道他的地址,就给他写信了。
(事实是我不知道他的地址。)

 **问题:** 与现在、将来事实相反的虚拟条件句应当怎么表达?

9. 本文中提到的几种诗歌形式:

cinquain 五行诗。

haiku 俳句。一种日本抒情诗,由三句分别有五、七、五个音节的不押韵诗行构成,通常吟诵自然或四季风光。

Tang poetry 唐诗。唐诗标志着中国古典诗歌成就的高峰。仅《全唐诗》收录的作品已达48,900多首,有姓名可考的作者2,200多人。在名家辈出、名作如林的诗坛上,更出现了李白、杜甫、白居易等有世界影响的伟大诗人。唐诗创作繁荣,流派众多,题材风格丰富多样,是中国古典诗歌完全成熟的发展阶段。

10. **Haiku is a Japanese form of poetry that is made up of 17 syllables.** 俳句诗是一种日本诗,它由17个音节组成。

syllable 音节。音节通常由一个元音、双元音或一个元音加一个或几个辅音构成。

11. **This Tang poem (H) is a translation from the Chinese.** 这首唐诗就是从汉语翻译过来的。

望夫石 王建
望夫处,江悠悠,
化为石,不回头。
山头日日风复雨,
行人归来石应语。

Wang Jian 王建(768—830?), 颍川(现河南省许昌市)人。中过进士,做过官,后来又随军到过西北边疆。晚年无妻无子,生活凄苦。他的诗有很多都是反映社会生活和人民疾苦的。著名的诗有《水夫谣》、《精卫词》、《望夫石》、《雨过山村》等。

UNIT 3

1. **I think my long and active life must be due to the healthy life I live.** 我想我之所以长寿而且精力充沛,要归功于我的健康生活。

due to 由于; 归功于。如:

What one thinks and feels is due to tradition, habit and education. 一个人的想法和感觉来自传统、习俗和(他所受的)教育。

The accident was due to his careless driving. 事故的原因在于他开车不尽心。

2. **First, you can become physically addicted to nicotine, which is one of the hundreds of chemicals in cigarettes.** 首先你身体会对尼古丁上瘾,尼古丁是香烟里成百种化学物质之一。

be/become addicted to 沉溺于; 嗜好。如:

It does not take long to become addicted to drugs. 毒品上瘾用不了很长时间。

My kids are all addicted to TV cartoons. 我的孩子全是电视卡通迷。

nicotine 尼古丁。无色有毒生物碱,是烟草中致使吸烟者上瘾的物质。

吸烟者吸入香烟的过程,是香烟在不完全燃烧状态下发生一系列的热分解与热合成的化学反应过程。烟雾中的有害成分达3,000余种,其中主要为尼古丁(烟碱)和烟焦油,此外还有一氧化碳、氢氰酸、氨及芳香化合物等。

3. **This means that after a while your body becomes accustomed to having nicotine in it.** 这就是说,过一段时间以后,你的身体习惯了香烟里的尼古丁。

become/be accustomed to 习惯于某事或做某事。如:

I'm the boss here! I am not accustomed to being told what to do. 我是这里的老板,我不习惯听别人的指挥。

I am accustomed to sleeping on a sofa. 我习惯在沙发上睡觉。

英语中的to有时是不定式的符号,它后面必须接原形动词。become accustomed to中的to是个介词,它的后面要接名词或动词-ing形式,类似的常用短语动词还有:object to(反对);devote ... to(把……贡献给……);look forward to(盼望);be used to(习惯于)等。如:

I strongly object to wasting time. 我强烈反对浪费时间。

He devoted his life to doing scientific research. 他把自己的一生都贡献给了科学研究工作。

We are all looking forward to visiting your beautiful country. 我们都在盼着游览你们美丽的国家。



问题:与be accustomed to相似的短语动词是什么?请用该短语动词造一个句子。

4. I didn't know, for example, that it could do terrible damage to your heart and lungs or that it was more difficult for smoking couples to become pregnant. 比如说,我不知道抽烟能严重侵害人的心脏和肺部,也不知道抽烟的夫妇生育能力会下降。

do damage to 伤害;损伤。如:

The accident did little damage to either car. 事故对双方的车都没造成什么损害。

5. I also noticed that I became breathless quickly, and that I wasn't enjoying sport as much. 我还发现我很容易变得气喘吁吁,也不像以前那样爱好体育运动了。

此句中的enjoy用的是过去进行时,强调在某段时间内不再爱好体育了,这比用一般过去时内涵更丰富些,它叙述过去的某种习惯。如:

He was always idling away his time when he was a schoolboy. 他做学生时总是混日子。

She was forever asking her parents for money with which to buy new clothes. 她老是跟父母要钱买新衣服。

6. It is not easy to stop smoking, but millions have managed to quit and so can you. 戒烟不容易,但几百万人都成功地戒掉了烟,所以你能。

manage to 设法完成某件困难的事情。如:

At last, the little boy managed to tie up his shoes. 小男孩总算自己系上了鞋带。

I wish very much you could manage to come over. 我真希望你能渡过这一关。

7. Every time you feel like smoking a cigarette, remind yourself that you are a non-smoker. 每当你想要吸烟的时候,你就提醒你自已:你(已经)是不吸烟的人了。

feel like 想;愿意。后面接名词、代词或动词-ing形式。如:

You can talk to me whenever you feel like it. 你什么时候想和我谈都可以来找我。

Right now I feel like celebrating our achievement. 眼下我想来庆祝一下我们的成功。

remind 提醒。常用的句型有:remind ... of ...; remind ... to ...; remind ... that ...。如:

The photo reminded me of my happy childhood. 这张照片使我想起了幸福的童年。

Please remind me to call him back. 请提醒我给他回个电话。

The bell reminded me that I was late. 铃声让我意识到我迟到了。

non- 是个前缀,意为“不、非、无”。如:

nonmetal 非金属 nonhuman 非人类的

nonparty 无党派 nonreader 无阅读能力的人



问题:你能用前缀non-构成表示“无性别的”、“无间歇的”、“非暴力的”等词吗?

8. In spite of all his efforts he failed. He was so upset about himself that he felt like crying. 尽管他很努力还是失败了,他伤心地想哭。

in spite of 尽管。如

In spite of the danger of being infected with SARS, the doctors and nurses were busy working in the wards. 医生护士们不顾受非典感染的危险在病房里忙碌着。

They went on fighting in spite of all setbacks. 他们百折不回地战斗下去。

9. HIV/AIDS; ARE YOU AT RISK? 人体免疫缺损病毒 / 艾滋病 你是否面临危险?

HIV/AIDS 人体免疫缺损病毒 / 艾滋病。艾滋病是由人体免疫缺损病毒感染引起的，是一种传染病。世界上第一例艾滋病于 1981 年 6 月在美国发现。

根据联合国艾滋病情况的报告显示，2002 年全球已经有 300 万人死于艾滋病。世界上艾滋病发病最严重的地区是非洲，紧随其后是亚洲和太平洋地区，而东欧和中亚则是艾滋病增长最快的地区。根据中国卫生部 2002 年 9 月报告，我国实际感染艾滋病病毒总人数约为 100 万，是目前世界上艾滋病病毒感染者增长速度最快的国家之一。

10. For a person to become infected, blood or sexual fluid that carries the virus, has to get inside the body through broken skin or by injection. 携带病毒的血液或体液必须通过皮肤上的创口或通过注射才能进入人体，使人受感染。

艾滋病通过性接触、血液接触和母婴途径传播。其中血液接触可以是吸毒者共用静脉注射器、输血或使用血液制品等。



问题 你认为接触艾滋病病人会受传染吗？你能与艾滋病患者或病毒携带者交谈或握手吗？

11. Here are some things you can do to make sure you stay safe. 你可以按照这里列举的一些注意事项去做，以确保自己安全。

stay 在此处是一个系动词，意为“保持某种状态”，后接形容词。如：

They are going to stay awake to see the lunar eclipse. 他们打算不睡觉等着看月食。

Please stay calm. Nothing serious. 请保持镇定，没有什么严重的事情。



问题：你能再说出几个系动词来吗？请造句说明它们的用法。

12. It is only when the disease has progressed to AIDS that a person begins to look sick. 只有当这种病毒发展成艾滋病时，人才会显出病态。

It is (was) ... that/who ... 是强调结构，它可以用来强调句中的某些成分，如主语、宾语、状语等，但强调结构不能用来强调谓语和表语。原句是 A person begins to look sick when the disease has progressed to AIDS.

13. Women are slightly more likely to become infected than men. 女性感染病毒的可能性比男性稍微大一些。

be likely 后接不定式或从句，表示“可能会……”。如：

He's likely to arrive late this afternoon. He telephoned me this morning. 他今天下午可能会迟到一会儿，他上午打电话告诉过我了。

It's likely that they will camp out tonight. It's such a long way that I don't think they can get back. 他们今晚可能要在外面露营了，路太远，我觉得他们不会回来了。

UNIT 4

1. An energy source is “renewable” when supplies of it never run out and “non-renewable” when one day they will run out. 我们称用之不竭的资源为“可更新能源”，称最终会枯竭的资源为“不可更新能源”。

run out 用尽，没有了。如

The supply of food almost ran out and we felt helpless. 我们的粮食快用完了，我们感到很无助。

We could see his patience running out little by little. 我们可以看出他的耐心正在一点点地消失。

renewable/non-renewable energy sources 可更新/不可更新能源。可更新能源指的是通过天然作用或人工经营能为人类反复利用的各种能源, 主要包括水能、太阳能、风能、潮汐能、生物能等。不可更新能源指的是人类开发利用后, 在现阶段不可能再生的能源, 例如煤、石油、天然气、核燃料等。因为它们都需要经过漫长的地质年代才能形成。

2. **Earth Care's Sophie Armstrong explores these questions.** “关爱地球”(组织)的索菲·阿姆斯特朗就在探究这些问题。

Earth Care 关爱地球(又称 **Earth Care International**)。起源于美国的一个环保组织, 其宗旨是教育年轻人, 使他们的生活方式符合地球可持续发展的目标。

3. **... it is human activity that has caused this global warming rather than a random but natural phenomenon.** ……全球变暖是人为的, 而不是随意的自然现象。

It is ... that ... 是强调句式, 被强调部分是 human activity, 强调全球变暖的原因是人为的。
rather 在这里的意思是“在更大程度上”, 与 than 连用, 可以译为“不是……, 而是……”。类似的用法有:

The parents should be punished rather than the boy. 该受到惩罚的是那男孩的父母而不应当是那男孩。

4. **It means that more heat energy tends to be trapped in the atmosphere causing the global temperature to go up.** 它意味着更多的热能将被困在大气层中, 从而引起全球气温上升。

动词 tend 后面跟不定式, 表示“有……的倾向、有……的习惯”, 或译为“倾向于、趋于”。
如

It tends to snow heavily here in winter. 这里的冬天往往雪下得很大。

trap 诱捕; 使陷入困境; 留住。如:

Sand and leaves trapped the water in the stream. 沙石和树叶淤住了溪流。

They finally trapped the mouse in a cage. 最后, 他们用笼子把老鼠逮着了。

go up 上升; 增长。如:

The temperature in this area has gone up 2 degrees than that at the same time last year. 这个地区的气温比去年同一时期上升了两度。

5. **They also agree that it is the burning of more and more fossil fuels that has resulted in this increase in carbon dioxide.** 他们还赞同下述观点: 正是由于越来越多的燃烧化石燃料导致了二氧化碳的增加。

fossil fuels 化石燃料。又称矿物燃料, 包括煤、石油、天然气、油页岩及油砂等。它们是埋藏在古代地层中的植物或动物遗体经历漫长地质条件的变化以及温度、压力和微生物的作用而形成的可燃性矿物。化石燃料是重要的能源资源, 也是生产各种化工产品的重要原料。

result in 引起某种结果。如

His wild language resulted in a complete failure. 他的出口狂言导致了他全盘的失败。

result from 由于某种原因而产生。如

The road accident resulted from foggy weather. 这次交通事故是雾天造成的。

 **问题:** 你理解 result in 和 result from 的区别了吗? 你能翻译下面两个句子吗?

This experiment resulted in the discovery of a cure for AIDS.

His illness resulted from eating too many peaches.

6. **Greenhouse gases continue to build up in the atmosphere.** 温室气体继续在大气层中聚集。

build up 聚集; 集结。如

As we rise slowly, potential energy is built up. 我们在慢慢上升时, 势能也在增加。

The song began to build up to a climax. 歌曲开始向高潮发展。

7. **Even if we start reducing the amount of carbon dioxide and other greenhouse gases, the climate is going to keep on warming for decades or centuries.** 即使我们开始减少二氧化碳和其他温室气体的含量, 在(未来)几十年或几个世纪内, 气候仍会持续转暖。

even if (也作even though) 即使; 尽管。引导状语从句。如:

Jody had all these feelings even if she had no way to express herself. 即使乔迪没有办法表达自己, 她还是感受到了这一切。

Believe us. We will back you to the end even if you fail. 相信我们, 即使你失败, 我们也支持你到底。

keep on doing 继续做某事(= continue/go on doing)。如

We kept on studying late into the night. 我们坚持学习到深夜。

He kept on talking after the bell rang for class. 上课铃响后他还在继续讲着。

keep on doing 与keep doing 在意思和用法上大致相同, 经常可以互换使用。但在表示“连续不断或持续的状态”时, 常用keep doing; 而在强调“继续干某事”(尽管动作是时断时续的)时, 常用keep on doing。如

You should keep waiting here until he comes. 你应当在这里一直等到他来。

He didn't lose hope, and kept on trying. 他没有灰心, 还在继续努力。

8. **Together, individuals can make a difference. We do not have to put up with pollution.** 众人拾柴火焰高。我们不必去忍受污染。

put up with 忍受 容忍。如

He had an eccentric character, and my sister found it hard to put up with him. As a result, they got divorced. 他性情古怪, 我姐姐觉得难以忍受, 他们最终离婚了。

He couldn't put up with the noise, so he kept the windows shut all day long. 他忍受不了嘈杂声, 所以整天窗户紧闭。

9. **It is OK to leave an electrical appliance on so long as you are using it – if not, turn it off!** 只要你在使用电器设备, 你便可以把它开着。如果不用就把它关掉!

so long as (也作as long as) 只要。如

It doesn't matter what you wear – just as long as you come. 只要你来就好, 穿什么无关紧要。

I'm happy as long as you are happy. 只要你高兴, 我就高兴。

As long as you keep away from them, they won't do you any harm. 只要你远离他们, 他们就不会伤害你。

UNIT 5

1. **Have you ever considered how weak humans are compared with a volcano, hurricane or earthquake?** 你是否想过与火山、飓风或地震相比, 人类是何等脆弱?

compare to/with 和……比起来。如

People like to compare him with his twin brother. 人们喜欢把他与他孪生弟弟相比。

Compared with most of the women at that time, she was lucky. 与那时大部分的妇女相比, 她算是幸运的。

另外compare to, 还有“把……比作……”的意思。如:

The poet compared his lover to a red, red rose. 这位诗人把他的爱人比作一朵红红的玫瑰花。

hurricane 飓风。一种猛烈的热带风暴, 形成于赤道附近的大西洋或加勒比海地区, 然后向北、西北或东北移动, 通常携有大量雨水。这种风暴发生在北太平洋西部及中国南海被称为台风(typhoon), 发生在大西洋西部、加勒比海、墨西哥湾和北太平洋东部等地的称为飓风(hurricane)。

而在印度洋、孟加拉湾及阿拉伯海发生的叫旋风 (cyclone)。

2. volcanology 火山学。

-ology 是个后缀, 表示“……学、……论”。如:

zoology 动物学	oceanology 海洋学	climatology 气候学
musicology 音乐学	methodology 方法论	dialectology 方言学

3. Hawaiian Volcano Observatory 夏威夷火山观测站。

建于1912年。其目的是掌握火山喷发的规律, 以减少生命财产的损失。研究方法主要是对于火山相关地震和地壳变形的监测。

4. Mount Kilauea 基拉韦厄火山。

位于夏威夷岛, 海拔1,247米, 是世界上最大的活火山体。该火山在过去的20年中比较活跃, 每隔数年喷发一次。

5. Having collected and evaluated the information, I help other scientists to predict where lava from the volcano will flow next and how fast. 收集和评估这些信息之后, 我就帮助其他科学家一起预测熔岩接着将往何处流, 流速是多少。

having done 是状语, 动词-ing形式完成式的使用表明动作发生在主句动作之前。如

Having settled down in his new house, he set about writing his next book. 在新房子里住下来以后, 他就着手写下一本书了。

Having answered the teacher's questions, she sat down and felt much more relaxed. 回答老师的问题后, 她坐下来, 感到轻松多了。

6. Unfortunately, we cannot move their homes out of the way, and many houses have been covered with lava or burned to the ground. 遗憾的是, 我们不可能把他们的家搬离岩浆流经之路, 因此许多房屋被熔岩淹没, 或者焚烧殆尽。

out of the way 不挡道, 不碍事, 躲开。如

Would you move your bicycle out of my way? 你能把自行车挪到一边吗?

The citizens moved out of the way to let the soldiers pass. 市民们让出了道让士兵们通过。

 **问题** 你知道介词短语 on the way, in the way, in a way 的意思吗? 请举例说明。

7. I was about to go back to sleep when suddenly my bedroom became as bright as day. 我刚要再睡, 突然我的卧室亮如白昼。

be about to do sth 正要、即将要做某事。如

As Jim was about to say something, the bell rang. 吉姆刚要开口说什么, 铃声就响了。

When I phoned him this morning, he was about to leave home. 我今天早上打电话给他的时候, 他正准备离开家。

8. It was not easy to walk in these suits, but we slowly made our way to the edge of the crater and looked down into the red, boiling centre. 穿着这些衣服走起路来实在不容易, 但我们还是缓缓往火山口的边缘走去, 并且向下看到了红红的沸腾的中央。

make one's way to/towards 向……走去。如

He made his way towards the filling station. 他向加油站走去。

Being exhausted, she made her way to bed. 她疲惫地朝着床走了过去。

9. The other two climbed down into the crater to collect some lava for later study, but this being my first experience, I stayed at the top and watched them. 另外两人攀下火山口去收集供日后研究用的岩浆, 我是第一次经历这样的事, 所以留在山顶上观察他们。

this being my first experience 在句中充当状语, 是独立主格结构。动词-ing形式可以有自己逻辑上的主语, 这种逻辑主谓的结构可以在句子中作状语用。如:

With night coming on, we started for home. 夜幕降临,我们启程回家了。

The weather being fine, we have made up our minds to go for a picnic. 天气很好,我们决定去野炊。

He stood at the window, the sun shining upon his face. 他站在窗前,阳光洒在他的脸上。



问题: 你能用独立主格结构把下面的两个句子合成一个句子吗?

It was Sunday. We decided to go for a picnic.

10. Changbaishan 长白山。

位于吉林省东南,南邻朝鲜。自然条件复杂多样,有森林、湖泊、温泉、瀑布。其中生长着珍稀动植物,如:东北虎、人参等。设有自然保护区。区内山水秀美,有天池和林海,是中国著名的游览胜地。

11. the Lake of Heaven 天池。

中朝两国界湖,为松花江发源地。以长白山脉主峰白头山顶的火山口积水而成。有著名的长白瀑布,景色动人,是吉林省的游览胜地。

12. The height of the land varies from 700 metres above sea level to over 2,000 metres and is home to a great diversity of rare plants and animals. 这里地面的高度由海拔700米到2,000米不等,是多种多样稀有动植物的生长地。

vary from ... to ... 由……到……情况不等。如

The weather varied from very cold to quite mild. 天气变化很大,有时很冷,有时相当温和。

The temperature varies from hour to hour in some mountainous areas. 在某些山区,温度时刻变化。

13. It is said that this boy, who had a great gift for languages and persuasion, is the father of the Manchu people. 据说这个男孩就是满族人的祖先,他具有语言天赋和很强的说服力。

It is said that ... 据说。如

It is said that his name carries great weight in the city. 据说,他的名字在那城市颇有影响力。

It is said that he was clever at maths even when he was very young. 据说,他很小时在数学上就很有天分。

句中的it是个形式主语,它所代表的是后面的由that引导的主语从句。类似的还有:

It was not expected that so many people would come to the meeting. 原先并没有料到会有这么多的人来参加会议。

It is believed that John will help us with some money. 大家都相信约翰会资助我们一些钱的。

It is hoped that it won't rain on our camping day. 大家都希望露营那天别下雨。

have a gift for 具有某种禀赋或天分。如

Mother has a gift for making people feel at home. 妈妈总能让人们感到宾至如归。

He has a gift for music, though his maths is not very good. 尽管他数学不算好,音乐上却很有天分。

I have no gift for studying languages at all. 我对学语言一窍不通。

Manchu 满族。中国的少数民族。分布在全国各地,以居住在辽宁省的为最多。人口四百多万。满族的直系祖先为明代女真人。自顺治元年(1644)满族军队进入山海关起到1911年辛亥革命推翻清朝止,满族人统治中国267年。

Grammar 语法

I 虚拟语气

(The Subjunctive Mood)

英语的动词一般可带有三种不同的语气：陈述语气、祈使语气和虚拟语气。不同的语气用动词的不同形式（有的还借助句法形式）来表示。

一、陈述语气 (The Indicative Mood) 用来陈述一个事实，或提出一种看法，有肯定、否定、疑问或感叹等形式。

I am not interested in what you said.

Have you ever been to France?

What a splendid palace!

二、祈使语气 (The Imperative Mood) 用来表示请求、邀请、命令、警告或劝告等。

Let's have a talk.

Don't jump in the queue.

三、虚拟语气 (The Subjunctive Mood) 表示说话人所说的话不是事实，而是一种假设、愿望、怀疑或推测。虚拟语气主要用于 if 条件状语从句，也可用于主语从句、表语从句、宾语从句等。

1 虚拟语气在if条件从句中的用法

if条件从句	条件从句的谓语形式	主句的谓语形式
表示现在情况	If I (we, you, he, she, they) + 动词过去式	should/would/could/might + 动词原形
表示过去情况	If I (we, you, he, she, they) + had + 过去分词	should/would/could/might + have + 过去分词
表示未来情况	If I (we, you, he, she, they) + should + 动词原形 If I (we, you, he, she, they) + were to + 动词原形 If I (we, you, he, she, they) + 动词过去式	should/would/could/might + 动词原形

If I **had** enough money, I **would** buy a new car.

We **would have won** if Jack **had scored** that goal.

If I **were** you, I **would** go to bed early tonight.

If it **were to rain** tomorrow, they **would not go out**.

注：条件从句有时不表示出来，只暗含在上下文或短语中。如：

We would have won the game. (可能暗含 if we had worked harder.)

Without the new paints and the new technique, we would not be able to see the many great masterpieces for which this period is famous. (条件暗含在介词短语without the new paints and the new technique中)

2 虚拟语气在宾语从句中的用法

1 在动词wish后的宾语从句中,谓语常用过去式来表示现在的情况,用过去完成时表示过去的情况,用would/could/might +动词原形来表示将来的情况。

He wishes he **could paint** as well as a professional artist.

I wish I **had been** with you yesterday.

We wish the rain **would stop**.

2 在would rather后的宾语从句中,谓语常用过去式来表示现在或将来的情况,用过去完成时表示过去的情况。

I would rather you **did** it.

I would rather you **hadn't told** me the truth.

3 在demand, suggest, order, propose, request, command, insist等动词后的宾语从句中,谓语通常用should + 动词原形或只用动词原形,来表示愿望、建议、命令、请求等,而should常可省略。

John Snow suggested that the source of all water supplies (should) **be** examined.

They requested that the meeting **be** postponed.

3 虚拟语气还可以在主语、表语、同位语从句中运用,从句的谓语由“should + 动词原形”或只用动词原形构成。

It is important that we (should) **attend** the meeting.

It is a pity that he (should) **refuse** our invitation.

My advice is that she **wait** till next week.

4 虚拟语气还可用来表示祝愿、诅咒、禁止等。

Long **live** the unity of the Chinese people!

God **bless** you!

May you **have** a long and happy life!

II “it” 的用法

(The Use of “it”)

1 代词 it

1 用作人称代词,代替前文提到的事物。

I am sending you some advice I found on the Internet. **It** might help you.

My pen is missing. I can't find **it** anywhere.

- 2 用以代替指示代词this, that.
 A: Whose umbrella is that?
 B: **It's** Mary's.
 A: What's this?
 B: **It's** a tulip.
- 3 用作非人称代词, 表示时间、日期、地点、天气、温度、距离、环境等。
 It's a beautiful day.
 It's time for the meeting.

2 引导词it

- 1 用作形式主语, 代替不定式、动词-ing短语或从句表示的真正主语。
 It's no use **crying over spilt milk**.
 It is difficult **to give up smoking**.
 It was disappointing **that he refused my invitation**.
- 2 用作形式宾语, 代替不定式、动词-ing短语或从句表示的真正宾语。
 I think it best **that you should do more exercise**.
 He found it difficult **to accustom himself to getting up early**.
 She thought it no good **worrying about him**.
- 3 用在强调结构中, 可以对句子中除谓语动词以外的成分加以强调。常用强调结构为:
 “It is (was) + 被强调成分 + that (who/whom) + 句子的其他成分”。一般说来, 被强调部分指人时, 用who, 指事物时用that, 但that也可以指人。
 It is **human activity** that has caused this global warming.
 It was **Jim Brown** who/whom/that you should ask.
 It is **the burning of more and more fossil fuels** that has resulted in this increase in carbon dioxide.
 It was **a scientist called Charles Keeling** who made accurate measurements of the amount of carbon dioxide in the atmosphere from 1957 to 1997.

Words and expressions in each unit

各单元生词和习惯用语

注：所有不带△符号的词汇均为课标词汇，其中黑体部分为本单元重点词汇和短语。
带△符号的词不要求掌握。

Unit 1

- △ realistic /rɪə'lɪstɪk/ *adj.* 现实主义的；逼真的；现实的
- abstract /'æbstrækt/ *adj.* 抽象的；深奥的
n. 摘要
- sculpture /'skʌlptʃə/ *n.* 雕塑
△ sculptor /'skʌlptə/ *n.* 雕刻家；雕塑家
- gallery /'gæləri/ *n.* 美术陈列室；画廊
- faith /feɪθ/ *n.* 信任；信心；信念
faithfully /'feɪθfəli/ *adv.* 忠实地
- △ consequently /'kɒnsɪkwəntli/ *adv.* 所以；因而
- aim** /eɪm/ *n.* 目标；目的
vi. & vt. 瞄准；(向某方向)努力
- conventional /kən'venʃənəl/ *adj.* 常规的；传统的；因循守旧的
- typical** /'tɪpɪkl/ *adj.* 典型的；有代表性的
- evident /'evɪdənt/ *adj.* 明显的；明白的
- △ Giotto di Bondone /dʒɒtəʊ di 'bɒndən/ 乔托
(意大利画家、雕刻家、建筑师)
- △ renaissance /rɪ'neɪsəns; US 'renə'sɑːns/ *n.* 新生；复兴；复活
△ the Renaissance 文艺复兴(时期)
- adopt** /ə'dɒpt/ *vt.* 采用；采纳；收养
- △ humanistic /,hju:mə'nɪstɪk/ *adj.* 人道主义的
- possess** /pə'zes/ *vt.* 拥有；具有；支配
possession /pə'zeʃn/ *n.* (尤作复数)所有；财产
- superb /su:'pɜːb; sju:'pɜːb/ *adj.* 卓越的；杰出的；极好的
- △ perspective /pə'spektɪv/ *n.* 透视画法；透视图；观点
- technique /tek'niːk/ *n.* 技术；方法；技能
- △ Masaccio /mə'sɑːtʃɪəʊ/ 马萨乔(意大利画家)
- coincidence /kəʊ'ɪnsɪdəns/ *n.* 巧合(的事)；(事情、口味、故事等)相合
by coincidence 巧合地
- △ masterpiece /'mɑːstəpiːs/ *n.* 杰作；名著
- △ impressionism /ɪm'preʃənɪzəm/ *n.* 印象主义；印象派
△ impressionist /ɪm'preʃənɪst/ *adj.* 印象派的
n. 印象派艺术家
- △ post-impressionist *adj.* 后印象派的
n. 后印象派艺术家
- a great deal** 大量
- shadow /'ʃædəʊ/ *n.* 阴影；影子
- ridiculous /rɪ'dɪkjʊləs/ *adj.* 荒谬的；可笑的
- controversial /,kɒntrə'vɜːʃl/ *adj.* 争论的；争议的
- attempt** /ə'tempt/ *n.* 努力；尝试；企图
vt. 尝试；企图
- on the other hand** (可是)另一方面
- predict** /prɪ'dɪkt/ *vt.* 预言；预告；预测
- △ landscape /'lændskeɪp/ *n.* 风景；景色
- specific** /spə'sɪfɪk/ *adj.* 确切的；特定的
- figure /'fɪɡə/ *n.* 画像；身材；数字
- clay /kleɪ/ *n.* 黏土
- △ critic /'krɪtɪk/ *n.* 评论家；批评者
- △ bronze /brɒnz/ *n.* 青铜；青铜色；青铜制艺术品
- marble /'mɑːbl/ *n.* 大理石
- △ Mona Lisa /məʊnə 'lɪzə/ 蒙娜·丽莎
(达·芬奇所作的一幅著名肖像画)
- △ Leonardo da Vinci /,liːə'nɑːdəʊ de 'vɪntʃɪ/ 列奥纳多·达·芬奇(意大利著名画家)
- carve /kɑːv/ *vt.* 雕刻；刻记

delicate /dɪlɪkət/ *adj.* 脆弱的；容易生病的；
精致的

△ Michelangelo /ˌmɪkəlˈændʒələʊ/ 米开朗琪罗
(意大利文艺复兴雕刻家、画家、建筑师和诗人)

△ canvas /ˈkænvəs/ *n.* 帆布；画布

△ Picasso /pɪˈkɑːsəʊ/ 毕加索 (西班牙画家)

café /ˈkæfeɪ/ *n.* 咖啡馆；小餐馆

allergic /əˈlɜːdʒɪk/ *adj.* 过敏性的；对……过敏的

△ effectively /ɪˈfektɪvli/ *adv.* 有效地

exhibition /ˌeksɪˈbɪʃn/ *n.* 展览；陈列；展览会

aggressive /əˈɡresɪv/ *adj.* 敢作敢为的；侵略的；
好斗的

scholar /ˈskɒlə/ *n.* 学者

flesh /fleʃ/ *n.* 肉；肌肉；肉体
in the flesh 活着的；本人

△ Matisse /məˈtɪs/ 马蒂斯 (法国画家)

geometry /dʒɪˈɒmətri/ *n.* 几何学

bunch /bʌntʃ/ *n.* 束；串

△ Manhattan /məˈnætən/ *n.* 曼哈顿岛；曼哈顿
区 (纽约市中心)

avenue /ˈævənjuː/ *n.* 林荫道；道路；大街

preference /ˈprefrəns/ *n.* 喜爱；偏爱

△ Guggenheim /ˈɡʊɡənhaɪm/ Museum
古根海姆博物馆

△ display /dɪˈspleɪ/ *vt.* 展示；陈列；显露

appeal /əˈpiːl/ *vi.* 有感染力；呼吁；求助
vt. 将……上诉
n. 呼吁；恳求

appeal to (对某人) 有吸引力；
(使某人) 感兴趣

fragile /ˈfrædʒaɪl/ *adj.* 精细的；易碎的；脆弱的

△ circular /ˈsɜːkjələ/ *adj.* 圆形的；环形的；
循环的

△ metropolitan /ˌmetrəˈpɒlɪtən/ *adj.* 主要都市的；
大城市的

reputation /ˌrepjuːˈteɪʃən/ *n.* 名声；名誉

civilization /ˌsɪvəlaɪˈzeɪʃən/ *n.* 文明；文化；
文明社会

Egypt /ˈɪdʒɪpt/ *n.* 埃及 (东北非国家)

Egyptian /ˈɪdʒɪpɪən/ *adj.* 埃及的；埃及人的

visual /ˈvɪʒʊəl/ *adj.* 视觉的；看得见的

fragrant /ˈfreɪgrənt/ *adj.* 香的；令人愉快的

△ Monet /ˈmɒneɪ/ 莫奈 (法国画家)

△ Whitney /ˈwɪtni/ 惠特尼

△ Madison /ˈmædɪsn/ *n.* 麦迪逊

contemporary /kənˈtempərəniː US -pərəni/
adj. 当代的；同时代的

permanent /ˈpɜːmənənt/ *adj.* 永久的；持久的

district /ˈdɪstrɪkt/ *n.* 区；区域；行政区

committee /kəˈmɪti/ *n.* 委员会

signature /ˈsɪɡnətʃə/ *n.* 署名；签字

Unit 2

△ poetry /ˈpəʊtri/ *n.* 诗 (总称)；诗意

tick /tɪk/ *vt.* 给……标记号

rhyme /raɪm/ *n.* 韵；押韵；押韵的词
vi. & vt. (使) 押韵

convey /kənˈveɪ/ *vt.* 传达；运送

△ emotion /ɪˈməʊʃn/ *n.* 情感；情绪；感情

nursery /ˈnɜːsəri/ *n.* 托儿所
nursery rhyme 童谣

concrete /ˈkɒŋkriːt/ *adj.* 具体的

△ repetition /ˌrepɪˈtɪʃn/ *n.* 重复；反复；循环

contradictory /ˌkɒntrəˈdɪktəri/ *adj.* 引起矛盾的；
好反驳的

△ hush /hʌʃ/ *vi. & vt.* (使某人) 安静下来

△ mockingbird /ˈmɒkɪŋˈbɜːd/ *n.* 嘲鸫 (一种鸟，能
模仿其他鸟的叫声)

diamond /ˈdaɪəmənd/ *n.* 钻石；菱形

△ brass /brɑːs/ *n.* 黄铜；黄铜器

△ billy-goat /ˈbɪli ɡəʊt/ *n.* 公山羊

flexible /ˈfleksəbl/ *adj.* 灵活的；可弯曲的；
柔顺的

pattern /ˈpætən/ *n.* 模式；式样；图案

△ squire /skwaɪə/ *n.* 乡绅

cottage /ˈkɒtɪdʒ/ *n.* 村舍；小屋

△ coffin /ˈkɒfɪn/ *n.* 棺材

sparrow /ˈspærəʊ/ *n.* 麻雀

△ kitten /ˈkɪtən/ *n.* 小猫

take it easy 轻松；不紧张；从容

run out of 用完

△ cinquain /sɪŋˈkeɪn/ *n.* 五行诗

be made up of 由……构成

tease /tiːz/ *vi. & vt.* 取笑；招惹；戏弄

salty /ˈsɔːlti/ *adj.* 含盐的；咸的

△ **droop** /dru:p/ *vi.* 下垂；凋萎；萎靡
 △ **dread** /dred/ *vi. & vt.* 害怕；畏惧
endless /'endlɪs/ *adj.* 无穷的；无止境的
 △ **haiku** /haɪ'ku:/ *n.* 俳句
 △ **syllable** /'sɪləbl/ *n.* 音节
minimum /'mɪnɪməm/ *n.* 最低限度；最小量；
 最小数
translation /trænz'leɪʃn/ *n.* 翻译；译文
branch /brɑ:ntʃ/ *n.* 枝条；支流；部门
 △ **melt** /melt/ (*melted*; *molten*)
vi. 融化；溶化；软化
 △ **brimful** /brɪmfʊl/ *adj.* 盈满的；满到边际的
in particular 尤其；特别
eventually /ɪ'ventʃʊəli/ *adv.* 最后；终于
 △ **await** /ə'weɪt/ *vt.* 等候；期待
transform /træns'fɔ:m/ *vi. & vt.* 转化；转换；
 改造；变换
 △ **revolve** /rɪ'vɒlv/ *vi. & vt.* (使) 旋转
 △ **utter** /ʌtə/ *vt.* 说；讲；发出(声音)
sorrow /'sɒrəʊ/ *n.* 悲伤；悲痛；懊悔
bare /beɪ/ *adj.* 赤裸的；光秃的；稀少的
n. 最基本的要素
librarian /laɪ'brɛəriən/ *n.* 图书馆馆长；
 图书馆管理员
forever /fə'revə/ *adv.* 永远
 △ **stem** /stem/ *n.* 茎；干
 △ **cement** /sɪ'ment/ *n.* 水泥
section /'seksjən/ *n.* 部分；节；切下的块
appropriate /ə'prəʊəriət/ *adj.* 适当的；正当的
exchange /ɪks'tʃeɪndʒ/ *n.* 交换；交流；互换
vt. & vi. 调换；交换
diploma /dɪ'pləʊmə/ *n.* 毕业文凭；学位证书
sponsor /'spɒnsə/ *n.* 赞助人；主办者；倡议者
vt. 发起；举办；倡议
blank /blæŋk/ *n.* 空白
adj. 空白的；茫然的
compass /'kæmpəs/ *n.* 指南针；罗盘；
 (复数) 圆规
bride /braɪd/ *n.* 新娘
bridegroom /'braɪdgru:m/ *n.* 新郎
championship /'tʃæmpjənʃɪp/ *n.* 冠军称号
 △ **rhythmic** /'rɪðmɪk/ *adj.* 有节奏的；有规律的
darkness /'dɑ:kni:s/ *n.* 黑暗；漆黑

warmth /wɔ:mθ/ *n.* 暖和；温暖
try out 测试；试验
scholarship /'skɒləʃɪp/ *n.* 奖学金；学问；
 学术成就
pianist /'piənɪst, pɪ'ænɪst/ *n.* 钢琴家；钢琴演奏者
violinist /,vaɪə'li:nɪst/ *n.* 小提琴演奏者
let out 发出；放走
load /ləʊd/ *n.* 负担；负荷物(尤指沉重的)

Unit 3

cigarette /,sɪgə'ret; US 'sɪgəret/ *n.* 香烟；纸烟
alcohol /'ælkəhɒl/ *n.* 酒；酒精
 alcoholic /,ælkə'hɒlɪk/ *adj.* 酒精的
abuse /ə'bjuz/ *n. & vt.* 滥用；虐待
 △ **fitness** /'fɪtnɪs/ *n.* 健康
 △ **sexual** /'seksjʊəl/ *adj.* 性的；性别的
stress /stres/ *n.* 压力；重音 *vt.* 加压力于；使紧张
 △ **stressful** /'stresfl/ *adj.* 产生压力的；
 紧张的
 △ **obesity** /əʊ'bi:səti/ *n.* (过度) 肥胖；
 肥胖症
adolescent /,ædə'lesnt/ *n.* 青少年
adj. 青春期的
 adolescence /,ædə'lesəns/ *n.* 青春期
ban /bæn/ *vt.* 禁止；取缔
n. 禁令；谴责
due /dju:; US du:/ *adj.* 欠款的；预定的；到期的
due to 由于……
tough /tʌf/ *adj.* 困难的；强硬的
addicted /ə'dɪktɪd/ *adj.* 入了迷的；上了瘾的
 addicted to 对……有瘾
 △ **nicotine** /'nɪkəti:n/ *n.* 尼古丁
accustom /ə'kʌstəm/ *vt.* 使习惯于
 accustomed /ə'kʌstəmd/ *adj.* 惯常的；
 习惯了的
 accustomed to 习惯于……
withdrawal /wɪð'drɔ:əl/ *n.* 收回；撤退；戒毒
 (或脱瘾) 过程
 △ **bad-tempered** *adj.* 脾气暴躁的；易怒的
automatic /,ɔ:tə'mætɪk/ *adj.* 无意识的；自动的
 automatically /,ɔ:tə'mætɪkli/ *adv.* 无意识地；
 自动地

mental /mentl/ *adj.* 精神的; 智力的

mentally /mentəli/ *adv.* 精神上; 智力上

quit /kwɪt/ *vt.* 停止(做某事); 离开

effect /'fekt/ *n.* 结果; 效力

lung /lʌŋ/ *n.* 肺

pregnant /'pregnənt/ *adj.* 怀孕的

abnormal /æb'nɔ:məl/ *adj.* 畸形的; 异常的

breathless /'breθlɪs/ *adj.* 气喘吁吁的; 屏息的

unfit /ʌn'fɪt/ *adj.* 不健康的; 不合适的; 不合格的

strengthen /'streŋθən/ *vt.* 加强; 巩固; 使坚强

vi. 变强

△ resolve /rɪ'zɒlv/ *n.* 决心; 决定

decide on 对……作出决定

packet /'pækɪt/ *n.* 小包; 小盒

feel like (doing) 想要(做)……

△ relaxation /rɪ'læks'eɪʃn/ *n.* 放松; 松弛

desperate /'despəreɪt/ *adj.* 绝望的; 拼命的

chemist /'kemɪst/ *n.* 药剂师; 化学家

△ gum /gʌm/ *n.* 树胶

△ chewing gum 口香糖

disappointed /dɪsə'pɔɪntɪd/ *adj.* 失望的; 沮丧的

△ weaken /wi:kən/ *vi.* (对某事的决心)动摇; 减弱

vt. (使)变弱

ashamed /ə'ʃeɪmd/ *adj.* 感到惭愧或羞耻的

comprehension /kəm'prɪ'hɛnʃn/ *n.* 理解(力)

in spite of 不顾; 不管

take risks (a risk) 冒险

get into 陷入; 染上(坏习惯)

etc (et cetera /et'setərə/) *adv.* 诸如此类的事物;

等等

appendix /ə'pendɪks/ (复数 -dixes, -dices /-dɪsɪ:z/)

n. 附录; 附件

illegal /ɪ'li:gl/ *adj.* 不合法的; 违法的

pill /pɪl/ *n.* 药丸; 药片

△ robbery /'rɒbəri/ *n.* 抢劫; 盗窃

△ slippery /'slɪpəri/ *adj.* 滑的

△ HIV (Human Immunodeficiency Virus)

人体免疫缺损病毒(艾滋病病毒)

△ AIDS /eɪdz/

(Acquired Immune Deficiency Syndrome)

艾滋病(后天免疫缺损综合征)

at risk 处境危险; 遭受危险

△ SARS (Severe Acute Respiratory Syndrome)

非典型性肺炎(严重急性呼吸道综合征)

△ immune /ɪ'mju:n/ *adj.* 有免疫力的

survival /sə'vaɪvəl/ *n.* 幸存; 幸存者

sex /seks/ *n.* 性; 性别

△ fluid /'fluɪd/ *n.* 流体; 液体

△ inject /ɪn'dʒekt/ *vt.* 注射

△ injection /ɪn'dʒekʃən/ *n.* 注射; 注射剂

needle /'ni:dl/ *n.* 针; (注射器的)针头

△ spill /spɪl/ (spilt, spilt) *vi.* 溢出; 洒落

vt. 使溢出; 使洒落

male /meɪl/ *adj.* 男性的; 雄性的

n. 男人; 雄性动(植)物

female /'fi:meɪl/ *adj.* 女性的; 雌性的

n. 雌性的动(植)物; 女人

△ condom /'kɒndəm/ *n.* 避孕套

△ homosexual /həʊmɔ'sekʃʊəl/ *n.* 同性恋

adj. 同性恋的

prejudice /'predʒʊdɪs/ *n.* 偏见; 成见

judgement /dʒʌdʒmənt/ *n.* 看法; 判决; 判断

△ disco /'dɪskəʊ/ *n.* 迪斯科舞会; 迪斯科舞厅

abortion /ə'bɔ:ʃən/ *n.* 流产; 中途失败

cigar /sɪ'gɑ:z/ *n.* 雪茄烟

embarrassed /ɪm'bærəst/ *adj.* 尴尬的; 陷入困境的

awkward /'ɔ:kwəd/ *adj.* 局促不安的; 笨拙的

Unit 4

consume /kən'sju:m/ *vt.* 消费; 消耗; 耗尽; 吃完

△ renewable /rɪ'nju:əbl/ *adj.* 能再生的; 可更新的

△ greenhouse /'grɪnhaʊs/ *n.* 温室; 花房

△ Fahrenheit /'færənhaɪt/ *adj.* 华氏的

n. 华氏温度计

come about 发生; 造成

△ Sophie /'səʊfi/ 索菲(女名)

△ Armstrong /'ɑ:mstrɒŋ/ 阿姆斯特朗(姓)

graph /grɑ:f/ *n.* 图表; 坐标图; 曲线图

random /'rændəm/ *adj.* 胡乱的; 任意的

phenomenon /fɪ'nɒmɪnən; US fə'nɒ:mənən/

(复数 -ena /-ɪnə; -ənə/) *n.* 现象

subscribe /səb'skraɪb/ *vi.* 同意; 捐赠; 订阅

vt. (签署)文件; 捐助

subscribe to 同意; 赞成; 订购

△ fossil /'fɒsəl/ *n.* 化石; 从地下采掘出来的(矿物)

fuel /'fju:əl/ *n.* 燃料

△ byproduct /'baɪ.prɒdʌkt/ *n.* 副产品

△ Janice /'dʒæns/ 贾尼丝(女名)

△ Foster /'fɒstə/ 福斯特(姓或男名)

△ methane /'mi:θeɪn/ *n.* 甲烷; 沼气

△ Celsius /'selstəs/ *adj.* (温度) 摄氏的

quantity /'kwɒntəti/ *n.* 量; 数量

quantities of 大量的

tend /tend/ *vi.* 趋向; 易于; 照顾 *vt.* 照顾; 护理

go up 上升; 增长; 升起

△ Charles Keeling /'ki:lɪŋ/ 查尔斯·基林

△ measurement /'meʒəmənt/ *n.* 衡量; 测量; 尺寸

per /pɜ:/ *prep.* 每; 每一

data /'deɪtə, 'dɑ:tə/ *n.* 资料; 数据

result in 导致

trend /trend/ *n.* 趋势; 倾向; 走向

catastrophe /kə'tæstrəfi/ *n.* 大灾难; 浩劫

flood /flʌd/ *n.* 洪水; 水灾

△ drought /draʊt/ *n.* 旱灾; 干旱

△ famine /'fæmɪn/ *n.* 饥荒

△ George Hambley /'hæmblɪ/ 乔治·汉布利

oppose /ə'pəʊz/ *vt.* 反对; 反抗; 与(某人)较量

opposed /ə'pəʊzd/ *adj.* 反对的; 对立的

be opposed to 反对……

mild /maɪld/ *adj.* 温和的; 温柔的; 淡的

△ environmental /ɪm.vaiə'nmentl/ *adj.* 环境的

△ environmentalist /ɪm.vaiə'nmentəlɪst/ *n.*

环境保护论者

consequence /'kɒnsɪkwəns; US -kwens/ *n.*

结果; 后果; 影响

state /steɪt/ *vt.* 陈述; 说明

range /reɪndʒ/ *n.* 种类; 范围

even if 即使

keep on 继续

glance /glɑ:ns/ *vi.* 看一下; 扫视

n. 一瞥

steady /stedɪ/ *adj.* 平稳的; 持续的; 稳固的

steadily /'stedɪli/ *adv.* 平稳地; 持续地

tendency /tendənsɪ/ *n.* 倾向; 趋势

widespread /'waɪdspred/ *adj.* 分布广的; 普遍的

on the whole 大体上; 基本上

△ economical /i:kə'nɒmɪkl/ *adj.* 节约的; 经济的

△ hectare /'hekteə/ *n.* 公顷

average /'ævərɪdʒ/ *adj.* 平均的

existence /ɪg'zɪstəns/ *n.* 生存; 存在

outer /'aʊtə/ *adj.* 外部的; 外面的

on behalf /br'hɑ:f/ **of** 代表……一方;

作为……的代言人

△ individual /,ɪndɪ'vɪdʒʊəl/ *n.* 个人; 个体

adj. 单独的; 个别的

advocate /'ædvəkeɪt/ *vt.* 拥护; 提倡; 主张

commitment /kə'mɪtmənt/ *n.* 承诺; 交托; 信奉

put up with 忍受; 容忍

pollution /pə'lju:ʃn/ *n.* 污染; 弄脏

growth /grəʊθ/ *n.* 增长; 生长

electrical /ɪ'lektɪkəl/ *adj.* 电的; 与电有关的

△ appliance /ə'plaɪəns/ *n.* 用具; 工具; 器具

so long as 只要

casual /'kæʒʒʊəl/ *adj.* 随便的; 漫不经心的;

偶然的

and so on 等等

motor /'məʊtə/ *n.* 发动机

can /kæn/ *n.* 容器; 罐头

circumstance /'sɜ:kəmstəns/ *n.* 环境; 情况

microwave /'maɪkrəweɪv/ *n.* 微波炉; 微波

refresh /rɪ'freʃ/ *vt.* 使恢复; 使振作

educator /'edʒəkeɪtə/ *n.* 教育工作者; 教育家

contribution /,kɒntrɪ'bju:ʃn/ *n.* 贡献

△ imperative /ɪm'perətɪv/ *n.* 祈使语气; 命令

△ heading /'hedɪŋ/ *n.* 标题

△ slogan /'sləʊgən/ *n.* 标语; 口号

presentation /,prezn'teɪʃn/ *n.* 显示; 演出

nuclear /'nju:kliə/ *adj.* 核的; 核能的; 原子核的

disagreement /,dɪsə'gri:mənt/ *n.* 分歧; 不一致

Unit 5

diagram /'daɪəgræm/ *n.* 图解; 图表; 示意图

volcano /vɒl'keɪnəʊ/ *n.* 火山

△ volcanic /vɒl'kænik/ *adj.* 火山的

△ volcanology /,vɒlkə'nɒlədʒɪ/ *n.* 火山学


△ volcanologist /,vɒlkə'nɒlədʒɪst/ *n.* 火山学家

- erupt /ɪˈrʌpt/ *vi.* (指火山) 爆发; 突然发生
 eruption /ɪˈrʌpʃn/ *n.* 火山爆发;
 (战争等) 爆发
- ash /æʃ/ *n.* 灰; 灰末
- △ crater /ˈkreɪtə/ *n.* 火山口; 弹坑
- △ lava /ˈlɑ:və/ *n.* (火山喷出的) 熔岩; 火山岩
- hurricane /ˈhʌrɪkən; US -ˈkeɪn/ *n.* 飓风; 风暴
- questionnaire /ˌkwɛstʃənəɪ/ *n.* 问卷; 调查表
- alongside** /əˌlɒŋˈsaɪd/ *adv.* 在旁边; 沿着边
prep. 在……旁边;
 沿着……的边
- equipment /ɪˈkwɪpmənt/ *n.* 设备; 装备
- appoint** /əˈpɔɪnt/ *vt.* 任命; 委派
- △ observatory /əbˈzɜ:vətɔri; US -ˈtɔ:ri/ *n.*
 观象台; 天文台; 气象台
- database /ˈdeɪtəˌbeɪs/ *n.* 数据库; 资料库
- △ Mount Kilauea /kɪləˈwi:ə/ 基拉韦厄火山
- evaluate /ɪˈvælju:et/ *vt.* 评估; 评价; 估计
- burn to the ground 全部焚毁
- wave** /weɪv/ *n.* 波浪; 波涛
vi. 波动; 起伏; 挥手
- △ molten /ˈmɒltən/ *adj.* 熔化的; 熔融的
- fountain /ˈfaʊntɪn; US -ˈtɪn/
vi. & vt. 泉水般地喷出或涌出
n. 喷泉; 源泉
- absolute** /ˈæbsəlu:t/ *adj.* 绝对的; 完全的
absolutely /ˈæbsəlu:tli; ˌæbsəˈlu:tli/
adv. 绝对地; 完全地
- △ spaceman /ˈspeɪsmæn/ *n.* 宇航员; 航天专家
- suit** /sju:t/ *n.* 一套外衣; 套装
vt. 适合; 使适宜
- helmet /ˈhelmt/ *n.* 头盔
- boot /bu:t/ *n.* 靴子
- make one's way** 前往
- potential** /pəˈtenʃl/ *n.* 潜在性; 可能性; 潜能
adj. 可能的; 潜在的
- actual** /ˈæktʃʊəl/ *adj.* 实在的; 实际的
- △ geology /dʒɪˈɒlədʒi/ *n.* 地质学
- △ Mount Etna /etnə/ 埃特纳火山
 (意大利西西里岛东北部)
- △ Sicily /ˈsɪsɪli/ 西西里岛 (意大利南部)
- △ sample /ˈsɑ:mpl; ˈsæmpl/ *n.* 样品; 样本
- candidate /ˈkændɪdət/ *n.* 候选人; 候补者
- △ Mount Vesuvius /vɪˈsu:vjəs/ 维苏威火山
- △ threat /θret/ *n.* 恐吓; 威胁
- bungalow /ˈbʌŋɡələʊ/ *n.* 平房; 小屋
- △ Pompeii /pɒmˈpeɪ/ 庞培 (意大利古都)
- △ tornado /tɔːˈneɪdəʊ/ *n.* 龙卷风; 旋风
- typhoon /taɪˈfu:n/ *n.* 台风
- thunderstorm /ˈθʌndəstɔ:m/ *n.* 雷暴
- precious /ˈpreʃəs/ *adj.* 贵重的; 珍贵的
- novelist /ˈnɒvəlɪst/ *n.* 小说家
- fog /fɒɡ/ *n.* 雾
- document /ˈdɒkjʊmənt/ *n.* 文件; 证件
- rainbow /ˈreɪnbəʊ/ *n.* 彩虹
- uncomfortable /ʌnˈkʌmfɪtəbl/ *adj.* 不舒服的;
 不舒适的
- balcony /ˈbælkəni/ *n.* 阳台
- unconscious /ʌnˈkɒnʃəs/ *adj.* 失去知觉的;
 未察觉的
- shoot** /ʃu:t/ (shot /ʃɒt/, shot) *vt.* 射中; 射伤
shot /ʃɒt/ *n.* 射击; 枪炮声
- tremble /ˈtreɪbl/ *vi.* 摇晃; 摇动; 颤抖
- sweat /swet/ *n.* 汗 *vi.* 出汗
- anxious** /ˈæŋkʃəs/ *adj.* 忧虑的; 不安的
anxiety /æŋˈzaiəti/ *n.* 担心; 焦虑; 渴望
- panic** /ˈpænik/ (panicked, panicked) *vi. & vt.* 惊慌
n. 惊慌; 恐慌
- △ tsunami /tsuˈnɑ:mɪ/ *n.* 海啸; 地震海啸
- glance through** 匆匆看一遍
- △ Manchu /mænˈtʃu/ *adj.* 满族的
n. 满人
- vary from ... to ...** 由……到……不等
- diverse /daɪˈvɜ:s/ *adj.* 多种多样的; 不同的
 △ diversity /daɪˈvɜ:sɪti/ *n.* 多种多样; 多样性
- △ crane /kreɪn/ *n.* 鹤; 吊车; 起重机
- △ leopard /ˈlepəd/ *n.* 豹
- △ spectacular /spekˈtækjələ/ *adj.* 引人入胜的;
 壮观的
- bathe /beɪð/ *vi.* 洗澡; 游泳
- △ arouse /əˈraʊz/ *vt.* 激发; 唤醒某人
- appreciation /əˌpri:ʃiˈeɪʃn/ *n.* 欣赏; 感激; 感谢
- △ peak /pi:k/ *n.* 山顶; 顶峰
- △ persuasion /pəˈswerʃn/ *n.* 信服; 说服
- guarantee** /gæɪrənˈti:/ *vt.* 保证; 担保

Vocabulary

词汇表

- A**
- a great deal** 大量 (1)
- abnormal** /æb'nɔ:məl/ *adj.* 畸形的; 异常的 (3)
- abortion** /ə'bɔ:ʃən/ *n.* 流产; 中途失败 (3)
- absolute** /'æbsəlu:t/ *adj.* 绝对的; 完全的 (5)
- absolutely** /'æbsəlu:tli; 'æbsə'lu:tli/ *adv.* 绝对地; 完全地 (5)
- abstract** /'æbstrækt/ *adj.* 抽象的; 深奥的 (1)
- n.* 摘要 (3)
- abuse** /ə'bjuz/ *n. & vt.* 滥用; 虐待 (3)
- accustom** /ə'kʌstəm/ *vt.* 使习惯于 (3)
- accustomed** /ə'kʌstəmd/ *adj.* 惯常的; 习惯了的 (3)
- accustomed to** 习惯于…… (3)
- actual** /'æktʃʊəl/ *adj.* 实在的; 实际的 (5)
- addicted** /ə'dɪktɪd/ *adj.* 入了迷的; 上了瘾的 (3)
- addicted to** 对……有瘾 (3)
- adolescence** /,ædə'lesəns/ *n.* 青春期 (3)
- adolescent** /,ædə'lesnt/ *n.* 青少年 (3)
- adj.* 青春期的 (3)
- adopt** /ə'dɒpt/ *vt.* 采用; 采纳; 收养 (1)
- advocate** /'ædvəkeɪt/ *vt.* 拥护; 提倡; 主张 (4)
- aggressive** /ə'gresɪv/ *adj.* 敢作敢为的; 侵略的; 好斗的 (1)
- △ **AIDS** /eɪdz/ (Acquired Immune Deficiency Syndrome) 艾滋病 (后天免疫缺损综合征) (3)
- aim** /eɪm/ *n.* 目标; 目的 (1)
- vi. & vt.* 瞄准; (向某方向) 努力 (1)
- alcohol** /'ælkəhɒl/ *n.* 酒; 酒精 (3)
- alcoholic** /,ælkə'hɒlɪk/ *adj.* 酒精的 (3)
- allergic** /ə'lɜ:dʒɪk/ *adj.* 过敏性的; 对……过敏的 (1)
- alongside** /ə'lɒŋsaɪd/ *adv.* 在旁边; 沿着边 (5)
- prep.* 在……旁边; 沿着……的边 (5)
- and so on** 等等 (4)
- anxiety** /æŋ'zaɪəti/ *n.* 担心; 焦虑; 渴望 (5)
- anxious** /'æŋkʃəs/ *adj.* 忧虑的; 不安的 (5)
- appeal** /ə'pi:l/ *vi.* 有感染力; 呼吁; 求助 (1)
- vt.* 将……上诉 (1)
- n.* 呼吁; 恳求 (1)
- appeal to** (对某人) 有吸引力; (使某人) 感兴趣 (1)
- appendix** /ə'pendɪks/ (复数 -dixes, -dices /-dɪsɪz/) *n.* 附录; 附件 (3)
- △ **appliance** /ə'plaɪəns/ *n.* 用具; 工具; 器具 (4)
- appoint** /ə'pɔɪnt/ *vt.* 任命; 委派 (5)
- appreciation** /ə,pri:ʃi'eɪʃn/ *n.* 欣赏; 感激; 感谢 (5)
- appropriate** /ə'prəʊpriət/ *adj.* 适当的; 正当的 (2)
- △ **Armstrong** /'ɑ:mstrɒŋ/ 阿姆斯特朗 (姓) (4)
- △ **arouse** /ə'raʊz/ *vt.* 激发; 唤醒某人 (5)
- ash** /æʃ/ *n.* 灰; 灰末 (5)
- ashamed** /ə'ʃeɪmd/ *adj.* 感到惭愧或羞耻的 (3)
- at risk** 处境危险; 遭受危险 (3)
- attempt** /ə'tempt/ *n.* 努力; 尝试; 企图 (1)
- vt.* 尝试; 企图 (1)
- automatic** /,ɔ:tə'mætɪk/ *adj.* 无意识的; 自动的 (3)
- automatically** /,ɔ:tə'mætɪklɪ/ *adv.* 无意识地; 自动地 (3)
- avenue** /'ævənju:/ *n.* 林荫道; 道路; 大街 (1)
- average** /'ævərɪdʒ/ *adj.* 平均的 (4)
- △ **await** /ə'weɪt/ *vt.* 等候; 期待 (2)
- awkward** /'ɔ:kwəd/ *adj.* 局促不安的; 笨拙的 (3)
- B**
- △ **bad-tempered** *adj.* 脾气暴躁的; 易怒的 (3)
- balcony** /'bælkəni/ *n.* 阳台 (5)
- ban** /bæn/ *vt.* 禁止; 取缔 (3)
- n.* 禁令; 谴责 (3)

- bare /beɪ/ *adj.* 赤裸的; 光秃的; 稀少的
n. 最基本的要素 (2)
- bathe /beɪð/ *vi.* 洗澡; 游泳 (5)
- △ billy-goat /'bɪli ɡəʊt/ *n.* 公山羊 (2)
- blank /blæŋk/ *n.* 空白
adj. 空白的; 茫然的 (2)
- boot /bu:t/ *n.* 靴子 (5)
- branch /brɑ:ntʃ/ *n.* 枝条; 支流; 部门 (2)
- △ brass /brɑ:s/ *n.* 黄铜; 黄铜器 (2)
- breathless /'breθlɪs/ *adj.* 气喘吁吁的; 屏息的 (3)
- bride /braɪd/ *n.* 新娘 (2)
- bridegroom /'braɪdgrəʊm/ *n.* 新郎 (2)
- △ brimful /'brɪmfʊl/ *adj.* 盈满的; 满到边际的 (2)
- △ bronze /brɒnz/ *n.* 青铜; 青铜色;
 青铜制艺术品 (1)
- bunch /bʌntʃ/ *n.* 束; 串 (1)
- bungalow /'bʌŋɡələʊ/ *n.* 平房; 小屋 (5)
- burn to the ground 全部焚毁 (5)
- △ byproduct /'baɪprɒdʌkt/ *n.* 副产品 (4)
-  café /'kæfeɪ/ *n.* 咖啡馆; 小餐馆 (1)
- can /kæn/ *n.* 容器; 罐头 (4)
- candidate /'kændɪdeɪt/ *n.* 候选人; 候补者 (5)
- △ canvas /'kænvəs/ *n.* 帆布; 画布 (1)
- carve /kɑ:v/ *vt.* 雕刻; 刻记 (1)
- casual /'kæʒjuəl/ *adj.* 随便的; 漫不经心的;
 偶然的 (4)
- catastrophe /kə'tæstrəfi/ *n.* 大灾难; 浩劫 (4)
- △ Celsius /'selstəs/ *adj.* (温度) 摄氏的 (4)
- △ cement /'si:ment/ *n.* 水泥 (2)
- championship /'tʃæmpɪənʃɪp/ *n.* 冠军称号 (2)
- △ Charles Keeling /'ki:lɪŋ/ 查尔斯·基林 (4)
- chemist /'kemɪst/ *n.* 药剂师; 化学家 (3)
- cigar /sɪ'ɡɑ:/ *n.* 雪茄烟 (3)
- cigarette /'sɪɡə'ret; US 'sɪɡəret/ *n.* 香烟; 纸烟 (3)
- △ cinquain /sɪŋ'keɪn/ *n.* 五行诗 (2)
- △ circular /'sɜ:kjələ/ *adj.* 圆形的; 环形的;
 循环的 (1)
- circumstance /'sɜ:kəmstəns/ *n.* 环境; 情况 (4)
- civilization /'sɪvəlaɪ'zeɪʃn/ *n.* 文明; 文化;
 文明社会 (1)
- clay /kleɪ/ *n.* 黏土 (1)
- △ coffin /'kɒfɪn/ *n.* 棺材 (2)
- coincidence /'kəʊɪnsɪdəns/ *n.* 巧合 (的事);
 (事情、口味、故事等) 相合 (1)
- by coincidence 巧合地 (1)
- come about 发生; 造成 (4)
- commitment /kə'mɪtmənt/ *n.* 承诺; 交托;
 信奉 (4)
- committee /kə'mɪti/ *n.* 委员会 (1)
- compass /'kʌmpəs/ *n.* 指南针; 罗盘;
 (复数) 圆规 (2)
- comprehension /'kɒmpri'hensjən/ *n.* 理解 (力) (3)
- concrete /'kɒŋkri:t/ *adj.* 具体的 (2)
- △ condom /'kɒndəm/ *n.* 避孕套 (3)
- consequence /'kɒnsɪkwəns; US -kwens/ *n.*
 结果; 后果; 影响 (4)
- △ consequently /'kɒnsɪkwəntli/ *adv.* 所以;
 因而 (1)
- consume /kən'sju:m/ *vt.* 消费; 消耗; 耗尽;
 吃完 (4)
- contemporary /kən'tempərəri; US -pərəri/
adj. 当代的; 同时代的 (1)
- contradictory /'kɒntrə'dɪktəri/ *adj.*
 引起矛盾的; 好反驳的 (2)
- contribution /'kɒntri'bju:ʃn/ *n.* 贡献 (4)
- controversial /'kɒntrə'vɜ:ʃl/ *adj.* 争论的;
 争议的 (1)
- conventional /kən'venʃənəl/ *adj.* 常规的; 传统的;
 因循守旧的 (1)
- convey /kən'veɪ/ *vt.* 传达; 运送 (2)
- cottage /'kɒtɪdʒ/ *n.* 村舍; 小屋 (2)
- △ crane /kreɪn/ *n.* 鹤; 吊车; 起重机 (5)
- △ crater /'kreɪtə/ *n.* 火山口; 弹坑 (5)
- △ critic /'krɪtɪk/ *n.* 评论家; 批评者 (1)
-  darkness /'dɑ:knis/ *n.* 黑暗; 漆黑 (2)
- data /'deɪtə, 'dɑ:tə/ *n.* 资料; 数据 (4)
- database /'deɪtə.beɪs/ *n.* 数据库; 资料库 (5)
- decide on 对……作出决定 (3)
- delicate /'delɪkət/ *adj.* 脆弱的; 容易生病的;
 精致的 (1)
- desperate /'despərət/ *adj.* 绝望的; 拼命的 (3)
- diagram /'daɪəgræm/ *n.* 图解; 图表; 示意图 (5)

- diamond /'daɪəmənd/ *n.* 钻石; 菱形 (2)
- diploma /di'pləʊmə/ *n.* 毕业文凭; 学位证书 (2)
- disagreement /,dɪsə'grɪ:mənt/ *n.* 分歧; 不一致 (4)
- disappointed** /,dɪsə'pɔɪntɪd/ *adj.* 失望的;
沮丧的 (3)
- △ disco /'dɪskəʊ/ *n.* 迪斯科舞会; 迪斯科舞厅 (3)
- △ display /dɪ'spleɪ/ *vt.* 展示; 陈列; 显露 (1)
- district /'dɪstrɪkt/ *n.* 区; 区域; 行政区 (1)
- diverse /daɪ'vɜ:s/ *adj.* 多种多样的; 不同的 (5)
- △ diversity /daɪ'vɜ:sɪti/ *n.* 多种多样;
多样性 (5)
- document /'dɒkjʊmənt/ *n.* 文件; 证件 (5)
- △ dread /dred/ *vi. & vt.* 害怕; 畏惧 (2)
- △ droop /dru:p/ *vi.* 低垂; 凋萎; 萎靡 (2)
- △ drought /draʊt/ *n.* 旱灾; 干旱 (4)
- due** /dju:; US du:/ *adj.* 欠款的; 预定的;
到期的 (3)
- due to** 由于…… (3)
- F**
- △ economical /,i:kə'nɒmɪkl/ *adj.* 节约的;
经济的 (4)
- educator /edʒə'keɪtə/ *n.* 教育工作者; 教育家 (4)
- effect** /ɪ'fekt/ *n.* 结果; 效力 (3)
- △ effectively /ɪ'fektɪvli/ *adv.* 有效地 (1)
- Egypt /'i:dʒɪpt/ *n.* 埃及 (东北非国家) (1)
- Egyptian /'i:dʒɪpjən/ *adj.* 埃及的;
埃及人的 (1)
- electrical /ɪ'lektɪkl/ *adj.* 电的; 与电有关的 (4)
- embarrassed /ɪm'bærəst/ *adj.* 尴尬的;
陷入困境的 (3)
- △ emotion /ɪ'məʊʃn/ *n.* 情感; 情绪; 感情 (2)
- endless /'endlɪs/ *adj.* 无穷的; 无止境的 (2)
- △ environmental /ɪn,vairən'mentl/ *adj.* 环境的 (4)
- △ environmentalist /ɪn,vairən'mentəlɪst/ *n.*
环境保护论者 (4)
- equipment /ɪ'kwɪpmənt/ *n.* 设备; 装备 (5)
- erupt /ɪ'rʌpt/ *vi.* (指火山) 爆发; 突然发生 (5)
- eruption /ɪ'rʌpʃn/ *n.* 火山爆发;
(战争等) 爆发 (5)
- etc (et cetera /et'setərə/) *adv.* 诸如此类的事物;
等等 (3)
- evaluate /ɪ'vælju:et/ *vt.* 评估; 评价; 估计 (5)
- even if** 即使 (4)
- eventually** /ɪ'ventʃʊəli/ *adv.* 最后; 终于 (2)
- evident /'evɪdənt/ *adj.* 明显的; 明白的 (1)
- exchange** /ɪks'tʃeɪndʒ/ *n.* 交换; 交流; 互换
vt. & vi. 调换; 交换 (2)
- exhibition /,eksɪ'bɪʃn/ *n.* 展览; 陈列; 展览会 (1)
- existence /ɪg'zɪstəns/ *n.* 生存; 存在 (4)
- F**
- △ Fahrenheit /'færənhaɪt/ *adj.* 华氏的
n. 华氏温度计 (4)
- faith /feɪθ/ *n.* 信任; 信心; 信念 (1)
- faithfully /'feɪθfəli/ *adv.* 忠实地 (1)
- △ famine /'fæmɪn/ *n.* 饥荒 (4)
- feel like (doing)** 想要(做)…… (3)
- female /'fi:meɪl/ *adj.* 女性的; 雌性的
n. 雌性的动(植)物; 女人 (3)
- figure /'fɪɡə/ *n.* 画像; 身材; 数字 (1)
- △ fitness /'fɪtnɪs/ *n.* 健康 (3)
- flesh /fleʃ/ *n.* 肉; 肌肉; 肉体 (1)
- in the flesh 活着的; 本人 (1)
- flexible** /'fleksəbl/ *adj.* 灵活的; 可弯曲的;
柔顺的 (2)
- flood /flʌd/ *n.* 洪水; 水灾 (4)
- △ fluid /'fluɪd/ *n.* 流体; 液体 (3)
- fog /fɒɡ/ *n.* 雾 (5)
- forever /fə'revə/ *adv.* 永远 (2)
- △ fossil /'fɒsəl/ *n.* 化石; 从地下采掘出来的
(矿物) (4)
- △ Foster /'fɒstə/ 福斯特(姓或男名) (4)
- fountain /'faʊntɪn; US -tn/
vi. & vt. 泉水般地喷出或涌出
n. 喷泉; 源泉 (5)
- fragile /'frædʒaɪl/ *adj.* 精细的; 易碎的;
脆弱的 (1)
- fragrant /'freɪgrənt/ *adj.* 香的; 令人愉快的 (1)
- fuel /'fju:əl/ *n.* 燃料 (4)
- G**
- gallery /'gæləri/ *n.* 美术陈列室; 画廊 (1)
- △ geology /dʒɪ'ɒlədʒi/ *n.* 地质学 (5)
- geometry /dʒɪ'ɒmətri/ *n.* 几何学 (1)
- △ George Hambley /'hæmblɪ/ 乔治·汉布利 (4)

- get into** 陷入; 染上 (坏习惯) (3)
- △ Giotto di Bondone /dʒɒtəʊ di 'bɒndən/ 乔托 (意大利画家、雕刻家、建筑师) (1)
- glance** /glɑːns/ *vi.* 看一下; 扫视
n. 一瞥 (4)
- glance through** 匆匆看一遍 (5)
- go up** 上升; 增长; 升起 (4)
- graph** /grɑːf/ *n.* 图表; 坐标图; 曲线图 (4)
- △ greenhouse /'grɪnhaʊs/ *n.* 温室; 花房 (4)
- growth** /grəʊθ/ *n.* 增长; 生长 (4)
- guarantee** /gə'rentiː/ *vt.* 保证; 担保 (5)
- △ Guggenheim /'gʊgənhaɪm/ Museum 古根海姆博物馆 (1)
- △ gum /gʌm/ *n.* 树胶 (3)
- △ chewing gum 口香糖 (3)
- ## H
- △ haiku /haɪ'kuː/ *n.* 俳句 (2)
- △ heading /'hedɪŋ/ *n.* 标题 (4)
- △ hectare /'hekteə/ *n.* 公顷 (4)
- helmet** /'helmt/ *n.* 头盔 (5)
- △ HIV (Human Immunodeficiency Virus) 人体免疫缺损病毒 (艾滋病病毒) (3)
- △ homosexual /,həʊmə'sekʃʊəl/ *n.* 同性恋
adj. 同性恋的 (3)
- △ humanistic /,hju:mə'nɪstɪk/ *adj.* 人道主义的 (1)
- hurricane** /'hʌrɪkən; US -keɪn/ *n.* 飓风; 风暴 (5)
- △ hush /hʌʃ/ *vi. & vt.* (使某人) 安静下来 (2)
- ## I
- illegal** /ɪ'li:gl/ *adj.* 不合法的; 违法的 (3)
- △ immune /ɪ'mju:n/ *adj.* 有免疫力的 (3)
- △ imperative /ɪm'perətɪv/ *n.* 祈使语气; 命令 (4)
- △ impressionism /ɪm'preʃənɪzəm/ *n.* 印象主义; 印象派 (1)
- △ impressionist /ɪm'preʃənɪst/ *adj.* 印象派的
n. 印象派艺术家 (1)
- △ post-impressionist *adj.* 后印象派的
n. 后印象派艺术家 (1)
- △ individual /ɪndɪ'vɪdʒʊəl/ *n.* 个人; 个体
adj. 单独的; 个别的 (4)
- △ inject /ɪn'dʒekt/ *vt.* 注射 (3)
- △ injection /ɪn'dʒekʃən/ *n.* 注射; 注射剂 (3)
- in particular** 尤其; 特别 (2)
- in spite of** 不顾; 不管 (3)
- ## J
- △ Janice /'dʒænsɪs/ 贾尼丝 (女名) (4)
- judgement** /'dʒʌdʒmənt/ *n.* 看法; 判决; 判断 (3)
- ## K
- keep on** 继续 (4)
- △ kitten /'kɪtən/ *n.* 小猫 (2)
- ## L
- △ landscape /'lændskeɪp/ *n.* 风景; 景色 (1)
- △ lava /'lɑ:və/ *n.* (火山喷出的) 熔岩; 火山岩 (5)
- △ Leonardo da Vinci /,li:ə'nɑ:dəʊ de 'vɪntʃɪ/ 列奥纳多·达·芬奇 (意大利著名画家) (1)
- △ leopard /'lepəd/ *n.* 豹 (5)
- let out** 发出; 放走 (2)
- librarian** /laɪ'brerɪən/ *n.* 图书馆馆长; 图书馆管理员 (2)
- load** /ləʊd/ *n.* 负担; 负荷物 (尤指沉重的) (2)
- lung** /lʌŋ/ *n.* 肺 (3)
- ## M
- △ Madison /'mædɪsn/ *n.* 麦迪逊 (1)
- make one's way** 前往 (5)
- be made up of** 由……构成 (2)
- male** /meɪl/ *adj.* 男性的; 雄性的
n. 男人; 雄性动(植)物 (3)
- △ Manchu /'mæntʃuː/ *adj.* 满族的
n. 满人 (5)
- △ Manhattan /'mænhætən/ *n.* 曼哈顿岛; 曼哈顿区 (纽约市中心) (1)
- marble** /'mɑ:bl/ *n.* 大理石 (1)
- △ Masaccio /mə'sɑ:tʃɔː/ 马萨乔 (意大利画家) (1)
- △ masterpiece /'mɑ:stəpi:s/ *n.* 杰作; 名著 (1)
- △ Matisse /'mə'tɪs/ 马蒂斯 (法国画家) (1)
- △ measurement /'meʒəmənt/ *n.* 衡量; 测量; 尺寸 (4)
- △ melt /melt/ (melted; melted, molten) *vi.* 融化; 溶化; 软化 (2)

- mental** /'mentl/ *adj.* 精神的; 智力的 (3)
 mentally /'mentəl/ *adv.* 精神上; 智力上 (3)
 △ **methane** /'mi:θeɪn/ *n.* 甲烷; 沼气 (4)
 △ **metropolitan** /,metrə'pɒlɪtən/ *adj.* 主要都市的;
 大城市 (1)
 △ **Michelangelo** /,maɪkəl'ændʒələʊ/ 米开朗琪罗
 (意大利文艺复兴雕刻家、画家、建筑师和诗人)
 (1)
microwave /'maɪkrəweɪv/ *n.* 微波炉; 微波 (4)
mild /maɪld/ *adj.* 温和的; 温柔的; 淡的 (4)
minimum /'mɪnɪməm/ *n.* 最低限度; 最小量;
 最小数 (2)
 △ **mockingbird** /'mɒkɪŋ'bɜ:d/ *n.* 嘲鸫 (一种鸟,
 能模仿其他鸟的叫声) (2)
 △ **molten** /'mɒltən/ *adj.* 熔化的; 熔融的 (5)
 △ **Mona Lisa** /'məʊnə 'li:zə/ 蒙娜·丽莎
 (达·芬奇所作的一幅著名肖像画) (1)
 △ **Monet** /'mɒneɪ/ 莫奈 (法国画家) (1)
motor /'məʊtə/ *n.* 发动机 (4)
 △ **Mount Etna** /'etnə/ 埃特纳火山
 (意大利西西里岛东北部) (5)
 △ **Mount Kilauea** /kɪlə'wiə/ 基拉韦厄火山 (5)
 △ **Mount Vesuvius** /vr'su:vjəs/ 维苏威火山 (5)
- N**
- needle** /'ni:dl/ *n.* 针; (注射器的) 针头 (3)
 △ **nicotine** /'nɪkəti:n/ *n.* 尼古丁 (3)
novelist /'nɒvəlɪst/ *n.* 小说家 (5)
nuclear /'nju:kliə/ *adj.* 核的; 核能的;
 原子核的 (4)
nursery /'nɜ:səri/ *n.* 托儿所 (2)
 nursery rhyme 童谣 (2)
- O**
- △ **obesity** /əʊ'bi:səti/ *n.* (过度) 肥胖;
 肥胖症 (3)
 △ **observatory** /əb'zɜ:vətɪrɪ; US -tɔ:rɪ/ *n.*
 观象台; 天文台; 气象台 (5)
on behalf /br'hɑ:f/ *of* 代表……一方;
 作为……的代言人 (4)
on the other hand (可是) 另一方面 (1)
on the whole 大体上; 基本上 (4)
- oppose** /ə'pəʊz/ *vt.* 反对; 反抗;
 与(某人)较量 (4)
opposed /ə'pəʊzd/ *adj.* 反对的; 对立的 (4)
be opposed to 反对…… (4)
outer /'aʊtə/ *adj.* 外部的; 外面的 (4)
- P**
- packet** /'pækɪt/ *n.* 小包; 小盒 (3)
panic /'pænik/ (panicked, panicked)
 vi. & vt. 惊慌 (5)
 n. 惊慌; 恐慌 (5)
pattern /'pætn/ *n.* 模式; 式样; 图案 (2)
 △ **peak** /pi:k/ *n.* 山顶; 顶峰 (5)
per /pɜ:/ *prep.* 每; 每一 (4)
permanent /'pɜ:mənənt/ *adj.* 永久的; 持久的 (1)
 △ **perspective** /pə'spektɪv/ *n.*
 透视画法; 透视图; 观点 (1)
 △ **persuasion** /pə'sweɪʒn/ *n.* 信服; 说服 (5)
phenomenon /fɪ'nɒmɪnən; US fə'nɒ:məna:n/
 (复数 -ena /-ɪnə; -ənə/) *n.* 现象 (4)
pianist /'piənɪst, pr'ænist/ *n.*
 钢琴家; 钢琴演奏者 (2)
 △ **Picasso** /pr'kɑ:səʊ/ 毕加索 (西班牙画家) (1)
pill /pɪl/ *n.* 药丸; 药片 (3)
 △ **poetry** /'pəʊtri/ *n.* 诗 (总称); 诗意 (2)
pollution /pə'lu:ʃn/ *n.* 污染; 弄脏 (4)
 △ **Pompeii** /pɒm'peɪ/ 庞培 (意大利古都) (5)
possess /pə'zes/ *vt.* 拥有; 具有; 支配 (1)
 possession /pə'zefn/ *n.* (尤作复数) 所有;
 财产 (1)
potential /pə'tenʃl/ *n.* 潜在性; 可能性; 潜能
 adj. 可能的; 潜在的 (5)
precious /'preʃəs/ *adj.* 贵重的; 珍贵的 (5)
predict /prɪ'dɪkt/ *vt.* 预言; 预告; 预测 (1)
preference /'prefrəns/ *n.* 喜爱; 偏爱 (1)
pregnant /'pregnənt/ *adj.* 怀孕的 (3)
prejudice /'predʒudɪs/ *n.* 偏见; 成见 (3)
presentation /,prezn'teɪʃn/ *n.* 显示; 演出 (4)
put up with 忍受; 容忍 (4)
- Q**
- quantity** /'kwɒntəti/ *n.* 量; 数量 (4)
 quantities of 大量的 (4)

- questionnaire /kwestʃə'neə/ *n.* 问卷; 调查表 (5)
- quit /kwɪt/ *vt.* 停止(做某事); 离开 (3)
- R**
- rainbow /'reɪnbəʊ/ *n.* 彩虹 (5)
- random /'rændəm/ *adj.* 胡乱的; 任意的 (4)
- range /reɪndʒ/ *n.* 种类; 范围 (4)
- △ realistic /rɪə'lɪstɪk/ *adj.* 现实主义的; 逼真的; 现实的 (1)
- refresh /rɪ'freʃ/ *vt.* 使恢复; 使振作 (4)
- △ relaxation /rɪ:læks'eɪʃn/ *n.* 放松; 松弛 (3)
- △ renaissance /rɪ'neɪsɪs; US 'renə'sɑ:ns/ *n.* 新生; 复兴; 复活 (1)
- △ the Renaissance 文艺复兴(时期) (1)
- △ renewable /rɪ'nju:əbl/ *adj.* 能再生的; 可更新的 (4)
- △ repetition /,repɪ'tɪʃn/ *n.* 重复; 反复; 循环 (2)
- reputation /,repju'teɪʃən/ *n.* 名声; 名誉 (1)
- △ resolve /rɪ'zɒlv/ *n.* 决心; 决定 (3)
- result in 导致 (4)
- △ revolve /rɪ'vɒlv/ *vi. & vt.* (使) 旋转 (2)
- rhyme /raɪm/ *n.* 韵; 押韵; 押韵的词 (2)
- vi. & vt.* (使) 押韵 (2)
- △ rhythmic /rɪðmɪk/ *adj.* 有节奏的; 有规律的 (2)
- ridiculous /rɪ'dɪkjələs/ *adj.* 荒谬的; 可笑的 (1)
- △ robbery /'rɒbəri/ *n.* 抢劫; 盗窃 (3)
- run out of 用完 (2)
- S**
- salty /'sɔ:ltɪ/ *adj.* 含盐的; 咸的 (2)
- △ sample /'sɑ:mpl; 'sæmpl/ *n.* 样品; 样本 (5)
- △ SARS (Severe Acute Respiratory Syndrome) 非典型性肺炎(严重急性呼吸道综合征) (3)
- scholar /'skɒlə/ *n.* 学者 (1)
- scholarship /'skɒləʃɪp/ *n.* 奖学金; 学问; 学术成就 (2)
- △ sculptor /'skʌlptə/ *n.* 雕刻家; 雕塑家 (1)
- sculpture /'skʌlptʃə/ *n.* 雕塑 (1)
- section /'sekʃən/ *n.* 部分; 节; 切下的块 (2)
- sex /seks/ *n.* 性; 性别 (3)
- △ sexual /'seksjəʊl/ *adj.* 性的; 性别的 (3)
- shadow /'ʃædəʊ/ *n.* 阴影; 影子 (1)
- shoot /ʃu:t/ (shot /ʃɒt/, shot) *vt.* 射中; 射伤 (5)
- shot /ʃɒt/ *n.* 射击; 枪炮声 (5)
- signature /'sɪgnətʃə/ *n.* 署名; 签字 (1)
- △ Sicily /'sɪsɪli/ 西西里岛(意大利南部) (5)
- △ slippery /'slɪpəri/ *adj.* 滑的 (3)
- △ slogan /'sləʊgən/ *n.* 标语; 口号 (4)
- so long as 只要 (4)
- △ Sophie /'səʊfi/ 索菲(女名) (4)
- sorrow /'sɒrəʊ/ *n.* 悲伤; 悲痛; 懊悔 (2)
- △ spaceman /'speɪsmæn/ *n.* 宇航员; 航天专家(5)
- sparrow /'spærəʊ/ *n.* 麻雀 (2)
- △ spectacular /spek'tækjələ/ *adj.* 引人入胜的; 壮观的 (5)
- specific /spə'sɪfɪk/ *adj.* 确切的; 特定的 (1)
- △ spill /spɪl/ (spilt, spilt) *vi.* 溢出; 洒落 (3)
- vt.* 使溢出; 使洒落 (3)
- sponsor /'spɒnsə/ *n.* 赞助人; 主办者; 倡议者 (2)
- vt.* 发起; 举办; 倡议 (2)
- △ squire /'skwaɪə/ *n.* 乡绅 (2)
- state /steɪt/ *vt.* 陈述; 说明 (4)
- steady /'stedɪ/ *adj.* 平稳的; 持续的; 稳固的 (4)
- steadily /'stedɪli/ *adv.* 平稳地; 持续地 (4)
- △ stem /stem/ *n.* 茎; 干 (2)
- strengthen /'streŋθən/ *vt.* 加强; 巩固; 使坚强 (3)
- vi.* 变强 (3)
- stress /stres/ *n.* 压力; 重音 *vt.* 加压力于; 使紧张 (3)
- stressful /'stresfl/ *adj.* 产生压力的; 紧张的(3)
- subscribe /səb'skraɪb/ *vi.* 同意; 捐赠; 订阅 (4)
- vt.* (签署) 文件; 捐助 (4)
- subscribe to 同意; 赞成; 订购 (4)
- suit /sju:t/ *n.* 一套外衣; 套装 (5)
- vt.* 适合; 使适宜 (5)
- superb /su:'pɜ:b; sju:'pɜ:b/ *adj.* 卓越的; 杰出的; 极好的 (1)
- survival /sə'vaɪvəl/ *n.* 幸存; 幸存者 (3)
- sweat /swet/ *n.* 汗 *vi.* 出汗 (5)
- △ syllable /'sɪləbl/ *n.* 音节 (2)
- T**
- take it easy 轻松; 不紧张; 从容 (2)
- take risks (a risk) 冒险 (3)
- tease /ti:z/ *vi. & vt.* 取笑; 招惹; 戏弄 (2)

- technique /tek'ni:k/ *n.* 技术; 方法; 技能 (1)
- tend /tend/ *vi.* 趋向; 易于; 照顾 (1)
vt. 照顾; 护理 (4)
- tendency /'tendəns/ *n.* 倾向; 趋势 (4)
- △ threat /θret/ *n.* 恐吓; 威胁 (5)
- thunderstorm /'θʌndəstɔ:m/ *n.* 雷暴 (5)
- tick /tɪk/ *vt.* 给……标记号 (2)
- △ tornado /tɔ:'neɪdɔ:/ *n.* 龙卷风; 旋风 (5)
- tough /tʌf/ *adj.* 困难的; 强硬的 (3)
- transform /træns'fɔ:m/ *vi. & vt.* 转化; 转换; 改造; 变换 (2)
- translation /trænz'leɪʃn/ *n.* 翻译; 译文 (2)
- tremble /'treɪbl/ *vi.* 摇晃; 摇动; 颤抖 (5)
- trend /trend/ *n.* 趋势; 倾向; 走向 (4)
- △ tsunami /tsu'nɑ:m/ *n.* 海啸; 地震海啸 (5)
- try out 测试; 试验 (2)
- typhoon /taɪ'fu:n/ *n.* 台风 (5)
- typical /'tɪpɪkl/ *adj.* 典型的; 有代表性的 (1)
- U**
- uncomfortable /ʌn'kʌmfətəbl/ *adj.* 不舒服的; 不舒适的 (5)
- unconscious /ʌn'kɒnʃəs/ *adj.* 失去知觉的; 未察觉的 (5)
- unfit /ʌn'fɪt/ *adj.* 不健康的; 不合适的; 不合格的 (3)
- △ utter /'ʌtə/ *vt.* 说; 讲; 发出 (声音) (2)
- V**
- vary from ... to ... 由……到……不等 (5)
- violinist /,vaɪə'lnɪst/ *n.* 小提琴演奏者 (2)
- visual /'vɪʒʊəl/ *adj.* 视觉的; 看得见的 (1)
- volcano /vɒl'keɪnəʊ/ *n.* 火山 (5)
△ volcanic /vɒl'keɪnɪk/ *adj.* 火山的 (5)
△ volcanologist /,vɒlkə'nɒlədʒɪst/ *n.* 火山学家 (5)
△ volcanology /,vɒlkə'nɒlədʒɪ/ *n.* 火山学 (5)
- W**
- warmth /wɔ:mθ/ *n.* 暖和; 温暖 (2)
- wave /weɪv/ *n.* 波浪; 波涛 (2)
vi. 波动; 起伏; 挥手 (5)
- △ weaken /'wi:kən/ *vi.* (对某事的决心) 动摇; 减弱 (5)
vt. (使) 变弱 (3)
- △ Whitney /'wɪtnɪ/ 惠特尼 (1)
- widespread /'waɪdspred/ *adj.* 分布广的; 普遍的 (4)
- withdrawal /wɪð'drɔ:əl/ *n.* 收回; 撤退; 戒毒 (或脱瘾) 过程 (3)

Irregular verbs

不规则动词

Infinitive	Past tense	Past participle
arise	arose	arisen
be		
am, is	was /wɒz, wɔz/	been
are	were /wɜ:, wə/	
beat	beat	beaten /'bi:tɪn/
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
bleed	bled /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/	—
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 /'drɪvɪn/
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

forget
freeze
get
give
go
grow
hang
have
hear
hide
hit
hold
hurt
keep
know
lay
learn
leave
lend
let
lie /laɪ/
light
lose /luːz/
make
may
mean
meet
melt
mistake
must
panic
pay
put
read
ride
ring
rise
run
say
see
sell
send

Past tense

forgot /fə'gɒt/
froze
got
gave
went
grew /gruː/
hung; hanged
had
heard /hɜːd/
hid
hit
held
hurt
kept
knew /njuː/
laid
learnt, learned
left
lent
let
lay /leɪ/
lit, lighted
lost
made
might /maɪt/
meant /ment/
met
melted
mistook
must
panicked
paid
put
read /red/
rode
rang
rose
ran
said /sed/
saw /sɔː/
sold /səʊld/
sent

Past participle

forgotten /fə'gɒtɪn/
frozen
got
given /'gɪvɪn/
gone /gɒn/
grown /grəʊn/
hung; hanged
had
heard
hidden /'hɪdɪn/; hid
hit
held
hurt
kept
known /nəʊn/
laid
learnt, learned
left
lent
let
lain /leɪn/
lit, lighted
lost
made
—
meant
met
melted, molten
mistaken /mɪs'teɪkən/
—
panicked
paid
put
read
ridden /'rɪdɪn/
rung
risen /'rɪzn/
run
said
seen
sold
sent

Infinitive	Past tense	Past participle
set	set	set
shake	shook	shaken
shall	should /ʃʊd/	—
shine	shone /ʃɒn/, shined	shone, shined
shoot	shot /ʃɒt/	shot
show	showed	shown /ʃəʊn/, showed
shut	shut	shut
sing	sang	sung
sink	sank, sunk	sunk, sunken
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt, smelled	smelt, smelled
sow	sowed	sown /səʊn/, sowed
speak	spoke	spoken /ˈspəʊkən/
spellbind	spellbound /ˈspelbaʊnd/	spellbound
spend	spent	spent
spill	spilt	spilt
spit	spat	spat
spoil	spoilt	spoilt
stand	stood /stʊd/	stood
stick	stuck	stuck
swell	swelled	swollen /ˈswɒləʊn/
sweep	swept	swept
swim	swam	swum
take	took	taken /ˈteɪkən/
teach	taught /tɔ:t/	taught
tell	told /tɔld/	told
think	thought /θɔ:t/	thought
throw	threw /θru:/	thrown /θrəʊn/
understand	understood	understood
upset	upset	upset
wake	waked, woke	waked, woken /ˈwəʊkən/, woke
wear	wore /wɔ:/	worn /wɔ:n/
will	would /wʊd/	—
win	won /wʌn/	won
write	wrote	written /ˈrɪtn/

Changes in international phonetic symbols for English

英语国际音标变化表

单元音	有变化		无变化				
	i → ɪ	短元音	e	æ	ə	ʌ	长元音
u → ʊ	u:						
ɔ → ɒ	ɔ:						
ɑ: → ɜ:	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/, /ɔʊ/。长元音 /u:/ 中的 /u/ 不变。
3. /ɔ/ 只出现在单元音, 即 /ɔ/ 改为 ɒ, 而双元音 /ɔɪ/ 中的 /ɔ/ 不改, 只改 /i/, 即 /ɔɪ/。长元音 /ɔ:/ 中的 /ɔ/ 不变。
4. /eə/ 改为 /eə/, 它的前一个元音与 /eɪ/ 中的前一个元音为同一符号, 而 /eɪ/ 不再出现。
5. /ɔə/ 改为 /ɔə/, 出现一个新的元音符号 /ɔə/。
6. 辅音音标基本上没有变化。

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