

普通高中课程标准实验教科书

# 英语 7

选修

NEW SENIOR ENGLISH FOR CHINA  
STUDENT'S BOOK 7

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

An underwater photograph of a vibrant coral reef. The scene is illuminated by bright sunlight filtering down from the surface, creating a shimmering effect on the water. The coral is diverse in color, including shades of orange, brown, and green. Numerous small, silvery fish are swimming in the clear blue water, adding to the dynamic and lively atmosphere of the reef.

 人民教育出版社



主 编 刘道义

副 主 编 龚亚夫 郑旺全

编 者 Dodie Brooks Maggie Aldhamland Joanna Karmel

责 任 编 辑 生 平 马晓蕾

绘 画 王国栋 李思东

地 图 绘 制 博 涛

版 式 设 计 刘 昀

封 面 设 计 林荣桓

平 面 制 作 北京人教聚珍图文制作有限公司



# CONTENTS

<b>Unit</b>	<b>Topics</b>	<b>Functional items</b>
<b>1</b> Living well P1	Disability Life of disabled people	Wishes and congratulations Expressing your ideas in polite ways
<b>2</b> Robots P10	Robots Literary work about science	Supposition and belief
<b>3</b> Under the sea P19	Nature: animals and plants under the sea Legends of the sea	Blame and complaint
<b>4</b> Sharing P28	Helping others Voluntary work	Time sequence Logical relations
<b>5</b> Travelling abroad P37	National consciousness and international awareness Studying abroad Travelling abroad	Likes and dislikes Probability and improbability
<i>Appendices</i>	Notes to the texts Grammar Words and expressions in each unit Vocabulary	P86 P95 P97 P103



<b>Structures</b>	<b>Reading</b>	<b>Writing</b>	<b>Workbook</b>
Revise the Infinitive	Marty's story A letter to an architect Zhang Yuncheng achieves his ambition	Practical writing: letter of suggestion	<b>P46</b>
Revise the Passive Voice (I) (including the infinitive)	Satisfaction guaranteed Biography of Isaac Asimov Robots in the fight against landmines	Science fiction genre: imaginative writing	<b>P54</b>
Revise the Passive Voice (II) (including the <i>-ing</i> form)	Old Tom the killer whale A new dimension of life The Inuit legend of Sedna the sea goddess	Practical writing: making complaints	<b>P62</b>
Revise the Attributive Clause (restrictive)	A letter home The world's most useful gift catalogue A letter from Plan International	Narration: school magazine article	<b>P70</b>
Revise the Attributive Clause (non-restrictive)	Keep it up, Xie Lei Peru Travellers' tales	Personal writing: letter to a penfriend	<b>P78</b>

regular verbs

**P110**

changes in international phonetic symbols for English

**P113**



## Warming Up

- 1 Do you know anyone with a mental or physical **disability**? Does this disability make it difficult for them to do some things? What have they done to try to overcome these difficulties?
- 2 Look at the pictures and read what these people have achieved even though they each have a disability. The following list might help you.

mental disability

difficulty with **eyesight**

Down's Syndrome

learning difficulty

brain injury

infantile paralysis

**hearing** problem

loss of an arm or a leg

walking difficulty



Rosalyn loves sports. She is proud to have taken part in competitions and to have broken a record by running two **laps** (800 metres) this year. Her **ambition** is to become part of the national team for the next Paralympic Games.



Richard has just passed his university entrance exams. He had the questions read to him and used **dictation** to give his answers into a special machine. He hopes to become a teacher.



Sally leads a busy life. She likes writing stories and playing basketball. When she's free, she goes to the movies because the sound is always very loud. Although some may think the cinema is **noisy**, it is **suitable** for Sally's condition.



Gao Qiang loves acting. Last year he played a major part in the school play. Now his ambition is to become an actor. He takes singing and dancing lessons after school.

## Pre-reading

You are going to read an **entry** on a website called "Family Village". It gives ordinary young people with a disability a chance to tell their personal stories. Glance at the title and picture, then discuss with a partner what kind of thing you think people would write about and why **disabled** people find the website **beneficial**.



## Reading



## MARTY'S STORY

1 Hi, my name is Marty Fielding and I guess you could say that I am "one in a million". **In other words**, there are not many people like me. You see, I have a muscle disease which makes me very weak, so I can't run or climb stairs as quickly as other people. In addition, sometimes I am very **clumsy** and drop things or bump into furniture. Unfortunately, the doctors don't know  
5 how to make me better, but I am very **outgoing** and have learned to **adapt to** my disability. My motto is: live one day at a time.

Until I was ten years old I was the same as everyone else. I used to climb trees, swim and play football. In fact, I used to dream about playing professional football and possibly representing my country in the World Cup. Then I started to get weaker and weaker, until I could only enjoy  
10 football from a **bench** at the stadium. In the end I went into hospital for medical tests. I stayed there for nearly three months. I think I had at least a billion tests, including one in which they **cut out** a piece of muscle from my leg and looked at it under a **microscope**. Even after all that, no one could give my disease a name and it is difficult to know what the future holds.

One problem is that I don't look any different from other people. So sometimes some  
15 children in my primary school would laugh, when I got **out of breath** after running a short way or had to stop and rest halfway up the stairs. Sometimes, too, I was too weak to go to school so my education suffered. Every time I returned after an **absence**, I felt stupid because I was behind the others.

My life is a lot easier at high school because my **fellow**  
20 students have accepted me. The few who cannot see the real person inside my body do not make me **annoyed**, and I just ignore them. **All in all** I have a good life. I am happy to have found many things I can do, like writing and computer programming. My ambition is to work for a **firm**  
25 that develops computer **software** when I grow up. Last year I invented a computer football game and a big company has decided to buy it from me. I have a very busy life with no time to **sit around** feeling sorry for myself. **As well as** going to the movies and football matches with my friends, I spend a lot of time with my pets.  
30 I have two rabbits, a **parrot**, a **tank** full of fish and a **tortoise**. To look after my pets properly takes a lot of time but I find it worthwhile. I also have to do a lot of work, especially if I have been away for a while.

**In many ways** my disability has helped me grow stronger **psychologically** and become more independent. I have to work hard to live a normal life but it has been worth it. If I had a





chance to say one thing to healthy children, it would be this: having a disability does not mean 35 your life is not satisfying. So don't feel sorry for the disabled or **make fun of** them, and don't ignore them either. Just accept them for who they are, and give them **encouragement** to live as rich and full a life as you do.

Thank you for reading my story.

## Comprehending

1 Read Marty's story and fill in the table.

Problems caused by his disability	What Marty does in spite of his disability
1 weak and can't run or climb stairs as quickly as others	1 enjoys writing and computer programming
2	2
3	3
4	4
5	

2 Write a short summary for each paragraph.

Paragraph 1: \_\_\_\_\_

Paragraph 2: \_\_\_\_\_

Paragraph 3: \_\_\_\_\_

Paragraph 4: \_\_\_\_\_

Paragraph 5: \_\_\_\_\_

3 Discuss these questions in groups.

- 1 What kind of person do you think Marty is?
- 2 What do you think is the most difficult thing that Marty has to deal with in his life?
- 3 What kind of thing does Marty do in order to make his life happy and satisfying?
- 4 What can other people do to help Marty and others like him live a good life?
- 5 Why has his fellow students' **conduct** changed towards Marty?
- 6 How would your life change if you were to develop a muscle disease like Marty's?



## Learning about Language

### Discovering useful words and expressions

1 Fill in the table below. You can use the dictionary to help you.

Noun	Adjective	Noun	Adjective
.....	ambitious	clumsiness	.....
.....	absent	firmness	.....
suitability	.....	noise	.....
benefit	.....	psychology	.....
annoyance	.....	.....	encouraging

2 Answer each question by using a correct new word in this unit.

- How do you measure the length of a race round a racetrack?
- How would you feel if someone kept talking when you were trying to read?
- In what way can a teacher check if you have learned the new words by heart?
- What do you call an item written in a diary or in a dictionary?
- What kind of instrument does a doctor need to examine viruses in blood?
- How do you describe someone who is happy to meet new people?
- What do you call students in the same year group and the same situation as you?
- What do you call the behaviour of one student to others?

3 Complete this passage using the words below.

adapt to      cut out      in other words      out of breath  
sit around      in many ways      make fun of      all in all

There was a time when children with mental disabilities were prevented from living a normal life \_\_\_\_\_. They used to \_\_\_\_\_ in their own homes after being educated in special schools. Other people sometimes \_\_\_\_\_ them. But now things are changing. There are training programmes for young people with mental disabilities, which have proved very beneficial. Students like Xie Li, mentally disabled from birth, now have a chance to become athletes. But it is a challenge. She has to \_\_\_\_\_ training programmes as well as mixing with other able-bodied athletes. "Xie Li's confidence has grown," said her father. "She looks much better and is not so often \_\_\_\_\_ after her training. \_\_\_\_\_ her mother and I are very happy with her progress." So, instead of \_\_\_\_\_ mainstream activities, mentally disabled students can become part of the mainstream. \_\_\_\_\_ they can lead a more fulfilling life.

4 In groups make a short dialogue about Xie Li's progress. What would you say using the phrases in Exercise 3?

S: All in all Xie Li's confidence has grown. In other words she is more outgoing.



## Revising useful structures

- 1 Underline all the sentences in the unit which contain infinitives. Then mark their usages according to the headings below.**

1 As the subject (S)                      2 As the predicative (P)                      3 As the object (O)  
4 As the object complement (Oc)      5 As the attributive (A)                      6 As the adverbial (Ad)

- 2 Read the dialogue below with the correct pronunciation and intonation. Then underline the perfect infinitives in it. Notice the expressions that are followed by the infinitives.**

JO: *Oh! Am I late? I'm sorry to have kept you waiting.*  
SUE: *No, you're fine.*  
JO: *Thank you. The trouble is I can't find my shopping list.*  
SUE: *Oh dear! Where on earth could you have put it?*  
JO: *Well, it isn't in my bag. I might have left it on the kitchen table. I seem to have forgotten so many things now that Christmas is here.*  
SUE: *I quite understand. So many presents to buy and so many cards to send!*  
JO: *True. I was supposed to have finished all my shopping by now but ....*  
SUE: *Never mind. Nobody is said to have finished till there's no more left to buy!*  
JO: *Quite right. Oh look, here's my list – in my pocket.*  
SUE: *Let's get to work then!*

- 3 Living well means enjoying the same rights and the same opportunities for a good life. Complete the passage below about a man who helped give opportunities to black people in 19th-century England. Remember to use infinitives correctly.**

William Wilberforce was a great man. He is known \_\_\_\_\_ (spend) eighteen years fighting for slaves. \_\_\_\_\_ (free) slaves was his ambition. He was a very kind man, who did not like \_\_\_\_\_ (see) people going hungry or in pain. He wanted to do some good in the world. The cause which attracted him most was the abolition of the slave trade. Africans were taken from their homes and sold in markets. A master was able by law \_\_\_\_\_ (treat) his servants as he wished – even working them to death if he wanted to. Wilberforce was not the only person that was interested in this cause, but he was in **politics** and so able \_\_\_\_\_ (help pass) the law which made it illegal. Finally the slave trade was **abolished** in 1807. Wilberforce then **resigned** from government in 1825 and died in 1833, just after the law was passed which was eventually \_\_\_\_\_ (abolish) **slavery** in England.

- 4 Have you ever wished to go back in time and meet famous people from the past? They might be leaders, pioneers or writers of great literature. In pairs discuss who you would like to have met.**

EXAMPLE:

S<sub>1</sub>: *Who would you like to have met / seen / spoken to / talked with / ...?*

S<sub>2</sub>: *I'd like to have met / seen / spoken to / talked with / ....*

S<sub>1</sub>: *Why would you choose him/her?*

S<sub>2</sub>: *I'd like to have asked him/her ....*



## Using Language

### Listening and speaking




- 1 Discuss this question in pairs: What kind of difficulty do you think weak-sighted or blind people would have climbing a mountain? Make a list.
- 2 Barry Minto has just made a successful climb of Mount Kilimanjaro in Africa. Listen to him being interviewed on the radio and write down why Barry and his team did the climb and why Joan, the interviewer, describes Barry's plan for next climbing as "amazing".

Barry and his team wanted to \_\_\_\_\_

Joan thinks Barry's plan is amazing because \_\_\_\_\_

- 3 Listen again and complete the notes below.

Interview with Barry Minto	
Age of the weak-sighted and blind climbers	_____
Age of the sighted <b>companions</b>	_____
Height of Mount Kilimanjaro	_____
Number in the disabled group	_____
Number of the disabled who reached the top of the mountain	_____
Number in the sighted group	_____
Number of the sighted who reached the top	_____
Number of the days to climb the mountain	_____
Number of the days to come down the mountain	_____



- 4 Discuss in pairs. In what ways do you think the sighted climbers gave **assistance** to their weak-sighted or blind companions? Do you think the weak-sighted or blind climbers could have climbed the mountain without them?

My notes



**5 Listen to the latter part of Barry's story where Joan congratulates Barry and wishes him future success, then complete the sentences.**

BARRY: Of the 12 poor-sighted and blind climbers, 9 made it to the top. Of the 15 sighted climbers, 7 did.

JOAN: \_\_\_\_\_!

...

JOAN: How long did it take you?

BARRY: \_\_\_\_\_ to go up and \_\_\_\_\_ to come down.

JOAN: Well, Barry, I'm \_\_\_\_\_ admiration for you and your \_\_\_\_\_.

BARRY: Oh, I'm going to university next year, but my next climbing ambition is to go up Mount Qomolangma one day.

JOAN: \_\_\_\_\_. I wish you \_\_\_\_\_, Barry.

**6 In pairs make a short dialogue in which you offer congratulations and best wishes to your partner. First read the situations below and choose one of them.**

- Situations:
- Student A has just passed his/her final exams.
  - Student B has just started a new job.
  - Student A has just won a gold medal in the city **bowling** competition.
  - Student B's team has just won a football match.
  - Student A has just received his/her **graduation certificate**.
  - Student B has just invented a new computer game.

**Then think of some questions that you might ask your partner and write them down. Finally look at the expressions and begin to make your dialogue.**

Congratulations!	<b>All the best.</b>	I'm proud of you.
I wish you success.	Good luck!	Well done!
I'm very impressed by your performance.		You have my best wishes.
I'm very pleased for you.		I hope it goes well for you.
That's wonderful/amazing.		I want to express my sincere congratulations on ....

**Reading, speaking and writing**



**1 Look at the pictures. Discuss the problems that people with walking difficulties might have in a cinema.**





## A LETTER TO AN ARCHITECT

Ms L Sanders  
Chief architect  
Cinema Designs  
44 Hill Street  
Bankstown

Alice Major  
64 Cambridge Street  
Bankstown

24 September, 200\_\_

Dear Ms Sanders,

I read in the newspaper today that you are to be the architect for the new Bankstown cinema. I hope you will not mind me writing to ask if you have thought about the needs of disabled customers. In particular I wonder if you have considered the following things:

1 *Adequate access for wheelchairs.* It would be **handy** to have lifts to all parts of the cinema. The buttons in the lifts should be easy for a person in a wheelchair to reach, and the doors be wide enough to enter. In some cinemas, the lifts are at the back of the cinema in cold, unattractive places. As disabled people have to use the lifts, this makes them feel they are not as important as other customers.

2 *Earphones for people who have trouble hearing.* It would help to fit sets of earphones to all seats, not just to some of them. This would allow hearing-impaired customers to enjoy the company of their hearing friends rather than having to sit in a special area.

3 *Raised seating.* People who are short cannot always see the screen. So I'd like to suggest that the seats at the back be placed higher than those at the front so that everyone can see the screen easily. Perhaps there could be a space at the end of each **row** for people in wheelchairs to sit next to their friends.

4 *Toilets.* For disabled customers it would be more convenient to place the toilets near the entrance to the cinema. It can be difficult if the only disabled toilet is in the **basement** a long way from where the film is showing. And if the doors could be opened **outwards**, disabled customers would be very happy.

5 *Car parking.* Of course, there are usually spaces specially reserved for disabled and elderly drivers. If they are close to the cinema entrance and/or **exit**, it is easier for disabled people to get to the film in comfort.

Thank you for reading my letter. I hope my suggestions will **meet with** your **approval**. Disabled people should have the same opportunities as able-bodied people to enjoy the cinema and to do so with **dignity**. I am sure many people will praise your cinema if you design it with good access for disabled people. It will also make the cinema owners happy if more people go as they will make higher **profits**!

Yours sincerely,

Alice Major

**2** Read the letter and list the suggestions the writer put forward.

**3** Read the letter again and in pairs discuss the questions before writing the answers.

- 1 What is the purpose of the first paragraph of the letter?
- 2 Why do you think the writer numbered her suggestions and used italics?
- 3 What is the purpose of the last paragraph of the letter?



- 4** The writer uses polite forms in the letter. Polite forms are used to encourage the reader to take the ideas seriously. Underline the examples of the polite forms in this letter.

**EXAMPLES:**

I hope you will not mind me writing to ask ....

I wonder if ....

It would be handy to have lifts ....

- 5** In groups discuss how accessible your **community** is for people with disabilities. Then discuss ways in which such access could be improved. Make a list of your ideas and think of some good reasons.
- 6** Write a letter to the architect of a new building (eg a supermarket or a railway station) that is going to be constructed in your area. Suggest ways to make your community more accessible for people with disabilities. Remember to include the polite forms that you underlined in the letter.

## SUMMING UP

<b>Content</b>	I enjoyed _____ I'd like to know more about _____
<b>Words and expressions</b>	I found these words useful: I found these expressions useful:
<b>Structures</b>	I have learned about _____ Some examples:

## LEARNING TIP

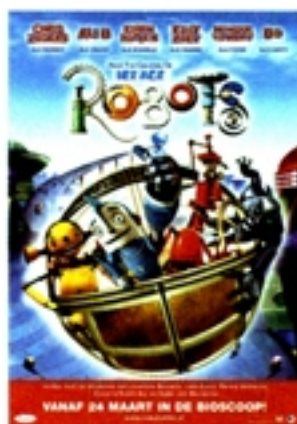
An English-English dictionary is a very useful tool for people learning English. Chinese-English dictionaries are useful too, but they give you a different kind of information. A good learner's English-English dictionary gives example sentences to show how a word is used, and most also explain rules for using the words as well as giving the meaning. For example, you learned in this unit that some verbs are followed by the infinitive with *to*, some are followed by the bare infinitive and some by the *-ing* form of the verb. A learner's English-English dictionary can show you which form to use.



# Unit 2 Robots

## Warming Up

A robot is a machine designed to do jobs that are usually performed by humans. Robots are programmed and controlled by a computer. Today there are different kinds of robot, including industrial robots, household robots, and entertainment robots. Robots also often appear as characters in stories.



In groups, make a list of any science **fiction**, literature, films, video games, TV shows and cartoons you know that include robots as characters. Choose one and be prepared to tell the class about it briefly.

## Pre-reading

Look at the pictures of robots. In groups, discuss the following questions.

- 1 Where would you find each robot?  
What does each one do?
- 2 Can you think of any other type of robot?
- 3 Do you think it is possible for a robot to
  - think for itself?
  - have feelings?
  - have its own needs and **desires**?
  - look and feel like a human being?

Now read a short story about a robot. It was originally written by the science fiction writer, Isaac Asimov, and published in 1951. Here the story has been retold by another writer.





## Reading



## SATISFACTION GUARANTEED

Larry Belmont worked for a company that made robots. Recently it had begun experimenting with a household robot. It was going to be **tested out** by Larry's wife, Claire.

Claire didn't want the robot in her house, especially as her husband would be absent for three weeks, but Larry persuaded her that the robot wouldn't harm her or allow her to be harmed. It would be a **bonus**. However, when she first saw the robot, she felt **alarmed**. His name was Tony and he seemed more like a human than a machine. He was tall and handsome with smooth hair and a deep voice although his facial expression never changed.

On the second morning Tony, wearing an **apron**, brought her breakfast and then asked her whether she needed help dressing. She felt embarrassed and quickly told him to go. It was disturbing and frightening that he looked so human.

One day, Claire mentioned that she didn't think she was clever. Tony said that she must feel very unhappy to say that. Claire thought it was ridiculous to be offered **sympathy** by a *robot*. But she began to trust him. She told him how she was **overweight** and this made her feel unhappy. Also she felt her home wasn't **elegant** enough for someone like Larry who wanted to improve his social position. She wasn't like Gladys Claffern, one of the richest and most powerful women around.

As a **favour** Tony promised to help Claire make herself smarter and her home more elegant. So Claire borrowed a **pile** of books from the library for him to read, or rather, **scan**. She looked at his fingers with wonder as they turned each page and suddenly reached for his hand. She was amazed by his **fingernails** and the softness and warmth of his skin. How **absurd**, she thought. He was just a machine.

Tony gave Claire a new **haircut** and

changed the makeup she wore. As he was not 1  
allowed to **accompany** her to the shops, he  
wrote out a list of items for her. Claire went  
into the city and bought curtains, **cushions**, a  
carpet and **bedding**. Then she went into a 5  
jewellery shop to buy a **necklace**. When the  
**clerk** at the **counter** was rude to her, she **rang**  
Tony **up** and told the clerk to speak to him.  
The clerk immediately changed his attitude.  
Claire thanked Tony, telling him that he was 10  
a "dear". As she **turned around**, there stood  
Gladys Claffern. How **awful** to be discovered  
by *her*, Claire thought. By the amused and  
surprised look on her face, Claire knew that  
Gladys thought she was having an **affair**. 15  
After all, she knew Claire's husband's name  
was Larry, not Tony.

When Claire got home, she wept with  
anger in her **armchair**. Gladys was everything  
Claire wanted to be. "You can be like her," 20  
Tony told her and suggested that she invite  
Gladys and her friends to the house the night  
before he was to leave and Larry was to return.  
By that time, Tony expected the house to be  
completely transformed. 25

Tony worked steadily on the improvements.  
Claire tried to help once but was too clumsy.  
She fell off a ladder and even though Tony  
was in the next room, he managed to catch  
her in time. He held her firmly in his arms 30  
and she felt the warmth of his body. She  
screamed, pushed him away and ran to her  
room for the rest of the day.

The night of the party arrived. The clock  
struck eight. The guests would be arriving soon 35  
and Claire told Tony to go into another room.  
At that moment, Tony folded his arms around  
her, bending his face close to hers. She cried  
out "Tony" and then heard him **declare** that  
he didn't want to leave her the next day and 40  
that he felt more than just the desire to please



her. Then the front door bell rang. Tony freed her and disappeared from sight. It was then that Claire realized that Tony

45 had opened the curtains of the front window. Her guests had seen everything!

The women were impressed by Claire, the house and the delicious **cuisine**. Just before they left, Claire heard Gladys

50 whispering to another woman that she had never seen anyone so handsome as Tony. What a sweet victory to be **envied** by those women!

55 She might not be as beautiful as them, but none of them had such a handsome lover.

Then she remembered – Tony was just a machine. She shouted “**Leave me alone**” and



ran to her bed. She cried all night. The next morning a car drove up and took Tony away.

The company was very pleased with Tony’s report on his three weeks with Claire. Tony had protected a human being from harm. He had prevented Claire from harming herself through her own sense of failure.

He had opened the curtains that night so that the other women would see him and Claire, knowing that there was no risk to Claire’s marriage. But even though Tony had been so clever, he would have to be rebuilt – you cannot have women falling in love with machines.

## Comprehending

- 1 Claire’s feelings toward Tony changed as the story developed. Read the story, then fill in the occasions when Claire had these feelings.

Occasion	Claire ...	Occasion	Claire ...
1	disliked him	5	called him a dear
2 When he arrived	was alarmed	6	felt his warmth
3	felt embarrassed	7	felt being envied
4	admired him	8	cried all night

- 2 Read the story again and answer the following questions in groups.

- Why did Tony open the curtains?
- What did Tony do to prevent Claire from being harmed?
- Why did Tony have to be rebuilt?
- How would you feel if you had a robot like Tony in your house?
- Claire spent three weeks with Tony in her house. What sentences in the story show that she kept forgetting and then remembering that he was a machine?

- 3 In groups, list Tony’s characteristics that were similar to and those that were different from those of a human being.

Characteristics	Similar	Different
Physical		
Mental		



## Learning about Language

### Discovering useful words and expressions

**1 Rewrite these sentences using words or phrases of similar meaning from the text to replace the underlined parts.**

- 1 Bill felt great pleasure when he tried his new fax machine and it worked.
- 2 He felt pity for Claire because she was overweight and needed to lose about five kilos to look slim.
- 3 Even though Jane told him many times to go away her brother still accompanied her to the doctor.
- 4 Her greatest wish was to look as elegant as Gladys Claffern.
- 5 Please call me before you buy a new **digital** camera so I can go with you.
- 6 She looked at the computer screen carefully hoping to find some new emails in her **mailbox**.
- 7 It was ridiculous that his own mother would not talk to him about the affair.
- 8 He felt happy when his boss stated that he could **set aside** some time for exercise.

**2 Complete the following paragraph using the words and phrase in their proper forms.**

turn around scan awful alarm clerk cushion declare favour bedding

(News, 16/04/2321) Historical research shows that in the 22nd century many people told stories about how, at one time, people could buy robots as house decorators. The robots would \_\_\_\_\_ the literature for the latest ideas in home decoration. Often the robots would \_\_\_\_\_ designs that were **grander** than their owners wanted. Brightly coloured \_\_\_\_\_ and \_\_\_\_\_ would be suggested together with brightly patterned walls and carpets. Some of the \_\_\_\_\_ in the shops thought that the designs were \_\_\_\_\_. While some owners were firm with their robot's suggestions, others would \_\_\_\_\_ and walk out of the shop, feeling embarrassed. A few other robots would even get into physical fights with their owners in public as their electrical systems sometimes would set off the shops' \_\_\_\_\_. After a while the government decided such behaviour was not appropriate and passed a law \_\_\_\_\_ robots should not leave the house. So robots became household cleaners or industrial workers instead!

**3 Look at the words below. Many of them are used to describe Claire's feelings in the story. Carry out the following tasks in pairs.**

alarmed embarrassed amazed awful amused surprised attracted  
disturbed envied impressed satisfied hurt frightened upset

- Find as many of these words in the text as possible and underline the sentences.
- Write a short paragraph to describe Claire using some of these words.
- Tell a story using at least five of these words.



**Revising useful structures**

- 1** Look at the reading passage again and underline all the verbs which use the passive voice.
- 2** Complete each of the following sentences using the passive infinitive of a suitable verb or phrase below.

accompany test out design know ... as fill with envy rebuild set aside

- 1 The company's new car is going \_\_\_\_\_ in the coming months.
- 2 Since Claire had become attached to Tony, the robot needed \_\_\_\_\_.
- 3 Tim refused \_\_\_\_\_ by his father when he went for a haircut.
- 4 The desire \_\_\_\_\_ a great writer inspires many young authors.
- 5 He felt it was absurd \_\_\_\_\_ hatred for someone he had never met.
- 6 The new product is available \_\_\_\_\_ by interested customers.
- 7 She was very beautiful but she did not like \_\_\_\_\_ by so many people.
- 8 Since these aprons are such poor quality, they need \_\_\_\_\_ and taken back to the shop.

- 3** Choose the verbs in the passive voice to complete the passage.

list divide connect attach accompany organize surround

On the morning of December 10th, Marion began to write her cards for Christmas. There were so many. She looked at the list of Christmas cards that she planned to send. They \_\_\_\_\_ in the alphabetical order of the **receivers'** family names. There were sixty **in all**. The cards would \_\_\_\_\_ into six piles of ten. She planned to write a few every afternoon because from then on until Christmas her time would \_\_\_\_\_ into shopping, cooking as well as writing the cards. But that afternoon there would be no time for cards. She was going to learn how to display flowers beautifully. She was \_\_\_\_\_ by her neighbour, Sally. They \_\_\_\_\_ to a community programme. Then on Christmas Day their families would \_\_\_\_\_ by lovely flower displays, special cuisine, excellent presents, and above all family **affection**. Marion \_\_\_\_\_ to her family and enjoyed making them happy. Thinking of that she sighed happily and began to write the first card.

- 4** Here are three rules for polite behaviour in a Western country. Can you suggest three rules for polite behaviour in China that would be useful for foreigners? Remember to use the passive voice.

#### RULES FOR WESTERN SOCIETY

- 1 To ask a woman's age is considered rude.
- 2 It is impolite to make unfavourable comments on a person's appearance (for example, their haircut, makeup or the colour of their fingernails).
- 3 The amount of someone's income is never discussed among friends.



## Using Language

## Listening and speaking



**1** Molly and Kate are discussing the story "Satisfaction Guaranteed". Read the questions and then listen to their conversation. Tick the correct boxes.

	Molly	Kate
1 Who really likes the story?	<input type="checkbox"/>	<input type="checkbox"/>
2 Who thinks that Claire loved Tony?	<input type="checkbox"/>	<input type="checkbox"/>
3 Who thinks that Tony loved Claire?	<input type="checkbox"/>	<input type="checkbox"/>
4 Who thinks that the purpose of Tony's actions was to make Claire feel good about herself?	<input type="checkbox"/>	<input type="checkbox"/>
5 Who thinks taking Tony away must have hurt Claire?	<input type="checkbox"/>	<input type="checkbox"/>
6 Who said that making a robot so much like a man was <b>bound to</b> cause trouble?	<input type="checkbox"/>	<input type="checkbox"/>

**2** Read the questions and then listen again. Answer the questions.

- 1 What does Kate think the difference between robots and humans is?
- 2 How does Kate think Claire was hurting herself?
- 3 Why would one of the girls like a robot such as Tony living at her house?
- 4 What does Kate think the company's biggest mistake was?

**3** Listen to the tape again and write down the expressions of supposition and belief.

**4** Imagine it is the future and people have household robots. In groups of six carry out the tasks. Use the expressions in Exercise 3 in your discussions.

- 1 Divide each group into two subgroups of three.
- 2 Subgroup A discuss the question: What do you think the *positive* effects of this situation would be? Be as imaginative as you like.
- 3 Subgroup B discuss the question: What do you think the *negative* effects of this situation would be? Be as imaginative as you like.
- 4 Subgroups A and B each choose a reporter to present their ideas to the whole group.
- 5 Choose a reporter to present their ideas to the whole class.

**5** Imagine you are engineers in a company that makes robots and you have been asked to design a new type of robot. In groups, carry out the following tasks.

- 1 Make a list of the purpose of your robot and the abilities you want your robot to have.
  - 2 Make a list of the kinds of body part your robot would need to carry out your instructions.
  - 3 Draw your robot on a large piece of paper and name its parts and explain what each part does.
- Stick your design on the classroom wall. Have one member of your group explain your design to the rest of the class.**



## Reading, discussing and writing



## A BIOGRAPHY OF ISAAC ASIMOV

Isaac Asimov was an American scientist and writer who wrote around 480 books that included mystery stories, science and history books, and even books about the **Holy** Bible and Shakespeare. But he is best known for his science fiction stories. Asimov had both an extraordinary imagination that gave him the ability to explore future worlds and an amazing mind with which he searched for explanations of everything, in the present and the past.

Asimov's life began in Russia, where he was born on 2 January, 1920. It ended in New York on 6 April, 1992, when he died as a result of an HIV infection that he had got from a blood transfusion nine years earlier.

When Asimov was three, he moved with his parents and his one-year-old sister to New York City. There his parents bought a candy store which they ran for the next 40 or so years. At the age of nine, when his mother was pregnant with her third child, Asimov started working **part-time** in the store. He helped out through his school and university years until 1942, a year after he had gained a master's degree in chemistry. In 1942 he joined the **staff** of the Philadelphia Navy Yard as a **junior** chemist and worked there for three years. In 1948 he got his PhD in chemistry. The next year he became a **biochemistry** teacher at Boston University School of Medicine. In 1958 he gave up teaching to become a full-time writer.

It was when Asimov was eleven years old that his **talent** for writing became obvious. He had told a friend two **chapters** of a story he had written. The friend thought he was retelling a story from a book. This really surprised Asimov and from that moment, he started to take himself seriously as a writer. Asimov began having stories published in science fiction magazines in 1939. In 1950 he published his first novel and in 1953 his first science book.

Throughout his life, Asimov received many awards, both for his science fiction books and his science books. Among his most famous works of science fiction, one for which he won an award was the Foundation trilogy (1951-1953), three novels about the death and rebirth of a great empire in a galaxy of the future. It was loosely based on the fall of the Roman Empire but was about the future. These books are famous because Asimov invented a **theoretical framework** which was designed to show how ideas and **thinking** may develop in the future. He is also well known for his collection of short stories, *I, Robot* (1950), in which he developed a set of three "laws" for robots. For example, the first law states that a robot must not injure human beings or allow them to be injured. Some of his ideas about robots later influenced other writers and even scientists researching into artificial intelligence.

Asimov was married twice. He married his first wife in 1942 and had a son and a daughter. Their marriage lasted 31 years. Soon after his **divorce** in 1973, Asimov married again but he had no children with his second wife.





**1 Read about Isaac Asimov and complete the timeline of the events in his life.**

Date	Event
1920	Born in Russia.
1922	_____
1923	_____
	Parents bought a candy store.
1929	_____
	Mother had her third child.
	Started to take himself seriously as a writer.
1939	_____
	Gained master's degree in chemistry.
1942	Finished working in the candy store.
	_____
1942-1945	_____
	Got PhD in chemistry.
	Became a biochemistry teacher, Boston University School of Medicine.
1950	Published his first novel.
	_____. Developed three laws for robots.
1951-1953	Published the Foundation trilogy and won an award for it.
	Published first science book.
	Became a full-time writer.
1973	Divorced his first wife.
	_____
	Had a blood transfusion. Became infected with HIV.
1992	_____

**2 Isaac Asimov developed three laws for robots. The first law was:**

*"A robot must not injure human beings or allow them to be injured".*

**In groups, discuss what the other two laws might be. Write them down on a piece of paper. Then exchange your piece of paper with another group.**

**3 In your group, read Asimov's laws on the next page and then carry out the following tasks.**

- 1 Compare Asimov's laws with those written on the piece of paper that the other group gave you.
- 2 Which set of laws do you think is better? Give reasons.
- 3 Which law is the story "Satisfaction Guaranteed" based on?
- 4 Still in your group, discuss what might happen in a world where there were robots if Asimov's three laws did not exist.



## ASIMOV'S LAWS FOR ROBOTS

- First Law A robot must not injure human beings or allow them to be injured.
- Second Law A robot must **obey** the orders given to it by human beings (as long as human beings are not injured).
- Third Law A robot must protect its own existence (as long as human beings are not injured and as long as the robot does not disobey human beings).

#### 4 Write a short summary of Asimov's life in 150-200 words. Follow the steps below.

- 1 Look back at the timeline of Asimov's life.
- 2 Underline the most important parts of his life that made him a great writer of science fiction. This can serve as the outline of your summary.
- 3 Begin by giving your **assessment** of Asimov as a writer. Then write down the important parts you have underlined.
- 4 Use a clear simple style as if you were writing to younger students in your school.

### SUMMING UP

Content	I enjoyed _____ I'd like to know more about _____
Words and expressions	I found these words useful: _____ I found these expressions useful: _____
Structures	I have learned about _____ Some examples: _____

### LEARNING TIP

How often do you write in English? Do you think your writing is improving? Here are two ways you can improve your writing.

- *"Practice makes perfect."*

As with anything, the more you practise, the better you become. It's the same with writing in English – the more you write, the better your writing will be. So set aside some time each day to write, even if it is only five minutes.

- *Study texts.*

Examine the work of writers by asking yourself questions like the following.

- Who is it written for?
- What is its purpose?
- How is it organized?
- What special language and words does it use?

Do not copy other writers' texts, but examine how the texts have been put together and use them as models for your own writing.



# Unit 3

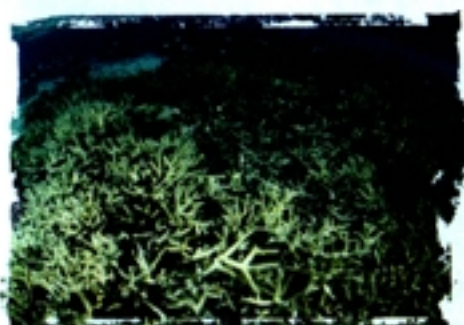
## Under the sea

### Warming Up

- 1 Have you seen plants and animals that live under the sea? Where did you see them? Find out from your classmates where they saw them. Use the list below to help you.

on a snorkelling trip    at an aquarium    on a boat tour    in books  
in films    on TV nature programmes    on the Internet

- 2 In groups, make a list of plants and animals that live under the sea that you and your classmates have seen in any of the ways listed above. Share what you know about these plants and animals. Do you have any favourite sea plants or animals? Tell your classmates what they are.



### Pre-reading

What do you think is happening in the picture?

The reading passage is two **anecdotes** written by an old man called Clancy. They are about the days when Clancy was a whaler and hunted whales on the southeastern coast of Australia at the beginning of the 20th century. It was a time when the killer whales, or “killers” as they were then called, helped the whalers catch the baleen whales that were on their **annual** migration.





## Reading



## OLD TOM THE KILLER WHALE

1 I was 16 when I began work in June 1902 at the whaling station. I had heard of the killers that every year helped whalers catch huge whales. I thought, at the time, that this was  
5 just a story but then I **witnessed** it with my own eyes many times.

On the afternoon I arrived at the station, as I was  
10 sorting out my **accommodation**, I heard a loud noise coming from the bay. We ran down to the **shore** in time to see  
15 an enormous animal **opposite** us throwing itself out of the water and then crashing down again. It was black and white and fish-shaped. But I knew it wasn't a fish.



“That’s Old Tom, the killer,” one of the  
20 whalers, George, called out to me. “He’s telling us there’s a whale out there for us.”

Another whaler **yelled** out, “Rush-oo ... rush-oo.” This was the call that announced there was about to be a whale hunt.

25 “Come on, Clancy. To the boat,” George said as he ran ahead of me. I had already heard that George didn’t like being kept waiting, so even though I didn’t have the right clothes on, I raced after him.

30 Without **pausing** we jumped into the boat with the other whalers and headed out into the bay. I looked down into the water and could see Old Tom swimming by the boat, showing us the way. A few minutes later, there was no  
35 Tom, so George started beating the water with his oar and there was Tom, circling back to the boat, leading us to the hunt again.

Using a **telescope** we could see that something was happening. As we drew closer, I could see a whale being attacked by a pack of about six other killers.

“What’re they doing?” I asked George.

“Well, it’s **teamwork** – the killers over there are throwing themselves on top of the whale’s blow-hole to stop it breathing. And those others are stopping it **diving** or **fleeing** out to sea,” George told me, pointing towards the hunt. And just at that moment, the most extraordinary thing happened. The killers started racing between our boat and the whale just like a pack of excited dogs.

Then the harpoon was ready and the man in the bow of the boat aimed it at the whale. He let it go and the harpoon hit the spot. Being badly wounded, the whale soon died. Within a moment or two, its body was **dragged** swiftly by the killers down into the **depths** of the sea. The men started turning the boat around to go home.

“What’s happened?” I asked. “Have we lost the whale?”

“Oh no,” Jack replied. “We’ll return tomorrow to bring in the body. It won’t float up to the surface for around 24 hours.” “In the meantime, Old Tom, and the others are having a good feed on its **lips** and tongue,” added Red, laughing.

\*\*\*\*\*

Although Old Tom and the other killers were fierce hunters, they never harmed or attacked people. In fact, they protected them. There was one day when we were out in the bay during a hunt and James was washed off the boat.

“Man overboard! Turn the boat around!” **urged** George, shouting loudly.



The sea was rough that day and it was difficult to handle the boat. The waves were carrying James further and further away from us. From James's face, I could see he was terrified of being **abandoned** by us.



back to James, and when we approached him, I saw James being firmly held up in the water by Old Tom. I couldn't believe my eyes.

Then suddenly I saw a **shark**.

"Look, there's a shark out there," I screamed.

"Don't worry, Old Tom won't let it near," Red replied.

It took over half an hour to get the boat

There were shouts of "Well done, Old Tom" and "Thank God" as we pulled James back into the boat. And then Old Tom was off and back to the hunt where the other killers were still attacking the whale.

## Comprehending

- 1 Put the events in the reading passage into this timeline. Write a sentence in each of the boxes. Three sentences have been given.

1 Clancy arrived at the whaling station.

2

3

4 The men went to the boat and headed out for a whale hunt.

8

7 The killers ate the lips and tongue of the baleen whale.

6

5

- 2 In pairs answer the questions.

- 1 What evidence was there that Old Tom was **helping** the whalers **out**?
- 2 What other animals did the author compare the killer whales with? Why do you think the killer whales behaved like this?
- 3 Why did George think that the killer whales worked as a team?
- 4 Why did the whalers allow the killer whales to drag the whale away?
- 5 How did Old Tom help James? Why do you think he did this?

- 3 In groups, describe the **relationship** between Old Tom and the whalers. What other animals help humans out in hunting?

- \* 4 The last whaling station in Australia closed in 1978. Whales are now an endangered species and in need of **conservation**. They are now protected by an international ban on whaling. However, some countries oppose the ban. In groups, discuss the reasons for and against banning whaling.



## Learning about Language

### Discovering useful words and expressions

- 1 Some of the words in this unit can be used as both verbs and nouns. Look at these definitions and find the words in the text. Then write down how they have been used.

Word	Definitions	How used in the text
	1 to jump into the water head first 2 a graceful jump into the water head first	
	1 to see something happen 2 someone who sees a crime or an accident	
	1 a short time when someone stops speaking 2 to stop doing something for a short time	
	1 a strong wish 2 to strongly suggest someone do something	
	1 something that slows you down 2 to pull something along behind you	

Now make sentences using the words.

- 2 Read these sentences. Then replace the words in italics with words that mean the same from the unit.

- 1 Some *personal stories* about Mark Twain are very amusing.
- 2 *Working together* is necessary to produce good results.
- 3 More and more people are concerned with the *protection* of different whale species.
- 4 Sit *facing* the street and watch the parade go by.
- 5 When you hit an iceberg, *leave* the ship immediately.

- 3 Use these words in their proper forms to complete the passage below.

depth dive yell annual shark accommodation witness relationship flee shore

When I was young, my parents liked **jogging** on the beach. So we used to visit the **seaside** on our \_\_\_\_\_ holiday. We always stayed in \_\_\_\_\_ close to the \_\_\_\_\_ because my parents had a good \_\_\_\_\_ with the owner of the hotel. We also went snorkelling each time and would \_\_\_\_\_ under the waves to see the colourful fish. As I grew older I was allowed to go to greater \_\_\_\_\_ and further out beyond the bay. There I saw small \_\_\_\_\_ as they swam lazily around the sea bottom. One day I \_\_\_\_\_ how they would pursue their prey swiftly, and the small fish had no time to \_\_\_\_\_ away. I wanted to \_\_\_\_\_ and warn the poor fish but that was impossible underwater. Thank God it was; otherwise, I might have been swallowed instead!



## Revising useful structures

- 1** Find and underline all the sentences using the *-ing* form in the reading passage, marking the passive *-ing* form in red.
- 2** Complete the sentences below with the passive *-ing* form of the verbs in brackets.
- 1 James was afraid of \_\_\_\_\_ (attack) by sharks.
  - 2 \_\_\_\_\_ (hold up) in the water by Old Tom, James was confident he would survive.
  - 3 \_\_\_\_\_ (include) in the hunt was a great thrill for Clancy.
  - 4 \_\_\_\_\_ (accept) by the whalers, the killers were able to get a good feed from the whale.
  - 5 Clancy didn't mind \_\_\_\_\_ (tell) what to do.
  - 6 \_\_\_\_\_ (help out) by the killer whales, the whalers were able to make a successful kill.
  - 7 The children enjoyed \_\_\_\_\_ (take) to the aquarium.
  - 8 It seemed the sea lion didn't mind \_\_\_\_\_ (photograph) with the tourists after all.
  - 9 "In fact, the chances of anybody \_\_\_\_\_ (swallow) by a whale are rather low," said the researcher.
- 3** Underline the use of the *-ing* form in the following passage, marking the passive *-ing* form in red.

Fishing **nets** in the sea have become a serious problem. They may be many kilometres long with plastic balls to keep them floating on the water, and weights to hold them down on the seabed. Unfortunately, the plastic nets are impossible to see underwater. So the term to describe them is "a wall of death". Their advantage is that they catch fish efficiently. However, they also cause danger to sea animals. First, not only **target** fish are caught in the net, but many other sea animals are found hanging there. Those not needed for marketing are thrown away. Second, nets are in danger of being cut loose by fishermen. If a net becomes free-floating, it is moved by the **tides** all over the ocean. It behaves as a hidden danger, killing all that are trapped in it. So many animals being caught in driftnets make many think that it is necessary to have a worldwide ban on all driftnet fishing.

- 4** Complete each of the following sentences in several ways using the passive *-ing* form. Then compare your sentences with your partner's.

EXAMPLE:

When I was young I used to dislike *being told to lay the table for dinner while I was watching my favourite TV programme.*

- 1 When I was in primary school I used to enjoy ....
- 2 I'll never forget ....
- 3 When I was a child I used to fear ....
- 4 Long, long ago I was fond of ....
- 5 Last year I liked ..., but now I like ....



## Using Language

## Reading and discussing



## A NEW DIMENSION OF LIFE

19th January

I'm sitting in the warm night air with a cold drink in my hand and **reflecting** on the day – a day of **pure** magic! I went snorkelling on the reef **offshore** this morning and it was the most fantastic thing I have ever done. Seeing such extraordinary beauty, I think every **cell** in my body woke up. It was like discovering a whole new dimension of life.

The first thing I **became aware of** was all the **vivid** colours surrounding me – purples, reds, oranges, yellows, blues and greens. The corals were fantastic – they were shaped like fans, plates, brains, lace, mushrooms, the branches of trees and the horns of deer. And all kinds of small, **neat** and elegant fish were swimming in and around the corals.



The fish didn't seem to mind me swimming among them. I especially loved the little orange and white fish that hid in the waving long thin **seaweed**. And I also loved the small fish that clean the bodies of larger fish – I even saw them get inside their mouths and clean their teeth! It seemed there was a surprise waiting for me around every corner as I explored small caves, shelves and **narrow** passages with my underwater **flashlight**: the yellow and green parrotfish was hanging **upside down**, and **sucking** tiny plants off the coral with its hard bird-like mouth; a yellow-spotted red sea-slug was sliding by a blue sea-star; a large wise-looking turtle was passing so close to me that I could have touched it.

There were other creatures that I didn't want to get too close to – an eel with its strong **sharp** teeth, with only its head showing from a hole, watching for a **tasty** fish (or my tasty toe!); and the giant clam half buried in some coral waiting for something to swim in between its thick green lips. Then there were two **grey** reef sharks, each about one and a half metres long, which suddenly appeared from behind some coral. I told myself they weren't dangerous but that didn't stop me from feeling **scared to death** for a moment!



The water was quite **shallow** but where the reef ended, there was a **steep** drop to the sandy ocean floor. It marked a **boundary** and I thought I was very brave when I swam over the edge of the reef and hung there looking down into the depths of the ocean. My heart was beating wildly – I felt very exposed in such deep clear water.

What a wonderful, limitless world it was down there! And what a tiny spot I was in this enormous world!

- 1 Glance quickly through the diary entry and number the paragraph topics in the correct order.

Topic	Paragraph	Topic	Paragraph
colours and shapes	<input type="checkbox"/>	the reef's edge	<input type="checkbox"/>
dangers	<input type="checkbox"/>	a final thought	<input type="checkbox"/>
reflecting	<input type="checkbox"/>	some sea creatures	<input type="checkbox"/>



**2** Were there more delights than dangers when snorkelling? List them and decide for yourself.

**3** Complete these noun groups from the diary entry. Note the use of adjectives.

- 1 \_\_\_\_\_ air      2 \_\_\_\_\_ seaweed      3 \_\_\_\_\_ mouth      4 \_\_\_\_\_ sea-slug  
5 \_\_\_\_\_ turtle      6 \_\_\_\_\_ teeth      7 \_\_\_\_\_ lips      8 \_\_\_\_\_ reef sharks

**4** Find the adjectives in Exercise 3 that go under these headings. What do you notice about the order of these adjectives in the noun groups in Exercise 3?

number

size

colour

pattern

Now write three noun groups of your own using several adjectives that belong to the categories above. Make sure that you put them in the correct position before the noun.

**5** In groups, look at the expressions below from the diary entry. Check their meanings with each other. Then tell each other about the times you had feelings like these.

a day of pure magic    extraordinary beauty    it was the most fantastic thing I have ever done  
my heart was beating wildly    every cell in my body woke up    (I felt) scared to death  
it was like discovering a whole new dimension of life

### Reading, discussing and listening



**1** Read the advertisement below and discuss these questions.

- 1 What can you experience on this tour?
- 2 Would you like to go? What aspect of the tour would you like best?
- 3 When do you get a refund?



## Whale Watching Tours



Do not miss this opportunity to see whales at close range on their annual migration south to the **Antarctic**.

Come on our whale watching boat tour. Sit outside for clear viewing or inside if the weather is wet. Listen to whales singing and watch them underwater on the videocamera. Witness these **awesome** creatures in their natural environment as they leap out of the water and as they feed in our waters.

Enjoy plenty of other sea animals on these tours such as dolphins, seals and penguins.

Our success rate for seeing whales on our tours is 98%. And if you don't see a whale we will offer you another free tour or we will refund half the fare.

Daily tours late Sept-Nov (8:30 am-12:00 pm)

\$60 per Adult

\$55 per Aged Pensioner

\$40 per Child

Book early on 02 7892 5547 to avoid disappointment.



**2** These dialogues between tourists and a tour guide took place after a whale watching tour. Decide what the tourists would appreciate (G) and what they might complain about (B). Listen to the tape and check your answers. Then listen again and number the aspects in the order you hear them.

Aspects	Good / Bad	Order
1 Saw whales filmed underwater	<input type="checkbox"/>	<input type="checkbox"/>
2 Saw only one whale in the distance	<input type="checkbox"/>	<input type="checkbox"/>
3 Heard whales	<input type="checkbox"/>	<input type="checkbox"/>
4 Too wet to go outside	<input type="checkbox"/>	<input type="checkbox"/>
5 Saw birds, dolphins and seals	<input type="checkbox"/>	<input type="checkbox"/>
6 Boat got back too late	<input type="checkbox"/>	<input type="checkbox"/>

**3** Listen again. When the tourist complained, what result did he/she want to get from the tour guide and what was the actual result? Complete the table for each dialogue.

Dialogue 1	Result wanted: Actual result:
Dialogue 2	Result wanted: Actual result:
Dialogue 3	Result wanted: Actual result:

**4** Listen to the expressions that each customer used to make his/her complaint. Complete the sentences.

**Dialogue 1**

- I'm sorry but \_\_\_\_\_ with the tour.
- Well, it was \_\_\_\_\_ outside ... My two kids \_\_\_\_\_.

**Dialogue 2**

- Yes, the whales were awesome but \_\_\_\_\_.
- I'm sorry but \_\_\_\_\_. I now have to make another airline booking and I have no idea whether there'll be any seats available. \_\_\_\_\_.

**Dialogue 3**

- Excuse me, the tour \_\_\_\_\_ and we'd \_\_\_\_\_ please.
- \_\_\_\_\_ as we're visitors to this area and we're leaving tomorrow morning.
- Well, actually, \_\_\_\_\_.



**5** Listen to the first dialogue and fill in the missing words. Then read the lines aloud, paying special attention to the stress and intonation.

TOUR GUIDE: I'm sorry but we \_\_\_\_\_ the weather and you \_\_\_\_\_ whales.  
 ANGELA: Well, I'm afraid that's not \_\_\_\_\_. I'd like to talk to the manager.  
 TOUR GUIDE: I'm sure that won't \_\_\_\_\_. I know he'll \_\_\_\_\_ with me. The \_\_\_\_\_ is that you \_\_\_\_\_ whales.



**Speaking and writing**

With your partner, make up dialogues for the following situations. Then use expressions like the ones in the second box. Perform them for your class. Then write them down.

- 1 You missed your flight because you think that it was not announced over the loudspeaker. Complain to an airline official.
- 2 The fish you ordered tastes terrible. Complain to the manager of the restaurant.
- 3 The trousers the tailor made for you are too short. Complain to the tailor.

I'm sorry but ....

I'm afraid ....

That's not good enough.

I'm feeling annoyed with / unhappy about / unsatisfied with ....

I'm not happy about / satisfied with ....

I'd like to talk to the manager.

I'd like a (full) refund, please.

That's no good for me.

You should do something about it.

**SUMMING UP**

<b>Content</b>	I enjoyed _____ I'd like to know more about _____
<b>Words and expressions</b>	I found these words useful: I found these expressions useful:
<b>Structures</b>	I have learned about _____ Some examples:

**LEARNING TIP**

On page 24, have a look at these interesting adjectives: *bird-like*, *wise-looking* and *yellow-spotted*.

- You can make up two-part adjectives by using a noun and *like* when you are describing something as being like something else. For example:

*The parrotfish's mouth was like a bird's.* → *The parrotfish had a **bird-like** mouth.*

*The football fans behaved like animals.* → *The football fans' behaviour was **animal-like**.*

- You can make up two-part adjectives with an adjective followed by a noun with the suffix *-ed*. For example:

*It looked like a fish.* → *It was **fish-shaped**.*

*The boy broke his girlfriend's heart.* → *She was **broken-hearted**.*

- You can also make up two-part adjectives with an adjective followed by *looking*. For example:

*The turtle looked wise.* → *The turtle was **wise-looking**.*

*Her hard life made her look sad.* → *She was **sad-looking**.*



# Unit 4 Sharing

## Warming Up

- 1 Think about the things you do to help other people. Interview three classmates and write their answers on the survey form below.

What do you do to help ...	Name:	Name:	Name:
1 your parents?			
2 other relatives?			
3 your friends?			
4 people in your community?			
5 people outside your community?			

- 2 Make a class list of the different things your classmates do for each of the groups on the survey form.
- 3 What does the word “volunteer” mean? In groups, discuss whether someone who helps the groups on the survey form can be called a “volunteer”.

## Pre-reading

The reading passage is an **airmail** letter from a young Australian woman, Jo, who worked as a volunteer teacher in Papua New Guinea (PNG) for two years. Do you know where PNG is? Jo also sent her friend some photos. Before you read the letter, look at the photos on the next two pages and in groups answer the questions.

### Photos 1 to 3

- 1 What kind of student was in Jo’s class?
- 2 Describe the classrooms.
- 3 What similarities and differences can you find between Jo’s classroom and yours?

### Photos 4 to 10

- 1 Jo took many photos of a visit to a student’s village. What can you say about the village?
- 2 What can you say about life in the village?



## Reading



## A LETTER HOME

Dear Rosemary,

Thanks for your letter, which took a **fortnight** to arrive. It was wonderful to **hear from** you. I know you're **dying to** hear all about my life here, so I've included some photos which will help you picture the places I talk about.

You asked about my high school. Well, it's a bush school – the classrooms are made of bamboo and the **roofs** of grass. It takes me only a few minutes to walk to school down a **muddy** track. When I reach the school grounds there are lots of "good mornings" for me from the boys. Many of them have walked a long way, sometimes up to two hours, to get to school.

There's no electricity or water and even no **textbooks** either! I'm still trying to adapt to these conditions. However, one thing is for sure, I've become more imaginative in my teaching. Science is my most challenging subject as my students have no **concept** of doing experiments. In fact there is no equipment, and if I need water I have to carry it from my house in a bucket! **The other day** I was showing the boys the **weekly** chemistry experiment when, before I knew it, the mixture was bubbling over everywhere! The boys who had never come across anything like this before started jumping out of the windows. Sometimes I wonder how **relevant** chemistry is to these students, most of whom will be going back to their villages after Year 8 anyway. To be honest, I doubt whether I'm making any difference to these boys' lives at all.

You asked whether I'm getting to know any local people. Well, that's actually quite difficult as I don't speak much of the local English dialect yet. But last weekend another teacher, Jenny, and I did visit a village which is the home of one of the boys, Tombe. It was my first visit to a **remote** village. We walked for two and a half hours to get there – first up a mountain to a ridge from where we had fantastic views and then down a steep path to the valley below. When we arrived at the village, Tombe's mother, Kiak, who had been pulling **weeds** in her garden, started crying "ieee ieee". We shook hands with all the villagers. Everyone seemed to be a relative of Tombe's.

Tombe's father, Mukap, led us to his house, a low bamboo hut with grass sticking out of the roof – this shows it is a man's house. The huts were round, not **rectangular** like the school buildings.



1 My class



5 2 Students putting new grass on classroom roofs



10 3 Building a new science lab



15 4 View of the village from the ridge



There were no windows and the doorway was just big enough to get  
 40 through. The hut was dark inside so it took time for our eyes to  
**adjust**. Fresh grass had been laid on the floor and there was a  
 newly made **platform** for Jenny and me to sleep on. Usually Kiak  
 would sleep in her own hut, but that night she was going to share  
 the platform with us. Mukap and Tombe were to sleep on small  
 45 beds in another part of the hut. There was a fireplace in the centre  
 of the hut near the doorway. The only possessions I could see were  
 one **broom**, a few **tin** plates and cups and a couple of **jars**.

Outside Mukap was building a fire. Once the fire was going, he  
 laid stones on it. When hot, he placed them in an empty oil drum  
 50 with kau kau (sweet potato), corn and greens. He then covered  
 the vegetables with banana leaves and left them to steam. I  
**sniffed** the food; it smelled delicious. We ate inside the hut sitting  
 round the fire. I loved listening to the family softly talking to each  
 other in their language, even though I could not **participate** in the  
 55 conversation. Luckily, Tombe could be our **interpreter**.

Later, I noticed a tin can standing upside down on the **grill**  
 over the fire. After a short time Tombe threw it out of the doorway.  
 I was puzzled. Tombe told me that the can was heated to **dry out**  
 the leftover food. They believe that any leftovers attract evil spirits  
 60 in the night, so the food is **dried up** in the can and the can is then  
 thrown out of the hut. **Otherwise** they don't waste anything.

We left the village the next morning after many goodbyes  
 and firm handshakes. My muscles were aching and my knees  
 shaking as we climbed down the mountain towards home. That  
 65 evening I fell happily into bed. It was such a **privilege** to have  
 spent a day with Tombe's family.

It's getting late and I have to prepare tomorrow's lessons  
 and do some **paperwork**. Please write soon.

Love,

70 Jo



5 Some of Tombe's family with Mukap on the left



6 Kiak preparing vegetables



7 Tombe's family and Jenny waiting for the meal to cook



8 A woman and baby we saw on the way home



10 Village huts



9 Tombe with his grandfather who's digging up peanuts



## Comprehending

- 1** What have you learned about the customs and lives of the people in Tombe's village? Read Jo's letter and look at her photos. Then complete the table below.

Type of houses		Diet	
Family relationships		Possessions	
Cooking methods		Agriculture	
Sleeping arrangements		Beliefs	

- 2** Find or guess the reasons for these facts according to Jo's letter.

Fact	Reason
The boys jumped out of the windows in the science lesson.	
Jo wondered how relevant chemistry was to the boys.	
Tombe's mother cried "ieeee ieee" when she saw Jo.	
There were no windows in Mukap's hut.	
The tin can was standing upside down on the grill.	

- 3** What do you think are the positive and negative things about living in a village in Papua New Guinea? The first one is done for you.

Positive aspects	Negative aspects
1 Boys value education	1 No running water or electricity
2	2
3	3
4	4

- 4** In groups, discuss these questions.

- 1 Would you like to go to a school like the one described in the letter? Give reasons.
- 2 What are the differences between the school you go to and the one described in the letter?
- 3 Jo felt it was a privilege to have spent a day with Tombe's family. If you were Jo, how do you think you would have felt? Give reasons.
- 4 Why do you think Jo became a volunteer in PNG? Give as many possible reasons as you can. Would you like to work as a volunteer in a poor area? Why?



## Learning about Language

### Discovering useful words and expressions

#### 1 Find words in the unit that have the following meanings.

- 1 \_\_\_\_\_ to change slightly to make something work better
- 2 \_\_\_\_\_ a metal shelf for cooking meat, **toasting** bread, etc
- 3 \_\_\_\_\_ connected with what is being done or discussed
- 4 \_\_\_\_\_ an idea
- 5 \_\_\_\_\_ an honour
- 6 \_\_\_\_\_ something that has been organized
- 7 \_\_\_\_\_ written work in an office, such as writing reports or letters
- 8 \_\_\_\_\_ to breathe air into your nose noisily

#### 2 Complete the paragraph with the words or phrases below in their proper forms.

otherwise airmail be dying to adjust muddy hear from fortnight platform remote

Sharon looked at herself in the mirror and sighed. She had posted the \_\_\_\_\_ letter to Tim last week but had had no reply. She smoothed her hair down with a wet **comb**, wiped her \_\_\_\_\_ shoes, and thought about the three months she had known him. He was the nicest boy she had ever met, \_\_\_\_\_ she would not have fallen in love with him. She still remembered that he \_\_\_\_\_ quickly when he heard she came from a \_\_\_\_\_ village. At first she had \_\_\_\_\_ him every week but now she had not heard for a \_\_\_\_\_. Why? She had decided to find out. She walked down the \_\_\_\_\_ to catch the train to New York feeling both excited and nervous. She \_\_\_\_\_ see him again but what if he didn't want to see her?

#### 3 Look at these definitions and make suitable phrasal verbs with the words in the right box. Then make a dialogue using each one.

- 1 (dry \_\_\_\_\_) to become completely dry
- 2 (dry \_\_\_\_\_) to become dry on the surface
- 3 (dry \_\_\_\_\_) to come to an end
- 4 (hear \_\_\_\_\_) to listen to somebody till the end
- 5 (hear \_\_\_\_\_) to receive a letter or a phone call from someone
- 6 (hear \_\_\_\_\_) to have knowledge of sb/sth
- 7 (be dying \_\_\_\_\_) to want to do something very much
- 8 (die \_\_\_\_\_) to disappear or stop existing completely
- 9 (die \_\_\_\_\_) to gradually get quieter

out  
off  
up  
from  
for  
up  
down  
of  
to

EXAMPLE:

S<sub>1</sub>: What am I doing when I lie down on the sand in the sunshine after a swimming race?

S<sub>2</sub>: You're drying off.

S<sub>1</sub>: Yes, well done!



## Using Language

## Reading and speaking




Back Forward Stop Refresh Home AutoFill Print Mail

http://www.worldgifts.org

## THE WORLD'S MOST USEFUL GIFT CATALOGUE

[Home page](#)
[About us](#)
[Gift order form](#)
[Contact details](#)



Would you like to **donate** an unusual gift? Then this is the catalogue for you. The gift you give is not something your loved one keeps but a **voluntary** contribution towards the lives of people who really need it.

Choose from this catalogue a really useful gift for some of the world's poorest and bring hope for a better future to a community **in need**.

When you **purchase** an item, we will send you an attractive card for you to send to your special person. You can use the cards for any special occasion – weddings, births, birthdays, Christmas or **anniversaries**, etc.


Gifts	Cost (AUD)
A 20 tree seedlings	\$5
B A loan to set up women's self-help group	\$8
C Water supply for one person	\$10
D Training in vegetable gardening	\$15
E Child vaccinations against 6 killer diseases	\$20
F School books	\$20
G Basic adult education	\$25
H Basic health-care services	\$30
I One year of primary schooling	\$35
J A goat for a poor family	\$40
K A family toilet	\$50
L Water for a family	\$65
M A loan to set up a small business	\$85
N A sewing machine	\$100
O Family nutritional supplements	\$130
P Oxen for ploughing	\$180
Q A trunk library	\$200
R Assistance for families headed by children	\$300
S A community primary school	\$500
T Village tractor	\$1,000
U A well and water pump	\$1,350

To .....

To let you know that I am thinking of you, I have purchased a gift from the World's Most Useful Gift Catalogue for you to give to some of the world's poorest.

This gift will train a whole village of around 40 families in India, Kenya, or Bangladesh in new agricultural methods, and provide seeds and simple agricultural equipment. Just 20% more produce will mean the difference between sickness and health, between families going hungry and families providing for themselves.

From .....





## Revising useful structures

**1** Read the letter about visiting Tombe's home again and underline the sentences which contain restrictive attributive clauses.

**2** Complete the sentences with your own words.

- 1 I made the jar which \_\_\_\_\_.
- 2 Painting is an activity that \_\_\_\_\_.
- 3 The interpreter to whom you \_\_\_\_\_ is on holiday.
- 4 The man who \_\_\_\_\_ is a doctor.
- 5 The woman whose daughter \_\_\_\_\_ is over there.
- 6 The school where you \_\_\_\_\_ has been improved.
- 7 Anne is doing some research on the time when \_\_\_\_\_.
- 8 The reason why he \_\_\_\_\_ was that he was watching an interview of the first Chinese astronaut on TV.

**3** Answer the following questions using attributive clauses with the pronouns in brackets. Compare your answers with a partner. The first one has been done for you.

- 1 What kind of friend would you like to have? (whom)  
*I'd like to have a friend whom I can trust.*
- 2 What kind of place would you like to go to for a holiday? (where)
- 3 What story do you enjoy most? (which/that)
- 4 Which musical instrument would you like to learn to play? (which/that)
- 5 Why didn't you finish your homework? (why)
- 6 What kind of person is she married to? (to whom)
- 7 What sport do you participate in most often? (which/that)
- 8 Which day won't you ever forget? (when)

**4** Work in pairs. One student looks at one word in the box and define it with the attributive clause. The other student guesses the word. Then take turns.

- |               |        |             |
|---------------|--------|-------------|
| 1 broom       | 2 jar  | 3 tin       |
| 4 textbook    | 5 roof | 6 grill     |
| 7 interpreter | 8 weed | 9 rectangle |

EXAMPLE:

$S_1$ : I'm thinking of a shape which has four straight sides of different lengths with four 90° angles.

$S_2$ : Is it a rectangle?

$S_1$ : Yes, it is. Now it's your turn.

Then make some of your own definitions for any of the new words in this unit.



**1 Before you read the Internet page, glance quickly at it and answer these questions.**

- 1 What does the page show you? Where is the list of gifts?
- 2 In what kind of order are the gifts listed? How much are the cheapest and dearest gifts? What do the photos show you?

**2 On the Internet page, when you click on each gift, you get a description of that gift. In pairs, write the correct gift (A to U) from the Internet page next to each description below.**

- 1 This gift allows a woman who is a trained **tailor** to make some income, giving her and her family a better future. (India, Tanzania, Kenya)
- 2 This gift gives a person the opportunity to acquire basic reading and writing, and life skills. Adults develop the confidence to participate in the social, economic and **political** lives of their communities. (Nepal, India, Bangladesh, Uganda)
- 3 This gift covers the cost of production and **distribution** of seedlings, as well as training in tree care for the local villagers who are working hard to prevent their land from turning into desert. (Kenya, Tanzania, India)
- 4 This gift buys a goat. A goat gives milk and is a valuable income. Goats increase in number quickly and add much to a family's food and financial **security**. They are easy and fun for children to care for. (Nepal, India, Uganda)
- 5 This gift covers the cost of exercise books and textbooks for community primary schools that **operate** in poor or remote villages. (Southern Sudan)
- 6 This gift gives a child a good start in life. Community schools provide good quality education for children who would otherwise have no opportunity to attend school. (Bangladesh, Kenya, Uganda)

**Listening and speaking**



**1 Jennifer Wells is interviewing Dr Mary Murray, who works for Medecins Sans Frontieres (MSF). They use time expressions to talk about Mary's life. Listen to the tape and number the expressions in the order you hear them.**

- |                                |                               |
|--------------------------------|-------------------------------|
| _____ in the future            | _____ during the 1980s        |
| _____ for a couple of months   | _____ over the last few years |
| _____ for a further six months | _____ in two weeks' time      |



**2 Listen again and make notes of Mary's experiences in the table below.**

Time	Place	Event
the 1980s		
1992		
1997		
2001		
Now		
Future		



**3** With a partner answer the questions before you listen for a third time. As you listen check your answers.

- 1 Why did Mary decide to work in a developing country?
- 2 When Mary worked in a **clinic** in Malawi, why did the children die?
- 3 In the Sudan, why was it nearly impossible for Mary to get to the clinics when the rains came?
- 4 Why were conditions in the clinics in the Sudan challenging?
- 5 Why does Mary enjoy her job?

**4** Would you like to help others like Dr Mary Murray in the future? Complete the table below and then share your ideas with your partner.

What I would do	
Where I would like to go	
How long I would stay	
What I would learn	

### Writing

Now write about Dr Murray for the school magazine. Write a paragraph on each topic below in the order shown. Remember to use time expressions.

- 1 who she is
- 2 the reason why she joined MSF
- 3 what she did in Malawi
- 4 what she did in the Sudan
- 5 the effects on her of her experiences
- 6 her plans for the future

### SUMMING UP

<b>Content</b>	I enjoyed _____ I'd like to know more about _____
<b>Words and expressions</b>	I found these words useful: _____ I found these expressions useful: _____
<b>Structures</b>	I have learned about _____ Some examples: _____

### LEARNING TIP

In this textbook, you often have to work in pairs and groups. This gives you an excellent opportunity to practise speaking English. When you work with others, be sure to speak English all the time. Change partners and groups whenever you can so that you are practising your English with as many classmates as possible. Become more aware of the number of times you speak in a group and how much you say. Through discussions with partners and members of groups, you not only improve your English but also develop your communication skills, learn ways to work well in a team and benefit from other people's knowledge and experience.



# Unit 5

## Travelling abroad

### Warming Up

- 1 If you could go anywhere in the world, which country would you like to visit and why?
- 2 What kind of thing would you learn by being a tourist? What would you learn by working or studying in a foreign country?
- 3 How difficult do you think it is to **adjust to** the customs of another country?
- 4 Do you know anyone who has spent some time in another country? What did they find that was similar to or different from our country?

### Pre-reading

- 1 What are the advantages and disadvantages of studying in a foreign country?
- 2 You are going to read a newspaper article about a Chinese student who goes to study in England. What do you think she will find different from studying at a Chinese school/university? What do you think she might find difficult?





## Reading



## KEEP IT UP, XIE LEI

## Chinese student fitting in well

1 Six months ago Xie Lei said goodbye to her family and friends in China and boarded a plane for London. It was the first time she had ever left her

5 **motherland**. "After getting my **visa** I was very excited because I had dreamed of this day for so long. But I was also very nervous as I didn't know what to expect," Xie Lei told me when I saw her waiting in a **queue** at

10 the student **cafeteria** between **lectures**.



Xie Lei, who is 21 years old, has come to our university to study for a business **qualification**. She is halfway through the **preparation** year, which most foreign students

15 complete before applying for a degree course. Xie Lei highly **recommends** it. "The preparation course is most beneficial," she said. "Studying here is quite different from studying in China, so you need some preparation first."

20 "It's not just study that's difficult. You have to get used to a whole new way of life, which can take up all your concentration in the beginning," explained Xie Lei, who had lived all her life in the same city in China. She told me that she had had to learn almost everything

25 again. "Sometimes I felt like a child," she said. "I had to learn how to use the phone, how to pay bus fare, and how to ask a **shopkeeper** for things I didn't know the English for. When I

30 got lost and had to ask a passer-by for directions, I didn't always understand. They don't talk like they do on our listening tapes," she said, laughing.

Xie Lei lives with a host family who

35 give her lots of good advice. Although some

foreign students live in student accommodation or apartments, some choose to board with English families. Living with host families, in which there may be other college students, gives her the chance to learn more about the new culture.

"When I hear an **idiom** that I don't understand, I can ask my host family for help," explains Xie Lei. "Also, when I miss my family, it's a great **comfort** to have a **substitute** family to be with."

Xie Lei's preparation course is helping her to get used to the **academic requirements** of a Western university. "I remember the first **essay** I did for my **tutor**," she told me. "I found an article on the Internet that seemed to have exactly the information I needed. So I made a summary of the article, revised my **draft** and handed the essay in. I thought I would get a really good mark but I got an E. I was **numb** with shock! So I went to my tutor to ask the reason for his **revision**. First of all, he told me, I couldn't write what other people had said without **acknowledging** them. Besides, **as far as he was concerned**, what other people thought was not the most important thing. He wanted to know what I thought, which confused me because I thought that the author of the article knew far more than I did. My tutor explained that I should read lots of different texts that contain different opinions and analyse what I read. Then, in my essay, I should give my own opinion and explain it by referring to other authors. Finally he even encouraged me to **contradict** the authors I'd read! At first I lacked

*continued on page 39*



*Chinese student fitting in well continued from page 38*

confidence, but now I'm beginning to get the idea and my marks have improved. More importantly, I am now a more **autonomous** learner."

Xie Lei told me that she feels much more at home in England now, and what had seemed very strange before now appears quite normal. "I've just got one more thing to achieve. I have **been so occupied with** work that I haven't had

time for social activities. I think it's important to have a balance between study and a social life, so I'm going to join a few clubs. Hopefully I'll make some new friends."

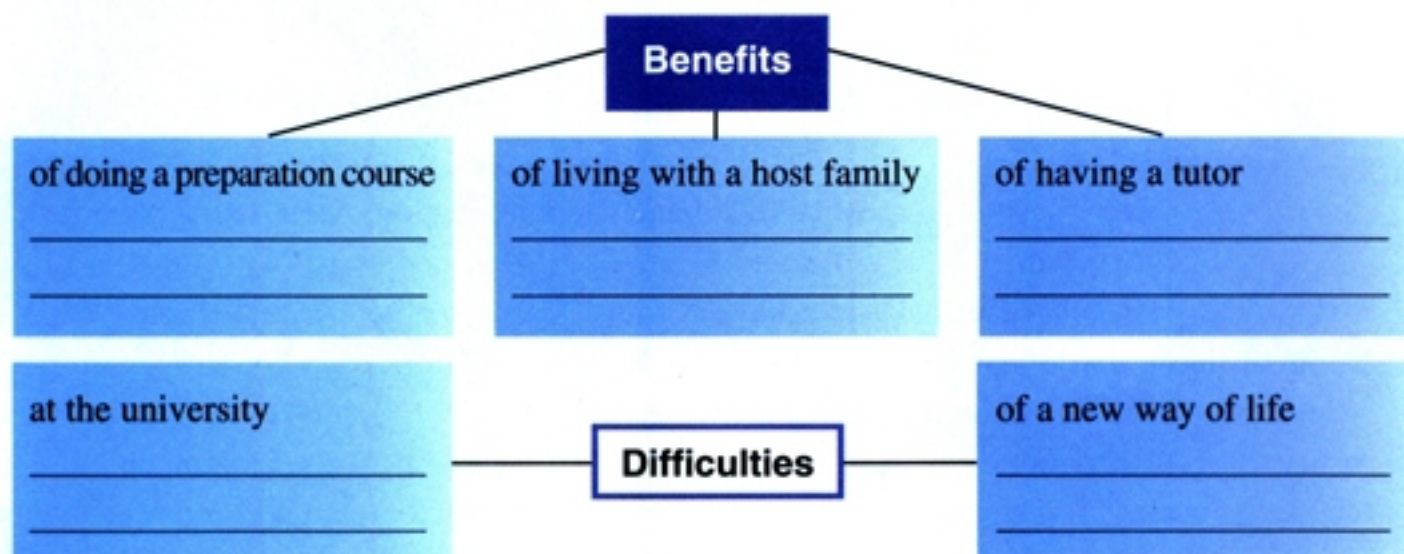
We will follow Xie Lei's progress in later 40 editions of this newspaper but for now, we wish Xie Lei all the best in her new **enterprise**. She deserves to succeed.

## Comprehending

### 1 Answer these questions about the text.

- 1 What is Xie Lei in England for? How long has she been in England?
- 2 Why is she doing a preparation course first?
- 3 Why did Xie Lei feel like a child when she first arrived in England?
- 4 Which two types of people have helped Xie Lei most since she came to England?
- 5 Why has Xie Lei decided to join a few clubs?

### 2 Read the text again and fill in the diagram below.



### 3 In groups, discuss the following questions.

- 1 What kind of person do you think Xie Lei is? Find evidence in the article to support your opinion.
- 2 Why do you think the reporter used some direct speech in the article?
- 3 Where do you think this article might have been published?

### 4 In groups, make a list of the problems that the article mentions Xie Lei had when she first went to England. Add two or three other problems she might have had. Then tell what you would do if you had the same problems in England on an exchange programme. Be prepared to share your ideas with another group.



## Learning about Language

### Discovering useful words and expressions

#### 1 Complete each of the sentences with one of the words in brackets in its proper form.

- Sara \_\_\_\_\_ (acknowledge/acknowledgement) her mistake and made an **apology** immediately.
- The report \_\_\_\_\_ (contradict/contradiction) what we saw in our physics lesson yesterday.
- The \_\_\_\_\_ (recommend/recommendation) I would make is that you apply for a passport and then arrange to get your visa to England as soon as possible.
- I am too \_\_\_\_\_ (occupy/occupation) with my own essay for this **seminar** to help you with yours.
- This new **videophone** will meet almost all our \_\_\_\_\_ (require/requirement).
- The chemist \_\_\_\_\_ (analyse/analysis) the coffee and found it contained poison.
- Watching **Rugby** matches gave me much \_\_\_\_\_ (comfort/comfortable) after I broke my leg and missed playing the game for four months.
- After four years of study, you will gain \_\_\_\_\_ (qualified/qualification) in marketing and have a **bachelor's** degree.
- I've got lots of \_\_\_\_\_ (prepare/preparation) to do for the dinner party tonight.
- Xie Lei found she could \_\_\_\_\_ (adjust/adjustment) to the **routine** of life in England because her host family were so helpful.

#### 2 Complete this passage with the words and phrases below in their proper forms.

cafeteria motherland adjust to idiom tutor requirement draft substitute routine  
academic lecture recommend queue occupy fit in autonomous

I have studied for six months at a British university, and feel that I have \_\_\_\_\_ well \_\_\_\_\_ the life away from my \_\_\_\_\_. I live in student accommodation. After eating breakfast at the \_\_\_\_\_ I go by **minibus** to the university \_\_\_\_\_ halls or the library. My tutor \_\_\_\_\_ that I only work for six hours each day and behave as a/an \_\_\_\_\_ learner. He thinks I should \_\_\_\_\_ some **optional** activities such as clubs for extra \_\_\_\_\_ work on my essays. I am not sure whether I will be able to meet the \_\_\_\_\_ of my course or not, as it takes so long for me to do my work. Take revising \_\_\_\_\_ of my essays as an example, it \_\_\_\_\_ too much of my time. However, my \_\_\_\_\_ tells me that if I join in more social activities I will improve my understanding of English \_\_\_\_\_. So I spend some time in a club in the afternoon. In the evening, I usually \_\_\_\_\_ for my meal at the cafeteria and then go home. **Day in and day out** I follow almost the same \_\_\_\_\_. I \_\_\_\_\_ quite well.

#### 3 Active verbs such as *come, do, have, get, give, keep, make* can be followed by nouns, prepositions, adverbs, or adjectives. Look at the table below and add as many examples as you can into each box. Make sure you know their meaning and usage.

v.	v. + n.	v. + prep. / adv.	v. + adj.
make	make a bet / preparations ...	make of/from/up ...	make sure ...
keep	keep a diary / bees ...	keep on/up/out ...	keep calm/quiet ...



## Revising useful structures

**1** Read the article about Xie Lei again and pick out the sentences containing non-restrictive attributive clauses.

**2** Non-restrictive attributive clauses are often used to add additional information. Look at the following sentences, some of which need commas. Insert them and give your reasons.

- 1 Mark Twain who was a famous American author wrote *The Million Pound Bank Note*.
- 2 The bird cages some of which were in poor condition were sold by the shopkeeper at half price.
- 3 Joan passed her exam which surprised me a great deal.
- 4 The minibus which I usually take on the campus had an accident yesterday.
- 5 Shenzhou-V which was sent into space on October 15th, 2003 was China's first manned spaceship.
- 6 The dogs all of which were small and white with long hair **barked** loudly.
- 7 The **battery** to which the robot toys were connected failed to work last night.
- 8 I asked the doctor to tell me the reason why my hands are numb sometimes.

**3** Join the two sentences. You need to add commas to most.

- 1 Peter danced and sang all evening. People used to think Peter was quiet.
- 2 Sharon gave me a picture for my birthday. She had painted it especially for me.
- 3 The operation was performed in a famous hospital. My grandfather's hearing improved.
- 4 When I went on a tour round China, I saw many historical sites. It was very exciting.
- 5 The two traffic accidents happened on the same morning. Then there was a heavy fog.
- 6 Tang Ling volunteered to help the welfare house. There she teaches the homeless children.
- 7 As far as I'm concerned, Anne should not be going to America next year. Her daughter is in my class.
- 8 He went on a bus tour with a group of people. Most of them had never travelled before.

**4** Add extra information to the sentences below, using non-restrictive attributive clauses.

EXAMPLE:

Mount Taishan, *which is located in Shandong Province*, is going to be filmed for a CCTV programme.

- 1 Daniel, \_\_\_\_\_, is the best choice for your enterprise.
- 2 Julie wants to make a few revisions to the book, \_\_\_\_\_.
- 3 Abigail, \_\_\_\_\_, always wished to **drill** for oil on an **oilfield**.
- 4 Jamie, \_\_\_\_\_, hated the idea of travelling overnight to Scotland on the train.
- 5 The other day Sam saw the snake, \_\_\_\_\_, sliding away fast into the rocks.



## Using Language

## Listening



**1** Before you listen, look at the map of South America on the right. Find the cities of Lima and Cuzco and the Andes Mountains. Discuss what you already know about Peru.

**2** Lia wants to visit Peru. She goes to a travel agent to find out the best way to travel there. Listen to the conversation and tick the things she says she likes doing.

- visiting places on her own
- trying different kinds of food
- going to historical sites
- cycling
- visiting museums
- swimming
- climbing mountains
- looking at wildlife
- learning about a country's culture
- staying in expensive hotels



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

- 1 Has Lia been to Peru before?
- 2 Why doesn't Lia want to go on a tour?
- 3 Why does the travel agent advise her not to travel alone?
- 4 Why does the travel agent recommend Cuzco for Lia to visit?
- 5 How will Lia know about tours from Cuzco?



The Andes Mountains

**4** Listen again and complete the sentences.

- 1 I \_\_\_\_\_ independent.
- 2 But you \_\_\_\_\_ as it's your first visit.
- 3 Yes, but I also \_\_\_\_\_.
- 4 You \_\_\_\_\_ from Lima, the capital of Peru, to Cuzco.
- 5 We \_\_\_\_\_ into a hotel in Cuzco.



City Hall of Lima



## Reading and speaking



- 1 Read the entry from a textbook about Peru. Then find the places mentioned in the text on the map on the previous page.

## Peru

Peru is a country on the Pacific coast of South America. It has three main geographical areas: a narrow coastal belt; the Andes Mountains running **parallel** to the coast; and high, flat plains in the southeast. In the high plains area is Lake Titicaca, the highest lake in the world, on which boats can travel. Peru has **abundant** plants from desert grasses to vast areas of jungle.

Once the centre of the powerful and extremely wealthy Inca Empire, much of South America was **governed** by Spain from the sixteenth century onwards. Peru finally gained its independence from Spain in 1821. The capital of Peru is Lima, which is in the north on the coast. The ancient Inca capital, Cuzco, is found high in the Andes. It is a popular tourist **destination** as it is close to the famous Inca ruins of the city of Machu Picchu. Cuzco is a lively city with many hotels and **inns**, where both Indian and Spanish culture and art can be seen.



- 1 Why is Cuzco popular with tourists?
- 2 What is special about Lake Titicaca?
- 3 What do you think the two official languages of Peru are?

- 2 Now read the brochure on the next page and answer the following questions.

- 1 Which tours would best suit people who like an active holiday and don't need first class accommodation?
- 2 What kind of people would enjoy Tour 2?
- 3 On which tours do you visit Machu Picchu?
- 4 If you spent two weeks in and around Cuzco, which tour would be best to do last?

- 3 Imagine your group plans to spend eight days in and around Cuzco. Discuss which two tours you will take.

- 1 First discuss what you like to do when you are on holiday.

Use expressions like:

I like / don't like doing / to do ...

I prefer to ...

I enjoy/love/hate doing ...

- 2 Then discuss which tours best suit you.

Use expressions like:

We could/might ...

It would be possible to ...

It is impossible to ...

... could/would be a perfect place for us.

I don't think you'd enjoy ...

... would probably suit us.

It's **out of the question**.



## PERU

Peru offers a variety of experiences from ancient ruins and centuries-old Spanish villages to thick forests, high mountains and desert coastline. TRAVEL PERU offers tours for all ages and tastes. The following tours are based at Cuzco, the site of the ancient capital of the Inca civilization.

### Tour 1

Experience the jungle and its diverse wildlife close up. During this four-day walking tour, you will be amazed by mountain scenery and the ancient ruins we pass on our hike. On the last day, we arrive at the ruins of Machu Picchu in time to see the sunrise over the Andes. Spend the day visiting the ruins of this ancient Inca city before catching the train back to Cuzco.



### Tour 2

A full-day trip by road from Cuzco to Puno with fantastic views of the highland countryside. From Puno, we travel by boat across Lake Titicaca, stopping on the way at the floating islands of the Uros people. These floating islands and the Uros Indian's houses are made of the water plants that grow in the lake. A full-day stay with a local family gives you an opportunity to learn more about their life. Return to Puno on the fourth day for your flight back to Lima.

### Tour 3

Spend four days high in the Andes at Cuzco. Learn about its history and visit the museums. Admire the Spanish architecture, enjoy some excellent Spanish cuisine and take some time to bargain for some souvenirs at the colourful markets. Take the train up to Machu Picchu for a guided tour of the ruins and the royal **tomb** of the Inca king.



### Tour 4

A short flight from Cuzco takes you from the Andes into the lowlands of the Amazon Jungle. From here you'll travel by boat to your accommodation in a forest reserve, which holds the record for the most bird sightings in one area. From the guesthouse you can explore the jungle in the company of a local guide.



**Writing**

Imagine your American penfriend has decided to come to China to study Chinese culture and language at a university near you. Write a letter to him or her giving information about what life will be like. Include things like:

- what he/she will find different in China (include things like food, study, transport, accommodation, etc)
- how easy or difficult it will be to make friends
- the best way to learn Chinese and about Chinese culture
- things you can do to help him/her **settle in**

**SUMMING UP**

<b>Content</b>	I enjoyed learning about I'd like to know more about
<b>Words and expressions</b>	I found these words useful: I found these expressions useful:
<b>Structures</b>	I have learned about Some examples:

**LEARNING TIP**

It is more difficult to practise listening skills when you live in a country where English is not spoken a great deal. You have to search for as many opportunities as possible to practise listening.

English-language listening tapes are a good start, but unlike real conversations, you can stop and start them as many times as you like. Here are some other ways you can develop your listening skills:

- Try listening to language tapes all the way through without stopping. Play them several times if you need to, but don't keep stopping.
- Don't worry about understanding every word you hear. Concentrate on getting the general idea.
- Listen to English-language movies without the Chinese subtitles. Pay attention to body language and context to help you understand.
- Listen to English-language radio and television programmes.
- Join an English conversation club. If there isn't one in your area, start one yourself. You might be able to invite English speakers to your club sometimes.
- Don't be afraid to ask English speakers to explain or repeat what they have just said if you don't understand.



### LISTENING



- 1 Get into pairs and ask each other what you already know about guide dogs. Has anyone seen one in use? When do people need them? How are they useful?
- 2 Listen to the whole tape for the first time. Then write down the main idea of the listening.

- 3 Listen to Part 1 again and fill in the following table. Then answer the questions.

Who is Lucy?		Name of Sara's mother	
Name of Sara's teacher		What Sara wants to teach the dog first	

- 1 How did Sara get to work on her own?
  - 2 Has Sara always been blind? How do you know?
  - 3 What will Lucy learn first at Sara's home?
- 4 Listen to Part 1 again and complete the dialogue below.

PHIL: Definitely. She told me \_\_\_\_\_ since her accident.

MOTHER: Well, I've \_\_\_\_\_, but I know Sara wants to be \_\_\_\_\_.

PHIL: Well, with Lucy's help she will be. How's Lucy \_\_\_\_\_, by the way?

MOTHER: Oh, it's like \_\_\_\_\_, isn't it, Sara?

SARA: Yes. She's been \_\_\_\_\_ everything in the house and she knew which was my bedroom \_\_\_\_\_.
  - 5 Listen to Part 2 again and answer the questions in pairs.
    - 1 How did Lucy go across the street?
    - 2 What is Phil going to teach Lucy after lunch?
    - 3 How will Lucy improve Sara's life?
  - 6 Listen to Part 2 again and complete the dialogue below.

PHIL: We'll \_\_\_\_\_ Lucy \_\_\_\_\_ rest and then we'll ask her \_\_\_\_\_ Sara to the station again.

SARA: Then Phil's going to \_\_\_\_\_ Lucy \_\_\_\_\_ the train and \_\_\_\_\_ my office. \_\_\_\_\_, Lucy and I will be going to work \_\_\_\_\_.

MOTHER: That's \_\_\_\_\_. I'm so \_\_\_\_\_ you.



## TALKING

- 1** Read about how guide dogs and their blind owners are trained. Then make a timeline that shows the different stages in a guide dog's training.

Guide dogs are trained in many countries in the world to help their blind or weak-sighted owners move around the streets independently. For the first 12 months of its life the puppy lives with a sighted family who give it as many different experiences with people, other animals, traffic and noises as they can. Then, when the puppy is about a year old, it begins 5 months training at a guide dog school. It learns to guide its owner safely around the streets, across busy roads and even onto trains and buses. When the dog is trained, it meets its new owner and the two of them live at the guide dog school for a month while they learn to work together. A trainer then goes to the owner's home to teach the dog and its owner how to get around in their own town or city.



## Timeline

First 12 months \_\_\_\_\_

A year old \_\_\_\_\_

...

- 2** In pairs prepare to interview Phil on how to train dogs and their blind owners based on the listening text and the reading passage above.

- Think of some questions you would like to ask Phil.
- Choose the three best ones.
- Get together with another group and test your questions on them. Revise them if necessary.
- Act in role to produce a convincing interview. Practise it and be prepared to perform it to the class.

This beginning may help you:

*S<sub>1</sub>: Congratulations, Phil, on the splendid work you are doing. What is it that first attracted you to working with guide dogs?*

*S<sub>2</sub>: Well, I've always enjoyed working with animals and ....*

...

- 3** In groups of four prepare an interview with Sara, asking her how the guide dog, Lucy, has improved her life. One of you will be Sara and the others will ask questions. Use the expressions on page 7. The beginning may help you:

*S<sub>1</sub>: Hello, Sara. I'm very impressed with your attitude towards your disability. Clearly it is very important for you to be independent. How has Lucy improved the quality of your life?*

*S<sub>2</sub>: Well, thank you very much. I can't begin to tell you how much ....*



## USING WORDS AND EXPRESSIONS

1 Complete the passage with the words below.

dignity   companion   all the best   assistance   congratulate  
graduation   access   accessible   certificate   architect

When Bonnie Rivers passed her exams, everyone \_\_\_\_\_ her and wished her \_\_\_\_\_ for her future. Unfortunately, she could not collect her \_\_\_\_\_ certificate because the building where the ceremony was being held was not wheelchair \_\_\_\_\_. So Bonnie had to ask a/an \_\_\_\_\_ to come to her \_\_\_\_\_ and collect the \_\_\_\_\_ for her while she waited outside. The situation would not have happened if a qualified \_\_\_\_\_ had been employed to design a building with wheelchair \_\_\_\_\_. Everybody was conscious of Bonnie's \_\_\_\_\_ in dealing with the situation and decided that it should never happen again!

2 Fill in the table with words from the unit that mean the same as the words and phrases on the left. Then write sentences containing the words you wrote.

put an end to		help	
give up or leave		Well done!	
enough		useful	
line		accepted	
long hard seat		behaviour	

3 Translate the following sentences into Chinese.

- As her eyesight failed she knew she would have to resign from the community health committee.
- She is famous in literature for her novel about the campaign to abolish slavery.
- Never mind about that software! We'll repair it when we meet with the engineer from the company.
- Congratulations! The profit from selling those wheelchairs will be enough to buy six new benches for your school.
- The parrot flew out of the pet shop and landed on the bowling-green (草地滾木球場) across the road.
- I left the meeting when they began to talk about politics and headed for the exit.
- It is my ambition to make sure that the disabled people in our neighbourhood have access to all public buildings.
- I had wanted to clean out the basement in his absence, but unfortunately I didn't have time.
- James carried his new fish tank carefully into the house, dreaming of how wonderful it would look full of colourful fish.
- The bench was hard to sit on, but it provided an excellent resting place for people after climbing the hill.



## USING STRUCTURES

1 Translate the following sentences into English. Pay attention to the use of the infinitive.

- |                        |                     |
|------------------------|---------------------|
| 1 我忘了让您去社区服务中心了。       | 2 在检查机器之前关掉电源是很重要的。 |
| 3 我不知道哪儿能找到这种纽扣。       | 4 幸运的是，我们没有更多的活儿要做。 |
| 5 海伦很高兴到过中国 20 多个省、市。  |                     |
| 6 她事业有成，现在最大的愿望就是结婚生子。 |                     |

2 Complete the passage using the verbs below in their proper forms.

plan go fly help complete do worry put attempt

It can be difficult to travel on your own when you are disabled. So when Melva Cross announced that she wanted \_\_\_\_\_ from America to China on her own, her friends began \_\_\_\_\_ about her. \_\_\_\_\_ such a long journey on your own when you are fit and healthy is one thing, but \_\_\_\_\_ it when you are in a wheelchair is quite another! But Melva was not \_\_\_\_\_ off. She was determined \_\_\_\_\_ this trip and so she called the airline. They were very supportive. "Of course, it's possible," they assured her. "The important thing is \_\_\_\_\_ ahead so that everything goes smoothly. It is impossible for the wheelchair \_\_\_\_\_ into the cabin, but it can be put into the hold. You will be taken to the plane in one of our wheelchairs and helped onto the plane. It is our pleasure \_\_\_\_\_ you enjoy your flight." Melva was satisfied and booked her flight immediately.

3 Choose an appropriate verb to complete each of the following sentences. Use either the infinitive or the *-ing* form of the verb.

tell get make ask sail spend press light cry

Pay attention to the difference:

He had forgotten *to bring* his raincoat and he was wet through.

I shall never forget *seeing* the Potala Palace for the first time.

- a I regret \_\_\_\_\_ you that Mr Brown has already left using the back exit which leads straight to the car park.

b It cost me a great deal, but I don't regret \_\_\_\_\_ a year travelling around the world.
- a Remember \_\_\_\_\_ those doors open outwards so that they would be suitable for disabled people.

b I remember \_\_\_\_\_ the button to turn on the machine before I left, but it's off now.
- a The children stopped \_\_\_\_\_ when mother came in with a tank full of goldfish.

b Mother was watching a bowling competition on the television when I got home late, then she stopped \_\_\_\_\_ me where I had been and what I had done.

c Before climbing down the stairs to the basement he stopped \_\_\_\_\_ his torch.
- a I have been trying \_\_\_\_\_ him on the phone for over a week, but he is always out.

b Have you ever tried \_\_\_\_\_? It is an exciting sport.

4 In pairs make a short interview about what you would like to have accomplished by the time ....

EXAMPLE: S<sub>1</sub>: What would you like to have accomplished by the time you're twenty?

S<sub>2</sub>: I'd like to have entered a key university in China.

S<sub>1</sub>: What would you like to have accomplished by the time you're thirty?

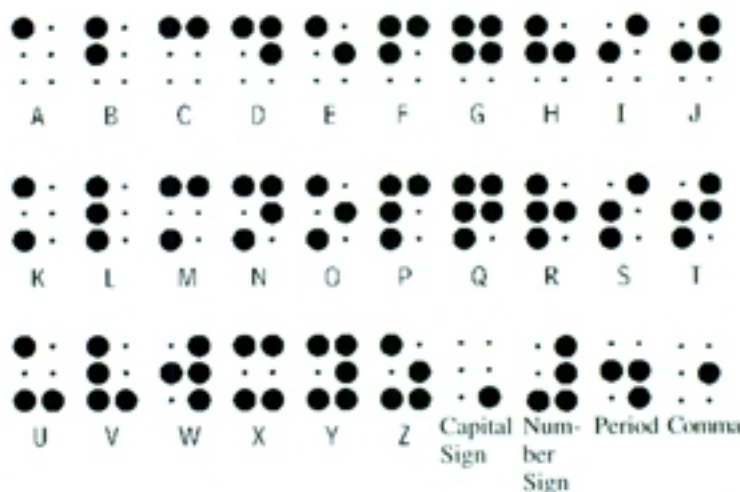
...



## LISTENING TASK



## Braille Alphabet



**1** Before you listen, discuss these questions with others in your class.

- 1 Do you know what Braille is?
- 2 What is it used for?
- 3 How does it work?
- 4 Do you know what the Chinese system of Braille looks like? See page 53 for some hints.



**2** Paul's teacher has asked everyone in the class to prepare a talk about a great inventor. Listen to Paul's talk about Louis Braille. Then answer the questions.

- 1 What country did Louis Braille come from?
- 2 What disability did he have?
- 3 What did books for the blind look like when Louis was a boy?
- 4 What were the two problems with the books for the blind?
- 5 What invention gave Louis the idea for his system?
- 6 What advantages do you think Louis's system has?

**3** Listen again and pay attention to the dates you have heard. Make notes on the timeline about what happened.



Year	Age	Event
1809		_____
1813	4	_____
1819	10	_____
1821	12	_____
1824	15	_____
1827	18	_____
1852	43	_____



## READING AND WRITING TASK



## ZHANG YUNCHENG ACHIEVES HIS AMBITION

At the age of 25, Zhang Yuncheng achieved his ambition to write and publish a book. Having a book published is a great achievement for anyone, but Zhang Yuncheng's success is particularly special. Yuncheng went to school for only one day and he did not start learning



to read until he was 12 years old. Even more amazing, every character the young author writes causes him pain.

Yuncheng has a disease which affects the muscles in his

body. His parents first noticed there was something wrong with their son when he was just three years old. By the time he was seven, the boy could neither run nor jump. He could only walk. On his first day of school, Yuncheng had to watch the other students as they ran around at lunchtime. That day he caught a cold and his parents decided not to send him back to school. So Yuncheng stayed at home and over the years his condition got worse and worse. By the time he was 16 he could not walk at all, by 18 he couldn't get out of bed without help, and by the time he was 20 he could not lift his arms above his head. Yuncheng's whole world became his family and

what he could see out of the window near his bed. Every movement he made caused him pain.

However, Yuncheng's condition has not stopped him making the most of his life. When, at the age of 12, he became interested in learning to read, his brother showed him some characters. Within a few years he had taught himself thousands of Chinese characters. Yuncheng also taught himself to write and when he was 17 he wrote a letter to a newspaper describing his situation and his dream of a better life. The letter was read by Zhang Danuo, an editor at the newspaper, who was inspired by Yuncheng's spirit. The two began writing to one another and soon became friends.

Zhang Danuo offered to help Yuncheng achieve his ambition to write a book. Every week or so he set Yuncheng a writing assignment. Although he was often ill, and sometimes could hardly pick up his pen, Yuncheng kept writing and sent his finished essays to Zhang Danuo. Yuncheng was always happy when he finished an assignment. "I felt everything in the world was beautiful and how wonderful it was to live in the world," he said. Yuncheng's book describes what his life is like, what his hopes and dreams are and how he overcomes the problems he faces every day. Readers have been inspired by his courage and his good heart and his book has sold extremely well. Yuncheng says that because his life will not be a long one, he must do as much as he can in the time that is left to him.



- 1** Work with a partner. Imagine you work for a student newspaper. You have been asked to write an article about Zhang Yuncheng, but there is only space in the newspaper for a short article.
  - 1 Read the text on the previous page and underline the information you think is most important.
  - 2 Look at the parts of the text you underlined and in note form write a list of the 7-8 most important facts.
  - 3 Work with your partner to write the opening 1 or 2 sentences of your article. They should say something about who Zhang Yuncheng is, how old he is, what his disability is, and what he has achieved.
  - 4 When you are satisfied with your introduction, write the rest of the article.
- 2** Swap your article with another pair. Read their article checking the following points.
  - 1 What information did you include in your article that their article does not contain?
  - 2 What information did they include in their article that you didn't include in yours?
  - 3 Correct any spelling, grammar or punctuation mistakes they made.
- 3** Take your own article back and recheck. Now write a new draft of your article.

## **SPEAKING TASK**

In this task each person will give a talk to three or four other students. Follow the steps below to plan and give your talk.

- 1 Organize yourselves into groups of four or five students. Choose one kind of disability to discuss. The list on page 1 will help you decide.
- 2 Imagine you have the disability your group has chosen. Discuss these questions with others in your group:
  - Do you need help with daily activities at home, such as cooking, eating, reading and taking a shower?
  - Do you need help with things outside the home, like shopping, going to school, going to the cinema?
  - Do you need any special help or equipment at school?
  - What kind of activity do you do with your friends?
  - What hobbies do you have?
  - Do you play any sport?
  - What is the biggest problem in your life?
  - What gives you the greatest happiness in your life?
  - What are your hopes and dreams for the future?
- 3 Make notes for a short talk about living your life with a disability. Use "Marty's story" on pages 2-3 as a model.
- 4 Move into a new group. Tell your new group about your life and what it is like living with the disability you have.



## \*PROJECT

In some countries there are special schools where disabled and able-bodied students learn together. These schools are specially built so that all students have access to every part. They also have special equipment for students who need it and the school employs extra assistants and teachers who have been trained to work with people with disabilities. For this project you are going to design a school where disabled students can get the same education as their fellow able-bodied students. Describe what the school would be like and what special equipment and teachers it would have. You can also draw a plan of your school if you wish.



## CHECKING YOURSELF

- 1 Make a list of the different kinds of disability that you have learned about in this unit.
- 2 What do you think is the most frustrating (令人沮丧的) thing that a person with a disability has to live with?
- 3 What do you think schools and the government can do together to help people with disabilities live rich and full lives?
- 4 What can you personally do to help people with disabilities live rich and full lives?
- 5 Make a list of useful words and expressions you have learned in this unit.
- 6 What did you learn from working with other people to write a short article about Zhang Yuncheng? Do you think your article would have been better or worse if you had written it by yourself? Give reasons.

一下

yixia

以下

yixia

试用

shiyong

请

Qing

你

ni

等

deng

一

yixia

下

yixia

!

!

盲文

mangwen



# Unit 2 Robots

## LISTENING



- Before you listen, look at the pictures of the robots. What do you think each one does?
- Now listen to the interview and number the pictures in the order that you hear about them.



- Listen to the interview again and fill in as much of the table as you can. Share your answers with a partner. Listen once or twice more to check your answers.

Robot	What is the robot?	What can the robot do?
1		
2		
3		
4		

- The robots that Emma talks about sound very exciting, but can you think of any negative aspects of each robot? In pairs, discuss what these might be. Use your imagination.  
 Robot 1 ..... Robot 2 ..... Robot 3 ..... Robot 4 .....

## TALKING

Imagine that one day two friends are being looked after by a robot after school. In groups of three, you are going to make up a play with these three characters.



## USING WORDS AND EXPRESSIONS

1 Complete the book review below with words in their proper forms.

chapter bonus biochemistry staff junior thinking  
framework biography part-time theoretical assessment

This \_\_\_\_\_ of Alison Brown follows her life from her childhood through to her scientific breakthrough. There is a special \_\_\_\_\_ devoted to her cooperation with the famous physicist, Shelton Jones. The book started from the time when Alison Brown wanted to do a PhD in \_\_\_\_\_ so that she could teach in a university. Although it was a time when \_\_\_\_\_ research was only given to unmarried students, Alison was not put off. Getting married at the end of her bachelor's degree (学士学位), she persuaded the \_\_\_\_\_ at her university to let her follow a \_\_\_\_\_ master's degree. They allowed her to do this as a \_\_\_\_\_ for her good work in the final year of her course. Then as this second degree came to an end she focused her \_\_\_\_\_ on her research, producing a \_\_\_\_\_ much appreciated by her teachers. After doing a/an \_\_\_\_\_ of its possible benefits to biochemistry, the university decided to grant (授予) her a full-time scholarship and a \_\_\_\_\_ position in the department.

2 Look at these definitions. Find the words in the unit and mark which meaning has been used.

Word	Definition	Used as 1 or 2
<i>counter</i>	1 place where you pay or are served in a shop or restaurant 2 a piece of electrical equipment that counts something	
<i>navy</i>	1 very dark blue 2 part of a country's military force that fights at sea	
<i>receiver</i>	1 part of a telephone 2 someone who gets the letter you send	
<i>grand</i>	1 rich and important 2 big and very impressive	
<i>digital</i>	1 using a system to send information electronically in the form of numbers 2 relating to fingers and toes	
<i>mailbox</i>	1 a box outside the house from which you collect letters 2 container where you post letters	

3 In pairs work out phrasal verbs using the words below. Then make more phrasal verbs and work out their definitions. Ask another pair to guess the phrasal verbs from your definitions.

turn leave ring test

out on alone off up into down around

- to start an engine (turn \_\_\_\_\_)
- to call somebody by telephone (ring \_\_\_\_\_)
- to not include (leave \_\_\_\_\_)
- to refuse an offer or a job (turn \_\_\_\_\_)
- to face in another direction (turn \_\_\_\_\_)
- to stop speaking to someone by telephone (ring \_\_\_\_\_)
- to stop annoying or upsetting someone (leave ... \_\_\_\_\_)
- to become somebody or something else (turn \_\_\_\_\_)
- to find out whether an idea or a plan is correct or not (test \_\_\_\_\_)



## USING STRUCTURES

## 1 Rewrite the sentences by using the passive infinitive.

- 1 I did not expect that I would be interviewed by the general manager.  
I did not expect \_\_\_\_\_.
- 2 Nobody is allowed to take the magazines out of the reading room.  
The magazines \_\_\_\_\_.
- 3 Her classmates laugh at her and she hates it.  
She hates \_\_\_\_\_.
- 4 Sometimes the guests would interrupt his writing.  
He doesn't want \_\_\_\_\_.
- 5 Everybody must obey these rules as they are for the good of the whole school.  
These rules \_\_\_\_\_.
- 6 These are the issues that we will discuss tomorrow.  
These are the issues \_\_\_\_\_.
- 7 The boss shouldn't make him work all night. He is too tired.  
It is wrong for him \_\_\_\_\_.

## 2 Look at the following pictures and complete the sentences by using the passive infinitive.



- 1 The dishes need \_\_\_\_\_.
- 2 The mail needs \_\_\_\_\_.
- 3 The singer refused \_\_\_\_\_.
- 4 The house is \_\_\_\_\_.

## 3 Translate the following sentences into English using the passive infinitive.

- 1 那本关于《圣经》的书需要在这周末之前还给图书馆。
- 2 下周末前，这个旧扶手椅将由一个沙发代替。
- 3 不要着急，你有足够的时间把那个传真发到你的公司。
- 4 你同妻子离婚的决定必须要得到她的同意。
- 5 刚刚出了一起事故，不过没有必要惊慌，没有人受伤。
- 6 虽然她考得不错，但是她预料父母还是会对考试的结果感到失望。
- 7 当在医院进行大手术的时候，她得到了家人的关爱和支持，（为此）她感到非常高兴。
- 8 他为自己被宣布成为智力竞赛冠军得主的事感到十分兴奋。
- 9 他把他们已经得到的 2000 元与将提供的 1500 元加在一起，总共 3500 元。
- 10 没有主力队员的参与，他们一定会在即将到来的比赛中被打败。



## READING TASK



## ROBOTS IN THE FIGHT AGAINST LANDMINES

LANDMINES KILL OR BADLY INJURE around 26,000 people every year. That is one person every 20 minutes. What is worse is that they keep causing damage for decades after wars have ended. There are about 100 million landmines buried just beneath the surface of the ground in 60 countries. Most of the victims are innocent people – women, children, farmers – who happen to step on them as they go about their daily lives.

By **Natasha Wesley**

We seem to be losing the fight against landmines. While, every year, about 100,000 landmines are removed, 2,000,000 more are buried in the ground. Removing them is very slow and dangerous work that must be done by hand. Someone has to use a metal detector to find the mines. This is very inaccurate as the metal detector finds all metal objects, not just the mines, and it does not find new types of mine which are covered in plastic. Then he or she has to dig the mine out without setting it off. Using this method it could take centuries to rid the world of landmines.



This is where robotics comes in. Several countries are working on technological solutions to the landmines problem. As part of Japan's support for finding and removing landmines in Afghanistan, Japanese scientists and engineers have been researching into robotics. One of the most exciting projects is at Chiba University, where a robot that looks something like an insect is being developed. It is 4 metres long, 1.8 metres wide, 1 metre high, and weighs 900 kilograms, about the size of a small car. It walks on 6 legs and when it finds a mine, it marks

the spot with paint and sends data to a computer which can then map the mines. As well as being much safer than finding mines by hand, the insect robot is also much faster.

The university is also experimenting with the robot so that it can use radar to search for plastic mines. The goal is for the computer to use the data it receives to determine not only whether an object is just a piece of metal or a mine, but also what type of mine it is. The researchers hope that mass production of robots will start in the next year or so and they will be used in such countries as Afghanistan and Cambodia.



In the 1990s world opinion built up against the use of landmines and, in 1997, 122 countries signed an agreement in Ottawa, Canada, to stop the manufacture and use of landmines. However, the task of clearing mines is still a very difficult one. Perhaps robotics will provide a solution, but as every 20 minutes goes by, one more person is killed or badly injured.





**1** You can find out a lot about a text by glancing through it quickly. Before you read the magazine article about landmines, glance through it quickly and answer these questions.

- 1 What is the main topic of the article? Which part of the text tells you that?
- 2 Who wrote the article?
- 3 What do the three pictures show you?
- 4 Where is research being done on robots that can find landmines?
- 5 In which two countries might the robots be used?

**2** Write questions for these answers. Check your work with a partner.

Question	Answer
1	26,000 people.
2	One person every 20 minutes.
3	For decades after wars have ended.
4	100 million.
5	60 countries.
6	100,000.
7	2,000,000.
8	4 m long, 1.8 m wide, 1 m high.
9	900 kg.
10	6.
11	1997.
12	122 countries.

**3** Read the article again carefully and look at each paragraph in turn. Underline the sentence which sets out the main idea of that paragraph. Then fill in the table below.

Paragraph	Main idea	Supporting details
1	Introduction: the damage landmines cause	<ul style="list-style-type: none"> <li>● 26,000 people killed or badly injured each year</li> <li>● 100 million buried in 60 countries</li> <li>● most victims are innocent people</li> </ul>
2		●
3		●
4		●
5		●



## SPEAKING TASK

- 1** In this unit, you have read about different types of robot that exist today. In groups, use your imagination to discuss the types of robot that could be used in the future. You can use the expressions below in your discussion.

Is it possible that ...?

Could it be that ...?

Are you sure that ...?

It is possible/impossible that ...

It could be that ...

I am sure that ...

It is most likely/unlikely that ...

There is a belief that ...

I am positive that ...

- 2** Then individually carry out the following tasks.

- 1 List as many different types of robot as you can – ones that exist as well as ones you think will exist in the future.
- 2 Decide how you could divide them into several groups.

- 3** Now find a partner and compare the ways you grouped the robots. Talk about why you grouped them in the way you did.

## LISTENING TASK



- 1** Before you listen, look at the pictures of these robot pets. In pairs answer the questions.
- 1 What kinds of animal do you think they are?
  - 2 Would you like to own one? Which one? Give reasons.
  - 3 Do you think having a robot as a pet is a good idea? Give reasons.



- 2** Listen to Amanda, Victoria and Jamie talking about robot pets. Look at the pictures again and match them with the robots' names.

Aibo \_\_\_\_\_ Furby \_\_\_\_\_ Paro \_\_\_\_\_ Tama \_\_\_\_\_

- 3** Fill in as much of the table on the next page as you can. Then listen to the first part of the discussion again and complete the table. Compare your answers with your partner.



	Name	Type of animal	What it can do
Robot 1			
Robot 2			
Robot 3			
Robot 4			

4 Listen to the second part of the discussion again. Tick the correct box for each question.

	Amanda	Victoria	Jamie
1 Who doesn't understand why someone would want a robot as a pet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Who believes that robot pets are just toys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Who thinks that if someone thinks of the robot as a pet, then it is a pet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Who believes that you can make a robot happy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Who thinks that robot pets would be good for people who are unable to have a live pet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## WRITING TASK

1 Imagine you are a robot pet that belongs to a child.

- 1 Think about what kind of child you belong to. Is it a boy or a girl? What is the child like? Is the child kind or not? Is the child sick or in good health?
- 2 What kind of robot pet are you – Aibo, Furby, Paro or Tama?

2 Write about one day in your life in your diary. Remember that you are writing from the robot pet's point of view. You may follow these steps.

- Collect your ideas in pairs or groups.
- Write down the main ideas and supporting details. Here is an example.
- Write the diary entry, paying attention to the use of conjunctions in your writing.

Morning		Afternoon	
Owner	Pet	Owner	Pet
<ul style="list-style-type: none"> <li>• got up in bad mood</li> <li>• carried me by tail</li> <li>• knocked me onto the floor</li> <li>• left me at home</li> </ul>	<ul style="list-style-type: none"> <li>• angry</li> <li>• hissed at (嘶嘶作声) owner</li> <li>• hissed more</li> <li>• had a peaceful time later</li> </ul>	<ul style="list-style-type: none"> <li>• got home after school</li> <li>• seemed happier</li> <li>• was nice to me</li> <li>• patted me</li> <li>• promised to take me to the park tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>• wagged tail</li> <li>• couldn't stop purring (呼噜作声)</li> <li>• loved the idea / was happy</li> <li>• wished he/she were always like that ....</li> </ul>



## \*PROJECT

Watch a movie that has a robot character in it, for example, *The Matrix* films; *Transformers*; a *Terminator* movie; a *Star Wars* movie; *2001: A Space Odyssey*; *AI: Artificial Intelligence*; *Armitage: Dual Matrix*; *I, Robot*.

- In small groups decide which movie and which robot you want to focus on.
- On a large piece of paper, write the movie's name in large letters on the top. Write the robot's name under it. Then write about the robot by describing as many of the following as you can.
  - its appearance
  - its personality
  - its powers
  - its role in the movie
  - why you like or don't like it
- On the same piece of paper, attach pictures or your drawings of the robot.
- Display your work on the classroom walls.



## CHECKING YOURSELF

- What kind of robot interested you most in this unit?
- Do you think you would like a job designing robots in the future? Give reasons.
- Are you interested in reading more science fiction stories or seeing more films about robots?
- Circle the correct form of the verb to complete each sentence.
  - The students are \_\_\_\_\_ to the theatre.  
 A to be accompanied      B to accompany  
 C having to accompany      D accompanying
  - It was terrible for her \_\_\_\_\_ in such a way.  
 A to embarrass      B to have embarrassed  
 C to be embarrassed      D is embarrassing
- Can you use most of the new words and phrases in this unit? Which of them do you need to practise?



# Unit 3

## Under the sea

### LISTENING



**1** Before you listen, look at the photos and answer the questions in groups.

- 1 Where have you seen these animals?
- 2 What do you know about them?
- 3 How do you feel when you look at the photos of them?



**2** Now listen to the news reports on shark attacks. Number the places where these attacks happened in the order you hear them.

- |                          |                          |                               |                          |
|--------------------------|--------------------------|-------------------------------|--------------------------|
| 1 Perth                  | <input type="checkbox"/> | 4 Seal Rocks, New South Wales | <input type="checkbox"/> |
| 2 South Australian coast | <input type="checkbox"/> | 5 North Queensland coast      | <input type="checkbox"/> |
| 3 Hawaii                 | <input type="checkbox"/> |                               |                          |

**3** Listen again to complete the details of each attack.

News report	Age and sex of person attacked	Time of attack	Injuries suffered	Activity of person at the time	Type/length of shark
1					
2					
3					
4					
5					

### TALKING

In groups discuss these questions.

- 1 Do you think that sharks that harm people should be hunted down and killed? Give reasons.
- 2 Do you think it matters how many sharks are killed by people? Give reasons.



## USING WORDS AND EXPRESSIONS

- 1 Complete the table with the correct forms of the words. Use your English-English dictionary if necessary.

Verb	Noun	Adjective
	shallowness	
narrow	narrowness	
target		
	abandonment	anecdotal
	scare	
deepen		
sharpen		
taste		
		urgent
awe	awe	

- 2 Choose a word from Exercise 1 to complete each of the following sentences. You may change the form of the word chosen if necessary.

- Please do not \_\_\_\_\_ our campaign against driftnet fishing. People need to be more aware of this issue.
- I love to wander along the shore of the seaside through the \_\_\_\_\_ waves.
- The strange noise in the night \_\_\_\_\_ me to death.
- The table you laid was so neat and attractive, and the food was so \_\_\_\_\_.
- Her \_\_\_\_\_ for retirement (退休) is to have saved enough for a large pension.
- The park staff \_\_\_\_\_ the tourists not to cross that boundary fence. There are many wild animals there.
- Looking after a small baby is a/an \_\_\_\_\_ responsibility for a teenager.
- She has got a \_\_\_\_\_ mind and a \_\_\_\_\_ tongue.

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

- 当轮船撞上了冰山的时候, 船被吸入了南极冰冷的海水里。(iceberg; suck; Antarctic waters)
- 萨利每读一本书都喜欢反思一下书的意义。(reflect on)
- 这场演出没有我不喜欢的。这是彻底的享受。(pure)
- 你刷那面墙, 同时我准备好这面墙, 以便你接着刷。(in the meantime)
- 他在鲨鱼来袭时抛弃了同伴, 独自逃走了。(abandon)
- 你要小心, 这个海湾里的浪很大, 很多游泳的人都被(海浪)卷到海里去了。(aware; tide)
- 他看到远处有手电筒发出的信号, 但直到他用望远镜才看到是有人在求救。(flashlight; telescope)



## USING STRUCTURES

1 Look at the pictures and then complete the following sentences using the passive *-ing* form.



- 1 Peter is excited about \_\_\_\_\_ to the party. (invite)
- 2 The woman doesn't like \_\_\_\_\_ by anyone. (keep waiting)
- 3 The boy is afraid of \_\_\_\_\_ by the dog. (attack)
- 4 The audience is delighted to see the girl \_\_\_\_\_ a prize. (award)
- 5 The man is tired of \_\_\_\_\_ by his boss. (shout at)
- 6 After \_\_\_\_\_ for failing the exam, the child started crying. (blame)

2 Rewrite the sentences using the passive voice.

- 1 Nobody told us that they saw a man fall overboard.  
Nobody told us that a man \_\_\_\_\_.
- 2 They are using that steep hill for ski jumping.  
That steep hill \_\_\_\_\_.
- 3 Our tour guide refunded the money for our tickets.  
The money for our tickets \_\_\_\_\_.
- 4 Climbing a high mountain tends to attract many people.  
Many people \_\_\_\_\_.
- 5 The witness said that he would easily identify the necklace by its design.  
The witness said that \_\_\_\_\_.
- 6 You can divide a rectangle with the dimensions 5 cm × 3 cm into a square and a smaller rectangle.  
A rectangle with the dimensions 5 cm × 3 cm \_\_\_\_\_.



- \* **3** Imagine you are the leader of the Students' Union and have an office. You are allowed to decorate the room within a certain budget. You are now talking to the designer.

1 Think of your roles:

#### Students' Union Leader

- 1 give ideas of how to decorate the room
- 2 try to arrange for the designer to finish before next week when you move in

#### Designer

- 1 listen and comment on the ideas for decorating the room
- 2 explain that the work cannot be finished so soon

2 Use four different forms of the passive voice in your dialogue:

to be done      have been done      can/will/would be done      be being done

3 Finally be prepared to perform your dialogue to the class. You can start like this.

S = Students' Union Leader      D = Designer

S: Hello, Mr Lee, I'm looking forward to talking to you.

D: Thank you. What would you like to change in this room?

S: I know that the walls were painted only last year and as the colour is fine, I don't think that needs to be changed.

D: A wise choice.

...

## LISTENING TASK



**1** Before listening to Jordon Davies interviewing the shark expert, Don James, read the statements below. Then listen and number the statements in the order that you hear them.

- Shark populations grow at a very slow rate.
- A lot are killed because of modern fishing technology.
- Governments should take action so that the fishing of sharks is slowed down.
- Shark attacks get a lot of attention in the news.
- Shark populations are decreasing at a serious rate.
- Some species need to be protected.
- The chance of being bitten by a shark is actually very small.
- Millions of sharks are killed each year.



**2** In pairs, read the questions below and see how many you can answer. Then listen to the interview again and check your answers.

- 1 Should people be afraid of swimming in the sea?
- 2 How many people are killed by sharks each year?
- 3 Do sharks or people need to be protected? Why?
- 4 Why are so many sharks being killed?



- 5 Why does the shark's biology affect shark populations? Complete the sentences below.
- A Age for giving birth to young \_\_\_\_\_ B Time for young to develop \_\_\_\_\_
- C Number of young \_\_\_\_\_
- 6 How long have shark species been in existence?
- 7 What does Don think will happen if we don't slow down the fishing of sharks?

## SPEAKING TASK

Answer the questions and then complete the survey.

- Look at the question on page 62 again: Do you think it matters how many sharks are killed by people? After having heard the shark expert talk about sharks, how would you answer that question now? Have you changed your mind?
- Ask four students in your class the questions on the form and take notes.
- In groups of four, discuss the results of the survey. To do this, you need to add up the number of students who changed their minds. Then look at question 3 and study the reasons. Finally report your findings to the class.

Does it matter how many sharks are killed by people?			
Name	1 What was your answer after hearing the news reports?	2 What was your answer after hearing the interview with Don James?	3 If your answer changed, what did Don say that made you change your mind?

## READING TASK



- Before you read the story, look at the pictures on the next page. In groups, discuss the following questions.
 

Picture 1: 1 Which part of the world do you think this man is from? Give reasons.

2 What do you think his clothes are made of?

Picture 2: 1 Have you seen pictures of a creature like this before? Where?

2 Do you know any story that involves a creature like her? What is the story?



## THE INUIT LEGEND OF SEDNA THE SEA GODDESS

Sedna was a beautiful young Inuit woman who lived alone offshore with her father. There were many hunters who wished to marry her but she refused them all. As Sedna's father was getting old and would soon need someone to look after Sedna, he became very angry and yelled at her, "You must accept the next man who asks for your hand in marriage!"

The following day, a stranger approached in his canoe and Sedna's father dragged his daughter down to the shore. Once there he urged the hunter to marry her, saying that his daughter would make a good wife. The hunter replied that he had in fact come to ask Sedna to marry him. He promised to provide her with plenty of food, furs for clothes and blankets. Sedna looked at the man and, although his face was partly hidden in his furs, he appeared handsome enough. She agreed to marry him and he took her away in his canoe across the waters to his island.



When they arrived at the island, Sedna looked around and could see nothing except bare rock with a kind of nest made from seaweed, animal hair and feathers. She looked at her husband, shocked. Then she discovered, as he pulled the furs away from his face, that he was not a man, but a sea bird. No matter how angry she felt, she had no choice but to stay with him.

Time went by, but Sedna never became used to the bird man. She felt very unhappy in the relationship and spent her days crying and calling her father's name. In the meantime her father began to feel guilty about forcing his daughter to marry against her will. So as soon as her cries reached her father, he decided to go in search of her. He packed his canoe and paddled for days, ignoring strong tides and freezing water till he came to the island. When he arrived, the bird man was away hunting and Sedna was standing on the shore. He asked his daughter for forgiveness and helped her into the canoe. They set off for home.

Later that day, the bird man returned from fishing. Finding his wife was no longer there, he let out cries of anger and flew off in the direction of the canoe. He soon caught up with it and ordered the old man to give his wife back. When Sedna's father refused, he flapped his wings so hard that the calm water suddenly turned into huge waves.

Sedna's father was so scared that he grabbed Sedna and threw her into the sea, screaming, "Here she is, take her." Sedna, terrified, tried to hang on to the side of the canoe. But her father would not let her get back in. Grabbing his sharp knife, he cut off Sedna's fingers. As her fingers were sinking to the bottom of the ocean, they turned into seals, whales and other large sea mammals. And Sedna, when she could no longer fight to keep herself alive, sank to the bottom too, where she became the goddess of the sea.



It is said that Sedna has power over all the animals in the sea and that when she is angry she keeps them away from the hunters. Because the Inuit depend on the sea for their survival, they believe they must show the sea goddess great respect. One of the ways a hunter does this is to drop fresh water into a seal's mouth after he catches it. He believes that this is showing respect for the animal and is also thanking Sedna for her kindness in allowing him to feed his family.



- 2** Glance through the story quickly and match the paragraph with the correct sentence.

Paragraph	Sentence
1	A Sedna discovered that her husband was a sea bird.
2	B The Inuit believe Sedna has power over the animals in the sea.
3	C The bird man was so angry at Sedna's escape that he caused a sea storm.
4	D Sedna's father threw Sedna into the sea and she became a sea goddess.
5	E Sedna didn't want to get married but her father told her she must.
6	F Sedna's father helped his daughter to escape.
7	G Sedna agreed to marry a stranger who promised her a good life.

- 3** Read the story again and answer the questions in pairs.

- Why did Sedna need to have someone to look after her?
- Why did the bird man dress up as a human?
- Why did Sedna's father abandon Sedna?
- What do you think happened or should have happened to Sedna's father? Give reasons.
- Is Sedna very powerful? Give reasons.

- \* **4** Have a class discussion. What do you think of the character of Sedna's father? Do you think he was right to do what he did? Can you find any excuses for him? Do you think Sedna was right to depend on him? Should she have been more independent? What could she have done?

## WRITING TASK

- With a partner, take turns to tell the story about Sedna. Use the topics from Exercise 1 above as a guide. Do not look at the reading passage while you are telling the story.
- Now write down the story. Try to use some interesting adjectives to make your writing as vivid as possible. The following list may help you.

Sedna	Her father	Husband
beautiful, proud, ...	angry, guilty, ...	not truthful, unkind, ...

- When you have finished, use the questions in the table on the next page to assess your own writing. Revise and make corrections if necessary.
- Now read your partner's writing and assess it, using the questions in the table on the next page. Go through the table with your partner and explain your answers.



Check to see	You	Your partner
if all the main events are included		
if the events are in a logical order		
if topic sentences are there		
if conjunctions and pronouns are used correctly		
if spelling, punctuation and grammar are correct		

## \*PROJECT

Sedna's story is just one legend about the sea from a particular part of the world. You are going to write about another sea legend. In pairs, carry out these tasks.

- 1 Find another legend about the sea from books, on the Internet or by talking to people who have some knowledge about legends. The legend can be from any part of the world. Collect pictures or do drawings of your own about the story.
- 2 Write the story in your own words. One way of using your own words is to read the story several times and then put it away. Tell the story to your partner – this helps you to remember it. Then write it down. Check your writing, using the assessment table above.
- 3 Write the story on a large piece of paper and include pictures of the legend. Display your work on the classroom wall.

## CHECKING YOURSELF

- 1 What facts have you learned about any sea animals or plants in this unit?
- 2 Which new words and phrases would you like to practise using?
- 3 Did you improve your speaking, listening, reading or writing skills in this unit? Which did you improve the most? Which do you need to work on the most?
- 4 Which sentences use the passive? Circle them.
 

A She doesn't like being told what to do.	B She told him what to do.
C She didn't like to be told what to do.	D She had been told what to do.
E She hadn't liked telling him what to do.	F She wasn't going to tell him what to do.
- 5 How would you complain in the following situation?  
You have just bought an expensive shirt. When you get home, you notice the shirt has a small hole in it. You take it back to the shop.



# Unit 4 Sharing

## LISTENING



- 1** Jason, Mick and Annie belong to their high school's Community Care Committee (CCC) which decides how the school can serve communities outside the school. Listen to their discussion and number the items below in the order that you first hear them.

- |   |  |
|---|--|
| <input type="checkbox"/> The Cancer Council (委员会)     | <input type="checkbox"/> old people                  |
| <input type="checkbox"/> the environment              | <input type="checkbox"/> Youth in the City           |
| <input type="checkbox"/> Plan International           | <input type="checkbox"/> children in hospital        |
| <input type="checkbox"/> serving soup to the homeless | <input type="checkbox"/> The Fred Hollows Foundation |



- 2** Listen again and complete the table.

Organization	Who suggested it?			What does it do?
1 Plan International	Jason	Mick	Annie	
2 The Fred Hollows Foundation	Jason	Mick	Annie	
3 The Cancer Council	Jason	Mick	Annie	
4 Youth in the City	Jason	Mick	Annie	

- 3** Listen again and list the students' suggestions for raising money.

---



---

- 4** Listen again and list the ways the students could give their time.

---



---

## TALKING

Imagine that you have a CCC at your school and you are part of it. In groups, carry out these tasks. Then choose a group member to present your decisions to the class.

- List the kinds of Chinese organization you would like to raise money for.
- How would you raise this money?
- List the kinds of organization you would like to give your time to.
- Make a plan for the year that shows when you would carry out the activities to raise money and when you would give your time to the organizations you have chosen.



## USING WORDS AND EXPRESSIONS

**1** Complete these pairs of sentences with the phrasal verbs in boxes. You may change their forms if necessary.

1 **dry out / dry up**

A You're so wet. Come and \_\_\_\_\_ in front of the fire.

B There has been no rain for such a long time that the water in the pond has \_\_\_\_\_.

2 **pick out / pick up**

A After school, Elizabeth \_\_\_\_\_ her new skirt from the tailor.

B Lisa looked at her dresses and \_\_\_\_\_ her red one to wear to the school dance.

3 **look out / look up**

A Sally can tell you how to \_\_\_\_\_ things on the Internet.

B I'm going to the match too so I'll \_\_\_\_\_ for you. Maybe we can go somewhere afterwards.

4 **take out / take up**

A Ben's going to \_\_\_\_\_ Alice \_\_\_\_\_ on Saturday but I'm not sure where.

B Andrew says he's going to \_\_\_\_\_ the piano during the holidays.

5 **come out / come up**

A Why don't you \_\_\_\_\_ with us on Saturday night?

B Have you \_\_\_\_\_ with any ways we can raise money to buy a new TV for the school?

**2** Find the words in list A in the Student's Book Unit 4. Look at the context of each word. Then match each one with a word or a phrase in list B that has a similar meaning in the same context. Use your dictionary if necessary.

A donate distribute remote purchase security catalogue weekly  
participate tailor voluntary trunk assistance operate toast

B heated bread done willingly dressmaker distant give hand out  
every week take part work safety list support large suitcase buy

**3** Translate the following sentences into English, paying attention to both the vocabulary and the use of the attributive clause.

1 我不知道非洲有些国家为什么不能用拖拉机取代耕牛的原因。(tractor; ox)

2 我所在的组织计划在肯尼亚的一个边远地区建一个小诊所,来帮助改善那里孩子们的健康状况。(clinic; remote; Kenya)

3 前几天那个裁缝收到了一家慈善机构捐赠的新缝纫机。(tailor; sewing machine; donate)

4 这是一个可以储存种子的罐子。(jar; store seeds)

5 宇航员在进入太空之前,要进行几百个小时的训练。(astronaut)

6 今天是这对夫妻的金婚纪念日,他们正举杯庆祝。(anniversary; with a toast)

7 提出最好的经济计划的那个政党在竞选中获胜了。(political; economic; election campaign)

8 我一打响指就表示音乐会开始。(click one's fingers)



## USING STRUCTURES

- 1** Change the underlined phrases into attributive clauses.

EXAMPLE:

I found a sleeping boy in my seat on the train. →

*I found a boy who was sleeping in my seat on the train.*

- 1 Alice had an arranged marriage.
- 2 The other day the crying baby gave me a headache.
- 3 The angle of the light on that fascinating photograph led to it winning first prize in a competition.
- 4 The number of endangered animals increases year by year.
- 5 People in need of a big loan should come to our bank.

- 2** You use *that* after quantifiers (量词) and superlatives (最高级) rather than *which*. Often *that* is omitted. Complete these sentences using attributive clauses.

- 1 The *few* times \_\_\_\_\_ were very disappointing because it was too cold to swim there.
- 2 Don't worry about not bringing anything. I'll share the *little* food \_\_\_\_\_ with all of you.
- 3 Mrs Yang really wanted to help her daughter's school, but there was *nothing* \_\_\_\_\_ because she was very ill.
- 4 *Everything* \_\_\_\_\_ was useful.
- 5 *Something* \_\_\_\_\_ really upset her. I have no idea what he could have done.
- 6 Have you got *anything* \_\_\_\_\_? We're collecting things for a sale at our school to raise some money.
- 7 The *best* thing \_\_\_\_\_ was to go on a trip overseas.
- 8 It was the *most beautiful* comb \_\_\_\_\_.
- 9 It is the *first* time \_\_\_\_\_ from so many different angles.

- 3** In groups of four make up a story using the attributive clause. The first person says a line. The next repeats the previous line and adds new information. You should each use a different pronoun or adverb, such as *which, who, whose, when, where*, etc. Practise it and then say it to the class.

EXAMPLE:

S<sub>1</sub>: *This is the house which Jack built.*

S<sub>2</sub>: *This is the house which Jack built.*

*Jack is a film star who is devoted to charity.*

S<sub>3</sub>: *This is the house which Jack built. Jack is a film star who is devoted to charity. Charity is very important to poor areas where people lack daily necessities.*

S<sub>4</sub>: ...



## READING TASK



## A LETTER FROM PLAN INTERNATIONAL

Dear Students,

I would like to welcome you to Plan International on behalf of your newly sponsored child, Orlando. My name is Rosanna and I work as a community volunteer in an area of Ecuador where Orlando and his family have lived for as long as they can remember. I recently visited Orlando's family and talked to Maria, Orlando's mother.



Orlando is five years old and Maria told me that he enjoys playing with toy cars and singing. He is too young to go to school yet, but helps his family by collecting firewood, sowing and weeding. In this part of the world children grow up fast as they have to make a contribution to the family finances. Although they still have time to play, they also have to help with daily jobs, which can take up a lot of time.

Orlando is not able to write his own letters. However, we will encourage him to send you drawings. Fernando, his brother, is eager to write on behalf of Orlando's family. Although children in this community are very shy about writing to someone from a different country, we encourage them to write letters and send drawings. It is exciting for them to receive a letter or a photograph and so I hope you will find the time to send Orlando and his family a message occasionally.

There are ten members of Orlando's family altogether. His father, Manuel (40), is a poor farmer and his mother, Maria (36), is a housewife. Orlando is the youngest child in the family. He has four sisters and three brothers. This may sound like a very large family to you, but this is usual in this part of the world. At home the family speak Spanish.

Orlando's family lives in a small metal house that has a roof of dried grass and a dirt floor. They do not have their own toilet and have to use an open field. This increases the chances of disease. Maria told me that for the last six months the three youngest children suffered from a skin disease but now they are fully recovered. This has been a great relief for the family. If any family members are sick, they have to travel for two hours to get to the nearest health centre. If there is an emergency, they have to travel three hours to get to the nearest hospital.

Orlando's family, like other families in the community, has a very small income and it is a struggle to be able to meet their basic needs. So your financial contribution will be especially appreciated. Even so the family has a lively social life. During their spare time, Orlando's family love to sit around their radio with friends, listening to the news and music.

We hope that your friendship with Orlando will be an unforgettable experience and that hearing from Fernando will give you an opportunity to learn about another culture far away. We look forward to writing to you again about Orlando and his family's progress and achievements.

Yours sincerely,  
Rosanna Chulco



**1** The CCC has decided to sponsor Orlando through Plan International. Quickly glance through Plan's first letter to the students and match each topic below with the correct paragraph. Write the number of the paragraph next to the topic.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> the family's health        | <input type="checkbox"/> a welcome to the students                       | <input type="checkbox"/> the family's social life |
| <input type="checkbox"/> members of the family      | <input type="checkbox"/> hopes for the students' friendship with Orlando |   |
| <input type="checkbox"/> Orlando's daily activities | <input type="checkbox"/> exchange of letters                             |   |

**2** Are these statements true or false? Rewrite the false sentences.

- |   | True                     | False                    |
|---|--------------------------|--------------------------|
| 1 Children in Ecuador must do jobs for their families to help them survive.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Orlando's brother is going to write to the students instead of Orlando.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Orlando probably has his own bedroom.                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 There are no doctors living close to Orlando's family.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 It doesn't matter that Orlando's family has to go to the toilet in a field. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Orlando's family is very unhappy.   | <input type="checkbox"/> | <input type="checkbox"/> |

**3** Plan International likes sponsors to occasionally send small gifts to sponsored children. Sponsors are told that gifts should be only a few dollars, under 150 grams and not larger than an A4 envelope. Look at the suggestions for gifts below and, in groups, decide on a package of gifts that would be suitable to send to Orlando.

- |  |  |   |                            |
|--|--|---|----------------------------|
| jigsaw puzzles  | small calendars   | paper decorations  | your drawings              |
| stamps          | T-shirts          | socks              | small dolls                |
| small posters  | writing paper  | small toy cars     | hair ribbons               |
| toothbrush   | magazines  | balloons  | toy jewellery              |
| bookmarks  | maps   | pens                 | small plastic toys         |
| books  | coloured pencils  | small games        | pencil sharpeners, erasers |
| small combs  | handkerchiefs     | crayons              | very small soft toys       |

## SPEAKING TASK

Do you know about China Youth Development Foundation and its social welfare programme called Project Hope? Many children in poor areas have to leave school early because their families cannot afford to keep them at school. Project Hope raises money to help these children go back to school. You can sponsor one of these children by donating money to cover the cost of books and other items that the child will need throughout his/her time in primary school. Have your parents, relatives or friends sponsored a child through Project Hope?







- 2 Look at Photos 2, 3 and 5. What are the different ways the patients' eyes are being examined?
- 3 What is the surgeon (外科医生), Fred Hollows, wearing on his face in Photo 3?
- 4 What is Fred Hollows (left) doing in Photo 4? What is the man on the right doing? Who are the other people?

Photo 2



76-year-old Jiang Qing-shen (left) relied on her family to help her with daily tasks for six years. Here she is having her

eyes examined before cataract surgery at Xinfeng County Hospital, China. Photo courtesy of Marita Hefler, The Fred Hollows Foundation.

Photo 3



Fred Hollows examining an Indigenous (本地的) Australian's eye. Photo courtesy of Stephen Ellison/Outline.

Photo 4



Professor Fred Hollows showing Vietnamese doctors how to prepare a patient for surgery. Photo courtesy of Michael Amendolia.

Photo 5



Dr Yang Zhiying testing a patient's eyesight in China. Patients call her "Lady God". Photo courtesy of The Fred Hollows Foundation - China.

- 2 Now listen to the tape for these dates and number them in the order that you hear them. Then listen again and write down what happened on these dates.

Order	Year	Event(s)
	1985	
	1992	
	1993	
	1994	
	2003	

- 3 Read these questions. Then listen to Annie again and answer them.
  - 1 How often does someone in the world go blind?
  - 2 How many people around the world are blind?
  - 3 How many of these are blind because of cataracts?
  - 4 How long does a cataract operation take?
  - 5 How long is it before the patient can see again?
  - 6 How many surgeons has The Fred Hollows Foundation trained in developing countries?
  - 7 What were Fred Hollows's beliefs?
  - 8 What are Annie's beliefs?



**\*PROJECT**

On page 70, you talked about the kinds of organization you could raise money for or give your time to. Now you are going to work further on this idea for your project. Imagine that your class has decided to support an organization that helps people.

- 1 In small groups or on your own, do some general research or brainstorming on organizations in China that you might want to support. Decide which organization you want to focus on.
- 2 Do some more detailed research on the organization you have chosen.
- 3 On a large piece of paper, write the organization's name in large letters on the top. Then write about the organization by answering as many of these questions as you can.
  - What are its aims?
  - Who does it help?
  - Where does it operate?
  - What are its activities?
  - Who started it and when?
  - How can you support it?
- 4 Make a plan of the ways you could support the organization by answering the questions below. Write your plan on a large piece of paper.
  - If you think you would raise money for it, how would you do this?
  - If you think you would give your time to the organization, in what ways would you do this?
- 5 Display your work on the classroom walls.
- 6 After reading all the groups' work, your class could take a vote on which organization(s) you would like to support and the ways you could do this.

**CHECKING YOURSELF**

- 1 What did you learn about life in some developing countries?
- 2 What organizations did you learn about that allow people to donate money or time to those in need of help?
- 3 Can you complete each of the attributive clauses in these sentences with a correct pronoun? For each sentence, how many correct pronouns can you give? In which sentences can you omit the pronouns? In which sentences, do you need the prepositions?
  - 1 I hope you like the present \_\_\_\_\_.
  - 2 Wait a moment. The woman \_\_\_\_\_ will be back in a moment.
  - 3 Can you remember the date \_\_\_\_\_?
  - 4 Great changes have taken place in the town \_\_\_\_\_.
  - 5 The film on TV last night was the worst one \_\_\_\_\_.



# Unit 5

## Travelling abroad

### TALKING

Mei Jie is planning a three-week holiday in Italy and France. She has been using the Internet to find out information for her trip. Read the advertisements from an Internet site for young travellers. Then discuss the questions in groups.

- 1 Are youth hostels (青年旅馆) expensive or cheap to stay in?
- 2 How many people share a bedroom in a hostel?
- 3 What is the advantage of staying in a place with a kitchen when you are travelling?
- 4 What is the advantage of having a Youthpass?
- 5 How old must you be to get a Youthpass?
- 6 Why is it a good idea to buy travel insurance?
- 7 Would you enjoy staying in a youth hostel? Discuss your reasons.

© Brail Passes Online: European Train Passes, ...

Back Forward Stop Refresh Home Autofill Print Mail

address: www.yta.org

### TRAVELLING OVERSEAS?

**DID YOU KNOW OUR ORGANIZATION HAS MORE THAN 4500 YOUTH HOSTELS IN 60 COUNTRIES?**

We offer quality accommodation at low cost.

Our hostels provide a clean safe place to stay while you are travelling the world. Accommodation is in 4, 5 or 6-bed rooms. Hostels have community kitchens, clean showers and a lounge (休息室) where you can meet fellow travellers. Click on a country or place to find out more about particular hostels.

#### Travel Insurance for under 25-year-olds

No matter where you go to in the world, Youthtravel is there too. The cost of medical treatment can be very high when you are travelling in foreign countries. However, for a very low price you can make sure that your holiday is not ruined by unexpected illness or accident. We also insure you against theft or loss of luggage. For more information [CLICK HERE](#).

Youthpass offers travellers under 26 cheap train fares in most European countries. Travel is by second-class rail. You can travel on any 10 days in a 2-month period, getting on and off trains as you please. [Prices](#)

Internet zone



## LISTENING



**1** Mei Jie has been on the Internet for some time and her friend Tim asks her what she is doing. Listen to their conversation and answer the questions.

- 1 What has Mei Jie been doing on the Internet?
- 2 Where is Mei Jie planning to go for her holiday?
- 3 When is she planning to go?
- 4 Has she finished all her preparations for the holiday?



**2** Listen again and find the answers to these questions.

- 1 Why does Mei Jie want to stay in youth hostels?  
Give three reasons.
- 2 How is she going to save money on food?
- 3 How is she going to travel in Italy and France?
- 4 Tick the things Mei Jie has planned for in her budget.

- |  |   |                                       |   |
|--|---|---------------------------------------|---|
| <input type="checkbox"/> accommodation | <input type="checkbox"/> taxis            | <input type="checkbox"/> train travel | <input type="checkbox"/> emergency        |
| <input type="checkbox"/> food          | <input type="checkbox"/> DVDs             | <input type="checkbox"/> clothes      | <input type="checkbox"/> souvenirs        |
| <input type="checkbox"/> phone calls   | <input type="checkbox"/> entry to museums |                                       | <input type="checkbox"/> travel insurance |

**3** Imagine you are going for a holiday to Canada. In small groups, list all the things you have to do to prepare for your trip and all the information you need to gather. Write a list of things you will need to spend money on when you are away.

## USING WORDS AND EXPRESSIONS

**1** Complete the sentences with words or phrase below in their proper forms.

abundant parallel substitute enterprise keep it up settle

- 1 Even though the team's best player was injured and they had to use a/an \_\_\_\_\_ player, they still won the match.
- 2 We took a/an \_\_\_\_\_ supply of food with us when we went hiking in the mountains.
- 3 It is possible that her new \_\_\_\_\_ might succeed, but as all her other businesses failed, I doubt it.
- 4 I heard Tony is going to the gym. I'll be very surprised if he \_\_\_\_\_, he's so lazy.
- 5 I'm sure she'll \_\_\_\_\_ into her new home much faster if we visit her from time to time.
- 6 \_\_\_\_\_ lines never meet.



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

- 1 因为天气炎热，屋里的狗狂吠不止。(bark)
- 2 经纪人正在物色一个既有英语本科学位而且还在出版社工作过的人。(agent; bachelor's degree)
- 3 如果你想在一块木头上钻孔，就需要一个钻机。(drill)
- 4 这台机器要么使用家用电力，要么使用几组电池，都可以工作得很好。(household electricity; battery)

**3** Complete the passage with the words and phrases below in their proper forms.

out of the question   optional   destination   day in and day out  
seminar   settle in   abundant   tomb   inn

I was very happy when my friend Miriam came to visit me from England. Her \_\_\_\_\_ was Beijing and the wonderful architectural heritage of China. In preparation for her visit she had attended a series of \_\_\_\_\_ on the history of China. So having checked into the Holiday \_\_\_\_\_, Miriam \_\_\_\_\_ and began her tour of the capital city. \_\_\_\_\_ she walked around the city rejoicing (喜悦) in its \_\_\_\_\_ cultural sites and experiencing the kindness of its people. However, having seen the Ming \_\_\_\_\_ (明十三陵), she was eager to make a trip to Xi'an to see the terracotta warriors. Originally this had been a/an \_\_\_\_\_ trip on her schedule, but unfortunately it was later cancelled for some reason. She felt it was \_\_\_\_\_ for her to visit China without going to see the terracotta warriors, so I helped her arrange a tour to Xi'an. It was an outstanding success and Miriam returned to England with wonderful memories of her holiday in China.

**4** The verb *settle* can be used to make some phrasal verbs. First match each phrasal verb to its definition and then complete the following sentences with proper phrasal verbs. You may change the forms if necessary.

- 1 settle down
- 2 settle back
- 3 settle on
- 4 settle in
- 5 settle for
- 6 settle up

- a to move into a new home, job, etc and become established
- b to pay
- c to decide to take something
- d to accept something even though it is not the best
- e to start living a quiet and calm life
- f to lean back in a bed or chair

- 1 Maurice did not want to \_\_\_\_\_, buy a house and get married before he met Laura.
- 2 Georgina and Tom \_\_\_\_\_ and checked out of the hotel before lunch.
- 3 The twins \_\_\_\_\_ in their beds to listen to the story.
- 4 After a long search Laurence \_\_\_\_\_ the large house with four bedrooms, even though it needed a lot of decoration and repairs.
- 5 It took Rose and Simon a long time but at last they \_\_\_\_\_ a name for the baby.
- 6 We only moved to the new apartment last month and we haven't \_\_\_\_\_ yet.



## USING STRUCTURES

**1** Some, but not all, of these sentences have incorrect grammar or punctuation. Correct them.

- 1 One of the problems she had was getting used to the foreign currency.
- 2 When he had eaten his dinner, that he thought was delicious, he thanked the cook.
- 3 She saw Chris, that is Bella's uncle, waiting for someone outside the cinema.
- 4 A health club is a place, where you can lose weight by exercising.
- 5 The flight that they should have caught was cancelled because of heavy fog.
- 6 Summer is the time, when many people like to go on holiday.
- 7 Sam cannot understand why so many people move from big cities to small towns.
- 8 They liked the singing, some of that was in Chinese.
- 9 The young man in the photo is the substitute player who kicked the goal.
- 10 For their mother's birthday they picked flowers which were abundant in this area.

**2** Look at these sentences which all have non-restrictive clauses that need to be completed. Choose the correct words and complete the sentences suitably.

with/to/in/for which    with/to/for/most of whom    who    whom    whose

EXAMPLE :

I cannot remember the name of the travel agency, with whom we booked our trip to India.

- 1 My friend, \_\_\_\_\_ name is Bernard, said that he was very pleased with his new videophone.
- 2 The restaurant made me an apology for the quality of the meal, \_\_\_\_\_ I had with my wife last night.
- 3 There were many cages, \_\_\_\_\_ people keep birds, for sale in that market.
- 4 The scientists all agreed that the rules of physics, \_\_\_\_\_ we are all familiar, govern the world.
- 5 I thanked my colleagues, \_\_\_\_\_ I felt very grateful, for letting me join their Rugby team.
- 6 My parents, \_\_\_\_\_ I loved so much, both died last year.
- 7 Mr White, \_\_\_\_\_ was a very kind man, died in a terrible earthquake.
- 8 My students, \_\_\_\_\_ have computers at home, can search for the information on the Internet.

**3** Work in pairs. S<sub>1</sub> reads the first sentence below. S<sub>2</sub> makes the sentence longer by adding a relative clause. If he/she does this correctly, both can swap roles. If not, S<sub>1</sub> can try to develop the sentence. Each correct answer gets one point. The highest number of points wins.

- 1 That tool is very useful.  
That tool, with which you mended the kettle, is very useful.
- 2 The road runs parallel with the railway.  
The road, \_\_\_\_\_, runs parallel with the railway.
- 3 The geologists visiting a new oilfield discovered a lot of oil.  
The geologists visiting a new oilfield discovered a lot of oil, \_\_\_\_\_.
- 4 I saw my cousin when she visited China.  
I saw my cousin, \_\_\_\_\_, when she visited China.
- 5 My uncle is a bachelor.  
My uncle, \_\_\_\_\_, is a bachelor.
- 6 Yesterday I talked to my friend.  
Yesterday I talked to my friend, \_\_\_\_\_.



## LISTENING TASK



- 1 Tina's mother, Sandra, is worried about her daughter. Listen to her talking to Brian about her concerns and then discuss with others what you think Sandra's relationship to Brian is. Give reasons.
- 2 Listen again and answer the questions.
  - 1 What does Tina want to do?
  - 2 Why is Sandra worried about this?
  - 3 What does Brian think about Tina's plans?
  - 4 What does Brian suggest Tina should do until she has more experience of travelling?
- 3 Listen again, paying particular attention to what Brian says. Then list the things he says a traveller should do to keep safe.

	Brian's rules for safe travelling
○	
○	
○	
○	
○	
○	
○	
○	
○	
○	

## READING TASK



## TRAVELLERS' TALES

Look at the pictures and predict what problem each traveller experienced.

## TOM'S STORY



My first overseas trip was from New York to Paris. I first had to catch a plane to Heathrow Airport in London and then change to another flight. When I got off the plane at Heathrow I saw someone handing out cards to some of the passengers, but I didn't know what they were for, so I didn't take one. Besides, I was too occupied trying to work out how to find where to catch the plane to Paris. When I tried to board the second plane they asked for my transit card (转机卡), which I didn't have. I then

realized that was what the card was for. I showed them my ticket but they said I needed to show them a transit card too. I was worried they were going to send me back to New York. Instead they made me wait while they checked everyone's air ticket, and then they let me on board. The plane was 30 minutes late leaving London and some passengers got very angry. After that I was always careful to notice what other passengers were doing and to ask someone if I didn't understand something.

## SALLY'S STORY

I was going overseas on a short holiday. I needed to take some medicine from the doctor with me. The pills were in a big bottle, so I counted out how many I needed for the holiday and put them into a small bottle. When I arrived at my destination, a customs officer at the airport looked in my bag and found the pills. The officer wanted to know what the pills were for and





why they weren't in their proper bottle with my name and the doctor's name on it. I explained that the bottle had been too big and heavy. Then he wanted to know if I had a letter from my doctor explaining about the pills. I didn't. I found out it was illegal to have these pills without a doctor's permission. In the end a customs officer called my embassy and the embassy telephoned my doctor. I didn't get to my hotel till after midnight and I was very stressed.



### PAUL'S STORY

I was staying in a small village in Turkey. The countryside around the village was very beautiful so I decided to go for a walk. I had been walking for about an hour and a half when suddenly I slipped (滑跤) and fell down a riverbank. I hurt my ankle and I couldn't stand up. I didn't know how I could get back to the village. I hadn't told anyone where I was going, so no one would know where to

look for me when they realized I was missing. I began to worry that I might have to stay there all night. I had no water or food and no warm clothes. I was very frightened. Luckily, a couple of hours later, a young boy came past on a horse. He lifted me onto the animal and took me back to the village.

### DONNA'S STORY

It was a very hot day so I put on some shorts and a T-shirt to go sightseeing. I hadn't gone very far when I noticed everyone was looking at me, and they didn't seem very friendly at all. One woman even spat on me as I walked past. I decided to get off the crowded streets and so I turned left down a small, quiet street. I hadn't gone very far when I realized my mistake. Two men were following me. I started to run but suddenly my way was blocked by two other men walking towards me. Luckily for me a taxi came around a corner and I was able to stop it and jump inside quickly. On the way back to the hotel the taxi driver explained that this was a very religious town and that the people did not approve of women walking around in clothes that didn't cover them properly.



- 1** What problem did each traveller have? Did you guess correctly? What should they have done to avoid the problems?

	Problem	Things they should have done
Tom		
Sally		
Paul		
Donna		

- 2** Work with a partner. Complete the advice to travellers.

- When changing planes \_\_\_\_\_.
- If you have to take special medicine while travelling overseas \_\_\_\_\_.
- If travelling alone \_\_\_\_\_.
- When travelling, always wear \_\_\_\_\_.



## SPEAKING TASK

- 1 Work in small groups. Using brainstorming techniques, list any dangers and problems that could happen while travelling in a foreign country. As this is a brainstorming exercise, no matter how unlikely a situation is, you should still list it.
- 2 Now go through your list and discuss which situations could possibly happen and which are very unlikely to happen. You may use the following expressions:
 

You might ....	It's (very) possible that ....	It's likely/unlikely that ....
It's a possibility.	It could happen.	It's not very likely .... I doubt it.
Probably, ....	Most probably, ....	He/She/They will probably ....
- 3 Give the situations on your list a rating out of 3.  
1 = possible but unlikely    2 = possible    3 = very possible
- 4 Look at the situations you have ranked 2 and 3. Discuss the ways you could prevent these things happening to you when you are travelling.

### EXAMPLE:

It's possible you could have all your money stolen while travelling. To prevent this:

- Don't carry all your money in cash; carry some of it in traveller's cheques.
- Don't keep all your money in the same place.
- If possible, carry one or two credit cards so you can get cash in an emergency.

## WRITING TASK

- 1 Imagine the incident in the pictures happened to you. Write a short story similar to those in the reading task.



- 2 In pairs look at the pictures and discuss the four stages in the story. Think about these questions.

Picture 1	Picture 2	Picture 3	Picture 4
Who is the lady? What is she doing? Why?	Who is the boy? What is he doing? Why is the lady giving him a parcel?	Who is the man? What is he throwing away? Why?	What is the boy doing? Why?



**3** Now you have the outline of your story and you can begin to write it. Remember to:

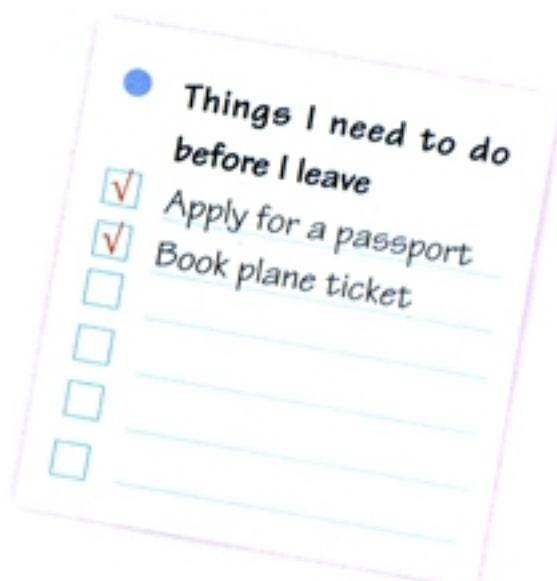
- give people names
- explain what they are doing
- explain how they are feeling at each stage of the story
- explain why they behave as they do

## \*PROJECT

Choose one of these projects to do.

### 1 Internet research

- 1 Choose a country you would like to visit one day.
- 2 Make a list of the things you would need to find out about before your trip.
- 3 Research these things on the Internet.
- 4 Plan your trip and work out a budget.
- 5 Present your plan to other students in the class.



### 2 Interview and book research

- 1 Make a list of people you know who have travelled overseas. Interview them and ask for their advice about travelling successfully and safely.
- 2 Visit a bookshop or library and glance through some travel guides. Most guides have a section that gives advice to travellers. Note down any advice you think is useful.
- 3 Make a poster that gives young people advice on travelling overseas.

## CHECKING YOURSELF

- 1 After completing this unit, have your attitudes towards foreign travel changed in any way? For example:
  - Are you more or less interested in travelling overseas than before?
  - What new things have you learned about planning an overseas trip?
  - What have you learned about keeping safe while you are travelling?
  - Would you consider studying in a foreign country? Why or why not?
  - Would you consider staying with a host family? Why or why not?
- 2 What is the most interesting thing you have learned about Peru in this unit?
- 3 What have you learned from this unit (content, vocabulary or grammar) that you think will be useful to you in the future?
- 4 Which of the four skills (reading, writing, listening and speaking) do you need most practice with?



## Notes to the texts

## 课文注释

### UNIT 1

1. **Down's Syndrome** 唐恩综合征，以在 1866 年首次描述该病的英国医生唐恩 (John Langdon Down) 的名字命名。也叫先天愚型综合征，其特点是智力迟钝，并有一些体貌特征，如眼睛上斜、鼻子扁平、头小、手粗短。该病是由染色体数目异常引起的。可以采用一种称作羊膜穿刺术的特殊方法来确诊未出生胎儿的唐恩综合征。

2. **She is proud to have taken part in competitions and to have broken a record by running two laps (800 metres) this year.** 今年她参加了多次比赛，而且打破了两圈 (800 米) 赛跑的纪录。

to have done 是不定式的完成形式，这种形式表示不定式的动作发生在谓语动词之前。如：

She said she was sorry to have missed you. 她说她很遗憾没有见到你。

He doesn't seem to have told a lie. 他不像是说过谎的样子。

She seems to have been a nurse. 她好像当过护士。

3. **the Paralympic Games** 残奥会

第二次世界大战期间，欧洲战场上的伤残士兵自发组织起来进行康复活动，这就是现代残疾人体育运动的雏形。1948 年英国斯托克·曼德维尔 (Stoke Mandeville) 国立脊髓损伤中心举办了残疾人体育比赛，当时只有 16 名坐在轮椅上的伤残士兵参加，此后该运动会每年举行一次。1952 年由于荷兰运动员的参加，该运动会演变为国际性体育活动。1960 年紧接着夏季奥运会后，来自欧美 23 个国家的大约 400 名伤残运动员聚集罗马，举办首次世界残疾人运动会。1976 年斯托克·曼德维尔运动会与世界残疾人运动会合并，在加拿大的多伦多举办了第一届国际伤残人士奥运会，来自 38 个国家 1,657 名残疾人运动员参加了比赛。1988 年国际奥委会决定：夏季奥运会和残奥会必须在同一城市举行。2000 年国际奥委会和国际残奥委会签署协议规定：申办奥运会的城市，必须同时申办残奥会；奥运会后一个月内，在奥运会举办城市的奥运场地举行残疾人奥运会。从 1960 年至 2005 年已举办了 12 届夏季残奥会和 8 届冬季残奥会。

4. **Unfortunately, the doctors don't know how to make me better, but I am very outgoing and have learned to adapt to my disability.** 不幸的是，大夫们不知道如何治好我的病，但是我很开朗乐观，学会了适应身体的残疾。

adapt (oneself) to 使 (某人自己) 适合。如：

When we moved to France, the children adapted to the change very quickly. 我们搬到法国后，孩子们很快就适应了这个变化。

He adapted (himself) quickly to the new job. 他很快就适应了新工作。

5. **All in all I have a good life. I am happy to have found many things I can do, like writing and computer programming.** 总而言之，我生活得挺好。我很高兴地发现我能做许多事情，比如写作和计算机编程。



all in all 总的来说。如：

He has his faults, but all in all he is an honest man. 他有自己的缺点，但总体上看他还是诚实的。

All in all, we had a good time at the barbecue party. 总的来说，大家在烤肉野餐时都很愉快。

**6. I have a very busy life with no time to sit around feeling sorry for myself.** 我的生活很充实，没有时间闲坐着顾影自怜。

sit around/about 闲坐着。如：

Their school life is quite relaxed and they have time to sit around and gossip. 他们的学校生活很轻松，还有时间坐在那里闲聊。

feeling sorry for myself 是动词-ing形式构成的短语，在句中作状语，表示伴随的情况。如：

She lay in bed staring at the last leaf on the tree. 她躺在床上，眼睛盯着树上那最后一片叶子。

The soldier came into the village riding a horse. 那士兵骑着马进了村子。

 **问题：**动词-ing形式在句子中用作状语时还可以表示别的情况，请看以下例句，你知道这些动词-ing形式的作用和所表达的意思吗？

Arriving at the hospital, I went to see the doctor immediately.

Feeling ill, Jane decided to go to bed early.

Seeing the police, he hid himself behind a tree.

**7. In many ways my disability has helped me grow stronger psychologically and become more independent.** 在许多方面，我（身体）的残疾使我心理上变得更加坚强、更加独立。

不定式有两种，一种是带to的不定式，一种是不带to的不定式，某些动词如let, make, have等后面就接不带to的不定式。如：

Let us both have a try and see if we can pass. I mean both of us. 咱俩都试试，看看能否通过，我是说我们两个都试试。

I know we should have left twenty minutes ago; I'm sorry that I made you wait for me so long! 我知道我们20分钟前就应该离开了，对不起让你久等了！

动词help后面既可带to，也可以不带to。如上述例句也可以说：... helped me to grow stronger ... 但要注意使用被动语态时，这些动词后面不能省略to。如：

I know he was made to work all night but there was no other way. 我知道他是被迫整晚工作的，但也没有其他办法。

**8. Just accept them for who they are, and give them encouragement to live as rich and full a life as you do.** 接受他们，给予他们鼓励，让他们能像你一样过得丰富多彩、充实美满。

to live ... 是一个不定式短语，在本句中作定语。

“as + 形容词 + as”的结构是用来比较说明前后两者在某方面相同。如：

I think the temperature is as high today as it was yesterday. 我觉得今天气温与昨天的一样高。

Look, a man whose face is as black as coal is coming towards us. 看，一个脸似煤炭般黑的人朝我们走过来了。

这种结构有时也可以是形容词与名词连用，其中的形容词必须放在冠词之前，形成“as + 形容词 + a/an + 名词 + as”的结构。如：

He is as gentle a man as you could ever meet. 他是你所能遇到的最文雅的男人。

It is as beautiful a day as it was yesterday. 今天的天气与昨天的一样晴朗。

**9. William Wilberforce** 威廉·威伯福斯(1759—1833)。英国政治家和改革家。早年毕业于剑桥大学，1780年成为议员。后来，又成为英国下议院废奴运动的主要发言人。1807年，在威伯福斯等人的大力支持下，制定了禁止奴隶交易的法律。1823年，他又积极投入彻底废除奴隶制的战斗中。1825年，由于身体欠佳，他辞去议会工作。就在他去世后一个月，废奴提案正式成为法律。



### 10. Mount Kilimanjaro 乞力马扎罗山。

位于坦桑尼亚共和国内，是非洲第一高峰，是一座休眠火山，也是世界上最高的火山之一。乞力马扎罗山有两座主峰，一座叫 Kibo，另一座叫 Mawenzi，后者峰顶上有一个直径达 1,800 米的火山口，火山口的周围布满了冰雪。

### 11. I read in the newspaper today that you are to be the architect for the new Bankstown cinema. 今天我从报上了解到，您将成为班克斯敦新电影院的建筑设计师。

are to be the architect 中的动词是将来时，其构成为 be + to do，表示一种“可能”或“应该”发生的事情。如：

Who is to be the chairman of the conference? 谁将成为会议的主席？

She's nowhere to be found. 哪儿也找不到她。

### 12. Disabled people should have the same opportunities as able-bodied people to enjoy the cinema and to do so with dignity. 残疾人应当与健全人一样有同样的机会欣赏电影，同时能保持自己的尊严。

able-bodied 是由“形容词 + 名词 + ed”构成的复合形容词。类似的例子还有：

one-eyed 独眼的      kind-hearted 好心的      round-faced 圆脸的

long-armed 长臂的      honey-mouthed / honey-tongued / honey-lipped 甜言蜜语的

cold-blooded 冷血的

又如本单元的 weak-sighted 也是这样构成的复合形容词。

## UNIT 2

### 1. It was originally written by the science fiction writer, Isaac Asimov, and published in 1951. 这部小说原是科幻作家艾萨克·阿西莫夫所作，于 1951 年出版。

Isaac Asimov 艾萨克·阿西莫夫 (1920—1992)，20 世纪世界著名的科幻小说家之一。出生在原苏联的彼得洛维奇，双亲是犹太人。三岁时随家移居美国。1948 年获哥伦比亚大学博士学位。他的作品多达 400 多本，题材广泛，内容深刻，其中以《基地》系列和《机器人》系列最为出色。

 问题：你能利用可以得到的资源了解更多有关阿西莫夫的信息吗？

### 2. By the amused and surprised look on her face, Claire knew that Gladys thought she was having an affair. 从格拉迪丝脸上那有趣而又惊讶的神情来看，克莱尔知道，格拉迪丝认为她有风流韵事。

amused and surprised 是过去分词短语，用作定语修饰名词 look。如：

There is a concerned look on the teacher's face. 老师脸上带着关切的神情。

affair (尤指关系不长久的) 风流韵事。如：

She is having an affair with her husband's best friend. 她正与丈夫的好友私通。

The affair between the two film stars caused a scandal. 这两位影星之间的风流韵事引起了许多流言蜚语。

### 3. But even though Tony had been so clever, he would have to be rebuilt — you cannot have women falling in love with machines. 但是，尽管托尼很聪明，他还得作一番改造——总不能让女人与机器相爱吧。

have sb doing sth 让某人做某事。如：

I won't have him cleaning his bike in the kitchen. 我不会允许他在厨房里擦洗自行车。

She won't have her children answering back rudely in public. 她不许孩子们在公共场合无理顶撞。

此句型还可以表示“教会；鼓励；劝说”。如：

Learn with me. I'll have you driving in three days. 跟我学，我要三天教会你驾车。

I'll have them all talking in Spanish to each other in no time. 我要鼓励他们相互之间很快能用西班牙语交谈。



4. **In 1942 he joined the staff of the Philadelphia Navy Yard as a junior chemist and worked there for three years.** 1942年他成为费城海军造船厂的一名初级化学师，并在那里工作了三年。

Philadelphia Navy Yard 费城海军造船厂。1801年由美国海军始建。1995年宣布关闭。

5. **Among his most famous works of science fiction, one for which he won an award was the Foundation trilogy (1951-1953), three novels about the death and rebirth of a great empire in a galaxy of the future.** 在他那些最著名的科幻作品中，有一部获奖作品叫做《基地》三部曲(1951—1953)，由三本小说组成，讲的是未来银河系中一个伟大帝国的灭亡和再生。

the Foundation trilogy 《基地》三部曲，指的是阿西莫夫1951年写的《基地》(*Foundation*)，1952年写的《基地与帝国》(*Foundation and Empire*)和1953年写的《第二基地》(*Second Foundation*)三部科幻小说。其中描绘了哈里·谢顿(Hari Seldon)试图通过在遥远的银河角落中建立隐蔽的基地，来缩短银河帝国没落后的黑暗时代。30年后，阿西莫夫又完成了哈里·谢顿的另外四次冒险，这些都收集在《迈向基地》(*Forward the Foundation*)中。

6. **Use a clear simple style as if you were writing to younger students in your school.** 运用简洁明了的写作风格，就好像你的读者是你们学校低年级的学生那样。

as if 就像……似的；仿佛……。常常放在 look, sound, smell, feel, seem 等系动词的后面。如：

That tree looks as if it is going to fall down. 那棵树看起来要倒似的。

Tim sounds as if he has a cold. 蒂姆听起来像是患了感冒。

The kitchen smells as if something is burning in it. 厨房里好像有什么东西烧着了。

有时，主句是一般现在时，而 as if 引导的从句表达的内容与事实不符合，则用虚拟语气。如：

Don't talk to me as if I were a child. 不要把我当作孩子那样对我讲话。(我已不是孩子了。)

They treat me as if I were their own kid. 他们把我当作亲生孩子那样对待。(我不是他们的亲生孩子。)



问题：你记得与 as if 同义的另一个词组吗？请用该词组造一个句子。

## UNIT 3

1. **It was a time when the killer whales, or “killers” as they were then called, helped the whalers catch the baleen whales that were on their annual migration.** 那个时期，虎鲸(当时被称为“杀手”)帮助捕鲸人在每年须鲸迁徙时捕捉须鲸。

killer whales 虎鲸，又叫逆戟鲸，以鱼、海鸟、海龟和哺乳动物为食。虎鲸以体魄健壮、性情凶狠而闻名于世，但在人工饲养环境中经调教、训练之后，可变得十分驯服。

baleen whales 须鲸类。以进食方式的不同，鲸分为须鲸和齿鲸两类。须鲸类中常见的是蓝鲸。

2. **We ran down to the shore in time to see an enormous animal opposite us throwing itself out of the water and then crashing down again.** 我们及时赶到岸边，看到对面有一个庞大的动物猛力跃出水面，然后又坠落到水里。

opposite 是介词，在……对面。如：

He sat opposite to Marion during the discussion. 讨论的时候，他坐在玛丽昂对面。

opposite 也可以作形容词，表示“相对的；相反的”。如：

on the opposite side of the street 在街的对面

driving in the opposite direction 朝相反的方向行驶

throw itself out of the water 形象地表现了鲸跃出水面的动作。throw 的用法比较灵活，能表达出丰富的含义。如：

He throws his weight about. 他乱用权利。

I felt discouraged when he threw cold water on my idea. 他给我的想法泼冷水时，我感到很沮丧。

She threw herself into a chair and began to cry. 她倒在椅子上，哭了起来。



He has thrown himself into gardening. 他全身心地投入园艺事业。

The fire threw hundreds of workers out of work. 大火使几百工人失业。

3. **This was the call that announced there was about to be a whale hunt.** 这是宣告捕鲸行动马上就要开始的呼声。

be about to do 即将；将要。如：

When we were about to close down the business, the bank came to our rescue. 我们就要停业时，银行（借贷）为我们救了急。

As I am about to go on a business trip, I shall not be able to begin the work before I return. 我要出差了，所以在我回来之前无法开始这项工作。

Another journey of challenge and danger was about to begin. 又一段充满危险和挑战的旅程就要开始了。

4. **Well, it's teamwork – the killers over there are throwing themselves on top of the whale's blow-hole to stop it breathing.** 啊，它们在协同作战呢——那些虎鲸正往鲸的出气孔上扑去，不让它呼吸。

teamwork 协作；配合。如：

The success of this performance is largely the result of good teamwork. 这次演出的成功很大程度上是大家通力合作的结果。

to stop it breathing 是动词不定式短语作目的状语。如：

They went there to help get in the autumn crops. 他们去那里是为了帮助秋收。

Let's do some exercise to warm up a bit. 咱们做些锻炼热热身。

They formed a special group to look into the matter. 他们成立了一个特别小组来调查此事。

stop ... (from) doing 句型的意思是“防止（制止）某人做某事”。如：

I am leaving, so don't try to stop me from going. 我要走了，别想阻拦我。

We must stop her telling others about it. 我们要制止她把此事告诉别人。



问题：你知道 stop doing 和 stop ... (from) doing 两个句型有何区别？试以例句说明两者的区别。

5. **The first thing I became aware of was all the vivid colours surrounding me – purples, reds, oranges, yellows, blues and greens.** 我首先注意到的是我周围那些鲜艳的色彩——紫色、红色、橘黄、明黄、蓝色和绿色等。

(be) aware of 意识到；知道；明白；觉察到。如：

Nerves send messages to the brain. They make people aware of what their bodies are feeling. 神经把信息传送到大脑，让人觉察到自己身体的感觉。

还有一个常见的句型是 be aware that。如：

Everyone was aware that they didn't get along well. 大家都知道他们相处不和睦。

Are you aware that it is getting windy outside? 你注意到外面起风了吗？

6. **It seemed there was a surprise waiting for me around every corner as I explored small caves, shelves and narrow passages with my underwater flashlight: the yellow and green parrotfish was hanging upside down, and sucking tiny plants off the coral with its hard bird-like mouth; a yellow-spotted red sea-slug was sliding by a blue sea-star; a large wise-looking turtle was passing so close to me that I could have touched it.** 当我用水下探照灯在小石洞、暗礁和狭窄通道之间探索时，似乎每个角落都有令我惊奇的东西等着我：黄绿相间的鹦嘴鱼倒挂着，用鸟儿一样的硬嘴去吸吮珊瑚上的微小植物；一条带着黄斑点的红色海蛞蝓从一个蓝色的海星旁边滑行过去；一只长相智慧的大海龟紧贴着我的身旁而过，伸手便可触及。

parrotfish 鹦嘴鱼，拥有蓝、绿、红及黑的颜色。鹦嘴鱼有很多小牙齿，这些牙齿甚似鹦鹉嘴里的牙，故叫做鹦嘴鱼。鹦嘴鱼主要以珊瑚为食，并会将无法消化的珊瑚或岩石排泄出来而形成沙，所以



鹦嘴鱼在珊瑚礁生态系统中，扮演了相当重要的“珊瑚转换成沙”的角色。

短语 *upside down* 简单而形象地表达了“倒悬”这个意思，另有短语 *inside out* 也有同样的效果。如：

You'd better turn the bottle upside down to empty out the oil. 你最好把瓶子倒过来，把瓶里的油控干净。

Oh! Look at Jim. His jacket is inside out. 噢，看看吉姆，他的衣服穿反了。

7. **There were other creatures that I didn't want to get too close to – an eel with its strong sharp teeth, with only its head showing from a hole, watching for a tasty fish (or my tasty toe!); and the giant clam half buried in some coral waiting for something to swim in between its thick green lips.** 还有一些其他的动物，我不想太靠近它们——一条带有利齿的海鳗，从洞穴里探出头来，望着可作美餐的鱼过来（或者在等着我的美味脚趾伸过去！）；那个巨大的蛤蜊半掩在珊瑚礁中，等待着有什么东西游过来，游到它宽厚的绿嘴唇中去。

eel 鳗鱼，一种长的蛇形的无鳞海洋或淡水鱼，产于世界各地，体长一般不超过一米。海鳗具有锐利的牙齿、强而有力的颚及敏捷的反射动作，经常徘徊、躲藏在珊瑚区，并以此为家。

clam 蛤；蚌；蚶。一类具有一对硬壳的软体动物，通常栖居在水底的泥土中，种类很多，分布很广。

8. **The water was quite shallow but where the reef ended, there was a steep drop to the sandy ocean floor.** 水很浅，但到了珊瑚礁的尽头，就有一个陡坡，一直下降到满是沙子的海底。

a steep drop 陡直向下的坡。steep 陡直的；陡峭的。如：

I never cycle to my grandpa's – it's too steep. 我从来不骑车去外公家——（路）太陡了。

steep 还可以指过高的价格。如：

I wouldn't pay 5,000 yuan for that computer – the price is too steep. 我才不花5,000元买那台电脑呢，这个价太高了。

## UNIT 4

1. **Papua New Guinea** 巴布亚新几内亚。

其全称为 The Independent State of Papua New Guinea。西南太平洋岛国。南隔托雷斯海峡与澳大利亚相望，西与印度尼西亚接壤，领土主要由新几内亚岛（伊里安岛）东半部组成，首都莫尔斯比港（Port Moresby）。为英联邦成员国，1975年9月16日宣布独立。

2. **I know you're dying to hear all about my life here ...** 我知道你急于了解我在这里的生活情况……

be dying for sth / to do sth 迫切想要；渴望。如：

I'm really dying for a glass of beer on a day like this! 这样的日子我太需要一杯啤酒了！

She was dying for a holiday, away from work and her household chores. 她太想要一个假期了，她需要离开工作，离开家务。

此外，短语 (be) thirsty for 也可表达类似含义。如：

The ground was thirsty for water. 大地渴盼甘露。

They were all waiting there, thirsty for news. 他们都等在那里，盼望着消息。

3. **However, one thing is for sure, I've become more imaginative in my teaching.** 但是有一点是肯定的，我在教学中变得更加富有想象力了。

imaginative 富有想象力的；想象的。如：

I think his design is an imaginative one. 我觉得他的设计很富有想象力。

Charlie is an imaginative child. 查利是一个想象力丰富的孩子。



问题：与 *imaginative* 同根的派生词还有 *imaginable* 和 *imaginary*。根据其后缀你能判断其词义吗？请把下列句子译成汉语。

Cinderella was dressed in the greatest splendour imaginable.



He is the most suitable person imaginable.

It's no good hiding yourself from reality and living in an imaginary world.

4. **The boys who had never come across anything like this before started jumping out of the windows.** 那些从未见过这种情况的男孩子们吓得都往窗外跳去。

come across sb/sth 偶然发现或遇见某人或某物。如:

I came across this book in an old bookstore near the Palace Museum. 我在故宫旁的一家旧书店里偶然发现了这本书。

She is the most direct young woman I have ever come across. 她是我所见过的最爽直的年轻女性。

5. **They believe that any leftovers attract evil spirits in the night, so the food is dried up in the can and the can is then thrown out of the hut.** 他们相信剩饭会在夜晚引来邪灵,所以要把食物放在罐里烧干,再把罐子扔到屋外去。
6. **The gift you give is not something your loved one keeps but a voluntary contribution towards the lives of people who really need it.** 你送的礼物不是给你所爱的人留念的,而是给那些确有生活需要的人的一项志愿性捐助。
7. **Just 20% more produce will mean the difference between sickness and health, between families going hungry and families providing for themselves.** 仅仅提高20%的产量就意味着会对人的患病与健康、家庭饥饿与自足产生影响。
8. **Oxen for ploughing** 耕牛

oxen 是 ox 的复数,这是个不规则的复数名词。



问题:除此以外,你还学过什么不规则的名词复数形式吗?请写出几个来。

9. **trunk library** (又叫做 blue trunk library) 箱式图书馆。

箱式图书馆是世界卫生组织为了提高生活在偏远地区人民的健康水平而创立的。主要由150本书,三种杂志和世界卫生组织地区性办公室的服务所组成。为了方便运输和保存,书被装在蓝色金属箱或木箱中,因此得名。

10. **Medecins Sans Frontieres (MSF)**(法语) 无国界医生组织。

这是一个由各国专业医务人员组成的国际性的志愿者组织,该组织于1971年由一些曾在国际红十字会工作过的法国医生发起成立。每年该组织的志愿者被派往各国,为遭受自然灾害或战争创伤的人民提供医疗和卫生救助。1999年该组织因其“在各大洲所从事的开拓性的人道主义工作”而获得诺贝尔和平奖。

## UNIT 5

1. **"It's not just study that's difficult. You have to get used to a whole new way of life, which can take up all your concentration in the beginning," explained Xie Lei, who had lived all her life in the same city in China.** “困难不仅仅是在学习方面,你得适应一种全新的生活方式,在一开始的时候这就会占去你的全部精力,”谢蕾解释说。她在中国时一直居住在同一座城市。

It's not just study that's difficult 是一个强调结构。如不用强调语气,可以说 Not just study is difficult.

be/get used to (doing) sth 习惯于(做)某事。如:

I am not used to being treated that way. 我不习惯人家那样对待我。

Don't worry. You will soon get used to it. 别担心,你很快会习惯的。



问题: used to do 与 be used to doing 是两个不同的词组,你知道它们在结构和含义上有哪些不同之处吗?请把以下句子译成汉语。

We used to live in a small village but now we live in London.



The car's running less smoothly than it used to.

He is the boss here! He is not used to being told what to do.

I used to think of him as a mean person and now I know I was wrong.

I am used to sleeping on the sofa.

2. **When I got lost and had to ask a passer-by for directions, I didn't always understand.** 当我迷路不得不向过路的行人问路时,时常听不懂他们说的话。

passer-by 是个合成词,意为“过路人”,它的复数是在 passer 的后面而不是在 by 的后面加 s,即 passers-by。类似的词还有 looker-on (旁观者),其复数形式是 lookers-on。

3. **Although some foreign students live in student accommodation or apartments, some choose to board with English families.** 虽然有些外国学生住学生宿舍或公寓房,但有些学生却选择寄宿在英国人家里。
4. **Living with host families, in which there may be other college students, gives her the chance to learn more about the new culture.** 房东家也许会住着其他大学生,跟这样的家庭住在一起给她提供了机会更好地了解新文化。

一般来讲,英国的学校里有为学生准备的学生公寓,也提供餐食,但是有些留学生为了学习英语,尽快了解英国的生活环境和方式,尽快交友,也选择住在当地人的家里。他们有的自付房租和饭费,有的则提供一些家务劳动作为补偿。

5. **I have been so occupied with work that I haven't had time for social activities.** 我一直忙于学习,以致于没有时间去搞社交活动。

这是一个用 so ... that ... 引导的主从复合句。

be occupied with 忙碌于;全神贯注于;从事。如:

I'm fully occupied with my office work and have little time for housework. 我忙于办公室工作,很少有时间做家务活。

6. **Lima** 利马。

秘鲁首都,也是秘鲁最大的城市。西距太平洋海岸 13 公里,东倚安第斯山脉。利马是世界上闻名的无雨城市,但气候终年温和。

7. **Cuzco** 库斯科。

秘鲁南部的历史名城,著名的印加文化中心。地处安第斯山区。曾长期为古印加帝国的首都。现仍保存有石墙、宫殿、庙宇等大量印加遗迹以及大教堂等殖民时期的建筑。城西北有印加重镇马丘比丘废墟。

8. **the Andes Mountains** 安第斯山脉。

世界上最长的山脉。纵贯南美大陆西部,大体上与太平洋海岸平行。

9. **Inca civilization** 印加文明。

南美洲安第斯地区印加帝国统治时期的印第安人文明。15 世纪起势力强盛,首都在秘鲁南部的库斯科。16 世纪初衰落,1532 年被西班牙殖民者灭亡。印加人有宏伟的道路和建筑工程,发达的制陶、纺织和金属加工业。印加人修筑了梯田和复杂的灌溉系统。印加人已有一定的天文知识。

10. **From Puno, we travel by boat across Lake Titicaca, stopping on the way at the floating islands of the Uros people.** 我们从普诺乘船穿过的的喀喀湖,半途停歇在乌罗族人的浮岛上。

Lake Titicaca 的的喀喀湖。位于秘鲁、玻利维亚边界处的利亚奥高原上,是世界上海拔最高的淡水湖,湖水清澈见底。湖泊的五分之三在玻利维亚境内,五分之一在秘鲁境内。湖水由高山雪水汇集多条河川补给,向南经德萨瓜德罗河入玻利维亚波波湖。

the Uros people 乌罗族人,南美洲的的喀喀湖区居住的印第安人。善于利用湖中盛产的芦苇和蒲草编扎浮岛,他们过着接近原始形态的生活,以芦苇为生。

11. **Take the train up to Machu Picchu for a guided tour of the ruins and the royal tomb of the Inca king.**



乘火车去马丘比丘，由导游陪同去参观遗址和印加国王的皇家墓地。

**Machu Picchu** 马丘比丘，印加古城遗址。它是南美洲发现的几乎未遭损毁的极少数早期城镇之一。建立在安第斯山西南部两座险峰之间。联合国于 1983 年宣布马丘比丘为世界遗产。它是秘鲁最著名的旅游胜地之一。

- 12. A short flight from Cuzco takes you from the Andes into the lowlands of the Amazon Jungle.** 从库斯科乘飞机作一次短途飞行，从安第斯山到亚马孙河丛林的低地。

**the Amazon Jungle** 亚马孙河丛林。地球上面积最大的热带雨林，它也是南美洲绿色的心脏。此处指的是位于秘鲁东部，占其国土面积一半以上的地区，属亚马孙河上游流域，地面平缓，水网稠密，气候湿热，遍布热带雨林。



# Grammar 语法

## I 动词 (Verbs)

### I 动词不定式(The Infinitive)

#### 1 动词不定式的完成式 (Perfect infinitive)

动词不定式的完成式由“to + have + 动词的过去分词”构成。不定式的完成式表示不定式的动作在谓语表示的动作(状态)之前完成。

I am happy to have found many things I can do.

She was proud to have recently represented her country in an international competition.

She seems to have forgotten what she was looking for.

I would like to have seen her enter the room.

Bob pretended not to have heard me.

#### 2 动词不定式的被动式 (Passive infinitive)

不定式的被动式由“to + be + 动词的过去分词”构成。当不定式与其逻辑主语之间是被动关系时，要用不定式的被动式。

The robot was going to be tested out by Larry's wife.

The new drug is to be tested (out) on 500 overweight patients next year.

The company's new car has to be designed in two months.

3 在某些动词后用不带 to 的不定式构成复合宾语的句子，在改为被动结构时，不定式要加 to。

The boss made the workers work long hours.

→ The workers were made to work long hours.

We heard him sing English songs.

→ He was heard to sing English songs.

They saw you put a letter into the mailbox just now.

→ You were seen to put a letter into the mailbox just now.

### 2 动词-ing 形式的被动式 (The passive -ing form)

动词-ing 形式的被动式由“being + 动词的过去分词”构成。它表示一个正在进行或与谓语表示的动作同时发生的被动动作。

Being badly wounded, the whale soon died.

George didn't like being kept waiting.

I am not interested in the topic being discussed.

主语 Being accepted into the school basketball team is a great pleasure for me.

定语 Do you know the name of the boy being awarded the gold medal?



## II 定语从句 (The Attributive Clause)

定语从句中不能用 *which* 作关系代词的几种情况:

1 当先行词为 *all, little, much, few, everything, anything, nothing, none* 等不定代词时, 关系代词用 *that* 而不用 *which*。

I have forgotten everything that he told me this morning.

All that I want is your advice.

There is not much that can be done.

2 当先行词有形容词最高级修饰时, 关系代词用 *that*, 而不用 *which*。

This is the funniest film that I have ever seen.

The most beautiful place that I have ever been to is Jiuzhaigou.

3 当先行词有序数词修饰时, 关系代词用 *that*, 而不用 *which*。

This is the first time that we have met.

4 当先行词被 *the only, the very, the same, the right* 等修饰时, 关系代词用 *that*, 而不用 *which*。

American audiences will see the same movie that was shown in Asia.

5 当先行词被 *all, every, any, much, little, few, no* 等修饰时, 关系代词用 *that*, 而不用 *which*。

All the things that you told me are lies.

6 当主句是以 *which, who, what* 开头的特殊问句时, 引导定语从句的关系代词一般用 *that*, 而不用 *which*。

Who is the girl (that is) sitting by the lake?

Which of those books (that are) on the table belong to you?



# Words and expressions in each unit

## 各单元生词和习惯用语

注：带△符号的词不要求掌握

### Unit 1

disability /ˌdɪsəˈbɪləti/ *n.* 伤残；无力；无能

disabled /dɪsˈeɪblɪd/ *adj.* 伤残的

hearing /ˈhɪərɪŋ/ *n.* 听力；听觉

eyesight /ˈaɪsaɪt/ *n.* 视力

△ syndrome /ˈsɪndrəʊm/ *n.* 综合病征；综合症状

△ infantile paralysis /ˌɪnfəntaɪl pəˈræləʊsɪs/ 小儿麻痹

△ Rosalyn /ˈrɒzəlɪn/ *n.* 罗莎琳（女名）

lap /læp/ *n.* 跑道的一圈；重叠部分；（人坐着时）  
大腿的上方

**ambition** /æmˈbɪʃn/ *n.* 雄心；野心

ambitious /æmˈbɪʃəs/ *adj.* 有雄心的；有野心的

dictation /dɪkˈteɪʃn/ *n.* 口授；听写（的文字）

△ Sally /ˈsæli/ *n.* 萨利（女名）

noisy /ˈnɔɪzi/ *adj.* 吵闹的；嘈杂的

**suitable** /ˈsju:təbl/ *adj.* 适合的；适宜的

entry /ˈentri/ *n.* 项目；进入；入口

**beneficial** /ˌbenɪˈfɪʃl/ *adj.* 有益的；受益的

△ Marty /ˈmɑ:ti/ Fielding 马蒂·菲尔德丁

**in other words** 换句话说

clumsy /ˈklʌmzi/ *adj.* 笨拙的

△ bump /bʌmp/ *vi.* 碰撞；撞击

outgoing /ˈaʊtɡəʊɪŋ/ *adj.* 外向的；友好的；外出的；  
离开的

**adapt** /əˈdæpt/ *vt.* 使适应；改编

**adapt to** 适合

bench /bentʃ/ *n.* 长凳

**cut out** 切去；省略；停止（做某事）

microscope /ˈmaɪkrəskəʊp/ *n.* 显微镜

**out of breath** 上气不接下气

absence /ˈæbsəns/ *n.* 缺席；不在某处

fellow /ˈfeləʊ/ *adj.* 同伴的；同类的  
*n.* 同伴；同志；伙伴

annoy /əˈnɔɪ/ *vt.* 使……不悦；惹恼

**annoyed** /əˈnɔɪd/ *adj.* 颇为生气的

△ annoyance /əˈnɔɪəns/ *n.* 烦恼

**all in all** 总而言之

firm /fɜ:m/ *n.* 公司

*adj.* 结实的；坚固的；坚定的

software /ˈsɒftweə/ *n.* 软件

**sit around** 闲坐着

**as well as** 和；也

parrot /ˈpærət/ *n.* 鹦鹉

tank /tæŋk/ *n.* （盛液体、气体的）大容器；  
缸；大桶

tortoise /ˈtɔ:təs/ *n.* 陆龟；龟

**in many ways** 在很多方面

psychology /saɪˈkɒlədʒi/ *n.* 心理（学）

psychologically /saɪkəˈlɒdʒɪkli/ *adv.* 心理（学）  
地；精神上地

**make fun of** 取笑

encouragement /ɪnˈkʌrɪdʒmənt/ *n.* 鼓励；奖励

**conduct** /ˈkɒndʌkt/ *n.* 行为；品行

/kənˈdʌkt/ *vt.* 指挥；管理；主持

△ mainstream /ˈmeɪnstri:m/ *n.* 主流；主要倾向

△ fulfilling /ˈfʊlˌfɪlɪŋ/ *adj.* 令人满意的；令人愉快的

**never mind** 不必担心

politics /ˈpɒlɪtiks/ *n.* 政治（学）

abolish /əˈbɒlɪʃ/ *vt.* 废除；废止

△ abolition /ˌæbəˈlɪʃn/ *n.* 废除；废止

**resign** /rɪˈzaɪn/ *vi.* & *vt.* 辞职；辞去（工作、职位等）

slavery /ˈsleɪvəri/ *n.* 奴隶制

literature /ˈlɪtrətʃə/ *n.* 文学（作品）；著作；文献

△ Barry Minto /ˈbæri ˈmɪntəʊ/ 巴里·明托

△ Mount Kilimanjaro /ˌkɪlɪmənˈdʒɑ:rəʊ/ *n.* 乞力马  
扎罗山（位于坦桑尼亚；非洲最高山）

companion /kəmˈpæniən/ *n.* 同伴；伙伴



assistance /ə'sɪstəns/ *n.* 协助; 援助

**congratulate** /kən'grætʃoleɪt/ *vt.* 祝贺; 庆贺

congratulation /kən,grætʃo'leɪʃn/ *n.* 祝贺; 贺词

bowling /'bəʊlɪŋ/ *n.* 保龄球

graduation /,grædʒu'eɪʃn/ *n.* 毕业; 毕业典礼

certificate /sə'tɪfɪkət/ *n.* 证书

**all the best** (口语) (祝你) 一切顺利

architect /ɑ:kɪtekt/ *n.* 建筑师

△ Sanders /sɑ:ndəz/ *n.* 桑德斯 (姓)

**adequate** /ædɪkwət/ *adj.* 足够的; 充分的

**access** /'ækses/ *n.* (接近的) 方法; 通路;  
可接近性

accessible /ək'sesəbl/ *adj.* 可接近的; 可进入的; 可使用的

△ wheelchair /'wi:lʃeə/ *n.* 轮椅

handy /'hændɪ/ *adj.* 方便的; 有用的

△ earphone /'ɪəfəʊn/ *n.* 耳机

△ impair /ɪm'peə/ *vt.* 削弱; 损伤

row /rəʊ/ *n.* 一行; 一排

*vt. & vi.* 划 (船)

basement /'beɪsmənt/ *n.* 地下室

outwards /'aʊtwədz/ *adv.* 向外

exit /'eksɪt/ *n.* 出口; 离开; 退场

**meet with** 遇到; 经历; 会晤

approval /ə'pru:vəl/ *n.* 赞成; 认可

dignity /'dɪgnəti/ *n.* 尊严; 高贵的品质

profit /'prɒfɪt/ *n.* 收益; 利润; 盈利

△ italics /ɪ'tælɪks/ *n. (pl)* 斜体 (字)

community /kə'mju:nəti/ *n.* 社区; 团体; 社会

## Unit 2

△ household /'haʊshəʊld/ *adj.* 家庭的; 家用的  
*n.* 一家人; 家庭

fiction /'fɪkʃn/ *n.* 小说; 虚构或想象出来的事

**desire** /dɪ'zaɪə/ *n.* 渴望; 欲望; 渴求

*vt.* 希望得到; 想要

△ Isaac Asimov /aɪzək 'æsmɒv/ 艾萨克·阿西莫夫

satisfaction /,sætɪs'fæɪkʃn/ *n.* 满意; 满足;

令人满意的事物

△ Larry Belmont /'læri 'belmɒnt/ 拉里·贝尔蒙特

**test out** 试验; 考验

△ Claire /kleə/ *n.* 克莱尔 (女名)

bonus /'bɒnəs/ *n.* 额外津贴; 奖金; 红利

**alarm** /ə'lɑ:m/ *vt.* 使警觉; 使惊恐; 惊动  
*n.* 警报; 惊恐

alarmed /ə'lɑ:md/ *adj.* 担心的; 害怕的

apron /'eɪprən/ *n.* 围裙

**sympathy** /'sɪmpəθɪ/ *n.* 同情 (心)

overweight /,əʊvə'weɪt/ *adj.* 超重的; 体重超常的

elegant /'elɪɡənt/ *adj.* 优雅的; 高雅的; 讲究的

△ Gladys Claffern /glædɪs 'klæfən/ 格拉迪丝·克拉芬

**favour** /'feɪvə/ *n.* 喜爱; 恩惠

*vt.* 喜爱; 偏袒

pile /paɪl/ *n.* 堆; 摞; 叠

*vi.* 堆起; 堆积

*vt.* 把……堆起; 积聚

scan /skæn/ *vt.* 细看; 仔细检查; 粗略地看;  
浏览; 扫描

finger nail /'fɪŋɡəneɪl/ *n.* 手指甲

absurd /əb'sɜ:d/ *adj.* 荒谬的; 可笑的

haircut /'heəkʌt/ *n.* 发型; 理发

△ makeup /'meɪkʌp/ *n.* 化妆品

**accompany** /ə'kʌmpəni/ *vt.* 陪伴; 伴奏

cushion /'kʊʃn/ *n.* (坐、跪时用的) 软垫;  
靠垫; 垫子

bedding /'bedɪŋ/ *n.* 寝具; 铺盖

necklace /'neɪklɪs/ *n.* 项链

clerk /klə:k; klɜ:rk/ *n.* 售货员; 职员; 旅馆接待员

counter /'kaʊntə/ *n.* 柜台; 计数器

**ring up** 给……打电话

**turn around** 转向; 回转

awful /'ɔ:fl/ *adj.* 极坏的; 极讨厌的; 可怕的;  
(口语) 糟透的

affair /ə'feə/ *n.* 事务; 事情; 暧昧关系

armchair /ɑ:mtʃeə/ *n.* 扶手椅; 单座沙发

**declare** /dɪ'kleə/ *vt.* 宣布; 声明; 表明; 宣称

cuisine /kwɪ'zi:n/ *n.* 烹饪 (风味); 菜肴

envy /'envɪ/ *vt.* 忌妒; 羡慕

**leave ... alone** 不管; 别惹; 让……一个人待着;  
和……单独在一起

digital /'dɪdʒɪtl/ *adj.* 数字的; 数码的; 手指的;  
脚趾的

mailbox /'meɪlbɒks/ *n.* <美> 邮筒; 信箱



**state** /steɪt/ *vt.* 陈述；宣布  
**aside** /ə'saɪd/ *adv.* 在一边；向一边  
**set aside** 将……放在一边；为……节省或保留（钱或时间）  
**grand** /grænd/ *adj.* 大的；豪华的；雄伟的  
 △ **Marion** /'mæriən/ *n.* 玛丽昂（女名）  
 △ **alphabetical** /,ælfə'betɪkl/ *adj.* 字母（表）的，按字母顺序的  
**receiver** /rɪ'si:və/ *n.* 收件人；接收机；电话听筒  
**in all** 一共；总计  
**affection** /ə'fekʃn/ *n.* 喜爱；爱；感情  
**bound** /baʊnd/ *adj.* 一定的；密切相关的  
**be bound to** 一定做……  
**biography** /baɪ'ɒgrəfi/ *n.* （由他人撰写的）传记；传记文学  
**holy** /'həʊli/ *adj.* 神的；上帝的；圣洁的  
 △ **imagination** /ɪ,mædʒɪ'neɪʃn/ *n.* 想象（力）；创造力；幻想物  
 △ **transfusion** /træns'fju:ʒn/ *n.* 输血  
**part-time** /pɑ:taim/ *adj.* 兼职的  
 △ **master's degree** 硕士学位  
**staff** /stɑ:f/ *n.* 全体员工；手杖  
 △ **Philadelphia** /,fɪlə'delfiə/ *n.* 费城（美国宾夕法尼亚州重要港口）  
**navy** /neɪvɪ/ *n.* 海军；海军部队  
**junior** /dʒu:nɪə/ *adj.* 较年幼的；资历较浅的；地位较低的  
*n.* 年少者；晚辈；等级较低者  
 △ **PhD = Doctor of Philosophy** 哲学博士学位；博士学位  
**biochemistry** /baɪəʊ'kemɪstrɪ/ *n.* 生物化学  
 △ **Boston** /'bɒstn/ *n.* 波士顿（美国东北部城市）  
**talent** /'tælənt/ *n.* 天才；特殊能力；才干  
**chapter** /'tʃæptə/ *n.* （书中的）章；篇；回  
 △ **the Foundation** /faʊn'deɪʃn/ *trilogy* /'tri:lədʒɪ/ 《基地》三部曲  
 △ **empire** /'empaɪə/ *n.* 帝国  
**theoretical** /θɪə'retɪkl/ *adj.* 理论（上）的；假设的  
**framework** /'freɪmwɜ:k/ *n.* 框架；结构  
**thinking** /'θɪŋkɪŋ/ *n.* 思想；思考  
**divorce** /dɪ'vɔ:s/ *n.* 离婚；断绝关系  
*vt.* 与……离婚；与……脱离

**obey** /ə'beɪ/ *vt. & vi.* 服从；顺从  
**disobey** /dɪsə'beɪ/ *vt. & vi.* 不服从；违抗  
**assessment** /ə'sesmənt/ *n.* 评价；评定

## Unit 3

△ **snorkel** /'snɔ:kl/ *vi.* 戴潜水通气管潜水  
*n.* （潜水艇或潜水者的）通气管  
 △ **aquarium** /ə'kwɛərɪəm/ *n.* 水族馆；水族箱；养鱼缸  
**anecdote** /ænikdəʊt/ *n.* 轶事；奇闻  
 △ **Clancy** /'klænsɪ/ *n.* 克兰西（男名）  
 △ **baleen** /bə'li:n/ *n.* 鲸须  
 △ **baleen whale** 须鲸  
**annual** /'ænjʊəl/ *adj.* 每年的；按年度计算的  
*n.* 年刊；年鉴  
 △ **migration** /maɪ'greɪʃn/ *n.* 迁徙；迁居；移居  
**witness** /'wɪtnɪs/ *vt.* 当场见到；目击  
*n.* 目击者；证人；证据  
**accommodation** /ə,kɒmə'deɪʃn/ *n.* 住所；住宿  
**shore** /ʃɔ:/ *n.* 岸；海滨  
**offshore** /ɒf'ʃɔ:/ *adv. & adj.* 近海（的）；离岸（的）  
**opposite** /'ɒpəzɪt/ *prep.* 在……对面  
*adj.* 相对的；相反的  
**yell** /jel/ *vi.* 大叫；呼喊  
*n.* 叫声；喊声  
**pause** /pɔ:z/ *vi. & n.* 暂停；中止  
 △ **oar** /ɔ:/ *n.* 桨；橹  
**telescope** /'telɪskəʊp/ *n.* 望远镜  
**teamwork** /ti:mwɜ:k/ *n.* 协作；配合  
 △ **blow-hole** *n.* （鲸鱼的）鼻孔；（隧道的）通风口  
**dive** /daɪv/ *vi. & n.* 跳水（的动作）；潜水（的动作）；俯冲  
**flee** /fli:/ *vi.* (fled, fled) 逃避；逃跑  
*vt.* 逃离  
 △ **harpoon** /hɑ:'pu:n/ *n.* （捕鲸用的）鱼叉  
**drag** /dræg/ *vt.* 拖；拉；扯  
**depth** /depθ/ *n.* 深（度）；深处  
 △ **meantime** /'mi:ntaɪm/ *adv.* 其间；同时  
 △ **in the meantime** 在此期间；与此同时  
**lip** /lɪp/ *n.* 一片嘴唇；（容器或洞的）边，口  
 △ **overboard** /'əʊvəbɔ:d/ *adv.* 越过船舷进入水中



**urge** /ɜːdʒ/ *vt.* 催促；极力主张；驱策  
**abandon** /ə'bændən/ *vt.* 放弃；遗弃；抛弃  
**shark** /ʃɑːk/ *n.* 鲨鱼  
**help (...)** **out** 帮助（某人）摆脱困境或危难  
**relationship** /rɪ'leɪʃnʃɪp/ *n.* 关系；血缘关系；交往  
**conservation** /kɒnsə'veɪʃn/ *n.* 保存；保护  
 △ **iceberg** /'aɪsbɜːg/ *n.* 冰山  
**jog** /dʒɒg/ *vi.* 慢跑  
*vt.* 轻推；轻撞  
**seaside** /'siːsaɪd/ *n.* & *adj.* 海边（的）；海滨（的）  
**net** /net/ *n.* 网；网状物；网络  
**target** /'tɑːɡɪt/ *n.* 目标；靶；受批评的对象  
**tide** /taɪd/ *n.* 潮（汐）；潮水；潮流  
 △ **driftnet** /'drɪftnet/ *n.* 流网  
**dimension** /dɪ'menʃn/ *n.* 维（数）；方面；侧面  
**reflect** /rɪ'flekt/ *vi.* 思考  
*vt.* 映射；反射；思考  
**pure** /pjʊə/ *adj.* 纯的；纯粹的；纯洁的  
**cell** /sel/ *n.* 细胞；（蜂房的）巢室  
**aware** /ə'weə/ *adj.* 意识到的；知道的  
**be/become aware of** 对……知道、明白；意识到……  
**vivid** /vɪvɪd/ *adj.* 生动的；鲜明的；鲜艳的  
**neat** /ni:t/ *adj.* <口> 好的；整齐的；匀称的  
**seaweed** /'siːwiːd/ *n.* 海藻；海藻  
**narrow** /'nærəʊ/ *adj.* 狭窄的；有限的；狭隘的  
**flashlight** /'flæʃlaɪt/ *n.* 闪光信号灯；手电筒；  
 闪光灯  
**upside down** 上下翻转  
**suck** /sʌk/ *vt.* & *vi.* 吮吸  
 △ **sea-slug** /'siːslʌg/ *n.* 海蛞蝓  
 △ **turtle** /'tɜːtl/ *n.* 海龟；龟；甲鱼  
 △ **eel** /iːl/ *n.* 鳗；鳝  
**sharp** /ʃɑːp/ *adj.* 锐利的；锋利的；敏捷的  
**tasty** /'teɪstɪ/ *adj.* 好吃的；可口的  
 △ **giant** /'dʒaɪənt/ *adj.* 巨人的；巨大的  
*n.* 巨人；伟人  
 △ **clam** /klæm/ *n.* 蛤  
**grey** /greɪ/ *adj.* & *n.* 灰色（的）  
**scare** /skeə/ *vt.* 恐吓  
*vi.* 受惊吓  
**(be) scared to death** 吓死了

**shallow** /'ʃæləʊ/ *adj.* 浅的；肤浅的；浅显的  
**steep** /stiːp/ *adj.* 陡峭的  
**boundary** /'baʊndəri/ *n.* 界限；分界线  
**Antarctic** /æn'tɑːktɪk/ *adj.* 南极的  
**the Antarctic** 南极洲  
**awesome** /'ɔːsəm/ *adj.* 使人敬畏的；令人畏惧的  
 △ **leap** /li:p/ *vi.* & *n.* (leapt, leaped; leapt, leaped)  
*跳；跳跃*  
*vt.* 跳过（障碍）  
**seal** /si:l/ *n.* 海豹；封条；印章  
 △ **refund** /rɪ'fʌnd/ *vt.* 退还；偿还  
*n.* 退款  
**pension** /'penʃn/ *n.* 养老金；退休金  
**pensioner** /'penʃnə/ *n.* 领取养老金者

## Unit 4

**airmail** /'eəmeɪl/ *n.* 航空邮件  
 △ **Papua** /'pæpʊə/ **New Guinea** /'njuː'ɡɪniə/ 巴布亚新几  
 内亚  
**fortnight** /'fɔːtnaɪt/ *n.* 两星期  
**hear from** 接到……的信  
**(be) dying to** 极想；渴望  
**roof** /ruːf/ *n.* 屋顶；车顶  
**muddy** /'mʌdi/ *adj.* 泥泞的；泥土般的  
**textbook** /'tekstbʊk/ *n.* 教科书；课本  
**concept** /'kɒnsept/ *n.* 观念；概念  
 △ **bucket** /'bʌkɪt/ *n.* 水桶；吊桶；提桶  
**the other day** 不久前的一天  
**weekly** /'wiːklɪ/ *adj.* & *adv.* 每周（的）  
 △ **bubble** /'bʌbl/ *vi.* 起泡；沸腾；汩汩地流动  
**relevant** /rɪ'levənt/ *adj.* 有关的；切题的  
**remote** /rɪ'məʊt/ *adj.* 遥远的；偏僻的  
 △ **ridge** /rɪdʒ/ *n.* 山脊；屋脊  
**weed** /wiːd/ *n.* 杂草；野草  
*vt.* & *vi.* 除杂草  
 △ **hut** /hʌt/ *n.* 棚屋；小屋  
**rectangle** /'rektæŋɡl/ *n.* 矩形；长方形  
**rectangular** /rek'tæŋɡjələ/ *adj.* 长方形的；矩形的  
**adjust** /ə'dʒʌst/ *vi.* & *vt.* 调整；（使）适合  
**platform** /'plætfɔːm/ *n.* 台；平台；讲台；  
 （火车站的）月台



broom /bru:m/ *n.* 扫帚  
 tin /tɪn/ *n.* 锡  
 jar /dʒɑ:/ *n.* 罐; 广口瓶  
 sniff /snɪf/ *vt. & vi.* 嗅; 闻; 用鼻子吸  
**participate** /pɑ:'tɪsɪpeɪt/ *vi.* 参与; 参加  
 interpreter /ɪn'tɜ:pɪtə/ *n.* 作口译的人  
 grill /grɪl/ *n.* 烤架; 大平底锅  
*vt.* 烧烤; 炙烤  
**dry out** (使浸水等之物) 完全变干; 干透  
 △ leftover /'left.əʊvə/ *n.* 剩余物; 残留物; 剩饭  
*adj.* 剩余的  
 △ evil /i:vl/ *adj.* 邪恶的  
*n.* 邪恶; 罪恶  
**dry up** (指河流、井等) 干涸  
**otherwise** /'ʌðəwaɪz/ *conj.* 否则; 不然  
*adv.* 用别的方法; 其他方面  
 privilege /'prɪvələdʒ/ *n.* 特权; 特别优待  
 paperwork /'peɪpəwɜ:k/ *n.* 文书工作  
 arrangement /ə'reɪndʒmənt/ *n.* 安排; 排列  
 toast /təʊst/ *vt.* 烤(面包等); 敬酒  
*n.* 烤面包(片); 吐司面包; 干杯  
 comb /kəʊm/ *n.* 梳子  
*vi.* 梳(发)  
 astronaut /'æstrənɔ:t/ *n.* 宇航员; 太空人  
 angle /'æŋɡl/ *n.* 角; 角度  
 catalogue /'kætəlɒɡ/ *n.* 目录  
**donate** /dəʊ'neɪt/ *vt.* 捐赠  
**voluntary** /'vɒləntəri/ *adj.* 自愿的; 志愿的; 无偿的  
**in need** 在困难中; 在危急中  
**purchase** /'pɜ:tʃəs/ *vt. & n.* 买; 购买  
 anniversary /,æni'vɜ:səri/ *n.* 周年纪念(日)  
 seed /si:d/ *n.* 种子; 萌芽  
 △ seedling /'si:dlɪŋ/ *n.* 秧苗; 树苗  
 △ vaccination /,væksɪ'neɪʃn/ *n.* 接种疫苗  
 △ loan /ləʊn/ *n.* 贷款  
 sew /səʊ/ *vi.* (用针线) 缝  
*vt.* 缝制; 缝合  
 sewing machine 缝纫机  
 △ supplement /'sʌplɪmənt/ *n.* 增补的事物; 补充;  
 附录; 增刊  
 ox /ɒks/ *n.* (*pl* oxen /'ɒksn/) 公牛  
 △ plough /pləʊ/ *vi.* 犁(地); 耕(地)

trunk /trʌŋk/ *n.* 树干; 躯干; 大衣箱  
 trunk library 箱式(柜式)图书馆  
 tractor /'træktə/ *n.* 拖拉机; 牵引机  
 Kenya /'kenjə/ *n.* 肯尼亚(非洲国家)  
 △ Bangladesh /bæŋɡlə'deɪʃ/ *n.* 孟加拉国(亚洲国家)  
**click** /kɪk/ *vi. & vt.* (使)发出咔嚓声  
*n.* 咔嚓声  
 tailor /'teɪlə/ *n.* 裁缝  
*vt.* 剪裁; 缝制(衣服)  
 △ Tanzania /,tænzə'niə/ *n.* 坦桑尼亚(东非国家)  
 △ economic /,i:kə'nɒmɪk/ *adj.* 经济的; 经济学的  
 political /pə'lɪtɪkəl/ *adj.* 政治的; 政党的  
 △ Nepal /nɪ'pɔ:l/ *n.* 尼泊尔(亚洲国家)  
 △ Uganda /ju:'gændə/ *n.* 乌干达(东非国家)  
**distribute** /dɪ'strɪbjʊ:t/ *vt.* 分配; 分发  
 distribution /,dɪstrɪ'bju:ʃn/ *n.* 分配; 分发; 分布状态  
 △ financial /faɪ'nænsjəl/ *adj.* 财务的; 金融的; 财政的  
 security /sɪ'kjʊərəti/ *n.* 安全; 保护; 保障  
**operate** /'ɒpəreɪt/ *vi.* 工作; 运转  
*vt.* 操作  
 △ Sudan /su:'dɑ:n/ *n.* 苏丹(非洲国家)  
 clinic /'klɪnɪk/ *n.* 门诊部; 小诊所  
 △ Malawi /mə'lɑ:wɪ/ *n.* 马拉维(非洲国家)

## Unit 5

**adjust to** 适应; 调节  
**keep it up** 保持优秀成绩; 继续干下去  
**fit in** 相适应; 相融和  
 motherland /'mʌðə'lænd/ *n.* 祖国  
 visa /'vi:zə/ *n.* 签证  
 queue /kju:/ *n.* 队列; 行列  
*vi.* 排队  
 cafeteria /,kæfə'teəriə/ *n.* 自助食堂; 自助餐厅  
 lecture /'lektʃə/ *n. & vi.* 演讲; 讲课  
 qualification /,kwɒlɪfɪ'keɪʃn/ *n.* 资格; 资历  
 preparation /,prepə'reɪʃn/ *n.* 准备; 预备  
**recommend** /,rekə'mend/ *vt.* 推荐; 建议  
 shopkeeper /'ʃɒp.ki:pə/ *n.* 店主  
 idiom /'ɪdɪəm/ *n.* 习语; 成语



- comfort** /'kʌmfət/ *n.* 舒适; 安慰  
*vt.* 安慰
- substitute** /'sʌbstɪtju:t/ *n.* 代替者; 代用品  
*vt.* 用……代替……
- academic** /,ækə'demɪk/ *adj.* 学校的; 学术的
- requirement** /rɪ'kwaɪəmənt/ *n.* 需要; 要求
- essay** /'eseɪ/ *n.* 文章; 散文
- tutor** /'tju:tə/ *n.* 导师; 助教; 家庭教师
- △ **revise** /rɪ'vaɪz/ *vt.* 复查; 修正; 复习  
**revision** /rɪ'vɪʒn/ *n.* 复查; 修正; 复习
- draft** /dra:ft/ *n.* 草稿; 草案  
*vt.* 草拟; 起草
- numb** /nʌm/ *adj.* 麻木的; 失去知觉的
- acknowledge** /ək'nɒlɪdʒ/ *vt.* 承认; 确认; 答谢
- as far as one is concerned** 就……而言
- contradict** /,kɒntrə'dɪkt/ *vt.* 反驳; 驳斥
- autonomous** /ɔ:'tɒnəməs/ *adj.* 自主的; 自治的;  
独立的
- occupy** /'ɒkjʊpaɪ/ *vt.* 占用; 占领; 占据  
**be occupied with** 忙着做……; 忙于某事物
- enterprise** /'entəpraɪz/ *n.* 事业; 事业心
- apology** /ə'pɒlədʒɪ/ *n.* 道歉; 谢罪
- seminar** /'semɪnə/ *n.* (专题) 研讨会
- videophone** /'vɪdɪəʊfəʊn/ *n.* 可视电话
- Rugby** /'rʌɡbɪ/ *n.* (英式) 橄榄球
- bachelor** /'bætʃələ/ *n.* 获学士学位的人; 未婚男子  
**bachelor's degree** 学士学位
- routine** /ru:'ti:n/ *n.* 常规; 日常事务  
*adj.* 通常的; 例行的
- minibus** /'mɪnɪbʌs/ *n.* 小型公共汽车
- optional** /'ɒpʃənəl/ *adj.* 可选择的; 随意的
- day in and day out** 日复一日
- cage** /keɪdʒ/ *n.* 鸟笼; 兽槛
- bark** /bɑ:k/ *vi.* (指狗等) 吠叫; 咆哮  
*n.* 犬吠声; 树皮
- battery** /'bætəri/ *n.* 电池(组); 电瓶; 炮台
- △ **site** /saɪt/ *n.* 地方; 地点; 现场
- △ **Julie** /dʒu:lɪ/ *n.* 朱莉(女名)
- △ **Abigail** /'æbɪgeɪl/ *n.* 阿比盖尔(女名)
- drill** /drɪl/ *vi. & vt.* 钻(孔)  
*n.* 钻; 钻机
- oilfield** /'ɔɪlfɪ:ld/ *n.* 油田
- △ **Jamie** /dʒeɪmɪ/ *n.* 杰米(男名)
- △ **Sam** /sæm/ *n.* 萨姆(男名)
- △ **Lima** /lɪ:mə/ *n.* 利马(秘鲁首都)
- △ **Cuzco** /'kʊskəʊ/ *n.* 库斯科(秘鲁南部城市)
- △ **the Andes** /'ændɪz/ *mountains* 安第斯山脉
- △ **Peru** /pə'ru:/ *n.* 秘鲁(南美国家)
- △ **Lia** /li:ə/ *n.* 莉亚(女名)
- agent** /'eɪdʒənt/ *n.* 代理人; 经纪人  
**travel agent** 旅行代办人; 旅行代理人
- △ **geographical** /dʒɪə'græfɪkəl/ *adj.* 地理(学)的
- parallel** /'pærəlel/ *adj.* 平行的; 相同的; 类似的
- △ **Lake Titicaca** /tɪtɪ'kɑ:kɑ:/ 的的喀喀湖
- abundant** /ə'bʌndənt/ *adj.* 丰富的; 充裕的
- △ **Inca** /ɪŋkə/ *Empire* 印加帝国
- govern** /'gʌvən/ *vt. & vi.* 统治; 支配; 管理
- △ **onwards** /'ɒnwədz/ *adv.* 向前地; 前进地
- destination** /,destɪ'neɪʃn/ *n.* 目的地
- △ **Machu Picchu** /,mɑ:tʃu: 'pɪ:ktʃu:/ 马丘比丘  
(秘鲁)
- inn** /ɪn/ *n.* 客栈
- out of the question** 不可能的; 不值得讨论的
- △ **hike** /haɪk/ *vi. & n.* 远足; 徒步旅行
- △ **Puno** /'pu:nəʊ/ *n.* 普诺(秘鲁)
- tomb** /tu:m/ *n.* 坟墓
- △ **the Amazon** /'æməzən/ *Jungle* 亚马孙河热带  
丛林
- settle in** (迁入新居、更换工作后) 安顿下来



## Vocabulary

## 词汇表

- A**
- abandon** /ə'bændən/ *vt.* 放弃; 遗弃; 抛弃 (3)
- △ **Abigail** /'æbɪgeɪl/ *n.* 阿比盖尔 (女名) (5)
- abolish** /ə'bɒlɪʃ/ *vt.* 废除; 废止 (1)
- △ **abolition** /,æbɒ'lɪʃn/ *n.* 废除; 废止 (1)
- absence** /'æbsəns/ *n.* 缺席; 不在某处 (1)
- absurd** /əb'sɜ:d/ *adj.* 荒谬的; 可笑的 (2)
- abundant** /ə'bʌndənt/ *adj.* 丰富的; 充裕的 (5)
- academic** /,ækə'demɪk/ *adj.* 学校的; 学术的 (5)
- access** /'ækses/ *n.* (接近的) 方法; 通路; 可接近性 (1)
- accessible** /ək'sesəbl/ *adj.* 可接近的; 可进入的; 可使用的 (1)
- accommodation** /ə,kɒmə'deɪʃn/ *n.* 住所; 住宿 (3)
- accompany** /ə'kʌmpəni/ *vt.* 陪伴; 伴奏 (2)
- acknowledge** /ək'nɒlɪdʒ/ *vt.* 承认; 确认; 答谢 (5)
- adapt** /ə'dæpt/ *vt.* 使适应; 改编 (1)
- adapt to** 适合 (1)
- adequate** /'ædɪkwət/ *adj.* 足够的; 充分的 (1)
- adjust** /ə'dʒʌst/ *vi. & vt.* 调整; (使) 适合 (4)
- adjust to** 适应; 调节 (5)
- affair** /ə'feə/ *n.* 事务; 事情; 暧昧关系 (2)
- affection** /ə'fekʃn/ *n.* 喜爱; 爱; 感情 (2)
- agent** /'eɪdʒənt/ *n.* 代理人; 经纪人 (5)
- travel agent** 旅行代办人; 旅行代理人 (5)
- airmail** /'eəmeɪl/ *n.* 航空邮件 (4)
- alarm** /ə'lɑ:m/ *vt.* 使警觉; 使惊恐; 惊动 (2)
- n.* 警报; 惊恐
- alarmed** /ə'lɑ:md/ *adj.* 担心的; 害怕的 (2)
- all in all** 总而言之 (1)
- all the best** (口语) (祝你) 一切顺利 (1)
- △ **alphabetical** /,ælfə'betɪkl/ *adj.* 字母(表)的; 按字母顺序的(2)
- ambition** /æm'bɪʃn/ *n.* 雄心; 野心 (1)
- ambitious** /æm'bɪʃəs/ *adj.* 有雄心的; 有野心的 (1)
- anecdote** /'ænɪkdəʊt/ *n.* 轶事; 奇闻 (3)
- angle** /'æŋɡl/ *n.* 角; 角度 (4)
- anniversary** /,æm'vɜ:səri/ *n.* 周年纪念 (日) (4)
- annoy** /ə'nɔɪ/ *vt.* 使……不悦; 惹恼 (1)
- annoyed** /ə'nɔɪd/ *adj.* 颇为生气的 (1)
- △ **annoyance** /ə'nɔɪəns/ *n.* 烦恼 (1)
- annual** /'ænjʊəl/ *adj.* 每年的; 按年度计算的 (3)
- n.* 年刊; 年鉴
- Antarctic** /æn'tɑ:ktɪk/ *adj.* 南极的 (3)
- the Antarctic** 南极洲 (3)
- apology** /ə'pɒlədʒɪ/ *n.* 道歉; 谢罪 (5)
- approval** /ə'pru:vəl/ *n.* 赞成; 认可 (1)
- apron** /'eɪprən/ *n.* 围裙 (2)
- △ **aquarium** /ə'kwɛəriəm/ *n.* 水族馆; 水族箱; 养鱼缸 (3)
- architect** /'ɑ:kɪtekt/ *n.* 建筑师 (1)
- armchair** /'ɑ:mtʃeə/ *n.* 扶手椅; 单座沙发 (2)
- arrangement** /ə'reɪndʒmənt/ *n.* 安排; 排列 (4)
- as far as one is concerned** 就……而言 (5)
- as well as** 和; 也 (1)
- aside** /ə'saɪd/ *adv.* 在一边; 向一边 (2)
- set aside** 将……放在一边; 为……节省或保留 (钱或时间) (2)
- assessment** /ə'sesmənt/ *n.* 评价; 评定 (2)
- assistance** /ə'sɪstəns/ *n.* 协助; 援助 (1)
- astronaut** /'æstrənɔ:t/ *n.* 宇航员; 太空人 (4)
- autonomous** /ɔ:'tɒnəməs/ *adj.* 自主的; 自治的; 独立的 (5)
- aware** /ə'weə/ *adj.* 意识到的; 知道的 (3)
- be/become aware of** 对……知道、明白; 意识到…… (3)
- awesome** /ɔ:səm/ *adj.* 使人敬畏的; 令人畏惧的 (3)
- awful** /ɔ:fl/ *adj.* 极坏的; 极讨厌的; 可怕的; (口语) 糟透的 (2)



## B

- bachelor /'bætʃələ/ *n.* 获学士学位的人；未婚男子 (5)
- bachelor's degree 学士学位 (5)
- △ baleen /bə'li:n/ *n.* 鲸须 (3)
- △ baleen whale 须鲸 (3)
- △ Bangladesh /,bæŋglə'deɪʃ/ *n.* 孟加拉国 (亚洲国家) (4)
- bark /bɑ:k/ *vi.* (指狗等) 吠叫；咆哮 (5)
- n.* 犬吠声；树皮 (5)
- △ Barry Minto /'bæri 'mɪntəʊ/ 巴里·明托 (1)
- basement /'beɪsmənt/ *n.* 地下室 (1)
- battery /'bætəri/ *n.* 电池(组)；电瓶；炮台 (5)
- (be) dying to 极想；渴望 (4)
- bedding /'bedɪŋ/ *n.* 寝具；铺盖 (2)
- bench /bentʃ/ *n.* 长凳 (1)
- beneficial /,benɪ'fiʃl/ *adj.* 有益的；受益的 (1)
- biochemistry /,baɪəʊ'kemɪstrɪ/ *n.* 生物化学 (2)
- biography /baɪ'ɒgrəfi/ *n.* (由他人撰写的) 传记；传记文学 (2)
- △ blow-hole *n.* (鲸鱼的) 鼻孔；(隧道的) 通风口 (3)
- bonus /'bɒnəs/ *n.* 额外津贴；奖金；红利 (2)
- △ Boston /'bɒstn/ *n.* 波士顿 (美国东北部城市) (2)
- bound /baʊnd/ *adj.* 一定的；密切相关的 (2)
- be bound to 一定做…… (2)
- boundary /'baʊndəri/ *n.* 界限；分界线 (3)
- bowling /'bəʊlɪŋ/ *n.* 保龄球 (1)
- broom /bru:m/ *n.* 扫帚 (4)
- △ bubble /'bʌbl/ *vi.* 起泡；沸腾；汩汩地流动 (4)
- △ bucket /'bʌkɪt/ *n.* 水桶；吊桶；提桶 (4)
- △ bump /bʌmp/ *vi.* 碰撞；撞击 (1)

## C

- cafeteria /,kæfə'tɪəriə/ *n.* 自助食堂；自助餐厅 (5)
- cage /keɪdʒ/ *n.* 鸟笼；兽槛 (5)
- catalogue /'kætələdʒ/ *n.* 目录 (4)
- cell /sel/ *n.* 细胞；(蜂房的) 巢室 (3)
- certificate /sə'tɪfɪkət/ *n.* 证书 (1)
- chapter /'tʃæptə/ *n.* (书中的) 章；篇；回 (2)
- △ Claire /kleə/ *n.* 克莱尔 (女名) (2)

- △ clam /klæm/ *n.* 蛤 (3)
- △ Clancy /'klænsɪ/ *n.* 克兰西 (男名) (3)
- clerk /klə:k; klɜ:k/ *n.* 售货员；职员；旅馆接待员 (2)
- click /klɪk/ *vi. & vt.* (使) 发出咔嚓声 (4)
- n.* 咔嚓声 (4)
- clinic /'klɪnɪk/ *n.* 门诊部；小诊所 (4)
- clumsy /'klʌmzi/ *adj.* 笨拙的 (1)
- comb /kəʊm/ *n.* 梳子 (4)
- vi.* 梳(发) (4)
- comfort /'kʌmfət/ *n.* 舒适；安慰 (5)
- vt.* 安慰 (5)
- community /kə'mju:nəti/ *n.* 社区；团体；社会 (1)
- companion /kəm'pæniən/ *n.* 同伴；伙伴 (1)
- concept /'kɒnsept/ *n.* 观念；概念 (4)
- conduct /'kɒndʌkt/ *n.* 行为；品行 (1)
- vt.* 指挥；管理；主持 (1)
- congratulate /kən'grætʃoleɪt/ *vt.* 祝贺；庆贺 (1)
- congratulation /kən'grætʃə'leɪʃn/ *n.* 祝贺；贺词 (1)
- conservation /,kɒnsə'veɪʃn/ *n.* 保存；保护 (3)
- contradict /,kɒntrə'dɪkt/ *vt.* 反驳；驳斥 (5)
- counter /'kaʊntə/ *n.* 柜台；计数器 (2)
- cuisine /kwi:'zi:n/ *n.* 烹饪(风味)；菜肴 (2)
- cushion /'kʊʃn/ *n.* (坐、跪时用的) 软垫；靠垫；垫子 (2)
- cut out 切去；省略；停止(做某事) (1)
- △ Cuzco /'kʊskəʊ/ *n.* 库斯科 (秘鲁南部城市) (5)

## D

- day in and day out 日复一日 (5)
- declare /dɪ'kleə/ *vt.* 宣布；声明；表明；宣称 (2)
- depth /depθ/ *n.* 深(度)；深处 (3)
- desire /dɪ'zaɪə/ *n.* 渴望；欲望；渴求 (2)
- vt.* 希望得到；想要 (2)
- destination /,destɪ'neɪʃn/ *n.* 目的地 (5)
- dictation /dɪk'teɪʃn/ *n.* 口授；听写(的文字) (1)
- digital /'dɪdʒɪtl/ *adj.* 数字的；数码的；手指的；脚趾的 (2)
- dignity /'dɪgnəti/ *n.* 尊严；高贵的品质 (1)
- dimension /dɪ'menʃn/ *n.* 维(数)；方面；侧面 (3)
- disability /,dɪsə'bɪləti/ *n.* 伤残；无力；无能 (1)
- disabled /dɪs'eɪblɪd/ *adj.* 伤残的 (1)



- distribute** /dɪ'strɪbjʊ:t/ *vt.* 分配; 分发 (4)  
*distribution* /,dɪstrɪ'bju:ʃn/ *n.* 分配; 分发; 分布状态 (4)
- dive** /daɪv/ *vi. & n.* 跳水 (的动作); 潜水 (的动作); 俯冲 (3)
- divorce** /dɪ'vɔ:s/ *n.* 离婚; 断绝关系  
*vt.* 与……离婚; 与……脱离 (2)
- donate** /dəʊ'neɪt/ *vt.* 捐赠 (4)
- draft** /dra:ft/ *n.* 草稿; 草案  
*vt.* 草拟; 起草 (5)
- drag** /dræg/ *vt.* 拖; 拉; 扯 (3)  
 △ *driftnet* /drɪftnet/ *n.* 流网 (3)
- drill** /dri:l/ *vi. & vt.* 钻 (孔)  
*n.* 钻; 钻机 (5)
- dry out** (使浸水等之物) 完全变干; 干透 (4)  
**dry up** (指河流、井等) 干涸 (4)
- F**
- △ *earphone* /'ɪəfəʊn/ *n.* 耳机 (1)  
 △ *economic* /,ɪkə'nɒmɪk/ *adj.* 经济的; 经济学的 (4)  
 △ *eel* /i:l/ *n.* 鳗; 鳝 (3)  
*elegant* /'elɪɡənt/ *adj.* 优雅的; 高雅的; 讲究的 (2)  
 △ *empire* /'empaɪə/ *n.* 帝国 (2)  
*encouragement* /ɪn'kʌrɪdʒmənt/ *n.* 鼓励; 奖励 (1)  
*enterprise* /'entəpraɪz/ *n.* 事业; 事业心 (5)  
*entry* /'entri/ *n.* 项目; 进入; 入口 (1)  
*envy* /'envɪ/ *vt.* 忌妒; 羡慕 (2)  
*essay* /'eseɪ/ *n.* 文章; 散文 (5)  
 △ *evil* /'i:vəl/ *adj.* 邪恶的  
*n.* 邪恶; 罪恶 (4)  
*exit* /'eksɪt/ *n.* 出口; 离开; 退场 (1)  
*eyesight* /'aɪsaɪt/ *n.* 视力 (1)
- F**
- favour** /'feɪvə/ *n.* 喜爱; 恩惠  
*vt.* 喜爱; 偏袒 (2)
- fellow** /'feləʊ/ *adj.* 同伴的; 同类的  
*n.* 同伴; 同志; 伙伴 (1)
- fiction** /'fɪkʃn/ *n.* 小说; 虚构或想象出来的事 (2)  
 △ *financial* /faɪ'nænʃl/ *adj.* 财务的; 金融的; 财政的 (4)
- fingernail** /'fɪŋgənneɪl/ *n.* 手指甲 (2)
- firm** /fɜ:m/ *n.* 公司  
*adj.* 结实的; 坚固的; 坚定的 (1)
- fit in** 相适应; 相融和 (5)
- flashlight** /'flæʃlaɪt/ *n.* 闪光信号灯; 手电筒; 闪光灯 (3)
- flee** /fli:/ *vi.* (fled, fled) 逃避; 逃跑  
*vt.* 逃离 (3)
- fortnight** /'fɔ:tnaɪt/ *n.* 两星期 (4)
- framework** /'freɪmwɜ:k/ *n.* 框架; 结构 (2)  
 △ *fulfilling* /'fʊl'fɪlɪŋ/ *adj.* 令人满意的; 令人愉快的 (1)
- G**
- △ *geographical* /,dʒɪə'græfɪkəl/ *adj.* 地理(学)的 (5)  
 △ *giant* /'dʒaɪənt/ *adj.* 巨人的; 巨大的  
*n.* 巨人; 伟人 (3)  
 △ *Gladys Claffern* /'glædɪs 'klæfən/  
 格拉迪丝·克拉芬 (2)
- govern** /'gʌvən/ *vt. & vi.* 统治; 支配; 管理 (5)
- graduation** /,grædʒu'eɪʃn/ *n.* 毕业; 毕业典礼 (1)
- grand** /grænd/ *adj.* 大的; 豪华的; 雄伟的 (2)
- grey** /greɪ/ *adj. & n.* 灰色 (的) (3)
- grill** /grɪl/ *n.* 烤架; 大平底锅  
*vt.* 烧烤; 炙烤 (4)
- H**
- haircut** /'heəkʌt/ *n.* 发型; 理发 (2)
- handy** /'hændɪ/ *adj.* 方便的; 有用的 (1)  
 △ *harpoon* /'hɑ:pun/ *n.* (捕鲸用的) 鱼叉 (3)
- hear from** 接到……的信 (4)
- hearing** /'hɪərɪŋ/ *n.* 听力; 听觉 (1)
- help (...)** **out** 帮助 (某人) 摆脱困境或危难 (3)  
 △ *hike* /haɪk/ *vi. & n.* 远足; 徒步旅行 (5)
- holy** /'həʊli/ *adj.* 神的; 上帝的; 圣洁的 (2)  
 △ *household* /'haʊshəʊld/ *adj.* 家庭的; 家用的  
*n.* 一家人; 家庭 (2)
- △ *hut* /hʌt/ *n.* 棚屋; 小屋 (4)
- I**
- △ *iceberg* /'aɪsbɜ:g/ *n.* 冰山 (3)



- idiom /'ɪdiəm/ *n.* 习语; 成语 (5)
- △ imagination /ɪˌmædʒɪˈneɪʃn/ *n.* 想象(力); 创造力; 幻想物 (2)
- △ impair /ɪmˈpeə/ *vt.* 削弱; 损伤 (1)
- in all** 一共; 总计 (2)
- in many ways** 在很多方面 (1)
- in need** 在困难中; 在危急中 (4)
- in other words** 换句话说 (1)
- △ Inca /'ɪŋkə/ *Empire* 印加帝国 (5)
- △ infantile paralysis /ɪnfəntaɪl pə'relɪsɪs/ 小儿麻痹 (1)
- inn /ɪn/ *n.* 客栈 (5)
- interpreter /ɪnˈtɜːprɪtə/ *n.* 作口译的人 (4)
- △ Isaac Asimov /'aɪzək ˈæsɪmɒv/ 艾萨克·阿西莫夫 (2)
- △ italics /ɪˈtælɪks/ *n. (pl)* 斜体(字) (1)
- J**
- △ Jamie /dʒeɪmi/ *n.* 杰米(男名) (5)
- jar /dʒɑː/ *n.* 罐; 广口瓶 (4)
- jog /dʒɒg/ *vi.* 慢跑 (3)
- vt.* 轻推; 轻撞 (3)
- △ Julie /dʒuːli/ *n.* 朱莉(女名) (5)
- junior** /dʒuːniə/ *adj.* 较年幼的; 资历较浅的; 地位较低的 (2)
- n.* 年少者; 晚辈; 等级较低者 (2)
- K**
- keep it up** 保持优秀成绩; 继续干下去 (5)
- Kenya /'kenjə/ *n.* 肯尼亚(非洲国家) (4)
- L**
- △ Lake Titicaca /ˌtɪtɪˈkɑːkɑː/ 的的喀喀湖 (5)
- lap /læp/ *n.* 跑道的一圈; 重叠部分; (人坐着时) 大腿的上方 (1)
- △ Larry Belmont /læri ˈbelmɒnt/ 拉里·贝尔蒙特 (2)
- △ leap /liːp/ *vi. & n. (leapt, leaped; leapt, leaped)* 跳; 跳跃 (3)
- vt.* 跳过(障碍) (3)
- leave ... alone** 不管; 别惹; 让……一个人待着; 和……单独在一起 (2)
- lecture /'lektʃə/ *n. & vi.* 演讲; 讲课 (5)
- △ leftover /'leftəʊvə/ *n.* 剩余物; 残留物; 剩饭 *adj.* 剩余的 (4)
- △ Lia /liə/ *n.* 莉亚(女名) (5)
- △ Lima /li:mə/ *n.* 利马(秘鲁首都) (5)
- lip /lɪp/ *n.* 一片嘴唇; (容器或洞的) 边, 口 (3)
- literature /'lɪtrətʃə/ *n.* 文学(作品); 著作; 文献 (1)
- △ loan /ləʊn/ *n.* 贷款 (4)
- M**
- △ Machu Picchu /ˌmɑːtʃuː ˈpɪktʃuː/ 马丘比丘(秘鲁) (5)
- mailbox /'meɪlbɒks/ *n.* <美> 邮筒; 信箱 (2)
- △ mainstream /ˌmeɪnstriːm/ *n.* 主流; 主要倾向 (1)
- make fun of** 取笑 (1)
- △ makeup /'meɪkʌp/ *n.* 化妆品 (2)
- △ Malawi /mə'leɪwɪ/ *n.* 马拉维(非洲国家) (4)
- △ Marion /mæriən/ *n.* 玛丽昂(女名) (2)
- △ Marty /mɑːti/ Fielding 马蒂·菲尔丁 (1)
- △ master's degree 硕士学位 (2)
- △ meantime /miːntaɪm/ *adv.* 其间; 同时 (3)
- △ in the meantime 在此期间; 与此同时 (3)
- meet with** 遇到; 经历; 会晤 (1)
- microscope /'maɪkrəskəʊp/ *n.* 显微镜 (1)
- △ migration /maɪ'greɪʃn/ *n.* 迁徙; 迁居; 移居 (3)
- minibus /'mɪnɪbʌs/ *n.* 小型公共汽车 (5)
- motherland /'mʌðəlkænd/ *n.* 祖国 (5)
- △ Mount Kilimanjaro /ˌkɪlɪmən'dʒɑːrəʊ/ *n.* 乞力马扎罗山(位于坦桑尼亚; 非洲最高山) (1)
- muddy /'mʌdi/ *adj.* 泥泞的; 泥土般的 (4)
- N**
- narrow /'nærəʊ/ *adj.* 狭窄的; 有限的; 狭隘的 (3)
- navy /'neɪvi/ *n.* 海军; 海军部队 (2)
- neat** /ni:t/ *adj.* <口> 好的; 整齐的; 匀称的 (3)
- necklace /'neklɪs/ *n.* 项链 (2)
- △ Nepal /nɪ'pɔːl/ *n.* 尼泊尔(亚洲国家) (4)
- net /net/ *n.* 网; 网状物; 网络 (3)
- never mind** 不必担心 (1)
- noisy /'nɔɪzi/ *adj.* 吵闹的; 嘈杂的 (1)
- numb /nʌm/ *adj.* 麻木的; 失去知觉的 (5)



## O

- △ oar /ɔ:/ *n.* 桨; 橹 (3)
- obey** /ə'beɪ/ *vi. & vt.* 服从; 顺从 (2)
- disobey /dɪsə'beɪ/ *vi. & vt.* 不服从; 违抗 (2)
- occupy** /'ɒkjʊpaɪ/ *vt.* 占用; 占领; 占据 (5)
- be occupied with** 忙着做……; 忙于某事物 (5)
- oilfield /'ɔɪlfɪld/ *n.* 油田 (5)
- △ onwards /'ɒnwədz/ *adv.* 向前地; 前进地 (5)
- operate** /'ɒpəreɪt/ *vi.* 工作; 运转 (4)
- vt.* 操作 (4)
- opposite /'ɒpəzɪt/ *prep.* 在……对面 (3)
- adj.* 相对的; 相反的 (3)
- optional /'ɒpʃənəl/ *adj.* 可选择的; 随意的 (5)
- otherwise** /'lðəwaɪz/ *conj.* 否则; 不然 (4)
- adv.* 用别的方法; 其他方面 (4)
- out of breath** 上气不接下气 (1)
- out of the question** 不可能的; 不值得讨论的 (5)
- outgoing /'aʊtɡəʊɪŋ/ *adj.* 外向的; 友好的; 外出的; 离开的 (1)
- outwards /'aʊtwədz/ *adv.* 向外 (1)
- △ overboard /əʊvə'bɔ:d/ *adv.* 越过船舷进入水中 (3)
- overweight /'əʊvə'weɪt/ *adj.* 超重的; 体重超常的 (2)
- ox /ɒks/ *n.* (*pl.* oxen /'ɒksn/) 公牛 (4)

## P

- paperwork /'peɪpəwɜ:k/ *n.* 文书工作 (4)
- △ Papua /'pæpʊə/ New Guinea /'ɡɪni/ 巴布亚新几内亚 (4)
- parallel /'pærəleɪ/ *adj.* 平行的; 相同的; 类似的 (5)
- parrot /'pærət/ *n.* 鹦鹉 (1)
- participate** /pɑ:'tɪsɪpeɪt/ *vi.* 参与; 参加 (4)
- part-time /'pɑ:tam/ *adj.* 兼职的 (2)
- pause** /pɔ:z/ *vi. & n.* 暂停; 中止 (3)
- pension /'penʃn/ *n.* 养老金; 退休金 (3)
- pensioner /'penʃnə/ *n.* 领取养老金者 (3)
- △ Peru /pə'ru:/ *n.* 秘鲁 (南美国家) (5)
- △ PhD = Doctor of Philosophy 哲学博士学位; 博士学位 (2)
- △ Philadelphia /'fɪlə'delfiə/ *n.* 费城 (美国宾夕法尼亚州重要港口) (2)

- pile /paɪl/ *n.* 堆; 摞; 叠 (2)
- vi.* 堆起; 堆积 (2)
- vt.* 把……堆起; 积聚 (2)
- platform /'plætfɔ:m/ *n.* 台; 平台; 讲台; (火车站的) 月台 (4)
- △ plough /plau/ *vi.* 犁 (地); 耕 (地) (4)
- politics /'pɒlɪtɪks/ *n.* 政治 (学) (1)
- political /pə'ltɪkəl/ *adj.* 政治的; 政党的 (4)
- preparation /,prepə'reɪʃn/ *n.* 准备; 预备 (5)
- privilege /'prɪvəlɪdʒ/ *n.* 特权; 特别优待 (4)
- profit /'prɒfɪt/ *n.* 收益; 利润; 盈利 (1)
- psychology /saɪ'kɒlədʒi/ *n.* 心理 (学) (1)
- psychologically /,saɪkə'lɒdʒɪkəl/ *adv.* 心理 (学) 地; 精神上地 (1)
- △ Puno /'pu:nəʊ/ *n.* 普诺 (秘鲁) (5)
- purchase** /'pɜ:tʃəs/ *vt. & n.* 买; 购买 (4)
- pure /pjʊə/ *adj.* 纯的; 纯粹的; 纯洁的 (3)

## Q

- qualification /kwɒlɪfɪ'keɪʃn/ *n.* 资格; 资历 (5)
- queue /kju:/ *n.* 队列; 行列 (5)
- vi.* 排队 (5)

## R

- receiver /rɪ'si:və/ *n.* 收件人; 接收机; 电话听筒 (2)
- recommend** /,rekə'mend/ *vt.* 推荐; 建议 (5)
- rectangle /'rektæŋgl/ *n.* 矩形; 长方形 (4)
- rectangular /rek'tæŋgjʊlə/ *adj.* 长方形的; 矩形的 (4)
- reflect** /rɪ'flekt/ *vi.* 思考 (3)
- vt.* 映射; 反射; 思考 (3)
- △ refund /rɪ'fʌnd/ *vt.* 退还; 偿还 (3)
- n.* 退款 (3)
- relationship /rɪ'leɪʃnʃɪp/ *n.* 关系; 血缘关系; 交往 (3)
- relevant** /'reləvənt/ *adj.* 有关的; 切题的 (4)
- remote /rɪ'məʊt/ *adj.* 遥远的; 偏僻的 (4)
- requirement /rɪ'kwaɪəmənt/ *n.* 需要; 要求 (5)
- resign** /rɪ'zam/ *vi. & vt.* 辞职; 辞去 (工作、职位等) (1)
- △ revise /rɪ'vaɪz/ *vt.* 复查; 修正; 复习 (5)
- revision /rɪ'vɪʒn/ *n.* 复查; 修正; 复习 (5)
- △ ridge /rɪdʒ/ *n.* 山脊; 屋脊 (4)



- ring up** 给……打电话 (2)
- roof /ru:f/ *n.* 屋顶; 车顶 (4)
- △ Rosalyn /rɒzəlɪn/ *n.* 罗莎琳 (女名) (1)
- routine /ru:'ti:n/ *n.* 常规; 日常事务 (5)
- adj.* 通常的; 例行的 (1)
- row /rəʊ/ *n.* 一行; 一排 (1)
- vt. & vi.* 划 (船) (5)
- Rugby /'rʌgbɪ/ *n.* (英式) 橄榄球 (5)
- S**
- △ Sally /sæli/ *n.* 萨利 (女名) (1)
- △ Sam /sæm/ *n.* 萨姆 (男名) (5)
- △ Sanders /sɑ:ndəz/ *n.* 桑德斯 (姓) (1)
- satisfaction /sætɪs'fækʃn/ *n.* 满意; 满足; 令人满意的事物 (2)
- scan /skæn/ *vt.* 细看; 仔细检查; 粗略地看; 浏览; 扫描 (2)
- scare /skeə/ *vt.* 恐吓 (3)
- vi.* 受惊吓 (3)
- (be) scared to death** 吓死了 (3)
- seal /si:l/ *n.* 海豹; 封条; 印章 (3)
- seaside /'si:saɪd/ *n. & adj.* 海边(的); 海滨(的) (3)
- △ sea-slug /'si:slʌg/ *n.* 海蛞蝓 (3)
- seaweed /'si:wɪ:d/ *n.* 海藻; 海藻 (3)
- security /sɪ'kjʊərəti/ *n.* 安全; 保护; 保障 (4)
- seed /si:d/ *n.* 种子; 萌芽 (4)
- △ seedling /'si:dliŋ/ *n.* 秧苗; 树苗 (4)
- seminar /'semɪnɑ:/ *n.* (专题) 研讨会 (5)
- settle in** (迁入新居、更换工作后) 安顿下来 (5)
- sew /səʊ/ *vi.* (用针线) 缝 (4)
- vt.* 缝制; 缝合 (4)
- sewing machine 缝纫机 (4)
- shallow /'ʃæləʊ/ *adj.* 浅的; 肤浅的; 浅显的 (3)
- shark /ʃɑ:k/ *n.* 鲨鱼 (3)
- sharp /ʃɑ:p/ *adj.* 锐利的; 锋利的; 敏捷的 (3)
- shopkeeper /'ʃɒpki:pə/ *n.* 店主 (5)
- shore /ʃɔ:/ *n.* 岸; 海滨 (3)
- offshore /ɒf'ʃɔ:/ *adv. & adj.* 近海 (的); 离岸 (的) (3)
- sit around** 闲坐着 (1)
- △ site /saɪt/ *n.* 地方; 地点; 现场 (5)
- slavery /'sleɪvəri/ *n.* 奴隶制 (1)
- sniff /snɪf/ *vt. & vi.* 嗅; 闻; 用鼻子吸 (4)
- △ snorkel /'snɔ:kəl/ *vi.* 戴潜水通气管潜水 (1)
- n.* (潜水艇或潜水者的) 通气管 (3)
- software /'sɒftweə/ *n.* 软件 (1)
- staff /stɑ:f/ *n.* 全体员工; 手杖 (2)
- state /steɪt/ *vt.* 陈述; 宣布 (2)
- steep /sti:p/ *adj.* 陡峭的 (3)
- substitute /'sʌbstɪtju:t/ *n.* 代替者; 代用品 (5)
- vt.* 用……代替…… (5)
- suck /sʌk/ *vt. & vi.* 吮吸 (3)
- △ Sudan /su:'dɑ:n/ *n.* 苏丹 (非洲国家) (4)
- suitable /'sju:təbl/ *adj.* 适合的; 适宜的 (1)
- △ supplement /'sʌplɪmənt/ *n.* 增补的事物; 补充; 附录; 增刊 (4)
- sympathy /'sɪmpəθi/ *n.* 同情 (心) (2)
- △ syndrome /'sɪndrəʊm/ *n.* 综合病征; 综合症状 (1)
- T**
- tailor /teɪlə/ *n.* 裁缝 (4)
- vt.* 剪裁; 缝制 (衣服) (4)
- talent /'tælənt/ *n.* 天才; 特殊能力; 才干 (2)
- tank /tæŋk/ *n.* (盛液体、气体的) 大容器; 缸; 大桶 (1)
- △ Tanzania /tænzə'niə/ *n.* 坦桑尼亚 (东非国家) (4)
- target /'tɑ:ɡɪt/ *n.* 目标; 靶; 受批评的对象 (3)
- tasty /'teɪsti/ *adj.* 好吃的; 可口的 (3)
- teamwork /'ti:mwɜ:k/ *n.* 协作; 配合 (3)
- telescope /'telɪskəʊp/ *n.* 望远镜 (3)
- test out** 考验 (2)
- textbook /'teksbʊk/ *n.* 教科书; 课本 (4)
- △ the Amazon /'æməzən/ Jungle 亚马孙河 热带丛林 (5)
- △ the Andes /'ændɪz/ mountains 安第斯山脉 (5)
- △ the Foundation /faʊn'deɪʃn/ trilogy /'tri:lədʒi/ 《基地》三部曲 (2)
- the other day** 不久前的一天 (4)
- theoretical /θɪə'retɪkl/ *adj.* 理论 (上) 的; 假设的 (2)
- thinking /'θɪŋkɪŋ/ *n.* 思想; 思考 (2)
- tide /taɪd/ *n.* 潮 (汐); 潮水; 潮流 (3)



- tin /tɪn/ *n.* 锡 (4)
- toast /təʊst/ *vt.* 烤 (面包等); 敬酒  
*n.* 烤面包 (片); 吐司面包; 干杯 (4)
- tomb /tu:m/ *n.* 坟墓 (5)
- tortoise /'tɔ:təs/ *n.* 陆龟; 龟 (1)
- tractor /'træktə/ *n.* 拖拉机; 牵引机 (4)
- △ transfusion /træns'fju:ʒn/ *n.* 输血 (2)
- trunk /trʌŋk/ *n.* 树干; 躯干; 大衣箱  
trunk library 箱式 (柜式) 图书馆 (4)
- turn around** 转向; 回转 (2)
- △ turtle /'tɜ:tl/ *n.* 海龟; 龟; 甲鱼 (3)
- tutor /'tju:tə/ *n.* 导师; 助教; 家庭教师 (5)
- U**
- △ Uganda /ju:'gændə/ *n.* 乌干达 (东非国家) (4)
- upside down** 上下翻转 (3)
- urge** /ɜ:dʒ/ *vt.* 催促; 极力主张; 驱策 (3)
- V**
- △ vaccination /,væksɪ'neɪʃn/ *n.* 接种疫苗 (4)
- videophone /'vɪdɪəʊfəʊn/ *n.* 可视电话 (5)
- visa /'vi:zə/ *n.* 签证 (5)
- vivid /'vɪvɪd/ *adj.* 生动的; 鲜明的; 鲜艳的 (3)
- voluntary** /'vɒləntərɪ/ *adj.* 自愿的; 志愿的;  
无偿的 (4)
- W**
- weed /wi:d/ *n.* 杂草; 野草  
*vt. & vi.* 除杂草 (4)
- weekly /'wi:kli/ *adj. & adv.* 每周 (的) (4)
- △ wheelchair /'wi:l'tʃeə/ *n.* 轮椅 (1)
- witness** /'wɪtnɪs/ *vt.* 当场见到; 目击  
*n.* 目击者; 证人; 证据 (3)
- Y**
- yell /jel/ *vi.* 大叫; 呼喊  
*n.* 叫声; 喊声 (3)



# Irregular verbs

## 不规则动词

Infinitive	Past tense	Past participle
arise	arose	arisen
be		
am, is	was /wɒz, wəz/	been
are	were /wɜː, wə/	
beat	beat	beaten /'bi:tɪn/
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
bleed	bled	bled
blow	blew /bluː/	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 /druː/	drawn /drɔ:n/
dream	dreamt /dreɪmt/, 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
flee	fled	fled



**Infinitive**

fly  
 forbid /fə'bid/  
 forget  
 freeze  
 get  
 give  
 go  
 grow  
 hang  
 have  
 hear  
 hide  
 hit  
 hold  
 hurt  
 keep  
 know  
 lay  
 leap  
 learn  
 leave  
 lend  
 let  
 lie /laɪ/  
 light  
 lose /lu:z/  
 make  
 may  
 mean  
 meet  
 mistake  
 must  
 overhear  
 pay  
 put  
 read  
 ride  
 ring  
 rise  
 run  
 say  
 see

**Past tense**

flew /flu:/  
 forbade /fə'beɪd/, forbid /fə'bæd/  
 forgot /fə'gɒt/  
 froze  
 got  
 gave  
 went  
 grew /gru:/  
 hung; hanged  
 had  
 heard /hɜ:d/  
 hid  
 hit  
 held  
 hurt  
 kept  
 knew /nju:/  
 laid  
 leapt /lept/, leaped  
 learnt, learned  
 left  
 lent  
 let  
 lay /leɪ/  
 lit, lighted  
 lost  
 made  
 might /maɪt/  
 meant /ment/  
 met  
 mistook  
 must  
 overheard  
 paid  
 put  
 read /red/  
 rode  
 rang  
 rose  
 ran  
 said /sed/  
 saw /sɔ:/

**Past participle**

flown /fləʊn/  
 forbidden /fə'bidn/  
 forgotten /fə'gɒtn/  
 frozen  
 got  
 given /'gɪvən/  
 gone /gɒn/  
 grown /grəʊn/  
 hung; hanged  
 had  
 heard  
 hidden /'hɪdn/; hid  
 hit  
 held  
 hurt  
 kept  
 known /nəʊn/  
 laid  
 leapt, leaped  
 learnt, learned  
 left  
 lent  
 let  
 lain /leɪn/  
 lit, lighted  
 lost  
 made  
 —  
 meant  
 met  
 mistaken /mɪs'teɪkən/  
 —  
 overheard  
 paid  
 put  
 read  
 ridden /'rɪdn/  
 rung  
 risen /'rɪzn/  
 run  
 said  
 seen



**Infinitive**

sell  
 send  
 set  
 sew  
 shake  
 shall  
 shine  
 show  
 shut  
 sing  
 sink  
 sit  
 sleep  
 smell  
 sow  
 speak  
 spellbind  
 spend  
 spill  
 spit  
 spoil  
 stand  
 stick  
 swell  
 sweep  
 swim  
 take  
 teach  
 tell  
 think  
 throw  
 understand  
 upset  
 wake  
  
 wear  
 will  
 win  
 write

**Past tense**

sold /səʊld/  
 sent  
 set  
 sewed  
 shook  
 should /ʃʊd/  
 shone /ʃɒn/, shined  
 showed  
 shut  
 sang  
 sank, sunk  
 sat  
 slept  
 smelt, smelled  
 sowed  
 spoke  
 spellbound /ˈspɛlbaʊnd/  
 spent  
 spilt  
 spat  
 spoilt  
 stood /stʊd/  
 stuck  
 swelled /sweld/  
 swept  
 swam  
 took  
 taught /tɔ:t/  
 told /təʊld/  
 thought /θɔ:t/  
 threw /θru:/  
 understood  
 upset  
 waked, woke  
  
 wore /wɔ:/  
 would /wʊd/  
 won /wʌn/  
 wrote

**Past participle**

sold  
 sent  
 set  
 sewn /səʊn/, sewed  
 shaken  
 —  
 shone, shined  
 shown /ʃəʊn/, showed  
 shut  
 sung  
 sunk, sunken  
 sat  
 slept  
 smelt, smelled  
 sown /səʊn/, sowed  
 spoken /ˈspəʊkən/  
 spellbound  
 spent  
 spilt  
 spat  
 spoilt  
 stood  
 stuck  
 swollen /ˈswəʊlən/  
 swept  
 swum  
 taken /ˈteɪkən/  
 taught  
 told  
 thought  
 thrown /θrəʊn/  
 understood  
 upset  
 waked, woken /ˈwəʊkən/  
 woke  
 worn /wɔ:n/  
 —  
 won  
 written /ˈrɪtɪn/



# Changes in international phonetic symbols for English

## 英语国际音标变化表

单元音	有变化	无变化			
	i → ɪ	短元音	e	长元音	i:
	u → ʊ		æ		u:
	ɔ → ɒ		ə		ɔ:
	ə: → ɜ:		ʌ		ɑ:

双元音	ei → eɪ	əu → əʊ	iə → ɪə
	ai → aɪ	au → aʊ	ɛə → eə
	ɔi → ɔɪ		ʊə → uə

- 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/, /ʊə/。长元音 /u:/ 中的 /u/ 不变。
3. /ɒ/ 只出现在单元音, 即 /ɔ/ 改为 /ɒ/, 而双元音 /ɔɪ/ 中的 /ɔ/ 不改, 只改 /i/, 即 /ɔɪ/。长元音 /ɔ:/ 中的 /ɔ/ 不变。
4. /ɛə/ 改为 /eə/, 它的前一个元音与 /eɪ/ 中的前一个元音同一符号, 而 /ɛ/ 不再出现。
5. /ə/ 改为 /ɜ:/, 出现一个新的元音符号 /ɜ:/。
6. 辅音音标基本上没有变化。



**The following pictures are provided by *Xinhua News Agency*.**

1. page 10 Picture 5
2. page 19 Picture 2
3. page 54 Picture 2
4. page 57 Pictures 1, 2, 3
5. page 59 Picture 2
6. page 65 Picture

**The following pictures are provided by *Cnsphoto*.**

1. page 10 Pictures 4, 6
2. page 54 Pictures 1, 3
3. page 59 Picture 3

**The following picture is provided by *IMAGINECHINA*.**

page 10 Picture 3

**All the pictures in Unit 4 are provided by Joanna Karmel.**

**The picture on page 51 is provided by *Li Jiang Press*.**

**Picture 4 on page 7 is provided by Zhu Jing.**

**The pictures on page 53 are provided by Wang Lili.**



## 后 记

根据教育部制订的普通高中各科课程标准(实验),人民教育出版社课程教材研究所编写的各学科普通高中课程标准实验教科书,得到了诸多教育界前辈和各学科专家学者的热情帮助和大力支持。在各学科教科书终于同课程改革实验区的师生见面时,我们特别感谢担任教科书总顾问的丁石孙、许嘉璐、叶至善、顾明远、吕型伟、王梓坤、梁衡、金冲及、白春礼、陶西平同志,感谢担任教科书编写指导委员会主任委员的柳斌同志和编写指导委员会委员的江蓝生、李吉林、杨焕明、顾泠沅、袁行霈等同志。感谢担任学科顾问的邓炎昌教授和丁往道教授。并在此感谢所有对本套教材提出修改意见、提供过帮助和支持的专家、学者、教师和社会各界朋友。

本套教科书的编委会主任:刘道义;副主任:魏国栋、龚亚夫、郑旺全。

本册编委会成员:陈鸽、田湖龙、叶宁庆、杨良雄、杨维中、马晓蕾、肖菲、生平、李葆重、孙宇娟、辜翔宇、Dodie Brooks, Maggie Aldhamland, Joanna Karmel。本书由董蔚君老师审阅。肖菲参加了本册书的责任编辑工作。李葆重参加了本册书的教师教学用书的责任编辑工作。

我们还要感谢使用本套教材的实验区的师生们。希望你们在使用本套教材的过程中,能够及时把意见和建议反馈给我们,对此,我们将深表谢意。让我们携起手来,共同完成教材建设工作。我们的联系方式如下:

电话:010-58758236; 58758275

E-mail: jcfk@pep.com.cn

gesy@pep.com.cn

shengp@pep.com.cn

人民教育出版社 课程教材研究所  
英语课程教材研究开发中心